



Learning Recovery & Extended Learning Plan

District Name:	Horizon Science Academy Middle School
District Address:	2350 Morse Rd., Columbus, OH, 43229
District Contact:	Hasan Akkaya
District IRN:	009179

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](#)



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>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;"> 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? </td> <td style="width: 20%; text-align: center; vertical-align: middle; padding: 5px;"> Budget </td> </tr> </table>		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>Students will be identified through existing screening measures such as STAR and NWEA assessments. Grades and teacher observations will also be used.</p> <p>The focus for Spring will be on data collection including in person observations, state mandated testing, and standardized testing as mentioned above. The reports available from the standardized tests allow us to pinpoint gaps in specific standards to support students in gap closing.</p>		
Summer 2021	<p>Horizon Science Academy Middle school will be offering three summer programs; Teacher Lead Gap Closing Program, Edgenuity Credit Recovery, and Independent Reading Program.</p> <ul style="list-style-type: none"> • The Teacher Lead Gap Closing Program focuses on closing the gap with the students that showed progress but still struggled with learning fully online in the areas of English Language Arts and Math. Teachers will be developing a curriculum that is centered on the foundations of Project Based Learning and targeting standards that the targeted students missed and/or did not meet proficiency in. All students may participate, but the school will be sending special invites to the students that performed low on the school wide STAR and NWEA testing in the areas of ELA and Math. • Edgenuity Credit Recovery focuses on giving students that did not pass their current grade level the opportunity to fill in the gaps in the identified core content area over the summer. The students will be closely monitored by a teacher facilitator and have weekly agendas that will target the standards the students did not meet proficiency level based on data from STAR and NWEA. Students will need to complete 100% of the course with a final exam score of at least 60% or be approved by Admin to earn the lost credit.. • The Independent Reading Program is targeted to all students that wish to continue working on their reading skills throughout the 		

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	summer.	
2021 - 2022	<ul style="list-style-type: none"> Horizon Science Academy Middle school will continue to offer targeted summer programs that will focus on closing the gap and credit recovery. Every spring data collected from STAR and NWEA will be evaluated to determine the changes and/or updates that will need to be made to the summer program to help benefit each year's population of students. Offering more after school tutoring both in person and remotely. An option would be to offer Saturday School for half a day with the focus on ELA and Math. 	Estimated cost for staff for summer program and additional school hours.
2022 - 2023	<ul style="list-style-type: none"> Horizon Science Academy Middle school will continue to offer targeted summer programs that will focus on closing the gap and credit recovery. Every spring data collected from STAR and NWEA will be evaluated to determine the changes and/or updates that will need to be made to the summer program to help benefit each year's population of students. Offering more after school tutoring both in person and remotely. An option would be to offer Saturday School for half a day with the focus on ELA and Math. 	Estimated cost will be for staff for summer program and additional school hours.

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:		Budget
<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? 		
Spring 2021	<ul style="list-style-type: none"> -Continuing to add additional tutoring time on Fridays during the day for core classes and Fine Arts. -Additional appointments available with teachers for focus on specific content. -Continue use of virtual platforms and hotspots for internet support to 	Already included in the budget for this year.

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	increase access for all students during non-instructional time.	
Summer 2021	<p>Horizon Science Academy Middle School Teacher Lead Gap Closing Program will use the approach of focused curriculum on Project Based Learning designed by teachers. HSA will prepare teachers to conduct this focus curriculum by providing them with opportunities to take professional development in the area of Project Based Learning. To help motivate students to participate HSA will be providing lunch for students while they are in the building, sending out invites to students that will most benefit from this program, and using a hybrid learning model to provide learning.</p> <p>Hotspots are available for 1 year, so they will support the summer program for a virtual option.</p> <p>Screening prior to the start of the school year for any newly enrolled students.</p>	Staff will have the opportunity to participate in free PBL training.
2021 - 2022	<p>Horizon Science Academy Middle School will continue to offer a summer program that is targeted to our population of students and needs. Every year HSA will evaluate options and resources that will help motivate students to participate. HSA staff will continue to have yearly training and opportunities for additional professional development in the areas of Gap closing and PBL.</p> <p>Use of fall testing to identify areas specific gaps based on standards mastery throughout the school year.</p> <p>Implement project based learning strategies throughout the school Develop standards based grading strategies throughout the year</p> <p>Continue to use ALEKS to support differentiated and individualized skill mastery for all students.</p> <p>Identify and purchase curriculum to provide and support Tier 2 interventions in language arts. We are currently investigating Lexia to provide this support.</p>	<p>Estimate of \$30,000 for remediation curriculum for tier 2 and tier 3 students</p> <p>Estimated cost for training/Professional development of staff on Project Based Learning- \$10,000</p>
2022 - 2023	<p>Horizon Science Academy Middle School will continue to offer a summer program that is targeted to our population of students and needs. Every year HSA will evaluate options and resources that will help motivate students to participate. HSA staff will continue to have yearly training/professional development and opportunities for additional professional development in the areas of Gap closing and PBL.</p> <p>Continue using universal screener (MAP testing) to identify targeted areas of need for gap closing. Increase staff mastery of differentiation strategies for various tiers of support. Strengthen access and targeted approach to Title I reading and math classes.</p> <p>Continue and refine implementation of project based learning strategies Implement standards based grading strategies</p>	<p>Estimate of \$30,000 for remediation curriculum for tier 2 and tier 3 students</p> <p>Estimated cost for training/Professional development of staff on Standard based grading- \$10,000</p>

Approaches to Identify Social & Emotional Needs

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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: <ul style="list-style-type: none"> - <i>Resources</i> (Existing and Needed) - <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - <i>Alignment</i> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.) 		Budget
Spring 2021	<p>HSA is currently using Panorama Education survey tools to identify student and family needs.</p> <p>Partnerships include ADAMH, Providers for Healthy Living, NCH, Girl Scouts, community refugee immigration services (CRIS)</p> <p>Counselor referral and RTI forms for staff, students, and families.</p> <p>Teachers will notify the counselor of any classroom/individual SEL issues during weekly PLC meetings.</p>	In budget currently
Summer 2021	<p>Provide SEL/Mental Health information for parents to assess their student over the summer. (Example: Signs and Symptoms of Depression/Anxiety and)</p> <p>Partnerships include ADAMH, Providers for Healthy Living, and NCH to provide virtual or in-person workshops and education.</p> <p>Training in restorative practices and mental health issues and concerns for all staff</p>	No additional cost at this time due to ADAMH funding for grant.
2021 - 2022	<p>HSA is currently using Panorama Education survey tools to identify student and family needs.</p> <p>SAEBRS screening tool to be administered in the Fall to all students.</p>	Estimate for SAEBERS screening tool and Professional Development \$2,750.00
2022 - 2023	<p>Continue to identify student, staff, and family needs based on current trends and mental health concerns.</p> <p>Curriculum review for all areas for diversity, inclusion, and SEL components</p>	Estimate for inclusive resources

Approaches to Address Social and Emotional Need

Approaches &	<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</i>
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Removing/ Overcoming Barriers	<i>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"> - <i>Resources</i> (Existing and Needed) - <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - <i>Alignment</i> (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>PBIS Tier 1, 2, 3 Interventions</p> <p>Weekly classroom Advisory sessions focusing on SEL skills.</p> <p>Counselor led discussions with students and groups.</p> <p>Provide brochures/pamphlets to all students regardless of educational placement.</p> <p>Parent engagement seminars lead school staff and community agencies. (Nationwide Children’s Hospital, CRIS, Providers for Healthy Living)</p> <p>Students have access to the Counselor classroom.</p>	In budget currently
Summer 2021	<p>Community resource website available to the public for ongoing SEL and mental health support.</p> <p>Bi-weekly robo-call promoting mental health awareness and resources.</p> <p>Review advisory content. Identify curriculum or resources to support advisory curriculum</p>	Estimate for advisory curriculum
2021-2022	<p>Continue using the following supports based on student needs:</p> <p>PBIS Tier 1, 2,3 Interventions</p> <p>Weekly classroom Advisory sessions focusing on SEL skills.</p> <p>Counselor led discussions with students and groups.</p> <p>Provide brochures/pamphlets to all students regardless of educational placement.</p> <p>Parent engagement seminars lead school staff and community agencies. (Nationwide Children’s Hospital, CRIS, Providers for Healthy Living)</p> <p>Students have access to the Counselor classroom.</p>	<p>Estimated cost for brochures and pamphlets</p> <p>Estimated cost for parent seminars</p> <p>Estimate for PBIS incentives</p>

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<p>2022-2023</p>	<p>Continue using the following supports based on student needs:</p> <p>PBIS Tier 1, 2,3 Interventions</p> <p>Weekly classroom Advisory sessions focusing on SEL skills.</p> <p>Counselor led discussions with students and groups.</p> <p>Provide brochures/pamphlets to all students regardless of educational placement.</p> <p>Parent engagement seminars lead school staff and community agencies. (Nationwide Children’s Hospital, CRIS, Providers for Healthy Living)</p> <p>Students have access to the Counselor classroom.</p>	<p>Estimated cost for brochures and pamphlets.</p> <p>Estimated cost for parent seminars.</p> <p>Estimate for PBIS incentives.</p>
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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.

ACADEMIC PLANNING

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<p>Determining Academic Needs</p>	<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 end of the school year and may 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 next school year? (Districts are encouraged to consider this question through an equity lens for student populations-- Students with Disabilities, English Language Learners, Gifted Students, All 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 intervene for those 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 as they enter Kindergarten in Fall 2021?)
<p>Filling Academic Gaps</p>	<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 have their student 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 ● 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?

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	<ul style="list-style-type: none"> • How can disengaged students be reengaged? • How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations including but not limited to disengaged students? • 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.)?
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?
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

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	<ul style="list-style-type: none"> • 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):	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

PROFESSIONAL LEARNING NEEDS

<p>Professional Learning</p>	<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)
<p>Resource Link(s):</p>	<p>Professional Learning Supports Mental Health Resources ESC Customized Support</p>