

MAPLE HEIGHTS CITY SCHOOLS' EXTENDED LEARNING PLAN

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

The Maple Heights City School District will provide extended learning opportunities to all students. Data from baseline assessments obtained during the Spring of 2021 (2022, 2023) will be analyzed and students with the greatest need will be the target audience for extended learning.

Baseline assessment data for every student will be obtained during the Spring of each school year. The data will be used to determine areas for growth for individual students as well as the grade level/content area. Summer curriculum/interventions will be designed based on the baseline data analysis.

Summer opportunities will be offered to every Prek-12th grade student. This opportunity will include a major emphasis on English Language Arts and Math as well as literacy/science/arts enrichment opportunities.

Progress checks/formative assessment will be monitored for trends/growth throughout the summer to inform instructional/interventional calendars for the school year. Curricular Frameworks, pacing guides, and maps will be updated.

Teachers, principals, and the curriculum department will analyze data at the end of the summer to determine where extra supports are needed for the school year. These supports may include materials, personnel, technology, and professional development. Out of school time tutoring/support may be offered as needed in all buildings.

A continuous cycle of data review, progress monitoring, and support will be employed through Teacher-Based Teams, Building Leadership Teams, and the District Leadership Team. Department/grade level meetings will be held regularly to monitor the effectiveness of instruction and intervention.

Student Wellness/Social Emotional Supports will be addressed at the building level through building personnel and partnerships with outside providers.

***District personnel, partners, administrators will meet throughout spring, summer, fall for more detailed planning, training, and data analysis around programming.**

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

Spring, Summer, Fall:(2021-2023)

A continuous cycle of data analysis, instructional/interventional design, strategy implementation, and evaluation of programming will begin every spring

- The needs of every student will be taken into consideration for support i.e. academic, social emotional, advancement, enrichment.
- Baseline assessment data will be analyzed in the spring, summer, and then throughout the school year.
- Ongoing data analysis and monitoring will provide information about student progress, achievement, and opportunities as well as extended needs.
- Data will be used to evaluate the effectiveness of all programming as well as to prescribe changes, tweaks, additions.
- Subcommittees will be assigned for designing, planning, and monitoring programming.

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

ESSER funds will be utilized to implement strategies of support during summer learning as well as during the school year. Incurred cost will be related to salaries, materials, and purchased services.

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

Spring:

- Baseline data, data analysis
- Summer programming design
- Fourth quarter catch up
- Summer curriculum writing and professional development
- Material needs assessment
- Planning of transportation, food services, etc

Summer:

Pre-K Camp

- Literacy focus/preparation for Kindergarten

K-5

- Five days a week (4-8 weeks)
- ELA and Math/Enrichment around literacy, science, arts
- Social-emotional support

6-12

- Credit Recovery
- Supportive intervention for Core Courses
- Preparation for new classes/courses
- ACT Preparation
- Enrichment
- End of course examination preparation
- Social-emotional support

School year:

- Teachers will receive data for each of their students by the beginning of school
- Interventional grouping/strategies will be determined based on data
- In school supports will be in place where most needed as determined by data
- Out of school opportunities for support will be determined for each building
- All interventional programming will be monitored by tracking attendance, student growth, grades, and work samples

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PARTNERSHIPS: Include internal stakeholders and external resources to increase success

Partnerships may include but not be limited to the following:

- The Cuyahoga County Library System
- The Center for Arts Inspired Learning
- The Warrensville Baptist Church
- CSU STEMM Center/Northeast STEM Hub
- The City of Maple Heights Department of Economic Development
- MHCSD's CTE programs: Educators Rising and Construction Technology
- Cleveland State University
- Kent State University³
- Applewood
- Teacher Proposals for summer enrichment camps

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

Extended Learning Support will align with the following:

- Wellness Plan
- Root Cause analyses
- One Needs Assessment
- ESSER Funding application
- Consolidated Continuous Improvement Plan (driven by One Needs Assessment)
- District Engaging Work Initiative
- OIP Process
- District Continuous Improvement Plan
- District Literacy/Math RTI Framework

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