



Olmsted Falls City Schools 2021 Extended Learning Plan

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

The district will be utilizing spring NWEA MAPS data in Reading and Math to identify students who have been the most impacted by the pandemic in terms of their learning progress. This data will be used for all students including those identified as gifted, special ed, and ELL. We will be looking at the conditional growth score for students and identifying those that fall below the 25th percentile on their spring assessment given in May. At the same time, we will also be utilizing other internal data such as Aims Web, DRA, and teacher recommendations. Utilizing their scores and identifying their specific needs will assist us in identifying the programming that will be needed for these students over the summer to ensure their gaps are narrowed and they are ready academically to begin the 2021-2022 school year.

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

As stated above, once we gather the data from our spring assessments and analyze specific student needs we will begin crafting our summer school offerings. Based upon current data, however, we are anticipating the following; credit recovery, AP Bridge Academy, Kindergarten Boost, ELA and Math Intervention, Camp Invention, ELA and Math Enrichment, 4th, 6th, and 9th-grade Transition opportunities, etc. In working with the counselors we are also targeting specific social-emotional needs that may be addressed in a summer opportunity.

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

Our District will be utilizing our second round of ESSER funds to pay staff wages and to provide bussing. The goal is to use instructional resources that the District has already to provide all intervention and enrichment opportunities. We will adjust accordingly as our data and funds available will determine the number of students we will provide service for as well as the various offerings we will provide.

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

Our approach is a summer school program that will take place two to three weeks before the 2021-2022 school year starts. This program will be mainly face to face but we are considering potential remote options for some students. Our focus will be on both high achieving and low achieving students who have low growth as identified by their conditional growth percentile below 25%. Since we are focusing on both high achieving and low achieving students our offerings will need to be differentiated. We will utilize the NWEA continuum to identify areas of strength and weakness. In ELA we will continue to utilize Wilson, Foundations (grades K-3) and Readers and Writers Workshop (K-12). In math we will continue to utilize Number corner and Number world (grades K-5) along with CPM instruction(grades 6-12).

PARTNERSHIPS: Include internal stakeholders and external resources to increase success

We are currently working with local businesses to partner with to provide incentives to students for attending the summer school programming. We recognize that summer school is voluntary and may not be something that all students and families want to participate in. However, our goal is to remove any of the barriers that may keep a family from attending such as transportation, time of day the program is offered, child-care needs for the rest of the day for working families, etc. I am working with the Olmsted Falls Community Outreach program which provides a summer camp to area students to see if there is a way we can create child-care opportunities for our students in grades K-6 which would be paired up with their summer programming.

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

When we are able to provide high quality instruction which utilizes our high quality district identified resources we believe we will be able to close those achievement and/or growth gaps. By offering both transportation and potential child-care we will hopefully be able to meet the needs of our most vulnerable as well as those students who need enrichment or front-loading opportunities.