Learning Recovery & Extended Learning Plan

District Name:	Clark-Shawnee Local School District
District Address:	3680 Selma Road, Springfield, OH 45502
District Contact:	Brian R. Masser, Assistant Superintendent
District IRN:	046284

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.

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Identifying Academic Needs

Impacted Students:	*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)?*

Considerations:	Budget

- **Resources** *(Existing and Needed)*
- **Partnerships** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)*
- **Alignment** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)*
    - *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)*
- **Core Questions to Consider:**
    - *What do students need to know?*
    - *How do we know if they've learned it?*
    - *How do we intervene for those students who have not learned it?*
    - *How do extend other opportunities for those who have learned it?*	

Spring 2021	-Review quantitative and qualitative teacher-level data.	No cost
	-Review data from existing vendor assessments.	Existing costs
	-Administer Spring OST's (Ohio's State Tests), OELPA, and AASCD.	No cost
	-Run a course failure report to identify HS students in need of credit recovery.	No cost
	-Pilot Pear Deck, a technology-enriched formative assessment tool.	Title I
Summer 2021	-Review data from summer programming.	No cost
	-Review summer early literacy assessments as applicable.	No cost
2021 - 2022	-Identify and implement diagnostic assessments in math and ELA, utilizing both existing platforms (e.g. IXL, Pearson, etc.) and new platforms. Should ODE make them available for the '21-'22 school year, the Benchmark and Checkpoint Restart Readiness assessments could be used for this purpose.	No cost / ESSER funds
	-Teachers will conduct a gap analysis as part of our curriculum alignment initiative to identify critical curriculum deficiencies.	ESSER funds
	-Teachers will utilize pre/post-tests to identify gaps and measure mastery.	No cost
	-Utilize a technology-enriched formative assessment tool, such as Pear Deck, to assist teachers in continuously diagnosing readiness levels.	ESSER funds
	-The RTI team in each building will meet regularly to identify needed Tier 2 and Tier 3 interventions.	No cost
	-Continue items listed in Spring 2021	No cost / existing costs

2022 - 2023	-Reflect on, revise, and refine 2021 – 2022 plans.	Unknown; hold some ESSER funds in reserve.

Approaches to Address Academic Gap Filling

Approaches & Removing/ Overcoming Barriers	*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.)?*	

Considerations:
- **Resources** *(Existing and Needed)*
- **Partnerships** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)*
- **Alignment** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)*
   - *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)*
- **Core Questions to Consider:**
   - *What do students need to know?*
   - *How do we know if they've learned it?*
   - *How do we intervene for those students who have not learned it?*
   - *How do extend other opportunities for those who have learned it?*
	Budget	

Spring 2021	-Return to 5 days per week of in-person instruction for all learners.	No cost
	-Provide credit-recovery options for at-risk HS students (e.g. Edmentum, OIC, etc.)	ESSER funds
	-Partner with PrepAccelerator to provide a free online ACT crash course to HS students	No cost
	-Utilize success plans, graduation contracts, post-secondary planning, and college & career readiness activities.	No cost
	-Continue existing LLI, RTI, and other evidence-based intervention models.	No cost
	-Pilot Lexia Core5, a technology-based literacy intervention program with a focus on phonics and phonemic awareness.	ESSER funds
	-Utilize existing 7-12 structures for more intentional intervention. Existing structures include Catch-up Café, Math/Reading Lab, Brave Time, and Advisory	No cost
	-Offer after-school math tutoring for 7-12 students	Building budget
Summer 2021	-Provide extended school year services and/or recovery services for special education as needed.	ESSER funds
	-Provided extended school year services for ELL students via the ESC.	ESSER funds
	-Provide a summer school "loading dose" for elementary and middle school students.	ESSER funds

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	-Provide an online-based summer school for HS students to address learning gaps and credit deficiencies, supported by subject-specific teachers/tutors.	ESSER funds
	-Provide credit-recovery options for at-risk HS students through in-district options and partnerships with OIC and CTC.	ESSER funds
	-Provide a splashpad of online educational subscriptions for each grade band, leveraging free and existing partnerships, as well as local resources (e.g. public library, art museum, etc.).	No cost
	-Provide free summer book packs to elementary students using library books to be discarded as part of our ES building merger.	No cost
2021 - 2022	-Increase after school tutoring opportunities for 7-12 students.	ESSER funds
	-Increase ES tutoring hours during the first quarter of the school year in order to provide more intensive Tier 2 and Tier 3 interventions.	ESSER funds
	-Schedule HS students who failed courses the previous year, or who have not yet reached the competency level on the ELA 9 or Math 10 OST, into math/ELA lab, content-specific guided study halls, and/or math/ELA OST intervention courses as appropriate.	No cost
	-Provide credit-recovery options for at-risk HS students (e.g. Edmentum, OIC, etc.)	No cost
	-Offer an ACT preparation course for HS students	No cost
	-Explore the development of a credentialing pathway, which would be available to all HS students but would help at-risk students in meeting graduation requirements.	ESSER funds and partnership with the ESC and CTC
	-Utilize existing 7-12 structures for more intentional intervention. Existing structures include Catch-up Café, Math/Reading Lab, Brave Time, and Advisory	No cost
	-Continue utilizing individual scheduling meetings, success plans, graduation contracts, post-secondary planning, and college & career readiness activities.	No cost
2022 - 2023	-Reflect on, revise, and refine 2021 – 2022 plans.	Unknown; hold some ESSER funds in reserve.

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Approaches to Identify Social & Emotional Needs

Impacted Students:	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)?	
Considerations: - *Resources* (Existing and Needed) - *Partnerships* (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - *Alignment* (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)		**Budget**
Spring 2021	-Administer a family outreach survey to connect children and families with services over the summer. -Counselors identify at-risk students with whom connections need to be made over the summer.	No cost No cost
Summer 2021	-Provide a method for students and/or families to request services.	No cost
2021 - 2022	-Administer the MS/HS Youth Risk Behavior survey in conjunction with the Clark County Combined Health District. -Identify or develop a standardized student needs assessment. -Implement a social-emotional check-in and check-out system. Integrate with our PBIS program.	No cost No cost or ESSER funds No cost
2022 - 2023	-Reflect on, revise, and refine 2021 – 2022 plans	Unknown; hold some ESSER funds in reserve.

Approaches to Address Social and Emotional Need

Approaches & Removing/ Overcoming Barriers	*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.)?*

Considerations: - **Resources** *(Existing and Needed)* - **Partnerships** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)* - **Alignment** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)*	Budget
Spring 2021 -Return students to 5-days per week in-person instruction. -Check-in regularly with at-risk students. -Utilize data from existing needs assessment or identification processes to inform a multi-tiered system of supports to individual students, small groups, and the entire student body. -Run focus groups emphasizing connectedness, self-esteem, coping skills, de-stressing, and positive thinking (e.g. Ruling our Experiences group). -Leverage existing community mental health collaborations/partnerships	No cost No cost No cost and grants No cost and grants No cost
Summer 2021 -Provide summer mental health services through our partnership with Paramount -Provide services to individual students as needs arise.	No cost ESSER funds
2021-2022 -Implement a social-emotional check-in and check-out system. -Utilize data from needs assessment to inform a multi-tiered system of supports to individual students, small groups, and the entire student body. -Expand/continue focus groups emphasizing connectedness, self-esteem, coping skills, de-stressing, healthy boundaries, positive thinking, etc. (e.g. Ruling our Experiences group, You Matter campaign, etc.). -Continue Paramount partnership to provide school-based mental health services to students. -Standardize protocol for connecting high risk students that may need medical and/or behavioral health services. -Expand/enhance community mental health collaboration/partnerships.	No cost No cost, grants, and/or ESSER funds No cost, grants, and/or ESSER funds No cost through DEA partnership No cost No cost

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2022-2023	-Reflect on, revise, and refine 2021 – 2022 plans.	Unknown; hold some ESSER funds in reserve.