

Brown Local Schools

Learning Recovery and Extended Learning Plan



Mr. Mark Scott, Superintendent

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This document is subject to change according to available data and additional initiatives as needed.

Superintendent's Message

April 1, 2021

The 2020-2021 school year will be one that will never be forgotten. The impact of the COVID-19 global pandemic has reached everyone more than we could have ever imagined. Every aspect of our lives, including how school districts operate, have been altered by the pandemic.

I am very proud of the response from the Brown Local School District staff, students, families and community. We have met the challenges of the pandemic with a positive mindset. We have searched for solutions to the adversity we face to meet the social, academic and emotional needs of our students.



Brown Local Schools has taken a collaborative approach involving all stakeholders. Despite any challenges that we are faced with, the community has pulled together to make sure students can learn, meals are served and technology is available. We have worked hard to communicate with all stakeholders and make sure everyone has a voice in their child's education.

In preparation for this school year, our district created a detailed and robust return to school plan. This plan outlined all necessary steps, procedures and protocols to return students to school in a safe and responsible manner. We also launched our Hornet Digital Academy for those uncomfortable with in-person instruction.

High quality planning, safety efforts and a steadfast commitment from Brown Local educators have allowed Brown Local Schools to be one of the very small percentage of schools across the state of Ohio to remain open for in-person instruction the entire school year. Our school district has lost zero instructional days from our school calendar due to COVID related circumstances. Our priority remains the same, to maximize instructional time, promote student growth in all areas and offer a well rounded educational experience.

The contents of this Learning Recovery and Extended Learning Plan outline the district's efforts and ongoing actions steps to ensure an exceptional education for all students.

I could not be more proud of the Brown Local School District Community!

Go Hornets!

Yours in Education,

Mark Scott
Superintendent

Introduction

In February of 2021, Governor DeWine requested that school districts across the state work closely with stakeholders and communities to ensure students can continue to grow academically and to provide intervention for any learning that may have been lost due to the pandemic.

“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 asked school districts to work with their communities to help students advance and make up for any learning that may have been lost or delayed because of the pandemic.

Governor DeWine also requested that school districts design plans to meet the needs of the students in their districts that include ending the school year later than scheduled, beginning the new year early, or even extending the school day. Summer programs, tutoring, or remote options could also be considered. School districts should provide their plans to the public and General Assembly no later than April 1.

This plan will outline student growth at Brown Local Schools and help highlight plans to continue to offer a strong and well rounded education for all students. Brown Local Schools continue to emphasize that we have offered in-person learning for the entire 2020-2021 school year with zero days lost to COVID-19 challenges.

Brown Local Schools has also worked closely with the Carroll County Health Department. The data below outlines COVID data for Carroll County and Brown Local Schools as of March 24, 2021:

Carroll County:

Cases	Hospitalizations	Deaths	Recovered
1,852	133	46	1,776

Brown Local Schools COVID Dashboard:

Staff Cases	Student Cases	Total Cases
21	14	35

Identifying Academic Needs:

Brown Local schools are focused on using data to drive local decision making. Upon returning to school for in-person learning in August of 2020, Brown Local Schools used a variety of diagnostic tools to determine learning needs.

Academic Needs – Data Driven Decisions

MES

- Student academic supports will be identified by their core subject grades, BAS (Benchmark Assessment System) and MAP (Measures of Academic Progress) scores.

MMS

- Student academic supports will be identified by their core subject grades, EOC (End of Course) scores and MAP (Measures of Academic Progress) scores. In addition, students will be given the opportunity for tutoring and additional resources as needed.

MHS

- Student academic supports will be identified by their core subject grades, EOC (End of Course) scores, ACT data and MAP (Measures of Academic Progress) scores. In addition, students will be given the opportunity for tutoring and additional resources as needed.

Community Connectivity Survey and Device Distribution:

Survey data from Brown Local Families indicate that 97% of students have access to reliable internet service in their homes. 68.3% of students have access to cable or DSL connectivity while 25.7% access a hotspot or cell phone for connectivity. Brown Local Schools have also distributed over 200 chromebooks to students participating in the Hornet Digital Academy or those who have requested a device to learn from home.

Home Internet Access for Students:

Cable/DSL	Cellular or Hotspot	No Regular Connection/Unknown
68.3%	25.7%	6%

Kindergarten Ready Assessment (KRA):

All Kindergarten students participated in the KRA assessment prior to starting the school year. Across the state of Ohio on the Fall 2020 KRA, 52.4% of students were on track for kindergarten readiness skills.

Fall 2020	Fall 2019	Fall 2018
38.1% Demonstrating on track skills for kindergarten readiness	47.5% Demonstrating on track skills for kindergarten readiness.	43.1% Demonstrating on track skills for kindergarten readiness

Data indicates a decrease in Kindergarten Readiness skills for the 2020-2021 school year. The majority of students enrolling in kindergarten were lacking readiness skills.

Third Grade Fall Ohio State Tests (OST):

Students participated in the Third Grade Ohio State Tests in the Fall of 2020. Both in-person students and students enrolled in the Hornet Digital Academy participated. Results indicated that 29.3% of third grade students scored proficient or above. Across the state of Ohio, 36.8% of students earned a score of proficient or above.

Fall 2020	Fall 2019	Fall 2018
29.3% of Students scored proficient or above.	44.9% of Students scored proficient or above.	30.8% of Students scored proficient or above.

Brown Local Schools experienced a significant drop in Fall Third Grade OST scores compared to the Fall of 2019.

Measure of Academic Performance (Grades K-12)

Brown Local Schools use the Measure of Academic Performance (MAP) to measure student growth and achievement. The assessments are widely used across the country as a universal academic measure. The MAP is both diagnostic and adaptive. The MAP allows teachers to make data informed academic decisions. All students, both in-person and remote participated in MAP assessments.

Reading:

For student achievement, the percentage of students on track to be proficient or above for state testing is measured for students in grades 2-8. The chart below illustrates the percentage of students on track at those grade levels during Fall 2020 compared to Winter 2021.

Grade	Fall 2020 On Track	Winter 2021 On Track
2	40.3%	38.1%
3	51.2%	45.5%
4	47%	38.8%
5	52.5%	51.3%
6	53.8%	72.5%
7	58.3%	48.5%
8	56.6%	60.5%

Math

Grade	Fall 2020 On Track	Winter 2021 On Track
2	49.1%	60.1%
3	69%	65.2%
4	54.9%	64.7%
5	44.7%	43.6%
6	59.2%	50%
7	45.5%	38.2%
8	55.8%	44.8%

Approaches to Addressing Academic Gaps

Local data indicates that the pandemic did impact students at Brown Local in a negative manner. As a district, we will focus on student growth and establishing high expectations for all students. Gap closing strategies will include but are not limited to the following:

Response to Intervention Teams (RTI):

Brown Local Schools will use Response to Intervention Teams (RTI) to provide intervention strategies for students not on track. The teams can include building principals, guidance counselors, special education director, school psychologist, classroom teachers and title support teachers. Decisions on student services and interventions will be based on data and researched based strategies. Elementary staff will participate in professional learning on the RTI process during the 2021-2022 school year.

Small Class Sizes:

The district currently maintains smaller teacher to student ratios to provide time for students to receive individual learning support and opportunities. Federal and COVID relief funds support costs.

One Needs Assessment and District Master Plan:

Brown Local Schools are currently participating in the Ohio Department of Education's One Needs Assessment to help guide our school district. The District Leadership team has also identified reading, math and culture goals as part of our one year bridge plan. The one year bridge plan will then develop into a three year master plan for the district. During the Spring of 2021, the district will seek input from a variety of stakeholders which will drive our Comprehensive Continuous Improvement Plan (CCIP). The district master plan will help drive all district operations including teaching, instruction, culture, climate and professional growth.

2021 District Goals

● **Malvern Elementary Math Goal:**

100% of the Malvern Elementary School staff members will work on number sense and mathematical reasoning and practices to improve fluency.

100% of all MES students will achieve a minimum of one year's growth as evidenced by spring MAP data and/or OST assessments.

Fluency. The ability to use efficient, accurate, and flexible methods for computing. Fluency does not imply timed tests.

Action Steps:

- 1.) Implement a minimum of 12 hours of math PD, presented by Houghton-Mifflin Harcourt and/or other qualified consultants. These trainings will develop a deeper understanding of best practices for the instruction of math fluency to be utilized with fidelity by MES teachers.
- 2.) Provide vertical curriculum alignment and collaboration opportunities.
- 3.) Ensure a minimum of 50 minutes math instruction, aligned to Ohio's State Standards, is occurring daily at all grade levels.
- 4.) Enact differentiated/individualized spiraling to achieve mastery of foundational skills and improve fluency. (Kahn, Waggle, Into Math, Edgenuity)

● **Malvern Elementary Literacy Goal:**

100% of teachers will incorporate the 5 essential components of reading and writing across all content areas to support and enrich students. The essential components are: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension as outlined in Ohio's Plan to Raise Literacy Achievement.

100% of all MES students will achieve a minimum of one year's growth as evidenced by spring MAP data and/or OST assessments.

Action Steps

1. Implement a minimum of 3 hours of literacy professional development.

-Collaboration between ESC and other consultants will happen throughout the year. These trainings will develop a deeper understanding of best practices for the instruction of the 5 essential components to be utilized with fidelity by MES teachers.

2. Conduct a gap analysis.

- Use Core Phonics Survey in 3rd grade (completed by Title team)

3. Investigate resources in curricula and strategies to fill in gaps.

- Inventory district purchased curricula
- Compile a list of curricula to explore as options if inventory shows the need for additional resources

● **Malvern Elementary Culture and Climate Goal:**

All staff will support students by promoting a healthy and safe school environment that engages, challenges, empowers, and motivates students.

Action Steps:

1. DLT members will read *The Leader in Me*, research ideas, and discuss as a team our findings.
2. All staff will increase their knowledge and awareness of the Whole Child Framework
3. All staff will continue to implement and improve PBIS strategies.
4. Malvern Elementary will develop an RTI team which will implement an RTI process.

● **MS/HS Math Goals:**

100% of Malvern Middle and High School math staff and support staff will provide targeted instruction, individualized support and enrichment activities every day to increase student fluency and foundational skills.

100% of all MMS/MHS students will achieve a minimum of one year's growth as evidenced by high quality student assessments.

Action Steps:

1. Enact differentiated/individualized math support through the use of Khan Academy, Edgenuity, & ACT prep to achieve mastery of foundational skills and improve fluency.
2. Increase instruction time and enrichment opportunities including, but not limited to block scheduling, Edgenuity, ACT prep, Khan Academy, and other professional development.

● **MS/HS Literacy Goal:**

100% of staff members will use a minimum of one of the fab five strategies (vocabulary, clarify, predict, summarize and question/analyze) in their classroom (department chosen) with fidelity in order to improve disciplinary literacy.

100% of all MMS/MHS students will achieve a minimum of one year's growth as

evidenced by high quality student assessments.

Action Steps:

1. Develop a common shared understanding of what is meant by Disciplinary Literacy and share with all MMS and MHS content area teachers.
2. TBTs will meet & analyze Fab Five strategy data in order to assess effectiveness and fidelity. BLTs will meet & analyze across departments.
3. Enact differentiated/individualized language arts support through the use of Edgenuity & ACT prep to achieve mastery of foundational skills and disciplinary literacy.

• MS/HS Climate Goal:

Students and staff will focus on student motivation and academic discipline in order to cultivate academic scholars.

Action Steps:

1. BLT members will read The Leader in Me & determine if it will be utilized.
2. All staff will increase their knowledge and awareness of the Whole Child Framework.
3. Continue to implement and improve PBIS strategies.

Extended Learning Opportunities/Strategies:

Spring 2021	<ul style="list-style-type: none">• Malvern Elementary Remote Literacy Event.• Planning sessions and data review.• Strategic Planning for tutoring, summer school and next school year.• Online Learning Tutoring and Coaching Available for Hornet Digital Academy Students• The majority of our students (80%) have been in-person learning the entire school year.• An RTI Team (Response to Intervention) was formed in an effort to more adequately address the individual needs of those students with learning gaps. The team meets every 6 weeks to discuss progress, discuss the effectiveness of implemented interventions and make modifications per student needs.• Paraprofessionals work one-on-one or in small groups to reinforce skills that are being taught in class to help students who are struggling.	RESOURCES: Title I,II, III, IV, IDEA, Student Success and Wellness, ESSER I, ESSER II, General Fund
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	<ul style="list-style-type: none"> ● Paraprofessionals go into classroom rooms to provide additional support during instructional time. ● Targeted Daily Reading Intervention from Title Reading Teachers. 	
Summer 2021	<p>Summer Camps/Credit Recovery Planning</p> <ul style="list-style-type: none"> ● Summer Camp for grades K-8 students; June 1-11th for Malvern Middle School. June 7-24th for Malvern Elementary. ● Pre and post summer camp assessments. ● Research based reading, math and social emotional learning strategies. ● Summer Meals and Transportation provided. ● Emphasis on Tier 3 students. ● Credit Recovery for grades 9-12. ● Malvern Elementary Jump Start Program August 2nd-6th. 	<p>RESOURCES: Title I,II, III, IV, IDEA, Student Success and Wellness, ESSER I, ESSER II, General Fund</p>
2021 - 2022 School Year	<p>Add Tutor(s) for targeted and strategic support.</p> <p>Follow 5-Step Process of Ohio Improvement Plan (OIP)</p> <ul style="list-style-type: none"> ● Meet Weekly as grade/content teams during Professional Learning Communities to review achievement data; MAP, Benchmarks, OST's ● Meet monthly as grade/content teams with Response To Intervention (RTI) and PBIS team leaders ● Meet Quarterly as District/Building Leadership Teams to review data, monitor goals and progress monitor. ● Communicate progress to stakeholders; BOE meetings, Social Media, District Newsletter ● ACT Preparation Course at Malvern High School ● Before and after school tutoring opportunities. ● Small group and targeted Academic Coaching available during the school day. ● Online Learning tutoring/coaching available. ● Full time substitute teachers employed to ensure high quality instruction continues during teacher absences. 	<p>RESOURCES: Title I, II, III, IV, IDEA, Student Success and Wellness, ESSER I, ESSER II, General Fund</p>

Meeting Social & Emotional Needs:

<p>Community Partnerships</p>	<ul style="list-style-type: none"> ● Stark County Educational Service Center ● United Way ● CARE Team ● Ohio State Support Team ● Help Me Grow ● Carroll County Library ● Carroll County Board of Developmental Disabilities ● Local Churches ● Big Brothers/Big Sisters ● Carroll County Family and Children First ● Carroll County Sheriff Department ● Sandy Hooks Promise ● Pathway Caring for Children ● Community Mental Health Care
<p>Spring 2021</p>	<ul style="list-style-type: none"> ● Leader in Me Book Study ● CARE Team Meetings ● Elementary Social/Emotional Learning Related Arts Class ● Social-Emotional Small Group Instruction
<p>2021-2022 School Year</p>	<ul style="list-style-type: none"> ● CARE Team Meetings ● Elementary Social/Emotional Learning Related Arts Class ● Social-Emotional Small Group Instruction ● Strengthen K-12 PBIS Strategies ● Update action steps on building/district Climate Goal ● Potentially Implement Leader in Me Strategies ● Meet weekly as grade/content teams with Response To Intervention (RTI) and PBIS team leaders ● Meet monthly as District Care Team ● Communicate needs to stakeholders and wrap around support systems ● Big Hornet-Little Hornet Mentoring
<p>Family Partnerships</p>	<ul style="list-style-type: none"> ● College and Financial Aid Planning ● Student Health and Wellness ● Drug and Alcohol Awareness ● Technology accessibility ● Internet Safety ● Social Media ● School Safety and Security ● Character Education

