



Learning Recovery & Extended Learning Plan

District Name:	Kenton City Schools
District Address:	222 W. Carrol St., Kenton, Ohio 43326
District Contact:	Dr. Jennifer Penczarski, Superintendent
District IRN:	044172

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.



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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	<p>Kenton City Schools began the 2020-2021 school year utilizing our remote learning plan. We returned full time to in-person learning January 4, 2021 and began assessing our students using screeners, diagnostic tests, and teacher formative assessments to determine students who had learning deficits. Each building has targeted intervention time to support students, either through before and after school tutoring sessions or built in intervention schedules during the school day.</p> <p>Most recent benchmark testing shows 43% of students in grades K-6 show some reading deficiencies. Data also indicates math deficiencies at the high school and middle school.</p>	
Summer 2021	<p>Kenton City Schools used our One Needs Assessment data along with our diagnostic testing to determine the students who were not performing at grade level. We will offer a 30 day summer school program for those identified students. The high school and middle school will expand the credit recovery program to include focused intervention in math grades 7-12 for students who are not credit deficient, but below learning expectations. The elementary will provide a 30 day summer school for grades K-6 that focuses on literacy skills and intervention for students reading below grade level.</p>	\$71,040.00
2021 - 2022	<p>Kenton City Schools will continue to monitor and assess students using screeners, diagnostic tests and teacher created formative assessments in order to meet the needs of all students. We will continue to provide targeted interventions and supports for all students in need. State and local assessment data will be analyzed and used to determine future needs.</p>	
2022 - 2023	<p>Kenton City Schools will continue to monitor and assess students using screeners, diagnostic tests and teacher created formative assessments in order to meet the needs of all students. We will continue to provide targeted interventions and supports for all students in need. State and local assessment data will be analyzed and used to determine future needs.</p>	



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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	Upon returning to in-person learning after the Spring of 2020, teachers began identifying students who were not performing at expected levels. Interventions were provided in classrooms to close learning gaps and each building addressed the need for additional intervention time. Our elementary and middle school have built in intervention time during the school day. Our middle school and high school offer before school and after school tutoring and the high school offers math labs and success center periods during the school day to fill gaps in learning.	
Summer 2021	Kenton City Schools will offer a summer school program for identified students grades K-12. The summer school will utilize current teaching staff and district approved curriculum. Transportation will be provided and lunches will be served.	\$71,040.00
2021 - 2022	Kenton City Schools will continue to monitor student progress and address the needs of students to ensure gap filling measures are met.	
2022 - 2023	Kenton City Schools will continue to monitor student progress and address the needs of students to ensure gap filling measures are met.	



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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	Kenton City Schools utilizes a multi-tiered systems of support model to identify students who need additional social and emotional support. This model uses multiple data points to identify those needs. Each building has an MTSS team that addresses the data points to determine next steps in providing social and emotional needs. We use an RTI/PBIS process to guide next steps in order to address the social and emotional needs, as well as the academic needs, of our students. Teachers, counselors, and administrators continue to refer students for services with our partner agencies.	
Summer 2021	Students showing concern will be invited to summer school.	
2021 - 2022	We will continue to monitor the social and emotional health of our students using the MTSS model and offer current programming, such as Leader in Me and R-Factor.	
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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	Kenton City Schools utilizes a multi-tiered systems of support model to address social and emotional needs. This model uses multiple data points to identify student needs. Each building has an MTSS team that addresses the data points to determine next steps in providing social and emotional support. We use an RTI and PBIS model to guide next steps. Our district utilizes The Leader In Me and R-Factor programming to teach SEL standards and each building has built in time during the school day for these programs. Teachers, counselors, and administrators continue to refer students for services with our partner agencies. Currently KCS partners with Health Partners of Western Ohio and Family Resource Center of Northwest Ohio. These agencies provide licensed social workers that provide support in all three buildings.	
Summer 2021	Students showing concern will be invited to summer school. All SEL programs currently utilized, such as The leader In Me and R-Factor, are embedded in current curricular practices.	
2021-2022	Using the MTSS model, we will continue to monitor the social and emotional health of our students and offer current programming, such as Leader in Me and R-Factor. Additional social workers are planned if funding is received to cover costs.	
2022-2023	Using the MTSS model, we will continue to monitor the social and emotional health of our students and offer current programming, such as Leader in Me and R-Factor. Additional social workers are planned if funding is received to cover costs.	