



# Learning Recovery & Extended Learning Plan

District Name:	Canton City Schools
District Address:	305 McKinley Ave NW, Canton, OH 44702
District Contact:	Mallory Floyd- Deputy Superintendent
District IRN:	043711

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](mailto:ExtendedLearning@education.ohio.gov)

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





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Identifying Academic Needs		
<b>Impacted Students:</b>	<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>	
<b>Considerations:</b>	<ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (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"> <li>- 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)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>	<b>Budget</b>
<b>Spring 2021-Summer 2021</b>	<p><b>Grades K-12</b></p> <p><b>Impacted Students:</b> The students in the Canton City School district will continue on its academic achievement journey until the end of this school year. We have approximately 65% of our students coming to school face to face and 35% of our students attending our PK-12 Bulldog Virtual Academy. Many of our students have been impacted in various ways by the pandemic and will need extended learning opportunities to get back on track.</p> <p><b>Needs Assessment:</b> In late April and May, all of our students will be participating in the OST's, MAP testing and Acadience testing depending on their grade level. Utilizing those test results, we will target students who are below grade level in key skill areas. At the high school level, we will also determine which students did not receive course credit and who are not on track for graduation.</p> <p><b>Approaches: <u>Summer Programming 2021</u></b>            Student achievement data from Spring 2021 administration of the NWEA MAP assessment in both reading and math will be analyzed for students in grades K-12. In addition to this, Acadience (early literacy) data will be analyzed for students in grades K-2. Students who are</p>	Budgets for all programming, services, and staff will be determined based on the data and needs of students and staff.



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identified as at- risk will be given priority for summer programming. A deeper analysis of at- risk student data will be done to design specialized instruction in order to narrow learning gaps. Virtual students who have not taken the MAP assessment will automatically be identified for summer programming.

## **Grades K-6**

Students identified as at- risk will attend summer programming. Summer Programming will have classes that consist of 10-12 students with data-informed targeted instruction. Summer Programming will occur four days a week for six weeks, with a minimum of four hours of instruction per day. After daily instruction and lunch, students will have the opportunity to participate in a variety of enrichment activities designed to meet the needs and interests of CCSD students, provided by various community partners.

## **Summer Reading / Math Interventions**

Grades K-6 reading intervention will be targeted intervention based upon MAP data. Students will have access to small group instruction that will be targeted towards phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension. Interventions will include, but are not limited to: Heggerty, The Souday System, Orton Gilligham strategies, and targeted skill practice using MobyMax. For grades K-6 in math, students will be provided small group math interventions to increase number sense, fact fluency, and basic math computation skills. Students will utilize XtraMath to strengthen their math fluency and teachers will personalize MobyMax learning to target standards-based math skills.

Pre and post test data will be collected in the areas of reading and math. Information collected from each student will be shared directly with each student's building principal and 2021 classroom teacher(s). If the student is identified as continuing to have areas of deficiency, the interventions will continue during daily intervention time and/or before and after school offerings. Data regarding a student with deficiencies will also be communicated to the MTSS team at the student's home building.

## **Grades 7-12**

**Impacted Students:** While all students have been impacted in some way academically, socially, and developmentally, CCSD is offering



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students with identified learning gaps, credit deficiencies and/or attendance concerns summer programming. Summer Programming will occur four days a week for six weeks and instruction will be face to face or virtual.

**Needs Assessment:** Buildings will conduct a credit, grade and attendance audit to identify students that most likely have been affected. Additionally, OST scores will also be used to determine students who will benefit from summer intervention.

**Approaches:** Grades 7 & 8 reading intervention will be targeted intervention based upon MAP data. Students will have access to small group instruction that will be targeted toward the literacy skills for adolescents as identified in the Ohio's Plan to Raise Literacy Achievement. These areas will be targeted interventions in the areas of word identification, motivation, fluency, vocabulary, and comprehension. The Souday System intervention program will be used for students who read two to three grade levels below their peers. Students identified as at-risk will be asked to attend small groups (10-12 students) with targeted instruction provided by two teachers per small group, that will take place four days per week for six weeks for a minimum of four hours per day. Students are also provided with access to community experiences and enrichment opportunities that will occur during the afternoons. Students in grades 7-12 in the Bulldog Virtual Academy will be provided continued access to Acellus or Odysseyware to complete the courses they are enrolled in but have not finished during the school year. Teachers will monitor and communicate with these students to ensure that they are on track and working toward completion of these courses in order to earn credit.

**Partnerships:** A variety of community partnership opportunities exist to meet the needs and interests of CCSD students. Partnerships include but are not limited to the following community organizations:

- Pro Football Hall of Fame
- EnRichMent of Stark County
- TomTod Ideas, Inc.
- YMCA
- YWCA
- Camp Invention
- Stark County Library
- Canton Ballet



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	<ul style="list-style-type: none"> <li>● First Tee</li> <li>● Canton Museum of Art</li> </ul> <p>The district also is partnering with the City of Canton to employ up to 100 CCSD high school students who will complete academic work in the morning and then be employed by the City of Canton in the afternoon at \$11.00 per hour. Those students will be exposed to multiple worksites and possible future employment opportunities. Once students complete their required courses, they will be able to work a full six hours at the pay rate.</p> <p><b>Alignment:</b> The intended student learning outcomes and adult implementation will follow CCSD’s One Plan as outlined by the One Needs Assessment. Data analysis and instructional design will be developed via TBTs utilizing the OIP process. In addition, these plans align with the district’s strategic plan including the mission, vision, and values and district objectives.</p>	
<p><b>Fall 2021 - Summer 2023</b></p>	<p><b>Grades K-6</b></p> <p><b>Impacted Students:</b> While all students have been impacted in some way academically, socially, and developmentally, CCSD will monitor and work to meet the needs of students with identified learning gaps and credit deficiencies as well as students with attendance concerns. The district will use a common MTSS process in all buildings to identify students and their specific needs.</p> <p><b>Needs Assessment:</b> Grade level appropriate math and reading diagnostic assessments will be administered to each student in grades K-6. Based upon analysis of individual student achievement, students who would benefit from extended learning opportunities will be identified.</p> <p><b>Resources and Budget:</b> Heggerty, Acadience, Map, Journeys, Go Math, MobyMax.</p> <p><b>Approaches:</b> The Canton City School District will provide multiple opportunities to address the learning needs of individual students during the school year. In addition to core instruction, all K-6 students will participate in a daily 30 minute PAWS (Providing All With Support) literacy and/or numeracy intervention/enrichment period.-This time will align with the district’s MTSS framework where students will receive targeted interventions based on their targeted areas of deficiency as identified through MAP (K-6) and Acadience (K-3) data. Literacy and Numeracy teachers will be placed in Kindergarten</p>	<p>Budgets for all programming, services, and staff will be determined based on the data and needs of students and staff.</p>



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through 3rd grade to help reduce class sizes. These teachers will provide both core instruction in reading and math to at-risk students and will provide focused intervention to at-risk students during PAWS time. An Instructional Coach will be assigned to each building who will help teachers align instruction and interventions. The Instructional Coach will also help the Principal facilitate a Multi-Tiered System of Support (MTSS) where teachers, specialists, and other staff will identify and implement specific research based interventions. These meetings will be data driven and focus on areas of specific improvement for students across a variety of academic, emotional, and developmental areas.

The district is also currently providing Language Essentials for Teachers of Reading and Spelling (LETRS) training to all K-5 teachers. Utilizing two cohorts, grades K-2 and 3-5, the district is in a multi-year grant to use LETRS to equip teachers with the necessary knowledge to assess, diagnose, and improve reading and spelling for all students. The district will also provide after school programming for students to receive specific skill based instruction.

## **Grades 7-12**

**Impacted Students:** While all students have been impacted in some way academically, socially, and developmentally, buildings will also use their MTSS process to identify students and specific needs. Students with credit deficiencies and attendance issues will be specifically addressed through credit recovery classes and face-to-face instruction requirements.

**Needs Assessment:** Buildings and grade levels will administer specific diagnostic assessments at each grade level. Those results will be used to identify specific needs of students based upon those areas of deficiency.

**Resources and Budget:** Savaas, My Perspectives, Apex, District approved curriculum

## **Approaches:**

**Grades 7-8:** The Canton City School District will provide multiple opportunities to address the learning needs of individual students during the school year. In addition to core instruction, all 7-8 students will participate in CORE Plus time. CORE Plus time will serve as a time of no new instruction and enrichment that will focus on literacy and numeracy. This time will align with the district's MTSS framework



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where students will receive targeted interventions based upon their targeted areas of deficiency as identified through MAP and Acadience data. Additionally, students will have the opportunity to explore various career tech programs that align to the high school offerings. These will engage students in all curricular areas and help transfer literacy and numeracy skills to other subjects.

Canton City Schools will identify and provide opportunities for before and after school intervention for students with identified areas of deficiency in literacy and numeracy. Both before and after school programs will utilize familiar interventions for reading and math. Reading interventions will include but not be limited to small group targeted instruction in the areas of word attack skills, motivation, fluency, vocabulary, and comprehension. In addition, students may receive Tier II interventions using the Soliday system. MobyMax will be utilized for specific skill intervention for reading and math. Math interventions will include skill practice using MobyMax, XtraMath for fact fluency, and small group instruction to increase specific math skills identified as deficient.

Progress monitoring will align directly with the district's MTSS framework. Teachers will meet with building MTSS teams to discuss student progress and look specifically at the impact of interventions through data collection. Data from interventions will be stored within Performance Matters, the district's data management system. MAP results will also be reviewed three times per year as well as Acadience benchmark data which will also be reviewed three times per year. In addition, teachers will be developing common assessments. Teachers will review common assessment data to identify strong instructional strategies as well as identify areas of need for specific students and groups of students.

**Grades 9-12:** Canton City Schools 9-12 programs will provide multiple opportunities to address the learning needs of individual students. Throughout the school year, the needs identified in each student's Individualized Learning Plan will drive the types of intervention opportunities for students. A Core+ period will be provided for students who need extra support in reading in math. A writing lab and math lab will also provide support to all students. Online credit recovery time with teacher support will be provided for students. Career/Tech students will be offered extended learning lab time. Athletes will be required to attend Study Tables that are targeted



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toward their credit recovery needs and their current content area skill deficits. Struggling virtual students will be required to attend the VIP program where they will be given a quiet, socially-distanced place with teacher support, in order to maintain adequate progress and mastery in their online courses.

The high school received a Comprehensive Literacy Grant that will be implemented in the 2021-2022 school year. This grant is focused on disciplinary literacy and will benefit all students. A literacy coach will be hired to train and support all content-area teachers in disciplinary literacy, with a first-year focus on vocabulary acquisition, targeted writing strategies, and oral reading.

In addition, the district's Design 4 Excellence plan will allow students at grades 9-12 to utilize Wednesdays to address specific areas of student development and academic growth. On Wednesdays, students will have the opportunity to work on everything from credit recovery, peer tutoring, enriched science and CTE lab time, social and emotional learning, and classes to promote personal development and executive functioning. Students will also be given time for student performances, volunteerism and participation in school activities. These opportunities will be designed to re-engage students with the school, improve daily attendance and give students valuable experiences to prepare them for life after high school.

**Partnerships:** The district will continue to have partnerships with a wide variety of community organizations to serve all facets of our student and family needs. Our partners have already begun to reach out and ask about how they can continue to support the Canton City School District.

**Alignment:** The intended student learning outcomes and adult implementation will follow CCSD's One Plan as outlined by the One Needs Assessment. Data analysis and instructional design will be developed via TBTs utilizing the OIP process. In addition, these plans align with the district's strategic plan including the mission, vision, and values and district objectives.



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## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>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></p>
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<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (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"> <li>- 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)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>	<p><b>Budget</b></p>
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<p><b>Spring 2021-Summer 2023</b></p>	<p><b>Approaches to Fill Learning needs</b></p> <p>The district will begin with its strategic plan. The district’s plan drives the decision making process at all other levels. The district will use data gathered from a variety of sources to assist in making informed decisions that will positively impact students academically and in the areas of social/emotional needs. The focus areas will be determined by the District Leadership Team (DLT). At the building level, principals will utilize their Building Level Teams (BLT) to identify specific gaps and needs at the building level. Grade levels will use their Teacher Based Teams (TBT) to communicate building and district directives and identify specific needs based upon their grade level or department. The district’s data hub, Performance Matters, will provide clear student, classroom, building, and district data to assist in making decisions.</p> <p><b>Steps to Overcome Barriers</b></p> <p>Consistent processes and communication across the district and departments will assist in overcoming barriers that may hinder the district’s “Gap Filling Approaches.”</p> <p>The district will implement its new Design for Excellence (D4E) plan that involves building realignment, an intensive focus on literacy and numeracy in grades K-3, continued gap closing in grades 4-6, a strategic introduction to career technical education in grades 7-8, and</p>	<p>Budgets for all programming, services, and staff will be determined based on the data and needs of students and staff.</p>
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	<p>diploma seals acquisition and improved graduation rates through specific high school pathways. With the D4E, instructional coaches have been added to each building, literacy and numeracy teachers have been added at each grade level in grades K-3, and Technology Resource Teachers have been added to each building to help better integrate technology into instruction.</p>	
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## Approaches to Identify & Address 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)?*

- Considerations:**
- *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, OIP, CCIP-related plans, graduation plans, student success plans, etc.)*

**Budget**

**Spring 2021- Summer 2023**

Currently, every PK-5 building is piloting PATHS (Promoting Alternative Thinking Strategies) a social emotional learning curriculum. The PATHS curriculum is a comprehensive, developmentally based curriculum intended to:

- Promote social and emotional competence
- Prevent or reduce behavioral and emotional problems in young children
- Prevent future adjustment problems through the development and integration of essential skills in emotional literacy, behavioral self-control and problem solving
- Improve the social and academic climate of the classroom and school

This curriculum is part of the core curriculum that all students PK-5 will participate in. CCSD is implementing support sessions for staff, delivering lessons to students two times per week, and creating pacing guides for teachers to follow. In the future, CCSD will develop a system to address our tier 2 students.

In grades 6-8. Buildings are currently piloting the Second Step program. School counselors and mental health providers are assisting with the creation of pacing guides for teachers to use next year. At the high school level, staff are evaluating Topucu to be used with

Budgets for all programming, services, and staff will be determined based on the data and needs of students and staff.



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	<p>high school students.</p> <p>Teacher Leaders that are piloting the various programs throughout the district, will be presenting a grade level plan in April to all buildings. Kits will be purchased for each building along with professional development delivered to all staff. These Teacher Leaders that are piloting the selected social emotional programs in their classrooms, will offer support sessions multiple times for staff next year.</p> <p><b>Other Programs and Services:</b> Canton City Schools utilizes the PBIS model and Restorative Practices throughout the district to assist with clear expectations of adults and students.</p> <p>Canton City Schools has a year round partnership with ComQuest and Child and Adolescent Behavioral Health services to assist with Tier 2 and 3 behavioral needs during the school year in each building and programs in the summer.</p> <p>Canton City Schools Child Nutrition department provides breakfasts and lunches throughout the summer for those students in need of nutritious meals.</p>	
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