



# Dover City Schools Extended Learning Plan

<b>District Name:</b>	Dover City Schools
<b>District Address:</b>	219 West 6th Street, Dover, Ohio 44622
<b>District Contact:</b>	Karie McCrate, Assistant Superintendent
<b>District IRN:</b>	043893

## **Overview**

During his Feb. 9, 2021, press conference, Governor DeWine asked schools and districts to work with their communities to help students advance and make up for any learning that may have been lost or delayed because of the coronavirus pandemic. He requested that schools and districts design plans to meet the needs of students that could include, but are not limited to, ending the school year later than scheduled, beginning the new year early or extending the school day. Summer programs, tutoring or remote options also could be considered. The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

### **What Considerations Must the Plan Include?**

- ✓ Impacted Students
- ✓ Identification Process to Determine Needs
- ✓ Resources and Budget
- ✓ Approaches
- ✓ Partnerships
- ✓ Alignment

## **Glossary of Terms**

**ELA** (English/Language Arts): Instruction related to reading, writing, and language development according to state standards

**IEP** (Individualized Education Plan): Written document developed for child(ren) eligible for special education services

**MTSS** (Multi-Tiered System of Support): A framework that provides academic, behavioral, and social/emotional support for students' needs

**WEP** (Written Education Plan): Written document developed for child(ren) with a gifted identification and services

## **Legal Reference:**

Ohio's governor made his statement in the form of a request. He believes it is beneficial for schools and districts to give deliberate and public attention to addressing students who have been impacted by disruptions caused by the pandemic. The posted plan is due to the Ohio Department of Education by 4/1/2021 but the process recognizes that plans may not be able to be informed by complete or definitive information.



# Dover City Schools Extended Learning Plan

## **SECTION ONE: IMPACTED STUDENTS**

*How will schools and 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)?*

Grade Level	K-5 (S   E   DA)	6-8 (DMS)	9-12 (DHS)
<b>Identification of Students Most Impacted Academically by Pandemic</b>	<ul style="list-style-type: none"><li>• EL Students</li><li>• Fully online students</li><li>• Teacher reports and recommendations</li><li>• Students with Disabilities</li><li>• Third-grade students who have not met the third grade reading passage threshold on Grade 3 ELA Assessments</li></ul>	<ul style="list-style-type: none"><li>• EL Students</li><li>• Fully online students</li><li>• Teacher reports and recommendations - priority to students in Math and ELA</li><li>• Students with Disabilities</li><li>• Students who did not pass 3 or 4 of the quarters of instruction</li></ul>	<ul style="list-style-type: none"><li>• EL Students</li><li>• Fully online students</li><li>• Teacher reports and recommendations - priority to students in Math and ELA</li><li>• Students with Disabilities</li><li>• Students who are credit deficient with priority beginning with incoming seniors (Class of 2022) or those who did not graduate in May 2021 (summer opportunities)</li></ul>



# Dover City Schools Extended Learning Plan

## SECTION TWO: NEEDS

*How will schools and districts identify the needs of those students?*

Grade Level	K-5 (S   E   DA)	6-8 (DMS)	9-12 (DHS)
<b>Data Used to Identify Students Most At Need</b>	<ul style="list-style-type: none"> <li>● KRA Assessment</li> <li>● NWEA MAP Assessment (growth + achievement)</li> <li>● AIR State Testing Results</li> <li>● Subjective Assessments</li> <li>● OELPA Results</li> </ul>	<ul style="list-style-type: none"> <li>● NWEA MAP Assessment (growth + achievement)</li> <li>● AIR State Testing Results (ELA and Math focus)</li> <li>● Subjective Assessments</li> <li>● Course grades and progress</li> <li>● OELPA Results</li> </ul>	<ul style="list-style-type: none"> <li>● NWEA MAP Assessment (growth + achievement)</li> <li>● EOC Results (ELA and Math focus)</li> <li>● Course Failures</li> <li>● OELPA Results</li> </ul>

*In addition to content-specific learning needs, a focus will remain on language skills and development for all learners. Data used in this area is detailed below:*

Data will be collected at each grade level (benchmark assessments, formative, summative, diagnostic, and standards based). This data will be analyzed and used to inform the Ohio Improvement Process District Leadership Team, Building Leadership Teams, and Teacher Based Teams. As additional data is collected, we will continue to monitor student growth against the targets in the areas of phonics, fluency, comprehension and writing which will build a foundation for data-driven decision-making. These will include but not limited to:

- Growth Targets
  - o Preschool
    - o K-1
    - o 2-3
    - o 4-5
    - o 6-8
    - o 9-12
- SMART-IE Goals based on achievement
- SMART-IE Goals based on growth
  - o K-2 Dibels
  - o NWEA/MAP grades 2-12
  - o Ohio State Tests
- Fidelity of Implementation in programming in Phase I of Comprehensive Literacy Implementation



# Dover City Schools Extended Learning Plan

## SECTION THREE: RESOURCES + BUDGET

*What resources are available to address those needs? Generally, what is the budget for the plan?*

Grade Level	K-5 (S   E   DA)	6-8 (DMS)	9-12 (DHS)
<b>Expenses</b>	<ul style="list-style-type: none"><li>• Transportation</li><li>• Staff</li><li>• Food</li><li>• Incentives/Trips</li></ul>	<ul style="list-style-type: none"><li>• Transportation</li><li>• Staff</li><li>• Food</li><li>• Incentives/Trips</li></ul>	<ul style="list-style-type: none"><li>• Transportation</li><li>• Staff</li><li>• Food</li><li>• Incentives/Trips</li></ul>
<b>Resources</b>	ESSER II Funds Wellness Funds	ESSER II Funds Wellness Funds	ESSER II Funds Wellness Funds
<b>Budget</b>	To be added once programming is finalized.		



# Dover City Schools Extended Learning Plan

## SECTION FOUR: APPROACHES

*What approaches can best be deployed to address those needs?*

Grade Level	K-5 (S   E   DA)	6-8 (DMS)	9-12 (DHS)
<b>Curriculum</b>	<u>K-3:</u> <ul style="list-style-type: none"> <li>● Foundations</li> <li>● Kid Lips</li> <li>● Heggerty</li> <li>● General Curriculum</li> <li>● Fine Arts + PE</li> </ul> <u>Grades 4-5:</u> <ul style="list-style-type: none"> <li>● Phonics for Reading</li> <li>● Heggerty</li> <li>● Bridge the Gap</li> <li>● Kid Lips</li> <li>● National Geographic</li> <li>● Panorama</li> <li>● General Curriculum</li> <li>● Fine Arts + PE</li> </ul>	<ul style="list-style-type: none"> <li>● Odysseyware + Edgenuity for Online Learning</li> <li>● General Curriculum</li> <li>● Fine Arts + PE</li> </ul>	<ul style="list-style-type: none"> <li>● Odysseyware + Edgenuity for Online Learning</li> <li>● General Curriculum</li> <li>● Fine Arts + PE</li> </ul>
<b>Structure</b>	100% In-Person	Hybrid Credit Recovery In-Person Skills Intervention EL Programs In Person Extension + Enrichment In-Person	Hybrid Credit Recovery In-Person Skills Intervention EL Programs In Person Extension + Enrichment In-Person



# Dover City Schools Extended Learning Plan

## **SECTION FIVE: PARTNERSHIPS**

*Which local and regional partners (such as educational service centers, Information Technology Centers, libraries, museums, after-school programs or civic organizations) can schools and districts engage in supporting student needs?*

Grade Level	K-5 (S   E   DA) * 6-8 (DMS) * 9-12 (DHS)
<b>Potential Partnerships</b>	Dover Public Library Tuscarawas County Center for the Arts City of Dover, Parks and Recreation Tuscarawas Philharmonic East Central Ohio Educational Service Center



# Dover City Schools Extended Learning Plan

## **SECTION SIX: ALIGNMENT (1/2)**

*How can this plan reinforce and align to other district or school plans, including plans for Student Wellness and Success Funds, improvement plans or graduation plans?*

District Plan	Statements that Align with Goals of Extended Learning Due to Pandemic
<b>DCS Student Wellness and Success Funding Plan</b>	<p>According to the What Works Clearinghouse, the following evidence-based strategies will ensure our District is able to meet the needs of our diverse learners:</p> <ol style="list-style-type: none"><li>1. To reduce behavior problems in the classroom, Districts must identify the specifics of the problem behavior and the conditions that prompted it, while reinforcing positive behaviors.</li><li>2. Monitor the progress of all students and proactively intervene when students show early signs of attendance, behavior, or academic problems.</li><li>3. Provide intensive, individualized support to students who face challenges to success.</li><li>4. Utilize assessment measures to support College and Career Readiness needs for students.</li></ol> <p>The District and its staff promote a comprehensive approach to family support and engagement and serves as liaisons between program and home settings.</p> <p>A Multi-Tiered System of Supports (MTSS) is a Tier 2 and 3 strategy that requires staff and an intervention menu—a library of evidence-based interventions—for a Response to Intervention (RTI) team to deliver consistent, targeted supports to students. MTSS will be used to identify students in greatest needs of services provided in Summer 2021.</p> <p>All of these initiatives align with A Framework for Safe and Successful Schools (NAESP)'s Best Practices for Creating Safe and Successful Schools.</p>



# Dover City Schools Extended Learning Plan

## SECTION SIX: ALIGNMENT (2/2)

*How can this plan reinforce and align to other district or school plans, including plans for Student Wellness and Success Funds, improvement plans or graduation plans?*

<p><b>DCS Ohio Improvement Plan (OIP)</b></p>	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 2em; margin-right: 10px;">GOALS</div> <div style="display: flex; flex-direction: column; align-items: center; margin-right: 10px;"> <span>District →</span> <span>School →</span> <span>Teacher →</span> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 5%; font-weight: bold;">01</td> <td style="width: 55%;">Close achievement gap for all learners, and increase opportunities for extended, hands-on learning for all students.</td> <td style="width: 40%;">social-emotional learning literacy: content &amp; fluency math &amp; scientific reasoning</td> </tr> <tr> <td style="text-align: center;">02</td> <td>Improve safety and security measures and programs for all.</td> <td>social-emotional learning</td> </tr> <tr> <td style="text-align: center;">03</td> <td>Transition to Elementary Model Organized by Grade Level</td> <td>social-emotional learning literacy: content &amp; fluency math &amp; scientific reasoning</td> </tr> <tr> <td style="text-align: center;">04</td> <td>Develop long-term (10-20 year) district facilities plan.</td> <td></td> </tr> <tr> <td style="text-align: center;">05</td> <td>Ensure and obtain adequate financial and educational resources for the district.</td> <td></td> </tr> </table> </div>	01	Close achievement gap for all learners, and increase opportunities for extended, hands-on learning for all students.	social-emotional learning literacy: content & fluency math & scientific reasoning	02	Improve safety and security measures and programs for all.	social-emotional learning	03	Transition to Elementary Model Organized by Grade Level	social-emotional learning literacy: content & fluency math & scientific reasoning	04	Develop long-term (10-20 year) district facilities plan.		05	Ensure and obtain adequate financial and educational resources for the district.	
01	Close achievement gap for all learners, and increase opportunities for extended, hands-on learning for all students.	social-emotional learning literacy: content & fluency math & scientific reasoning														
02	Improve safety and security measures and programs for all.	social-emotional learning														
03	Transition to Elementary Model Organized by Grade Level	social-emotional learning literacy: content & fluency math & scientific reasoning														
04	Develop long-term (10-20 year) district facilities plan.															
05	Ensure and obtain adequate financial and educational resources for the district.															
<p><b>DCS Local Literacy Plan</b></p>	<p>The vision of the Dover City School District is to produce students who are proficient readers, speakers, writers and thinkers. With a philosophy that all students can learn and achieve, Dover Schools can further strengthen an effective and high performing academic environment. By using the Science of Reading and evidenced-based instructional practices, and the Ohio Literacy Vision a greater student impact and cultural awareness will result. The collaboration of school personnel, parents, and community agencies will add another layer of support for all learners and improve literacy outcomes for students in preschool through grade 12.</p> <p>Dover City Schools has developed three main areas for District Goals. The District Leadership Team arrived at these three areas of need using the EdSteps One Needs Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Literacy – Content and Fluency</li> <li><input type="checkbox"/> Mathematical and Scientific Reasoning</li> <li><input type="checkbox"/> Social and Emotional Learning</li> </ul> <p>All of this will contribute to the development of a Summer 2021 extension program for learners in need of extended services.</p>															