



**Blanchester Local School District**  
Extended Learning Plan

<b>District Name</b>	Blanchester Local School District
<b>District Address</b>	957 Cherry Street, Blanchester OH 45107
<b>District Contact</b>	Randy Dunlap, Superintendent
<b>District IRN</b>	046383

**Group:** District Leadership Team

**Purpose:** We want to address academic and social/ emotional needs of all students.

**Resources:** District Personnel and outside agencies



## Putman Elementary School Extended Learning Plan

<p><b>Impacted Students and Needs:</b> How will we identify which students to target? What evidence will be used to determine students that are not being successful?</p>	<ul style="list-style-type: none"> <li>● Putman ES will use their current MTSS process for identifying students in the areas of math and language arts by using MAP testing, SIPPS screener, and the 95% Group screener. Putman ES will use the district flowchart to identify students that are not being successful.</li> <li>● Our 3rd grade students will take Ohio's Restart Readiness assessment in the fall to determine gaps.</li> </ul>
<p><b>Procedures:</b> What is the process to identify the needs of our students? How are these students tracked? What are the supports and/or interventions necessary to ensure student success? How do we monitor progress?</p>	<ul style="list-style-type: none"> <li>● The MTSS process involves looking at student data every 6-8 weeks. These students' goals are tracked and progress monitored to determine if the intervention is positively impacting their success. The interventions and progress monitoring tools are based on the students identified deficit.</li> </ul>

<p><b>Approaches:</b> How will we meet the needs of our students?</p>	<p><b>Phase I: (Summer 2021 and 2021-2022 school year)</b></p> <ul style="list-style-type: none"> <li>● Summer Academy Program <ul style="list-style-type: none"> <li>○ Tier 2: Students identified in the MTSS process can participate in a 3x/week 2.5 hours a day for 3 weeks a small group reading program at Putman Elementary School. Students in attendance 2.5 hours a day 3x/week <ul style="list-style-type: none"> <li>■ Reading Intervention</li> <li>■ Math Intervention</li> </ul> </li> </ul> </li> <li>● Training: <ul style="list-style-type: none"> <li>○ County library reading incentive program</li> <li>○ School Year: CKLA</li> <li>○ School Year: Classroom Collaborative, Reading and Writing.</li> <li>○ School year: Zearn PD</li> <li>○ School Year: Accelerated Reader</li> <li>○ Purchasing programs (SIPPS) that will better identify the students' deficits that also provide the interventions necessary to support the deficit.</li> <li>○ Reading and writing curriculum adoption and training (K-5) .</li> </ul> </li> </ul>
-----------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Blanchester Intermediate School Extended Learning Plan

<p><b>Impacted Students and Needs:</b> How will we identify which students to target? What evidence will be used to determine students that are not being successful?</p>	<ul style="list-style-type: none"> <li>● We will use their current MTSS process for identifying students in the areas of math and language arts by using MAP testing, 95% Group and SIPPS. We will use the district flowchart to identify students that are not being successful.</li> <li>● Our Intermediate students will take Ohio's Restart Readiness assessment in the fall to determine gaps.</li> </ul>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Procedures:</b> What is the process to identify the needs of our students? How are these students tracked? What are the supports and/or interventions necessary to ensure student success? How do we monitor progress?</p>	<ul style="list-style-type: none"> <li>• The MTSS process involves looking at student data every 6-8 weeks. These students' goals are tracked and progress monitored to determine if the intervention is positively impacting their success. The interventions and progress monitoring tools are based on the students identified deficit.</li> <li>• Classroom teachers and intervention specialists are supporting students during a 30 minute daily intervention time.</li> <li>• Title is also progress monitoring those students attending title reading. Title intervention groups include 5-6 students and meet daily for 30 minutes. Since we have a school wide title program, we service many students throughout the year.</li> </ul>
<p><b>Approaches:</b> How will we meet the needs of our students?</p>	<p><b><u>Phase I: (April 1 through the end of the 2020-2021 school year)</u></b></p> <ul style="list-style-type: none"> <li>• After school program (1 hour) of additional instructional time for students needing math support. Snacks provided. (spring 2021)</li> </ul> <p><b><u>Phase II: (Summer 2021 and 2021-2022 school year)</u></b></p> <ul style="list-style-type: none"> <li>• Summer Intervention Program <ul style="list-style-type: none"> <li>○ Tier 1: All students K-12 are able to participate in the public library reading incentive program (no cost)</li> <li>○ Tier 2: All students identified in the MTSS process can participate in a 3x/week 3 hours a day small group reading program at the intermediate school. Each building will have staff that use a station rotation model that will include reading theatre, reading games, reading with students, as well as math instruction. <ul style="list-style-type: none"> <li>■ Students in attendance 3 hours a day 3x/week for 3 weeks</li> </ul> </li> </ul> </li> <li>• Training: <ul style="list-style-type: none"> <li>○ Summer: Accelerated Reader</li> <li>○ School Year: MTSS restructure to focus more on interventions including Math, Reading and Writing.</li> <li>○ School Year: Writing and Reading Curriculum Training</li> <li>○ Purchasing programs (SIPPS) that will better identify the students' deficits that also provide the interventions necessary to support the deficit.</li> <li>○ Reading and writing curriculum adoption and training (K-5) .</li> </ul> </li> </ul>

## Blanchester Middle School Extended Learning Plan

<p><b>1. Impacted Students and Needs:</b> How will we identify which students to target? What evidence will be used to determine students that are not being successful?</p>	<ul style="list-style-type: none"> <li>• Students will be identified based on Map scores in Language Arts and Math, staff recommendations, grades and attendance.</li> <li>• Our Middle School students will take Ohio's Restart Readiness assessment in the fall to determine gaps.</li> </ul>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>2. Procedures:</b> What is the process to identify the needs of our students? How are these students tracked? What are the supports and/or interventions necessary to ensure student success? How do we monitor progress?</p>	<ul style="list-style-type: none"> <li>● Needs will be analyzed after each grading period (9 weeks)</li> <li>● Students identified will receive intervention during a built in “Extended Learning Time” (ELT) time during the school day. <ul style="list-style-type: none"> <li>○ Progress monitoring tool will be developed that tracks students' progress and success of the intervention.</li> </ul> </li> </ul>
<p><b>3. Approaches:</b> How will we meet the needs of our students?</p>	<p><b><u>Phase I: (April 1 through the end of the 2020-2021 school year)</u></b></p> <ul style="list-style-type: none"> <li>● Adopted ELT time at each grade level where the instruction focused on Social Emotional Learning and Mental Health supports</li> </ul> <p><b><u>Phase II: (Summer 2021 and 2021-2022 school year)</u></b></p> <p>Summer:</p> <ul style="list-style-type: none"> <li>● County library reading incentive program</li> </ul> <p>School Year:</p> <ul style="list-style-type: none"> <li>● Programming investment in Math (ALEKS) and Language Arts (No Red Ink, Ohio Writing Project) to encompass progress monitoring tools, skill work and academic deficit identification.</li> <li>● Training offered for Social and Emotional Learning curriculum for teachers and counselors</li> <li>● Writing training- OWP</li> <li>● Restructuring Extended Learning Time (ELT) -intervention time built into the master schedule to reach by more systematic in our approach to meeting student’s needs</li> </ul>

<p><b>1. Impacted Students and Needs:</b> How will we identify which students to target? What evidence will be used to determine students that are not being successful?</p>	<ul style="list-style-type: none"> <li>• High School students will be identified by their lack of credits to graduate.</li> <li>• A spreadsheet, developed by the guidance office, will identify students needing to retake EOC exams or finding alternative pathways to graduate. This will begin with eighth graders.</li> <li>• Our High School students will take Ohio’s Restart Readiness assessment in the fall to determine gaps.</li> </ul>
<p><b>2. Procedures:</b> What is the process to identify the needs of our students? How are these students tracked? What are the supports and/or interventions necessary to ensure student success? How do we monitor progress?</p>	<ul style="list-style-type: none"> <li>• Students will be identified based on failing a course(s) and will develop a plan with their guidance counselor to recoup the necessary credits/classes. Plan will include, but not limited to summer school, and credit recovery opportunities during 2021-22 school year and beyond if necessary.</li> <li>• Our High School students will take Ohio’s Restart Readiness assessment in the fall to determine gaps.</li> </ul>
<p><b>3. Approaches:</b> How will we meet the needs of our students?</p>	<p><b>Phase I:</b></p> <ul style="list-style-type: none"> <li>• Students were able to engage in credit recovery courses during the summer of 2021.</li> </ul> <p><b>Phase II: (Summer 2021 and 2021-2022 school year)</b></p> <ul style="list-style-type: none"> <li>• Students will have the opportunity to make-up credits during the summer of 2022. <ul style="list-style-type: none"> <li>• This will be done via high school teachers conducting interventions during the summer.</li> <li>• The students will retake the test after the intervention lessons.</li> </ul> </li> <li>• After results are collected from the summer intervention and retakes, the administrators and guidance counselor will identify students in need of credits. These students will be coached to identify a pathway for graduation. This pathway will allow the students to graduate.</li> </ul>

## Social/Emotional Plan

<p><b>1. Impacted Students and Needs:</b> How will we identify which students to target? What evidence will be used to determine students that are not being successful?</p>	<ul style="list-style-type: none"> <li>• District wide student referrals by self, family or school staff</li> <li>• District wide collaboration with outside resources to support students.</li> <li>• High school students have not been engaged in their learning <ul style="list-style-type: none"> <li>○ Attendance records</li> <li>○ Grades</li> </ul> </li> <li>• Middle school teachers are working through a new social/emotional curriculum during ELT.</li> <li>• Intermediate school students are receiving SEL curriculum one week each month with a guest teacher from the Talbert House.</li> <li>• Intermediate school students have the opportunity to participate in THRIVE lunch groups to work on social skills.</li> <li>• Putman students are working through social/emotional instruction through the implementation of PAX.</li> </ul>
<p><b>2. Procedures:</b> What is the process to identify the needs of our students? How are these students tracked? What are the supports and/or interventions necessary to ensure student success? How do we monitor progress?</p>	<ul style="list-style-type: none"> <li>• District wide, students struggling with attendance, will participate in attendance mediation</li> <li>• District wide the PBIS team will continue to identify students that need scheduled "check-ins" based on student needs.</li> <li>• High school students will meet with administrators and guidance counselors to identify pathway for graduation</li> <li>• Intermediate School hired a sub school counselor for 10 days during the spring of 2021.</li> <li>• Intermediate School started a wellness committee to support students’ needs. This committee meets regularly and is coming up with a process for identifying students who need more support.</li> </ul>

**3. Approaches:** How will we meet the needs of our students?

- Dedicated MTSS time in all buildings will allow staff to collaborate on students' needs.
- High school staff, parent and students, currently not engaged, meet about what they would identify to make connections to school
- High school staff have ongoing Professional Development
  - Pathways for graduation
  - BAC direction for internships for graduation