



Kent City Schools Learning Recovery & Extended Learning Plan

District Name:	Kent City School District
District Address:	321 N. DePeyster Street, Kent, Ohio 44240
District Contact:	George Joseph, Superintendent
District IRN:	044164

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.

The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

At Kent City Schools, we have considered our unique needs and assessed the physical, human, and fiscal resources available to provide extended learning opportunities to our students with regard to the guidance from the Ohio Department of Education. This plan may be modified as needed as circumstances may change throughout the Spring and Summer of 2021. Updates will be available on the Kent City Schools website at www.kentschools.net.



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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:

Spring 2021

The Kent City School district has been in session for all students throughout the 2020-2021 school year. For most of the year, approximately two-thirds of the student population has attended in-person via a hybrid model, in which students came to school two days per week and participated in asynchronous learning the other three days. Approximately one-third of our families have selected a remote option in which students participate entirely online. At the secondary level, some of the remote learning is synchronous, meaning that remote and in-person students participate in the same lessons. In general, teachers report that more curriculum has been covered in remote classes due to 4-day/week direct instruction, though there are grave concerns about the wellbeing and progress of remote students who do not engage. Significant concerns surround student engagement with asynchronous work whether remote or hybrid.

During the final 8 weeks of school, approximately two-thirds of students will return to four-day in person learning each week (maintaining one day for asynchronous learning); approximately one-third of students will remain fully remote for the remainder of the year. The asynchronous day enables teachers of both fully remote and in-person students to dedicate time to conferencing and working with remote students and families. All teachers benefit from this time to cooperatively learn and plan to address the academic and social needs described in this plan. While the new schedule does not affect remote students in grades K-5 who had already been attending synchronous lessons 4 days per week, remote students in grades 6-12 will shift from two to four days of synchronous learning just as the hybrid students will shift from two to four days of in-person instruction. The increase of synchronous time for these students should have positive benefits in terms of engagement and academic progress.

Individual teachers and teaching teams have utilized the following data sources and resources to monitor student learning throughout the year and to design academic and behavioral interventions as needed:

- **Ohio State Tests:**
 - Early Learning Assessment (PS)
 - Kindergarten Readiness Assessment (K, beginning of year)*
 - Grade 3 Fall English Language Arts
- **Universal Screener/ Benchmark Assessments:**
 - Acadience - Reading (grades K-5, 3 times)*
 - Renaissance - Star Reading (grades 2-12, 3 times)*
 - Renaissance - Star Math (grades 2-12, 3 times)
- **Curriculum Based Grade level/ course assessments**
- **Progress toward IEP and WEP goals**
- **Non-Course Based measures:**
 - Attendance



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- Social-Emotional reports
- Grades
- Graduation Plans

Notes:

- At the elementary level students in grades K-3 are identified toward the beginning of the year as to whether they are “off track” in reading achievement according to these measures: Kindergarten Readiness Assessment (K), Acadience Reading (grades 1,2), Star Reading (grade 3). Reading Improvement and Monitoring Plans are developed for students who are not on track.
- Draft Literacy Decision Rules have been installed for grades K-5 to ensure an equitable screening and assessment process for students, thus streamlining intervention plans and implementation.
- Data Teams meet regularly in grades K-8 to identify and plan for striving students who need additional academic or behavioral support.
- Equity analysis has begun to identify discrepancies in proportional representation in advanced coursework, special opportunities, special education and other, and to identify program areas that create barriers for certain subgroups of students.
- A multi-level data-based decision-making teams structure (DLT-BLT-TBT) is under construction, designed to systematically analyze available data to inform program changes at the building and district levels.

Teacher teams have met throughout the year and will continue to do so in Spring 2021:

- to monitor and adjust curriculum pacing and coverage, with careful attention to priority skills and standards as delineated by curriculum resources, ODE guidance, Renaissance guidance, and consultation with internal content specialists.
- to align assessment practices, with the goal of installing common unit assessments in SY 2021-22.
- to address gaps in student technology literacy as well as software and hardware needs for summer and the coming school year as we shift to 1:1 devices for students in grades 6-12.
- to develop a common content-specific action plan for assessment and instruction for Fall 2021.

Professional Learning opportunities have been available on asynchronous Mondays as well as on three other scheduled inservice days to support teacher adjustment and alignment of curriculum, instruction, and assessment for the hybrid and remote environments. Intentionally embedded team/ PLC learning and planning time has been a feature of asynchronous Mondays as well.

Budget Considerations: These elements are part of our General Fund program

Summer 2021

Through opportunities available through Federal relief (ESSER) and Literacy Grant funding, and necessitated by concerns about learning loss we are pleased to be able to offer remediation supports during the summer for grades K-8 in both reading and math, *contingent upon available staffing and sufficient student enrollment*. This will be a significant expansion from the summer reading intervention we have offered to existing



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	<p>second and third graders for many years.</p> <p>Winter benchmark and winter/ spring performance data will be used by teachers/ teacher teams to recommend students for an expanded summer learning program.</p> <p>The Extended School Year and high school summer school (credit) programs will be held as usual.</p> <p>All summer programs are planned to be in-person.</p> <p>Additional opportunities will be available for teachers to plan for Fall instruction, compensated through the Literacy and/ or other grants.</p> <p><i>Budget Considerations:</i> Comprehensive State Literacy Development Grant (CLSDG, Grade 4-8 literacy staff and supplies); ESSER I (all other)</p>
2021 - 2022	<p>Throughout Spring 2021, teacher teams are developing action plans to allow for curriculum adjustments based on collective unfinished learning and to target the data sources to use in the fall to identify group and individual student learning needs (see description above).</p> <p>These action plans will incorporate the above existing data sources as well as results from Spring OSTs.</p> <p>Structured professional collaboration time will allow for teachers/ teacher teams to adjust curriculum coverage and pacing based on student achievement. It is anticipated that some adjustments will continue into the 2022-23 school year instruction and assessment plan.</p> <p>We anticipate that all students will have returned to full-time in-person learning.</p> <p>The decision-making structure will analyze data throughout the year to inform adjustments as well as recommendations for 2022-2023.</p> <p>Five professional learning days have been built into the district calendar to accommodate all collaborative learning and planning for the year.</p> <p><i>Budget Considerations:</i> General Fund program; Literacy supports through CLSDG; supplemental supports through ESSER (I-III)</p>
2022 - 2023	<p>Same as 2021-22 school year with modifications as appropriate.</p>

Approaches to Address Academic Gap Filling

Approaches & Removing/ Overcoming Barriers	<p><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></p>
Considerations:	



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Spring 2021	<p>In general, teachers report that more curriculum has been covered in remote classes due to 4-day/week direct instruction, though there are grave concerns about the wellbeing and progress of remote students who do not engage.</p> <p>For teachers of remote students, asynchronous Mondays have provided dedicated time to conference with students and families and to provide classroom interventions, as well as special education services. Asynchronous Mondays also provide all staff the opportunity to collaborate and plan in grade-level and/ or content teams to address concerns about pacing, instruction and intervention at the grade, class, or student level.</p> <p>Literacy Decision Rules for grades K-5 streamline intervention approaches for striving readers and readers with learning gaps in response to universal and diagnostic screening.</p> <p>High School PLCs meet daily to weekly to learn to use data to align instruction and assessment to be responsive to student academic and other needs.</p>
Summer 2021	<p>Contingent upon available staffing and sufficient student enrollment, sections of summer extended learning will be offered to students identified as benefiting most from target intervention in reading and/ or math in grade K-8. Specific details are being worked out to account for the specific data sources used to recommend students and to monitor their progress with specific learning solutions. Transportation and breakfast will be provided. Collected data will be available to the teachers of participating students in the Fall.</p> <p>The summer meal program will be offered to all students enrolled in Summer School. Students can consume a breakfast meal onsite, and a lunch meal will be sent home with the student each day.</p> <p>Curriculums and resources for grades K-8 will extend from school year curriculum to target specialized needs. High School Summer School utilizes the Apex courses,</p> <p>The Summer Rough Riders Read program that supports student and family access to books and opportunities to read will be expanded this summer.</p>
2021 - 2022	<p>We anticipate that all students will have returned to full-time in-person learning. Not only will this restore daily access to core instruction, but will allow for more consistent interventions for students with unfinished learning, significant gaps, and/ or specific disabilities.</p> <p>In general, teachers report that more curriculum has been covered in remote classes due to 4-day/week direct instruction, though there are grave concerns about the wellbeing and progress of remote students who do not engage. In this regard, teachers are already planning SY2021-22 instruction to account for: covered versus uncovered curriculum; readiness for learning of typical students and for students with disabilities who participated in learning; readiness for learning progress of typical students and for students with disabilities with inconsistent or no engagement with learning. These considerations are included in the action plans staff are creating, with specific descriptions of the data to be used in decision-making. Action plans will consider adjustments to core curriculum and instruction as well as evidence-based approaches to intervention for gap closing.</p> <p>Decision rules for grades K-5 will have been implemented for literacy and installed for</p>



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	<p>math; similar tools for 6-12 will be developed in SY2021-22 for implementation in SY2022-23.</p> <p>The OIP-like structure for data-based decision-making (begun in Spring 2021) will focus on the analysis of collected data to inform program adjustments and other recommendations.</p> <p>The CLSDG funds a district-wide Equity Audit to begin Winter or Fall 2022.</p> <p>Apex tutorials and courses will be used in grades 9-12 to support content and credit recovery.</p>
2022 - 2023	Same as 2021-22 school year with modifications as appropriate.

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:	
Spring 2021	<p>Principals and counselors have worked closely together all year to monitor the social-emotional well being of individual students and the student body as a whole. Building-specific protocols alert leaders to intervention needs; a comprehensive network of community supports is available. Kent Schools is fortunate to have one or more school counselors dedicated to each building.</p> <p>Site based counseling services from two outside agencies are offered 3-4 times per week. Identified students are referred to administrators or school counselors, who then reach out to parents/guardians/students to offer and assist through the agency referral process to start services.</p> <p>Professional Learning opportunities have been available on asynchronous Mondays as well as on three other embedded inservice days to support teacher adjustment and alignment of curriculum, instruction, and assessment for the hybrid and remote environments. Significant attention has been given to student wellbeing and equitable instruction, grading, and assessment practices.</p> <p>A task force will consider a district-wide SEL framework/ curriculum and/ or protocols to implement for SY 2021-22. Building-specific initiatives have advanced site-based learning and planning.</p> <p><i>Budget Considerations:</i> General Fund, Title IV, Student Wellness funds)</p>
Summer 2021	<p>Services with community providers continue during the summer.</p> <p>A school counselor is part of the staffing for the extended learning summer program.</p>



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2021 - 2022	<p>Implement a SEL framework, curriculum and/ or identification protocols.</p> <p>Continue practices that support teacher understanding of warning signs and facilitate communication with counselors and principals.</p> <p>Continue practices that connect school counselors with students and families in need, and with community partners as warranted.</p>
2022 - 2023	Refine process from 2021-22

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:		Budget
Spring 2021	<p>Meeting the social and emotional needs of students is best accomplished through planning and intentional processes that shortcut issues that might become concerns. Some of these ongoing practices include:</p> <ul style="list-style-type: none"> Proactive lessons by counselors in remote and in person classrooms (mindfulness, friendships, understanding emotions, etc.) Interviewing new students Seeking opportunities to spend time with and observe students in various settings Build meaningful relationships with students Counselor presence/ availability for potentially distressing events, activities, or lesson material. Utilizing <i>Red Flags</i> protocols to identify and address student needs Utilizing needs assessments for counselors to gather information from teachers Professional learning for staff in understanding the social and emotional attributes of all learners, including specific needs associated with particular grade/ age levels, population subgroups, and student identity/ attributes, and with regard to particularly upsetting ongoing circumstances (ex: pandemic, racial unrest, loss of student/ staff member, etc.) 	General Fund, Title IV, Student Wellness funds)



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	<p>As social and emotional needs are identified, various processes are already in place to address them:</p> <ul style="list-style-type: none"> • Home visits • Formal Wellness checks • Small group and individual work with school counselors • Recommendation for services with community partners (Coleman, Children's Advantage) <p>Specific district-wide initiatives that address student wellbeing concerns include:</p> <ul style="list-style-type: none"> • Professional learning in SEL, including with Hope4theWounded • Professional discourse and learning with regard to equity • Building and District teams to identify and address forms of systemic racism in our schools <p>A task force will consider a district-wide SEL curriculum and/or protocols to implement for SY 2021-22.</p>	
Summer 2021	<p>Community wellbeing partners provide programs and resources throughout the summer.</p> <p>The summer meal program will be offered to all students enrolled in Summer School. Students can consume a breakfast meal onsite, and a lunch meal will be sent home with the student each day.</p> <p>One coordinator for summer school is a school counselor and will be able to provide supports for students in that program.</p> <p>District-wide support for professional learning in all areas of student wellbeing, with particular attention to pandemic- and racism-related concerns.</p>	
2021-2022	<p>Continue ongoing positive practices</p> <p>Implement and monitor SEL curriculum and/or protocols</p>	
2022-2023	<p>Continue ongoing positive practices</p> <p>Implement and monitor SEL curriculum and/or protocols</p>	