

OHIO EXTENDED LEARNING PLAN
PRIMARY COMPONENTS OF THE 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.

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

School District: Chardon Local Schools

District Contact: (Name) Michael P. Hanlon, Jr., Ph.D. **(Title)** Superintendent

(Email) michael.hanlon@chardonschools.org **(Phone)** 440-285-4052

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

Early Childhood (Pre K)

Students entering Kindergarten - Jump Start

For all students

- online videos for students using recorded Heggerty Videos / Story hour recorded/ live casts via social media
- Calendar of daily activities which parents and children can do together
- Share <https://www.infohio.org/early-learning/parents>

- Designated play times at local playgrounds

For students who have never been to preschool -

- Two weeks of ½ day in person activities teaching the soft skills of kindergarten. (i.e. walking in a line, introduction to school materials, early screening, etc.)

Early Childhood (Kindergarten - Third Grade)

A review and analysis of data (e.g. KRA, DIBELS, NWEA MAP, RIMPS) highlight specific students in grades K-3 who would be supported with extended learning opportunities in reading and math.

Additionally, teacher feedback was solicited via a [locally developed rubric](#) assessing multiple criteria. Students meeting 3 of the 4 criteria were considered for participation (with invitations to parents).

Middle Grades (Fourth Grade - Seventh Grade)

Reading and Math data (Recovery and Goal Setting Report) will be compiled using MAP assessments given in the Winter of 2019 and Spring of 2021. As analyzed by grade level teaching teams, this data will be considered in determining students who demonstrated significant regression and did not meet the (historical average grade-specific RIT growth) typical RIT growth standard specific to their grade level assessed content using previous years data. The number of students impacted is unknown at this time and will be finalized shortly after the Spring MAP assessment is administered. Students who were previously referred to attend the Summer Learning Program based on MAP growth, will be exempt should they achieve a performance level of Skilled or higher on the 2021 AIR assessment.

The CMS Mental Health Team (building administration, school counselors, school psychologist, school based social workers) have administered three different needs assessments, Spring 20, Fall 20, and Winter 21 to identify targeted areas of support for various students. Identified students have been referred to available supports (weekly check-ins, lunch bunch groups, independent school based social work services). Professionals currently working with students in these services will make referrals for those who would benefit from on-going summer support. In addition, a third assessment will be given to identify students still at risk prior to the end of the school year. Identified students will be referred to an individual mental health professional to determine additional support needs during the summer months.

High School (Eighth Grade - Twelfth Grade)

Current information and data is based on completion of the first semester and projected third quarter results. Subgroup is limited to eighth grade students through our current junior class,

because of legislative changes to graduation requirements. Additionally, course consideration is restricted to core classes for this [extended learning plan](#).

IMPACTED STUDENTS

Eighth Grade	29 students	49 courses	5 online students
Ninth Grade	29 students	52 courses	6 online students
Tenth Grade	22 students	41 courses	7 online students
Eleventh Grade	24 students	41 courses	7 online students

Three week session with three hour learning blocks focusing on the previous core classes. Students will recoup course credit(s) by following a modified curriculum targeting the second semester. Furthermore, students credit deficient below grade level will have the opportunity for credit recoup through an online program with intervention support in the building and/or virtually. Chardon High School will use MAP MyPath for Math and ELA, all other courses/electives will be a modified curriculum based on the skills necessary for each student identified.

All students will have the opportunity to sit for AIR testing on July 19th [Algebra I and Geometry], July 20th [ELA II and Biology], and July 21st [US History and US Government].

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

Early Childhood (Pre K)

Needs for Kinder Jump Start: Per state enrollment data, approximately 35% of students entering kindergarten have not attended preschool or parents are starting them a year later.

86% students in the current Kindergarten class have attended a preschool program prior to enrolling in kindergarten. Based on the current number of students enrolled for the 2021-2022 school year, 89% have attended a preschool program.

On average, 9-14% of children 5 and under have experienced social and emotional problems that negatively affect their functioning and development. This number is increased with COVID. With COVID restrictions in place, many children have not had social interaction in a structured setting or have not been separated from their parents for activities (e.g. dance class, religious class, etc.) The jump start will provide those students an opportunity to experience school in a smaller group and become familiar with the expectations. All students

entering Kindergarten could benefit from online instructional recording that could be accessed at the parents convenience.

Based on the first grading report for the students in the current K class:

- 46.89% of students were not proficient in phonological awareness skills
- 27.12% of students could not write their name
- 24.29% could not rote count to 20
- 27.12% of kinder students were found eligible for Title 1 services in reading

Early Childhood (Kindergarten - Third Grade)

Needs are identified by using a rubric (Chardon Elementary Extended Learning Rubric) which includes the following criteria: RIMP data, Dibels (fluency data), MAP achievement data and also teacher recommendation.

KRA data 19-20 vs 20-21

- 19-20 5.4% were in the lowest band (emerging literacy)
- 20-21 10% were in the lowest band (emerging literacy)

DIBELS

The number of students in the intensive band for DIBELS in grades K, 2, and 3 increased from the start of the school year to the mid point of the year.

- Grade K, fall 60% intensive, winter 63% intensive
- Grade 1, fall 48% intensive, winter 36% intensive (only grade level to improve)
- Grade 2, fall 46% intensive, winter 56% intensive
- Grade 3, fall 42% intensive, winter 66% intensive

RIMP data 19-20 vs 20-21

The number of students not on track qualifying for RIMPs increased in each grade level from last school year to this school year.

	2019-2020	2020-2021
Kindergarten	10%	20%
First Grade	25%	26%
Second Grade	9%	11%
Third Grade	25%	45%

MAP data -

We will continue to track the number of students meeting the benchmark target score and use this to document a need for extended learning in reading and/or math.

Middle Grades (Fourth Grade - Seventh Grade)

After the Spring MAP assessment is administered (March, 2021), grade level teacher teams will analyze the data and identify students for eligibility based on content (Math, Reading) for the Summer Extended Learning Program. The Extended Learning Program will focus on skill specific intervention based on low RIT scores using MAP's assessed instructional areas.

On-going assessment related to growth with building initiatives and supports will be reviewed by the CMS Social Emotional Team. Students who engage with support during the school year will be referred to the Extended Learning Program for social-emotional support.

High School (Eighth Grade - Twelfth Grade)

Based on first semester and current projected third quarter grades in core classes. After the closing of the third quarter, additional review and analysis of student performance will occur. School counselors and our social worker will complete a building developed social-emotional needs assessment within two weeks of the commencement of the fourth quarter.

PARTNERSHIPS: Include internal stakeholders and external resources to increase success

Early Childhood (Pre K)

Partner with Catholic Charities, Middle and High School Students, Local Community Members and parents to record books and ask questions throughout the reading relating to social emotional skills. The current kindergarten class may make video models of expected behaviors/PBIS skills.

Early Childhood (Kindergarten - Third Grade)

Partnerships include coordination and collaboration with Chardon Library, Chardon Pool/summer rec programming, the Geauga Parks system, building PTO organizations, and Chardon High School students (service hours).

Middle Grades (Fourth Grade - Seventh Grade)

- Building Title team and department chairs to guide academic planning. Title tutors and grade-levels teachers will provide the intervention.
- Consider required attendance in the summer learning program as a part of absence

intervention planning.

- Beechbrook Social Worker, Ravenwood Group Therapist.

High School (Eighth Grade - Twelfth Grade)

School counselors and administrators will be primary internal stakeholders to determine appropriate learning plans for each selected student. Principals will work to secure staff to guide students using a modified online learning platform.

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

Early Childhood (Pre K)

Not Applicable

Early Childhood (Kindergarten - Third Grade)

Create opportunities for Timbernook, Beechbrook, and Catholic Charities to help support wellness initiatives. Additionally elements of the elementary school PBIS programs can be incorporated into the extended learning plans for consistency and expansion of this early foundation for wellness.

Middle Grades (Fourth Grade - Seventh Grade)

We will continue to promote our student wellness goal of healthy minds, healthy bodies, and healthy relationships. This includes our on-site services for counseling from our social worker and counselors. We will strengthen our partnerships with outside agencies to support home-to-school care.

High School (Eighth Grade - Twelfth Grade)

We will continue to promote our student wellness goal of healthy minds, healthy bodies, and healthy relationships. This includes our on-site services for counseling from our social worker and counselors. We will strengthen our partnerships with outside agencies to support home-to-school care.