



Learning Recovery and Extended Learning Plan Spring 2021 and Summer 2021, School Year 2021-22

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“This once-in-a-lifetime pandemic has impacted all of us, so it should be no surprise that it has impacted our children. But we should not panic, nor should we be surprised by the results of assessments,” said Governor DeWine. “Instead, we should do what Ohioans have always done when facing a challenge – stay calm, roll up our sleeves, and work to solve the problem.”

Learning Recover and Extended Learning Plan will include: Impacted Students (with a focus on the most vulnerable populations), How Schools will identify the Needs of the Students, and What Approaches can be deployed to best meet the Needs of the Students

Building: Hannah Crawford Elementary School

Impacted Students: Students who are identified (gifted, ESL, SWD, foster care/placed, low-economics status, justice involved, military families, students on remote learning or returning from remote learning etc.) who demonstrate a gap in achievement or are not on track to meet their annual goals will be eligible for services.

Students who have been determined: students with learning gaps, and gap(s) in skill developments by district driven diagnostic tests, Stars tests, IEPs/WEP/504s, and state assessments tests.

Services will be offered to all students in full group, small group and individual settings with supplemental resources and materials.

Title services will be provided to students on RIMPs for reading.

Professional Development: Staff members will receive training on using state and local data to identify learning needs of students and gaps in skill development. This includes iReady, diagnostic assessments, state assessments, and locally created assessments.

Building: William Crawford Middle School

Impacted Students: Students who are identified (gifted, ESL, SWD, foster care/placed, low-economics status, justice involved, military families, students on remote learning or returning from remote learning etc.) who demonstrate a gap in achievement or are not on track to meet their annual goals will be eligible for services.

Students who have been determined: students with learning gaps, and gap(s) in skill developments by district driven diagnostic tests, Star tests, IEPs/WEP/504s, and state assessments tests.

Services will be offered to all students in full group, small group and individual settings with supplemental resources and materials.

Professional Development: Staff members will receive training on using state and local data to identify learning needs of students and gaps in skill development. This includes iReady, diagnostic assessments, state assessments, and locally created assessments.

Building: Colonel Crawford High School

Impacted Students: Students who are identified (gifted, ESL, SWD, foster care/placed, low-economics status, justice involved, military families, students on remote learning or returning from remote learning etc.) who demonstrate a gap in achievement or are not on track to meet their annual goals will be eligible for services.

Students who have been determined as not on track for graduation, have been identified with learning gaps, and gap(s) in skill developments by district driven diagnostic tests, iReady tests, IEPs/WEF/504s, and state assessments tests.

Services will be offered to all students in full group, small group and individual settings with supplemental resources and materials.

Online credit recovery program is used to assist students who are credit deficient and/or who need credit advancement. Intervention period is in place to offer support to students who are identified as off-track for ELA II, Algebra, and Geometry with the appropriate content level teacher.

Professional Development: Teachers will receive training on using state and local data to identify learning needs of students and gaps in skill development. This includes iReady, diagnostic assessments, state assessments, and locally created assessments.

Resources and Budget

COVID Emergency Funds (ESSER), Academic Boosters, Colonel Crawford Foundations, and private donations.

Budget will be based on need once determined by the Building Leadership Team.

ESSER III Budget:

Total Allocation - \$703,979.71

- Air Quality Improvement - \$563,183.77 (K-12 Building roof replacement, Air handling improvements, and window / door replacements)
- Learning Loss - \$140,795.94 (Tutoring programs before & after school, curriculum purchases with on-line platforms, extended school year programs, and technology upgrades to enhance on-line learning opportunities)

Social and Emotional Support

Signs of Suicide will be used to identify students that may have mental health issues requiring additional services and supports.

Teacher, Guidance Counselor, Principal, and parent referrals will initiate a screening.

Referrals to mental health experts from the [RTI team](#).

Digital Footprints thru community counseling will be used to identify students that may have mental health issues regarding current or past social media issues, guidance, and even potential human trafficking.

P.B.I.S. programs will be used to help promote positive behaviors and correct wrong behaviors through guidance, intervention, and communication.

Alignment to District Plans

Plan is aligned with the building and district improvement plans and the district Continuous Improvement Plan.

Partnerships

Colonel Crawford Local Schools collaborated with North Central Ohio Educational Service Center, Community Counseling Center, District and Building Leadership Teams, and local resources.

Learning Recovery and Extended Learning Plan Beyond 2021-22 School Year

Plans from 2021-22 school year will be continued into the 2022-23 school year based on available funding.

Templated created by North Central Ohio Educational Service Center

