Learning Recovery & Extended Learning Plan

District Name:	Springfield Local School District - Akron
District Address:	2410 Massillon Road Akron, OH 44312
District Contact:	Mary Meadows
District IRN:	050062

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

ODE's Planning for Extended Learning FAQ's

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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*	Through the use of STAR, Edmentum diagnostics, Kindergarten Readiness Assessment, F&P Benchmarking, and Heggerty. For higher grade levels, in addition to classroom assessments and overall performance in classes, SLSD uses historical Ohio State Assessment data (item analysis) to identify students who should be targeted for extended learning time through access to support in Math and ELA.	Funding as needed
Summer 2021*	In addition to those items listed above, we will utilize state testing data available late June to further determine which students were most successful or struggled. We also have historical trend data that outlines the mastery level of standards in traditional school years. Possible opportunity for enrichment can occur based on student interest.	Funding as needed ESSER II
2021 - 2022*	Support through online programming will continue for students throughout the 2021-2022 school year. Data will continue to be collected to see progress for students who receive interventions. In addition, all students will be re-examined for this possibility to continue to determine need. Maintaining staff members will be considered/enacted to provide a well-rounded education to the students of the district (as finances permit for salaries and benefits).	Funding as needed ESSER I and ESSER II Salary and benefits per contract paid initially in-part/in-full with grant funding.
2022 - 2023*	Support through online programming will continue for students throughout the 2021-2022 school year. Data will continue to be collected to see progress for students who receive interventions. In addition, all students will be re-examined for this possibility to continue to determine need. Maintaining staff members will be considered/enacted to provide a well-rounded education to the students of the district (as finances permit for salaries and benefits).	Funding as needed ESSER I and ESSER II Salary and benefits per contract paid initially in-part/in-full with grant funding.

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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*	STAR provides data on expected and stretch growth targets for grades K-3. Data collected is used to inform instruction for those students. The program provides "next steps" recommendations and lessons customized to the group (i.e. phonics, vocabulary, fractions, etc.) In addition, these students are instructed on individual levels to differentiate for each student. Regardless of group, gap filling will be based on either individual standards or clusters of standards. Those most critical to future learning will be prioritized.	
Summer 2021*	The summer extended learning plan is available to all students who wish to participate, if applicable. The proposed plan is that students will be supported through the use of the ExactPath learning software. . The proposed K-12 plan is for three weeks of 1 hour daily (remotely) for students to sign into the ExactPath program to meet individual needs in the areas of ELA and math. A teacher, or teachers if necessary, will be assigned duties to check in with students to ensure progress. If needed, office hour times will be assigned for additional help. Additionally, for students grades 9-12, our focus would be on students with either credit deficiency and credit recovery with courses delivered primarily online. In addition, students anticipated to not perform at a proficient level on the Algebra I, Geometry, and/or ELA II state assessments based on data or recommendation, will receive targeted intervention in preparation for a potential summer re-testing opportunity. This would also take place remotely with an in-person area provided, if needed.	Cost of teacher(s), program, etc. will be paid for through grant funding

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2021 - 2022*	Audits will be performed regularly to gauge the progress and needs of our students.	No additional funding required.
2022 - 2023*	Audits will be performed regularly to gauge the progress and needs of our students.	No additional funding required.

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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*	Our district will continue to identify gaps, implement appropriate programming and form necessary partnerships to address equity, social emotional, and educational needs for all students PreK-12. Per Ohio's Strategic Plan for Education, we are committed to creating the learning conditions that ensure each child acquires and has access to the knowledge and skills across all four learning domains. In addition, our district will utilize partnerships to enhance our capacity, which includes parents/guardians, institutions of higher education, businesses, employers, social service organizations, community members, health care providers, and behavioral health experts. Further, in addressing the needs of the whole child, we will promote social-emotional learning, including competencies such as self-awareness, self-management, social awareness, collaboration, empathy, relationship skills and responsible decision-making.	No additional funding required.
Summer 2021*	Identification will be based on referrals and observations from Spring 2021, interactions with students during summer school, and/or student/family referrals to school personnel.	
2021 - 2022*	Identification may occur by utilizing, but not limited to: • RtI programming • PBIS programming • Graduation plan development • At-risk plan implementation • Referral processes • Student Services interactions	No additional funding required.
2022 - 2023*	Identification may occur by utilizing, but not limited to: • RtI programming • PBIS programming • Graduation plan development • At-risk plan implementation • Referral processes • Student Services interactions	No additional funding required.

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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*	We will continue to utilize feedback staff and deliver services by our school counselors and partnerships with outside vendors such as Oaktree Counseling Center to address the social emotional health of students, families, and educators. This will not only address needs related to the COVID-19 pandemic, but will also increase awareness and improve interventions related to meeting the social emotional needs of all school stakeholders. Further, RtI and/or PBIS structures have been used in the past to address social emotional, academic and behavioral needs.	No additional funding required.
Summer 2021*	The district plans to provide a summer experience to all students who want to participate.	
2021-2022*	Social Emotional needs may be addressed by utilizing: • RtI programming • PBIS programming • Graduation plan development • At-risk plan implementation • Referral processes • Student Services interactions • Crisis Management Team strategies Further, staff will receive training in threat assessment, social emotional awareness, and crisis management.	General Fund Resources, as needed.
2022-2023*	Social Emotional needs may be addressed by utilizing: • RtI programming • PBIS programming • Graduation plan development • At-risk plan implementation • Referral processes • Student Services interactions • Crisis Management Team strategies Further, staff will receive training in threat assessment, social emotional awareness, and crisis management.	General Fund Resources, as needed.

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