



INTERACTIVE MEDIA & CONSTRUCTION

215 N. TRIMBLE RD. MANSFIELD, OHIO 44906

PHONE: 419-525-0105 FAX: 419-525-0106

Learning Recovery & Extended Learning Plan

District Name: Interactive Media and Construction Academy (IMAC)	
District Address:	215 North Trimble Road, Mansfield, Ohio 44906
District Contact:	Deborah Franklin
District IRN:	000905

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.

Learning Recovery & Extended Learning Plan

Identifying Academic Needs

Impacted

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

Students:

but not limited to disengaged students)?

Considerations:

Budget

- **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.)

- 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:**

- 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

To **identify the students that have been most academically impacted by the pandemic**, IMAC will track attendance and curriculum pacing progress daily and use Edmentum assessment and Renaissance STAR assessment scores to better examine their **academic gaps**. Staff will meet weekly to discuss **student progress** and will use data collected from these assessments to determine which students are most in need of intervention and additional supports. During these meetings, staff will reflect on **students' progress** and adjust staff's approaches accordingly.

IMAC students need to know the curriculum which is aligned with state standards. To determine if the students have gained or lost this necessary knowledge, staff will compare assessment scores taken at various intervals throughout the school year.

Once the district transitions to a hybrid learning model, the staff will more easily be able to **identify those students that have been most academically impacted by the pandemic**. In-person observation, one-on-one, and group interactions will help staff to gauge where students are in comparison to their peers.

Used CARE ACT to order PPE

Additional Funding Needed for:

Cleaning equipment, disinfect, additional cleaning staff (supplemental pay)

Additional SEL Training/Workshops for staff

Alternative graduation plans/transportations

Learning Recovery & Extended Learning Plan

<p>Summer 2021</p>	<p>During the summer months, IMAC students will still have access to the Edmentum courseware platform that they complete their work on, and so, staff will still be able to track student pacing progress. Students that volunteer to participate in the school's additional in-person summer program with community-based enrichment opportunities will have their engagement and progress monitored on a weekly basis as well. These community-based enrichment opportunities will be project-based and will align with core curriculum standards of math, science, and language arts. Staff will meet weekly to monitor student engagement and will use data collected to determine which students are most in need of intervention and supports. During these meetings, staff will reflect on students' progress and adjust staff's approaches accordingly.</p>	<p>Additional Funding Needed for:</p> <p>Supplemental pay for extended duties</p> <p>Contracting with partners to provide community-based enrichment opportunities, tutoring, mentorships</p> <p>Additional facility costs Food for students Additional PPE Field Trips with community partnerships/Transportation Guest Speakers/Motivational Speakers Extended Transportation Costs Supplies for project-based learning Marketing for summer program Rewards/Incentives</p>

<p>2021 - 2022</p>	<p>To identify the students that have been most academically impacted by the pandemic, IMAC will track attendance, curriculum pacing progress, and use Edmentum assessment and state-mandated assessment scores to better examine their academic gaps. Staff will meet weekly to discuss student progress and will use data collected from these assessments and assessments from previous years to determine which students are most in need of intervention and additional supports. During these meetings, staff will reflect on students' progress and adjust staff's approaches accordingly.</p> <p>IMAC students need to know the curriculum which is aligned with state standards. To determine if the students have gained or lost this necessary knowledge, staff will compare assessment scores taken at various intervals throughout the school year.</p> <p>The plan for the 2021-2022 school year is to return to a fully in-person learning model using the current online courseware. Staff will more easily be able to identify those students that have been most academically impacted by the pandemic by using in-person observation and one-on-one and group interactions.</p>	<p>Attendational Funding For:</p> <p>Equipment Costs (tablets)</p> <p>Guest speakers/Motivati onal Speakers</p> <p>Incentives/Reward s</p> <p>Cleaning equipment, disinfect, As needed additional PPE</p> <p>Contracting with partners to provide community-based enrichment opportunities, tutoring, mentorships, field trips</p>
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Learning Recovery & Extended Learning Plan

<p>2022 - 2023</p> <p>To identify the students that have been most academically impacted by the pandemic, staff will track attendance, curriculum pacing progress and use Edmentum assessment and state-mandated assessment scores to better examine their academic gaps. Staff will meet weekly to discuss student progress and will use data collected from these assessments and assessments from previous years to determine which students are most in need of intervention and additional supports. During these meetings, staff will reflect on students' progress and adjust staff's approaches accordingly.</p> <p>IMAC students need to know the curriculum which is aligned with state standards. To determine if the students have gained or lost this necessary knowledge, the staff will compare assessment scores taken at various intervals throughout the school year.</p> <p>By the 2022-2023 school year, the staff will have accumulated three school years' worth of data from assessment scores and will use this data to determine specifically the impact that the pandemic has had on student achievement.</p> <p>Budget: Additional funding needed for: Mantain equipment Contracting with partners to provide community-based enrichment opportunities, tutoring, mentorships, field trips</p>

Guest speakers/Motivational Speakers

Incentives/Rewards

As needed additional PPE-

Approaches to Address Academic Gap Filling

Approaches &

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

Removing/

Approaches" (transportation to tutoring, no data to track/identify specific student needs, funding **Overcoming**
concerns to support approaches, etc.)?

Barriers

Considerations:

Budget

- **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.)

- **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:**

- 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?

Learning Recovery & Extended Learning Plan

Spring 2021

Students that enroll at IMAC (a drop-out prevention school) are already in the at-risk status, and staff will use Student Success Plan meetings to help identify each student's specific risk areas and needs. Because all of the students have non-academic barriers to overcome to become academically successful, staff will make an intervention plan for all students, but staff will focus specifically on those affected most negatively by the pandemic. Staff at IMAC understand that empowering students to be engaged, motivated, and successful on their own is crucial. IMAC's goal is not only to teach students the academic content necessary to graduate, but also to teach them life skills to be successful. The district will transition to a hybrid model of learning in April, bringing students in up to five days a week for in-person learning, and staff will continue offering the courseware online through Edmentum so that students can work at their own pace individually also. Staff will also offer community-based enrichment opportunities with local organizations to offer field trips for the students.

Switching to a hybrid learning model will help with **student engagement** by providing a greater opportunity for one-on-one interactions between teachers and students, including small group intervention and individual tutoring sessions. Staff recognizes that the personal rapport built between teachers and students is central to **student engagement**, and staff will ensure that the classroom environment is welcoming to students of all cultures. In addition, the district partnerships with the State Support Team 7 and North Central Ohio Computer Cooperative will provide staff with professional development opportunities to help staff in their approaches to **address academic gap filling**.

The district will administer assessments through Edmentum, which will create individualized learning paths through Exact Path. The program's network of assessments links students directly to the instructional content they need so that teachers can more easily match curriculum and instruction to their skill levels, whether they are on a developmental, remedial, or enhanced learning trajectory. By creating individualized learning paths for the students, **academic gaps** will start being filled, which will lead to greater motivation and self-esteem in students.

Staff will meet weekly to discuss **student progress** and will use data collected from these assessments to determine which students are most in need of **intervention and additional supports**. During these meetings, staff will reflect on students' progress and adjust staff's **approaches accordingly to address gap filling**.

Summer 2021

The district will offer a summer program to help address **learning gaps** up to five days a week for six weeks, depending on student interest and program availability. Students will be encouraged to come into the building for in-person instruction, one-on-one tutoring, and community-based enrichment opportunities. Staff will also offer community-based enrichment opportunities with local organizations to offer field trips for the students. Starting with those **students most impacted by the pandemic**, the student success coach will meet with students individually to create goals for the following school year. The staff will meet weekly to discuss **student engagement** in the community-based enrichment opportunities, instruction, and tutoring. During these meetings, staff will reflect on **students' progress** and adjust staff's **approaches accordingly to address gap filling**.

Students will still have 24/7 access to all of the learning platforms, including Edmentum Courseware, Exact Path, and FEV Tutoring. Students will also have access to school-issued Chromebooks with built-in WIFI throughout the summer which will allow them to continue to be **engaged** in growth and **gap-filling summer enrichment opportunities**.

2021 - 2022

The district intends to return to a fully in-person learning model starting in the 2021-2022 school year. To help continue to **address academic gap-filling and student engagement**, the district will continue to utilize Edmentum courseware, including Exact Path, FEV Tutoring, and BASE. These programs will help all students, but especially those most **academically impacted by the pandemic**. The district will also use community enrichment opportunities. IMAC will also continue the programming that was offered in the summer of 2021 during the summer of 2022. Staff will also offer community-based enrichment opportunities with local organizations to offer field trips for the students. Staff will meet weekly

	to discuss student progress and will use data collected from these programs to determine which students are most in need of intervention and additional supports . During these meetings, staff will reflect on students' progress and adjust staff's approaches accordingly to address gap filling .	
2022 - 2023	To help continue to address academic gap filling and student engagement in the 2022-2023 school year, the district will continue to utilize Edmentum courseware, including Exact Path, FEVTutoring, and BASE. These programs will help all students, but especially those most academically impacted by the pandemic . The district will also use community enrichment opportunities. IMAC will also continue the programming that was offered in the summer of 2021 during the summer of 2023. Staff will also offer community-based enrichment opportunities with local organizations to offer field trips for the students. Staff will meet weekly to discuss student progress and will use data collected from these programs to determine which students are most in need of intervention and additional supports . During these meetings, staff will reflect on students' progress and adjust staff's approaches accordingly to help address gap filling .	

Learning Recovery & Extended Learning Plan

Approaches to Identify Social & Emotional Needs	
Impacted	<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)</i>
Students:	<i>including but not limited to disengaged students)?</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, OIP, CCIP-related plans, graduation plans, student success plans, etc.) 	
Spring 2021	<p>Staff will identify which students have been most impacted by the pandemic in terms of their social/emotional needs based on the personal rapport the staff has developed with students and by using BASE courseware under the supervision of the school psychologist and student success coach. BASE helps staff to identify students that are having emotional difficulties by alerting staff of potentially harmful trigger words to inform intervention. Companion courses provide parents/guardians and teachers the language and skills needed to connect with students.</p> <p>To further help staff in the identification of students' social and emotional needs, the staff will conduct one-on-one Student Success Plan meetings once IMAC returns to a hybrid learning model</p>

	<p>and take part in professional development opportunities. The staff has all been trained in Mental Health First Aid certification, PBIS implementation, and Crisis Prevention training to help them identify and support students that are in need of intervention, that have been a victim of trauma, etc. At the time of development of student ETR and IEP's, emotional disorders are identified, and individual and group counseling are offered by our certified school psychologist.</p> <p>Staff will also meet weekly to discuss the identification of the social and emotional needs of the students. By using data collected from the BASE courseware, interactions with the students, and success plans, staff will adjust accordingly to help identify those students that have been most impacted by the pandemic in terms of their social/emotional needs.</p>	
<p>Summer 2021</p>	<p>IMAC will continue to use the same strategies in the summer to help the staff to identify which students have been most impacted by the pandemic in terms of their social/emotional needs. Student success meetings with current and new students will help in the identification process as well as the development of success plans.</p> <p>The district will also continue to use BASE along with the contracted behavioral intervention specialist and school psychologist to aid staff in identifying students' social and emotional needs. Staff will also meet weekly to discuss the identification of the social and emotional needs of the students. By using data collected from the BASE courseware, interactions with the students, and success plans, staff will adjust accordingly to help identify those students that have been most impacted by the pandemic in terms of their social/emotional needs.</p>	<p>Contracted behavioral intervention specialist</p>
<p>2021 - 2022</p>	<p>Returning to a fully in-person learning model will help IMAC to continue the process of identification of current and new students' social and emotional needs by using the same strategies listed above. Staff will continue with professional development opportunities that will help in the identification process as well. The district will continue to train staff for requirements to become a trauma-informed school district.</p> <p>IMAC will continue to work with community partners to help the staff in identifying and addressing any S.E.L. needs of the students. Staff will also meet weekly to discuss the identification of the social and emotional needs of the students. By using data collected from the BASE courseware, interactions with the students, and success plans, staff will adjust accordingly to help identify those students that have been most impacted by the pandemic in terms of their social/emotional needs.</p>	<p>Contracted behavioral intervention specialist</p>
<p>2022 - 2023</p>	<p>Returning to a fully in-person learning model will help IMAC to continue the process of identification of current and new students' social and emotional needs by using the same strategies listed above. Staff will continue with professional development opportunities that will help in the identification process as well. The district will continue to train staff for requirements to become a trauma-informed school district.</p> <p>IMAC will continue to work with community partners to help the staff in identifying and addressing any S.E.L. needs of the students. Staff will also meet weekly to discuss the identification of the social and emotional needs of the students. By using data collected from the BASE courseware, interactions with the students, and success plans, staff will adjust accordingly to help identify those students that have been most impacted by the pandemic in terms of their social/emotional needs.</p>	<p>Contracted behavioral intervention specialist</p>

Learning Recovery & Extended Learning Plan

Approaches to Address Social and Emotional Need

Approaches &

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

Removing/

social/emotional needs" (transportation to support services, no data to track/identify specific

Overcoming

student needs, funding concerns to support approaches, etc.)?

Barriers

Considerations:

Budget

- **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.)

Spring 2021

The majority of the student population lacks social/emotional support in their home environments and does not receive encouragement which hurts their motivation to participate. For this reason, the pandemic has been especially challenging for them, with IMAC being fully remote this entire school year. To help with **student engagement** inside and outside of the building, the district will administer surveys to students to better understand their wants and needs and to empower them to take control of their own learning. IMAC's goal is not only to teach students the academic content necessary to graduate, but also to teach them life skills to be successful before and after graduation. The district will offer the BASE program to help **address students' social and emotional needs that have been identified** by students and staff. Implementing a hybrid learning model will allow students to engage with their peers and will make it easier for staff to implement PBIS practices. The school leader and/or instructional coach will schedule further training in PBIS approaches to instruction, data-driven instruction, and effective uses of standards. The instructional coach will also begin working with staff individually to facilitate more effective classroom management techniques and PBIS strategies.

Staff will also meet weekly to discuss **the approaches to address the social and emotional needs of the students**. By using data collected from the BASE courseware, interactions with the students, and success plans, staff will adjust accordingly to **address social and emotional needs identified and remove/overcome barriers that may be associated with the social and emotional needs of the students**.

IMAC will continue to partner with community resources to help the students with their **social and emotional needs** in terms of drug and alcohol services, individual and family counseling, and food donation. IMAC will contract a full-time behavioral intervention specialist that will work alongside the school psychologist to offer one-on-one counseling and intervention as well.

<p>Summer 2021</p>	<p>During IMAC's summer program, staff will continue to offer community-based enrichment activities to help stimulate engagement and address students' social, emotional, and academic needs. Student enrichment activities, including partnerships with community programs, will help the staff to connect with the students and encourage their participation. Staff and students will participate in a group book study focused on growth mindset.</p> <p>The district will continue to use BASE as an interactive platform focusing on three general areas: defining emotional needs, coping strategies, and planning for the future. This will help students transition in the 2021-2022 school year with a more positive mindset and develop skills that are critical to school, career, and life success.</p> <p>Staff will also meet weekly to discuss the approaches to address the social and emotional needs of the students. By using data collected from the BASE courseware, interactions with the students, and success plans, staff will adjust accordingly to address social and emotional needs identified and remove/overcome barriers that may be associated with the social and emotional needs of the students.</p>	<p>Community-based enrichment activities</p>
<p>2021-2022</p>	<p>IMAC intends to continue to utilize PBIS strategies and the BASE platform to help the staff address students' social and emotional needs in the 2021-2022 school year. Growth mindset will continue to be a focus of staff and students throughout the year to help with student engagement and success.</p> <p>The behavioral intervention specialist and school psychologist will help with addressing students' SEL needs, and staff will hold weekly meetings to discuss further steps for students most impacted by the pandemic. By using data collected from the BASE courseware, interactions with the students, and success plans, staff will adjust accordingly to address social and emotional needs identified and remove/overcome barriers that may be associated with the social and emotional needs of the students. IMAC will continue to participate in professional development opportunities that will help to train staff to more effectively address student SEL needs.</p> <p>IMAC will also continue with community partnerships to offer drug and alcohol services, individual and family counseling, and food donation.</p>	
<p>2022-2023</p>	<p>IMAC intends to continue to utilize PBIS strategies and the BASE platform to help the staff address students' social and emotional needs in the 2022-2023 school year. Growth mindset will continue to be a focus of staff and students throughout the year to help with student engagement and success.</p> <p>The behavioral intervention specialist and school psychologist will help with addressing students' SEL needs, and staff will hold weekly meetings to discuss further steps for students most impacted by the pandemic. By using data collected from the BASE courseware, interactions with the students, and success plans, staff will adjust accordingly to address social and emotional needs identified and remove/overcome barriers that may be associated with the social and emotional needs of the students. IMAC will continue to participate in professional development opportunities that will help to train staff to more effectively address student SEL needs.</p>	

	IMAC will also continue with community partnerships to offer drug and alcohol services, individual and family counseling, and food donation.	
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BOARD APPROVED: THURSDAY MARCH 25, 2021