



Learning Recovery & Extended Learning Plan

District Name:	LICKING HEIGHTS LOCAL SCHOOL DISTRICT
District Address:	6539 SUMMIT ROAD PATASKALA, OHIO 43062
District Contact:	ANNA ANNETT
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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](#)



Identifying Academic Needs		
Impacted Students:	<i>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)?</i>	
Considerations:	<ul style="list-style-type: none"> - 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.) <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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	The district will screen all students grades 1 - 12 districtwide using STAR testing in reading and math to get baseline data on student's present levels. Each building will also run academic failure reports. In kindergarten, the Fundation assessment will be used to determine which students are on track, on watch, need intervention or need urgent intervention.	
Summer 2021	The district will look at students who have failed a core class and will be given remediation over the summer (summer school).	
2021 - 2022	Students in grades K - 6 will be screened using I-Ready in reading and math. Students in grades 7 - 12 will be screened using NWEA MAP. This data will be used to provide remediation for all students who are not at grade level. Students' grades will also be monitored after each nine weeks.	



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2022 - 2023	Students in grades K - 6 will be screened using I-Ready in reading and math. Students in grades 7 - 12 will be screened using NWEA MAP. This data will be used to provide remediation for all students who are not at grade level. Students' grades also will be monitored after each nine weeks.	
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Submitted March 26, 2021



Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>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.)?</i></p>	
<p>Considerations:</p> <ul style="list-style-type: none"> - 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.) <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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	<p>Using the STAR data and failure reports, students will be placed in tiers based on their reading and math levels. Students who are categorized as Tier 2 or Tier 3 will have parents/guardians called and will be given interventions and monitored through the Response to Intervention (RTI) process. Students in Tier 2 will receive 2 hours of support each week. Students in Tier 3 will receive 3 hours of support each week.</p>	Staff to assist/monitor interventions



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Summer 2021	For summer school, the district will be looking at the power standards for each core course to ensure that students have mastered what is most important for students to move to the next level.	Staff
2021 - 2022	Data from I-Ready and NWEA MAP will be used to provide remediation for all students who are not at grade level. This will be provided throughout the year and student progress will be reviewed using the RTI (Response to Intervention), if the data indicates the need. NWEA MAP and I-READY identifies stretch goals for student achievement to close learning gaps created from the pandemic.	I-READY, MAP
2022 - 2023	Data from I-Ready and NWEA MAP will be used to provide remediation for all students who are not at grade level. This will be provided throughout the year and student progress will be reviewed using the RTI (Response to Intervention), if the data indicates the need. NWEA MAP and I-READY identifies stretch goals for student achievement to close learning gaps created from the pandemic.	I-READY, MAP

Approaches to Identify Social & Emotional Needs

Impacted Students:	<i>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)?</i>
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Considerations:	Budget
<ul style="list-style-type: none"> - 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.) 	

Spring 2021	Teacher observations, parent communication, student led referrals, grade checks by counselors and Sanford Harmony will be utilized in grades K - 6. Counselors have utilized needs assessments to have a better understanding of individual students needs and if they require a higher level of support. Students have been placed in small groups, after parent consent has been obtained, according to their area of need (i.e. anxiety, boys groups, girls group, peer interactions, etc.). The Ohio Healthy Youth Environments Survey (OHYES!) will be administered to students in grades 7-12 to be able to identify specific needs of the “whole child”. This will help drive programming and support moving forward and specifically the 2021-2022 school year. Counselors also have been providing mindfulness activities and sessions	
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	using both Calm Classroom and Youth Yoga to students grades K-12.	
Summer 2021	Parent communication, student led referrals and needs assessment for summer school programming. Potential partnerships with the ESC and the Ohio Reading Corp, which also embeds social emotional learning into their support planning for summer school. Furthermore, the social worker intern being hired as SEL support and providing academic assistance during the Spring of 2021 would help with small group SEL at higher tiers.	
2021 - 2022	The district would utilize needs assessment data from counselors, teacher observations, parent communication, student led referrals, grade checks by counselors, Sanford Harmony in grades K - 6 and 7 Mindsets in grades 7 -12. Sanford Harmony and 7 Mindsets will serve as Tier 1 SEL curriculum. The counselors at each level will run small groups for tier 2 and 3 supports using extension lessons from the Tier 1 curriculum and mindfulness curriculum by means of Calm Classroom and Youth Yoga.	
2022 - 2023	The district would utilize needs assessment data from counselors, teacher observations, parent communication, student led referrals, grade checks by counselors, Sanford Harmony in grades K - 6 and 7 Mindsets in grades 7 -12. Sanford Harmony and 7 Mindsets will serve as Tier 1 SEL curriculum. The counselors at each level will run small groups for tier 2 and 3 supports using extension lessons from the Tier 1 curriculum and mindfulness curriculum by means of Calm Classroom and Youth Yoga.	



Approaches to Address Social and Emotional Need

Approaches & Removing/ Overcoming Barriers	<i>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.)?</i>
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Considerations:		Budget
<ul style="list-style-type: none"> - 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.) 		
Spring 2021	Individual counseling, lunch bunch, small group counseling, SEL lessons for all students at Tier 1. Lessons and support will be provided during the day to alleviate transportation issues. Virtual sessions will be held to address the needs of virtual students. Needs assessments were utilized to identify students needing additional Tier 1 supports. Information will be verbally translated for our EL students and sent out via a recording.	Sanford Harmony fee for putting formal lesson plans to be used K - 6. Training in Calm Classrooms and youth Yoga for all classrooms
Summer 2021	Available resources will be shared with families to determine if services are needed through the counseling department. The district is also exploring a partnership with the ESC and Ohio Reading Corp, which offers social emotional programming for summer school. A needs assessment would also be utilized and any participating student would be able to receive SEL during their assigned session(s). Information will be verbally translated for our EL students and sent out via a recording.	Staff
2021-2022	Individual counseling, lunch bunch, small group counseling, SEL lessons during library time and IE (Intervention/Enrichment) periods, Sanford Harmony lessons aligned to Positive Behavior Interventions Supports (PBIS lessons) and 7 Mindsets. Information will be verbally translated for our EL students and sent out via a recording.	7 Mindsets
2022-2023	Individual counseling, lunch bunch, small group counseling, SEL lessons during library time and IE (Intervention/Enrichment) periods, Sanford Harmony lessons aligned to Positive Behavior Interventions Supports (PBIS lessons) and 7 Mindsets. Information will be verbally translated for our EL students and sent out via a recording.	7 Mindsets



Approaches to Identifying Equity and Accessibility



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Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to address concerns related to equity and accessibility for all students? What steps will be taken to remove/overcome barriers that may be associated with equity and accessibility?</i>	
Considerations: <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> 		Budget
Spring 2021	Collect data (attendance, grades, race, ethnicity, gender, discipline, disability, income and native language) to ensure all students are successful. Look at student performance differences due to hybrid or full time/virtual/remote.	
Summer 2021	Collect data (attendance, grades, race, ethnicity, gender, discipline, disability, income and native language) to ensure all students are successful. Look at student performance differences due to hybrid or full time/virtual/remote.	
2021-2022	Collect data (attendance, grades, race, ethnicity, gender, discipline, disability, income and native language) to ensure all students are successful. Look at the effects of current policies, programs and practices on racial/ethnic and underserved students and families. Create student surveys to get input on equity and accessibility issues as well as student feelings of “being behind/no chance to catch up.” Look at student performance differences due to hybrid or full time/virtual/remote. Review potential for equity differences and bias in student assessments, due to remote capabilities (network issues, nor or low speed internet connectivity, limited availability of Chromebook) and student attendance/engagement in class.	
2022-2023	Collect data (attendance, grades, race, ethnicity, gender, discipline, disability, income and native language) to ensure all students are successful. Look at the effects of current policies, programs and practices on racial/ethnic and underserved students and families. Create student surveys to get input on equity and accessibility issues as well as student feelings of “being behind/no chance to catch up.” Look at student performance differences due to hybrid or full time/virtual/remote. Review potential for equity differences and bias in student assessments, due to remote capabilities (network issues, nor or low speed internet connectivity, limited availability of Chromebook) and student attendance/engagement in class.	



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Approaches to Address Equity and Accessibility

Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to address concerns related to equity and accessibility for all students? What steps will be taken to remove/overcome barriers that may be associated with equity and accessibility?</i>	
Considerations: <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> 		Budget
Spring 2021	Review community supports and course offerings.	
Summer 2021	Review community supports and course offerings.	
2021-2022	Training for staff to understand the different cultures and experiences of students relocating to a new country. Use data from the Approaches to Identifying Equity and Accessibility section and change practices accordingly.	Professional Development
2022-2023	Training for staff to understand the different cultures and experiences of students relocating to a new country. Use data from the Approaches to Identifying Equity and Accessibility section and change practices accordingly.	Professional Development





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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.



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ACADEMIC PLANNING

Determining Academic Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">• 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	<p>How will academic gaps be filled?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">• Existing processes and supports



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	<ul style="list-style-type: none"> • 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.)?
<p>Determine Competency</p>	<p>What method(s) will be used to determine competency for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • 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
<p>Resource Link(s):</p>	<p>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</p>



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SOCIAL & EMOTIONAL NEEDS

Determining Social Emotional Needs	<p>How will social and emotional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">• 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	<p>How will social and emotional needs be addressed?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">• 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.



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	<ul style="list-style-type: none"> 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



PROFESSIONAL LEARNING NEEDS

Professional Learning	<p>What professional development activities will be needed/offered to your school district's teachers and partners to support learning recovery?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> 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? 
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	<ul style="list-style-type: none">• 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