Learning Recovery & Extended Learning Plan

District Name:	Urbana City Schools
District Address:	711 Wood St.
District Contact:	Charles Thiel, Superintendent
District IRN:	044941

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.
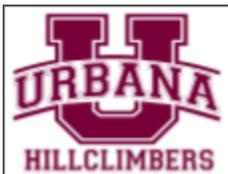
Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners including their Educational Service Center and other regional and community-based partners. Each district or school should consider 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.

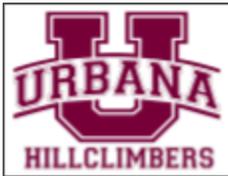**Questions, comments and concerns can be emailed to: ExtendedLearning@education.ohio.gov**

ODE's Planning for Extended Learning FAQ's

Learning Recovery & Extended Learning Plan
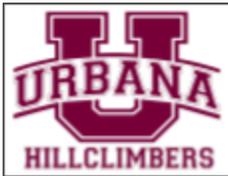
Identifying Academic Needs

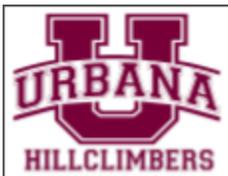| Impacted Students:	*How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?*
Spring 2021	Urbana City Schools (UCS) have been fortunate to be able to implement in-person instruction for the majority of our students. Therefore much of the expected educational learning objectives have been carried out. A portion of the students in the District participated in a fully online educational program this year. Special attention will be needed to ensure students in this program with learning challenges have access to additional supports moving forward. The following are being used to determine student performance levels: NWEA MAP Testing Edgenuity ALEKS State testing results In addition, students in second grade are being assessed for phonemic awareness to identify additional supports needed for the summer extended learning program and also determine if whole group, small group, or individualized instruction is necessary. Families of students in jeopardy of not earning credit for courses or under consideration for retention will be offered additional support during the extended learning summer program.
Summer 2021	The following will be used to determine student performance levels: NWEA MAP Testing Edgenuity ALEKS Review of Student Performance/Grades Graduation Rate
2021 - 2022 2022 - 2023	The following will be used to determine student performance levels: NWEA MAP Testing Edgenuity ALEKS Review of Student Performance/Grades Graduation Rate Teacher Based Teams (TBTs), Building Leadership Teams (BLTs), and the District Leadership Team (DLT) will review the student performance data for the district priority content areas of Reading and Math. Heggerty Phonemic Awareness Curriculum will be implemented by staff in Kindergarten, First, and Second grades.

Approaches to Address Academic Gap Filling

Approaches & Removing/ Overcoming Barriers	*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.)?*
Spring 2021	As noted, UCS has remained with in-person instruction since the start of the 2020-2021 school year with the majority of students. Teachers will continue to use the following data sources for planning and implementing instruction within the classroom for both groups and individuals: NWEA MAP Testing Edgenuity ALEKS State testing results
Summer 2021	Transportation is planned to be provided for students to attend the extended learning summer program. Similar to the regular school day, breakfast and lunch will be provided to students in the extended learning summer program. A credit recovery program will be offered to Urbana High School students who have failed core content classes. Other community resources may be used to provide academic programming for students such as: Champaign County Library - Summer Reading Program Urbana Youth Center Champaign Family Y Kindergarten Camp - Y
2021 - 2022 2022 - 2023	Moving forward UCS has a goal to improve student performance in Reading and Math. Through social and emotional supports, new curricular programming, and additional learning opportunities, UCS plans to implement the following for students and the community: • Increased College and Career training learning pathways ○ Adding Credit Plus opportunities within the school program ○ Additional Career Tech Pathways • Focus not only on academic growth, but life skill training and social/emotional needs ○ Increased implementation of Positive Behavior Interventions and Supports ○ Continue to strengthen "House" program at junior high level • Strengthen community partnerships to help the whole child ○ Continue school based mental health programming ○ Consider implementing support of school social worker ○ Internship programming to link students and career opportunities ○

Approaches to Identify Social & Emotional Needs

Impacted Students:	*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)?*
Spring 2021	As noted, UCS has remained with in-person instruction since the start of the 2020-2021 school year with the majority of students. Therefore UCS will continue to utilize the programming, resources, and partnerships that benefit the social and emotional needs of students including: ● School staff and parent referrals have been made to school counselors to address the mental health needs of students. ● Local counseling resources are being used to assist students ● PBIS ● Caring Kitchen Backpack Program ● District Resource Officer
Summer 2021	During the summer of 2021 UCS will continue to implement the following: ● Referrals from staff and parents will continue to be accepted by counselors and administrators to continue to provide necessary support for students ● Local counseling resources will continue to be used to assist students ● Summer Feed Program
2021 - 2022 2022 - 2023	During future school years UCS will build upon the programming and partnerships in existence to strive to meet the needs of the whole child. The district plan is to implement an age appropriate universal screen for identifying students with potential social/emotional and/or mental health needs. Specific action steps will be developed for identified students. Local counseling resources will continue to be used to assist students. PBIS training for all district staff who work with students. Consider implementation of additional school resource officer and a school social worker.

Approaches to Address Social and Emotional Need

Approaches & Removing/ Overcoming Barriers	*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.)?*
Spring 2021	As noted, UCS has remained with in-person instruction since the start of the 2020-2021 school year with the majority of students. Therefore UCS will continue to utilize the programming, resources, and partnerships that benefit the social and emotional needs of students including: ● School staff and parent referrals have been made to school counselors to address the mental health needs of students. ● Local counseling resources are being used to assist students ● PBIS ● Caring Kitchen Backpack Program ● District Resource Officer
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