Learning Recovery & Extended Learning Plan

District Name:	Indian Creek Local School District
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District IRN:	047803

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

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)?*

Indian Creek School Schools continues to use data-driven decision-making to identify academic needs for all students in the 2020-2021 SY and in future school years. Each building principal and guidance team will collaborate with teachers to target students in need of credit recovery (6-12) and/or those students experiencing learning gaps and in need of tutoring and extended learning (K-5) especially in the area of English Language Arts and Math.

Data points may include:

• OST exams (3-8), • EOC - End of course exams (9-12), • Third grade reading guarantee • Core course grades • DIBELS – Reading Fluency (K-3) and Screening (K-1, 2- 5, 6-8); fluency measures used to regularly monitor early literacy and reading skills. • F/SA – Formative (Common) /Summative Assessments •Student Projects and Performances, •Formal and Informal Observations, •Oral Communication/Open Questioning, •Running Records, •Map Skills, •Checklists, •Discussions, •Exit Tickets, •Feedback, • Rubrics, •Self and Peer Assessment, •Ungraded Classwork, •Quizzes•Paper and-Pencil Tests

- School leadership teams and teacher teams identify schoolwide trends to inform learning opportunities provided and also learning gaps. Grade-level or content based teacher teams identify strengths/gaps and make changes to instruction/intervention, as needed.
- The purpose of classroom assessments is to provide real-time data to engage students in the learning process, to evaluate student learning in both summative (grading) and formative (ongoing feedback) assessment activities, and to plan targeted, meaningful future instruction.

Learning Recovery & Extended Learning Plan

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.)?*

The Indian Creek School District will use multiple opportunities to extend learning. The district uses embedded daily activities in the schedule at the secondary level (Flex Period) for academic review and wellness updates. The district also uses the MTSS (multi-tiered systems of support) for all students, PBIS, the CARE Team that works with wrap-around agencies and school district staff to monitor and target students and families in need of academic and wellness support.

In the Summer of 2021, The Indian Creek School District will offer a K-12, voluntary academic program this June and July for any student in the district. Governor Mike DeWine issued a directive to all Ohio public school districts in February, 2021 "to work with their communities to help students advance and make-up for any learning that may have been lost or delayed because of the pandemic over the past year." Attendance is not mandatory, however perfect attendance incentives will be offered. Obviously, any student attempting to achieve credit recovery cannot miss class.

Because Indian Creek has some students experiencing learning gaps, the district will offer conventional, in-person classes, as well as the more typical "credit recovery" program that has been established in Indian Creek High School using the remote learning method. The district will offer 54 total hours of instruction spread over an 8 week period.

Instruction for grades PK - 8 will be held at Indian Creek Middle School while instruction for grades 9-12 will be held at the high school. Indian Creek teachers will be teaching these courses.

Busing will be provided and participating students will receive breakfast and lunch.

Principals and guidance counselors will be targeting students at-risk in not being promoted to their next grade level for the 2021-2022 school year. Open registration is also encouraged. Core courses will be offered with emphasis in Math, Literacy, Science, and Social Studies. A course schedule will be released later this spring.

Approaches to Identify and Address Social & Emotional Needs

Impacted Students: Approaches & Removing/ Overcoming Barriers	*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)?* *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.)?*

Similar to the approaches to identify and address academic needs, Indian Creek Schools will use traditional data targets such as nine-week grades, attendance, behavior, and the MTSS (multi-tiered support services) as important data-driven indicators for student growth and identifying gaps for SEL for ALL In-Person and Remote Learners. The key partnerships for referrals and progress monitoring are team-based through staff, teachers, intervention specialists, special services, guidance counselors, principals, PBIS, CARE Team, Community Mental Health, SRO's, parents, and family services.The district will employ SEL supports in a variety of teaching and learning techniques.

Indian Creek Schools has worked to improve students' overall well-being by making solid connections among family, school, and community. Hear from our team members about how this works with our school-based mental health providers, school administration, teachers, and family support specialists. We will share our best strategies for connecting students and their families to local resources.

Learning Recovery & Extended Learning Plan

PROFESSIONAL LEARNING NEEDS

What Professional Learning activities will be needed/offered to your district's teachers and partners to support learning recovery?

Indian Creek School Schools will continue to embed Professional Development throughout the school year. In the 2021-2022 SY calendar, the district has scheduled six and a half teacher/staff In-Service days allowing for over 40 hours of support time for staff on in-depth student data analysis, safety, MTSS, professional development for select licensure areas, district and Ohio Department of Education initiatives, as well as federal and state laws.

The district will continue to partner with the Jefferson County Educational Service Center and other local, regional, and state agencies/partners on the most relevant teaching, coaching and learning philosophies and sciences in education today. The district will work to understand and meet the needs of the whole child during this pandemic and beyond.

Learning Recovery & Extended Learning Plan

PLANNING SUPPORT DOCUMENT

As stated by ODE, this is not a one-size-fits-all exercise. 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. The template above has been designed to be as adaptable as possible given the wide range of district experiences and needs. The pages below in the Planning Support Document are designed to assist districts as they think through the nuances that may be significant to their respective district. Educational Service Centers are here to support. Some schools and districts may choose to have similar plans to facilitate effective implementation. ESCs may be able to provide coordination for such collaborative approaches. The following planning support document is provided to assist teams in thinking through the planning process. Additionally, rather than an exhaustive list of resources that quickly becomes overwhelming and outdated, a few key elements have been provided to assist in planning. Districts may also want to consult ODE's Reset and Restart website and planning guide. Additional planning resources are also available at http://reframingeducation.org/. This decision-making framework was developed by Ohio's network of ESCs to assist districts in having authentic conversations about instructional expectations and making plans to reframe education moving forward; we encourage districts to reach out to their ESCs for additional support as needed.

Determining Academic Needs	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: ● Performance on tests (e.g., district assessments, statewide tests, ACTs, etc.); (Districts will not have statewide achievement data until after the end of the school year and may need to identify assessment tools to identify gaps.) ● How will districts determine impacted/vulnerable populations? ● How will districts/schools combat barriers for disengaged students? ● What opportunities were missed due to the inability to access programming? Can any of these opportunities be reinstated in the summer or next school year? (Districts are encouraged to consider this question through an equity lens for student populations-- Students with Disabilities, English Language Learners, Gifted Students, All Learners, etc.) ● Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been lost due to the pandemic. ● Attainment (e.g., high school diploma, college degree, employment) ● What essential elements of determining instructional needs are already in place? ● District MTSS Process and Universal Screeners ● Use of/Alignment with the OIP/DLT/BLT/TBT process to determine; 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 we extend other opportunities for those students who have learned it? ● Gap Analysis for ELA, Math, Science, and Social Studies ● Prioritize Literacy and Math ● Prioritized Standards ● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. ● Rising Kindergarteners (These students have spent a significant portion of their life in a pandemic environment. What needs might they have as they enter Kindergarten in Fall 2021?)

Learning Recovery & Extended Learning Plan

Filling Academic Gaps	How will **academic gaps** be **filled**? Possible/Optional item(s) to consider: ● Existing processes and supports ● Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.) ● MTSS processes ● Effective district-wide/school-wide leadership teams focusing on achievement gaps ● Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs? ● Will measurable objectives be required? Or will these be supplemental offerings that the parent/guardian may choose to have their student participate in and benefit from? ● What happens with students who do become proficient? ● Triage plans for Seniors/Credit Recovery Options for HS ● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. ● Student Success Plans ● Personalized learning opportunities ● Clear instructional plans have been created with prioritized standards ● Clear instructional plans have been communicated with staff, parents, and other stakeholders ● Cross grade-level communication ● Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc. ● Who, When, How…Cohorts, Family PODs, Layout, and Delivery ● How do we ensure at-risk students are taking advantage of the opportunities? ● How can disengaged students be reengaged? ● How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations including but not limited to disengaged students? ● 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.)?
Determine Competency	What method(s) will be used to **determine competency** for pandemic learning? Possible/Optional item(s) to consider: ● Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement) ● Develop and communicate a plan for promoting students vs. retention ● Consider equity of practices, long-term consequences, social/emotional factors
Resource Link(s):	What Works Clearinghouse Priority Math, Reading and Writing Standards Determination of Student Educational Needs Exceptional and At-Risk Youth District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities Ohio Improvement Process

Learning Recovery & Extended Learning Plan

	SOCIAL & EMOTIONAL NEEDS
Determining Social Emotional Needs	**How will social and emotional needs be determined?** Possible/Optional item(s) to consider: ● District MTSS Process and SEL Screeners ● Student Wellness and Success Plans ● Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners. ● How can ESC Family and Community Partnership Liaisons support in this area? ● Are there prevention services/opportunities available through ADAMS and ESCs?
Addressing Social and Emotional Needs	**How will social and emotional needs be addressed?** Possible/Optional item(s) to consider: ● MTSS processes ● Alignment to existing Wellness Plans ● Alignment to existing Student Success Plans ● Triage plans ● Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners. ● Comprehensive Support for Students - screen for social and medical services (work with community agencies), identify students who need instructional support (mentors, tutors, peer support, etc.)
Resource Link(s):	Panorama Equity Guide to Student Learning Loss CASEL Online SEL Assessment Guide Ohio's K-12 Social & Emotional Learning Standards INFOhio's Educator Tools Curriculum Library (filter for "Social Emotional Learning" under Subject) Ohio's Whole Child Framework

Learning Recovery & Extended Learning Plan

PROFESSIONAL LEARNING NEEDS	
Professional Learning	What **professional development** activities will be needed/offered to your school district's teachers and partners to support learning recovery? Possible/Optional item(s) to consider: ● Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners. ● How will teachers, stakeholders, and others be brought into the planning and professional learning process? ● If schools are looking to partners to support learning recovery, how will efforts be coordinated? ● How will tutors or others be trained? ● What school staff/ESC/SST staff can support training community partners? ● Alignment to the Ohio Improvement Process and One Needs Assessment ● What social and emotional PD will help teachers address wellness needs of students and staff recovering from added pandemic stressors? (Consider alignment to Student Wellness and Success Plans)
Resource Link(s):	Professional Learning Supports Mental Health Resources ESC Customized Support