



# Learning Recovery & Extended Learning Plan

District Name:	St. Henry Consolidated Local Schools
District Address:	391 E. Columbus St. St. Henry, OH 45883
District Contact:	Julie Garke, Superintendent
District IRN:	048587

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)





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

## 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>Fall 2020</b>	St. Henry Schools have been educating students using an in-person education model 5 days a week since August 25, 2020. Data was collected in the elementary from their fall ELA Ohio State test scores, diagnostic testing in reading and mathematics, and formative classroom assessments. Reading comparative scores were also obtained in the fall and winter for the middle school.
<b>Spring 2021</b>	Comparatively from fall and winter testing, scores are improving on diagnostic testing. As compared to past testing in math and reading, St. Henry students in the elementary and middle school were 7 to 17% lower on diagnostic tests when returning in the fall as compared to the past two falls. This winter, the gap ranged from 0 to 8% lower. This accounts for students that were below benchmarks and students that tested above benchmarks in comparative data. Students will be reassessed in the spring on the same normed tests. In the high school, teachers continue to follow curriculum maps for their subject and provide re-instruction of material lost from last spring.
<b>Summer 2021</b>	After assessments in the spring, the district will evaluate if summer programming needs to occur for individual students.
<b>2021 - 2022</b>	Vertical progression grade level meetings will be held at the end of the year to discuss student achievements and their educational needs for next year. The teachers and administration will monitor grades, formative assessments, diagnostic testing and state testing results. More chromebooks are being purchased to assist with availability for every student in the high school, middle school and upper elementary.



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## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>Fall 2020</b>	After identifying students that were below expected level in the fall, teachers began to provide instruction within the regular classroom to assist in loss skills from the spring. The teachers are using Redskin Pride time, Leadership time or Enrichment time to assist with skill development. Staff and high school students have also provided tutoring opportunities before and after school when students have needed assistance.
<b>Spring 2021</b>	The same supports that were offered in the fall have continued into the spring.
<b>Summer 2021</b>	Tutoring or Summer School are options for assistance if it is deemed students need to receive additional learning opportunities.
<b>2021 - 2022</b>	Time within the regular school day such as Redskin Pride time, Leadership time or enrichment time will continue as it did for this school year. More accessibility to technology will be provided.



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## 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>Fall 2021</b>	As a district, several meetings were held to identify students that not only were struggling academically but also with their social and emotional needs. Plans were made on how to move forward with the learning gaps that were there from remote learning in the spring. Guidance counselors were involved in the discussions to assist with mental health issues..
<b>Spring 2021</b>	District meetings are occurring in each building about at-risk students. Staff is mindful about observing for students with social emotional issues.
<b>Summer 2021</b>	Contact with parents will be vital for students that are showing needs that need to be cared for over the summer. Conversations will be had through the administration or guidance department for all students that are showing signs of distress at the end of the year.
<b>2021 - 2022</b>	Students will be evaluated as they enter next school year by observation to identify students that are continuing to struggle emotionally. The district has a plan for increasing mental health awareness for next year.



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## Approaches to Address Social and Emotional Need

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>Fall 2020</b>	In October, 2020 a professional learning conference was held for all districts in our county. Breakout sessions were held and offered a variety of topics ranging from using technology tools to enhance learning for students with learning gaps to mental health resources. Guidance counselors have been mindful in talking with students regarding mental health and character development. Programs at the middle school level that are evidence based such as DARE and RRR (Refuse, Remove, Reasons) were still implemented in the fall. Staff participated in Prevention 101 professional development.
<b>Spring 2021</b>	Elementary after school STEM nights were held to engage students in STEM projects and to increase socialization opportunities. Students in grades 7th grade were trained in the Red Flags suicide awareness program. High School health students also participated in SOS program (Signs of Suicide). Staff professional development continued in Prevention 101 for those staff not able to be trained in the fall. Representatives from across the district have been trained in PBIS (Positive Behavior Intervention and Supports). There is work being completed to implement strategies across the entire district.
<b>Summer 2021</b>	All staff will be trained in Youth Mental Health First Aid. St. Henry Schools is partnering with the ADAMHS board, other mental health agencies in our area, and through grants in order to receive funding for this endeavor.
<b>2021-2022</b>	Following the training of all staff in Youth Mental Health First Aid, Hope Squads will be introduced in each building. Grant money has been secured to do this for two years. Suicide awareness/prevention will continue to be taught at the middle school and high school levels through the Red Flags and SOS program.