



Learning Recovery & Extended Learning Plan

District Name:	Ashland City Schools
District Address:	1407 Claremont Ave., Ashland OH 44805
District Contact:	Linda McKibben, Deputy Superintendent
District IRN:	043505

Extended Learning Plan Budget

Spring 2021 through the 2023 School Year

Ashland City Schools (ACS) will utilize general operating funds, special program funds, grants and federal funds (including those received for COVID-19 relief) to support extended learning initiatives and provided educational experiences to mitigate the loss of learning from the pandemic. This will include, but is not limited to professional development for educators, specialized instruction, and supplemental programs to close the gaps in learning. Summer learning programs and extended school day instruction will also be provided for students identified as at-risk learners. The district will also continue to prioritize meeting the social and emotional needs of all students and families by providing services which supports student and family needs. Partnerships with local community organizations will be expanded to meet the social and emotional needs of the families and students educated by the district. Additionally, funds will be utilized to enhance and expanded facilities to support a healthy and optimal learning environment.

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	Ashland City Schools (ACS) provided in-person and remote learning opportunities for students during the 2020-2021 school year. During this time all students were assessed using state and local assessments to insure students were making academic progress. Local assessments included state approved vendor assessments which are nationally normed. Students were assessed throughout the year for both in-person and remote learners. The purchase of the learning management system (LMS), Canvas was used for in-person and remote learning. The LMS allowed for teachers, students, and families the opportunity to access learning from school or home. The use of the LMS also allowed educators to monitor all students' level of engagement and respond to the students' needs remotely and in-person. It also allowed for easy and continuous communication with parents.



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Summer 2021	The Ashland City Schools provided extended learning opportunities for students during the summer of 2021. Using the data collected during the school year, students were identified and provided targeted supplemental instruction from certified teachers to fill the gaps in learning. Multiple opportunities were provided throughout the summer for students identified as at-risk and not-at-risk. At the beginning of the 2021-2022 school year, the extended learning/summer programs for students who had been identified for summer learning opportunities, were assessed to determine the effectiveness of the summer programs. All students were invited to attend certain supplemental events, but a targeted group of students were the focus for the extended learning time.
2021 - 2022	In addition to the district's typical assessments of KRA, CORE, PAST, HMH Reading Inventory, and Star Math for grades K-8, ACS added the Acadience early literacy screen for grades K-3 and NWEA Map for ELA, Math and Science for identified at-risk students at the 9-12 level. The assessments are given as prescribed by the vendor. Acadience is given 3 times throughout the year, and students identified below grade level targets are progress monitored as required using Acadience diagnostics. HMH Reading Inventory and Star Math are given to all 2-8 students to monitor adequate progress five times each year; at the beginning of year to get a baseline score and quarterly thereafter. CORE and PAST are diagnostic assessments used in conjunction with early literacy screeners for K-3. Student data is reviewed by Teacher Based Teams (TBT) bi-monthly, and Building Leadership Teams (BLT) at monthly meetings, and a District Leadership Team (DLT) six times throughout the year. The RTI process is used for students not making adequate progress in spite of intervention. Ohio State Tests (OST) data, ACT, and Terra Nova data is also used to provide additional information regarding student performance compared to their peers on a state and national level. The data collected from these state and local assessments has driven the development of the One Needs Plan submitted by the district.
2022 - 2023	In addition to the plan for the 2021-2022 school year, the use of the literacy screener Acadience, will be expanded to grades 4-8 for students identified below grade level on local assessments or not proficient on the OST. Also, NWEA Map will be implemented for grades 2-8 in ELA, Math, and Science to monitor on-grade level academic performance and progress toward learning goals.

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	The data collected throughout the year focused the target areas of learning and the need for intervention. All schools use MTSS model to provide support, and BLTs developed the strategies to best meet the needs of their students. Teachers continued to provide instruction and support for remote learners, and used the LMS with remote and in-person students to insure a continuum of service. Instructional Coaches, consultants from ESC, and technology experts are imbedded at



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	each school to provide support to educators and families. Intervention time is built into the school day schedule and the MTSS intervention model is utilized. The tiers of service are evidence-based instruction and progress monitoring is used to track progress toward individual goals.
Summer 2021	Based on data from the academic year, students are provided services in language arts with a cross-curricular approach. The students will engage in activities to promote reading and writing using non-fiction text to provide context for vocabulary and background knowledge. Transportation will be provided for students to the summer events as needed. Teachers also will engage in professional development for Tier 2 and Tier 3 support. The district continues to develop and expanded a Structured Literacy model, and math curriculum which aligns with the Standards for Mathematical Practice, will be analyzed. Teachers will also work throughout the summer to develop curriculum to address the learning gap and plan for the coming school year.
2021 - 2022	Ashland City Schools using the data gathered from state and local assessments, implemented evidence-based targeted instruction in all schools. The MTSS model is used to address specific learning gaps, and intervention time is built into each building's schedule. Supplemental programs in Math and ELA are used, and teachers trained in specialized techniques intervene with Tier 3 students. Teachers in K-8 use the components of the Science of Reading, defined in Ohio's Plan to Raise Literacy, and provide evidence-based instruction in ELA. The curriculum in grades 4-12 focuses on using the components needed to improve adolescent reading comprehension. Teachers are supported with instructional coaching in literacy and math. Math instruction is implementing the Standards for Mathematical Practice to improve student learning and achievement. The district works closely with Tri-County ESC and Mid-Ohio ESC to provide the most timely and relevant professional learning. Additional appropriately licensed teachers have been hired to provide intervention during and outside of the school day. Technology devices and software have been added to improve the availability of instructional opportunities for all students, and the use of technology is supported with technology coaches in the schools.
2022 - 2023	Ashland City School educators will continue to refine the model of focused, evidenced-based instruction in the schools as described in 2021-22. Additional programs in ELA, Math and Science will be added to supplement core instruction. Teachers will continue to be supported with professional development and coaching. Gap closing will be monitored through the use of recently implemented programs, such as Acadience, NWEA Map, and OST data. Anita Archer's, Explicit Instruction Model will be utilized across the district to increase fidelity of instruction, and adult implementation will be monitored with walk-throughs. As in 2021-22 additional appropriately licensed teachers will be hired to provide targeted intervention during the school day. Before and after school tutoring will be offered and summer programs will be offered to insure students are continuing to close the learning gap.



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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>
Spring 2021	Ashland City Schools had worked to identify and address social and emotional needs for all students, but especially those who are most vulnerable. Ohio's Whole Child Framework and student success and wellness planning has provided guidance for the district as we address the needs of students and families. Family and Community Engagement groups have been formed in each school to provide support and get feedback from stakeholders. The Engagement committees are made up of educators, parents, and community members. The feedback received will guide the development of the PBIS programs in the district and support family needs.
Summer 2021	In conjunction with the Salvation Army Kroc Center, Appleseed Community Mental Health Center, and the Ashland Public Library, the Ashland City Schools has worked to identify and develop relationships with families to support them. The Kroc Center and the Public Library worked with the district to provide enrichment for all students.
2021 - 2023	Using Ohio's Whole Child Framework as the cornerstone for developing a plan and the expertise of school counselors, Appleseed Community Mental Health Center counselors and liaisons, we have identified the needs of our students and families through surveys and one-on-one contact. The district uses ACE (Adverse Childhood Experience) survey and the Resiliency & Wellness survey to assess the social and emotional needs of students. We will also continue to develop our Family and Community Engagement group to monitor the needs and success of the district's initiatives.



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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>
Spring 2021	<p>The district’s partnership with the Salvation Army Kroc Center provided transportation, technology for learning, meals, homework help, and a variety of supports to sustain homes within the district. The Appleseed Community Mental Health Center supports the students and staff of the Ashland City Schools with mental health and wellness counseling, and wrap around services for all community programs.</p>
Summer 2021	<p>The Ashland Public Library continued to support the district’s initiatives by providing a safe place to learn by utilizing their bookmobile. The Library made available materials in a variety of remote locations to sustain learning and wellbeing throughout the summer. The Appleseed Community Mental Health Service continues to work with families and individuals year-round to meet the social-emotional and tangible needs of families. The summer programs run by the City Schools provide a safe and healthy venue for students to learn and engage with others thereby creating another avenue for wellness.</p>
2021-2023	<p>The Ashland City Schools uses the data collected from the ACE and Resilience Surveys, given to students, to provide for the social and emotional needs of students. Teacher and parent referrals are also used to guide and support students. The district provides several layers of support for the families of the district. By working closely with the Appleseed Community Mental Health Center, the district is able to employ social work liaisons and licensed mental health therapist for all schools. During the pandemic the number of liaisons and therapist employed has increased due to the demand. The social work liaisons in the schools make the connection between families, community services, and education. The liaisons frequently recognize the tangible needs of families, which are also obstacles for learning, and help families fill the needs through the community connections. They focus on connecting schools to the family unit and strengthen the ability for a successful educational experience. Mental health therapist work with the school team to develop wellness plans for students and meet one-on-one to support the students who are at-risk. Additionally, the <i>Search Institute</i> has trained educator teams in each school in the district. The <i>Search Institute</i> train educators on the implementation of the <i>Developmental Assets Framework</i> at the school level. The Institute is focused on improving outcomes and success with youth, especially those who have experienced trauma. They believe that educators can through building relationships with and exposing students to the development assets change the long-term impact of trauma. The <i>Search Institute</i> has done extensive research on how the implementation of the developmental assets at the school level will influence the positive development of young people.</p>