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## Extended Learning Plan

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- **Professional Development Offerings to assist schools in 2021-2022**
    - [2021-2022 Professional Development Planning Guide](#)
  - **Alignment to member districts**
    - [Member District Extended Learning Plans](#)
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### **Narrative: Common Themes:**

The ESC of the Western Reserve (ESCWR) services districts in Lake and Geauga counties. Starting in mid-February of 2021, the region started to network to brainstorm, design, and implement extended learning plans. The collaboration between ESCWR, Lake Geauga Computer Association (LGCA), State Support Team 4 (SST4), and districts throughout the region created a broad network to identify areas of need and begin planning. The planning contained several key themes in the area of instructional needs, including: early literacy, social-emotional learning components, high school credit recovery, special education students, and students otherwise identified as at risk through attendance, guidance, or teacher request.

#### **Early Literacy:**

Being a key component to success in all areas of academics, early literacy was identified early on as a primary concern for knowledge gaps and learning loss. Districts immediately identified K-5 students on RIMPs, those who failed to pass ELA Ohio State Tests (OSTs), and students who have been identified as reading below grade level through district growth monitoring programs or teacher recommendations. In most districts these students will be personally invited to summer programming for literacy support. The supports range in degree from weekly meetups to local library programming to summer bridge programs and intensive tutoring. The goal of all the programming will be to provide explicit instruction rooted in the science of reading

including vocabulary acquisition, phonological awareness, phonemic awareness, and reading comprehension. Instruction is all scheduled as small group or one-on-one instruction.

### **Social Emotional Learning:**

The pandemic has brought about many academic challenges for our region and the social emotional ramifications have been compounded by the state of the economy in both counties. Family economic situations in the area, coupled with the opioid crisis, have brought about stressors that only seem to exaggerate the normal school-related stressors students face. Furthermore, the pandemic stressors of isolations, anxiety, and depression have been proven to be major factors in students' achievement. To address these social emotional facets of life, the region has developed a theme of building upon previous partnerships with Applewood, Crossroads, Ravenwood, and other local agencies to provide support groups, school-age programming, and building-level initiatives. Another theme the region has displayed in the planning is district initiatives for the upcoming school year, such as PAX, PBIS, and SEL staff training. These programs hope to address the need for more school-related resources, early identification of at-risk students, and a desire to support the whole child.

### **High school credit recovery:**

Progress towards graduation and alternative graduation pathways have also been identified as an area of concern for the region. Through the closures of spring 2020 and the uncertainty of the entire 2020-2021 school year, many students have fallen off track for graduation. As requirements were waived for the 2020 and 2021, the uncertainty of requirements for 2022 and beyond weight heavy on the districts' minds.

To help ease the stress of the uncertainty, districts have started to revamp their credit recovery options. Many districts have solely relied on summer school or course retakes to help students make up for missed credits. Through the Extended Learning plans, districts have increased their in-person summer school options, added online options, and created credit flex programs. All programming is aimed at providing students with many options to make up for missing credits.

### **Special Education Students:**

Special education students at all grade levels have been particularly affected by the spring 2020 closures, and with the scheduling uncertainty that occurred throughout the year, many special education students lacked routine access to their services. To ensure adequate access to support and services as well as help to bridge any gaps students may have faced throughout the year, the region has expanded their [ESY services](#) and is hosting two large ESY sites. The sites offer camp-style programming with half day and full day options, three days per week throughout the month of July. ESY is aimed at students with moderate to intensive needs.

### **Other "At Risk" Students:**

The region has identified through data collection that there are additional students who have struggles through the pandemic. The other students have been identified through attendance records and observational data from teacher referrals. These students may be in need of SEL

and mental health services, academic services, or simply need to be reacclimated to the traditional school format through building relationships and rapport with staff in the district. Since the needs of these students vary from district to district and student to student, the programs being offered. One school is offering Friday morning basketball when students show up for meal pick ups. Another is offering free STEM camps to recommended students, while others are offering alternative programming to make up lost credits. There is also a group of these students who were identified as needing SEL support and have been placed in those programs.

### **Highlights:**

Madison Local Schools, Lake County has designed two programs that are innovative and engaging. One program is free registration and bussing to Summer Manufacturing Institute, which is a STEM-based camp run by Alliance for Working Together. This program is for rising 5th and 6th graders. These students were identified through teacher referral as students who might have been unengaged throughout the school year, lacked regular attendance, or were seen as at risk for continuing the trend when school resumed normal operations in the fall. At the high school level, Madison is offering a hands-on ecology class that students can use as credit flex to make up for any missing science or elective credits. Some students were invited specifically to re-engage them in the school community through alternative programming. Through this program, students build working mechanisms of green houses, filtration systems, and travel to area nurseries to learn about life science.

### **Support and Partnerships:**

The Educational Service Center of the Western Reserve (ESCWR) is committed to leading the region in combating learning loss and knowledge gaps by guiding member districts through planning, implementing, and evaluating instruction and programming. Through unique partnerships with Lake Geauga Computer Association (LGCA), State Support Team 4 (SST4), and various county entities, the ESCWR can provide well rounded and innovative support as districts problem-solve challenges the pandemic has brought.

Specifically, The ESCWR, SST4, and LGCA have committed to providing the following now and in the coming years:

### **RemotEDx:**

By committing to the work of the RemotEDx project, the ESCWR is demonstrating a commitment to provide innovative, collaborative, and supportive services to our member districts. The commitment is demonstrated four ways:

- RemotEDx Concierges, Ken Bernacki, is housed in the ESCWR.
- Superintendent Jennifer Felker sits on the RemotEDx Cabinet.
- Two curriculum department staff members are RemotEDx Certified Trainers.
- The ESCWR and LGCA are contributing to the PLCO RemotEDx grant project to provide digital state-wide professional development opportunities.

### **Regional Data Leads Network:**

By committing to the Regional Data Leads Network, the ESCWR is investing hours, resources, and personnel to all data driven initiatives set forth by ODE, OTES 2.0, and district initiatives. The commitment is demonstrated three ways:

- SST4 houses one RDL, Liesl Blackwell
- ESCWR has one RDL scheduled to complete the second half of training in Cary, NC, Fall 2021
- The ESCWR in collaboration with six other ESCs in the state of Ohio have designed and submitted a grant proposal to the state to lead the Statewide Longitudinal Data Systems Project Outcome 4. Under this proposal, the ESCWR will become the fiscal agent and project manager for the project. The project will entail training all RDLs in the seven strands of data included in the CRS and Ohio SAS. This training will be paramount to guiding all districts in Ohio through comprehensive data analysis to better understand the learning loss and knowledge gaps the pandemic has created. The project will also help districts become more efficient in analyzing data to identify students, create plans, and implement change.

### **Prevention Education Grants:**

- **NEO Prevention Education Committee of Practitioners:**
  - Grant in collaboration with Medina, Mahoning, NEO, Summit, Stark, Lorain, and Columbiana
  - Foundations of Prevention offered twice: one time locally and another state-wide
- **Geauga School Community Forum Coalition**
  - An **OHMHAS Community Prevention Grant** and ESSER 2 monies were used to support scaling of Forum SEL activities provided by local agency partners. Programs and strategies operated include QPR Suicide prevention gatekeeper training for students and teachers; Secondary Academy for struggling online students; TAACOO Tuesday Wellness program for 7<sup>th</sup> and 8<sup>th</sup> graders; and “Building Resilience with the 4 C’s” a teacher training series that included SEL classroom modeling and the Connections Classroom online SEL resource.
- **Ohio School Wellness Initiative**
  - The ESCWR Prevention Director was chosen as a member of the Regional Team for the Lake Region to develop and coordinate the development of a statewide model for SAP and student wellness. The project is coordinated by Miami University as part of ESSER 3 (APR).
- **Ohio Youth Led Programs**
  - ESCWR is a Regional Learning Collaborative Leader for Ohio Youth Led Programs. We host one of only five such learning collaboratives in the state expansion of this evidence-based youth empowerment model. Funding is provided through Ohio Youth Led Prevention Network and the ESSER 1.
- **Sources of Strength**
  - Trainer of Trainers in NE Ohio for this evidence-based ‘upstream’ Suicide Prevention Program. Prevention staff were invited to be part of the Ohio team by OHMHAS as part of the Ohio’s Cares Act initiatives.

- **Digital World**
  - Tier 1 Primary Prevention program focused on healthy use of social media, impacts on mental health, and digital vs. personal communication. Funded is provided by Geauga Job and Family Services.
- **Teen Pregnancy Prevention**
  - Strength-based integrated teen pregnancy prevention program in grades 5-10. Funded by federal TANF dollars through Geauga Job and Family Services.
- **Whole Child Grant**
  - Grant in collaboration between NEO, Mahoning, Lorain, and ESCWR.
    - **Tutoring center-** Community Learning center assisted districts with providing academic support to students on remote learning. The center was accessed by students from seven different districts. The programming was a highly successful program as reported by both parents and students.
    - **SEL interactive training** (6 in total) Programming was accessed by twelve districts. Videos of common classroom misbehaviors with a dialogue of specific interventions with therapeutic staff was provided. Recordings will be posted on the ESCWR website as a resource for professionals to access in the future.
- **Family and Community Engagement Liaisons:**
  - The parent mentor assists families navigating the special education process and serves as a support if requested at IEP meetings.
  - The Parent Mentor Grant supports a parent mentor for Geauga county school districts. Requests for services this year increased greatly due to remote learning and the ability to access special education services. This service will continue to be made available for FY 2022 and 2023.
- **Family and Community Resource Center:**
  - **Winter 2021**
    - ESCWR hired Kristin Llewellyn to serve as Family & Community Liaison in order to offer support to students, families and districts throughout Lake and Geauga counties. Ms. Llewellyn supports and engages families by offering resources, referrals and emotional support while bridging the gap from school to home. ESCWR liaison serves Ohio's most vulnerable youth and assists families in problem solving and finding solutions. Much of Ms. Llewellyn's work is effective for families as she brokers referrals to agencies that can offer services and support for students and families in need.
    - ESCWR Family Liaison successfully opened the ESCWR Student and Family Resource Center located in Painesville Township. The resource center is home to services offered by the liaison at no cost through the Whole Child Grant. The resource center is a safe clean space for families to engage with the liaison and discuss issues in privacy or receive other services.
  - **Summer 2021 and subsequent summers:**

- ESCWR Summer Sidekicks is an eight week enrichment program that serves students in grades 1-12. Students will attend twice a week to receive support in reading and mathematics. ESCWR has integrated science, arts & culture, healthy lifestyle choices and social emotional learning activities to ensure a well-rounded program.
  - **Fall 2021**
    - A Parenting Program for parents of school aged youth (5-12 years old) will begin next school year. The program will be educational and supportive for participants and will use an evidenced-based curriculum but will allow for open discussion. Family Pride of Northeast Ohio is our partner agency in this endeavor and will be on site at the ESCWR Hale Road Building to offer this support. ESCWR will recruit clients by advertising with our districts, juvenile court and on our website to promote the program.
  - **Fall 2021 & Beyond**
    - ESCWR Family Liaison will engage in pilot projects with local school districts, such as Perry Local Schools in order to promote family engagement services.
    - Additionally, if grant funding is available, ESCWR liaison will be able to conduct reading workshops for elementary aged students with family literacy nights and BINGO. Tutoring for students grades 6-12 will continue and academic services will expand.
    - Circles that target Latino, parents of African-American students, and single parent families will be organized.

### **PBIS**

ESCWR and SST4 are well established in PBIS, the training, the techniques, and the program evaluation. To further expand the program, the ESCWR and SST4 will/have:

- Acted as consultants for PBIS for district and individual buildings in systems, trainings, and reports
- ESCWR has three PBIS trainers that can be accessed by any district in Lake or Geauga County. Personalized assistance with building and district PBIS Plans will continue, with Cardinal Local Schools being the pilot district during the 2020-2021 school year.

### **Planning:**

The ESCWR provided Extended Learning Planning meetings weekly starting on February 16, 2021. The Network meetings consisted of providing extended learning ideas, networking opportunities, transportation and nutrition information, and planning support from SST4, Lake Geauga Computer Association (LGCA), and ESCWR curriculum and special education staff. All information can be viewed here: [Extended Learning Network Meetings](#).

- With a standing meeting, Individual districts could access point people for transportation, nutrition, ESY, technology, and curriculum as they worked through creating their programming.

- Staffing needs were also addressed at these meetings, where districts could discuss needs and hiring options with ESCWR Human Resources staff.
- Summer in-district programming was created, planned, and staffed through the help of this network meeting.

**Identification of district and school needs:**

- What role does the ESC play in assisting with data analysis, identifying the most at-risk and neediest students?
  - Developed integrated data analytic tools to further evaluate student progress based on key data points
  - Wrote specific data reports and extractions to easily retrieve data within Student information systems (SIS)
  - Provided weekly training to district staff on setting up SIS and report analytics for grades, attendance, assessments, graduation tracking, as well as seals towards graduation
  - Assisted in implemented a communication tool to make communication between all stakeholders more effective
  - Created data syncs to make data-driven decisions easier
  - Consulted to develop new policy and procedures
  - Analyzed alternate assessment trend data
  - Provided data programming in [P4L](#) for Madison [families](#) and [staff](#).
  - Analyzed KRA and TGRG data to identify learning gaps
  - Reviewed Special Education Profile (SPP) data and identify regional trends
  - Provided guidance and support to examine disproportionality
  - Analyzed graduation data
  - Analyzed reading and math achievement data for SWD
  - Supported districts to analyze suspension, expulsion, and other behavior data to look for patterns and trends
- Districts have been encouraged to focus on three groups of students:
  - Elementary students who are on RIMPs, have not passed ELA or Math state assessments, have been identified as struggling in ELA or Math via district growth monitoring or assessments, are special education students, or have attendance issues stemming from the pandemic.
  - Middle grade students who: have not passed ELA or Math state assessments, have been identified as struggling in ELA or Math via district growth monitoring or assessments, are special education students, or have attendance issues stemming from the pandemic. The middle grades also include students who have been identified by teachers or guidance as having social-emotional or mental health risks or concerns.
  - High School students who: have not passed ELA or Math state assessments, have been identified as struggling in ELA or Math via district growth monitoring or assessments, are special education students, or have attendance issues

stemming from the pandemic. Students who are in need of credit recovery or have been identified as *at risk* for not being on track to graduate also are identified. In addition, high school includes students who have been identified by teachers or guidance as having social-emotional or mental health risks or concerns.

- Districts priority needs in planning:
  - ESY programming held regionally
  - Mental health supports and groups
  - Early literacy
  - Staffing to cover all summer programming being offered
  - Online programming for summer school credit recovery, as well as potentially the 21-22 school year
  - Transportation for programming outside the district
  - Summer nutrition services

**Description of proposed actions and approaches:**

- **The ESCWR Complete Offerings:**
  - **Official ESCWR programs and services:** [ESCWR Programs and Offerings](#)
  - **The ESCWR Online Learning Academy:**
    - ESCWR established an online learning academy options K-12 for the 2021-2022 school year: [ESCWROLA Information Flyer](#)
  - **KLA: K'Nextions Learning Academy:**
    - Online Program for all students in Gr. 6-12. Can be used for full course or credit recovery.
  - **ESY:**
    - This full program option includes a morning of IEP and academic goals and lunch, followed by an afternoon of social and leisure skill building. The full program option is designed for students with moderate to intensive needs who are typically qualified through an IEP team decision for extended school year services. Beginning summer 2021, districts will have the option to select the specific portion of the full program that is desired for students with less intensive needs but still in need of services. This option for extended learning could cover targeted needs for any student with an Intervention Specialist, Speech Language Pathologist, Occupational Therapist, Behavior Specialist, or Physical Therapist. Camp will be held three days per week throughout the month of July,
  - **SST 4 Planning:**
    - Planning for early childhood PBIS with district preschool staff.
    - Planning for Family Engagement

- PD for staff on Family Engagement (4 districts working w/OSU, NNPS project)
  - Planning the 2021-2022 offerings for the region: [Program Guide](#)
- **Carrington:**
  - Carrington is a Residential Program. Students are referred by Ohio's Juvenile Courts and Children Service Agencies. The ESCWR offers Carrington student's Summer School annually.
- **Curriculum Department**
  - Expanded ESCWR curriculum department by hiring a Director of Instructional Programming and Chief Academic Officer starting August 2021.
  - Designed a plan to gather and audit all academic resources for districts to create a more unified collection.
  - Implemented networks to guide districts through Extended Learning and Continuity Plan requirements and data collection.
- **Hale Road Building:**
  - Summer Sidekicks: reading and math enrichment for students in grades 1-5 in partnership with YMCA, Lake MetroParks, Safe Communities (LCGHD), and Family Pride. Programming will be offered throughout June and July for free on Tues/Thurs 5:30 pm-6:30 pm at Hale Road Building.
  - ELA and Math enrichment grades 6-12 will be offered by appointment only. Students can fill their attendance passport for prizes and a chance to win a gift card. Programming will be offered for free throughout June and July on Tues/Thurs 5:30 pm-6:30 pm at Hale Road Building.
  - Traditional Tutoring for all core subjects will be offered for grades 6-12 by appointment only. Students get help completing summer school assignments with a teacher. Programming will be offered for free throughout June and July on Tues/Thurs 5:30 pm-6:30 pm at Hale Road Building.
- **County Wide Family and Student Needs Assessments**
  - Family Needs Assessments will be conducted county-wide through family surveys to assess family needs with the goal of improving communication and support offered from local districts. The ESCWR will aid in determining family needs regarding reopening plans that incorporate academic and social-emotional supports including tutoring, before and after school programs, extended and summer learning opportunities, and vaccination supports.
  - Student Needs Assessments will be conducted county-wide in collaboration with districts in order to gauge and improve academic and social emotional learning supports, attendance supports and to problem solve strategies for social deficits

magnified by the pandemic as well as ask students in an open ended manner how to re-engage peers.

### **ESC Support through the Planning Grant:**

The ESCWR will be hiring additional curriculum department positions to aid districts in implementing their extended learning and continuity plans.

- **Chief Academic Officer:** The CAO will be tasked with running the ESCWR Online Learning Academy. The ESCWROLA was created to address the regional need for fully virtual options by the districts. The CAO will also be tasked with providing curriculum and instructional support, as well as creating programs for the ESCWR that will guide districts in addressing knowledge gaps. Examining regional common needs indicated by statewide assessment data will be a main component in guiding the CAO with creating networking support and implementing K-12 professional learning and programming. The CAO will work closely with the Director of Instructional Programming and the rest of the curriculum team to target professional development specifically designed per school district based on data analytics.
- **Director of Instructional Programming:** The Director will be tasked with collaboratively developing curriculum, selecting instructional materials, and identifying teaching methods best suited to address standards and goals, as well as the areas indicated as knowledge gaps throughout the region. Additionally, The Director of Instructional Programming will provide leadership and initiatives for the advancement of best practices and academic standards. Guiding staff, participating in collaborative planning of district and/or program staff development programs, and creating a repository of curriculum programs and assessments used by Lake and Geauga County schools will also be actions taken by The Director.

In addition to the two positions, K-12 materials and resources will be provided to districts in the region. Professional development will be aimed at teachers, staff, and administrators that is research and evidence-based, focusing on addressing individual learning levels of students and promoting growth through addressing any data indicated knowledge gaps. Online platforms, blended learning models and customized programs for districts in another area that will be addressed through this planning grant. These items will be provided by the ESCWR curriculum team along with the support and collaboration of LGCA.

### ***Support Plan Budget:***

The full ESCWR Budget description can be viewed in FY22 in CCIP.

### ***Monitoring:***

The ESCWR is scheduling quarterly network and district guidance meetings run by the CAO. At these meetings ESCWR curriculum staff, SST4 personnel, and LGCA representatives will guide districts through the implementation of their plans, the data collection needed to support their findings, and the ongoing adjustments needed. The meetings will be individualized to each

district or group of districts, and each district will have the opportunity to share their data, ideas, and results, as well as look to others for ideas and insights.