Steubenville City Schools

Learning Recovery & Extended Learning Plan

District Name:	Steubenville City Schools
District Address:	611 North 4th Street, Steubenville, OH 43952
District Contact:	Melinda Young
District IRN:	044826

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

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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

ESC ASSOCIATION

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	Leadership Team will analyze data collected from state assessments and ACT, possible retention lists, and truancy reports. Leadership Team will analyze data collected through diagnostic, formative and summative assessments to identify trend data. This data will then be used to craft intense interventions for students with significant learning gaps, appropriate supports for students at or near mastery, and extension/enrichment activities for those excelling. **The Leadership Team is made up of Steubenville City School staff members, parents and community members.**	
Summer 2021	Leadership Team will evaluate yearly averages to identify achievement gaps. Leadership Team will analyze final grade reports to identify credit deficient students. Leadership Team will assess what interventions and additional academic progress monitoring were utilized to ensure on-time promotion and graduation for the 2020-2021 school year. Leadership Team will develop strategies and programming to ensure proper supports are put in place for students with achievement gaps and/or credit deficiency.	

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2021 - 2022	Leadership Team will analyze data collected from state assessments and ACT, possible retention lists, and truancy reports. Leadership Team will analyze data collected through diagnostic, formative and summative assessments to identify trend data. This data will then be used to craft intense interventions for students with significant learning gaps, appropriate supports for students at or near mastery, and extension/enrichment activities for those excelling. Leadership Team will evaluate yearly averages to identify achievement gaps. Leadership Team will analyze final grade reports to identify credit deficient students. Leadership Team will develop strategies and programming to ensure proper supports are put in place for students with achievement gaps and/or credit deficiency.	
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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.)*
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    - *How do extend other opportunities for those who have learned it?*
		Budget

Spring 2021	Data collected from Solution Teams/Administration will be used to provide intervention during Maymester for students to close the gap, and extension/enrichment activities for those students excelling in their class. Students on grade level will complete project-based lessons provided by their teachers during Maymester. Our staff will reach out to remote and/or face-to-face students and families for any additional support and academic assistance they may need.	
Summer 2021	Curriculum Coaches/Administration will use analyze data collected through student achievement reports to strategical schedule students in appropriate classes for reading and math. This process will assure student success within their classroom. Administrators will attempt to reach out to families to offer multiple virtual learning sites that will help their child work on the skills necessary to close their achievement gap(s) over the summer. Reading and Math Boot Camp will be offered in August.	
2021 - 2022	Curriculum Coaches/Administration will 4Sight Test, teacher cycle records and Benchmark tests to identify learning gaps per grade level. We will use differentiated instruction to address learning gaps and other deficiencies identified. Data collected from Solution Teams/Administration will be used to provide intervention during Maymester for students to close the gap, and extension/enrichment activities for those students excelling in their class. Students on grade level will complete project-based lessons provided by their teachers during Maymester. Tutors will be available at all levels.	

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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 — Leadership Team will work together to identify students who are struggling with social and emotional troubles. Staff will look for students who are having trouble completing tasks or assignments, seem anxious/fearful, increasingly absent or late to school, seem overly energetic, aggressive, or difficult to manage. Protocols in place for staff identification of at-risk School partnership with Change Inc. and Colman Professional Services, provides therapy for those students in need. School Curriculum embeds a program for PBIS and Conflict Resolution which includes lessons teaching students how to describe feelings and initiate appropriate emotional responses.	
Summer 2021 — School partnership with Change Inc. and Colman Professional Services, provides therapy for those students in need. Services may continue over the course of the summer. Food Services provide lunch throughout the summer for those students in need of a complete and nutritious meal.	
2021 - 2022 — Leadership Team and teachers will work together to identify students who are struggling with social and emotional troubles. Staff will look for students who	

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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	Realtime Data collection (RTD) is used to monitor the stress points in our community and among our student body. This real time data is used by multidisciplinary solutions teams to determine possible shifts or trends that could impact student life as well as to target individuals/families that require support. Within the building licensed social workers, counselors and school psychologists screen students who present with any concerns related to academic achievement and emotional/behavioral. Using data collected from assessments/screening tools like (MTSS/PBIS data, behavior assessment scale for children, child behavior checklist and teacher report form, children depression inventory CDI, revised children's RCMAS, reynolds adolescent/child depression scale RADS, manifest anxiety scale, conners rating scale, student self-assessment and staff observations,) a multidisciplinary team works collaboratively within and outside the building to ensure the student receives the appropriate services or accommodations . In addition to mental and physical health services provided directly by the district; Harding Middle School has collaborated with Change Inc.; housed directly within our building, Change Inc. is a school based health center which provides additional clinical counseling and healthcare; working with the family along the way. Both Change Inc. and School professionals work collaboratively with any other entities that may be involved in fostering the students health and success ie. family, pediatrician, outside mental health etc… Using data collected from both the positive referral system (The Stallion Way) and our discipline referral system (Discipline Manager) administrators can target and support wanted and unwanted behaviors and identify students who may benefit from tier 2/tier 3 support. To best support student remote learning teachers, counselors and administrators performed check-ins throughout each 9 week period in order to connect with students and discuss any successes or concerns.	
Summer 2021	Exit counseling interview with students receiving mental health services on a continuum to confirm mental health services will continue through the summer. Change Inc. will continue to be available in the building throughout the summer.	

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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.

ACADEMIC PLANNING

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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?)
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

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	• 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

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?

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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

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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

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