



Learning Recovery & Extended Learning Plan

District Name:	Gahanna-Jefferson City Schools
District Address:	160 S. Hamilton Road
District Contact:	Jill Elliott, Assistant Superintendent
District IRN:	046961

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.

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

Impacted Students:	
	<p>Our Learning Recovery and Extended Learning plan is designed to support the academic and social-emotional needs of our students impacted the most through the pandemic. We will prioritize:</p> <ul style="list-style-type: none"> ● Students currently receiving reading and/or math interventions through MTSS ● Students with disabilities ● Students receiving EL services ● Students with attendance concerns ● Students with low engagement during remote learning ● Students at-risk of failing one or more classes ● Students at-risk of not graduating



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Needs Assessment:

In Gahanna-Jefferson Public Schools, we use a variety of data to identify academic and social-emotional needs for students. Data is gathered in an on-going manner at various points in the school year. Gahanna-Jefferson Public Schools staff will administer and analyze the following data sources:

- Kindergarten Readiness Assessment
- K-3 Third Grade Reading Guarantee diagnostic assessment
- Reading Improvement and Monitoring Plan progress monitoring
- Benchmark Assessment System
- Ohio State Tests/End of Course Exams
- Ohio English Language Proficiency Assessment
- PSAT
- SAT
- Panorama SEL Survey
- Cognitive Abilities Test
- MTSS benchmark and progress monitoring
- Classroom-based formative and summative assessment data
- Coursework and grades
- Credit attainment and progress toward graduation
- Attendance data
- Information from school counselors and mental health specialists
- Universal Screener*

* District leaders and staff will review and adopt a universal screener this spring for implementation beginning in the fall of 2021. The data received from the universal screener will be added to the data currently collected and will allow us to identify academic needs more efficiently in both reading and math districtwide.

Data will be analyzed collaboratively to identify students with learning needs or gaps. Additionally, teachers will identify students from daily observation and assessment of engagement and performance.

Students with identified learning gaps will be thoughtfully transitioned across grade levels and schools.

Resources and Budget:

Funding for learning recovery and extended learning plans will be provided through ESSER monies allocated to the district. These funds may be used to provide additional assessment tools, teaching and learning resources, tutoring experiences, mental health support and staffing. ESSER funding will specifically be used to support:

- Summer Programming: Experiential Learning Opportunities



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- Universal Screener: NWEA Map or iReady
- Supplemental Reading Resources: Lexia Core5, Lexia PowerUp
- Supplemental Math Resources: Dreambox, ALEKS or IXL

Approaches to Academic Gap Filling:

Gahanna-Jefferson Public Schools staff and students recently returned to an all-in learning model which will provide increased instruction and engagement time for our learners. Teachers will continue to formally and informally assess students and will provide differentiated instruction and intervention/enrichment support based on that data. Teachers in Gahanna-Jefferson Public Schools will utilize high quality learning experiences to support student engagement and gap filling.

Literacy specialists will continue working with students at the elementary level to intentionally target identified reading and writing gaps and to supplement classroom instruction. This literacy support will be provided in the one-on-one setting as well as small groups.

Middle school students will receive additional support to address learning gaps during intervention periods worked into the school day. The high school recently adjusted its bell schedule to allow time for identified academic and SEL interventions and enrichments during the school day.

Building and grade level teams will utilize the Multi-Tiered Systems of Support (MTSS) process involving data-based problem solving and decision-making across all levels to address specific academic learning gaps. Once specific interventions are identified and implemented for students, staff will monitor progress in an ongoing manner using various assessment tools and making adjustments along the way as appropriate.

After school tutoring sessions will be provided to K-12 students needing academic support in addition to the intervention plans already in place during the school day. This after school supports will be content specific and will provide additional exposure and remediation for at-risk students.

Our traditional summer school program, Journey to Learning (JTL), will operate this summer in person. JTL Summer School offers reading, math and social-emotional support. It targets students that need additional remediation in grades PreK-8 as well as our K-12 EL students. We also offer summer credit recovery classes for grades 9-12 in English Language Arts (9-12), Mathematics (Algebra, Geometry, Algebra II), Social Studies (Modern World History, US History, Government) and Science (Physical Science, Biology).



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In addition to traditional summer school offerings, PK-12 Gahanna-Jefferson Public Schools students will have opportunities to engage in high interest experiential learning that will support social-emotional needs, build learning stamina and extend curriculum exposure in a variety of ways. These opportunities will be hands-on and project-based embedding literacy, math and STEM experiences.

Every Gahanna-Jefferson Public Schools student will have summer access to the supplemental tech tools that have been used during the school year to support literacy and math. We will implement an incentive program to encourage students and families to continue use throughout the summer.

During the 2021-22 school year, building teams and classroom teachers will use the newly purchased universal screener in tandem with the MTSS process to identify students' needs and develop intervention plans to support any additional gaps that may exist. Instructional coaches and grade level/content teams will continually review curriculum guides and adjust lessons to embed prerequisite skills into the lessons as needed. Our support staff in the buildings will continue to provide small group and individual support (such as Reading Recovery, LLI, math interventions, SEL groups) based on the needs of the students.

Approaches to Social-Emotional Needs:

Gahanna-Jefferson Public Schools staff and students recently returned to an all-in learning model which will provide increased engagement and monitoring of students' social-emotional needs. All students in grades 3-12 will participate in the Panorama Social-Emotional Learning Survey providing data on our students sense of belonging, self-management, emotional regulation and social awareness. This data is used to develop school and districtwide plans for supporting students.

Teachers, counselors and support staff will observe students within the school setting (virtually and in-person) and will work collaboratively with parents to identify SEL needs of students. Students may receive individual or small group counseling support focused on a variety of mental health needs including but not limited to anxiety, depression, low motivation/engagement, social skills and problem-solving.

At the elementary level, all students are engaged in daily morning meetings to help them start the day in a balanced place where they are able and ready to receive instruction for the day. Morning meetings are used to teach students social-emotional strategies they can use throughout the day to cope and problem-solve various situations.

Building and grade level teams will utilize the Multi-Tiered Systems of Support (MTSS) process involving data-based problem solving and decision-making across all levels to address specific social-emotional needs. Once specific interventions are



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	<p>identified and implemented for students, staff will monitor progress in an ongoing manner using various assessment tools and making adjustments along the way as appropriate.</p> <p>School counselors and mental health specialists will support classroom teachers with strategies and plans for in-class support and monitoring. At the elementary level, school counselors provide in-class lessons to strengthen various social-emotional skills. The mental health team will also provide parent support resources including virtual presentations on identified topics of need.</p> <p>Through a partnership with Concord Counseling, students have additional counseling support during the school day and after hours. We also utilize Safe Schools Helpline to provide round the clock reporting for needed social-emotional support.</p> <p>All buildings have been equipped with SMARTLabs to serve as a safe space for students to decompress, work through social-emotional plans and receive support or intervention from a trained adult.</p>
Partnerships:	
	<p>Gahanna-Jefferson Public Schools will utilize our partnerships with local businesses and organizations to extend learning and social-emotional support to our students. Partnerships include:</p> <ul style="list-style-type: none">● Columbus Metropolitan Libraries - Gahanna branch● YMCA● Gahanna Residents in Need (GRIN)● Neighborhood Bridges● Concord Counseling● Gahanna Parks and Recreation
Alignment:	
	<p>We are committed to the academic and social-emotional well being and success of all Gahanna-Jefferson Public Schools students. Our Learning Recovery and Extended Learning plan is in direct alignment with our Vision, Mission and Beliefs, our Continuous Improvement Plan and our Equity & Access Plan. Many of the opportunities described in the plan are standard practices used to meet the variety of needs present for our students prior to the pandemic. Others are extensions of current practice that aim to provide additional exposure, intervention, enrichment and engagement.</p>

Note: This document will continue to evolve and will be updated as additional data is collected and plans are developed.