



## **Zanesville City Schools Learning Recovery & Extended Learning Plan**

**This document is a work in progress and will remain fluid as grade-specific district Principal Advisory Groups (PACs) work in tandem to create a robust, rigorous opportunity for students to engage in summer learning activities.**

The Zanesville City Schools' Extended Learning Plan will consist of three, three week blocks of extended learning opportunities for our students, running Monday through Thursday each week. The student day will start at 9:00am and finish at 12:00pm. At this time, we will feed the students lunch and then they will be dismissed for the day at 12:30pm. Each block will consist of educational content/skills identified as an area of concern because data trends indicate our students are underperforming in these content/skills. The concept behind three, three week blocks is to allow our staff and students to focus their time and energy on specific skills/content and then move on to other identified areas of concerns in the subsequent blocks. The three, three week blocks will run as follows:

### **Proposed Dates:**

Block 1 - June 7th - June 24th

Block 2 - June 28th - July 16th

Block 3 - July 19th - August 5th

### **Other proposed dates:**

Block 1 - June 1- June 18th

June 7th - June 24th

Block 2 - July 5th-July 23rd

July 5th-July 23rd

Block 3 - July 26th- August 12th

July 26th- August 12th

All above program dates are subject to change.

# 1. ACADEMIC PLANNING

<p>ELEMENTARY K-6</p>	<p>In this elementary scenario students would be assigned to be monitored by paraprofessionals during the day: Paraprofessionals will monitor breakfast, work with the students during recreational time, monitor students if they work with other agencies or groups such as the Parks District, monitor students on Exact Path, Study Island, Epic and Zearn. Teachers will work with students during their three hour instructional block. This will allow teachers to pull targeted groups while the paraprofessional is reinforcing skills and monitoring students.</p> <p>As we move through the spring we will gather a variety of information on students to identify students who may benefit from the additional learning opportunities this summer. Data sources will include ELA common assessments, BAS, Lucy Calkins Writing Rubrics, Math End of Module Assessments, and Exact Path Reading and Math. We also have Terra Nova data for a few grades as well as OST testing data for the third grade students. Additionally we have attendance and discipline referral data which can be used to plan for students' success. We will use this data to identify students strengths and areas of reinforcement as we invite them to attend the summer program.</p>
<p>MIDDLE SCHOOL 7-8</p>	<p>There will be clear cut expectations for all of those involved in the extended learning process. This includes teachers, staff, students, and families. If expectations are clear there will be a consistency not only in the day to day learning activities, but also a consistency between the different grade bands (elementary, middle, high school). Lastly, a consistent approach will also help steer the program as we move from one three week block to the next.</p> <p>Part of the consistency will come from professional development. This PD will service our staff so they are prepared for the tasks that are put before them. The extended learning process needs to be organized and beneficial for our students, but also for our staff. This will flow from having adequate professional development prior to the start of the summer sessions.</p> <p>In addition to professional development, planning time for the teaching staff is of utmost importance. The lesson being taught will be outside what is taught on a regular basis in the classroom. Therefore, having adequate time to get plans in place is a must. In addition, the idea of working in a cross-curricular will take time, planning, and coordination amongst the different staff members involved. Having ample time to co-plan lessons across multiple content areas is needed to make a cross-curricular lesson and/or block work. Lastly, time is also needed as we try to create lessons that tie in real-life connections. These lessons will require extra planning and resources. Creating professional development time and co-planning time will be important to putting these ideas into place so we are prepared for the start of each session of extended learning.</p>

HIGH SCHOOL  
9-12

We will begin by pre-testing students now to identify standards they struggled with to create a summer school focus. Additionally we will use Aleks and MindPlay as remediation tools for all students. Data can drive the instruction per individual student. Targeted instruction and targeted intervention will be specific to student needs.

We will offer credit recovery options in the following areas: Health / PE / Art / Core Classes. We will also offer courses for acceleration in those same areas to allow students to open their schedule up for the next school year.

There may be an additional opportunity to develop alternative classes for credit including: Lifestyle Math, Business Math, Agri-Science, etc. as well as connecting to our current pathway programs (RISE Up, CLT, Ag, Microsoft Office)

To help close the gap in relation to the rest of the state, there is also an option for ACT test prep to better prepare our students for this test.

We intend to provide the option to complete the research project for seniors to fulfill the requirement to successfully complete English 4 due to the fact that there may be some seniors who earn an incomplete only because they did not complete the research assignment, but are otherwise passing for the year. The research assignment is a “non-negotiable” component for both ELA 3 & 4.

ELA and Math teachers will use the gap analysis tool provided by ODE to identify specific standards for remediation. We will attempt to provide learning opportunities in other courses (i.e. science, social studies, and electives) that overlap with the gaps identified by our ELA and Math teachers. For example, our ELA teachers have identified students will need more support to identify an author’s purpose and analyze how author’s draw on that perspective to present information or craft an argument.

Similarly, our Social Studies department has identified the need for remediation or learning opportunities with targeted instruction on recognizing bias in source material, evaluating sources for credibility, and examining primary source documents for point of view.

ELA has also identified a need for students to gain more expertise in generating claims, evaluating arguments, as well as assessing evidence and reasoning. The Science department has emphasized the need for remediation to focus on specific scientific practices, including analyzing and interpreting data (NGSS Practice 4) and constructing scientific explanations (NGSS Practice 6).

Algebra 1 teachers suggest students will need more opportunities to reason quantitatively and use units to solve problems, while science would like students to have more opportunity to engage in planning and carrying out investigations (NGSS Practice 3). Together, math and science teachers could collaboratively plan learning opportunities, which allow students to address standards from both disciplines.

	<p>Additionally, adding our current PBIS rewards system based on attendance and progress would be a step in the right direction in keeping attendance up and also pushing students to put forth their best effort during this time.</p> <p>Transportation will be a barrier for much of our student population. Because of the location of the high school, walking is not an option. There are still many of our students who do not yet drive. Many have parents that work or cannot transport them.</p>
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## 2. SOCIAL & EMOTIONAL NEEDS

<p>ELEMENTARY K-6</p>	<p>All students will have transportation available/provided. Staff will continue to implement PBIS procedures and the PAX plan for supporting students in the classroom. The summer school program will offer a variety of incentives to provide additional motivations. We will continue working with AllWell and MBH to support social emotional needs as well as coordinate with groups such as the Parks District, Boy Scouts, Girl Scouts and BBBS to provide additional opportunities to students during the summer program.</p>
<p>MIDDLE SCHOOL 7-8</p>	<p>To meet the social-emotional needs of our students, counseling will help fill the void that will be created when they no longer have access to our guidance counselor, teachers, and other staff members. This could also include the formation of support groups for students to discuss issues in their lives and work through them with the help and support of adults and/or their peers.</p> <p>It will also be beneficial to tie our PBIS program into the social/emotional health of the students. Now, it focuses on attendance, academics, and behavior. If we create an aspect that ties in working on the students mental health as well, we may be able to better meet the needs of students.</p> <p>Many of our students enjoy and actively keep a reflective journal. This can often be a way to express themselves without having to do so publicly, like may be required in a group setting. Writing is an area of concern for our student population and journal writing may be a way to connect an academic need with a social/emotional need.</p>

<p>HIGH SCHOOL 9-12</p>	<p>In order to best determine and address social-emotional needs for our students we first must understand that students will attend if summer school is engaging and interesting. Incentive-based educational options will also draw a number of students as will the option of credit recovery or credit acceleration (get credit for a class in the summer to open up space in their schedule to accommodate a class they previously failed).</p> <p>Additionally, connecting with not only our students, but also families will facilitate a stronger summer school experience. Open communication and transparency is important to ensure that students are receiving what they need. We may have to reexamine what constitutes a passing grade for a course as well as how we would appropriately assess students.</p> <p>Having a designated time during summer school to have an advisory period will be beneficial for our students' mental and social health. We have additional resources at our disposal in the form of school psychologists as well as partnerships with AllWell mental health counselors to help address students' mental health needs.</p>
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### **3. PROFESSIONAL LEARNING NEEDS**

<p>ELEMENTARY K-6</p>	<p>Teachers will use this data and utilize their instructional resources to plan small group, targeted instruction to these students during a three hour planned instructional time. Teachers' plans will reflect the use of the Literacy Continuum, Instructional Resources connected the data to the planned instructional lessons and plans to monitor progress during the program. Focus on Content Standards will be integrated into the lessons to support information literacy and specific content in Science and Social Studies. Math instruction will focus on areas of need identified in the student data and connected to the content standards. Teachers will coordinate the use of technology to support learning goals for times the paraprofessionals are monitoring the students. This should allow small group focused interventions and instruction while the teachers are working with the students and also the use of technology to support learning goals during other non instructional time. Teachers will work 3 hours as well as an additional hour of planning per day.</p>
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<p>MIDDLE SCHOOL 7-8</p>	<p>There needs to be clear cut expectations for all of those involved in the extended learning process. This includes teachers, staff, students, and families. If expectations are clear there will be a consistency not only in the day to day learning activities, but also a consistency between the different grade bands (elementary, middle, high school). Lastly, a consistent approach will also help steer the program as we move from one three week block to the next.</p> <p>Part of the consistency will come from professional development. This PD will service our staff so they are prepared for the tasks that are put before them. The extended learning process needs to be organized and beneficial for our students, but also for our staff. This will flow from having adequate professional development prior to the start of the summer sessions.</p> <p>In addition to professional development, planning time for the teaching staff is of utmost importance. The lesson being taught will be outside what is taught on a regular basis in the classroom. So, having adequate time to get plans in place is a must. In addition, the idea of working in a cross-curricular will take time, planning, and coordination amongst the different staff members involved. Having ample time to co-plan lessons across multiple content areas is needed to make a cross-curricular lesson and/or block work. Lastly, time is also needed as we try to create lessons that tie in real-life connections. These lessons will require extra planning and resources. Creating professional development time and co-planning time will be important to putting these ideas into place so we are prepared for the start of each session of extended learning.</p>
<p>HIGH SCHOOL 9-12</p>	<p>As a building, we understand that kids have failed classes, but we would like to pinpoint the areas within that class that they failed. Pre-testing students now will help us identify the standards they struggled with. This would become the summer school focus in that subject area.</p> <p>Communication with teachers is important so they understand the options that are available as well as expectations such as how many days they would need to teach a week and for how long each day. Questions from teachers include what they will be paid and is the class for Credit Recovery or Acceleration. Also can a class that is used for credit acceleration be used for credit recovery.</p> <p>A point of discussion has continued to surround cross curricular planning and project based learning as well as connecting school to the real world and making learning authentic.</p>