



# Learning Recovery & Extended Learning Plan

District Name:	Jackson-Milton Local Schools
District Address:	13910 Mahoning Avenue
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District IRN:	048322

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](mailto:ExtendedLearning@education.ohio.gov)

[ODE's Planning for Extended Learning FAQ's](#)



# Learning Recovery & Extended Learning Plan

## Identifying Academic Needs

<b>Impacted Students:</b>	<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>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (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"> <li>- 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)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	Benchmark Students K-7 utilizing Fountas & Pinnell K-5 Benchmarking - progress monitoring through LEXIA/Core 5 3-5 Math Intervention program - Reflex Math Analyzing trends in classroom performance/grades. Class assessment data (formative and summative).	Amount to be determined based on student need.
<b>Summer 2021</b>	Purchase of K-5 LEXIA extension through July 31, 2021 LEXIA academy access 3-5 Math Intervention program - Reflex Math Elementary Summer School MS/HS purchase LEXIA Power-up MS/HS Summer School NWEA Map assessment - potentially	General Fund Title I Funding
<b>2021 - 2022</b>	Review results of Statewide Achievement Tests, KRA Scores and ACT scores Classroom assessment data Learning Lag assessment data from staff Rapid assessment F& P benchmarking Bridges assessment data	In-service Days Waiver Days
<b>2022 - 2023</b>	Review results of Statewide Achievement Tests, KRA Scores and ACT scores Classroom assessment data Learning Lag assessment data from staff Rapid assessment F& P benchmarking Bridges assessment data	



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## Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to fill learning needs identified above?            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>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (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"> <li>- 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)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>	<b>Budget</b>	
<b>Spring 2021</b>	K-5 Training - LEXIA data analysis for determining student gaps MS/HS staff training - writing revolution Grades 3- 5 after school tutoring with transportation provided Vertical Conversations by content Re-engagement strategies utilizing our PBIS framework will be implemented for our students.	Title I Funding
<b>Summer 2021</b>	Partner with local library Summer Reading Program United Way Success by 6 Summer school - transportation provided Credit Recovery - provide students opportunity for obtaining credits for failed core subjects using an on-line platform with certificated staff monitoring ESY for IEP students that team decided services needed to be addressed Partnership with MCECSC - staff professional development training Vertical Conversations by content Re-engagement strategies utilizing our PBIS framework will be implemented for our students.	United Way Title I Funding
<b>2021 - 2022</b>	LEXIA, F&P, Title I services, NewsELA, Bridges, Khan Academy Partnership with MCECSC - staff professional development training Vertical Conversations by content Grades 3- 5 after school tutoring with transportation provided Re-engagement strategies utilizing our PBIS framework will be implemented	Title I Funding General Budget Waiver Days



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<b>2022 - 2023</b>	LEXIA, F&P, Title I services, NewsELA, Bridges, Khan Academy Partnership with MCEC - staff professional development training Vertical Conversations by content Grades 3- 5 after school tutoring with transportation provided Re-engagement strategies utilizing our PBIS framework will be implemented for our students.	Title I Funding General Fund Waiver Days





# Learning Recovery & Extended Learning Plan

## Approaches to Identify Social & Emotional Needs

<b>Impacted Students:</b>	<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>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	ALTA Behavioral Health Counseling K-12 - on site counselor availability for students. Students are referred through consultation between families, guidance counselors and staff. Staff has been notified of services available and trained to identify student needs.	Grant through Mahoning County Juvenile Court System.
<b>Summer 2021</b>	PAX training - entire K-5 staff BOTVIN training - MS/HS Guidance Counselor and Health teacher  PBIS training-district staff	Grant received through MCEC Waiver Days
<b>2021 - 2022</b>	Implementation of PAX (K-5) and BOTVIN (6-12) PBIS implementation	Waiver Days General Fund PAX Grant
<b>2022 - 2023</b>	Continuation of PAX/BOTVIN program. PBIS implementation	PAX Grant



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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>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	ALTA Behavioral Health Counseling K-12 - on site counselor availability for students.	Juvenile Court Grant
<b>Summer 2021</b>	PAX training - entire K-5 staff BOTVIN training - MS/HS Guidance Counselor and Health teacher  PBIS training-district staff	Grant received through MCESC In-service Days
<b>2021-2022</b>	PAX training - entire K-5 staff BOTVIN training - MS/HS Guidance Counselor and Health teacher  PBIS training-district staff  Partnership with Mercy Health - Dr. Lena Esmail for an on-site Medical Clinic to support our families (medical check-ups, physicals, doctors appointments - without travelling. Ability to bill their insurance/Medicare for services.	PAX Grant Mercy Health
<b>2022-2023</b>	PAX training - entire K-5 staff BOTVIN training - MS/HS Guidance Counselor and Health teacher  PBIS training-district staff	PAX Grant General Fund



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