

School District: Sheffield-Sheffield Lake City Schools

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

Our district will be using spring Renaissance Star data in Reading and Math to identify students whose learning progress has been impacted by the pandemic. This data will be used for all students including those identified gifted, special ed and ELL. Additionally, we will be evaluating students who fall below district norms and students who lack growth. We will be using other internal data to identify skill-based deficits as well, including Aleks, IXL, 3rd grade reading test, credit deficiencies, Dibels, and teacher recommendations. Based on student scores and assessed instructional needs, we will offer students summer instruction to narrow learning gaps and prepare students to start the 2021-2022 school year successfully.

In the fall we will be using the Spring 2021 OST scores and fall benchmarking to identify deficits. Interventions will follow accordingly.

Students who have shown impacted Social Emotional Needs will be identified through students surveys, observations, and staff recommendations.

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

Once all data is collected to identify deficits and enrichment needs, we will begin to build our afterschool programming, summer programming, and intervention needs. Based on our current data and observations, we are anticipating the following: An expanded credit recovery program, AP Boot camp(s), grades K-8 ELA/Math intervention, and transition programs. We will be working with our district social worker to assess SEL needs.

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

Our District will be using our second round of ESSER funds to pay for staff wages, curricular supplies and summer school transportation. Though the goal is to use instructional resources that the District already has to provide all intervention and enrichment opportunities, there may be additional curriculum costs incurred. These may include, but not limited to, the purchase of new intervention resources. Additionally, we intend to employ several intervention providers for the 2021-2022 school year. These staff members will provide targeted intervention in ELA/MATH to all students in need. We have earmarked \$600,000 of our ESSER funds for all programming needs, but adjustments may be made based on incoming data pertaining to student needs.

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

Our approach to closing the gap is a summer school program that will take place two to three weeks before the 2021-2022 school year starts. The program will be mainly face to face, but we are considering potential remote options for some students. Our focus will be on both high achieving and low achieving students who lack growth based on our SGP via STAR Spring benchmark data. Since we are focusing on both high achieving and low achieving students, our offerings will need to be differentiated. We will utilize the Star Renaissance continuum to identify areas of strength and weakness. In ELA we will continue to use Just Words, Heggerty and Foundations (Grades K-3). In math we will continue to utilize MyMath and Aleks, but are looking into scholastics supports as well.

During the school year, we will utilize intervention providers and title tutors to provide additional support throughout the day. If data suggests a need for additional interventions, we will look at developing afterschool programs that meet those specific needs.

Lastly, we will be creating a position K-5 to help support the health, emotional needs and general well being of our students.

PARTNERSHIPS: Include internal stakeholders and external resources to increase success

We are working to partner with the Boys and Girls Club to offer students a summer camp program. Typically, the Boys and Girls Club program is a combination of academics, crafts, mentorship and fun. We are also trying to partner with local businesses to provide students incentives for participating in summer school programming. We recognize summer academic participation is voluntary and may not be something that all students and families choose to do. That being said, we would like to make the experience academically beneficial, yet enjoyable. As the pandemic restrictions decrease, we will further our involvement with our already established partners at the Lorain County ESC, Lorain County library, and other civic organizations throughout the area.

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

By using evidence-based resources to provide high quality instruction, we believe we will be able to close student achievement/growth gaps. The curriculum will continue to be aligned to our State learning Standards as well as our course curriculum frameworks. The differentiated interventions used will be able to meet the needs of our most vulnerable students, as well as those students who need enrichment or front-loading opportunities. Lastly, we will continue to work with our district social worker to develop a plan for Social Emotional Learning that best fits the needs of our student population.