



Learning Recovery & Extended Learning Plan

District Name:	Rittman Academy
District Address:	100 Saurer St. Rittman, OH 44270
District Contact:	Kent Smith
District IRN:	000640

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.



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

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



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>
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Considerations: <ul style="list-style-type: none"> - Resources (Existing and Needed) - Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.) <ul style="list-style-type: none"> - Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust) - Core Questions to Consider: <ul style="list-style-type: none"> - What do students need to know? - How do we know if they've learned it? - How do we intervene for those students who have not learned it? - How do extend other opportunities for those who have learned it? 	Budget
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Spring 2021	<p>The Rittman Academy serves students in grades 9-12 in rural Wayne County. We are a DOPR (Drop Out Recovery) school serving students that traditional school did not work for. Nearly 80% of our students are economically disadvantaged while 24% are academically disadvantaged.</p> <p>The pandemic has negatively affected the academic progress of our students along with added emotional burdens. This began in March of 2020 and has continued throughout our current school year.</p> <p>All students have had to make academic adjustments in relation to being on a hybrid schedule and dealing with quarantines at the school and within many households. This is especially true for those students that chose remote learning. Many of the remote learners have fallen significantly behind and now have become disengaged and frustrated with school.</p> <p>At the Rittman Academy we are utilizing four primary ways to identify academic needs that have been impacted by the pandemic.</p> <ol style="list-style-type: none"> 1. We have already administered the first Renaissance STAR test to all of our students to evaluate both reading and math proficiency. These assessments show what areas of weakness that intervention needs. 	General Fund:
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	<p>We will administer the second testing in May to look for academic growth and identify areas needed for intervention.</p> <ol style="list-style-type: none"> 2. We will also use the data from our End of Course state tests. This will show which students are in need of raising scores to reach points needed to graduate. 3. Attendance data, and academic progress data will be examined to personalize strategies to meet the student’s needs. 4. Reading comprehension is checked by using a “Reading Intervention” program called Brightfish. All students will take this and placed in tiers. Those in lower tiers will get intervention. 	
Summer 2021	<p>Identify a leader to address the academic needs of students.</p> <p>The Rittman Academy hopes to hire a “Director of Whole Child and Secondary Instruction”. This new position will help offset the negative effects Covid has had on Academic Progress. This person will implement strategies to reach those students most vulnerable and negatively affected by the pandemic. This will involve looking at all the available data and utilizing our human and capital resources most affectively.</p> <p>The administration of the school will continue to evaluate data and strategize learning strategies to have students recover any lost credits and keep students engaged with their school work by individual attention and opening the school up on selected days in the summer for small group instruction and individual tutoring.</p>	<p>New Position- Director of Whole Child and Secondary Instruction: \$50,000.00</p> <p>\$10, 000.00</p>
2021 - 2022	<p>The Rittman Academy would continue with the “Director of Whole Child and Secondary Instruction”. This new position will help offset the negative effects Covid has had on Academic Progress.</p>	<p>\$50,000.00 (Continuation)</p> <p>The Rittman Academy receives NO ESSER I or ESSER II funds.</p> <p>The Rittman Academy does not receive Title I Funding.</p> <p>The funding is meant to help students who are at risk of falling behind academically. The Rittman Academy has 74% of its students coming from economically disadvantaged families</p>



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2022 - 2023	The Rittman Academy would continue with the "Director of Whole Child and Secondary Instruction". This position will help offset the negative effects Covid has had on Academic Progress. (Indicates a 2% raise over the previous school year.)	\$51,000.00
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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>	
Considerations: <ul style="list-style-type: none"> - Resources (Existing and Needed) - Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.) <ul style="list-style-type: none"> - Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust) - Core Questions to Consider: <ul style="list-style-type: none"> - What do students need to know? - How do we know if they've learned it? - How do we intervene for those students who have not learned it? - How do extend other opportunities for those who have learned it? 	Budget	
Spring 2021	We will renew our reading intervention software called Brightfish. This puts students in different tiers which allows students to use the program to close gaps in reading skills and reading comprehension.	
Summer 2021	<p>We plan to employ selected Rittman Academy staff during the month of June and July two days per week for office hours. This will allow our students to close the gap for those students that missed significant attendance time due to quarantines, becoming disengaged, or were on remote learning simply didn't get the personal assistance needed to work at pace.</p> <p>These office hours would encourage students to come in person to school to get tutoring or one on one help. It also could be meeting with teachers via Zoom or by phone. This would allow students to bridge the gap that many experienced during the pandemic.</p> <p>This would be done in small group or one on one work to allow students to get the extra attention and gain the momentum needed that had been lost in the previous year.</p> <p>This would be held on Tuesday and Thursdays from 9:00 a.m.-1:00 p.m. Rittman Academy teaching staff would fill these teaching hours.</p>	



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<p>2021 - 2022</p>	<p>The Rittman Academy specializes in credit recovery for students that are not on pace with credits based upon their year in school. The pandemic has negatively affected many students that were already behind prior to the pandemic.</p> <p>The Rittman Academy would like to hire an “Academic Coach”. This individual would provide continuous academic counseling, EOC test prep, progress monitoring, goal setting, and connecting core subject teachers with students for individual assistance when needed.</p> <p>This position will be crucial to give both students and staff immediate feedback for both the positive and negative in relation to overcoming barriers that have caused a student to fall behind.</p>	<p>Hiring a new position of “Academic Coach” at a yearly salary of \$22,000.00</p>
	<p>The second area we would propose to close the “Academic Gap” would be to purchase new Chrome Books for those students that don’t have computer access at home. Our students can log on to our on-line curriculum (Peak FuelEd) at home to put in additional hours of school work when away from school.</p>	<p>As described below, 20 chrome books @ \$375.00= \$7,500.00</p>
<p>2022 - 2023</p>	<p>Continue to fund the position of “Academic Coach” as described above.</p> <p>The Rittman Academy would like to hire an “Academic Coach”. This individual would provide continuous academic counseling, EOC test prep, progress monitoring, goal setting, and connecting core subject teachers with students for individual assistance when needed.</p> <p>This position will be crucial to give both students and staff immediate feedback for both the positive and negative in relation to overcoming barriers that have caused a student to fall behind. (This reflects a 2% raise)</p>	<p>\$22,440.00</p>



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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)?*

<p>Considerations:</p> <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</i> 	Budget
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Spring 2021	<p>Due to the negative effects the pandemic has caused, our teaching and support staff have instituted a mentor/mentee relationship with all the students at the Rittman Academy.</p> <p>One of the goals of this program is to get to know students on a personal level in order to service them in relation to their social and emotional needs. These personal relationships allow our staff to give feedback to students to meet their social and emotional needs.</p> <p>We also are evaluating attendance data and academic progress to get insight into outside factors affecting social and emotional needs.</p>	<p>\$5000.00 Materials and Supplies</p>
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Summer 2021	<p>The teaching and administrative staff will continue to have increased contact with students during the summer months to monitor and meet the social and emotional needs of our student population.</p> <p>Our counselor will meet with students with special emphasis on any student that has been recommended by our staff or is identified by the counselor needing regular counseling.</p> <p>We plan to employ selected Rittman Academy staff during the month of June and July two days per week for office hours. This will allow our students to close the gap for those students that missed significant attendance time due to quarantines, becoming disengaged, or were on remote learning simply didn't get the personal assistance needed to work at pace.</p> <p>These office hours would encourage students to come in person to school to get tutoring or one on one help. It also could be meeting with teachers via Zoom or by phone. This would allow students to bridge the gap that many experienced during the pandemic.</p> <p>This would be done in small group or one on one work to allow students to get the extra attention and gain the momentum needed that had been lost in the previous year.</p>	<p>\$6796.80 Total \$5,760.00 Salary \$1,036.80 Fringe</p>
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	This would be held on Tuesday and Thursdays from 9:00 a.m.-1:00 p.m. Rittman Academy teaching staff would fill these teaching hours.	
2021 - 2022	<p>The Rittman Academy staff, Counselor, Academic Coach, and the Director of Whole Child and Secondary Instruction will all work together to identify students that are behind and need special assistance due to the circumstances and challenges that the pandemic has caused with many of our students.</p> <p>These positions and costs are shown in other parts of this Extended Learning Plan. (Duplication)</p>	<p>Director of Whole Child and Wellness \$50,000.00</p> <p>Academic Coach \$22,000.00</p> <p>Counselor \$40,000.00</p>
2022 - 2023	<p>What is implemented in 2021-2022 would carry over to 2022-2023.</p> <p>The Rittman Academy staff, Counselor, Academic Coach, and the Director of Whole Child and Secondary Instruction will all work together to identify students that are behind and need special assistance due to the circumstances and challenges that the pandemic has caused with many of our students.</p> <p>These positions and costs are shown in other parts of this Extended Learning Plan. (Duplication) Indicates a 2% raise over the previous year.</p>	<p>Director of Whole Child and Wellness \$51,000.00</p> <p>Academic Coach \$22,400.00</p> <p>Counselor \$40,800.00</p>



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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>	
Considerations:	<ul style="list-style-type: none"> - Resources (Existing and Needed) - Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.) 	Budget
Spring 2021	<p>Without question the social and emotional needs of our student population has increased in the last 12 months. The uncertainty the pandemic has caused with health concerns, students missing school for quarantines, loss of employment within the family, and the uncertainty of what the immediate future will look like creates a heavy burden for our students.</p> <p>The Rittman Academy staff will work with our students and follow our Wellness and Success plans. We will monitor the student’s social and emotional needs and provide guidance or seek outside assistance as needed.</p>	<p>Employ current staff members outside of normal work hours to evaluate data and update strategies within the Wellness and Success Plans. \$3,000.00</p>
Summer 2021	<p>The Rittman Academy will employ a certified counselor to meet the social and emotional needs of our students. This will take place in a way that is most comfortable for our students. These counseling sessions could be in person at the school, via zoom call, phone, or at mutually agreeable site.</p> <p>Providing counseling to students during the summer month is something we have not provided in the past but is needed to meet these additional social and emotional stresses placed upon our students.</p>	<p>Par time summer counselor position: \$3,000.00.</p>
2021-2022	<p>We would like to partner with a local counseling agency to employ a counselor at our school. This individual would meet the social, emotional, and behavioral needs of our students.</p> <p>During these times of uncertainty our students need to have additional care, support, and develop a therapeutic relationship with a counselor to meet their emotional needs.</p> <p>The impact of trauma is far reaching and affects every aspect of health. By implementing trauma-informed care approach, both staff and students work in a framework of wellness that produces improved outcomes. A culture of trauma-informed care will improve student engagement.</p>	<p>Counselor position: \$40,000.00.</p>



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	<p>The counselor would also institute the TIP program. This is the Transition to Independence Process. This is an evidence based method to assist youth/students to transition to the next stage of life. Many of our students are emotionally “tapped out” with what they have witnessed in their families with job loss and family issues that have increased as a result of the pandemic.</p>	
2022-2023	<p>Continue to fund the position of “School Counselor” as described above.</p> <p>During these times of uncertainty our students need to have additional care, support, and develop a therapeutic relationship with a counselor to meet their emotional needs.</p> <p>The impact of trauma is far reaching and affects every aspect of health. By implementing trauma-informed care approach, both staff and students work in a framework of wellness that produces improved outcomes. A culture of trauma-informed care will improve student engagement. (This indicates a 2% raise over the previous year.)</p>	\$40,800.00

PLANNING SUPPORT DOCUMENT



As stated by ODE, this is not a one-size-fits-all exercise. 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. The template above has been designed to be as adaptable as possible given the wide range of district experiences and needs. The pages below in the Planning Support Document are designed to assist districts as they think through the nuances that may be significant to their respective district. Educational Service Centers are here to support. Some schools and districts may choose to have similar plans to facilitate effective implementation. ESCs may be able to provide coordination for such collaborative approaches. The following planning support document is provided to assist teams in thinking through the planning process. Additionally, rather than an exhaustive list of resources that quickly becomes overwhelming and outdated, a few key elements have been provided to assist in planning. Districts may also want to consult ODE’s [Reset and Restart](#) website and planning guide. Additional planning resources are also available at <http://reframingeducation.org/>. This decision-making framework was developed by Ohio’s network of ESCs to assist districts in having authentic conversations about instructional expectations and making plans to reframe education moving forward; we encourage districts to reach out to their ESCs for additional support as needed.





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ACADEMIC PLANNING

Determining Academic Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Performance on tests (e.g., district assessments, statewide tests, ACTs, etc.); (Districts will not have statewide achievement data until after the pandemic, so we need to identify assessment tools to identify gaps.) • How will districts determine impacted/vulnerable populations? • How will districts/schools combat barriers for disengaged students? • What opportunities were missed due to the inability to access programming? Can any of these opportunities be reinstated in the summer or fall? We encourage districts to be encouraged to consider this question through an equity lens for student populations-- Students with Disabilities, English Language Learners, etc. • Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been lost due to the pandemic. • Attainment (e.g., high school diploma, college degree, employment) • What essential elements of determining instructional needs are already in place? • District MTSS Process and Universal Screeners • Use of/Alignment with the OIP/DLT/BLT/TBT process to determine; What do students need to know? How do we know if they've learned it? How do we know if students who have not learned it? How do we extend other opportunities for those students who have learned it? • Gap Analysis for ELA, Math, Science, and Social Studies • Prioritize Literacy and Math • Prioritized Standards • Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. • Rising Kindergarteners (These students have spent a significant portion of their life in a pandemic environment. What needs might they have in 2021?)
Filling Academic Gaps	<p>How will academic gaps be filled?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Existing processes and supports • Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.) • MTSS processes • Effective district-wide/school-wide leadership teams focusing on achievement gaps • Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs? • Will measurable objectives be required? Or will these be supplemental offerings that the parent/guardian may choose to participate in and benefit from? • What happens with students who do become proficient? • Triage plans for Seniors/Credit Recovery Options for HS • Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. • Student Success Plans • Personalized learning opportunities • Clear instructional plans have been created with prioritized standards



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	<ul style="list-style-type: none"> • Clear instructional plans have been communicated with staff, parents, and other stakeholders • Cross grade-level communication • Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc. • Who, When, How...Cohorts, Family PODs, Layout, and Delivery • How do we ensure at-risk students are taking advantage of the opportunities? • How can disengaged students be reengaged? • How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations disengaged students? • What steps will be taken to remove/overcome barriers that may be associated with the "Gap Filling Approaches" (no data to track/identify specific student needs, funding concerns to support approaches, etc.)?
Determine Competency	<p>What method(s) will be used to determine competency for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement) • Develop and communicate a plan for promoting students vs. retention • Consider equity of practices, long-term consequences, social/emotional factors
Resource Link(s):	<p>What Works Clearinghouse Priority Math, Reading and Writing Standards Determination of Student Educational Needs Exceptional and At-Risk Youth District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities Ohio Improvement Process</p>

SOCIAL & EMOTIONAL NEEDS

Determining Social Emotional Needs	<p>How will social and emotional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • District MTSS Process and SEL Screeners • Student Wellness and Success Plans • Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners. • How can ESC Family and Community Partnership Liaisons support in this area? • Are there prevention services/opportunities available through ADAMS and ESCs?
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Addressing Social and Emotional Needs	<p>How will social and emotional needs be addressed?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">• MTSS processes• Alignment to existing Wellness Plans• Alignment to existing Student Success Plans• Triage plans• Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners.• Comprehensive Support for Students - screen for social and medical services (work with community agencies), identify students who need instructional support (mentors, tutors, peer support, etc.)
Resource Link(s):	<p>Panorama Equity Guide to Student Learning Loss CASEL Online SEL Assessment Guide Ohio's K-12 Social & Emotional Learning Standards INFOhio's Educator Tools Curriculum Library (filter for "Social Emotional Learning" under Subject) Ohio's Whole Child Framework</p>



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PROFESSIONAL LEARNING NEEDS

Professional Learning	<p>What professional development activities will be needed/offered to your school district's teachers and partners to support learning recovery?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">● Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners.● How will teachers, stakeholders, and others be brought into the planning and professional learning process?● If schools are looking to partners to support learning recovery, how will efforts be coordinated?● How will tutors or others be trained?● What school staff/ESC/SST staff can support training community partners?● Alignment to the Ohio Improvement Process and One Needs Assessment● What social and emotional PD will help teachers address wellness needs of students and staff recovering from added pandemic stressors? (Consider alignment to Student Wellness and Success Plans)
Resource Link(s):	<p>Professional Learning Supports Mental Health Resources ESC Customized Support</p>