

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.

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

School District: Cleveland Heights University Heights City School District

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Disclaimer

The information contained in this document is subject to *change* based on multiple factors, including ongoing planning and needed supports identified by the district. **Public notice of this document, which will include any amendments to it, will be posted on the Cleveland Heights-University Heights City School District**

webpage.

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

The CHUH extended learning plan will make programming available to **all** students and families within the district. While this version of the plan focuses primarily on summer extended learning, we will continue to update and revise the plan as we incorporate needed support for students during the 21-22 and 22-23 school years. Equity will be at the core of this work. We will regularly examine quantitative and qualitative data from an equity lens and use that data to make programmatic decisions to meet the needs of our students.

Each building principal has used the CH-UH Multi Tiered System of Support (MTSS) process and an action planning process to evaluate students most impacted by remote and hybrid learning. These action plan documents have been used to create a list of students who would most benefit from participating in intervention activities during the spring of 2021. This list, in addition to parent and student feedback, will also help determine which students should participate in summer 2021 intervention and enrichment activities based on the following criteria:

- A. Failure of a course, or a recommendation of the building principal that the student participate in summer programming as a condition of the student's personal promotion plan
- B. MAP scores 3-10, ELA and Math (50th percentile and lower indicates highest need)
- C. RIMP data grades K-3
- D. Graduation plan data
- E. Attendance data
- F. MTSS data
- G. OIP data (TBT-BLT-DLT)
- H. IEP and WEP plans NOTE: Students receiving Extended School Year (ESY) services are determined by each student's IEP team on a case-by-case basis.
- I. Student and Family registration

Whereas we will be targeting specific academic skill building, the plan for Summer 2021 also includes programming aimed at whole child development and will include topics related to mental and physical health and wellness, social-emotional development and student engagement and enrichment activities. The full-day camp model fosters student confidence and independence while providing families an option for consistent, high quality, summer programming in preparation for the 21-22 school year. All students will be able to participate in our summer of learning.

SMART GOALS for Summer 2021

1. During the summer we will engage 100% of our students and families in programming that is focused on strengthening literacy and mathematics achievement in PK-12.
2. Required students will attend 90% or more of summer program days outlined in the CH-UH plan.
3. By the end of the summer program, 100 % of identified students will increase their reading and math levels by one grade based on the district academic performance assessments.
4. By the end of the summer, 90% of identified students will obtain credits needed to complete high school course requirements to be on track to graduate.

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

Programming in CHUH is being developed to address the whole child. From nutrition to safety, social emotional and academic learning and mental and physical health and wellness, our plan for students and families addresses all of the components that students would typically receive in a well rounded educational setting.

- Based on student academic performance data (MAP, district assessment data, Acadience testing, student quarter 3 grade data) our students need **academic** support to have increased exposure and opportunities for intervention with critical content in the core subject areas in all grade levels.
- We have engaged parents through focus groups and have used feedback from parents throughout the year to determine additional enrichment needs. Students need access to **enrichment** activities (STEM, Art, Music, Drama, etc) that typically would have been explored through elective rotations at the elementary, middle and high school levels. Even though these opportunities continued during remote learning, the hands-on and interactive nature of these experiences was diminished in a remote or hybrid setting.
- Feedback from parents, staff and students have indicated a need to provide socialization opportunities along with **health and wellness** supports through small group counseling opportunities to students as needed.

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

The district will utilize ESSER funds to provide supplemental instruction, enrichment opportunities, and tutoring for students that are not on track. ESSER funds will also be used to secure additional materials and any instructional resources needed to deliver extended learning programs. Funding will be aligned to student needs and the district strategic plan.

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

Action Planning and activities that have been started in Spring 2021

- Data action planning with principals and BLT members to identify student needs and articulate a plan for instructional focus for the 4th quarter of the 2020-2021 school year.
- The use of the Springboard Collaborative to support students and families in K-3 with early literacy support for decoding, phonemic awareness, comprehension and fluency. These in-school interventions are being delivered by the Title 1 lead teachers at each building. Family workshops occur weekly to help equip parents and families to be literacy coaches at home.
- Home visits for students and wellness checks have taken place throughout the 2020-2021 school year and will continue throughout the spring and summer as needed.
- Mentoring through established good friends programs at the elementary and middle schools. These peer-to-peer opportunities for students help address socialization
- SEL supports through Tiger Talks
- Student intervention embedded within the school day. This time has been created for all students in grades K-8 through the intervention and enrichment periods.
- Saturday academic support and tutoring in the high school. High school teachers and administrators have been working together to provide an opportunity for students to receive in person support and academic tutoring.

CHUH will offer the following summer opportunities for students K-12 in order to allow for credit recovery, closing of learning gaps and enrichment and content acceleration.

- **K-8 special help, intervention and tutoring:** This support is designed to help support students with extra time and support for learning as an extension of the normal school day. These sessions take place at various times, based on the grade level and may be held before-school, afterschool, on Saturdays and during the summer program.
- **CHUH Tiger Cubs Camp:** This is a 4-week, half-day camp offered on Tuesday and Thursdays in June. This integrated PreK experience incorporates the early learning standards social experiences and play.
- **CHUH Tiger Camp:** This is an 8-week, full-day summer camp program for students in grades K-8, which will provide Math and ELA interventions and enrichment activities.
- **Advanced Placement Bootcamp:** This is a three-day preparation program where AP students will be oriented to their AP teachers and the skills and strategies that will help students successfully prepare for their upcoming AP courses.
- **Incoming 6th grade Orientation (WEB):** This is a 6th grade orientation that will help familiarize students with current students, staff and layout of their new middle school. This orientation program is facilitated by middle school teachers and 8th grade students who will welcome students through specially designed activities aimed at team building and establishing a positive culture for incoming students.
- **Freshman Connection (GearUp/LinkCrew):** This is an orientation program facilitated by high school teachers and 11th & 12th grade students who will welcome students through specially designed activities aimed at team building and establishing a positive culture for incoming students.
- **CHHS Summer School program:** This is a credit recovery program for current 9-12th grade students needing to earn core credit or complete graduation requirements.
- **Summer acceleration opportunities through Credit Flex:** This is an opportunity for students to take courses for the first time so that they can gain quicker access to advanced classes.
- **Exact Path:** All CHUH students in grades 3-5 will have access to their personalized learning path in Edmentum. This learning path is unique to each student, based on their MAP test results. Additionally, students in grades 6-12 will be enrolled in a Math and ELA booster course through the Edgenuity online learning platform. Completing the Edgenuity booster course or the Exact Path and Study Island activities throughout the summer will help students strengthen the prerequisite skills needed to be successful in the 21-22 school year.
- **Tiger Talks:** These are scheduled discussion forums for students to focus on mental health and social emotional learning. These sessions are hosted in collaboration with the CHUH social workers and our partners at Metro Health.
- **Mentorship:** We will continue to offer formal, peer-to-peer, academic support mentorship/tutoring programs. By the end of the summer, establish a baseline of participation to grow this model in CHUH.

PARTNERSHIPS: Include internal stakeholders and external resources to increase success

The District will engage a cross-functional team to provide strategic guidance on addressing the academic intervention, enrichment and social emotional needs of students in summer programming and in SY22. Internal stakeholders include existing partnerships with our 21st Century grant programs, AVI food service, and local unions OAPSE 102, OAPSE 617, CHTU Local 795.

The CHUH school district will be partnering with existing 21st Century program providers as well as other local community partners like the Cleveland Heights Library System, Open Doors Academy, Right-At-School, Youth Opportunities Unlimited (Y.O.U.), Reaching Heights, Lake Erie Ink, the City of Cleveland Heights Recreation Department, the Center for Arts Inspired Learning (C.A.L.), CHUH PTA Council, College Now, Cuyahoga County ESC, MetroHealth, Making Music Count, Building Heights and the Heights Schools Foundation.

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

The program offerings outlined with the CHUH Extended Learning Plan align with the grade level and graduation requirements students need to have success in the next phase of their academic or work-related career. Students will have intervention and enrichment opportunities beginning in the spring of 2021 to help bring them on track for grade promotion or high school graduation. Students participating in the credit recovery program during the summer of 2021 will have the chance to earn any previously missed graduation credits. The use of online and face-to-face delivery methods is consistent with what is typically offered through the school year.

According to our data analysis, our most vulnerable students are those who are not on track to graduate on time (9-12), or those who demonstrate that they are not on track with meeting grade level expectations (Math and ELA in grades K-8). The academic interventions and enrichment activities planned will help meet the needs of identified students. The social interaction, extension activities and creative play-based instruction will support the social development of students.

Another group of vulnerable students has also been identified by our counselors, social workers and the Student Assistance Teams at each building. Identified students will continue to be supported through the district-wide Positive Behavioral Interventions and Supports (PBIS) program and through the Multi-Tiered System of Supports (MTSS) process.