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*Inspired by Tradition,
Educating for Tomorrow*

Elida Local Schools
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Safe Return to In-Person Instruction and Continuity Plan

June 23, 2021

District Name: Elida Local Schools
District Address: 4380 Sunnydale Ave, Elida, OH 45807
District Contact: Joel Mengerink, Superintendent
District IRN: 045773

MITIGATION STRATEGIES

The Elida Local Schools will continue to follow protocols for COVID-19 that were used from March 2020 through the 2020-2021 academic year with recommendations from the Allen County Health Department, Ohio Department of Health, Governor's office, Ohio General Assembly, and the Centers of Disease Control. Such protocols include but are not limited to universal and correct wearing of masks when required by the state of Ohio. At this time, the mitigation strategies in use are listed below:

- **Physical distancing:** The District will return to pre-pandemic protocols. Physical distancing will be recommended, but not required unless otherwise directed/recommended by the local health department.
- **Handwashing:** Handwashing will be emphasized throughout the school day. Hand sanitizers are placed throughout the buildings and students will be encouraged to sanitize their hands when entering and again when leaving a classroom. Cough and sneeze etiquette will be taught, monitored, and reinforced. Signage will continue to be displayed throughout each building in the district
- **Facilities:** District cleaning protocols will return to pre-COVID routines. However, the district will continue with the spraying of facilities. The district has also utilized previous funding to improve cleaning equipment/supplies and ventilation in some areas.
- **Contact tracing:** Contact tracing will occur based upon ODH/ACPH guidance for all highly infectious diseases. Our school nurses are trained in this process and have worked well with the health department during the past school year.
- **Diagnostic and screening testing:** Elida will continue to have testing and screening supplies on-site. The district will strategically utilize test kits for COVID concerns in order to keep students safely in school as much as possible.
- **Vaccinations:** The district will continue to encourage faculty, staff, and students to be vaccinated. The district is willing to serve as a host site as vaccinations are available. If applicable, Elida will make booster shots for COVID available for staff at Elida. The district will also make its facilities available for the health department to conduct vaccination clinics if it so chooses.

- **Accommodations for children with disabilities:** The district will build a health plan to meet the unique health needs of students. This could include home instruction or further mitigation efforts in the school setting.
- **Masks:** Our school district will implement recommended safety protocols to the highest degree possible, while also considering the instructional, behavioral, and social-emotional needs of students. On June 2, 2021, Governor DeWine and the ODH rescinded the K-12 school facial coverings order. Students, staff, and guests may continue to wear a facial covering, but are not required at this time.

IDENTIFYING ACADEMIC NEEDS

Since Elida Local Schools was in session in-person 5 days per week this past school year, the district used normal diagnostic, summative, and formative assessments as in the past to identify children needing additional help. Teachers will continue to formally and informally assess and identify if students are meeting their goals. Additionally, administrators, intervention specialist, teachers, and counselors will administer and analyze data from multiple sources throughout the school year to ensure timely identification and response to observed gap areas. Assessments to support this work include, but are not limited to:

Elementary School

Reading:

Grades K-1: The Fountas and Pinnell Benchmark Assessment is administered to all K-1 students three times a year to determine students’ reading levels. Those students not reading on level are then given the Wonders Phonics Assessment and the Heggerty Phonemic Awareness diagnostic assessments to determine the specific gaps that are preventing each student from reading on grade level. Intervention Thresholds for Spring Benchmark Data

K: Tier 3- below F & P Level C	Tier 2- F & P Level C 1st:
Tier 3- below F & P Level I	Tier 2- F & P Levels I & J

Grades 2-5 The Reading Inventory is the benchmark assessment used by grades 2-5 to determine if they are reading on grade level. Students take this assessment three times a year to determine their reading lexile. Students whose score registers as a “beginning reader” are also given the Fountas and Pinnell Benchmark Assessment so a reading level can be established. Students not reading on level are then given the Wonders Phonic Inventory and Fluency diagnostic assessments (and possibly the Heggerty Phonemic Awareness Assessment) to determine individual needs.

Intervention Thresholds for Spring Math Benchmark Data

2nd: Tier 3- lexile below 220	Tier 2- lexile below 420
3rd: Tier 3- lexile below 330	Tier 2- lexile below 520
4th: Tier 3- lexile below 540	Tier 2- lexile below 740
5th: Tier 3- lexile below 620,	Tier 2- lexile below 830

Math:

K-5 The Math Inventory is the Benchmark assessment used to screen students for potential gaps in mathematics. The Math Inventory is administered three times a year and the data is utilized to determine the

individuals with gaps in mathematics. Classroom formative and summative assessments are utilized to determine specific intervention needs.

Intervention Thresholds for Spring Math Benchmark Data

1st: Tier 3- quantile below 16	Tier 2- quantile below 117
2nd: Tier 3- quantile below 142	Tier 2- quantile below 271
3rd: Tier 3- quantile below 277	Tier 2- quantile below 381
4th: Tier 3- quantile below 390	Tier 2- quantile below 534

Middle School

Reading

The Reading Inventory is used as the benchmark assessment for grades 5-8 to determine each student’s reading lexile. The reading inventory is administered three times a year and the following guidelines are used to determine level of risk. Intervention

Thresholds for Spring Benchmark Data

5th: Tier 3- quantile below 540	Tier 2- quantile below 645
6th: Tier 3- lexile below 730,	Tier 2- lexile below 925
7th: Tier 3- lexile below 770,	Tier 2- lexile below 970
8th: Tier 3- lexile below 790,	Tier 2- lexile below 1010

Math

The Math Inventory is the Benchmark assessment used to screen students for potential gaps in mathematics. The Math Inventory is administered three times a year and the data is utilized to determine the individuals with gaps in mathematics. The results are reported in Quantiles

Intervention Thresholds for Spring Math Benchmark Data

6th: Tier 3- quantile below 660	Tier 2- quantile below 785
7th: Tier 3- quantile below 753	Tier 2- quantile below 881
8th: Tier 3- quantile below 846	Tier 2- quantile below 1001

High School

Academic needs of our high school students are determined by course formative and summative assessments.

2021-22

The Elida Local School will continue to use the MTSS framework regardless of the environment surrounding our district. According to John Hattie’s research MTSS has an effect size of 1.29 and therefore is one of the most powerful ways in which we our district can close gaps. In addition, it is effective for academic, behavioral and social emotional gap closing. We will continue to utilize our benchmark assessment data to determine what students need further diagnostic testing. The District will also expand its reading benchmark assessments to include all 9th grade students. Diagnostic testing will be utilized to determine students’ specific intervention needs and our progress monitoring assessments will ensure every student is making progress toward closing individual gaps.

Approaches to Address Academic Gap Filling

District Tier I Initiatives The first step the district has taken to help close learning gaps due to the pandemic was to create and implement a guaranteed and viable curriculum. This involved content area teachers collaborating to prioritize standards for each grade level and content area. This allows teachers to focus their instruction and ensure mastery of the key standards. The district will continue to use these priority standards as the focused curriculum and have aligned all scope and sequence documents to reflect this change. In addition, each grade level and content area created proficiency scales for each priority standard in order to have a clear and consistent definition of proficient. By doing so, no matter what platform in which students are taking a course, the expectations are the same. This guaranteed curriculum ensures a tight vertical alignment within each content area leading to more efficient time utilization.

Tier 2 and Tier 3 Interventions

Grade level Teacher Based Teams will meet to analyze all benchmark data and determine what further diagnostic testing needs to be conducted. Once the additional diagnostic testing is complete the teams will reconvene to discuss the specific needs of the individual students. Small groups of students with homogenous needs will be created and assigned an intervention teacher. The teacher assigned to each group will provide 60 min of daily targeted intervention utilizing evidence based strategies and resources to meet the needs of their group. The district has provided a list of evidence based strategies that may be utilized. Current examples are:

- Phonemic Awareness: Heggerty Resources
- Phonics Instruction: Orton Gillingham and System 44
- Fluency: Read Naturally and Read 180
- Comprehension: Read 180

Each group utilizes progress monitoring tools to track progress. The teacher Intervention Programs: Read 180: \$20,000 Title I & ESSER Technology for Intervention Programs: \$15,000 Title I \$14,500 IDEA Title I Program 5 Teachers 1 Aide \$432,362 Learning Recovery & Extended Learning Plan based teams analyze progress data weekly to determine if changes in interventions need to be made. Title I teachers and intervention specialists assist with interventions. Students not making progress after several changes in interventions are referred to the IAT. This process is overseen by the district psychologist who makes further suggestions and will conduct additional testing if needed.

The middle school is currently using an academic assistance period to support students' needs. In addition, Title I is providing services to 5th graders utilizing the Read 180 program and inclusion services and several 6th grade teachers are using Read 180 to assist their lowest readers during the academic assistance time.

The high school is supporting struggling students through their "Bulldog Period." During this time, teachers work with targeted students on their deficits identified in their core academic classes.

Approaches to Identify Social & Emotional Needs

Elida schools is fortunate enough to have a social worker and at least one guidance counselor housed in each building. These individuals are all part of the BLT and PBIS meetings in their respective buildings and therefore participate in the analysis of both academic and PBIS data. PBIS data is collected using the PBIS Swis application.

Most of their referrals come through these meetings but all three buildings have teacher referral, self-referral and parent referral processes in place.

Data teams will meet to review academic and behavior data of all students (including remote learners from 20-21 school year)

In addition to the referral process above, a SEL screener will be chosen and administered to all students in the fall of 2021.

Comprehensive Referral System will be in place and include:

- Data Team Referral
- Teacher Referral
- Student Self-Referral
- Referral based on SEL survey results

Periodic Review

Elida Local School district officials will meet at minimum twice a year to review and make any necessary changes to the current plan. Some areas will receive more frequent scrutiny with changes coming as needed. Lastly, this plan allows for adjustments to be made based on the One Needs Plan that is currently in development.

Public Review

With this posting to the website, district residents are free to comment, make suggestions, request changes as a means of public input.