



Learning Recovery and Extended Learning Plan

District Name:	Covington Exempted Village Schools
District Address:	807 Chestnut St. Covington, OH 45318
District Contact:	Gene Gooding
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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.”

The COVID-19 pandemic has resulted in a historic disruption to education. Students, teachers, and families were suddenly thrust into new modes of teaching and learning which itself involved a significant learning curve. For many students, school disengagement became a secondary pandemic. The fear is that a substantial portion of students did not learn the same amount of content in 2020-21 as they normally would have in a typical school year, causing them to fall farther behind throughout their education. In addition, there is a fear that students who already demonstrated gaps in their learning, will see these gaps exacerbated.

The Covington Schools Extended Learning Plan includes learning opportunities at all grade levels. While particular students will be targeted and directly contacted for participation in some of these programs, other enrichment opportunities will be made available to all students at given grade levels. The details below provide a description of how targeted students will be identified, the activities designed to close learning gaps, and the sources of funding.



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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>	
Spring 2021	<ul style="list-style-type: none"> • Instructional Model (In-Person vs. Online) - Students who struggled in the online learning environment and remained online for the 20-21 school year. • Diagnostic Testing (MAP/State Testing) - Students who scored below grade level on the mid-year and/or end of year diagnostic. • Students in Grades K-8 who failed or had unsatisfactory marks in ELA and Math for the 20-21 school year. • Targeted students are those who have not passed the requisite number of credits in order to remain “on track” with their cohort at the conclusion of the 2020-21 school year. 	ESSER Funds General Fund Success and Wellness Funds
Summer 2021	<ul style="list-style-type: none"> • Participation in Summer Bridge Program • Targeted summer programming for K-6 • Kids Read Now summer reading program • Credits earned during the Credit Recovery Program 	ESSER Funds General Fund Success and Wellness Funds
2021 - 2022	<ul style="list-style-type: none"> • OST Results • Diagnostic Testing (MAP/KRA/SuperKids/TerraNova) - Students who scored below grade level on the beginning of year diagnostic. • Students in Grades K-8 who failed or had unsatisfactory marks in ELA and Math for the 20-21 School year and DO NOT utilize the summer school option, could be considered for retention in partnership with parents. • Targeted students are those who have not passed the requisite number of credits in order to remain “on track” with their cohort at the conclusion of the 2021-22 school year. 	ESSER Funds General Fund Success and Wellness Funds
2022 - 2023	<ul style="list-style-type: none"> • OST Results • Diagnostic Testing (MAP/KRA/SuperKids/TerraNova) - Students who scored below grade level on the beginning of year diagnostic. • Students in Grades K-8 who failed or had unsatisfactory marks in ELA and Math for the 20-21 School year and DO NOT utilize the summer school option, could be considered for retention in partnership with parents. • Targeted students are those who have not passed the requisite number of credits in order to remain “on track” with their cohort at the conclusion of the 2021-22 school year. 	ESSER Funds General Fund Success and Wellness Funds



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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>	
Spring 2021	<ul style="list-style-type: none"> • Flexible Groupings w/Differentiated Instruction • Curriculum Gap Analysis in TBT's • Grade Level Transition Meetings • Recommendations for summer school for at-risk students in grades K-12. • Virtual and Intervention Program for students in grades 6-12 for tutoring and homework support. • Credit recovery program utilization 	ESSER Funds General Fund Success and Wellness Funds
Summer 2021	<ul style="list-style-type: none"> • Participation in Summer Bridge Program • Targeted summer programming for K-6 • Kids Read Now summer reading program • Credits earned during the Credit Recovery Program 	ESSER Funds General Fund Success and Wellness Funds
2021 - 2022	<ul style="list-style-type: none"> • Grade Level Transition Meetings • Continuation of BLTs and TBTs • Professional Learning focused on Differentiation and Personalized Learning • Review Gap Analysis from Spring of 2020 & 2021 • Summer Bridge Program for Grades K-6 • Kids Read Now Grades K-3 • Credit Recovery Program for Grades 9-12 • Virtual and Intervention Program for grades 6-12 for tutoring and homework support 	ESSER Funds General Fund Success and Wellness Funds
2022 - 2023	<ul style="list-style-type: none"> • Grade Level Transition Meetings • Implementation of BLTs and TBTs • Professional Learning focused on Differentiation and Personalized Learning • Review Gap Analysis from Spring of 2020 & 2021 • Summer Bridge Program for Grades K-8 • Credit Recovery Program for Grades 9-12 	ESSER Funds General Fund Success and Wellness Funds



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Approaches to Identify Social & Emotional Needs

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>	
Spring 2021	<ul style="list-style-type: none"> • Utilize student needs surveys in grades K-12 developed by CEVSD guidance department to determine student SEL needs. • Partner with New Creations Counseling Center to identify vulnerable students with SEL needs. • Partner with Tri-County Mental Health Board to identify students with ACEs (Adverse Childhood Events). • PBIS Tier I & II data collection 	ESSER Funds General Funds Success and Wellness Funds
Summer 2021	<ul style="list-style-type: none"> • Create a district student success committee that is designed to ensure the education of the whole child. • Utilize a district parent survey to identify areas of need in Social/Emotional Learning. 	ESSER Funds General Funds Success and Wellness Funds
2021 - 2022	<ul style="list-style-type: none"> • Continue meeting with the district student success committee to determine areas of needs in relation to the vulnerable student population. • Provide district led professional development to enable teachers and staff to determine students with ACEs. • District created student needs survey to determine student SEL needs. • PBIS Tier I & II data collections 	ESSER Funds General Funds Success and Wellness Funds
2022 - 2023	<ul style="list-style-type: none"> • Continue meeting regularly with the district student success committee to determine areas of needs in relation to the vulnerable student population. • Provide district led professional development to enable teachers and staff to determine students with ACEs. • District created student needs survey to determine student SEL needs. • PBIS Tier I & II data collections 	ESSER Funds General Funds Success and Wellness Funds



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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>	
Spring 2021	<ul style="list-style-type: none"> • Incorporate New Creations Counseling Center to provide SEL counseling to vulnerable students. • Creation of small group/individual counseling sessions to address needs uncovered from student needs survey. • Design SEL curriculum to support vulnerable students with multiple ACEs. • PBIS Tier I & II Supports 	ESSER Funds General Funds Success and Wellness Funds
Summer 2021	<ul style="list-style-type: none"> • Utilize survey results from the district created student needs survey to develop an in-house district SEL curriculum to address needs of the CEVSD student population. • Creation of teacher teams to specialize in the SEL needs of students with multiple ACES. • Development of small group/individual counseling topics in response to district created student needs survey to address the specific needs of the most vulnerable students at CEVSD. 	ESSER Funds General Funds Success and Wellness Funds
2021-2022	<ul style="list-style-type: none"> • Data gathered from the district success committee used to address needs of vulnerable students and families. • Continue with third party counseling as needed for students with SEL needs. • Incorporate teacher teams to specialize in the SEL needs of students with multiple ACES and meet to design interventions/instruction to ensure the success of vulnerable students. • Initiation of small group counseling sessions and individual counseling topics in response to district created student needs surveys to address the specific needs of the most vulnerable students at CEVSD. • PBIS Tier I & II Supports 	ESSER Funds General Funds Success and Wellness Funds



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2022-2023	<ul style="list-style-type: none">• Data gathered from the district success committee used to address needs of vulnerable students and families.• Continue with third party counseling as needed for students with SEL needs.• Incorporate teacher teams to specialize in the SEL needs of students with multiple ACES and meet to design interventions/instruction to ensure the success of vulnerable students.• Initiation of small group counseling sessions and individual counseling topics in response to district created student needs surveys to address the specific needs of the most vulnerable students at CEVSD.• PBIS Tier I & II Supports	ESSER Funds General Funds Success and Wellness Funds
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