Learning Recovery & Extended Learning Plan

District Name:	Springfield City Schools
District Address:	1500 W Jefferson St, Springfield, OH 45506
District Contact:	Dr. Robert F. Hill - Superintendent/CEO
District IRN:	044818

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.

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Identifying and Addressing 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?*

Spring 2021	Identification of Impacted Students *Programming open to all but targeted outreach efforts focused on the following groups of students:* ● English Language Learners (ELL) ● Students with Disabilities (SWD) ● Review current interims, grades, attendance ● Student and parent requests Needs Assessment ● Student achievement data ● Screening data (MAP and Acadience) Resources ● *Fundations* (explicit phonics instruction) ● *Heggerty* (explicit phonemic awareness instruction) ● *National Center on Intensive Intervention* (academic and behavior interventions) ● *Language! Live* (4-12 comprehensive intervention program) ● *Wit & Wisdom* (K-6 English Language Arts curricular resource) Approaches ● Provide high-quality, grade-level content to each student through the use of evidence-based strategies and curricular resources. ● Utilize evidence-based interventions aligned to critical areas of need based on the Science of Reading, MAP and Acadience data ● K-12 tutoring during and after school Partnerships ● Perrin Promise, 21st Century, Springfield Museum of Arts, SACC, Eagle and Dove Alignment ● All resources and approaches align to the District Literacy Plan, which is based on the Science of Reading and Ohio's Plan to Raise Literacy Achievement ● All resources and approaches align to Ohio's Learning Standards

	● All resources and approaches align to the District's Ohio Improvement Plan Professional Development ● *Outlined below*

Summer 2021	Identification of Impacted Students
	Programming open to all but targeted outreach efforts focused on the following groups of students:
	    ● ELL, SWD, Attendance, Grades, K-6, Credit Deficient and incoming KG EL students
	    ● Review current interims and grades
	    ● Student and parent requests
	
	Needs Assessment
	    ● The District One Needs Assessment was completed this Spring and has identified Literacy and Social/Emotional Learning as critical areas of need. Additional information is available in the District One Needs Assessment.
	    ● Progress towards goals will be measured through pre and post surveys for each student.
	
	Resources
	    ● Staffing
	    ● Materials and Supplies
	    ● Transportation
	    ● Food Service
	    ● 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
	
	Approaches
	    ● Themed Based Summer Enrichment Camp (Art, STEM, Entrepreneurship, Athletics) with a literacy focus:
	        ○ Elementary School - 3 weeks / 4 days per week
	            ■ June 14 - July 1
	        ○ Middle School - 3 weeks / 4 days per week
	            ■ June 14 - July 1
	        ○ High School - 6 weeks / 3 days per week
	            ■ June 7 - July 16
	    ● High School Summer School - Credit Recovery
	        ○ June 7 - July 16
	    ● Elementary Summer School - K-3
	        ○ June 15 - July 22 - 3 days per week
	
	Partnerships
	    ● Promise Neighborhood, Project Jericho, 21st Century, Springfield Museum of Art, YMCA, School Age Child Care, 2nd Harvest Food Bank, Nehemiah Foundation, National Trails Park and Rec, Ohio State University, Wittenberg University

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	Alignment ● All resources and approaches align to the District Literacy Plan, which is based on the Science of Reading and Ohio's Plan to Raise Literacy Achievement ● Plans align to the District's Ohio Improvement Plan ● Plans align to Ohio Learning Standards. ● Literacy focus and alignment with the following programs: 　○ 21st Century programming, Promise Neighborhood, SACC, CCED, traditional summer school offerings Professional Development ● *Outlined below*
2021 - 2022	Plans continue to be developed based on identified student and staff needs.
2022 - 2023	Plans continue to be developed based on identified student and staff needs.

Identifying and Addressing 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.)*
Spring 2021	Identifying Needs ● Student and staff needs have been identified through the use of Panorama Social Emotional Learning survey data. This data has been analyzed to determine needs for summer programming, as well as needs for the start of the school year. ● The initial Panorama results indicate the following: 　○ Students and staff have strong, positive responses to topics of self-management. 　○ Our youngest learners responded favorably to topics of engagement and sense of belonging. 　○ Our secondary students and teachers were favorably responsible for the topics of self-management and self-reflection. ● The initial Panorama results indicated the following for areas of improvement: 　○ Staff: School Climate and Professional Learning about SEL 　○ Students, 3-5: Self-Efficacy 　○ Students, 6-12: Engagement and Sense of Belonging Resources ● Panorama SEL Survey ● Panorama Equity Guide to Student Learning Loss ● CASEL Online SEL Assessment Guide ● Ohio's K-12 Social & Emotional Learning Standards ● Ohio's Whole Child Framework

	Partnerships - Youth Challenges, Rocking Horse, Youth Challenges, Mental Health Recovery Board, SACC Alignment - All resources and approaches align to the CASEL Framework - Plans align to the District's Ohio Improvement Plan - Plans align to the Ohio Social Emotional Learning Standards Professional Development - *Outlined below*

Summer 2021	Identifying Needs
	- Student and staff needs have been determined by Panorama Social Emotional Learning survey data. This data has been analyzed to determine needs for summer programming, as well as needs for the start of the school year.
	  ○ The initial Panorama results indicate the following:
	    ■ Students and staff have strong, positive responses to topics of self-management.
	    ■ Our youngest learners responded favorably to topics of engagement and sense of belonging.
	    ■ Secondary students and teachers were favorably responsible for the topics of self-management and self-reflection.
	  ○ The initial Panorama results indicated the following for areas of improvement:
	    ■ Staff: School Climate and Professional Learning about SEL
	    ■ Students, 3-5: Self-Efficacy
	    ■ Students, 6-12: Engagement and Sense of Belonging
	
	Partnerships
	- Youth Challenges, Rocking Horse, Youth Challenges, Mental Health Recovery Board, SACC
	
	Resources
	- 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
	- Ohio's Whole Child Framework
	
	Alignment
	- Areas of focus align to the identified needs above
	- All resources and approaches align to the CASEL Framework
	- Plans align to the District's Ohio Improvement Plan
	- Plans align to the Ohio Social Emotional Learning Standards
	
	Professional Development
	- *Outlined below*

2021 - 2022	Plans continue to be developed based on identified student and staff needs.
2022 - 2023	Plans continue to be developed based on identified student and staff needs.

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PROFESSIONAL LEARNING NEEDS	
Resource Link(s):	[Professional Learning Supports](#) [Mental Health Resources](#) ESC Customized Support Panorama SEL Language Essentials for Teaching Reading and Spelling (LETRS)
Spring 2021	Principals Training ● *Language Essentials for Teaching Reading and Spelling (LETRS) for Administrators* (2 days) ● PBIS and Implementation Science Integration (1 day) Instructional Coach Training ● *Language Essentials for Teaching Reading and Spelling (LETRS)* ● Science of Reading Literacy Academy Teacher Training ● The Science of Reading and evidence-based curricular resources ● Providing access to grade-level content through differentiation and scaffolds Social Emotional Learning (SEL) ● Data analysis training with Panorama ● Targeted professional development for key staff members in the area of SEL competencies, trauma informed practices and restorative practices.
Summer 2021	*SCSD Literacy Symposium* ● June 8-10 ● Learning Goals 　○ Introduce staff to The Science of Reading and instructional implications 　○ Introduce staff to equity in instructional practices 　○ Deepen staff knowledge around vocabulary practices *LETRS* Training for teachers, tutors, intervention specialists, principals and speech pathologists *Self-Paced Literacy Academy* *The Knowledge Gap* Book Study *For White Folks Who Teach In the Hood* Book Study (SEL focus)
2021 - 2022	Plans continue to be developed based on identified student and staff needs.
2022 - 2023	Plans continue to be developed based on identified student and staff needs.