**OHIO EXTENDED LEARNING PLAN**

### PRIMARY COMPONENTS OF A PLAN

1. **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)?
2. **Needs:** How will schools and districts identify the needs of those students?
3. **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
4. **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.)
5. **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?
6. **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](https://www.education.ohio.gov)

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**School District: Richmond Heights Local Schools**

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

Impacted students in Richmond are inclusive of all students. With our district being very small (approx. 750 with fluctuating numbers) our plan is inclusive of intervention for all students, thus supporting success for ALL. However, the plan will be aligned by grade bands and will look different based on the needs of each grade to successfully progress academically to the next grade. When reviewing our 3rd grade student data, it is clear that with only a 7% being proficient or above reading at the 3rd grade this group of students has been impacted directly. Their measure being the 3rd grade guarantee will be our benchmark of meeting their needs.

Our Kindergarten and 1st grade students have been impacted due to the lack of school experience. These students are assessed with the KG readiness assessment. It appears that at the transitional grades academic gaps are the greatest such as 6th to 7th grade and 8th to 9th.

Richmond has students that are considered vulnerable such as Homeless and Foster. They have been impacted with the gap in their transitional skills and support traditionally provided on a daily/weekly basis by our Wrap Around Service Coordinator.
**Needs**: Can be based on current data, with plans for gathering additional information for planning; Also consider social-emotional needs

Needs are based on several data points: STAR (district benchmark), 3rd grade ELA, KG Readiness, Final Exams, Credit Completion, IEP progress monitoring as data and short cycle assessments.

The need to increase student reading and math content mastery based on district benchmark assessment and short cycle CBM’s.

The need to close the non-academic barrier gaps that were already existent, but have been widened by the pandemic. Food insecurities, Shelter insecurities etc.

The need to identify and address any ongoing technology insecurities that may hinder student and family access to digital supports for academics and SEL supports.

The need to improve teacher digital access and literacy to provide educational opportunity for success to all students relative to a student’s learning style. Which could vary based on content area. Professional Development targeted to support student success for all learners.

The need for continued partnership with Applewood, and an expanded partnership with other community health support agencies and the use of our Wrap Around Services Coordinator to identify students and families that have a need for non-academic support.

The use of a universal screener for non-academic reports at the beginning of the school year to assess ALL students and families with the goal to uncover and address those non-academic needs that can become barriers to learning.

Partnership with community organization to provide SEL and one for family engagement

Resources to close the Digital and Technological Divide

Expansion of our Hope Squad/Non-Academic Support staff with provision of Professional Development

School Social Worker to provide succinct family and student support

Data support consultant to provide Professional Development on relevant, reliable and valid data and how to use it to address and adapt teaching strategies.
**RESOURCES AND BUDGET:** Consider one-time ESSER Funds for Short-Term Activities; Could use Student Wellness Funds

Accelerated Summer Bridge Academies: Each grade will be given intervention by the next grade they will be entering to address any gaps in the academic skills needed to advance to the next grade level.

Maintain Small class sizes based on needs in ELA and Math (Instructional Aides and Building Substitutes, Licensed teachers, Behavioral Specialists) Partnership with third party educational vendors

SEL/Student Wellness funding to support student immersion and experience during the summer programming. The goal is to offer a half day of academic intervention and half a day of experience and immersion.

Partnership for Family And Community Engagement: Goal is to build a relationship with our families providing family/parent academies to teach them how to interact with their teachers and how to authentically engage within their child’s educational process.

Family Tech Academy
Community Literacy Partnership with Library
Increase access to digital equipment for teachers, students and families that will directly affect success for all students.
Problem Based Learning materials and options for students to earn credit and show mastery of content. (True differentiation)
Choice of online/blended learning opportunities with a provision of those courses free to families.
Offering Certificates to families and students to earn such as Microsoft and Google etc… thus making them marketable

School Social Worker
Supplemental Health care supports, Psychological Assessments and Evaluations
PEP Assist

School Guidance Counselor at the Elementary School
SST and ESC for Implementation
Targeted Professional Development

These resources are being supported by all levels of school funding
**APPROACHES:** Can be built on existing approaches but should be expanded or modified to meet current need as a result of pandemic

Closing the Achievement Gap but also trying to identify where it intersects with Learning Loss. All of our approaches are meant to begin in the Summer of 2021 and continue throughout the 2021-22 School Year. Adjustments in the plan will be made based on data gathered over the course of the school year.

Not to reteach but to accelerate learning.

Accelerated Summer Bridge Academies: Each grade will be given intervention by the next grade level teacher that they will be transitioning to address any gaps in the academic skills needed to advance to the next grade level. For example, 6th grade students will be taught by the 7/8th grade team.

A summer camp approach - wrapping it in together (reading, math, art, physical activity, SEL, writing, theater, sports, STEM, culinary, field trips tied into activities that kids “earn” by attending) Culminating with a Summer Showcase - art, media, drama Menu of courses to participate in w/students choosing project based learning opportunities

Credit recovery and credit acceleration opportunities.

Intersession during Winter and Spring Break for credit recovery: students will attend during any scheduled school closures and gain credits during this time.

Simulation of a Year round school, such as Saturday school, evening offerings or non-traditional school schedules.

Extending the School Day to include Socio-Emotional and Extra-Curricular Activities: Academic day would end at the contractual time, extra-curricular clubs that students choose along with therapeutic and family space to gather in order to receive support that have been created or widened by the pandemic. Use of our Hope Squad and WrapAround Coordinator.

Addition of a School Social Worker to close the gap on non-academic barriers that directly affect student success. ALLOWING for a more direct approach with referrals to agencies and community supports for families in crisis.
Addition of a School Guidance Counselor at the Elementary School to lead peer groups, conflict resolution, professional development for staff on childhood trauma and how it manifests within the school and classroom, family connections etc..

Remote options for those that strive by learning online provided to families at no cost, but with the space to complete school work in the school building with a classroom aide (Stand Alone Spartan Academy for online learners)

Stipend for teachers that are teaching on a virtual format and in-person format, while remaining the teacher of record (SY 21-22). This will provide educational access to families that choose to keep their students home.

Certificate of Learning in areas that can make families strong and marketable such as the Microsoft and Google Platform certificates. This can strengthen the FACE initiatives, making it more relevant and useful for families.

The creation and usage of building level report cards, derived from student achievement data and teacher implementation data. This will guide our approaches to continuity of the educational process over the course of the 21-22 school year.
PARTNERSHIPS: Include internal stakeholders and external resources to increase success

- Academic Learning Pod Partners
- Applewood and other Therapeutic School Based and Community Partners
- Extra-curricular/After School Activity Providers
- Family Engagement Programmers
- County Library and Literary Agents
- ESC/SST for Implementation
- County Airport for extended learning opportunities
- Indeed we Code
- Making A Difference Social Emotional Programming
- Microsoft and Google for Education Platforms
- 3rd party contractors for curriculum adoption and training, staffing extra curricular activities etc…
- Cleveland Food Bank via City Council
- ICS Institute for Equity
ALIGNMENT: Consider alignment to Student Wellness Plans or strategies used during FY21 for meeting the needs of vulnerable students

Plan is aligned to the district initiatives inclusive of our Title I, II, I II, IV, IDEA-B (as outlined in our CCIP), Student Wellness Plans and our competitive grants of 21st Century and Expanding Opportunities and grounded in the districts mission statement to prepare “ALL LEARNERS” to compete in a global community utilizing 21st Century Competencies. By aligning and folding the plan into those initiatives it allows for focus on student achievement without an overload of initiatives that could create an obstacle when measuring adult implementation efforts and the direct correlation on student achievement.