



Learning Recovery & Extended Learning Plan

District Name:	Garaway Local Schools
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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 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](#)



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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? 	
Spring 2021	Impacted students will be identified by the use of IReady diagnostic data, 3rd Grade Reading State Testing data, attendance and current grade level work within the classroom. We will first identify students K-8 using data from the Winter 2019 diagnostic in Math and ELA compared to data from Winter 2020 diagnostic. Students 9-12 will be identified through their academic progress in each grade level from previous years. We will identify students who showed a gap in learning and compare those results to the student's current academic progress within the classroom. In conjunction with the academic data we will also use our attendance data to reinforce the identification of students who may have experienced a gap in learning.
Summer 2021	The school district will be using the final IReady Diagnostic Data, data from the Ohio State Tests, and academic performance of students within the classroom. The IReady data will be compared to previous year's performance to identify students who have experienced a significant dip in their progress. The Ohio State Testing Data will likewise be used as a benchmark to determine any significant dip in learning.
2021 - 2022	We will utilize the IReady Diagnostic in grades K-8, Restart Readiness Assessments and the Fall 3rd Grade Reading Test to again evaluate our student's progress and any learning gaps. We will continue to monitor attendance and collect data on its impact on student achievement.
2022 - 2023	We will utilize the IReady Diagnostic in grades K-8, Restart Readiness Assessments and the Fall 3rd Grade Reading Test to again evaluate our student's progress and any learning gaps. We will continue to monitor attendance and collect data on its impact on student achievement.



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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? 	
Spring 2021	<p>Garaway will continue to utilize IReady in both Math and Reading to provide an individualized academic pathway for students in K-8. Staff will also utilize Standards Mastery in the IReady program and the Restart Readiness Assessments to identify the students' current performance in specific domains and content standards. In grades 9-12 we are providing extra support for students who are falling behind in classes or in danger of failing for the year. K-8 PLC meetings focusing on instructional practices and student needs.</p>
Summer 2021	<p>Garaway will continue to offer access to IReady Math and ELA individual pathways. We will also offer staff members for focused instructional interventions through tutoring to close academic gaps in specific content area benchmarks. All students will have access to internet connections through the school hot spots located at all buildings. Garaway staff will be preparing summer packets for students K-6 in reading and math. Our 7-12 staff will be utilizing digital curriculum in the areas of Math and Language Arts to provide learning opportunities for identified students. Garaway will be partnering with local agencies to promote summer reading and authentic learning experiences.</p>
2021 - 2022	<p>Garaway (7-12) will be extending class periods, creating content area meetings for staff (5-12) with the continuation of PLC meetings (K-8), and common study halls (7-12) around lunch for students to get specific interventions. K-8 will continue to utilize IReady to create individual pathways for students based on their learning needs. Team meetings will focus on vertical alignment, gap filling, instructional strategies and data analysis.</p>
2022 - 2023	<p>Garaway (7-12) will be extending class periods, creating content area meetings for staff (5-12) with the continuation of PLC meetings (K-8), and common study halls (7-12) around lunch for students to get specific interventions. K-8 will continue to utilize IReady to create individual pathways for students based on their learning needs. Team meetings will focus on vertical alignment, gap filling, instructional strategies and data analysis.</p>



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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>
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, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</i> 	
Spring 2021	Garaway will continue to utilize teacher/guidance and staff member referrals for students who may need social and emotional help. Our Attendance Officer will track and meet with students struggling to attend on a regular basis and the District Achievement Coach will track students struggling within the classroom. Our K-8 PLC meetings will be utilized to discuss student referrals.
Summer 2021	Garaway will utilize summer staff (teachers, guidance, coaches, mentors) for the referral process and work in collaboration with PFCS and Toward the Goal Mentoring to evaluate student needs.
2021 - 2022	Garaway will continue their relationship with PFCS and Toward the Goal Mentoring along with the Garaway Released Time Education. The guidance department will be creating opportunities for students to discuss social and emotional health within the classrooms. 7-12 building will be encouraging new clubs to create opportunities for students to stay connected to the school through non academic times. Additionally we will be incorporating SEL lessons into our Rotation classes in the middle school and in our Leadership class in the high school
2022 - 2023	Garaway will continue their relationship with TCPFCS and Toward the Goal Mentoring along with the Garaway Released Time Education. The guidance department will be creating opportunities for students to discuss social and emotional health within the classrooms.



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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> 	
Spring 2021	Garaway is partnering with Tuscarawas County Personal Family Counseling Service, and Toward the Goal Mentoring to support at risk students. We continue to utilize our school counselor and academic achievement coach to monitor and support students' social and emotional well being. K-8 PLC meetings discussing how to support social and emotional health.
Summer 2021	We will be providing social and emotional resources within our summer packets. There will be a continuation of services offered by PFCS and Toward the Goal Mentoring. The District will also be offering PD for staff in the areas of SEL, identification and crisis management.
2021-2022	Garaway will continue their relationship with TCPFCS and Toward the Goal Mentoring along with the Garaway Released Time Education. Our attendance officer will track and meet with students struggling to attend on a regular basis and the District Achievement Coach will track students struggling within the classroom. 7-12 building will be encouraging new clubs to create opportunities for students to stay connected to the school through non academic times. Additionally we will be incorporating SEL lessons into our Rotation classes in the middle school and in our Leadership class in the high school.
2022-2023	Garaway will continue their relationship with TCPFCS and Toward the Goal Mentoring along with the Garaway Released Time Education. Our attendance officer will track and meet with students struggling to attend on a regular basis and the District Achievement Coach will track students struggling within the classroom.



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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

<p>Determining Academic Needs</p>	<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?)
<p>Filling Academic Gaps</p>	<p>How will academic gaps be filled?</p> <p>Possible/Optional item(s) to consider:</p>



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

SOCIAL & EMOTIONAL NEEDS



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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.• 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):	<p>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</p>



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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?• 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):	<p>Professional Learning Supports Mental Health Resources ESC Customized Support</p>