



Learning Recovery & Extended Learning Plan

District Name:	West Holmes Local Schools
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District IRN:	047696

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 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](#)



Learning Recovery & 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)?

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

STAR Assessments
 Course Grades/Course Work
 2021 Learning Environment (i.e. in-person, remote, etc.)
 Common Curricular Assessments

Summer 2021

STAR Assessments
 Course Grades/Course Work
 2021 Learning Environment (i.e. in-person, remote, etc.)
 Common Curricular Assessments

2021 - 2022

STAR Assessments
 Course Grades/Course Work
 2021 Learning Environment (i.e. in-person, remote, etc.)
 Common Curricular Assessments

2022 - 2023

STAR Assessments
 Course Grades/Course Work
 2021 Learning Environment (i.e. in-person, remote, etc.)
 Common Curricular Assessments



Learning Recovery & Extended Learning Plan

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> <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? 	<p>Budget</p>	
<p>Spring 2021</p>	<p>Reduction of the staff to student ratio for online learners allowing for more individual and small group interactions. Use of the Response to Intervention (RtI) process to increase interventions for in-person students.</p>	
<p>Summer 2021</p>	<p>Creation and implementation of Academic Summer Camps. These four 2-week sessions will focus on specific reading and math skills at the K-8 level and focus on credit recovery at the high school level.</p>	
<p>2021 - 2022</p>	<p>Increase in intervention and aide support at each building providing increased intervention capacity to address individual and group skill gaps. Increased coordination, vertically and horizontally, of the K-12 literacy program to improve both tier 1 instruction as well as the RtI process.</p>	
<p>2022 - 2023</p>	<p>Increase in intervention and aide support at each building providing increased intervention capacity to address individual and group skill gaps. Increased coordination, vertically and horizontally, of the K-12 literacy program to improve both tier 1 instruction as well as the RtI process.</p>	



Learning Recovery & 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)?*

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, OIP, CCIP-related plans, graduation plans, student success plans, etc.) 	Budget
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Spring 2021	Use of universal screener. At-Risk team discussions.	
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Summer 2021	Use of universal screener. At-Risk team discussions.	
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2021 - 2022	Use of universal screener. At-Risk team discussions.	
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2022 - 2023	Use of universal screener. At-Risk team discussions.	
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Learning Recovery & Extended Learning Plan

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>	
Considerations: <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</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	Increased capacity to provide SEL supports to students and families through additional human resources.	
Summer 2021	Incorporate SEL instruction and activities within Academic Summer Camps. Continued work with students and families identified as needed additional supports.	
2021-2022	Maintain increased capacity to provide SEL supports to students and families through additional human resources.	
2022-2023	Maintain increased capacity to provide SEL supports to students and families through additional human resources.	