



## **Learning Recovery & Extended Learning Plan**

### ***DISTRICT NAME***

ANTHONY WAYNE LOCAL SCHOOLS  
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WHITEHOUSE, OHIO 43566

### ***DISTRICT CONTACT***

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### ***DISTRICT IRN***

048207

## **Anthony Wayne Local Schools**

Monclova Primary K-4    Waterville Primary K-4    Whitehouse Primary K-4  
Fallen Timbers Middle School 5-6  
AW Junior High 7-8    AW High School 9-12

### **LEARNING RECOVERY AND EXTENDED LEARNING PLAN**

- ◆ IMPACTED STUDENTS
- ◆ APPROACHES & REMOVING/OVERCOMING BARRIERS

### **APPROACHES TO IDENTIFY SOCIAL & EMOTIONAL NEEDS**

- ◆ IMPACTED STUDENTS
- ◆ APPROACHES & REMOVING/OVERCOMING BARRIERS

### **K-8 SUMMER INTERVENTION DAILY SCHEDULES**

### **MONTHLY PROGRAM CALENDARS**

### **PROGRAM BUDGET**



# **Learning Recovery and Extended Learning Plan**

## **Impacted Students**



Impacted Students	
	<b><i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including, but not limited to, disengaged students)?</i></b>
<b>Considerations:</b>	- Resources (existing and needed)
	- Partnerships (local/regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
	- Alignment (other district/school plans, wellness and success plans, remote learning plans, improvements plans, CCIP-related plans, graduation plans, student success plans, etc.)
	- Alignment with current OIP five-step processes (1-Identify Critical Needs; 2-Research and Select Evidence-Based Strategies; 3-Plan for Implementation; 4- Implement and Monitor; 5-Examine, Reflect, Adjust)
<b>Core Questions:</b>	- What do students know?
	- How do we know if they've learned it?
	- How do we intervene for those students who have not learned it?
	- How do we extend other opportunities for those who have learned it?
<b>Monclova</b>	
* Spring 2021	Use of STAR data, DRA, state assessments, classwork samples, class assessments to identify students for Tier 2, Tier 3 support and before school tutoring. We will also use the STAR Reading and Math Benchmark Diagnostic Assessments Student Growth Percentile (SGP) to select all students that have not made at minimum of one year's growth in these content areas.
* Summer 2021	Use of STAR data, DRA, state assessments, classwork samples, class assessments to identify students for summer program.
* 2021-2022	Adopt a universal screener and benchmarks along with state assessments, classwork, classroom-based assessments and teacher input will be utilized to determine each student's needs and provide a tiered approach to intervention based on the data collected.
* 2022-2023	(1) Implement a universal screener for dyslexia and universal core content benchmarks along with state assessments, classwork assessments and teacher input will be utilized to determine each student's needs and provide a tiered approach to intervention based on the data collected. (2) Develop a system of tiered interventions aligned with student needs (ie. Wilson Reading partnership). This process requires teacher training, acquiring core and intervention instructional materials, benchmarking students to determine who receives the universal and targeted tiered interventions.
<b>Waterville</b>	
* Spring 2021	(1) Ongoing analysis and responsive decision making using RTI student data/progress monitoring as well as the Universal Benchmark Assessments. (2) Develop a system of tiered interventions aligned with student needs (ie. Wilson Reading partnership). This process requires teacher training, acquiring core and intervention instructional materials, benchmarking students to determine who receives the universal and targeted tiered interventions. (3) We will use the STAR Reading and Math Benchmark Diagnostic Assessments Student Growth Percentile (SGP) to select all students that have not made at minimum of one year's growth in these content areas.
* Summer 2021	(1) Ongoing analysis and responsive decision making using RTI student data/progress monitoring as well as the Universal Benchmark Assessments. (2) Develop a system of tiered interventions aligned with student needs (ie. Wilson Reading partnership). This process requires teacher training, acquiring core and intervention instructional materials, benchmarking students to determine who receives the universal and targeted tiered interventions.
* 2021-2022	Adopt a universal screener and benchmarks along with state assessments, classwork assessments and teacher input will be utilized to determine each student's needs and provide a tiered approach to intervention based on the data collected.
* 2022-2023	(1) Implement a universal screener for dyslexia and universal core content benchmarks along with state assessments, classwork assessments and teacher input will be utilized to determine each student's needs and provide a tiered approach to intervention based on the data collected. (2) Developing a system of tiered interventions aligned with student needs (ie. Wilson Reading partnership). This process requires teacher training, acquiring core and intervention instructional materials, benchmarking students to determine who receives the universal and targeted tiered interventions.
<b>Whitehouse</b>	
* Spring 2021	Throughout the spring we have been utilizing our RTI program to identify students who are struggling and to provide them tiered levels of intervention. This has been done using currently established assessment tools. Staff have been implementing plans to support students. A before-school intervention program has also been implemented in grades 3 and 4 to support struggling students. Typically this intervention has been used for AIR prep, but we are lessening our focus on AIR testing, and shifting more on building skills that have not been developed as thoroughly this year as would typically be in a non-COVID year. We will also use the STAR Reading and Math Benchmark Diagnostic Assessments Student Growth Percentile (SGP) to select all students that have not made one year's growth in these content areas.

Impacted Students	
	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including, but not limited to, disengaged students)?</i>
<b>Considerations:</b>	<ul style="list-style-type: none"> <li>- Resources (existing and needed)</li> <li>- Partnerships (local/regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- Alignment (other district/school plans, wellness and success plans, remote learning plans, improvements plans, CCIP-related plans, graduation plans, student success plans, etc.)</li> <li>- Alignment with current OIP five-step processes (1-Identify Critical Needs; 2-Research and Select Evidence-Based Strategies; 3-Plan for Implementation; 4- Implement and Monitor; 5-Examine, Reflect, Adjust)</li> </ul>
<b>Core Questions:</b>	<ul style="list-style-type: none"> <li>- What do students know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do we extend other opportunities for those who have learned it?</li> </ul>
* Summer 2021	Spring Benchmark Assessments, classwork and teacher recommendations will be considered to identify students to offer our summer program. Current RTI Assessment tools will also be utilized to assess students at the end of the summer program to assess program effectiveness.
* 2021-2022	Adopt a universal screener and benchmarks along with state assessments, classwork assessments and teacher input will be utilized to determine each student's needs and provide a tiered approach to intervention based on the data collected.
* 2022-2023	Implement a universal screener and benchmarks along with state assessments, classwork assessments and teacher input will be utilized to determine each student's needs and provide a tiered approach to intervention based on the data collected.
<b>FTMS</b>	
* Spring 2021	Use of STAR data, state assessments, attendance data, classwork samples, class assessments to identify students for Tier 2, Tier 3 support and school tutoring.
* Summer 2021	Use of STAR data, state assessments, attendance data, classwork samples, class assessments to identify students for summer program.
* 2021-2022	Adopt a universal screener and benchmarks along with state assessments, classwork assessments and teacher input will be utilized to determine each student's needs and provide a tiered approach to intervention based on the data collected.
* 2022-2023	Implement a universal screener and benchmarks along with state assessments, classwork assessments and teacher input will be utilized to determine each student's needs and provide a tiered approach to intervention based on the data collected.
<b>AWJH</b>	
* Spring 2021	(1) Use of RTI process to identify students of concern; relying on teacher recommendations, grade analysis, and attendance data (2) Aligned benchmark testing in ELA and math to be evaluated by teachers, counselors, and administration to identify students with significant gaps in attainment of identified standards (ensuring students participating in AWOA are included in this benchmarking).
* Summer 2021	Once students have been identified in spring 2021, they will be provided the opportunity to participate in summer intervention and enrichment programming. A diagnostic/pre-assessment will be given to students to assist in further identifying their specific curricular needs and aligned curriculum assigned. Students will be given an additional diagnostic/post-assessment at the end of summer intervention/enrichment to measure growth and identify any gaps still needing to be addressed. This information will be provided to incoming grade teachers to assist them in curricular planning for the 2021 - 2022 school year.
* 2021-2022	Adopt a universal screener and benchmarks along with state assessments, classwork assessments, and teacher input will be utilized to determine each student's needs and provide a tiered approach to intervention based on the data collected.
* 2022-2023	Implement a universal screener and benchmarks along with state assessments, classwork assessments, and teacher input will be utilized to determine each student's needs and provide a tiered approach to intervention based on the data collected.
<b>AWHS</b>	

Impacted Students	
	<b><i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including, but not limited to, disengaged students)?</i></b>
<b>Considerations:</b>	- Resources (existing and needed)
	- Partnerships (local/regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
	- Alignment (other district/school plans, wellness and success plans, remote learning plans, improvements plans, CCIP-related plans, graduation plans, student success plans, etc.)
	- Alignment with current OIP five-step processes (1-Identify Critical Needs; 2-Research and Select Evidence-Based Strategies; 3-Plan for Implementation; 4- Implement and Monitor; 5-Examine, Reflect, Adjust)
<b>Core Questions:</b>	- What do students know?
	- How do we know if they've learned it?
	- How do we intervene for those students who have not learned it?
	- How do we extend other opportunities for those who have learned it?
<b>* Spring 2021</b>	Use of diagnostic tool (departmental aligned benchmark, based on state standards and AIR/EOC blueprints) to identify students with learning gaps. This data will provide teachers with areas of focus for spring 2021 Tier 1 interventions in the classroom, as well as identify students who need Tier 2 and Tier 3 intervention in the summer. The data will also provide teachers with a group of students who need to be provided stretch in the final weeks of the school year; stretch activities will take place in the classroom. Attendance data will be analyzed to determine which students were most disengaged, and may need additional supports as well. These students will be targeted during the school day to ensure engagement takes place for the remainder of the school year.
<b>* Summer 2021</b>	Upon completion of the spring 2021 benchmark tests, students who need intensive intervention will be invited to attend summer intervention classes. Students in grades 10-11 will also be invited to a whole group ACT camp for enrichment. Targeted students (based on data provided from EVAAS) will be sent a personalized invitation to ACT Bootcamp. Student's grades will be assessed to determine which students need to be invited to credit recovery in the summer.
<b>* 2021-2022</b>	Adopt a universal screener and benchmarks along with state assessments, classwork assessments and teacher input will be utilized to determine each student's needs and provide a tiered approach to intervention based on the data collected.
<b>* 2022-2023</b>	Implement a universal screener and benchmarks along with state assessments, classwork assessments and teacher input will be utilized to determine each student's needs and provide a tiered approach to intervention based on the data collected.

Approaches & Removing/Overcoming Barriers	
	<b><i>What approaches will schools/districts use to fill learning needs to identified students? What steps will be taken to remove/overcome barriers that may be associated with the "Gap Filling Approaches" (transportation to tutoring, no data to track/identify specific student needs, fuding concerns to support approaches, etc.)?</i></b>
<b>Considerations:</b>	<ul style="list-style-type: none"> <li>- Resources (existing and needed)</li> <li>- Partnerships (local/regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- Alignment (other district/school plans, wellness and success plans, remote learning plans, improvements plans, CCIP-related plans, graduation plans, student success plans, etc.)</li> <li>- Alignment with current OIP five-step processes (1-Identify Critical Needs; 2-Research and Select Evidence-Based Strategies; 3-Plan for Implementation; 4- Implement and Monitor; 5-Examine, Reflect, Adjust)</li> </ul>
<b>Core Questions:</b>	<ul style="list-style-type: none"> <li>- What do students know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> </ul>
<b>Monclova</b>	
* Spring 2021	Tier 2 students receiving literacy tutoring, identified 3rd graders attending ELA tutoring before school. Staff trained in Wilson Reading System for Tier 2 and III students. Tier 1 implementation of Foundations and Just Words from Wilson Reading. Staff will complete ODE's Extended Learning Rating Tool at each grade level to guide instructional focus during summer programming. Staff will also plan instructional focus through the analysis of STAR Reading and Math Diagnostic Benchmark Assessments and Instructional Planning Guides based on these individual diagnostic student reports. Students will pre and post test using STAR Reading and STAR Math to collect and monitor diagnostic progress and growth.
* Summer 2021	Offer Camp Invention (STEAM) to all 1-4 grade students in Anthony Wayne, July 5-9 to enrich potential missed instructional time through the cultivating of high interest projects. Summer program for 3 weeks in June and one week in August; offered to targeted K - 4 students. Summer program will have a weekly theme with enrichment opportunities including Mindfulness, STEAM, Toledo Zoo programs and Nature's Nursery programs.
* 2021-2022	Tier 2 students receiving literacy tutoring, Identified 3rd graders attending ELA tutoring before school. Staff trained in Wilson Reading System for Tier 2 and III students. Tier 1 implementation of Foundations and Just Words from Wilson Reading
* 2022-2023	Tier 2 students receiving literacy tutoring, Identified 3rd graders attending ELA tutoring before school. Staff trained in Wilson Reading System for Tier 2 and Tier 3 students. Tier 1 implementation of Foundations and Just Words from Wilson Reading
<b>Waterville</b>	
* Spring 2021	(1) All Tier 1 and Tier 2 students receiving literacy tutoring for 30 minutes per day. (2) Tier 2 students receiving literacy tutoring, Identified 3rd and 4th graders attending ELA and math tutoring before school. Staff will complete ODE's Extended Learning Rating Tool at each grade level to guide instructional focus during summer programming. (3) Staff will also plan instructional focus through the analysis of STAR Reading and Math Diagnostic Benchmark Assessments and Instructional Planning Guides based on these individual diagnostic student reports. (4) Students will pre and post test using STAR Reading and STAR Math to collect and monitor diagnostic progress and growth.
* Summer 2021	(1) Provide summer remediation/enrichment programming in ELA and math to our most vulnerable population of students during 3 weeks in June. (2) Offer Camp Invention (STEAM) to all 1-4 grade students in Anthony Wayne, July 5-9 to enrich potential missed instructional time through the cultivating of high interest projects. (3) Offer 1 week of ELA and math remediation/enrichment to students during 1 week in August. Summer program will have a weekly theme with enrichment opportunities including Mindfulness, STEAM, Toledo Zoo programs and Nature's Nursery programs. (4) Implementation of Wilson Reading System Structured Literacy intervention during summer programming.
* 2021-2022	(1) All students receiving Tier 1 Wilson Foundations Structured Literacy in phonics, spelling, writing, reading. (2) Tier 2 students receiving additional 30 minutes of daily literacy tutoring in LLI, Wilson Foundations, Just Words, or Wilson Reading. (3) All Tier 3 students and identified students receiving additional 30 minutes of Structured Literacy intervention in Wilson Reading System. (4) Tier 2 and Tier 3 3rd and 4th graders attending ELA and math tutoring before school.
* 2022-2023	(1) All students receiving Tier 1 Wilson Foundations Structured Literacy in phonics, spelling, writing, reading. (2) Tier 2 students receiving additional 30 minutes of daily literacy tutoring in LLI, Wilson Foundations, Just Words, or Wilson Reading. (3) All Tier 3 students and identified students receiving additional 30 minutes of Structured Literacy intervention in Wilson Reading System. (4) Tier 2 and Tier 3 3rd and 4th graders attending ELA and math tutoring before school.
<b>Whitehouse</b>	

Approaches & Removing/Overcoming Barriers	
	<b><i>What approaches will schools/districts use to fill learning needs to identified students? What steps will be taken to remove/overcome barriers that may be associated with the "Gap Filling Approaches" (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i></b>
<b>Considerations:</b>	<ul style="list-style-type: none"> <li>- Resources (existing and needed)</li> <li>- Partnerships (local/regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- Alignment (other district/school plans, wellness and success plans, remote learning plans, improvements plans, CCIP-related plans, graduation plans, student success plans, etc.)</li> <li>- Alignment with current OIP five-step processes (1-Identify Critical Needs; 2-Research and Select Evidence-Based Strategies; 3-Plan for Implementation; 4- Implement and Monitor; 5-Examine, Reflect, Adjust)</li> </ul>
<b>Core Questions:</b>	<ul style="list-style-type: none"> <li>- What do students know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> </ul>
* Spring 2021	Tiered students will receive intervention according to their RTI plans. Identified 3rd and 4th graders attending ELA tutoring before school. Staff will complete ODE's Extended Learning Rating Tool at each grade level to guide instructional focus during summer programming. Staff will also plan instructional focus through the analysis of STAR Reading and Math Diagnostic Benchmark Assessments and Instructional Planning Guides based on these individual diagnostic student reports. Students will pre and post test using STAR Reading and STAR Math to collect and monitor diagnostic progress and growth.
* Summer 2021	Offer Camp Invention (STEAM) to all 1-4 grade students in Anthony Wayne, July 5-9 to enrich potential missed instructional time through the cultivating of high interest projects. Summer program for 3 weeks in June and one week in August. Offered to identified K - 4 students. Summer program will have a weekly theme with enrichment opportunities including Mindfulness, STEAM, Toledo Zoo programs and Nature's Nursery programs.
* 2021-2022	Tier 2 students receiving literacy tutoring, Identified 3rd graders attending ELA tutoring before school. Staff trained in Wilson Reading System for Tier 2 and Tier 3 students. Tier 1 implementation of Foundations and Just Words from Wilson Reading. Title I staff will provide 30 minutes of small group skill specific reading intervention to students in grades K-4 that qualify for that support based on benchmarking and Title I assessment protocols.
* 2022-2023	Tier 2 students receiving literacy tutoring, Identified 3rd graders attending ELA tutoring before school. Staff trained in Wilson Reading System for Tier 2 and III students. Tier 1 implementation of Foundations and Just Words from Wilson Reading. Title I staff will provide 30 minutes of small group skill specific reading intervention to students in grades K-4 that qualify for that support based on benchmarking and Title I assessment protocols.
<b>FTMS</b>	
* Spring 2021	Students will work with our tutor based on RTI data and the progress monitoring of students will be provided intervention on a weekly basis. Students will work with teachers during their FLEX periods when no new instruction is delivered. At times, individual student needs are addressed at this time along with small group re-teaching or lessons.
* Summer 2021	Offer Camp Invention (STEAM) to all 5-6 grade students in Anthony Wayne, July 5-9 to enrich potential missed instructional time through the cultivating of high interest projects. Summer program for 3 weeks in June and one week in August. Offered to identified 5-6 students. Summer program will have a weekly theme with enrichment opportunities including Mindfulness, STEAM, Toledo Zoo programs and Nature's Nursery programs.
* 2021-2022	A universal screener and progress monitoring tool is needed K-6, preferably K-12.
* 2022-2023	A universal screener and progress monitoring tool is needed K-6, preferably K-12.
<b>AWJH</b>	
* Spring 2021	Based on RTI data and benchmarking, students will be provided intervention and enrichment opportunities on eight Mondays for the remainder of the school year. Targeted students will also have access to a "9th Period" opportunity after school to be provided tutoring.
* Summer 2021	Once students have been identified in spring 2021, they will be provided the opportunity to participate in summer intervention and enrichment programming. A diagnostic/pre-assessment will be given to students to assist in further identifying their specific curricular needs and aligned curriculum assigned. Students will be given an additional diagnostic/post-assessment at the end of summer intervention/enrichment to measure growth and identify any gaps still needing to be addressed. This information will be provided to incoming grade teachers to assist them in curricular planning for the 2021 - 2022 school year.
* 2021-2022	Using data from summer intervention, paired with ELA/math benchmarking, teacher recommendation, and identified diagnostic. Students will be assigned to a path that best meets their needs. Paths could include differentiated instruction with Tier 1 supports in the classroom, additional Tiered support, and or enrichment and acceleration. Data/RTI teams will be established to review data and provide recommendations.
* 2022-2023	Continue building off of 2021-2022 school year identification and RTI processes.



Approaches & Removing/Overcoming Barriers	
	<i>What approaches will schools/districts use to fill learning needs to identified students? What steps will be taken to remove/overcome barriers that may be associated with the "Gap Filling Approaches" (transportation to tutoring, no data to track/identify specific student needs, fuding concerns to support approaches, etc.)?</i>
<b>Considerations:</b>	
	- Resources (existing and needed)
	- Partnerships (local/regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
	- Alignment (other district/school plans, wellness and success plans, remote learning plans, improvements plans, CCIP-related plans, graduation plans, student success plans, etc.)
	- Alignment with current OIP five-step processes (1-Identify Critical Needs; 2-Research and Select Evidence-Based Strategies; 3-Plan for Implementation; 4- Implement and Monitor; 5-Examine, Reflect, Adjust)
<b>Core Questions:</b>	
	- What do students know?
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<b>AWHS</b>	
* <b>Spring 2021</b>	Based on the benchmark tests in the classrooms, 9-10 ELA and math teachers will provide whole group interventions for the most commonly missed skills. This will take place within the math and ELA classrooms. Enrichment opportunities will also occur during this time for students who are demonstrating the need for stretch.
* <b>Summer 2021</b>	Specific students, identified through diagnostic benchmarking, EVAAS data, teacher/counselor/administration recommendation, and credit deficiency, will be invited to summer intervention and enrichment programming. Transportation will be provided for students who may need transportation. Students will be placed into one of three opportunities: Intervention Camp (based on diagnostic benchmarking), ACT Camp/ Enrichment (whole group invitation, and targeted invitations based on EVAAS data), and Credit Recovery (based on grades and credits earned). The current need is to identify a partner for ACT bootcamp, as well as a curriculum source for summer intervention.
* <b>2021-2022</b>	A universal screener and progress monitoring tool is needed K-6, preferably K-12. The intent is to continue to provide test prep opportunities for re-takes for the EOC exams during the school day leading up to EOC exams in December and April.
* <b>2022-2023</b>	A universal screener and progress monitoring tool is needed K-6, preferably K-12.

# **APPROACHES TO IDENTIFY SOCIAL & EMOTIONAL NEEDS**



Approaches to Identify Social & Emotional Needs	
	<b>Impacted Students: How will schools/districts identify which students have been most impacted in terms of their social/emotional needs (with focus on the most vulnerable student populations including, but not limited to disengaged students)?</b>
<b>Considerations:</b>	- Resources (existing and needed)
	- Partnerships (local/regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
	- Alignment (other district/school plans, wellness and success plans, remote learning plans, improvements plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)
<b>Monclova</b>	
* Spring 2021	Analyze RTI data / progress monitoring of Tier 2 Tier 3 students. Frequent check-ins with all staff about the social emotional wellness of all students on a regular basis. Change in school procedures to include student social-emotional checks prior to any negative consequences being issued. Increased communication with parents about social emotional needs arising in classrooms. Increased emphasis on SEL skills and strategies in all classrooms on an ongoing basis.
* Summer 2021	Analyze RTI data / progress monitoring of Tier 2 Tier 3 students. Frequent check-ins with summer intervention staff about the social emotional wellness of all students on a regular basis. Include student social-emotional checks prior to any negative consequences being issued. Communicate with parents about social emotional needs arising in classrooms. Increased emphasis on SEL skills and strategies on an ongoing basis.
* 2021-2022	Analyze RTI data / progress monitoring of Tier 2 Tier 3 students. Check with all staff about the social emotional wellness of all students on a regular basis. Change school procedures to include student social-emotional checks prior to any negative consequences being issued. Increase communication with parents about social emotional needs arising in classrooms. Increased emphasis on SEL skills and strategies in all classrooms on an ongoing basis.
* 2022-2023	Analyze RTI data / progress monitoring of Tier 2 Tier 3 students. Check with all staff about the social emotional wellness of all students on a regular basis. Change in school procedures to include student social-emotional checks prior to any negative consequences being issued. Increased communication with parents about social emotional needs arising in classrooms. Increased emphasis on SEL skills and strategies in all classrooms on an ongoing basis.
<b>Waterville</b>	
* Spring 2021	(1) Analyze RTI data/progress monitoring of Tier 2 and Tier 3 students. (2) CASEL assesment of SEL competencies to determine which specific SEL areas to target for explicit instruction and set goals for student growth. (3) Observational data indicating effectiveness of students/staff applying mindfulness strategies.
* Summer 2021	(1) Analyze RTI data/progress monitoring of Tier 2 and Tier 3 students. (2) CASEL assesment of SEL competencies to determine which specific SEL areas to target for explicit instruction and set goals for student growth. (3) Observational data indicating effectiveness of students/staff applying mindfulness strategies.
* 2021-2022	(1) Analyze RTI data/progress monitoring of Tier 2 and Tier 3 students. (2) CASEL assesment of SEL competencies to determine which specific SEL areas to target for explicit instruction and set goals for student growth. (3) Observational data indicating effectiveness of students/staff applying mindfulness strategies.
* 2022-2023	(1) Analyze RTI data/progress monitoring of Tier 2 and Tier 3 students. (2) CASEL assesment of SEL competencies to determine which specific SEL areas to target for explicit instruction and set goals for student growth. (3) Observational data indicating effectiveness of students/staff applying mindfulness strategies.
<b>Whitehouse</b>	
* Spring 2021	Analyze RTI data / progress monitoring of Tier 2 and Tier 3 students. Frequent check ins with all staff about the social emotional wellness of all students on a regular basis. Change in school procedures to include student social-emotional checks prior to any negative consequences being issued. Increased communication with parents about social emotional needs arising in classrooms. Increased emphasis on SEL skills and strategies in all classrooms on an ongoing basis. Piloting Responsive Classroom in 4th Grade.
* Summer 2021	Analyze RTI data / progress monitoring of Tier 2 Tier 3 students. Check with summer intervention staff about the social emotional wellness of all students on a regular basis.
* 2021-2022	Analyze RTI data / progress monitoring of Tier 2 Tier 3 students. Check with summer intervention staff about the social emotional wellness of all students on a regular basis.
* 2022-2023	Analyze RTI data / progress monitoring of Tier 2 Tier 3 students. Check with summer intervention staff about the social emotional wellness of all students on a regular basis.
<b>FTMS</b>	
* Spring 2021	Analyze RTI data/progress monitoring of Tier 2 and Tier 3 students. School counselor programming and presentations along with observational data indicating effectiveness of students/staff applying mindfulness strategies.
* Summer 2021	Analyze RTI data/progress monitoring of Tier 2, 3 students. School counselor programming and presentations along with observational data indicating effectiveness of students/staff applying mindfulness strategies.
* 2021-2022	Continue the practices identified above for spring 2021 and continuously modify and adapt our approaches based on District initiatives and the individual needs of our families and students.

Approaches to Identify Social & Emotional Needs	
	<b>Impacted Students: How will schools/districts identify which students have been most impacted in terms of their social/emotional needs (with focus on the most vulnerable student populations including, but not limited to disengaged students)?</b>
<b>Considerations:</b>	- Resources (existing and needed)
	- Partnerships (local/regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
	- Alignment (other district/school plans, wellness and success plans, remote learning plans, improvements plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)
* 2022-2023	Continue the practices identified above for spring 2021 and continuously modify and adapt our approaches based on District initiatives and the individual needs of our families and students.
<b>AWJH</b>	
* Spring 2021	Tier 1) Continue evaluating students via BLT process. This team is for students who appear to be isolated, exhibiting behaviors that appear to be depressive and or threatening to themselves or others. Any staff member can make a referral, and this team meets weekly to discuss students and their progress. Academics are evaluated within this process and monitored throughout the process. All students are assigned a staff member as a mentor / "guardian" to watch over them and connect. This team includes building administrators, counselors, teachers, and school psych. (Tier 1 Attendance) Attendance is regularly monitored and taken into account when evaluating if and why students are struggling academically. In Tier 1, there is general monitoring and identifying connections. Initial attempts are made to communicate with parents related to student attendance. (Tier-2) Weekly monitoring and feedback from mentors within BLT. If behaviors intensify, parents and admin/counselors meet to discuss various options that best meet the needs of the students. (Tier 2 Attendance) Absences continue to be monitored and documented, and communication with parents has been fully established at this point. Administration and parents work collectively to resolve and challenges that may be impeding the student from attending school. Many of these areas are closely connected to academic success. The above noted paired with academics identifiers: (1) Use of RTI process to identify students of concern; relying on teacher recommendations, grade analysis, and attendance data (2) Aligned benchmark testing in ELA and Math to be evaluated by teachers, counselors, and administration to identify students with significant gaps in attainment of identified standards (ensuring students participating in AWOA are included in this benchmarking).
* Summer 2021	Once students have been identified in spring 2021, they will be provided the opportunity to participate in summer intervention and enrichment programming. A diagnostic/pre-assessment will be given to students to assist in further identifying their specific curricular needs and aligned curriculum assigned. Attendance will be monitored, and counselors directly involved with students identified with social/emotional needs. Students will be given an additional diagnostic / post-assessment at the end of summer intervention/enrichment to measure growth and identify any gaps still needing to be addressed. This information will be provided to incoming grade teachers to assist them in curricular planning for the 2021 - 2022 school year.
* 2021-2022	(Tier 1) Continue evaluating students via BLT process. This team is for students who appear to be isolated, exhibiting behaviors that appear to be depressive and or threatening to themselves or others. Any staff member can make a referral, and this team meets weekly to discuss students and their progress. Academics are evaluated within this process and monitored throughout the process. All students are assigned a staff member as a mentor / "guardian" to watch over them and connect. This team includes building administrators, counselors, teachers, and school psych. (Tier 1 Attendance) Attendance is regularly monitored and taken into account when evaluating if and why students are struggling academically. In Tier 1, there is general monitoring and identifying connections. Initial attempts are made to communicate with parents related to student attendance. (Tier 2) Weekly monitoring and feedback from mentors within BLT. If behaviors intensify, parents and admin/counselors meet to discuss various options that best meet the needs of the students. (Tier 2 Attendance) Absences continue to be monitored and documented, and communication with parents has been fully established at this point. Administration and parents work collectively to resolve and challenges that may be impeding the student from attending school. Begin integrating CASEL assessment of SEL competencies to determine which specific SEL areas to target based on students identified within the RTI process.
* 2022-2023	(Tier 1) Continue evaluating students via BLT process. This team is for students who appear to be isolated, exhibiting behaviors that appear to be depressive and or threatening to themselves or others. Any staff member can make a referral, and this team meets weekly to discuss students and their progress. Academics are evaluated within this process and monitored throughout the process. All students are assigned a staff member as a mentor / "guardian" to watch over them and connect. This team includes building administrators, counselors, teachers, and school psych. (Tier 1 Attendance) Attendance is regularly monitored and taken into account when evaluating if and why students are struggling academically. In Tier 1, there is general monitoring and identifying connections. Initial attempts are made to communicate with parents related to student attendance. (Tier-2) Weekly monitoring and feedback from mentors within BLT. If behaviors intensify, parents and admin/counselors meet to discuss various options that best meet the needs of the students. (Tier 2 Attendance) Absences continue to be monitored and documented, and communication with parents has been fully established at this point. Administration and parents work collectively to resolve and challenges that may be impeding the student from attending school. Full integration of CASEL assessment of SEL competencies to determine which specific SEL areas to target based on students identified within the RTI process.
<b>AWS</b>	
* Spring 2021	Programming during the extended 5th period time on Mondays is based on Character Lab data, which is to be used as a Tier 1 intervention. Students identified by counselors, teachers, and other staff based on observation and interactions will be provided direct counseling from the counseling staff.
* Summer 2021	Targeted students from the JH will be invited to the HS for summer intervention and transition in August.
* 2021-2022	Continued from the above mentioned practices, as well as analyzing RTI data and progress monitoring of Tier 2 and Tier 3 students. Staff training about the data provided, and intended programming.

**Approaches to Identify Social & Emotional Needs**

*Impacted Students: How will schools/districts identify which students have been most impacted in terms of their social/emotional needs (with focus on the most vulnerable student populations including, but not limited to disengaged students)?*

<b>Considerations:</b>	- Resources (existing and needed)
	- Partnerships (local/regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
	- Alignment (other district/school plans, wellness and success plans, remote learning plans, improvements plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)
* 2022-2023	Continued from the above mentioned practices, as well as analyzing RTI data and progress monitoring of Tier 2 and Tier 3 students. Staff training about the data provided, and intended programming.

Approaches to Address Social and Emotional Need	
	<b>Approaches &amp; Removing/Overcoming Barriers: What approaches will schools/districts use to address social and emotional needs to identified students? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</b>
<b>Considerations:</b>	- Resources (existing and needed)
	- Partnerships (local/regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
	- Alignment (other district/school plans, wellness and success plans, remote learning plans, improvements plans, CCIP-related plans, graduation plans, student success plans, etc.)
<b>Monclova</b>	
* Spring 2021	1) Integrate Mindfulness Programming into all K-4 classrooms led by Mindfulness Coach, school counselor, and classroom teacher. (2) School Counselor providing targeted SEL lessons (based on CASEL competencies) to all K-4 classrooms, small group, and individuals. (3) Implementation of PBIS Universal Tier 1 School wide support for all students. Change in school procedures to include student social-emotional checks prior to any negative consequences being issued. Increased communication with parents about social emotional needs arising in classrooms. Increased emphasis on SEL skills and strategies in all classrooms on an ongoing basis.
* Summer 2021	1) Integrate Mindfulness Programming into all K-4 classrooms led by Mindfulness Coach, school counselor, and classroom teacher. (2) School Counselor providing targeted SEL lessons (based on CASEL competencies) to all K-4 classrooms, small group, and individuals. (3) Implementation of PBIS Universal Tier 1 School wide support for all students. Change in school procedures to include student social-emotional checks prior to any negative consequences being issued. Increased communication with parents about social emotional needs arising in classrooms. Increased emphasis on SEL skills and strategies in all classrooms on an ongoing basis.
* 2021-2022	1) Integrate Mindfulness Programming into all K-4 classrooms led by Mindfulness Coach, school counselor, and classroom teacher. (2) School Counselor providing targeted SEL lessons (based on CASEL competencies) to all K-4 classrooms, small group, and individuals. (3) Implementation of PBIS Universal Tier 1 School wide support for all students. Change in school procedures to include student social-emotional checks prior to any negative consequences being issued. Increased communication with parents about social emotional needs arising in classrooms. Increased emphasis on SEL skills and strategies in all classrooms on an ongoing basis.
* 2022-2023	1) Integrate Mindfulness Programming into all K-4 classrooms led by Mindfulness Coach, school counselor, and classroom teacher. (2) School Counselor providing targeted SEL lessons (based on CASEL competencies) to all K-4 classrooms, small group, and individuals. (3) Implementation of PBIS Universal Tier 1 School wide support for all students. Change in school procedures to include student social-emotional checks prior to any negative consequences being issued. Increased communication with parents about social emotional needs arising in classrooms. Increased emphasis on SEL skills and strategies in all classrooms on an ongoing basis.
<b>Waterville</b>	
* Spring 2021	(1) Integrate Mindfulness Programming into all K-4 classrooms led by Mindfulness Coach, school counselor, and classroom teacher. (2) School Counselor providing targeted SEL lessons (based on CASEL competencies) to all K-4 classrooms, small group, and individuals.
* Summer 2021	(1) Integrate Mindfulness Programming into all K-4 classrooms led by Mindfulness Coach, school counselor, and classroom teacher. (2) School Counselor providing targeted SEL lessons (based on CASEL competencies) to all K-4 students enrolled in Summer Program.
* 2021-2022	(1) Integrate Mindfulness Programming into all K-4 classrooms led by Mindfulness Coach, school counselor, and classroom teacher. (2) School Counselor providing targeted SEL lessons (based on CASEL competencies) to all K-4 classrooms, small group, and individuals. (3) Implementation of Responsive Classrooms Framework as a PBIS Universal Tier 1 School wide support for all students.
* 2022-2023	(1) Integrate Mindfulness Programming into all K-4 classrooms led by Mindfulness Coach, school counselor, and classroom teacher. (2) School Counselor providing targeted SEL lessons (based on CASEL competencies) to all K-4 classrooms, small group, and individuals. (3) Implementation of Responsive Classrooms Framework as a PBIS Universal Tier 1 School wide support for all students.
<b>Whitehouse</b>	
* Spring 2021	1) Integrate Mindfulness Programming into all K-4 classrooms led by school counselor, and classroom teacher. (2) School Counselor providing targeted SEL lessons (based on CASEL competencies) to all K-4 classrooms, small group, and individuals. (3) Implementation of Responsive Classrooms Framework as a PBIS Universal Tier 1 School wide support for all students. Change in school procedures to include student social-emotional checks prior to any negative consequences being issued. Increased communication with parents about social emotional needs arising in classrooms. Increased emphasis on SEL skills and strategies in all classrooms on an ongoing basis.
* Summer 2021	1) Integrate Mindfulness Programming into all K-4 classrooms led by Mindfulness Coach, school counselor, and classroom teacher. (2) School Counselor providing targeted SEL lessons (based on CASEL competencies) to all K-4 classrooms, small group, and individuals. (3) Implementation of Responsive Classrooms Framework as a PBIS Universal Tier 1 School wide support for all students. Change in school procedures to include student social-emotional checks prior to any negative consequences being issued. Increased communication with parents about social emotional needs arising in classrooms. Increased emphasis on SEL skills and strategies in all classrooms on an ongoing basis.
* 2021-2022	1) Integrate Mindfulness Programming into all K-4 classrooms led by school counselor, and classroom teacher. (2) School Counselor providing targeted SEL lessons (based on CASEL competencies) to all K-4 classrooms, small group, and individuals. (3) Implementation of Responsive Classrooms Framework as a PBIS Universal Tier 1 School wide support for all students. Change in school procedures to include student social-emotional checks prior to any negative consequences being issued. Increased communication with parents about social emotional needs arising in classrooms. Increased emphasis on SEL skills and strategies in all classrooms on an ongoing basis.
* 2022-2023	1) Integrate Mindfulness Programming into all K-4 classrooms led by school counselor, and classroom teacher. (2) School Counselor providing targeted SEL lessons (based on CASEL competencies) to all K-4 classrooms, small group, and individuals. (3) Implementation of Responsive Classrooms Framework as a PBIS Universal Tier 1 School wide support for all students.
<b>FTMS</b>	

Approaches to Address Social and Emotional Need	
	<b>Approaches &amp; Removing/Overcoming Barriers: What approaches will schools/districts use to address social and emotional needs to identified students? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</b>
<b>Considerations:</b>	- Resources (existing and needed)
	- Partnerships (local/regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
	- Alignment (other district/school plans, wellness and success plans, remote learning plans, improvements plans, CCIP-related plans, graduation plans, student success plans, etc.)
* Spring 2021	FTMS uses the following approaches to remove and overcome barriers. Our counselors identified students with needs through teacher reports, student self-referral, conversations with parents, observation of students in classrooms and less structured times such as recess, the monitoring of student's grades and attendance, along with self-referrals. Steps used to overcome barriers include individual and small group counseling, classroom lessons, contacting families directly, referrals for outside services including counseling and food resources and clothing needs. FTMS works with various organizations including AWAKE and the local collation of churches. We have partnered with Perrysburg Local Schools to hold a food drive. In addition to having a Behavior Intervention Team, we have participated in PD related to trauma-informed care. Our counseling services always consider the individual needs of families and students and funds have been gathered through counseling emergency funds through central office. Success plans for struggling students who have been identified include mentoring. Additionally, counselors have offered lessons in the classrooms related to social skills training, stress management, career coaching and exploration, and problem-solving.
* Summer 2021	During the summer sessions students will be exposed to mindfulness activities and various other enrichment opportunities. Each week of the intervention program will be tied to an SEL concept with activities tied to these concepts.
* 2021-2022	Continue to follow plans related to spring 2021 and include any district-wide initiatives developed between now and then.
* 2022-2023	Continue to follow plans related to spring 2021 and include any district-wide initiatives developed between now and then.
<b>AWJH</b>	
* Spring 2021	Success plans for struggling students who have been identified include mentoring. Additionally, counselors have offered lessons in the classrooms related to social skills training, stress management, career coaching and exploration, and problem-solving. Students have been provided one-on-one opportunities to meet with counselors. Weekly mindfulness activities have been provided to teachers to integrate into their classrooms daily. Partnership with Character Lab in which data is collected and provided to Character Lab Committee to plan intentional activities to address the health and wellness of AWJH students. Connected to character lab and Portrait of a General competencies, targeted SEL concepts are integrated intentionally monthly, with resources provided to staff to integrate into their classroom and instructional practices. SEL / POG concepts addressed include Social Intelligence (Empathy), Creativity (Adaptability & Flexibility), Communication & Collaboration (Collaboration & Communication), Kindness (Empathy #2), Purpose (Learner's Mindset), Growth Mindset (Learner's Mindset #2), Emotional Intelligence (Empathy #3), Critical Thinking (Critical Thinking), Curiosity (Adaptability & Flexibility #2). Character Lab data is being collected and reviewed by Character Lab Committee to target specific SEL needs or students at AWJH with targeted programming being developed.
* Summer 2021	During the summer sessions, students will be exposed to mindfulness activities and various other enrichment opportunities. Each week of the intervention program will be tied to an SEL concept with activities tied to these concepts. These items will also be tied to incentives.
* 2021-2022	Continued development and integration of components noted within "Spring 2021." Further integration of CASEL assessment of SEL competencies to determine which specific SEL areas to target for explicit instruction and set goals for student growth (targeted and intentionally led by counseling team, including school psych). Launch of ADL No Place for Hate programming in an effort to build greater community and connection between school and home.
* 2022-2023	Continued development and integration of components noted within "2021 - 2022." Further integration of CASEL assessment of SEL competencies to determine which specific SEL areas to target for explicit instruction and set goals for student growth (targeted and intentionally led by counseling team, including school psych). Continuation of ADL No Place for Hate programming in an effort to build greater community and connection between school and home.
<b>AWHS</b>	
* Spring 2021	Programming during the extended 5th period time on Mondays is based on Character Lab data, which is to be used as a Tier 1 intervention. Students identified by counselors, teachers, and other staff based on observation and interactions will be provided direct counseling from the counseling staff.
* Summer 2021	Targeted students from the JH will be invited to the HS for summer intervention and transition in August.
* 2021-2022	Continued from the above mentioned practices, as well as analyzing RTI data and progress monitoring of Tier 2 and Tier 3 students. Staff training about the data provided, and intended programming.
* 2022-2023	Continued from the above mentioned practices, as well as analyzing RTI data and progress monitoring of Tier 2 and Tier 3 students. Staff training about the data provided, and intended programming.

**K-8 SUMMER INTERVENTION  
DAILY SCHEDULE**





## K-8 SUMMER INTERVENTION DAILY SCHEDULE

### Tentative Times/Schedule for the day:

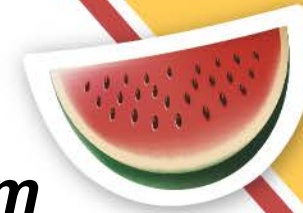
8:30am-9:00am	Breakfast, SEL activities/Mindfulness, attendance incentives, etc
9:00am-10:15am	ELA or Math Block
10:15am-10:30am	Exercise Break
10:30am-11:45am	ELA or Math Block
11:45am-12:00pm	Pack Up/Read aloud/Lunches Passed Out/Dismissal
	<i>*At least once per week an enriching STEAM program will be provided to our students. On this day, the schedule will be as follows:</i>
8:30am-9:00am	Breakfast, SEL activities/Mindfulness, attendance incentives, etc
9:00am-10:15am	ELA or Math Block
10:15am-11:15am	Enrichment STEAM Program and Exercise Break
11:15am-11:45am	ELA or Math Block
11:45am-12:00pm	Pack Up/Read aloud/Lunches Passed Out/Dismissal

# **MONTHLY PROGRAM CALENDARS**



# JUNE | 2021

## Summer Intervention Program



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

31	1	2	3	4
7 <b>WEEK 1 THEME</b> ➤ K-8 Programming ➤ HS Credit Recovery	8 <b>"SUPER HERO"</b> Partnering with: - Nature's Nursery ➤ K-8 Programming ➤ HS Credit Recovery	9 <b>"SUPER HERO"</b> Partnering with: - Nature's Nursery ➤ K-8 Programming ➤ HS Credit Recovery	10 <b>"SUPER HERO"</b> Partnering with: - Nature's Nursery ➤ K-8 Programming ➤ HS Credit Recovery	11 <b>"SUPER HERO"</b> Partnering with: - Nature's Nursery
14 <b>WEEK 2 THEME</b> ➤ K-8 Programming ➤ HS Credit Recovery	15 <b>"NATURE"</b> Partnering with: - Toledo Zoo ➤ K-8 Programming ➤ HS Credit Recovery	16 <b>"NATURE"</b> Partnering with: - Toledo Zoo ➤ K-8 Programming ➤ HS Credit Recovery	17 <b>"NATURE"</b> Partnering with: - Toledo Zoo ➤ K-8 Programming ➤ HS Credit Recovery	18 <b>"NATURE"</b> Partnering with: - Toledo Zoo
21 <b>WEEK 3 THEME</b> ➤ K-8 Programming ➤ MONC Imagination Station ➤ HS Credit Recovery ➤ HS ACT Prep	22 <b>"STEAM"</b> Partnering with: - Imagination Station ➤ K-8 Programming ➤ WATV Imagination Station ➤ HS Credit Recovery ➤ ACT Prep	23 <b>"STEAM"</b> Partnering with: - Imagination Station ➤ K-8 Programming ➤ WHSE Imagination Station ➤ HS Credit Recovery ➤ HS ACT Prep	24 <b>"STEAM"</b> Partnering with: - Imagination Station ➤ K-8 Programming ➤ FTMS Imagination Station ➤ HS Credit Recovery ➤ HS ACT Prep	25 ➤ HS ACT Prep
28	29	30	1	2
<b>AWLS FAMILY WEEK - NO ACTIVITIES IN THE DISTRICT THIS WEEK</b>				

### News

**IMPACTED STUDENTS:** Student population based on benchmark data, state assessments, classwork samples, class assessments, and teacher recommendation

**APPROACHES:** Provide instruction and programming in Reading and Math through resources focused on the weekly themes

**SOCIAL/EMOTIONAL IMPACT:** Provide interactive programming by partnering with organizations in order to motivate and engage students

**SOCIAL/EMOTIONAL APPROACHES:** To overcome social/emotional barriers by providing breakfast, lunch, and transportation

# JULY | 2021

## Summer Intervention Program



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

28	29	30	1	2
<b>AWLS FAMILY WEEK - NO ACTIVITIES IN THE DISTRICT THIS WEEK</b>				
5 ➤ HS Credit Recovery ➤ K-6 Camp Invention	6 ➤ HS Credit Recovery ➤ K-6 Camp Invention	7 ➤ HS Credit Recovery ➤ K-6 Camp Invention	8 ➤ HS Credit Recovery ➤ K-6 Camp Invention	9 ➤ K-6 Camp Invention
12 ➤ HS Credit Recovery	13 ➤ HS Credit Recovery	14 ➤ HS Credit Recovery	15 ➤ HS Credit Recovery	16
19 ➤ HS Credit Recovery	20 ➤ HS Credit Recovery	21 ➤ HS Credit Recovery	22 ➤ HS Credit Recovery	23
26 ➤ HS Credit Recovery	27 ➤ HS Credit Recovery	28 ➤ HS Credit Recovery	29 ➤ HS Credit Recovery	30

### News

**IMPACTED STUDENTS:** Student population based on benchmark data, state assessments, classwork samples, class assessments, and teacher recommendation

**APPROACHES:** Provide instruction and programming in Reading and Math through resources focused on the weekly themes

**SOCIAL/EMOTIONAL IMPACT:** Provide interactive programming by partnering with organizations in order to motivate and engage students

**SOCIAL/EMOTIONAL APPROACHES:** To overcome social/emotional barriers by providing breakfast, lunch, and transportation

# AUGUST | 2021

## Summer Intervention Program



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

2	3	4	5	6
9	WEEK 4 THEME - SPACE: "BLASTING OFF AN AMAZING SCHOOL YEAR "Partnering with:			
> K-8 Programming	> K-8 Programming	> K-8 Programming	> K-8 Programming	13
16	17	18 1 <sup>ST</sup> DAY OF SCHOOL. MAKE IT A GREAT YEAR!	19	20
23	24	25	26	27
30	31	1	2	3

### News

**IMPACTED STUDENTS:** Student population based on benchmark data, state assessments, classwork samples, class assessments, and teacher recommendation

**APPROACHES:** Provide instruction and programming in Reading and Math through resources focused on the weekly themes

**SOCIAL/EMOTIONAL IMPACT:** Provide interactive programming by partnering with organizations in order to motivate and engage students

**SOCIAL/EMOTIONAL APPROACHES:**  
To overcome social/emotional barriers by providing breakfast, lunch, and transportation

# **PROGRAM BUDGET**



Summer Intervention Budget

<b>Instruction</b>		
<b>Grades K-4</b>	2 teachers at each grade level in each building = 30 teachers x 16 days x 4 hrs instruction + 1 hr planning per day (30 x 16 x 5 hrs @\$30.56/hr)	\$73,344
	4 hrs prep for instruction x 30 @ \$30.56/hr	\$3,667.20
<b>Grades 5-6</b>	10 teachers x 16 days x 4 hrs instruction + 1 hr planning per day @\$30.56/hr	\$24,448.00
	4 hrs prep for instruction x 10 @ \$30.56/hr	\$1,222.40
<b>Grades 7-8</b>	10 teachers x 16 days x 4 hrs instruction + 1 hr planning per day @\$30.56/hr	\$24,448.00
	4 hrs prep for instruction x 10 @ \$30.56/hr	\$1,222.40
<b>Grades 9-10</b>	10 teachers x 8 days x 4 hrs/day @ \$30.56/hr	\$9,779.20
<b>Grades 9-12 Credit Recovery</b>	8 teachers x 28 days x 4 hrs/day @ \$30.56/hr	\$27,381.76
<b>Grades 10-11 ACT Prep</b>	5 teachers x 5 days x 4 hrs/day @\$30.56/hr	\$3,056.00
<b>Resources</b>		
	K-6 Curriculum	\$1,000.00
	7-8 Curriculum - Summer Impact; 75 students @ \$25 per student	\$1,875.00
	9-19 Curriculum - Apex Learning; 75 students @ \$60 per student	\$4,500.00
	ACT Prep	\$10,000.00
	Miscellaneous materials	\$2,500.00
<b>Partnerships</b>		
	Mindfulness	\$3,200.00
	Toledo Zoo	\$2,000.00
	Imagination Station	\$1,300.00
	Blast Off	\$2,000.00
	Nature's Nursery	\$500.00
<b>Food Service</b>	3 staff x 4 hrs/day x 16 days @\$15/hr	\$2,880.00
<b>Supplies</b>	Some food reimbursed; GFS/supplies	\$2,500.00
<b>Transportation</b>	10 drivers x 16 days @\$18.25/hr	\$2,920.00
	1.75 per mile; fuel/costs = 250 miles x 16 days	\$7,000.00
<b>Aides</b>	1 aide for each building; 6 x 16 days x 4 hr/day @ \$20/hr	\$7,680
<b>Nurses</b>	2 nurses x 16 days x 4 hrs/day @\$30.56/hr	\$3,911.68
<b>Incentives</b>	Each school receives \$1000	\$6,000.00
<b>TOTAL</b>		<b>\$230,325.64</b>