



Learning Recovery & Extended Learning Plan

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

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)?

- Vendor Assessments -- iReady (data and lessons) K-8 Math and ELA, HS Graduation and At-risk plans - credit deficient/credit recovery, benchmark assessments, Alg I ELA II, Restart Readiness assessments
- RIMPS
- Ohio 3rd grade reading test
- Progress Monitoring
- Multi-tiered data
- IEP progress monitoring reports and data for applicable students
- Attendance data
- Planning on using the data until summer -- possible summer start at the second half (summer school and online resources)
- Math Checks aligned to standards
- Acadience to further diagnose student literacy skill deficits

We will assess, diagnose, and use formative data to provide targeted academic intervention to accelerate student learning. State testing data and iReady assessments from spring 2021 will be used to identify students eligible for after-school tutoring.



Teacher Based Teams, Building Leadership Teams and the District Leadership Team will continue to review data and evaluation reports as we continue to implement the Ohio Improvement Process. Student needs are identified through analysis of data, and teams collaborate on how to provide necessary interventions.

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

Needs

- Student Wellness and Success Plans
- District MTSS Process and SEL Screeners
- Integrate, coordinate, and align with relevant partners to support this work including ESCs, SST
- Transportation and technology devices - meeting student needs
- Social-Emotional needs will be determined through small group and class counseling lessons, student self-identification, parental input, and teacher recommendation

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

Resources and Budget

We will hire, train, and coach new teachers, after-school tutors, and kindergarten educational assistants to quickly help students overcome COVID learning loss.

Summer learning options for students:

The ESSER funds will be used for summer school for the 2020-2021 and 2021-22 school years. Prek through grade 5 students will be given the opportunity to participate in Camp Invention, in-person or remotely. Grade K-3 students will be given the opportunity to participate in small group reading and math intervention. Grades 6-8 will be given the opportunity to participate in summer school with a focus on math and reading using intervention programs budgeted through funding. Grades 9-12 will earn credit recovery. Transportation will be provided.

Summer work for teachers:

- Work on curriculum maps with new resources
- Responsive Classroom training

Summer 2021

- Programming - resources, and materials ELA and Math
- Additional Instructional Staff Salaries
- Transportation
- Classroom Technology Upgrades



- Professional Development
- Supplies for Summer Programs

2021-2022 School Year

- Resources/materials K-8
- Additional Staffing (EA's in KG, Additional ELA and Math Teachers grades 1-3, Math/Reading teachers to bridge learning gaps in MS)
- Credit recovery in HS
- Professional Development
- Summer 2022 Programming
- After school tutoring

2022-2023 School Year

- Resources/materials 9-12
- Professional Development

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

Approaches

Create and communicate a Professional Learning Plan that includes professional development to help teachers determine academic needs, social-emotional needs and to coach partners. Additional Classroom and learning support for students.

- For MS and HS students who are not as successful in traditional school approaches, a hybrid and virtual format will be offered.
- Responsive Classroom for elementary teachers - both for new teachers and as refresher training
- Responsive Classroom training for middle school teachers and building principals
- For our youngest learners, additional teachers will be hired to support literacy instruction. Early literacy skills are critical to future success.
- Additional math teachers will be hired for grades 6-8
- Tutoring MS and EHS
- Credit Recovery

PARTNERSHIPS: Include internal stakeholders and external resources to increase success

Partnerships

- Camp Invention
- Teachers working with students to increase success, planning after school tutoring through the year
- Dr. Anita Archer - PD for explicit instruction
- SST, ESC

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

Alignment

- Student Wellness Funds
- Family Liaisons, Counselors (Student Success plans)
- Mentoring at MS

Professional development is aligned to the District Crosswalk that addresses recommendations from the state for district improvement. It is also aligned to our Literacy Plan and our One Plan (formerly the CCIP). The goals and strategies in these documents are all focused on student achievement and the adult strategies needed to address student needs. Our district is focused on creating consistent, systemwide processes that align with Ohio Standards and the Ohio Improvement Process so that all students are successful.