

## OHIO EXTENDED LEARNING PLAN

### PRIMARY COMPONENTS OF A PLAN

- **Impacted Students:** How will schools and districts identify which students have been most affected by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?
- **Needs:** 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, including plans for Student Wellness and Success Funds, improvement plans or graduation plans?

DEADLINE: April 1, 2021

DIRECTIONS: Post the plan to the school or district website and then email that link (URL) to [ExtendedLearning@education.ohio.gov](mailto:ExtendedLearning@education.ohio.gov).

RESOURCES: [Ohio Department of Education FAQs](#)

**School District:** Parma City School District

**District Contact:** (Name) Tiffany Marie Stropko (Title) Assistant Superintendent of Curriculum and Instruction

(Email) stropkot@parmacityschools.org

(Phone) 440-885-878

IMPACTED STUDENTS: Not meant to be limited to a particular subgroup (i.e. special education, credit recovery)

**Elementary:**

- Students that are below proficient in Literacy and/or Math according to curricular assessments and winter and spring AimsWeb and Map benchmark assessments.
- *Below Proficient/Intensive:*
  1. Utilize most recent district or state assessments, data to create list of students whose scores have identified them as most at risk or intensive in relation to math and reading.
  2. Using 2019-2020 TGRG score requirements, identify students in 3rd & 4th grade that would be/have been considered failing to meet the Third Grade Reading Guarantee scores.
  3. Teacher verification/recommendation of below proficient/at-risk learners per NWEA MAP Assessments, classroom summative data, or other key assessment resources.
  4. Communicate and promote with district invitations to the PCSD Summer Academy of Learning & Enrichment to further support their unique learning needs.

**Middle:**

- Targeting students below proficient in literacy and/or math according to curricular assessments
- Targeting students below proficient on winter and spring Map benchmark Assessments.

**High School:**

- Target students that are credit deficient in graduation requirements
- Focusing on core content courses (Literacy, Math, Social Studies, and Science).
- High failure electives linked to graduation requirements will be considered

**All Students:**

- Targeting any student that has missed 15 or more days during the 1st, 2nd, and 3rd quarter.
- Limited participation in remote/distance learning

**EL students (criteria listed below):**

- High School: Failure of a class (or more).
- K-12: ELA grades less than 70%.
- Attendance: More than 15 absences during remote learning.
- [Teacher recommendation form](#)

**Gifted Students:**

- Utilize current district roster of identified K-7 gifted students in reading, math, and superior cognition, as well as Gifted Intervention Specialists caseloads.
- Utilize the current list of “Non serviced” but identified students within the district. Invite students to attend to receive additional services available.
- Teacher recommendation of higher achievement learners who have not shown high growth per NWEA MAP Assessments, classroom summative data, or other key assessment resources.
- Communicate and promote with district invitations to the PCSD Summer Academy of Learning & Enrichment to further support their unique learning needs.

**IEP Students** (criteria listed below):

- No engagement during remote learning (PR-01 issued)
- Attendance: More than 15 absences during remote OR hybrid learning during remote OR hybrid learning.
- High School: Failure of a class (or more).
- Not eligible for 4-day in-person instruction during the 20-21 school year.
- Eligible for 4-day in-person instruction during the 20-21 school year, but less than 50% attendance.
- Not eligible for ESY, as determined by the IEP team.

**NEEDS:** Can be based on current data, with plans for gathering additional information for planning; Also consider social-emotional needs

***2021 Summer Academy of Learning and Enrichment:*** We will provide a summer academy of learning and enrichment free to all students in grades K-12. Grade K-8 will primarily target students that extended absences or is below proficient in literacy and math according to benchmark data and current curriculum formative and summative assessments. We will work with transportation to transport students that qualify for the full-day program in grades K-8. All students will receive breakfast and lunch. Our PCSD teachers will focus on skill-based instruction for literacy and math connected to priority ODE learning standards. SEL curriculum is interwoven throughout the afternoon sessions within the enrichment blocks focusing on restorative practices. We will utilize the current 2nd Step curriculum in grades K-5. We are exploring a common SEL curriculum for grades 6-12 as a line item under ESSER.

- [Elementary Summer Academy of Learning and Enrichment](#)
- [Secondary Academy of Learning and Enrichment](#)

**22 District Substitute Teachers:** We created a district-focused substitute position for each small building to receive FTE and a large building to receive 2 FTE. The goal of this addition is to cover teacher absences adequately. We will onboard staff on our instructional playbook and resilient learner goals and action steps. All district substitutes will receive step 1 of the BA base per the PEA negotiated agreement.

**22 and 23 School Year: Extended Learning/Academic Assistance** (remote and in-person tutoring):

*Elementary:* (Literacy and Math Focus)

*Middle:* (Literacy, Math, Science, and Social Studies)

*High School:* (Focus on Graduation Requirements through Credit Recovery and Test Prep)

*\*\*there may be options for in-school support during lunch or study hall\*\**

**3 Guidance Counselors at the High School Level:** The why for this addition is to increase a systematic approach to social-emotional learning at the high school level, proactively reaching students. We plan to sustain with wellness and federal funds.

**3 Home Liaisons at the Middle School Level:** The why for this addition is to increase a systematic approach to social-emotional learning at the middle school level, proactively reaching students. We plan to sustain with wellness and federal funds.

**2 BCBA** (Board Certified Behavior Analyst): adds to current BCBA staffing to target buildings with self-contained behavior units within PCSD.

**Lower Class Sizes** for 22 and 23 school years

- Lower Class Sizes
- K-1 (20:1)
- Grade 1-2 (22:1)
- Grade 3-4 (24:1)
- Grades 5-6-7 (26:1)

**Curriculum:**

- Literacy intervention and enrichment
- Math Intervention and enrichment
- SEL for Elementary (tier 2, tier 3)
- SEL for Middle School (tier 1, tier 2, tier 3)
- SEL for High School (tier 1, tier 2, tier 3)

**Sustaining of District Online Engagement Tools**

- Google Workspace for Education
- Screencastify
- Edulastic
- EdpUzzle
- LEARNING A-Z LLC (RAZ PLUS)
- LEXIA LEARNING SYSTEMS INC
- STARFALL EDUCATION FOUNDATION
- BLACKBOARD INC.
- PEAR DECK INC
- MINDPLAY
- Classkick
- APEX Learning
- Boom Learning
- Renaissance Learning
- Lesson Pix
- Schoolytics

**Additional Hours (extended support for SEL)**

- up to 2 hours per day during the 4th Quarter and will extend to 2022 and 2023 school year

**Virtual Learning WorkStations for Parma Virtual Learning Academy (PVLA) Teachers**

## APEX Facilitators for High Self Directed Learning for Parma Virtual Learning Academy

**RESOURCES AND BUDGET:** Consider one-time ESSER Funds for Short-Term Activities; Could use Student Wellness Funds

### Budget Grid as Approved ([LINK](#))

**APPROACHES:** Can be built on existing approaches but should be expanded or modified to meet current need as a result of pandemic

#### **PCSD Instructional Playbook:**

1. What we TEACH:
  - a. Focus on a clear and coherent curriculum
  - b. Use of authentic literacy practices (read, write, and discuss) across the content areas K-12
  - c. Use of common district tools to increase the level of student engagement.
2. How we TEACH
  - a. Clear Learning Objectives
  - b. Anticipatory Set
  - c. Teaching and Modeling
  - d. Check for Understanding
  - e. Guided Practice
  - f. Adjust Instruction
  - g. Independent Practice
3. Common Formative and Summative Assessments

#### **Resilient Learning Playbook**

1. Embrace All (Diversity Practices)
2. Trauma-Informed Practices (loving our students)
  - a. Restorative Practices
    - i. relationship
    - ii. responsibility

- iii. regulation
- b. Tier 1, 2, 3, multi systematic approach
  - i. Common curriculum for SEL K-12
  - ii. Zones of Regulation
  - iii. Problem Solving Team Process (PST)
- 3. Self Care
  - a. staff
  - b. students

**PARTNERSHIPS:** Include internal stakeholders and external resources to increase success

**2021 Summer Academy of Learning and Enrichment:** [link](#)

**ALIGNMENT:** Consider alignment to Student Wellness Plans or strategies used during FY21 for meeting the needs of vulnerable students

**Student Wellness**

- a. Carryover estimated balance for 2021 2022: \$500,000
- b. FY22 awarded funds: \$2,487,242.00
- c. Current allocations \$1.830 million 2020 2021
  - i. 11.5 home liaison
  - ii. Administrative Specialist for Community and Family Connections- 60%
  - iii. 2 counselors
  - iv. 5 Deans
  - v. 5 BCBA
  - vi. Stipends Embrace All \$8000
  - vii. Hope Squad training offset sped - \$5000
  - viii. Crisis Management/NE Diversity Center - \$10000