



Millcreek-West Unity Local School District

Hilltop Schools Extended Learning Plan

Posted on Website: March 25, 2021

Submitted Website Link to ODE on March 25, 2021 via Email to:
extendedlearning@education.ohio.gov

INTRODUCTION & NECESSITY OF EXTENDED LEARNING PLAN

The Millcreek-West Unity Local School District continues to provide the best educational offerings possible for students under current pandemic conditions, whether instruction and curriculum is delivered onsite (at Hilltop Schools) or through remote (at home) learning. We believe most students learn best when instruction is delivered in a physical setting that includes their teachers and peers.

Especially due to pandemic circumstances, there may be some Hilltop students who have significant learning gaps. A number of onsite students spent considerable time at home while under quarantine, while a few students have been learning all year from home utilizing our remote learning plan. Regardless of the reasons for gaps in learning, Hilltop Schools are committed to assess and address the needs of students who are not making adequate progress towards their educational goals.

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 school year earlier than scheduled, extending the school day, instituting summer programs, tutoring, remote learning options, and other remedial or supplemental activities.

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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? (e.g., 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, and graduation plans.

PLEASE NOTE: As Hilltop Schools proceed to assess and intervene with students who have learning gaps and as circumstances evolve, the plan may be amended to address changing needs. It is important to note that the majority of students continued with onsite learning in August 2020, so the number of students experiencing academic learning gaps should be minimal. However, the number of students experiencing trauma that has impacted them socially or emotionally is not restricted to those who chose remote learning. All students, school employees, parents, and community partners have been impacted socially and emotionally – at least to some degree – by the pandemic. It is important to assess, identify, and intervene with students who have experienced significant trauma and do not have the supports in place to make a full recovery. Financial resources for the plan will be allocated from ESSR and/or the district's general fund.

When deemed appropriate, the Superintendent will make amendments to the plan on behalf of the school district. The most current plan will be posted on the District's website.

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SECTION ONE

IDENTIFYING ACADEMIC NEEDS OF IMPACTED STUDENTS

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Spring 21	Identifying Academic Needs
	<p>Hilltop Elementary (K – 6): Hilltop Elementary uses the following to measure its students' academic performance: DIBELS; STAR Reading; Lumos Learning; Ohio State Practice Test; McGraw-Hill Wonders Reading Weekly Assessment and Unit Assessments; Moby Max; Pearson Math assessments; Ascend Math; Star Math; IOWA; COGAT; Formative; Summative; Restart Readiness Checkpoint and Benchmark assessments.</p> <p>Hilltop Elementary is experiencing an influx of newly qualified IEP students, likely as a result of the COVID shutdowns. Many students who were already "at risk" or borderline declined significantly, causing them to struggle this year and many are now qualifying for specialized services. The ETR process has qualified a larger percentage of students for special education services than is typical. Having more students qualify for specialized services is a positive step, but our special education staff is struggling to keep up with the increased caseload and to provide services for a higher numbers of students. The elementary special education program has a high proportion of third grade students with deficits in learning that have not been in school due to COVID (homeschooling and distance learning), and have returned to school near the end of third grade. Some special education students who have missed significant onsite instruction due to quarantines are not making adequate progress. Due to delays in reading and the lack of in-person instruction, many students are behind and not able to keep up with their peers, especially in the areas of reading, math, science, and social studies.</p> <p>Third graders took the Third Grade Reading Guarantee assessment in the fall of 2020. There were a significant number of students who did not pass the test. This is typical for the fall assessment, but the percentage of failure is higher this year. Analyzing the data from items missed on state tests helps guide what standards need to be addressed before spring testing.</p> <p>Comparing data from previous years to this year helps to determine what was lost from the statewide school shutdown during the spring of 2020.</p> <p>Some remote learning students are failing to turn items in on time or are not turning items in at all.</p> <p>Hilltop JH/HS (7 – 12): Hilltop JH/HS is using the following to measure its students' academic performance: STAR Reading; Ohio State Practice Test; HMH Math assessments; Ascend Math; Star Math; COGAT; Formative; Summative; Restart Readiness Checkpoint and Benchmark assessments.</p> <p>Hilltop JH/HS is experiencing an influx of newly qualified IEP students, which we believe is a direct result of the COVID shutdowns. Many students who were already "at risk" or borderline declined significantly, causing them to struggle this year and many are now qualifying for specialized services. The ETR process has qualified a larger percentage of students for special education services than is typical. Having more students qualify for specialized services is a positive step, but our special education staff is struggling to keep up with the increased caseload and to provide services for a higher numbers of students. Some special education students who have missed significant days of school due to quarantines are not making adequate progress. Due to delays in reading and the lack of in-person instruction, many students are behind and not able to keep up with their peers, especially in the areas of reading, math, science, and social studies.</p>



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Summer 21	Identifying Academic Needs
	<p>Hilltop Elementary (K – 6): Continue identifying academic needs as outlined in Spring 2021</p> <p>Hilltop JH/HS (7 – 12): Continue identifying academic needs as outlined in Spring 2021</p>



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2021–2022	Identifying Academic Needs
	<p>Hilltop Elementary (K – 6): Continue identifying academic needs as outlined in Spring & Summer 2021. In addition:</p> <ol style="list-style-type: none"> 1. Implement a performance-tracking tool, such as Performance Matters or Mastery Connect, to better identify and track the academic progress of all students, especially those who need intervention. 2. Implement a shared agreement to employ a court-appointed attendance office in a partnership between the seven Williams County School districts and the Williams County Common Pleas Court, Juvenile Division to better respond to students with excessive absences from school. Use Shalom Mediation services to identify and respond to the underlying causes of each student’s excessive absences in order to improve academic performance. <p>Hilltop JH/HS (7 – 12): Continue identifying academic needs as outlined in Spring & Summer 2021. In addition:</p> <ol style="list-style-type: none"> 1. Implement a performance-tracking tool, such as Performance Matters or Mastery Connect, to better identify and track the academic progress of all students, especially those who need intervention. 2. Implement a shared agreement to employ a court-appointed attendance office in a partnership between the seven Williams County School districts and the Williams County Common Pleas Court, Juvenile Division to better respond to students with excessive absences from school. Use Shalom Mediation services to identify and respond to the underlying causes of each student’s excessive absences in order to improve academic performance.



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SECTION TWO APPROACHES TO ADDRESS ACADEMIC GAPS

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Spring 21	Approaches to Address Academic Needs
<p>Hilltop Elementary (K – 6): Hilltop Elementary has two elementary tutors; one tutor is assigned to K – 3 for reading intervention and one to grades 3 – 6 for reading and math intervention. Several high school students are volunteering to work with elementary students who need additional assistance.</p> <p>A new remote instructor was employed in Fall 2020 to work with remote students in grades K – 6. The instructor has worked effectively with remote students and their families, and has been a vital component of our efforts to create a smooth transition for students returning from remote instruction, homeschooling, or online charter schools. When remote students or others with identified gaps in learning begin onsite instruction, the remote instructor works with them to address each student’s identified deficits.</p> <p>Computer-based instruction is utilized to target and address learning loss. Programs such as Ascend Math, Wonder Works, STAR, Study Island, Reading Eggs, and Moby Max are used to individualize instruction and monitor progress. Funding for programs to address learning loss is essential to continue providing supports and interventions for students who are below grade level.</p> <p>Some students stay after school to complete work and receive additional instruction and intervention. Others have been assigned Saturday School sessions for additional assistance.</p> <p>In late February and continuing until spring assessments, tutoring is offered three times a week, before school hours, for students who did not pass the fall Third Grade Reading assessment.</p> <p>The following interventions are used in the classroom setting: differentiation; spiraling; re-teaching & re-assessment; online assignments (game activities to reinforce content); small groups; co-teaching; one-on-one remediation; leveled readers and assessments (Wonders); peer editing; peer assistance; and extended time.</p> <p>Hilltop JH/HS (7 – 12): Remote students in grades 8 – 12 use the NOVA program for curriculum and instruction. NOVA is also used for credit recovery for students in grades 9 – 12. Several high school students are volunteering to work with 7 – 12 students who need additional assistance. Junior High students who chose remote learning received instruction from core curriculum teachers using Google classroom.</p> <p>Computer-based instruction is being utilized to target and fill gaps in learning. Programs such as Ascend Math provide individualized instruction and monitor progress. Continued funding for Ascend Math is essential to provide supports and interventions for students who are below grade level. STAR testing is being used to track progress in reading and math.</p> <p>Some students stay after school to complete work and receive additional instruction and intervention. Others have been assigned Saturday School sessions for additional assistance.</p> <p>The following interventions are used in the classroom setting: differentiation; spiraling; re-teaching & re-assessments; online assignments (game activities to reinforce content); small groups; co-teaching; one-on-one remediation; leveled readers and assessments (Wonders); peer editing; peer assistance; and extended time.</p>	



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Summer 21	Approaches to Address Academic Needs
	<p>Hilltop Elementary (K – 6): Reading and math instruction will be the core content focus for students in kindergarten through grade six. Due to the large number of students who are significantly behind in foundational competences, direct instruction in reading foundational skills will be offered remotely, onsite, or as a blend of the two instructional modalities.</p> <p>Once gaps are identified, tutoring will be offered to students in their specific areas of deficiency. According to a number of recent studies, tutoring is believed to be the most important intervention to address gaps in learning. To remove obstacles to summer learning and tutoring, a blend of remote and onsite learning will be offered to students with identified learning loss. To enhance the onsite learning experience, nutritious snacks or meals and transportation will be offered to students without charge.</p> <p>Hilltop JH/HS (7 – 12): Reading, math, science and social studies instruction will be the core content focus for students in grades seven through twelve.</p> <p>Once gaps are identified, tutoring will be offered to students in their specific areas of deficiency. According to a number of recent studies, tutoring is believed to be the most important intervention to address gaps in learning. To remove obstacles to summer learning and tutoring, a blend of remote and onsite learning will be offered to students with identified learning loss. To enhance the onsite learning experience, nutritious snacks or meals and transportation will be offered to students without charge.</p>



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2021–2022	Approaches to Address Academic Needs
<p>Hilltop Elementary (K – 6): Continue addressing academic needs as outlined in Spring & Summer 2021. In addition, implement the following approaches:</p> <ol style="list-style-type: none"> 1. Schedule regular tutoring/intervention times with students who still show gaps in learning. 2. Employ an additional 1/2-time intervention aide to work with students who are not at grade level. Assign all available aides to monitor certain at-risk groups. 3. Purchase new textbooks to replace those that are out of date. 4. Increase the number of teacher manuals, resources, textbooks, workbooks, and online licenses to curriculum materials so all Intervention Specialists and Tutors have access to the grade level resources they need. 5. Offer before and/or after school tutoring for students who are behind in core content areas, especially reading and math. 	
<p>Hilltop JH/HS (7 – 12): Continue addressing academic needs as outlined in Spring & Summer 2021. In addition, implement the following approaches:</p> <ol style="list-style-type: none"> 1. Schedule regular tutoring/intervention times with students who still show gaps in learning. 2. Employ an additional 1/2-time intervention aide to work with students who are not at grade level. Assign all available aides to monitor certain at-risk groups. 3. Purchase new textbooks to replace those that are out of date. 4. Increase the number of teacher manuals, resources, textbooks, workbooks, and online licenses to curriculum materials so all Intervention Specialists and Tutors have access to the grade level resources they need. 5. Offer before and/or after school tutoring for students who are behind in core content areas, especially reading and math. 	



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	<p>Hilltop JH/HS (7 – 12): Continue addressing academic needs as outlined in Spring & Summer 2021, as well as in school year 2021 - 2022.</p>



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SECTION THREE IDENTIFYING SOCIAL & EMOTIONAL NEEDS

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Spring 21	Identifying Social & Emotional Needs
Hilltop Elementary (K – 6):	
The following are used to identify students who need social and emotional supports:	
<ol style="list-style-type: none"> 1. Open communication between staff members, the school guidance counselor and care coordinator helps to identify students with social and emotional concerns. 2. SEL classroom lessons provided by the care coordinator help to identify students who may have social and/or emotional needs. 3. Attendance is tracked weekly and the care coordinator intervenes with students and families as appropriate. 4. Students, parents, and staff members may refer students to the guidance counselor and/or care coordinator for further assistance. 	
Hilltop JH/HS (7 – 12):	
Students are identified and referred to the school counselor or social worker by self-referrals, teachers, parents, or other school personnel. In addition, the following are used to identify students who need social and emotional supports:	
<ol style="list-style-type: none"> 1. Open communication between staff members, the school guidance counselor and care coordinator helps to identify students with social and emotional concerns. 2. Attendance is tracked weekly and the care coordinator and school counselor intervene with students and families as appropriate. 3. Students in grades 9-12 meet with school guidance counselor throughout the school year to discuss class problems, graduation progress, and personal issues/concerns. 4. 7-12 staff members use a Google document to track/communicate behavior concerns from students in the classroom. 5. 7-12 students/staff members complete an SEL character traits survey at the start of every school year. 6. Students in Health 8 and Health 9 complete the Signs of Suicide screening tool, which is reviewed by the school guidance counselor and care coordinator. 7. The school guidance counselor and JR High/HS Principal run weekly grades reports for students in grades 7-12 and meet with students who have D+ or lower in any subject. 8. Students in 7-12 who miss a set amount of periods for a specific class are required to come in and make up missed class periods with the JR High/HS Principal. 9. The School Guidance Counselor and JR High/HS Principal meet with seniors (and their parents) who are behind or at risk of not completing graduation requirements. 	



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Sarah Carothers
David Chester
Randy Mahlman

Millcreek-West Unity Local School District

Summer 21	Identifying Social & Emotional Needs
	<p>Hilltop Elementary (K – 6): Continue identifying social and emotional needs as outlined in Spring 2021.</p> <p>Hilltop JH/HS (7 – 12): Continue identifying social and emotional needs as outlined in Spring 2021.</p>



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2021–2022	Identifying Social & Emotional Needs
	<p>Hilltop Elementary (K – 6): Continue identifying academic needs as outlined in Spring & Summer 2021. In addition:</p> <ol style="list-style-type: none"> 1. Implement an online survey and/or tracking tool to better identify and monitor the social and emotional progress of students who need intervention. 2. Implement a shared agreement to employ a court-appointed attendance office in a partnership between the seven Williams County School districts and the Williams County Common Pleas Court, Juvenile Division to better respond to students with excessive absences from school. Use Shalom Mediation services to identify and respond to the underlying social and emotional causes of each student’s excessive absences. <p>Hilltop JH/HS (7 – 12): Continue identifying academic needs as outlined in Spring & Summer 2021. In addition:</p> <ol style="list-style-type: none"> 1. Implement an online survey and/or tracking tool to better identify and monitor the social and emotional progress of students who need intervention. 2. Implement a shared agreement to employ a court-appointed attendance office in a partnership between the seven Williams County School districts and the Williams County Common Pleas Court, Juvenile Division to better respond to students with excessive absences from school. Use Shalom Mediation services to identify and respond to the underlying social and emotional causes of each student’s excessive absences.



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2022– 2023	Identifying Social & Emotional Needs
	<p>Hilltop Elementary (K – 6): Continue identifying social and emotional needs as outlined in Spring & Summer 2021, as well as school year 2021 – 2022.</p> <p>Hilltop JH/HS (7 – 12): Continue identifying social and emotional needs as outlined in Spring & Summer 2021, as well as school year 2021 – 2022.</p>



Millcreek-West Unity Local School District

SECTION FOUR

APPROACHES TO ADDRESS SOCIAL & EMOTIONAL NEEDS

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Spring 21	Approaches to Address Social & Emotional Needs
	<p>Hilltop Elementary (K – 6): The Care Coordinator provides SEL lessons to elementary classes and talks with individual students who have been identified with personal/emotional difficulties. The following are used to provide additional social and emotional supports:</p> <ol style="list-style-type: none"> 1. Dojo communication to parents from teachers for all classroom related matters. 2. RTI process to identify concerns in the area of academics and social emotional. 3. Interest survey for all teachers to give to students. 4. Second and Seventh Foundation (JH/HS students reading to elementary school students). 5. School-based mental health counselor from the Community Hospitals of Williams County at school one day per week, whose service is free to students in need. 6. National Youth Advocacy Program is delivered at school (paid through student insurance). 7. Mobile dentist sees students that meet the criteria every 6 months. 8. Dino Schools visit kindergarten and 1st grade to present SEL lessons. 9. Red Ribbon Week is celebrated for drug prevention and awareness. 10. School-based Hilltop Food Pantry is available for any Hilltop family that expresses a need. 11. Hilltop Elementary partners with community agencies to assist those in need at Christmas. 12. Hilltop Elementary partners with community agencies to assist with daily living needs. 13. Second Step SEL lessons are presented in 2nd, 3rd, 5th, and 6th grade. 14. Zones of Regulation lessons are presented in kindergarten. 15. PBIS, including student of the month and character trait awards reinforce positive behavior. 16. JH/HS National Honor Society students tutor at-risk elementary students. 17. Website lists school & community resources for social, emotional, and daily living needs. <p>Hilltop JH/HS (7 – 12): Students in 7-12 receive a Social-Emotional Learning curriculum through the Mayerson Academy. In the Academy class, students focus on their character strengths. The following are used to provide additional social and emotional supports:</p> <ol style="list-style-type: none"> 1. One period is built into the 7 – 12 schedule for Social Emotional Learning/Peer Mentoring. 2. 7-12 students complete weekly Social Emotional Learning activities. 3. 7-12 students complete once a month career exploration activity/lesson. 4. Signs of Suicide program presents in health classes (8th & 9th), and students complete a suicide screening form. 5. Project Respect presents in health classes (8th & 9th) throughout the school year. 6. The student council operates a blood drive as a community service. 7. The student council operates a donation drive for needy kids, called Christmas for Kids. 8. The FFA operates a food drive for the Hilltop Schools food pantry. 9. Junior and senior National Honor Society members offer free tutoring to JH/HS students. 10. PBIS framework is used, which includes a student of the month program & Cadet Cafe. 11. National Youth Advocacy Program is delivered at school (paid through student insurance). 12. School-based mental health counselor from the Community Hospitals of Williams County is onsite one day per week to provide free mental health services for students in need. 13. Counselor website lists: Scholarship information, Graduation Requirements, Transcript Request, College Information, ACT Testing, SAT Testing, College Visit Information, Financial Aid Information, Local Job Openings, Recruiting Information, Honors Diploma, Career Information, school/community resources for social, emotional, & daily living needs. 14. School guidance Counselor and JR High/HS Principal meet with seniors (and their parents) who are behind or at risk of not completing graduation requirements, and to set up a plan to encourage all seniors to graduate on time with their peers.



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Summer 21	Approaches to Address Social & Emotional Needs
Hilltop Elementary (K – 6):	Offer additional summer tutoring/mentoring/therapy programs to identified students.



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2021–2022	Approaches to Address Social & Emotional Needs
Hilltop Elementary (K – 6):	Continue addressing social and emotional needs as outlined in Spring & Summer 2021. In addition:
	<ol style="list-style-type: none"> 1. Fully implement a school-wide SEL curriculum, starting in kindergarten and continuing through grade six.
Hilltop JH/HS (7 – 12):	Continue addressing social and emotional needs as outlined in Spring & Summer 2021. In addition:
	<ol style="list-style-type: none"> 1. Fully implement a school-wide SEL curriculum, starting in seventh grade and continuing through grade twelve.



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2022– 2023	Approaches to Address Social & Emotional Needs
Hilltop Elementary (K – 6):	Continue addressing social and emotional needs as outlined in Spring & Summer 2021, as well as in school year 2021 – 2022.
Hilltop JH/HS (7 – 12):	Continue addressing social and emotional needs as outlined in Spring & Summer 2021, as well as in school year 2021 – 2022.



Millcreek-West Unity Local School District

SECTION FIVE: RESOURCES

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Resource Links to Address Academic Needs

[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](#)

Resource Links to Address Social & Emotional Needs

[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](#)
<https://www.lead4change.org/>

Links & Resources for Teacher Professional Development

[Professional Learning Supports](#)
[Mental Health Resources](#)
NwOESC Customized Support
NWOCA Customized Support



Millcreek-West Unity Local School District

SECTION SIX: SUMMARY

It is worth repeating our belief that students make better academic progress through in-person learning. When in-person learning is interrupted, gaps in learning may occur. Although our plan is designed to address learning gaps so every student can experience success, we know that part of planning is the understanding that plans must change as new data is collected, especially if students are not making adequate progress towards their goals.

Our Extended Learning Plan is designed to be a fluid document and subject to change, depending upon such factors as: (1) relevant student data from various assessments, such as benchmarking, formative, and state-mandated tests; and (2) if the national, state, or local response to COVID-19 changes, especially if it impacts our ability to continue providing onsite instruction and intervention.

To respond immediately to new student data and changing circumstances, *superintendents are able to make amendments to extended learning plans on behalf of their school district. If this plan is amended, the most current version will be available via a link on the District's website at: <https://www.hilltop.k12.oh.us/COVID-19Updates.aspx>*

The most current version will be also available via a link on the Ohio Department's website at: <http://education.ohio.gov/Topics/Reset-and-Restart/Extended-Learning-Plans>

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