

Continuum of Learning: Extended Learning Plan

District Name:	Vermilion Local School District
District Address:	1250 Sanford Street, Vermilion, Ohio 44089
District Contact:	James Balotta
District IRN:	046821

Background Information

COVID-19 Impact on Instructional Delivery

The Vermilion Local School District transitioned easily into a remote format on March 16, 2020 until the end of the 2019-20 school year. Our district has provided laptop MacBook Air computers or iPads to all staff and students for several years. Mobile hotspots for the internet were made available to families with no internet. Throughout the spring remote learning delivery we made meals available to families in our community through meal pick-up at the high school.

Due to the high number of COVID cases, we started the 2020-2021 school year with all students learning remotely through October 16th. Parents were then given the opportunity to choose between a hybrid schedule or continue remotely from October 19th through October 30th. All students learned remotely on November 2nd and 3rd due to elections being held at the high school. The decision was made to give parents the option to send their child(ren) to school for face to face instruction or to continue remotely from November 4th through November 24th. During that time it was becoming difficult to staff our classrooms and busses due to COVID requirements such as quarantine. We then went to all students learning remotely from November 30th through January 14th. On January 19, 2021 parents were given the option to have their children return to school face to face for five days a week or continue with remote instruction. We plan to continue this option



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for the remainder of this school year. At this time we have 251 students on remote instruction.

March 19, 2020- End of school year 2020 All students learning remotely

September 2020 through October 16th- All students learning remotely

October 19th through October 30th- Hybrid schedule and remote

November 2nd and 3rd- All students learning remotely

November 4th through November 24th- Full In and 251 students remote option

November 30th through January 14th- All Students Remote only

January 19, 2021 through end of school year- Full in and 251 students learning remotely

Impacted Students

Remote students: It was difficult to get the attention of some students during remote lessons. To make sure students were paying attention was difficult.

Students with special needs: Coordinating the time for SDI minutes was difficult due to scheduling conflicts with gen ed teaching time.

Gifted students: Stress levels rose with some of our gifted students. Some were overwhelmed with the amount of classwork expectations. Adjustments had to be made with the number of assignments for each subject.

Disengaged students: Some students had little or no supervision during remote learning times at



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home. Phone calls and visits were made to homes of those students.

Needs

Academic

[What do students need to know?](#)

VHS: learning/academic gaps as assessed by Pro-Core; SEL needs as assessed by Panorama student survey, Spring 2021 curriculum alignment by core departments

SMS: learning/academic gaps will be identified by examining student data from NWEA, AimsWeb, and Lexia. SEL needs as assessed by Panorama student survey

VES: learning/academic gaps will be identified by examining student data from NWEA, AimsWeb, and Lexia. Vertical planning conversations around standards that were either not addressed or addressed to a lesser degree.

[How do we know they've learned what they need to know?](#)

VHS: Pro-Core standards data analysis

SMS: Review student benchmark data for NWEA, AimsWeb, Khan, ALEKs and Lexia. Continuous formative and summative assessments in all subject areas.

VES: Review student benchmark data for NWEA, AimsWeb, and Lexia. Analyze individual student progress towards IEP goals.

Students with Disabilities: Analysis of benchmark assessments and IEP goal progress monitoring.

[How do we intervene if they have not learned what they need to know?](#)

VHS: Credit recovery opportunity with summer school, face-to-face instruction during the 2021-2022 school year, modified bell schedule (see below)

SMS: Summer boot camp, dedicated schoolwide intervention block for 2021-22, continued use of Khan, ALEKs, Lexia and AimsWeb used for targeted interventions. Title I teachers identify, monitor students in grades 4 and 5.

VES: Summer boot camp, morning tutoring during fall 2021, dedicated schoolwide intervention block for 2021-22, improve tier 1 and tier 2 reading instruction with staff training in both explicit instruction



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and Fundations.

Students with Disabilities: IEP and 504 teams convene to review individual plans and consider making changes to goals, accommodations, services, and least restrictive environment.

How do we provide extended learning opportunities for those students who have learned the basic level of knowledge?

VHS: Summer school free of cost to families, English, Math, and Science summer “boot camps”, modified bell schedule for the 2021-2022 school year and beyond to include 50+ minutes of daily intervention time

SMS: Continued progress monitoring and self-paced programs in ELA and Math; Lexia, AIMSweb, Khan, and ALEKs. Edgenuity is used for individual courses to personalize learning. Differentiated instruction using Lexile levels occurs in all subject areas.

VES: Extend learning opportunities will include summer boot camps, continued adaptive online programming in Lexia and IXL, introduce school wide intervention block in fall of 21/22, target students returning from online instruction for morning tutoring session in fall of 21/22.

Students with Disabilities: All extended learning opportunities will be determined by building assessment scores and may include IEP team decisions. If a need is determined students will participate in the building level “boot camps” with intervention specialist support as necessary.

VHS Data:

Algebra I Pro-Core Data 20-21

Form A average score Fall: 26%

Form B average score Winter: 37%

Standards below 37%:

- Interpret the structure of expressions (2)
- Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. Solve systems of equations algebraically and graphically (9)
- Understand the concept of a function and use function notation (11)
- Analyze functions using different representations (13)
- Build a function that models a relationship between two quantities (14)



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- Build new functions from existing functions (15)
- Construct and compare linear, quadratic, and exponential models, and solve problems (16)
- Summarize, represent, and interpret data on two categorical and quantitative variables (19)

English II Pro-Core Data 20-21

Form A average score Fall: 40%

Form B average score Winter: 56%

Standards below 56%:

- Analyze literary text development. a) Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b) Provide an objective summary of the text that includes the theme and relevant story elements (2)
- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise (5)
- Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature (6)
- Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) (8)
- Analyze informational text development. a) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b) Provide an objective summary of the text that includes the development of the central idea and how details impact this idea; Analyze content area-specific text development. a) Determine the central ideas or information of a primary or secondary source. b) Provide an accurate and objective summary of how key events or central ideas develop over the course of the text, analyze content area-specific text development. a) Determine the central ideas or conclusions of a text. b) Provide an accurate and objective summary of the central ideas of the text that traces the text's explanation or depiction of a complex process, phenomenon, or concept
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. • Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • Follow precisely a



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complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text (11)

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper) (12)
- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words (15)
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem (16)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies. a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 10 texts and topics (18).



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VHS Proposed Schedule 2021-2022:

Dock Time	7:20 am - 7:50 am
Period 1	7:50 am - 8:40 am
Period 2	8:40 am - 9:30 am
Period 3	9:30 am - 10:20 am
Period 4a	10:20 am - 10:45 am (Lunch/Sailor Support) - focus on SEL
Period 4b	10:45 am - 11:10 am (Lunch/Sailor Support) - focus on English
Period 5a	11:10 am - 11:35 am (Lunch/Sailor Support) - focus on Math
Period 5b	11:35 am - 12:00 pm (Lunch/Sailor Support) - focus on Science
Period 6a	12:00 pm - 12:25 pm (Lunch/Sailor Support) - focus on Social Studies
Period 6b	12:25 pm - 12:50 pm (Lunch/Sailor Support) - focus on assignment completion
Period 7	12:50 pm - 1:40 pm
Period 8	1:40 pm - 2:30 pm

Include MAP and ProCore Data...Summary of results and percentages

SMS Data:

This data compares the **SAME** students from one year to the next within the performance ranges. It appears as if our performance has decreased.

Winter MAP Data 2020/2021	Lo %	LoAvg %	Avg %	HiAv %	Hi %
G4 Math	8 to 13	14 to 19	18 to 36	35 to 22	25 to 10
G4 Reading	6 to 10	12 to 13	22 to 21	34 to 32	25 to 24
G5 Math	21 to 25	8 to 24	29 to 18	30 to 23	12 to 9
G5 Reading	21 to 26	12 to 23	22 to 15	19 to 19	26 to 16
G6 Math	8 to 15	9 to 13	23 to 27	36 to 26	25 to 18
G6 Reading	11 to 18	18 to 22	24 to 26	31 to 22	16 to 11
G7 Math	11 to 13	13 to 12	26 to 28	26 to 27	24 to 21
G7 Reading	11 to 23	17 to 15	28 to 25	28 to 22	16 to 15



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This data compares the Mean RIT in the **SAME** group of students from one year to the next. The same students are compared to themselves from the Winter of 2020 to 2021. This chart demonstrates the growth students have made as a whole group over the period of one calendar year. It appears as if the regression from the pandemic is not as great as we feared.

Mean RIT from Winter MAP	School Year 2020/2021
G4 Math	201 to 206
G4 Reading	200 to 207
G5 Math	205 to 210
G5 Reading	202 to 204
G6 Math	220 to 221
G6 Reading	211 to 212
G7 Math	223 to 227
G7 Reading	214 to 215

Aimsweb was added to our fourth and fifth grade language arts classes this year to assist with identifying gaps for remediation. Title I has used this information to progress monitor students that did not reach the end of the year score of 136.

VES DATA Summary:

Grade 3 ELA Data: 30% of students on a RIMP, NWEA MAP 12% of students scored below average and another 15% well below average on the winter benchmark test. Aimsweb Data had 90% of students average or above in vocabulary but showed a significant deficit in oral reading fluency with 17% of students below average and another 22% well below average.

Grade 2 ELA Data: 38% of students on a RIMP, NWEA MAP 21% of students scored below average and another 18% well below average on the winter benchmark test. Aimsweb Data had 81% of students average or above in vocabulary but showed a significant deficit in oral reading fluency with 15% of students below average and another 30% well below average.

Grade 1 ELA Data: 57% of students on a RIMP, NWEA MAP 22% of students scored below average



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and another 12% well below average on the winter benchmark test. Aimsweb Data showed a significant deficit in oral reading fluency with 26% of students below average and another 26% well below average.

Kindergarten Data: 41% of students on a RIMP, Aimsweb Data shows 30% of students below average and another 14% well below average measured by a composite score. In the area of Letter Naming Fluency 16% of students were below average and 29% well below average. In the area of Letter Sound Word Fluency 17% of students were below average and 24% well below average.

Overall summary: There is a need for explicit instruction and remediation at both the tier 1 and tier 2 interventions in the area of decoding at all grade levels to improve reading fluency and closing gaps in that area.

Grade 3 Math Data: NWEA MAP data shows 28% of students below average and 18% of students well below average at winter benchmark.

Grade 2 Math Data: NWEA MAP data shows 18% of students below average and 23% of students well below average at winter benchmark.

Grade 1 Math Data: NWEA MAP data shows 18% of students below average and 12% of students well below average at winter benchmark.

Kindergarten Math Data: NWEA MAP data shows 14% of students below average and 13% of students well below average at winter benchmark.

Social Emotional Needs

Identifying needs based on the following:

Panorama Results

Student and Teacher Climate Survey

Parent Survey

Wellness Survey

Student self referral to the school counselors

Teacher referrals to the school counselors



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Approaches

What are the approaches you will take to address the academic and social emotional needs of students?

Professional Development for Teachers

First four days of the 2021-2022 school year will be devoted to the following topic to address the academic and social emotional needs of students:

Explicit Instruction (Great Tier I instruction)

Review of Literacy Plan (Making sure all teachers are aware of the expectation to follow the plan.)

PBIS (Review of philosophy, expectations and protocols to follow)

Fundations (Grades PreK-3)

Curriculum Alignment Across Grade Level

Mental Health First Aid

Edgenutiy (Possible uses to address learning gaps)

Review or All IEPs (Teams)

OTES 2.0

Team Building Activities

Addressing Social Emotional District-Wide:

Tier 1 social emotional instruction for all students

Monthly themes

Wellness Coach for Students, Families and Staff (Wellness Wednesday Newsletter, weekly social emotional topics and videos)

Tier 2 social emotional groups targeting specific skill deficits

Tier 3 direct instruction in social emotional needs

Climate surveys administration and analysis and referrals to outside agencies for social emotional support (counseling agencies, Lcada Way)

Add Community Navigator to address needs of families such as food, clothing, family budgets, paying for utility bills, helping families with student attendance concerns, needing glasses, outside grief counseling, outside depression counseling, homelessness, addressing hygiene needs, letting families know the resources available in our area



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Considering adding one more school counselor to address the mental health needs In-District Health Center, providing medical and mental health services to the Vermilion community (Partnership with Erie County Health Department and Mercy Hospital)

Addressing Academic Needs

VHS: Developing credit recovery options for students, analyzing Pro-Core data, analyzing Panorama data, Ohio Guidestone referrals for individual students as needed.

SMS: Use student data from MAP, Aimsweb, Khan, and ALEKs to create a list of students at risk academically, utilize our intervention period to develop skills not mastered. Student climate data will be used to help identify SEL needs and create groups and use the intervention time to provide SEL instruction with Ripple Effects.

VES: review of student data (NWEA, AimsWeb) to create a list of students at risk academically, student climate data to help identify SEL needs, continue implementation of Zones of Regulation and calming stations in classrooms, school wide mindful moments

Spring 2021:

VHS: Pro-Core and Panorama student assessment for data

SMS: Use student data from MAP, Aimsweb, Khan, and ALEKs to create a list of students at risk academically, utilize our intervention period to develop skills not mastered. Student climate data will be used to help identify SEL needs and create groups and use the intervention time to provide SEL instruction with Ripple Effects.

VES: Assessing students with both NWEA MAP and AimsWeb for current levels and identifying student needs. Use student climate surveys and TBT meetings to generate students who are at a high risk. Continue whole school mindful moments

Summer 2021:

VHS: Credit recovery summer school and 2-week summer “boot camps”

Explicit Instruction Professional Development for all Teaching Staff

SMS: Summer school will be assigned to students that did not master the standards as compared to our standards based report cards. Boys and Girls club will be suggested for students that need to continue to work on socialization and continue their education so as to not regress.



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YES: Review of PBIS procedures and training of staff on PBIS. Review of Access for all students to continue on their LEXIA Core 5 pathway, 2 week summer boot camp for students for both ELA and Math, Explicit Instruction PD for all staff, Camp Invention

Fall 2021:

VHS: 55 minutes of built-in intervention/SEL time integrated into the daily bell schedule for all students, pro-core and Panorama assessments

SMS: Dedicated schoolwide intervention block for 2021-22, continued use of Khan, ALEKs, Lexia and AimsWeb used for targeted interventions. Title I teachers identify, monitor students in grades 4 and 5. Ripple Effects will be used during the intervention period as well. We will continue to use our house points as part of PBIS and issue rewards on a regular basis.

YES: 30 minute intervention block daily, before school reading intervention 60 min weekly for 20/21 online learners, staff professional development on Fundations for both tier 1 and tier 2 instruction, aimsweb and NWEA MAP assessments

***An application process will be in place for parents to choose “Remote Instruction” for grades 8-12 only.**

Resources and Budget

General Fund

ESSER Funds

Wellness Funds

Mental Health Addiction Recovery Services of Lorain County Funding

Mental Health and Recovery Board of Erie County Funding

Ohio Mental Health and Addiction Services Funding

Partnerships



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NorthPoint's Continuum of Learning Collaborative

Boys and Girls Club (Summer and after school programing for grades K-7, academic and social activities and field trips)

Camp Invention (Week long hands on activities based on creating and inventing)

Ritter Public Library

Erie County Health Department

Various Mental Health Partnerships

Ohio Guidestone

SST2 GPS Series (Literacy and Social/Emotional)

Alignment to Other Plans

Health and Wellness Plan

Explicit Instruction PD

MTSS (SEL and Literacy Plan)

One Needs Assessment

OTES 2.0

ODE Whole Child Framework



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