

IMPACTED STUDENTS: Not meant to be limited to particular subgroup (i.e. special education, TESOL)

We will offer summer tutoring and other remedial or supplemental activities to ALL students. We will encourage those that have a higher need as determined by diagnostic testing, OELPS, OELPA, MAP and Ohio State Test scores. Since we are unable to mandate students attend, we will do our best to reach out to parents via email, ONE Call notification, and phone calls.

Assessment data listed above is/will be analyzed by the administration (principal) and individual teachers. This data will be useful in determining and targeting needs of students. In addition, data from district curriculum (SAVVAS) assessments in K-8 ELA, math, social studies, and science, can be used to determine areas of need.

We also have available the following data which can be analyzed to identify student needs:

- RIMP data grades K-3
- State test scores as they become available, grades 3-8
- MAP grades K-8, ELA and math (score dependent) -- universal screener
- Attendance data
- DIBELS 8 Oral Reading Fluency (ORF)
- IEP plans, K-8

Teacher teams (K-5 and 6-8) have also utilized Gap Analyses, Priority Standards and Curriculum Frameworks to assist with targeted planning and data analyzes aimed at focusing on instructional needs.

We have also surveyed families and students throughout the pandemic informally, through personal interaction, by the administration as well as classroom teachers. This data can assist us in providing appropriate interventions and programming as well.

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

We will use pre-assessments to determine each student's deficits and target them accordingly. We will use our MAP data to also identify those deficits and address them individually. Throughout the pandemic teachers and administrators have reached out to help support our students and will consider involving them again for students and families in need of mental health, financial, or other types of support.

In addition, we have a school Psychologist who can and does assist with meeting academic as well as social-emotional needs who will be available throughout the summer break.

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

We will use our ESSER 2 money to cover the cost of the program. Most of our cost incurred will be related to salaries and materials. We will have tutorial programs after school and during the summer, enrichment programs for our students that will require a budget, we will have enough to cover that cost and will use Title 1 and ESSER money to ensure the appropriate experiences for students.

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

We will offer the following summer opportunities for our K-8 students in order to allow for closing of learning loss gaps, and enrichment/acceleration. Programming will be free of charge. with transportation and meals included.

1. We will offer a summer tutorial program to our Kindergarten through 8th grade students which will provide interventions in the core academic areas as well as enrichment activities.
2. GVA will offer a TESOL program for its large number of ELL students throughout the summer months.
3. We will send each student in grades K-8 home with a Chromebook for independent summer reading purposes.
4. Our school year programs will continue to offer interventions built into the school day in grades K-8, which qualified staff and tutors, based on targeted needs of each student being served.
5. After-school academic tutorial support programs for students in grades K-8 who are in need of additional academic support across the four core areas. A social-emotional component is also a tenet of this program with our school psychologist remaining in contact (as needed) with students and families to monitor their SEL needs throughout the summer.

PARTNERSHIPS: Include internal stakeholders and external resources to increase success

During the summer tutorial program we will attempt to partner with local organizations and we will organize and supervise all activities/programs associated with any establish partners. We will partner with our local libraries, museums, NASA, Science Center, etc. for enrichment activities and field trips as they become available during this pandemic.

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

The program will align with state standards. They will have the opportunity to retake classes that they failed or ones in which they need credit. We will use the same curriculum that we do throughout the school year and offer both in-person and online options for some students. This approach is in alignment with what we offered throughout the school year.

According to our data analysis, our most vulnerable students are those students in elementary grades who are on a RIMP in reading and/or math as well as our ELL students. Our academic interventions are met to meet the needs of these students.

Another group of vulnerable students with social, emotional and behavioral needs. These students identified or suspected of intervention will meet with our school Psychologist and interventionist.

Our plans for closing learning loss gaps align to the following plans within the district, with our overall goals being to increase student achievement and progress and to provide equitable access to programming:

CCIP

Diversity and Equity Framework

Strategic Plan

District Literacy Plan

District Mission, Vision, and Core Values