



Learning Recovery & Extended Learning Plan

District Name:	Southeast Local School District
District Address:	8301 Tallmadge Road Ravenna, OH 44266
District Contact:	Robert Dunn, Superintendent
District IRN:	049221

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.



Learning Recovery & Extended Learning Plan

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>
Spring 2021	<p>The Southeast Local School District has been in session utilizing a hybrid schedule since August with a 2 week remote schedule in December. We returned to full in person on March 1st. We have provided an online option for K-12. We have also offered synchronous instruction for 9-12 mathematics, meaning students at home follow the same instruction as in person students. We have completed benchmark testing and progress monitoring in grades K-5 and the fall administration of the 3rd grade reading OST. We have used KRA, F & P Benchmark Assessment, State Diagnostic assessments and classroom based assessments, along with our IAT process to identify the needs of our students in reading, math, and other subject areas as students progress through K-5 to grades 6-12. Past AIR data has been considered, but we are missing last year's scores.</p>
Summer 2021	<p>Students needing credit/content recovery in grades 6-12 will be determined by credit deficiency, course grades, attendance, teacher recommendation, and utilization of our IAT process.</p> <p>Students in grades K-5 needing additional learning opportunities will be identified by following our existing assessment protocols of F&P Benchmark assessments, STAR reading and math scores in grade 3-5 and teacher recommendations,</p>
2021 - 2022	<p>We will follow our same basic process next school year with the goal of almost ALL students returning in person. We will explore the possibility of very limited virtual options. The year will begin with a review of available test data combined with our fall screening and benchmarking assessments as detailed above. This information will help us with a more complete gap analysis than available to start the 20-21 school year.</p>
2022 - 2023	<p>In addition, we will continue with development of a 6-12 progress monitoring tool in ELA and math to more closely track the learning of students.</p>



Learning Recovery & Extended Learning Plan

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>
Spring 2021	<p>Throughout the spring, we have been providing much of the same intervention we typically provide during a school year. We are utilizing our Pirate Virtual Academy (PVA) to offer credit recovery courses. At grades 6-12 we are offering after school tutoring. We have an advisory period at the high school for tutoring, make up work, and targeted assistance. Peer tutoring is also being offered at the high school.</p> <p>Leveled Literacy Intervention (LLI) is being offered across the district as a Tier 2 intervention. In grades 3-5 we have Corrective Reading. We also provide Reading Recovery. Small group reading instruction is taking place throughout the district.</p>
Summer 2021	<p>Based on all of the above information, we will be providing a credit/content recovery session for grades 6-12 through the month of July. Teachers will be facilitating these sessions.</p>
2021 - 2022	<p>The district is considering offering a transitional kindergarten class to address the gap between PK-K that students may have. The district is also exploring options to reduce class size or provide additional intensive intervention in grades K-2.</p>
2022 - 2023	<p>A 2 week session will be held, in June of 2022, to help students prepare for the summer administration of the 3rd grade reading OST. Morning intervention for students in grades 3-5 will be provided. Transportation will be available.</p> <p>We are also creating a remedial math course for middle school students for the 21/22 school year and beyond. This course will focus on understanding mathematics foundations that will assist them with their current grade level mathematics instruction.</p> <p>We will continue to utilize APEX for online instruction for struggling students at the high school level.</p> <p>A tutoring period is built into the 6-12 schedule to assist students with additional needed support in a timely manner.</p>



Learning Recovery & Extended Learning Plan

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>
Spring 2021	Determining student social and emotional needs will be identified by:
Summer 2021	School counselors' recommendations Parent, teacher requests, paperwork from outside agencies, Applied Behavior Analysis personnel in district
2021 - 2022	Behavior Improvement Plans Monitoring students' grades, behavior, attendance, discipline referrals
2022 - 2023	Beginning 21/22 school year, we will utilize the Board Certified Behavior Analyst and the Social Worker, that will be hired through the Summit County ESC. to assist with identifying students' social and emotional needs



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>
Spring 2021	Utilizing SMART labs Children's Advantage School Counselors providing presentations to students to introduce the SMART labs M/H School counselors, meeting with small groups of students Stand up for SE, students and teachers recognize positive behaviors PBIS K-12 CARE teams meet on students/families who need support, provide Tier III supports for a student in crisis
Summer 2021	E+R=O mindset curriculum, training for district leadership and specific teachers
2021-2022	We will continue utilizing the resources we outlined earlier and add the following: Through the partnership with the Summit Educational Service Center the district will: Hire a Board Certified Behavior Analyst to work with students and teachers in the elementary building Hire a Social Worker to meet the needs of our students in grades 6-12
2022-2023	We will continue utilizing the resources we outlined earlier and monitor the effectiveness of those resources