

Strasburg Franklin Local Schools Extended Learning Plan



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This plan has been posted on the district website and emailed to
ExtendedLearning@education.ohio.gov

(This document is subject to change according to available data and/or additional school improvement initiatives as needed.)

Strasburg Franklin Local Schools
Extended Learning Plan
April 1, 2021

District Background:

- The district has operated in person five days a week, with all teachers and aides working since August 26, 2021. 83% of elementary students attended in-person, on campus instruction in grading periods 1-3. For the fourth grading period, the elementary had 91% attendance of in-person instruction. 82% of Middle School/High School students attended in-person, on campus instruction. The last grading period, that rose to 91%.
- The district offered Florida Virtual as our K-5 online learning program. We hired a full-time teacher to work with students, teach online lessons, touch base with students and parents, communicate with administration, and manage the program. For one grading period, we utilized a grade 4-5 teacher to oversee the online students with all subject areas in those grade levels. After a number of those students returned to school, that teacher ceased to work on Florida Virtual.
- Middle School/High School regular education teachers taught face-to-face and utilized Google Classroom for any students that were not comfortable coming into the building. We started off with 39 students. By the fourth grading period that number was down to 21 in grades 6-12.
- By the fourth grading period, our Florida Virtual numbers were down to 9% in grades K-5.
- The district has offered a digital academy for additional courses for years. Students could come to school and work in a computer lab to complete these courses.
- The district has chromebook carts for all grade levels in K-5. There are chromebook carts for the MS/HS to share as well.
- Hotspots were purchased for a few students to use.
- All teachers have a high quality, multi-function touch screen TV (size of a whiteboard) in their classroom that can be connected to their high end touch screen laptop computer with them at all times.
- Teachers have been engaged in technology professional development annually for many years and were immersed in technology/remote learning in-service in May of 2020 and also in August 2020; designed by the technology specialist from our ESC.
- Students that selected remote learning five days a week were encouraged to return to in-person classes if they were failing one or more subjects at the end of each quarter.



Student Growth Summary Report

Aggregate by District

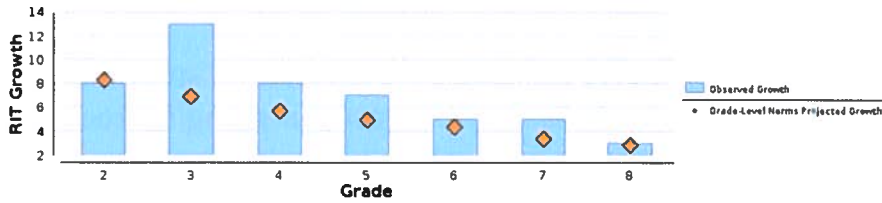
Term: Winter 2020-2021
District: Strasburg Local School

Norms Reference Data: 2020 Norms
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 2 (Fall 2020) *
End - 16 (Winter 2021) *
Grouping: None
Small Group Display: No

Math: Math K-12

Grade (Winter 2021)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
2	34	171.8	15.4	35	178.4	11.8	34	6	1.4	8.3	-0.23	41	34	18	53	53
3	38	184.7	8.2	32	197.5	8.9	89	13	0.9	7.9	5.51	99	38	32	84	92
4	47	184.7	15.9	27	202.8	16.1	41	8	0.7	5.7	2.53	99	47	38	77	70
5	39	209.1	14.4	54	215.8	12.4	83	7	0.9	4.8	1.81	93	39	31	79	82
6	29	215.9	10.3	59	221.1	10.8	83	5	0.9	4.3	0.79	79	29	27	89	84
7	48	219.2	12.5	48	224.9	13.8	54	5	0.9	3.4	1.37	92	48	39	58	56
8	29	230.1	13.1	72	233.1	13.3	72	2	1.2	2.8	0.09	54	29	15	52	47

Math: Math K-12



Explanatory Notes

* These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.
† Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by District

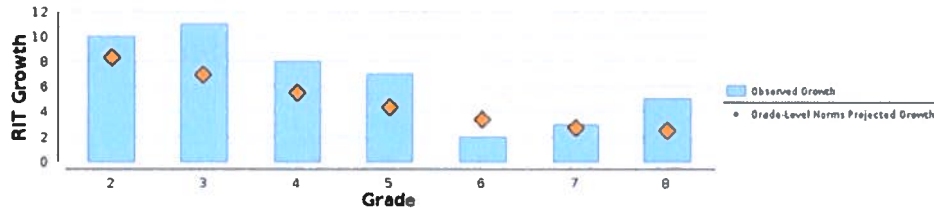
Term: Winter 2020-2021
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Weeks of Instruction: Start - 2 (Fall 2020) *
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Grouping: None
Small Group Display: No

Language Arts: Reading

Grade (Winter 2021)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
2	34	171.8	20.8	53	181.3	20.4	82	10	1.8	6.3	1.18	88	34	21	62	60
3	37	186.7	12.3	87	197.2	11.1	79	11	1.3	6.9	2.41	99	37	29	79	89
4	48	189.0	18.0	82	208.2	11.8	78	8	1.4	5.6	2.58	99	48	38	64	58
5	22	209.0	12.8	83	212.9	11.8	79	7	1.2	4.4	2.54	99	22	21	68	79
6	49	213.8	12.9	71	219.9	11.8	86	7	1.0	3.4	-1.19	12	49	21	53	83
7	49	215.2	19.1	98	219.1	15.9	99	3	1.2	3.7	0.18	84	49	39	61	81
8	39	216.8	11.7	39	220.6	11.2	83	8	1.2	3.4	2.65	99	39	39	87	71

Language Arts: Reading



Explanatory Notes

* These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.
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Process:

Administrative Leadership Team completed the first draft and then principals took to a staff meeting to solicit teacher ideas on learning gap closing

1A Identifying Impacted Students/Needs Assessment (how do we know which students are impacted?):

2020-21

- Strasburg is a small district (564 students K-12 with 22 students participating in Buckeye Career Center) and has had consistent on-going instruction, with interventions, all year. Our two principals, one counselor, a family liaison and solid instructional staff know where all students stand academically and social-emotionally.
- Diagnostics and teacher developed formative assessment continue to be used to inform instruction; multiple assessments, including MAP testing Grades 2-8, DIBELS, Heggerty, pre and post tests, and progress monitoring every sixteen instructional days, along with data meetings are utilized to monitor progress.
- Our Counselor interacts with students consistently (majority of time with students one to one) and have several clubs, such as the Big Brothers, Big Sisters, Youth-to-Youth, Hope Squad and also with on-line students.
- Our Family Liaison has started SEL lessons with the elementary students utilizing the Positive Action Curriculum program.

2021-22

- We believe in continuity and consistency (not the failed practice of some new initiative annually). We will continue to do what works and discontinue what doesn't. We will continue with the assessments above in 2021-22 and most likely in 2022-23; perhaps adding something if teachers find a system or practice that better informs instruction.
- We are considering adding Grades K-1 into the MAP testing for the 2021-2022 school year.

1B Approaches to Address Academic Gap Filling (what steps will be taken to overcome/remove barriers and catch students up?)

2020-21

- We will purchase Scholastic “My Books Summer Take-Home Packs” for every elementary student. These will include five books, reading comprehension and writing activities, family time reading tips, a summer reading journal, set of colored pencils, a student postcard and an online program guide.
- We will continue to do all that is listed in “district background” and “assessment of student learning/social-emotional needs” above.
- We will continue to offer online courses for credit recovery services for MS/HS students.
- We are identifying students who have not made a year’s growth in Reading and Math using the timeframe of January 2020 to January 2021 MAP testing results. Those students’ parents will receive a letter explaining summer tutoring that will be offered. Our certified teachers interested in teaching through summer tutoring will be matched up with student needs. Teachers will be paid an hourly rate up to 30 hours for their time and effort.

2021-22

- Because we believe in continuity and consistency, we will continue all of the above in 2021-22 and most likely in 2022-23, but adjusting contingent upon what teachers may find that produces better results; teachers want to continuously improve and focus on outcomes.

2A Identifying Impacted Students with Social Emotional Needs (how do we know which students are impacted?):

2020-21

- We will continue to partner with Ohio Guidestone for mental health assessments
- Our counselor and family liaison will continue to assess social-emotional needs
- Our school psychologist will continue to support the principals
- Our teachers are also very good at identifying issues and working with students on emotional issues and refer to counselors when needed

2021-22

- Again we believe in continuity and consistency and will continue all of the above in 2021-22 and most likely in 2022-23, but adjusting contingent upon what teachers and mental health specialists may find that produces better results; principals, counselors, and teachers want to continuously improve and focus on outcomes

2B Approaches to Address Social and Emotional Needs (what steps will be taken to overcome/remove barriers and help students cope?):

2020-21

- Our counselor and family liaison will continue to work with individual students and with clubs and small group counseling
- Again our teachers are very good at working with students at the “human level” and provide additional support
- We will continue to partner with Ohio Guidestone for student and family assessment and support in the most difficult situations
- We will also continue to work with the county Children's Protective Services (CPS), and the Village Police with most challenging situations that could be in violation of law

2021-22

- We believe in continuity and consistency and will continue all of the above in 2021-22 and most likely in 2022-23, but adjusting contingent upon what teachers may find that produces better results; principals, counselors, and teachers want to continuously improve and focus on outcomes

3A Resources and Budget

2020-21

- Administration and the Board of Education have always supported opportunities for students and continued to provide whatever was needed during this pandemic
- The district has dedicated all ESSER I and ESSER II funding to COVID protocols and technology incurred in the past 12 months
- However, the Board and Administration will provide whatever resources are needed to support all of the assessment, delivery of instruction, and student social-emotional needs as listed above.

2021-22

- Fortunately, with a solid financial position (ESSER I and II are very helpful) and if ESSER III comes through, we should continue with a very solid financial position. We anticipate continuation of all initiatives in support of children in 2021-22 and 2022-23.

4A How does this plan align with other district plans and partnerships?

Other Plans:

2020-21

- This plan aligns with our CCIP and keeps consistency with the Major Emphasis (Annual Board Approved Goals), Counselors Annual Plan and Building Leader Targets (Principal key instructional goals).

2021-22

- The plan will continue, allowing for any adjustments needed based on the OneNeeds Plan currently in process. The 2022-23 plan will be based on the superintendent working with the admin team, staff, community, and the Board of Education.
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