

District Name:	Princeton City School District
District Address:	3900 Cottingham Drive
District Contact:	Tom Burton, Superintendent
District IRN:	#044677

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.

Plans should address, but are not limited to, the following key components:

- **Impacted Students:** How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?
- **Needs Assessment:** How will schools and districts identify the needs of those students?
- **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
- **Approaches:** What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring, and remote options.)
- **Partnerships:** Which local and regional partners (such as Educational Service Centers, Information Technology Centers, libraries, museums, after-school programs, or civic organizations) can schools and districts engage in supporting student needs?
- **Alignment:** How can this plan reinforce and align to other district or school plans? This may include but is not limited to Student Wellness and Success Fund plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans.

Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners including their Educational Service Center and other regional and community-based partners. Each district or school should consider a wide range of representation and voices from district and community stakeholders in planning for learning recovery and extended learning opportunities.

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

**This template has been designed to assist districts in meeting and exceeding this requirement and in supporting their long-term instructional planning efforts.** Please refer to the [Planning Support Document](#) at the end of this template for guiding questions and resources.

Questions, comments and concerns can be emailed to: [ExtendedLearning@education.ohio.gov](mailto:ExtendedLearning@education.ohio.gov)

[ODE's Planning for Extended Learning FAQ's](#)

## Identifying Academic Needs

<b>Impacted Students:</b>	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)             <ul style="list-style-type: none"> <li>- Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do we extend other opportunities for those who have learned it?</li> </ul> </li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	<p>Princeton City School District has had hybrid and remote learning options for students since the beginning of the 2020-2021 school year. Students whose parents chose hybrid learning were in-person every other week and participated in remote learning every other week. 36% of our students elected remote learning for the entire school year. Students with disabilities with significant learning needs and English Learners with language needs received in-person learning five days per week.</p> <p>Beginning March 15, 2021 all in-person students, K-12, returned to school. This began our fourth quarter of the school year and allowed students to begin to get acclimated to receiving instruction from their teachers on a daily basis.</p> <p>Specific details are contained in the district <i>Strategic Plan, Academic Achievement Plan and Equity Plan</i> to identify academic needs, address academic gap filling, and respond to social emotional needs for Spring 2021, Summer 2021, school year 2021-2022, and school year 2022-2023.</p> <p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>● Equity* - Goals 2.a.1; 2.b.2</li> <li>● Academics* - Goals 3.a.1; 3.a.3; 3.b.1; 3.b.2; 3.b.4; 3.c.1; 3.c.3; 3.c.5</li> <li>● Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a></i></p>	
<b>Summer 2021</b>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>● Equity* - Goals 2.a.1; 2.b.2</li> <li>● Academics* - Goals 3.a.1; 3.a.3; 3.b.1; 3.b.2; 3.b.4; 3.c.1; 3.c.3; 3.c.5</li> <li>● Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a></i></p>	

<p><b>2021 - 2022</b></p>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.2</li> <li>Academics* - Goals 3.a.1; 3.a.3; 3.b.1; 3.b.2; 3.b.4; 3.c.1; 3.c.3; 3.c.5</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a></i></p>	<p>General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness</p>
<p><b>2022 - 2023</b></p>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.2</li> <li>Academics* - Goals 3.a.1; 3.a.3; 3.b.1; 3.b.2; 3.b.4; 3.c.1; 3.c.3; 3.c.5</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details will be in the revisions for the <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a> as determined by plan goal progress monitoring data</i></p>	<p>General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness</p>

## Approaches to Address Academic Gap Filling

<p><b>Approaches &amp; Removing/Overcoming Barriers</b></p>	<p><i>What approaches will schools/districts use to fill learning needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i></p>	
<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li><b>Resources</b> (Existing and Needed)</li> <li><b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li><b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.) <ul style="list-style-type: none"> <li>Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</li> </ul> </li> <li><b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>What do students need to know?</li> <li>How do we know if they’ve learned it?</li> <li>How do we intervene for those students who have not learned it?</li> <li>How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>	<p><b>Budget</b></p>	
<p><b>Spring 2021</b></p>	<p><a href="#">REACH (Receive, Extra, Academic, Classroom, Help) Evening Help Sessions Intervention &amp; Enrichment Opportunities K-12</a></p> <ul style="list-style-type: none"> <li>This documents above describe the intervention and enrichment opportunities schools are providing both during and outside of the school day</li> </ul> <p><a href="#">Intervention &amp; Enrichment Opportunities K-12 Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.2</li> <li>Academics* - Goals 3.a.1; 3.a.3; 3.b.1; 3.b.2; 3.b.4; 3.c.1; 3.c.3; 3.c.5</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a></i></p>	<p>General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness</p>
<p><b>Summer 2021</b></p>	<p><a href="#">Intervention &amp; Enrichment Opportunities K-12</a> Individual and group</p>	<p>General Fund ESSER I</p>

	<p><u>Strategic Plan</u></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.2</li> <li>Academics* - Goals 3.a.1; 3.a.3; 3.b.1; 3.b.2; 3.b.4; 3.c.1; 3.c.3; 3.c.5</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a></i></p>	<p>ESSER II Title IA, ID, II, III, IV IDEA Student Wellness</p>
<b>2021 - 2022</b>	<p><u>Strategic Plan</u></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.2</li> <li>Academics* - Goals 3.a.1; 3.a.3; 3.b.1; 3.b.2; 3.b.4; 3.c.1; 3.c.3; 3.c.5</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a></i></p>	<p>General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness</p>
<b>2022 - 2023</b>	<p><u>Strategic Plan</u></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.2</li> <li>Academics* - Goals 3.a.1; 3.a.3; 3.b.1; 3.b.2; 3.b.4; 3.c.1; 3.c.3; 3.c.5</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details will be in the revisions for the <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a> as determined by plan goal progress monitoring data</i></p>	<p>General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness</p>

## Approaches to Identify Social & Emotional Needs

<b>Impacted Students:</b>	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
<b>Considerations:</b>	<ul style="list-style-type: none"> <li><b>Resources</b> (Existing and Needed)</li> <li><b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li><b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>	<b>Budget</b>
<b>Spring 2021</b>	<p><u>Strategic Plan</u></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> <li>Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> (Goal 3 MTSS) and <a href="#">Equity Plan</a></i></p> <p>Terrace Metrics Youth Truth Survey</p>	<p>General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness</p>
<b>Summer 2021</b>	<p><u>Strategic Plan</u></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> </ul>	<p>General Fund ESSER I</p>

	<ul style="list-style-type: none"> <li>Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> (Goal 3 MTSS) and <a href="#">Equity Plan</a></i></p>	ESSER II Title IA, ID, II, III, IV IDEA Student Wellness
<b>2021 - 2022</b>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> <li>Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> (Goal 3 MTSS) and <a href="#">Equity Plan</a></i></p>	General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness
<b>2022 - 2023</b>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> <li>Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details will be in the revisions for the <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a> as determined by plan goal progress monitoring data</i></p>	General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness

## Approaches to Address Social and Emotional Need

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<p><i>What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs" (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i></p>	
<b>Considerations:</b>	<ul style="list-style-type: none"> <li><b>Resources</b> (Existing and Needed)</li> <li><b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li><b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>	<b>Budget</b>
<b>Spring 2021</b>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> <li>Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> (Goal 3 MTSS) and <a href="#">Equity Plan</a></i></p> <p>Resources: Terrace Metrics assessment, school counselors, school psychologists, Leader in Me Program, Zones of Regulation, SEL lessons.</p> <p>Based on individual student needs, we have the following social/emotional</p>	General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness

	<p>partnerships: National Youth Advocacy Program, Catholic Charities, Camelot Community Care, Lighthouse Behavioral Health Solutions, Talbert House, Hope Squad.</p>	
<b>Summer 2021</b>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> <li>Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> (Goal 3 MTSS) and <a href="#">Equity Plan</a></i></p> <p>Based on individual student needs, we have the following social/emotional partnerships: National Youth Advocacy Program, Catholic Charities, Camelot Community Care, Lighthouse Behavioral Health Solutions, Talbert House.</p> <p>Analyze perception data from the Youth Truth Survey which will assess school climate, rigor, bullying, engagement, relationships, belonging and peer collaboration, SEL, Instructional methods, Preparation for high school, college and career readiness, drop-out risk, and culture. The survey will be given to students, parents, and teachers.</p>	<p>General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness</p>
<b>2021-2022</b>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> <li>Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> (Goal 3 MTSS) and <a href="#">Equity Plan</a></i></p> <p>Resources: Terrace Metrics assessment, school counselors, school psychologists, Leader in Me Program, Zones of Regulation, SEL lessons.</p> <ul style="list-style-type: none"> <li>Elementary counselors will provide SEL guidance lessons to students in classrooms</li> <li>Trauma-informed practices training will occur during the 2021-2022 school year</li> <li>PBIS focus for preventative support</li> <li>School psychologists will be focused on further development of the district MTSS system.</li> </ul> <p>Based on individual student needs, we have the following social/emotional partnerships: National Youth Advocacy Program, Catholic Charities, Camelot Community Care, Lighthouse Behavioral Health Solutions, Talbert House, Hope Squad.</p>	<p>General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness</p>
<b>2022-2023</b>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> <li>Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details will be in the revisions for the <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a> as determined by plan goal progress monitoring data</i></p>	<p>General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness</p>

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PROFESSIONAL LEARNING NEEDS	
<b>Professional Learning</b>	<p>What <b>professional development</b> activities will be needed/offered to your school district's teachers and partners to support learning recovery?</p> <p>Distance Learning Professional Development - June 2021            Universal Design for Learning - June 2021            ISTE professional development and training for administrators and staff, June 2021            Standard-based Grading and Writing Across the Curriculum professional learning - June 2021            Branching Minds RTI/MTSS Tool training for specific staff - April &amp; May 2021</p> <p>Specific details are contained in the district <a href="#">Strategic Plan</a>, <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a></p>
<b>Resource Link(s):</b>	<p><a href="#">Professional Learning Supports</a>  <a href="#">Mental Health Resources</a>            ESC Customized Support</p>

