

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 21  
**LEARNING RECOVERY PLAN**

JUNE 2021 - AUGUST 2024





# District 21 Learning Recovery Plan

June 2021- August 2024

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# District 21 Learning Recovery Plan

June 2021- August 2024

Presented to the Board of Education  
April 29, 2021

## Year One Learning Recovery Plan (2021-2022 School Year)

### Introduction

The COVID-19 Global Pandemic has had an unprecedented impact on the education of children across the United States. Starting in March 2020, school districts across Illinois were directed to close their doors to in-person instruction and quickly were forced to launch a program of full remote instruction for students. This radically different mode of teaching and learning caused a major disruption to the learning of all students, exposed myriad systemic challenges and inequities in the operation of public schools during a public health crisis, and required a fundamental redesign of the learning environment.

After starting the 2020-2021 school year in fully remote instruction, District 21 began its return to in-person instruction with a hybrid model starting in October 2020. A wave of uncontrolled community spread of COVID-19 resulted in the return to fully remote instruction from the Thanksgiving Day holiday through January 18, 2021. The district returned to the in-person hybrid on January 19th.

Leveraging federal funds from both the CARES Act signed into law in March 2020 and the COVID stimulus bill signed into law in December 2020, the district secured supplies of personal protective equipment (PPE), purchased cleaning and sanitizing equipment and supplies, offered expanded remote learning programming during the summer of 2020, and deployed additional school-based staff, including expanded health office staff and student supervisors, with the goal and intention of returning students to classrooms in as safe and healthy a manner as possible.

During the winter of 2021 the District continued use of federal funds to provide for additional needed PPE, acquire additional classroom air filtration equipment, implement a weekly COVID testing program through the use of the recently FDA-approved SHIELD Illinois test, and acquire additional single student desks and tables to maximize social distancing ability. The District will take further steps to increase classroom air filtration through the addition of ionizing filtration technology to school HVAC systems during the summer of 2021.

In March of 2021, the Board of Education authorized the transition from a hybrid model back to a full day, full week student schedule with K-5 returning to full days, five days on March 29th and middle schools returning on April 12th. Approximately one-third of CCSD21 students have elected to continue learning in a fully remote environment through the District's Distance Learning Academy.

The District has worked steadily throughout the winter and spring of 2021 to promote and assist faculty and staff to receive available vaccinations and as of April 14, 2021 73% of district staff were fully vaccinated. The District continues to encourage all staff who are able to be vaccinated as soon as possible.

With the promise of increased rates of public vaccination and the hope for effective management of the virus and reduction of community spread, there continue to be several unknowns as we look to the coming school year:

- What kind of mitigation strategies will continue to be required (social distancing, mask use, student cohorting, etc.)?
- Will vaccines be authorized for school-age children?
- Will a remote learning option continue to be required by the Illinois State Board of Education?

Unknowns notwithstanding, District 21 is planning for a 2021-2022 school year with full in-person learning for all students and with a return to as normal of a daily learning environment as possible. As a district, we are viewing the 2021-2022 school year as a transition from management of the pandemic to learning recovery through intensive focus on identifying and addressing learning loss, providing social-emotional support to students and families, implementing significant changes and improvements to district curriculum and programming,

and implementing effective learning interventions to support accelerated skill mastery, growth, and academic achievement.

This document outlines year one of a three-year Learning Recovery Plan and should be viewed as an evolving document that will change and grow as the needs of CCSD21 students dictate. The district is committed to using all available resources to equitably and sustainably support the needs of all students and to work tirelessly to support the resilience and advancement of all as we empower every student, every day.

## Use of American Rescue Plan Act (ARP) Funds

Signed into law in March 2021, the American Rescue Plan Act of 2021 (ARP) provides significant direct federal funding to school districts for the purposes of returning students to classrooms and addressing learning loss sustained during the COVID-19 Global Pandemic.

District 21's allocation of ARP funds stands at \$9.079 million and must be expended by September 30, 2024. With this infusion of federal funds, the District now has a substantial ability to marshal significant additional resources in addressing the substantial learning and social-emotional needs of students caused by COVID-19. Funds also provide the District with a unique opportunity to advance strategic planning priorities and system-wide instructional improvements designed to increase access to a rigorous consistent curriculum, support skill mastery, and promote academic achievement.

While planning and budgeting is ongoing, it is proposed that the district spend down its American Rescue Plan allocation over the course of three school years, with the most significant portion of funds spent during the upcoming school year and reducing amounts allocated for the 2022-2023 and 2023-2024 school years. A requirement of the act is that at least 20% of allocated funds must be used to address specific learning loss. We intend to far exceed that legal minimum.

Tentatively we propose the following expenditure schedule:

SY21-22: \$4.026 million  
SY22-23: \$3 million  
SY23-24: \$2.053 million

During the 2021-2022 school year, American Rescue Plan funds will be allocated to address the critical learning needs of District 21 students. Major funding priorities include but are not limited to:

- Hiring additional teaching and educational support staff to address the learning needs of students in all District 21 schools.
- Implementing extended day/year learning support programming.
- Supporting additional transportation needs for extended day/year learning programs.
- Purchasing necessary learning supplies and materials to ensure equitable and ongoing access to critical learning tools for all district students.
- Acquiring and implementing new curriculum and learning intervention resources.
- Funding parent and family social emotional support and educational programming.
- Expanding gifted and talented enrichment programs for students.
- Providing professional development for teachers and staff in the effective use of new curriculum and intervention programming.
- Partnering with community agencies and educational non-profits/organizations to expand access to additional learning supports, mentoring, mental health services, and critical social supports.

A tentative SY21-22 ARP budget worksheet for the SY21-22 is included in [Exhibit A](#).

Category	Expenditure Description	Projected American Rescue Plan Act Allocation 2021-2022	Additional Notes
Teaching Personnel	Elementary Literacy Interventionists	\$550,000	8.0 FTE to be allocated across all elementary schools
Teaching Personnel	Elementary Math Interventionists	\$481,000	7.0 FTE to be allocated across all elementary schools
Teaching Personnel	Middle School Literacy Interventionist	\$206,000	Tentative allocation of 3.0 FTE at middle school level based on demonstrated need.
Teaching Personnel	Middle School Math Interventionist	\$206,000	Tentative allocation of 3.0 FTE at middle school level based on demonstrated need

*Exhibit A*

The figures outlined in Exhibit A should be considered tentative and subject to change. Specific expenditures will be included in the 2021-2022 budget and presented for Board of Education approval by September 30, 2021.

# Extended Year Programming

## Summer 2021

The District is actively planning to offer a number of summer learning programs during the summer of 2021.

A common challenge amongst area school districts for the coming summer is the availability of qualified staff to lead summer programming. While the district continues to work to identify and employ available qualified summer staff, including hiring temporary faculty not employed by District 21 during the regular school year, our summer programming will need to prioritize the inclusion of students in primary grade levels (ascending 1st-3rd grades) and those making the transition from fifth to sixth grade, both with high academic and/or social emotional need. All programming will be offered free of charge to enrolled students. As we are able to secure additional staff, we will expand our program offerings and work to increase the number of students who are able to participate.

Current Summer '21 Learning Intervention Programs include:

- Summer English Language Academy (SELA)
- Extended School Year (ESY) *(Special Education program with enrollment based on student IEPs.)*
- Academic Boot Camp- Literacy
- Academic Boot Camp- Mathematics

In addition to the specific learning intervention programming noted above, the District intends to again offer its highly successful Camp Invention program.



Camp Invention is a weeklong summer program created by the National Inventors Hall of Fame, with a curriculum designed by its most recent inductees and facilitated by certified educators. Campers participate in four hands-on, collaborative challenges each day, where they learn STEM principles of engineering, design,

technology, physics, and more. In addition to STEM challenges, students also have daily group game time and are provided plenty of time to socialize and have fun together. Additionally,



middle and high school students have opportunities to volunteer as Camp Invention Leaders-in-Training (middle school) and Leadership Interns (high school).

## Summer 2022

The district intends to offer a robust menu of learning intervention and enrichment programs during the Summer of 2022. Throughout the 2021-2022 school year, the District will work to identify specific programming needs while also working with faculty, staff, parents, and community partners to design programs that expand and enrich the skills, interests, and experiences of District 21 students.

## School Year 2021-2022 Academic and Family Support and Enrichment Priorities

It is proposed that the District leverage a significant portion of available ARP funds during the 2021-2022 school year to employ additional professional staff in schools to provide critical classroom-based learning interventions across grade levels. In addition, it is proposed that the district employ additional educational support staff as appropriate to provide additional support services including tutoring support in middle schools during the school day.

## Additional Faculty and Educational Support Staff Hiring

### Elementary Literacy Interventionists

Between 9.0 and 13.0 full time faculty positions assigned to all district elementary schools proportionately based on enrollment and need as evidenced by student assessment and performance data. Bilingual literacy interventionists are included in the proposed allocation.



Interventionists will work with grade level teams, classroom teachers, and school principals to deliver specific literacy skill support and intervention to students through a combination of push in classroom based support and/or individual and small group pull out services.



## Elementary Math Interventionists



Between 7.0 and 9.0 full time faculty positions assigned to all district elementary schools proportionately based on enrollment and need as evidenced by student assessment and performance data.

Interventionists will work with grade level teams, classroom teachers, and school principals to deliver specific mathematics skill support and intervention to students through a combination of push in classroom based support and/or individual and small group pull out services.

## Middle School Literacy and Math Interventionists

We are currently studying the need for additional faculty interventionist support in middle schools and are exploring ways that needed support may be achieved through the use of existing middle school faculty. However, we are earmarking 6.0 full time faculty positions that may be deployed to middle schools for intervention support should we determine there is a need to do so.

## Stipends for Language Services Building Facilitators

As we look to make changes to our Language Services programs, these individuals would serve to be the bridge between the district Language Services staff (Director and Specialists) and the building-level Language Services teachers. There would be one facilitator per school who would meet monthly with the Assistant Superintendent of Equity and Learning, Director of Language Services, and Specialists. These individuals would then hold after school meetings with the Language Services teachers in their schools to share information and gather feedback or questions. The Language Services Building Facilitators would also help ensure that the incoming students at their respective schools are properly screened and placed.

## School Year 2021-2022 Extended Day Programs

### Elementary After School Homework Help and Tutoring

It is proposed that ARP funds be allocated to all District elementary schools to provide after school homework help and tutoring for students.

Elementary principals will be responsible for designing and implementing the program for their school. However, at minimum the following expectations must be met:

1. Access for all enrolled students.
2. A minimum of 1.5 hours of tutoring/homework help available at least four school days per week.
3. It is recommended that the program be led by licensed faculty members, however educational support staff and/or part-time staff may be employed for the program as long as they are supervised by a licensed faculty member or administrator.



### Elementary Saturday Intensive Intervention Program

The District is exploring the implementation of an intensive Saturday morning intervention program for elementary students who are significantly below grade level in the areas of Reading and/or Math, and would benefit from additional support outside of the regular school day.

It is envisioned that this program would begin in late September 2021 and run in four week cycles with two week breaks in between each cycle. Principals and grade level teams will be responsible for making recommendations for student participation through the MTSS process and based on an analysis of Reading and Math assessment data, skill deficit identification, and classroom performance. A maximum of 12-15 students per section will be established to ensure a small group experience. Students will engage in targeted interventions for the improvement of specific Reading and/or Math skills.

The program will be staffed by CCSD21 teachers, support staff, and if necessary, other qualified licensed educators employed by the district specifically for the program.

It is envisioned that one elementary school per middle school strand will host the program. Transportation for students will be provided.

### Middle School Academic Support Center

As an additional source of academic support specifically for middle school students, the District is proposing the creation of an Academic Support Center based within each middle school library. The Academic Support Center is intended to offer subject matter tutoring, support in reading, writing, and math, and homework assistance to all middle school students on an as-needed basis. The center will be under the direct supervision of the principal or their qualified designee.

It is envisioned that the Academic Support Center will be staffed by a cadre of quality part-time personnel with flexible schedules, consisting of local college students, pre-service student teachers, and others qualified adults with the appropriate subject matter knowledge, skills, dispositions, and qualities to support the middle school learner.

Each Academic Support Center is intended to be open and available to students from 7:00 AM to 4:30 PM with daily walk-in tutoring support available to students before school, during student lunch periods, and after school. Additionally, tutors will be available during the regular school day to support students as determined by each school's administration and teacher teams.

The number of available positions, compensation, and specific hiring qualifications are under development, however this is a program that is intended to be fully funded through the use of ARP funds.

### AVID Pilot Program at Holmes Middle School

[AVID \(Advancement Via Individual Determination\)](#) is a nationally-recognized organization dedicated to supporting schools and districts in closing opportunity gaps, while



increasing equity and building a more student-centered approach to learning. AVID provides a range of professional development, programs, and resources to promote academic achievement and positive social emotional growth leading to college and career readiness.

As the District has worked to increase coordination with Township High School District 214 to better support our students in readiness for high school, we have been impressed by the positive experiences former District 21 students have had in the AVID program at Wheeling High School.

Throughout the 2020-2021 school year we have studied the AVID model and believe that it is one which would be a significant benefit to our students. As such, we will be implementing an AVID Pilot at Holmes Middle School during the 2021-2022 school year. The district will closely review the impact and outcomes from the Holmes pilot with an eye toward possible program expansion to include London and Cooper Middle Schools in 2022-2023. Throughout the pilot year, we will collaborate with Wheeling High School to support program alignment and maximize positive impact and high school readiness for our students.

#### Expansion of Elementary Extracurricular Activities

In addition to funding for tutoring and homework help, each school will be granted an allocation equal to \$50 per enrolled student to provide for the development and implementation of additional extracurricular activities for elementary students. This doubles the current \$25 per child allocation elementary schools receive.

Proposed activities shall adhere to the following criteria:

1. Designed to support academic achievement and enrichment.
2. Provide opportunities for social emotional growth.
3. Promote physical activity, healthy living, and teamwork.
4. Are age appropriate and high interest activities for elementary students.
5. Provide opportunities for exploration of STEAM (Science, Technology, Engineering, Arts, and Math) content and skills.
6. Are accessible to all enrolled students.

## Continued Support and Resources for School-Based Resilience Teams

The true traumatic impact of the global pandemic on students and families is something that will be uncovered over time during the 2021-2022 school year and likely several years in the future.

The District's efforts in providing professional development for staff in Trauma Informed Classrooms and the establishment of Resilience Teams in each school has provided valuable focus in building a safer and more responsive learning environment for students, families, faculty, and staff. These efforts will continue in earnest throughout the recovery and the District intends to leverage ARP funds to support those efforts. To be sure, many of the initiatives described in this recovery plan have connection to ensuring a supportive and trauma-informed learning environment and as the needs of students and families become more fully understood, our District's efforts will only continue to evolve and expand.

## Support for Families

Addressing the full impact of learning loss and interruption to the lives of students and their families over the course of the pandemic is not something that can be adequately done through classroom interventions and programs targeted solely at students. The impact of the last 14 months on students and families must be viewed not only through the lens of performance in the classroom but also impact on the lives of our families and the wider community in which they live.

In order to support the needs of all district families, we propose to implement a robust family support effort starting with the 2021-2022 school year with funds allocated from the ARP.

## Staff Translator-Interpreters

As we look to provide a more accessible and equitable learning environment for our students, we know that for many of our families, language is a barrier to being fully empowered to be advocates for the education of their children. Currently, the District utilizes members of our existing faculty and staff to support translation and interpretation efforts. While members of the staff are able to support the District in that manner, those activities are completed on top of already highly demanding professional duties.

The inclusion of dedicated on-staff translators/interpreters allows increased second language support and improved access for families where English is not the primary language. Indeed in a recent survey conducted of area school districts with similar percentages of families where English is not the primary language, translator/interpreter positions are reflected and provide such support.

While the District continues to develop its proposal for the employment of staff translators/interpreters, we are exploring and budgeting for the following model:

### **Translator/Interpreter**

- Spanish Language
  - 1- Full time 12 month (260 days)
  - 1- Full time school year (185 days)
- Russian Language
  - 1- Full or Part time (TBD) 12 month (260 days)
- Polish Language
  - 1- Full or Part time (TBD) 12 month (260 days)

### **Family-School Liaisons**

It is proposed to employ family liaisons who will work to connect families with community and district resources, provide a support network, assist in navigating the educational system, and increase engagement with schools and the District in support of student academic and social emotional growth and success.

### **Family-School Liaisons**

- 3-6 full time positions (210 days)
- Bilingual required in English and Spanish, Polish, or Russian
- Post-Secondary Education (degree preferred) and experience in parent education, advocacy, or related social service work.
- Allocated by middle school attendance zone with responsibilities for all schools within that zone.
- Early Childhood Family Liaisons continue to be funded and supervised by the District's Early Childhood Department.

## Family Development and Support Programming

The District is developing a range of family programming to commence with the 2021-2022 school year. Each program is being designed with the intention of providing the families of CCSD21 with opportunities for learning, growth, and development while also empowering families to be powerful advocates for their children in lifelong learning and success. Examples of programming under development include:

- A. Parent seminar series
  - 1. How to support your child
    - a) Reading and Literacy
    - b) Mathematics
    - c) Social Emotional Support
    - d) Understanding Anxiety, Stress, and Depression in children and adolescents
    - e) Internet Safety
    - f) Technology tools and applications 101
    - g) Assessments overview/understanding scores
    - h) Performance Matters Parent Portal
  - 2. Newcomer (Immigrant) family support
  - 3. Understanding and succeeding in the American Education System
    - a) Spanish speaking Bilingual parent seminar
    - b) Russian speaking Bilingual parent seminar
    - c) Polish speaking Bilingual parent seminar
- B. Mental health/Family Intervention Services in partnership with Omni Youth Services and Hands On Suburban Chicago
- C. CCSD21 Family Learning Program Re-launch

In addition to the development of these programs, the district will leverage ARP funds to support equity in access including the provision of child care, transportation, and flexibility in programming time, medium, and location.



## Collaborative Partnerships to Support Academic and Social Emotional Growth

The District is currently working with multiple community-based organizations to provide additional support, services, and resources to our students and families, including but not limited to:

- Omni Youth Services
- Hands On Suburban Chicago
- The YWCA
- The Children's Advocacy Center
- Link Together Coalition
- Local Area Park Districts
- Local Area Library Districts



The Administration will provide expanded detail and programming descriptions to the Board of Education and community as additional services come on line throughout the 2021-2022 school year.

## Improvement of Curriculum, Teaching, and Learning

As the District works to clarify and improve our Multi Tier Systems of Support (MTSS) for students and ensure that classroom teachers have the resources they need to support core learning for all students (Tier 1), as well as meet the needs of students requiring additional supports (Tier 2 & 3), the District will purchase additional core curriculum and intervention materials, resources, and programs. Some of these resources will build upon or expand currently used resources, while others will be newly added materials or resources that have been selected to address identified learning gaps and intervention needs.

### A. Resources to support Balanced Literacy Block

#### a. Additional [Fountas & Pinnell](#) resources

- i. Guided reading books
- ii. Phonics resources
- iii. Learning Continuum books for teachers

- iv. Benchmark Assessments to determine student's independent and instructional reading levels
- b. Additional [Serravallo Reading Strategies](#) books for teachers
- c. Additional [Heggerty resources](#) for phonemic awareness
- d. Spanish Literacy Materials for K-2 students; possibly some 3rd grade
  - i. Guided reading materials
  - ii. Phonics resources
- B. ESL Resources
- C. Resources to support Math instruction
  - a. Resources related to Math Interventions
    - i. Additional English Everyday Math resources for EL students
    - ii. Mindset Math Books for teachers
    - iii. Additional- Do the Math
    - iv. Expanding- Moving with Math
    - v. Expanding- Math Bridges
- D. Science Curriculum Renewal and Adoption (K-8)
  - a. Exploring and piloting of Science curriculum options - Amplify, Savvas, TCI
  - b. Acquisition of additional resources, supplies, and materials to support implementation of new curriculum
- E. Materials and resources related to STEM learning
  - a. Makerspace hands on learning
  - b. Coding- Bee Bots
  - c. Middle School Project Lead the Way (PLTW) Course Expansion
- F. Additional curricular resources and materials to support improvement of core instruction in Social Studies and other subjects as appropriate
- G. WIDA English Language Development Standards Framework Books, 2020 Edition for teachers
- H. Branching Minds Online MTSS software program
- I. Resources and Materials for middle school encore programs

## EL-Bilingual Program Improvement

Consistent with the [Phase Two District Administration Reorganization Plan](#), the Bilingual Department will be reorganized into the Language Services Department under a new Director of Language Services beginning with the 2021-2022 school year. As the District has conducted an analysis of multiple data points related to the academic achievement and the English language acquisition of our English Learners (ELs), we have far too many students who are not progressing as intended. As a result, we are proposing a revision of our services and program models for EL students in order to better meet their needs. The revised model will ensure that we recognize and value all of the “cultural funds of knowledge” that our students bring in both languages while ensuring we do not underestimate their ability to acquire two languages simultaneously. There is a clear need to challenge and support our students more with their English language acquisition while also supporting them with native language instruction when necessary and appropriate.

A key component of this shift in model will be the implementation of a sheltered instructional environment beginning at Grade 3 and integration of self contained Bilingual students with their general education peers for all specials classes and PE.

A comprehensive Language Services Reorganization Plan is currently under development and will be presented to the Board of Education in May of 2021. A significant need of the plan will be the acquisition of additional English language teaching and intervention materials as noted in the previous section of this document. In addition, a significant expansion of professional development for staff in Bilingual and EL learning will begin during the Summer of 2021 and will be partially funded by ARP dollars.

## Gifted and Talented/Enrichment/Accelerated Programming

Another significant need for the District is a fundamental review of our Gifted and Talented Enrichment and accelerated learning programming. The district will be convening a Gifted and Talented Program Task Force including representatives from Elementary and Middle School faculty, school and district level administrators, and parent representatives to be a collaborative working group that will present recommendations for program changes and expansion by January 2022 for implementation starting with the 2022-2023 school year.

During the 2021-2022 school year, the district will be leveraging ARP funds to support elementary schools in the expansion of the current Elementary Enrichment (PSI) program. This includes providing funds for expanded programming outside of the traditional school day.

## Professional Development

As this plan has outlined, there are a number of new teaching and intervention resources that will be introduced or expanded upon in the coming school year. Many of these instructional improvements will also rely on successfully offering a robust program of professional development during the summer months and throughout the 2021-2022 school year. In addition to the use of professional development dollars in the district's Title I, II, and III grants, we will leverage ARP funds to ensure teachers have access to quality professional development and are compensated for their time for PD completed outside of the regular school day.

While there will be professional development offered during the regular working hours of staff, it is important to note that with an ongoing substitute teacher shortage, the District will increasingly be shifting its professional development model to evening and Saturday courses and online self-paced PD using our staff learning management system.

A few notable examples of planned professional development for the coming summer and school year include, but are not limited to:

- Administrator training in use of staff Learning Management System (LMS) to develop effective professional development.
- NWEA MAP 101: How to access and interpret test data and how to use it to improve student learning.
- Performance Matters 101: Use of student performance data, how to access it, and orientation in the use of the assessment generator.
- Balanced Literacy Framework/Overview- Part 1
- Balanced Literacy Component training(s)- Part 2
- English Learners Series- Best practices and strategies for supporting English language learners.
- Multi-Tiered Systems of Support (MTSS) for administrators
- Multi-Tiered Systems of Support (MTSS) for teachers

- [Social Thinking](#)- Supporting students in social emotional learning, self-regulation, and executive functioning
- [Crisis Prevention Institute](#) (CPI) training renewal(s) in Nonviolent Crisis Intervention.
- Technology Mini-Conference
- Effective use of Classroom Interactive Displays to support good instruction.
- Schoology 101- Use of the student Learning Management System (LMS) to support instruction and student learning
- Post Pandemic Trauma Informed Teaching strategies

## Expanded District Transportation Capability

While the District's student transportation needs are contracted with First Student, there are at times limitations to our ability to be flexible and responsive to the instructional and social-emotional learning needs of smaller groups of students.

As the District looks to expand and increase access to special programming like accelerated learning, enrichment and gifted and talented services, SEL supports, alternative to suspension, student peer mentoring, community-based learning experiences, and expanded extra-curricular opportunities for students at all levels, the ability to maintain a small fleet of district-owned transport vehicles would provide much needed flexibility and increased capacity to provide additional services to our students and families.

It is proposed that the district leverage a portion of its ARP funds to acquire three (3) minibuses (yellow bus) with wheelchair accessible lifts. These vehicles may be used to support a wide array of in-district student transportation needs before, during, and after the school day. Some examples include, but are not limited to:

- Transportation for the district's ELSP, Structured Teaching, and Social Emotional special education programs to engage in community-based learning during the school day.
- Transportation to support 5th grade students who qualify for accelerated learning opportunities to complete 6th grade courses in the middle school.
- Transportation to support 8th grade students who qualify for accelerated learning opportunities to complete courses at Buffalo Grove or Wheeling High Schools.
- Transportation for students assigned to the district's Alternative to Suspension program which will be implemented with the 2021-2022 school year.

- Transportation for small groups of students to engage in school to school interaction or peer mentoring programming.

Likewise, the availability of district vehicles will provide additional resources to support parent engagement activities, community partnerships, participation in off-site professional development, and smaller group extra-curricular field trips.

For transportation of students during the school day, and for any activity connected to curriculum, a driver with a CDL License and a school bus operator permit is required to drive the vehicle. We are currently researching minimum requirements of drivers for activities related to non-student transportation or extra-curricular activities.

The district is currently finalizing plans for the acquisition and operation of these vehicles and will bring a recommendation for approval by the Board of Education to a future Regular Meeting.

## Outline of SY21-22 Trimester Learning Recovery Priorities

In addition to the improvement, expansion, and implementation of learning recovery efforts and programs described in prior sections of this plan, the District will be establishing specific priorities by trimester to act as guideposts in our learning recovery efforts. The following is a brief outline of priorities as they stand now. As stated in the introduction to this plan report, the points enumerated below should not be considered exhaustive nor final. They will be refined, expanded upon, or reordered as the 2021-2022 school year unfolds.

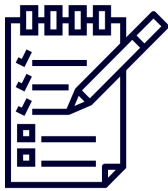
- I. SY21-22 Trimester One
  - A. Fall assessment of students- Diagnosis of learning loss/skill gaps.
  - B. Based on assessment of learning loss/skill gaps, realignment and adjustment of curriculum and instructional pacing to support closing learning gaps.
  - C. Implementation of core curriculum learning support for students and professional development for teachers through the use of instructional coaches and Reading and Math Interventionists.
  - D. Continued identification and implementation of MTSS supports and interventions including ongoing professional development to support their use in the classroom.

- E. Student Social Emotional Learning needs assessment, and implementation of classroom based supports and interventions.

## II. SY21-22 Trimesters Two and Three

- A. Reassessment of students and analysis of learning support needs.
- B. Continued classroom-based intervention support.
- C. Introduction of additional intensive interventions for students as appropriate.
- D. Establish Summer '22 learning support/enrichment program needs.

## Evaluation of Learning Recovery Plan Implementation



Throughout the 2021-2022 school year the district's administration shall conduct a comprehensive evaluation of the status and effectiveness of this recovery plan's implementation. Status update presentations shall be provided to the Board of Education during its December 2021 and March 2022 Regular Meetings with a final summative evaluation report provided in the

June 2022 Regular Meeting. Each report will include information from the following categories:

- A. Student assessment data reporting
  - 1. Fall 2021: December BOE Meeting
  - 2. Winter 2022: March BOE Meeting
  - 3. Spring 2022: June BOE Meeting
- B. Intervention program implementation reporting
- C. Parent and Family Programming participant evaluations
- D. Report on completed professional development
- E. Financial reporting of expended American Rescue Plan Act funds



# Planning for SY 2022-2023 and SY 2023-2024

It is the intention that this Learning Recovery Plan will include each of the next three school years and conclude with the start of the 2024-2025 school year.

As the District implements its year one plan enumerated above, an ongoing effort to evaluate and plan for additional activities during the 2022-2023 and 2023-2024 school years will be undertaken. A year two learning recovery plan will be presented for Board review and consideration no later than its April 2022 Regular Meeting. With the final year plan (2023-2024) presented no later than the April 2023 Regular Meeting of the Board.

## Sustaining Priorities Beyond 2024

The infusion of significant additional American Rescue Plan Act funding has provided the District with a unique opportunity to implement a significant number of additional staff, programs, and supports for our students and families. It is extremely important, however, to reinforce that this funding is temporary and will expire as of September 30, 2024.



It will be of the utmost importance that the District conduct an ongoing effort to analyze and evaluate the impact of all district programs and supports; inclusive of those contained within the Learning Recovery Plan. As we make future budgetary decisions it will be important to ensure that the programs and supports that are having a demonstrable positive impact on the learning and social emotional development of students have priority for continued funding.

While potentially difficult, it will be important for us to follow the data and let go of some of the programs and supports that are not having the kind of positive impact for student learning that we need.

With finite financial resources, it will be important to have honest and data-driven discussions to ensure those resources are deployed in the best way possible to support the needs of students and families.