



Continuity of Service Plan, American Recovery Plan

District Name:	GOAL Digital Academy
District Address:	890 West Fourth Street Mansfield, Ohio 44906
District Contact:	Tish Jenkins, Superintendent
District IRN:	149047

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.

Critical Considerations:

- Instruction Lost During the 2020-2021 School Year: GOAL Digital Academy opened as scheduled, and provided full day in-person and online learning opportunities to all students during the 2020-2021 school year. We have remained open for in-person and/or online instruction all year long; with the exception of a brief period of remote learning around the holidays. We were aggressively committed to returning students to in-person instruction, and as a result, our students did not lose as much instruction as other students may have experienced across the state.
- Budgetary Considerations: GOAL Digital Academy will utilize general operating funds, special programs funds, grants, and federal funds (including those received for COVID-19 relief) to pay for extended learning initiatives. The district will continue to prioritize meeting the academic and social and emotional needs of all students. Creative partnerships and collaborative opportunities will be explored when applicable to promote sound financial management.

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

Identifying Academic Needs		Budget
Spring 2021	GOAL will work to identify the academic gaps and needs of students by gathering and analyzing data from a variety of sources. Assessment results (district formative assessments, State test, and diagnostic assessments) will be utilized. The district will also use gap analysis for core subject areas (with a prioritization on math and reading), academic coursework grades, and a review of special education needs (IEPs, WEPs, etc.) to determine student academic gaps and needs. Two-way communication between	



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	<p>school staff (teachers, mentors, advocates, etc.) and parents will provide additional essential feedback. The Ohio Improvement Process will provide a framework for conducting these tasks. Planning within the district will reflect the identified academic gaps and needs.</p>	
Summer 2021	<p>GOAL will continue working to identify the academic gaps and needs of students by gathering and analyzing data from a variety of sources. Assessment results (district formative assessments, State test, and diagnostic assessments) will be utilized. The district will also use gap analysis for core subject areas (with a prioritization on math and reading), academic coursework grades, and a review of special education needs (IEPs, WEPs, etc.) to determine student academic gaps and needs. Two-way communication between school staff (teachers, mentors, advocates, etc.) and parents will provide additional essential feedback. The Ohio Improvement Process will provide a framework for conducting these tasks. Planning within the district will reflect the identified academic gaps and needs.</p>	
2021 - 2023	<p>GOAL will work to identify the academic gaps and needs of students by gathering and analyzing data from a variety of sources. Assessment results (district formative assessments, State test, and diagnostic assessments) will be utilized. The district will also use gap analysis for core subject areas (with a prioritization on math and reading), academic coursework grades, and a review of special education needs (IEPs, WEPs, etc.) to determine student academic gaps and needs. Two-way communication between school staff (teachers, mentors, advocates, etc.) and parents will provide additional essential feedback. The Ohio Improvement Process will provide a framework for conducting these tasks. Planning within the district will reflect the identified academic gaps and needs.</p>	

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>	
Considerations: <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, CCI/P-related plans, graduation plans, student success plans, etc.)<ul style="list-style-type: none">- 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:<ul style="list-style-type: none">- <i>What do students need to know?</i>- <i>How do we know if they've learned it?</i>- <i>How do we intervene for those students who have not learned it?</i>- <i>How do extend other opportunities for those who have learned it?</i>	Budget	
Spring 2021	GOAL will utilize the data and analysis gathered from identifying student academic gaps and needs to guide and structure learning opportunities to	



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	<p>meet the needs of all students. This spring these opportunities will include students utilizing online intervention programs (AIM course) and having weekly check-ins with dedicated mentors and advocates. These check-ins will help students create an individualized path to success for the remainder of the year and will provide valuable feedback to the district. This feedback will be used to identify student and parent needs moving forward. This two-way communication will also allow for staff to promote participation in extended learning opportunities to identified students. The district will begin taking the spring to work to develop focused learning opportunities for identified students in the Summer of 2021 and looking at how to carry those opportunities into the 2021-2022 school year. These opportunities will be developed using the Ohio Improvement Process framework as well as utilizing data and feedback provided from existing processes and supports. Identification and preparation for any needed High Quality Professional Development will take place during this time.</p>	
Summer 2021	<p>GOAL will continue to utilize the data and analysis gathered from identifying student academic gaps and needs to provide extended learning opportunities for the Summer of 2021. These opportunities will include but are not limited to utilizing online intervention and enrichment programs, small group novel studies, credit recovery coursework and focused enrichment camps and activities. GOAL will provide High Quality Professional Development (if necessary) to support the implementation of extended learning opportunities while partnering with educational partners when applicable. Additional staffing may be put in place to help meet the needs and goals of all students and extended learning opportunities. Continued two-way communication between the school(s) and parents will encourage participation in the extended learning programs.</p>	
2021 - 2022	<p>GOAL will implement and monitor the success of the learning recovery plan and extended learning opportunities throughout the school year. Additional academic intervention (with a focus on literacy and math, AIM) will provide meaningful and individualized learning opportunities for students exhibiting academic gaps throughout the school year. These interventions will include but are not limited to be administered by additional instructional staff, vendor provided academic programs and through classroom differentiation. The district will use student data to monitor the success of the learning recovery and extended learning opportunities. The OIP process will be used to evaluate the overall success of the extended learning plan. Additional high quality professional development will be implemented as necessary to support staff in meeting the academic needs of all students. Continued two-way communication between the school (s) and parents will help monitor the growth of students exhibiting academic gaps and will be used to continue to promote participation in extended learning programs.</p>	
2022 - 2023	<p>We will review program success and participation data to determine the effectiveness of the implemented programs in helping students close educational gaps and extend their learning. The results of the data will determine if we continue to use the same programs or modify the plan to determine programs that would better suit the needs of our students. We will continue however to provide our students with opportunities that will allow for them to focus on closing their academic gaps and extend their learning.</p>	



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Approaches to Identify 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)?	Budget
Considerations: <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	GOAL will work to identify the social and emotional needs for all of our students (with a focus on our most at risk). Identification will occur through weekly mentor and advocate check ins, through attendance logs and through established collaboration with our mental health staff and counselors. Two-way communication between the school(s) and parents will also provide valuable information related to identifying student needs. All communication is documented through SAS so that all stakeholders can work together to support the child's social and emotional health. During this time the district will also work to find ways to collaborate with community resources to help identify at risk students and provide professional development to our staff as needed.	
Summer 2021	GOAL will continue to work to identify the social and emotional needs for all of our students (with a focus on our most at risk). Identification will occur through weekly mentor and advocate check ins, through attendance logs and through established collaboration with our mental health staff and counselors. Two-way communication between the school(s) and parents will also provide valuable information related to identifying student needs. All communication is documented through SAS so that all stakeholders can work together to support the child's social and emotional health. During this time the district will also work to find ways to collaborate with community resources to help identify at risk students and provide professional development to our staff as needed.	
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Approaches to Address Social and Emotional Needs		
Spring 2021	<p>GOAL will work to address social and emotional needs for all of our students. Students will be reached out weekly by their teachers/advocates and mentors to make connections and to check in. These interactions are being documented and students of concern are being identified and referred to the proper resources and support staff. Supportive plans are being designed and implemented to guide students on getting caught up and reengaged in schoolwork while establishing a safe and supportive environment mentally and socially.</p>	
Summer 2021	<p>Students will have the opportunity to participate in book clubs that have books specifically picked out to help students participate in peer discussion about age-appropriate struggles and experiences. These discussions will allow students to learn critical skills. Book studies build background and expose students to new experiences and events. Book studies will also increase authentic vocabulary and communication and dialogue skills. This is something our students will benefit greatly from given the isolation many of them have experienced this past year. Book studies also will help students develop social and emotional skills. Studies have shown that students reflecting and discussing events and challenges that literary characters go through can help them develop essential social skills, like empathy. Students can learn coping skills and strategies they can apply to their own lives and this emotional and social support is an area of great need for our students. The books have been chosen based on grade level interest and development to encourage and promote participation and engagement from the students.</p> <p>Students also can participate in a life skills program conducted in partnership with the Recovery and Prevention Resources of Delaware and Morrow Counties. The program will focus on making good decisions and setting goals. Students will learn coping skills and strategies. The details of this program are still being worked on.</p>	
2021-2023	<p>We will continue to provide students with the same opportunities that we are currently implementing to help students feel supported socially and emotionally. Students will be assigned a mentor who checks in individually with the student each week to check in on the student not just academically but emotionally as well. Students of concern will again be referred to resources and support staff that can help guide the student.</p> <p>We will review program success for extended school year opportunities and determine the effectiveness of the implemented programs in helping meet the social and emotional needs of the students. The results of the data will determine if we continue to use the same programs or modify the plan to determine programs that would better suit the needs of our students. We will continue however to provide our students with opportunities that support our students socially and emotionally.</p>	



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ACADEMIC PLANNING

Resource Link(s):	What Works Clearinghouse Priority: Math , Reading and Writing Standards Determination of Student Educational Needs Exceptional and At-Risk Youth District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities Ohio Improvement Process
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SOCIAL & EMOTIONAL NEEDS

Resource Link(s):	Panorama Equity Guide to Student Learning Loss CASEL Online SEL Assessment Guide Ohio's K-12 Social & Emotional Learning Standards INFOhio's Educator Tools Curriculum Library (filter for “Social Emotional Learning” under Subject) Ohio's Whole Child Framework
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PROFESSIONAL LEARNING NEEDS

Resource Link(s):	Professional Learning Supports Mental Health Resources ESC Customized Support
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