



## Learning Recovery and Extended Learning Plan

District Name:	Salem City Schools
District Address:	1226 E. State St. Salem, Ohio 44460
District Contact:	Sean Kirkland, Superintendent
District IRN:	044735

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.

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**“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.”**

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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.

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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.

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## Learning Recovery and Extended Learning Plan

### 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)?*

**Spring 2021**

K-6:

Benchmarking for Math and ELA (iReady and Aimsweb Plus)

Use MTSS model to identify students in Tiers 1, 2, and 3.

7-12:

Identify students who did not earn credits in enrolled courses for 2020-21 school year

Identify students at risk of dropping out due to credit deficiencies, attendance, or other factors. Develop an at-risk plan.

**Summer 2021**

K-12:

Examine spring 2021 test data to determine students needing remediation during the 2021-22 school year.

Use Kinder Camp to do diagnostics and screeners to identify students who are at risk.

Analyze data including Aimsweb Plus, iReady, ACT, Air Test, EOC exams, AP scores, attendance, behavior to identify at risk students and trends/ gaps.



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<b>2021 - 2022</b>	<p>K-6:</p> <p>Benchmarking for Math and ELA (iReady and Aimsweb Plus)</p> <p>Use MTSS model to identify students in Tiers 1, 2, and 3.</p> <p>Formative Assessments to identify areas of need.</p> <p>7-12:</p> <p>Benchmarking for Math and ELA (Aimsweb Plus)</p> <p>Formative Assessments to identify areas of need.</p> <p>Identify students who did not earn credits in enrolled courses for 2020-21 school year.</p> <p>Identify students at risk of dropping out due to credit deficiencies, attendance, or other factors. Develop an at-risk plan.</p>
<b>2022 - 2023</b>	<p>K-6:</p> <p>Benchmarking for Math and ELA (iReady and Aimsweb Plus)</p> <p>Use MTSS model to identify students in Tiers 1, 2, and 3.</p> <p>Formative Assessments to identify areas of need.</p> <p>7-12:</p> <p>Benchmarking for Math and ELA (Aimsweb Plus)</p> <p>Formative Assessments to identify areas of need.</p>



# Learning Recovery and Extended Learning Plan

	<p>Identify students who did not earn credits in enrolled courses for 2020-21 school year.</p> <p>Identify students at risk of dropping out due to credit deficiencies, attendance, or other factors. Develop an at-risk plan.</p>
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## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>
<b>Spring 2021</b>	<p><b>K-6:</b></p> <p>Provide academic supports and interventions for tiers 2 and 3 in the classroom or small group.</p> <p>Home visits/calls to families of students who are not engaged in learning.</p> <p>Make a plan to action to get the students back in building/ on track.</p> <p><b>7-12:</b></p> <p>Teachers in core subjects available daily for Remote students needing help.</p> <p>Afterschool Options time M-Th for Remote students needing help.</p> <p>Home visits/calls to students who are remote and not working to come back into the building for last nine weeks/develop a plan of action with family.</p>
<b>Summer 2021</b>	<p>Kiddercamp Readiness Program</p> <p>STEAM Camp</p>



# Learning Recovery and Extended Learning Plan

	<p>Transitions Orientations for each building</p> <p>Credit Recovery Program/ Summer School 9-12</p>
<b>2021 - 2022</b>	<p>K-6:</p> <p>Afterschool Interventions and Supports: Math Club, Book Club</p> <p>STEAM integration into core content areas</p> <p>Provide full inclusion/co-teaching and targeted intervention support at each grade level.</p> <p>One title teacher per grade level K-6 (ELA/math intervention)</p> <p>Increase number of paraprofessionals</p> <p>At-Risk Quaker Time in morning or afternoon- academic supports</p> <p>Junior Achievement</p> <p>7-12:</p> <p>Quaker Club for grades 7-8</p> <p>One Title teacher per grade level 7-8 (ELA/math intervention)</p> <p>Credit Recovery/ Drop-out Prevention Program 9-12</p> <p>Increase access to CCP classes for students who lack transportation- add ss courses through YSU</p> <p>Add industry credentials to Career Tech courses to help students transition to careers successfully.</p>



# Learning Recovery and Extended Learning Plan

**2022 - 2023**

K-6:

Afterschool Interventions and Supports: Math Club, Book Club

STEAM integration into core content areas

Provide full inclusion/co-teaching and targeted intervention support at each grade level.

One title teacher per grade level K-6 (ELA/math intervention)

Increase number of paraprofessionals

At-Risk Quaker Time in morning or afternoon- academic supports

Junior Achievement

7-12:

Quaker Club for grades 7-8

One Title teacher per grade level 7-8 (ELA/math intervention)

Credit Recovery/ Drop-out Prevention Program 9-12

Increase access to CCP classes for students who lack transportation- add ss courses through YSU



# Learning Recovery and Extended Learning Plan

## 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)?*

**Spring 2021**

K-12:

An IAT/TBT approach is used to identify students who need SEL supports. Building principals, counselors, and teachers are involved in identifying students who need assistance. Parents can refer and students can use self-referral.

Remote students are able to set up appointments with school counselors through google forms.

Regular check-ins are done with Remote students to maintain engagement and make sure they are supported if needed.

**Summer 2021**

**2021 - 2022**

K-12:

An IAT/TBT approach is used to identify students who need SEL supports. Building principals, counselors, and teachers are involved in identifying students who need assistance. Parents can refer and students can use self-referral.

Students in K-6 receive classroom based SEL lessons.

Community partnership with Family Recovery to provide the Aiming High Program to BE students



# Learning Recovery and Extended Learning Plan

	<p>Social emotional screener using Panorama to identify need.</p> <p>SEL interventions and supports for tiers 2 and 3 through</p>
<b>2022 - 2023</b>	<p>K-12:</p> <p>An IAT/TBT approach is used to identify students who need SEL supports. Building principals, counselors, and teachers are involved in identifying students who need assistance. Parents can refer and students can use self-referral.</p> <p>Students in K-6 receive classroom based SEL lessons.</p> <p>Community partnership with Family Recovery to provide the Aiming High Program to BE students</p> <p>Social emotional screener using Panorama to identify need.</p> <p>SEL interventions and supports for tiers 2 and 3 through</p>



# Learning Recovery and Extended Learning Plan

## 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.)?*

### Spring 2021

Four full-time school counselors are employed in the district to provide individual, small group, and classroom based supports.

Early intervention counseling services available for students at-risk of being identified as a student with a disability.

Contracted counseling services available for students in K-2 and 7-12.

Positive Behavior Interventions and Supports implemented in some buildings.

### Summer 2021

Summer Lunch Program



## Learning Recovery and Extended Learning Plan

<b>2021-2022</b>	<p>Four full-time school counselors are employed in the district to provide individual, small group, and classroom based supports.</p> <p>SEL interventions and supports for tiers 2 and 3 through Panorama.</p> <p>Positive Behavior Interventions and Supports implemented district-wide.</p>
<b>2022-2023</b>	<p>Four full-time school counselors are employed in the district to provide individual, small group, and classroom based supports.</p> <p>SEL interventions and supports for tiers 2 and 3 through Panorama.</p> <p>Positive Behavior Interventions and Supports implemented district-wide.</p>