



Learning Recovery & Extended Learning Plan

District Name:	Piqua City Schools
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On February 9, 2021, Governor DeWine asked schools and districts to work with their communities and educational stakeholders to help students continue to advance academically and to make up for any learning that may have been lost or delayed due to the coronavirus pandemic and related disruptions.

“This once-in-a-lifetime pandemic has impacted all of us, so it should be no surprise that it has impacted our children. But we should not panic, nor should we be surprised by the results of assessments,” said Governor DeWine. “Instead, we should do what Ohioans have always done when facing a challenge – stay calm, roll up our sleeves, and work to solve the problem.”

Governor DeWine has requested that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, extending the current school year, beginning the new year early, extending the school day or instituting summer programs, tutoring, remote options, and other remedial or supplemental activities.

The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

Recognizing the strain the pandemic placed on teaching and learning, Piqua City Schools conducted a Curriculum Gap Analysis at the conclusion of the 19-20 school year to assess areas of concern leading into the 20-21 school year. This served as a starting point for teaching and learning for students this year. It is still recognized that many students remained on remote learning plans this year. Additionally, some students transitioned between in person learning and remote learning throughout the school year with changes in COVID cases. Finally, many students were quarantined one or more times requiring time away from school.

Achievement data is being collected on a regular basis through short cycle assessments. State data will be used as an indicator as well. This data will be inconsistent depending on if the student participated in the assessment while on a remote learning plan.

The Piqua City Schools Extended Learning Plan includes learning opportunities at all grade levels. While particular students will be targeted and directly contacted for participation in some of these programs, other enrichment opportunities will be made available to any student at the given grade level. The details below provide a description of how targeted students will be identified, the activities designed to close learning gaps, and sources of funding.



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Identifying Academic Needs

Spring 2021	<ul style="list-style-type: none">• Instructional Model (In-Person, Remote, a combination of both) - Students who struggled in the online learning environment and remained online for the 20-21 school year.• Short cycle assessments, Diagnostic Assessments, and State Assessments.• Students in Grades K-8 who failed or had unsatisfactory marks in ELA and Math for the 20-21 school year.• Targeted students at the high school that may be credit-deficient.
Summer 2021	<ul style="list-style-type: none">• Participation in Summer Learning Program.• Credits earned during the Credit Recovery Program.
2021 - 2022	<ul style="list-style-type: none">• Short cycle assessments, Diagnostic Assessments, and State Assessments.• Students in Grades K-8 who failed or had unsatisfactory marks in ELA and Math for the 21-22 school year.• Targeted students at the high school that may be credit-deficient.
2022 - 2023	<ul style="list-style-type: none">• State Assessment Results.• Short cycle assessments, Diagnostic Assessments, and State Assessments.• Students in Grades K-8 who failed or had unsatisfactory marks in ELA and Math for the 21-22 school year.• Targeted students at the high school that may be credit-deficient.
2023-2024	<ul style="list-style-type: none">• State Assessment Results.• Short cycle assessments, Diagnostic Assessments, and State Assessments.• Students in Grades K-8 who failed or had unsatisfactory marks in ELA and Math for the 21-22 school year.• Targeted students at the high school that may be credit-deficient.



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Approaches to Address Academic Gap Filling		
Considerations		Budget
Spring 2021	<ul style="list-style-type: none"> ● Flexible Groupings and Differentiated Instruction ● In-school intervention times in grades K-6 ● Advisory Periods in grades 7-12 ● Curriculum Gap Analysis ● Standards based grading in grades K-6 ● Grade Level Transition Meetings ● Teacher team meetings and Building Leadership Teams to discuss data and plan 	ESSER Funds General Fund
Summer 2021	<ul style="list-style-type: none"> ● Summer Learning Program for Grades K-8 (Transportation & Food Service provided) ● Credit Recovery Program for Grades 9-12 ● Enrichment Opportunities - Summer Reading Program in Partnership with Piqua Public Library 	ESSER Funds
2021 - 2022	<ul style="list-style-type: none"> ● Flexible Groupings and Differentiated Instruction ● In-school intervention times in grades K-6 ● Advisory Periods in grades 7-12 ● Curriculum Gap Analysis ● Standards based grading in grades K-6 ● Grade Level Transition Meetings ● Teacher Based Teams, Building and District Leadership Teams to discuss data and plan accordingly ● Literacy Instructional Coaches in grades K-6 ● Additional Math and Literacy Instructional Support in Grades 7-8 ● Team Teaching Coaching in Grades 9-12 ● Continue supplying Chromebooks for all students ● Innovative Practices (STEM, Music, Arts) to engage students ● Math Coach in Grade K-12 	General Fund ESSER II and III Funds
2022 - 2023	<ul style="list-style-type: none"> ● Flexible Groupings and Differentiated Instruction ● In-school intervention times in grades K-6 ● Advisory Periods in grades 7-12 ● Curriculum Gap Analysis ● Standards based grading in grades K-6 ● Grade Level Transition Meetings ● Teacher Based Teams, Building and District Leadership Teams to discuss data and plan accordingly ● Literacy Instructional Coaches in grades K-6 ● Additional Math and Literacy Instructional Support in Grades 7-8 ● Team Teaching Coaching in Grades 9-12 ● Continue supplying Chromebooks for all students ● Innovative Practices (STEM, Music, Arts) to engage students ● Math Coach in Grades K-12 	General Fund ESSER II and III Funds



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2023-2024	<ul style="list-style-type: none">• Flexible Groupings and Differentiated Instruction• In-school intervention times in grades K-6• Advisory Periods in grades 7-12• Curriculum Gap Analysis• Standards based grading in grades K-6• Grade Level Transition Meetings• Teacher Based Teams, Building and District Leadership Teams to discuss data and plan accordingly• Literacy Instructional Coaches in grades K-6• Additional Math and Literacy Instructional Support in Grades 7-8• Team Teaching Coaching in Grades 9-12• Continue supplying Chromebooks for all students• Innovative Practices (STEM, Music, Arts) to engage students• Math Coach in Grades K-12	General Fund ESSER III Funds
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Approaches to Address Social and Emotional Need



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Considerations:		Budget
Spring 2021	Student Behavior Coaches in grades K-6 Guidance Counselors K-12 Good Samaritan Health Partnership PBIS	General Funds
Summer 2021	Student Behavior Coaches in grades K-6 Guidance Counselors K-12 Good Samaritan Health Partnership PBIS Mental Health Counselors Panorama Survey Hope Squad (Peer to Peer suicide program)	General Funds Student Wellness and Success Funds Grant K-12 Prevention Grant
2021-2022	Student Behavior Coaches in grades K-6 Guidance Counselors K-12 Good Samaritan Health Partnership PBIS Mental Health Counselors Determine additional student needs from Panorama Survey Hope Squad (Peer to Peer suicide program) Student Support Specialists School Psychologist Support	General Funds Student Wellness and Success Funds K-12 Prevention Grant ESSER II Funds
2022-2023	Student Behavior Coaches in grades K-6 Guidance Counselors K-12 Good Samaritan Health Partnership PBIS Mental Health Counselors Implement strategies from Panorama Survey Hope Squad (Peer to Peer suicide program) Student Support Specialists School Psychologist Support	General Funds Student Wellness and Success Funds K-12 Prevention Grant ESSER II Funds ESSER III Funds



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2023-2024	Student Behavior Coaches in grades K-6 Guidance Counselors K-12 Good Samaritan Health Partnership PBIS Mental Health Counselors Implement strategies from Panorama Survey Hope Squad (Peer to Peer suicide program) Student Support Specialists School Psychologist Support	General Funds Student Wellness and Success Funds K-12 Prevention Grant ESSER III Funds
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Piqua City Schools has outlined its spending priorities in regards to the federal Elementary and Secondary School Emergency Relief (ESSER) funds. These student-centered priorities will focus on providing school counselor support, literacy specialists, classroom teachers, aides and technology for students. All ESSER funds in Piqua will be used for direct student support.

Congress has authorized three separate relief bills for schools to help address local needs. ESSER I was included in the Coronavirus Aid, Relief and Economic Security (CARES) Act. ESSER II was included in the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA). ESSER III was a part of the American Rescue Plan (ARPA) Act.

[Your Voice is Important: Click Here to take our ESSER Feedback Survey!](#)

Amount of Funding Piqua City School Expects to Receive

The amount of funding that is allocated to school districts is based on the Title I funding the school district receives. Each of the three types of funding (ESSER I, ESSER II, and ESSER III) includes a spending deadline and specific allowable uses of these funds. Piqua City Schools is focused on using the ESSER I, ESSER II and ESSER III funds to support direct student instruction and technology that is used directly by students.

Piqua City Schools expects to receive:

- ESSER I- \$782,225
 - Must be used by September 2022
- ESSER II - \$2, 936, 787
 - Must be used by September 2023
- ESSER III- Anticipated \$6,546,139
 - Must be used by September 2024

Piqua City Schools will invest these funds in three general areas that focus on our top priorities- student wellness, student success and student-centered technology.

- Student Wellness
- Student Success
- Student-Centered Technology

Student Wellness

- Nurses - PCA will maintain our nursing staff so that providing students with a healthy place to learn is a priority
- School Counselors - Each building at PCS will continue to have a school counselor to support students both academically and social/emotionally
- School Psychologists - PCs will continue to provide exemplary school psychologist services to students.
- Student Support Specialists - The district will employ three Student Support Specialists that will support students behaviorally, socially and emotionally at Springcreek Primary, Washington Primary and Piqua Central Intermediate.
- Library Aides- Literacy for all students remains a top priority for PCS. Each building will continue to provide a welcoming and engaging library environment for students coupled with a Library Aide that will support student learning.



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- Custodians - A clean environment is key to providing a safe learning environment for students. Custodian and maintenance staff will continue to clean high traffic and touch point areas daily in all buildings, as well as sanitize and clean throughout buildings nightly.

Student Success Academic Team

- Classroom instruction- PCS is focused on providing in-person instruction, 5 days a week, to all students. The district will maintain current teaching staff to provide daily in-person instruction.
- Instructional Coaches- The district will utilize current teaching staff in coaching roles to provide support in literacy and mathematics:
 - Grades K-3: Two Literacy/math Coaches:
 - 1 Coach for Grades K-1 and 1 coach for Grades 2-3.
 - Grades 4-6: 1 Literacy coach for Grade 4, 1 Coach for Grade 5 and 1 Coach for Grade 6
- The District will employ classroom teachers to maintain teaching staff levels and provide for consistent instruction. These teachers will be employed for the duration of the ESSER III grant.
 - Employ four teachers in Grades K-3 (two in each elementary building)
 - Employ three teachers in Grades 4-6 (three in Piqua Central)
 - Employ one math coach to work with instruction in grades K-12
- Math and Literacy Support for PJHS
 - The district will employ a math specialist and a literacy specialist to provide daily support to students in grades 7-8
 - Support will be in the form of Math and Language Arts instructional labs. Students will receive interventions and support for math and literacy.

Student-Centered Technology

- Continue to supply Chromebooks for each student- all students will have access to Chromebooks for work both at school and at home
- Maintain and replace Chromebooks so that students are working with up to date devices