

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 Metropolitan School District

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

This plan is a work in progress and will be updated on a regular basis.

The CMSD Extended Summer Learning Plan will be developed with targeted options for all groups of students. Special Education, ELL and Gifted students will be offered the same options as 'all' students with some targeted intervention supports available to students based on need. The plan will consist of three major components (1) addressing unfinished learning (2) providing academic enrichment activities and (3) enhancing engagement and community connections. The structure will be in-person and students will be broken into small, targeted cohorts for academic instructional supports in the mornings. Afternoon events and activities will be provided as options based on interest (by school). Students will be able to choose to participate in the afternoon events based on interest. The morning will consist of an academic focus that is targeted towards filling the gaps of unfinished learning and academic enrichment. The afternoon will have a strong social emotional learning focus that is activity-based. All students will have the option to participate the extended summer learning program. The program will span across eight weeks that will be broken into two sessions in order to provide more access and choice to our scholars, families, and staff in the summer from June 7 through August 6, 2021.

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

The most recently collected data indicates a need for academic supports in the following areas:

- K readiness with a focus on language development and numeracy
- Early literacy and numeracy development
- Literacy – Big Ideas in Reading for K-5 (Science of Teaching Reading theory)
- Disciplinary Literacy and Writing 6-12
- Develop conceptual understanding and skills of whole numbers, fractions and percentages grades 3-8
- Informational, Real World Content in Social Studies and Science
 - Graduation and Credit Recovery – Support scholars with completing required high school courses. earn Flex Credit.
- Social Emotional Learning
- Focus on Academic Language Development for English Learners (i.e., academic language functions, academic discourse, etc.)

- Specially Designed Instruction (SDI) for identified scholars, those with Individualized Education Plans (IEPs), the district will identify those scholars that wish to attend the Summer Enrichment Program, whose IEP Progress Report or Fluid Learning Form Plan states “no progress.” Allotted time throughout the summer instructional day will be afforded to address their SDI needs. Intervention Specialists will be able to provide direct instruction, related to SDI via small group instruction, for limited portions of the day, so that those identified scholars can have access to core curriculum learning and typical peer interaction.

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

Budget Estimates

Staffing/Salaries: \$10 million

Instructional Materials: \$3 million

PPE Supplies: \$75,000

Books: \$2 million

Office Supplies: \$200,000

Transportation: \$250,000

Professional Contracts: \$3 million

Staff Professional Development: \$1 million

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

Approaches to Address Unfinished Learning

- Essential standards (3 – 4) will be identified for each grade level in reading and math that are the foundation for students to be successful in the next grade level.
- K readiness with a focus on language development and numeracy – Literacy strategies will focus on the Big Ideas in Reading aligned to the Science of Teaching Reading. In PK and K, the focus will be phonemic awareness

development, oral language and some phonics. For numeracy skill development, teachers will provide students with a core foundation of numeracy development.

- Literacy will focus on the Big Ideas in Reading for grades 1 – 5 and Disciplinary Literacy and Writing in grades 6 – 8. Evidence based tools will be used to address unfinished learning in the areas of literacy through a strategic focus on writing.
- Develop conceptual understanding and skills of whole numbers and fractions in grades 3-8. By focusing on number and operations — the cornerstone of elementary math education — students will be supported by building a strong foundation in computation, number sense, and problem solving. Instruction is designed to gradually move students from explicit instruction, to guided practice, to cooperative pair work, to working independently.
- Graduation and Credit Recovery – Students will have two options for recovering credits over the extended summertime. First, students may choose to participate in a web-based recovery program with an assigned mentor teacher. Students may also choose a flex credit recovery option wherein they collaborate with their current teacher to identify the specific concepts and skills that are not yet mastered and develop a plan for demonstrating learning on those specific indicators.
- Social Emotional Development – Social emotional learning will be embedded throughout the day during the Extended Summer Learning Program. Students will have the opportunity to express and share their experiences during the past year through different avenues. Student voice and choice will be a consistent theme throughout the extended learning experience.
- Academic Language Development for English Learners – Academic Language will be embedded in all lessons across all content areas. Teaching English from the perspective of language functions helps identify and teach the academic demands of a specific task and content concepts.
- Unique Learning Needs – The Extended Summer Learning Program will draw from principles of specially designed instruction to address students' unique learning needs, along with the necessary accommodations and modifications as outlined in their IEP.

Academic Enrichment

- The Extended Summer Learning Program will provide students with several options to engage in authentic community-based project learning to enhance written communication and research skills as well as focus on prioritized science and social studies standards.
- Each participating school will have the opportunity to develop projects that accelerate students' learning. The District will also provide schools with a bank of projects from which to choose.
- Students will identify project ideas that most interest them, resulting in mixed grade level experiences.

- Each project will provide students with the opportunity to make observations within and around the community and develop a solution or innovation idea.
- Each summer session will conclude with a Celebration of Knowledge Day wherein students have the opportunity to demonstrate learning to their families and authentic audiences.
- High School students will have the opportunity to apply to serve as tutors to younger students. They will assist teachers with addressing unfinished learning as well as with completion of enrichment projects.

Engagement and Community Connections

- Closing the Achievement Gap will be facilitated to address social emotional learning competencies. Through this engagement opportunity, students will participate in field experiences and will engage in leadership development.
- Each school will be provided with a menu of community partners and out of school time providers based on information provided on the CMSD survey, MyCom survey and Starting Point. This will allow schools to make informed decisions around partner alignment for engagement and community connections.
- Camps and clinics will be offered to students in the areas of athletics, arts, STEM, etc. Students will have the opportunity to participate in different camps and clinics throughout both summer sessions.
- Rising 8th grade students will have the opportunity to begin experiencing high school. They will attend extended summer learning in the high school of their choice.

PARTNERSHIPS: Include internal stakeholders and external resources to increase success

CMSD utilizes many partnerships to facilitate summer extended learning each year. The plan this year is to facilitate a robust, inclusive program that helps all students address unfinished learning while remaining engaged at high levels. Several community partnerships are an integral part of this plan. Cleveland State University provides student tutors as teaching assistants in the elementary classrooms as the literacy and math programs are facilitated. The District also partners with the Cleveland Public Library to advertise and support the literacy and reading initiatives aligned to the plan.

The district will work with various partners to provide summer enrichment activities for students. Summer community partners will include but are not limited to the following: Cleveland Play House, Center for Arts Inspired Learning, America Scores, Open Doors Academy, Zenworks Yoga, Art House, First Tee, Esperanza, University Settlement, The

Learning Center, and After School All Stars. Our partner programming will support academics and provide fun activities to support social emotional learning, arts education, character building, and recreation.

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

CMUSD's extended learning plan is aligned with other District level plans including but not limited to: District One Plan, Literacy and Reading Plan, Student Wellness Plan, Parent Engagement Plans, Continuous Improvement Plans.

The activities in this plan address the following impact areas of the *Doe* settlement agreement (Office for Exceptional Children):

- Language and literacy
- Postsecondary transition
- Multi-tiered systems of support