Learning Recovery & Extended Learning Plan

District Name:	Ironton City School District
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District IRN:	044149

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.

CRITICAL CONSIDERATIONS:
- **Instruction Lost During the 2020-2021 School Year:** Ironton City Schools opened as scheduled, and provided full day in-person learning opportunities to all students during the 2020-2021 school year. A virtual/remote option was also made available for students/families who requested this modality of instructional access. The district schools have remained open for in-person instruction all year long; with the exception of a brief period of remote learning for ALL students following the semester break. Approximately 75% of our population participated in in-person instruction, while 25% participated in virtual/remote instruction for a minimum of one (1) nine week grading period up to the entire school year. As a result, our in person learners have lost significantly less instruction as compared to their virtual/remote counterparts.
- **Budgetary Considerations:** Ironton City School will utilize general operating funds, special programs funds, grants, and federal funds, including those received for COVID-19 relief (ESSER I and II) to pay for extended

learning initiatives. The district will continue to prioritize meeting the academic needs of all students. Creative partnerships and collaborative opportunities will be explored when applicable to promote sound financial management.

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:
- ***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	DISTRICT/IHS/IMS/IES ● District Data Tool: Quarterly Assessment, STAR, classroom assessment ● Classroom Achievement: student grades, engagement, teacher recommendation(s) ● Credit deficient students ● Attendance/engagement data for virtual/remote learners ● Attendance/engagement data for in-person learners ● Survey data	No Budgetary Impact
Summer 2021	DISTRICT/IHS/IMS/IES ● Analysis of state assessment results ● Final review of student course indicators: grade, credit, credit deficiency/recovery ● Progress monitoring review/IEP Goals ● Gifted services review	No Budgetary Impact

2021 - 2022	DISTRICT/IHS/IMS/IES
	● Expansion of data/progress monitoring tools
	● Teacher training to support effective use of data/data tools
	● Assess student progress in targeted support areas:
	  ○ Credit recovery
	  ○ Virtual/Remote learning platform
		$15,000 (K-8)
		
		$5,000 (9-12)

	○ Academic ACCELERATION and ENRICHMENT course(s) ● Structure for team data meetings	
2022 - 2023	DISTRICT/IHS/IMS/IES ● Review and analyze of implemented models for effectiveness at identifying student needs; adjust as needed based on data and impact determined	TBD

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	DISTRICT/IHS/IMS/IES ● Data analysis and implemented interventions ● Targeted interventions ● Community mental health resource partner (NECCO) ● Attendance and engagement focus to increase virtual/remote to in-person transfers ● Administrative support for curriculum,assessment, instruction, and professional development ● Master Schedule (2021-2022) to increase availability/staffing dedicated to academic intervention schedule/structure ● Increase use of established academic supports ● Review, analyze, rewrite curriculum maps, heat maps, course guides ● Vertical alignment activities facilitated through TBT/BLT/DLT ● Establish "One Plan", Adult Indicators, One Needs Assessment goals and priorities	$7,500 (K-12)

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Summer 2021	District/IHS/IMS/IES **Summer School:** ● Targeted credit recovery ● Targeted in-person support for student identified as skill deficient ● Summer "Learning Camps" (Enrichments for all Students) ● Chrome device investment (complete 1:1 for district/)	**$90,000 (K-12 est budgeted)** $120,000 (K-5)
2021 - 2022	District/IHS/IMS/IES ● Academic ACCELERATION/ENRICHMENT periods for targeted learning needs, skill development, and credit recovery ● Develop and implement a model for literacy across the curriculum ● MTSS development and implementation ● Implement evidence based instructional strategies and frameworks ● Expand/Enhance after school programing ● Focus on internal ELA/Math Interventions	$200,000 (Staffing: 2 ELA/2Math Specialists K-12)
2022 - 2023	District/IHS/IMS/IMS/IES ● Analyze implementation and effectiveness of prior initiatives ● Use data to determine success and area for growth/improvement ● Continue to establish/refine data protocols and structures for TBT/BLT/DLT ● Analyze student engagement (Ongoing)	TBD

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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	DISTRICT/IHS/IMS/IES ● Analyze attendance data and trends ● Analyze behavior data and trends ● Review/Analyze OHYES! Survey ● IMPACT Prevention pre/post data reports ● MTSS process	No Budgetary Impact
Summer 2021	DISTRICT/IHS/IMS/IES ● Summer School/"Learning Camp" support to re-engage in learning process/ENRICHMENT experiences ● Determine supports for incentives/engagement strategies to be used within building structures	$7,500 (K-12 NECCO)
2021 - 2022	DISTRICT/IHS/IMS/IES ● Development of processes/identification strategies between district and community agencies for at-risk students ● Establish system for identifying and monitoring student engagement with district and community resources supporting student and family social/mental health services ● Attendance and engagement monitoring ● MTSS process	TBD based on needs
2022 - 2023	DISTRICT/IHS/IMS/IES ● Continued support for successful initiatives and improve identified support needed	TBD based on needs

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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	DISTRICT/IHS/IMS/IES ● Ongoing support from guidance counselors, NECCO, IMPACT, and associated community partnerships ● Establish Wellness Committee with initial emphasis on mental health program development	$7,500 (NECCO K-12)
Summer 2021	DISTRICT/IHS/IMS/IES ● Wellness checks for students and families ● Summer Wellness "Learning Camp" ENRICHMENT activities ● Further establish wellness supports and partnerships for 2021-2022 school year	$7,500 (NECCO K-12)
2021-2022	DISTRICT/IHS/IMS/IES ● Continue/expand partnership with community agency (NECCO) add additional campus therapist to specific campus ● Establish systems for identifying and monitoring student engagement with community resources to support student and family social/mental health services. ● Ongoing engagement with district counselors and community partners to identify at-risk students ● IMPACT prevention ● Explore/implement peer support systems (ex. Big Brother/Sister) ● Attendance and engagement monitoring ● MTSS process	$35,000 (NECCO)
2022-2023	DISTRICT/IHS/IMS/IES ● Continues support for successful initiatives and improve identified supports needed	TBD based on identified needs