



Ohio Extended Learning Plan



for Barberton City
School District

- Impacted Students
- Needs
- Resources and Budget
- Approaches
- Partnerships
- Alignment





for Barberton City
School District

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Primary Components of Plan:

- **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)?
- **Needs:** How will schools and districts identify the needs of those students?
- **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
- **Approaches:** What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the New Year early, extending the school day, summer programs, tutoring and remote options.)
- **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?
- **Alignment:** 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?



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■ Impacted Students:

The Barberton City School District serves around 3,800 students in grades K-12. Our student population is consistently between 72%-76% economically disadvantaged and has between 25%- 30% population of students with special needs. Though we have many high achieving students in our district, many of our students struggle with academics at an early age and struggle to catch up throughout their academic career with us. We have many interventions in place to help our students who struggle such as personal tutoring throughout the school day and after school, and credit recovery in high school. Our credit recovery program is used for students who have struggled early on in high school and have not earned enough credits to move forward toward graduation.

The 2020-2021 school year and spring 2020 have impacted all of our students. When schools were shut down in the spring, our district, like others, was forced to teach remotely. Luckily, we are a one-to-one chromebook district. The teaching and instruction that took place during the shutdown was sufficient for the students to get through but did not replace the face-to-face instruction that was needed, especially for a district with our population and specific needs. In the fall we put a plan in place that would allow students and parents to have a choice of in-person instruction or remote instruction with much more structure and schedule that mirrored a normal school day. We had around 2/3 of our students choose in-person instruction. We were able to bring them in safely and have had a productive school year. The remaining 1/3 of our students chose remote learning, and we have moved them forward with structure, rigor, and guidance from Barberton City School teachers and intervention specialists.

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)?



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Impacted Students continued

In Barberton City Schools we have been working extremely hard to improve our students' test scores, and missed a "C" on the last report card by .0002%. Our students have struggled reaching some of the indicators but our biggest concern is the learning loss in Math and Reading due to the circumstances of the pandemic. We not only utilize state testing data, but have other diagnostic programs such as MAPS, ALEK, ESPARKS, Reading Plus, and Read 180 to help us determine our students' strengths and weaknesses on content.

All of our students have been impacted by the pandemic in many different ways and it has revealed itself in many different forms. Our focus for the next two to three years will be to catch our students up from any learning loss that may have occurred during this pandemic and to reinforce our goals in our CCIP for continuous improvement in Reading and Math.

All students, PreK-12, will have access to: extended summer school; extra support in the classroom from tutors in Reading and Math; opportunities for after hours tutoring and programming; diagnostic programming in Reading and Math to determine reinforcements and growth; early start dates for transitions grades, K,5,9; academic coaches working with teachers, tutors and students to utilize individual student data to provide personalized instruction; opportunities for extended learning and programs during the summer and after school such as Boys and Girls Club of NE Ohio, National Inventors Hall Of Fame, Barberton YMCA, Barberton Park & Recreation Dept., Barberton Library, Magical Theater Company, the Soap Box Derby, and Kent State.

All Students PreK-12 and their families will have available to them individual and group programming from our social and emotional partners such as Red Oak Behavior Health, The Coleman Professional Services, Child Guidance & Family Solutions, Green Leaf Family Center, CHC Addiction Services, Limitless Ambition, and AxessPointe Community Health Centers.

Our focus for the next two to three years will be to catch our students up from any learning loss that may have occurred during this pandemic and to reinforce our goals in our CCIP for continuous improvement in Reading and Math.



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■ Needs

All students, no matter what level of academics and/or scores, will have academic support available to them throughout the school year, during the summer, the normal school day and after school. They will also have summer and after school tutoring and programming opportunity from our partners available to them. Students and families will have individual, family, and group opportunities for support from our social and emotional partners. The goal of Barberton City Schools in the next three years and beyond is to work to recover any learning loss brought on by the pandemic and move our students forward on their achievement levels by one to two designations, (ex. limited to basic, basic to proficient, accelerated to advanced, and so forth). We will utilize students state test scores and other diagnostic programs mentioned to gather data on each individual student and work to meet their individual needs to catch them up and move them forward academically.

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



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■ Resources & Budget

The ESSER II funds will be resourced over the summer of 2021, the 2021-2022 and 2022-2023 school years to:

1. Provide an extended summer school opportunity, **Barberton City Schools Summer Extravaganza**, to all students that wish to participate. We will offer summer school at each school building with Reading and Math support in the morning and after school activities such as the Boys and Girls Club of NE Ohio, National Inventors Hall Of Fame, Barberton YMCA, Barberton Park & Recreation Dept., Barberton Library, Magical Theater Company, the Soap Box Derby, and Kent State. While the summer school is open to all students, letters will go out to students we have identified as needing extensive support, encouraging them to participate. We have used our after school partners as an incentive to participate in the academic morning and have a more engaging, fun, and high interest experience afterwards. The budget will be used to pay teachers for morning instruction and to pay for students participating in the after academic activities. **Barberton City Schools Summer Extravaganza**, will take place three weeks in June and three weeks in July over the next three summers (2021, 2022, 2023).
2. Provide an early start a week prior to school starting for our transition grades that are entering a new school and level in their lives. Our Kindergarten, 5th grade to middle school, and 9th grade to high school students and parents will start school a week early to go over procedure, programming, and become familiar with their teachers, support staff, and resources that are in place to help them be successful. We will have programming for both students and parents to help them navigate through these sometimes tough transitions in their academic journeys. Our social and emotional partners will provide support, information, and resources throughout the week. The budget for these events will be to pay teachers and our social and emotional partners for their work

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



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Resources & Budget continued

during the transition weeks. This will take place during the 2021-2022, 2022-2023 school years and beyond if we can get funding.

3. During the 2021-2022 and 2022-2023 school years, we will hire extra Math and Reading tutors (two for each subject in each elementary building and two in the middle school and one for the high school) to support students who have fallen behind and help all students move to the next level of academic achievement. Academic coaches (Elementary K-4 Reading and Math coaches & 7-12 Reading and Math coaches) will be hired to support the reading and math teachers, tutors and students directly. They will work with teachers and tutors to determine student baseline data and work to move each student forward academically. Budget will be for additional tutors at each building and the four academic coaches.
4. We also will be providing after school tutoring and support at our schools, remotely and at off site venues such as the AMHA homes and the Barberton Library. Many of our students do not stay after school for tutoring, therefore we are going to them by providing other areas in town where our students can get help and support. Budget for paying the tutors after school the 2021-2022 & 2022-2023 school years.
5. We are using ESSER funds to replace some of our outdated Chromebooks. At this point we are utilizing them more than ever with in-person and remote learning. Since they have a shorter shelf life, we will budget for new Chromebooks. This will also support any further remote teaching and learning that will take place in the next few years. We are also working with AMHA homes, The City Of Barberton, and the Barberton Community Foundation to provide our AMHA homes a more permanent access to WiFi. We were able to provide WiFi hotspots temporarily but a more permanent solution will allow students who live there an opportunity for access and success. We budgeted a portion of the shared cost

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with other partners.

Resources & Budget continued

We will also be utilizing the ESSER II budget to purchase and extend the many diagnostic Reading & Math programs (such as MAPS, ALEK, ESPARKS, Reading Plus, and Read 180) to help us determine our students' strengths and weaknesses on content. They will help with our academic coaches, teachers, and tutors finding out our student's baseline data, strengths and weaknesses and provide us with a plan for each student to grow academically during the 2021-2022 & 2022-2023 school years.

■ **Approaches**

- Addition of 5 math tutors with coordination from District Math coaches- ALEK, Curriculum Maps, Common Assessments, MAPS testing data-targeted tutoring 3&4, 5&6, 7&8, and 9&10.
- Academic Coaches- Elementary K-4 and 7-12 Reading and Math Coaches will be hired to support the Reading and Math teachers, tutors, and students directly.
- Title 1 reading and writing recovery tutors with coordination from District ELA Coach- Read 180, Reading Plus Program, Writing Program, Reading intervention and support PreK-12.
- RTI support - SDI tutors and support during summer school PreK-12.
- Summer recovery programs- extended summer school for targeted students with enrichment programs at the end of the Academic Recovery Program- Boys & Girls Club, Barberton Library, STEM, City Parks & Rec, National Inventors Hall of Fame, and Kent State.

We also will be providing after school tutoring and support at our schools, remotely and at off site venues such as the AMHA homes and the Barberton Library.

What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the New Year early, extending the school day, summer programs, tutoring and remote options.)



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Approaches continued

- Transition programming early start for K, 5th and 9th to include parents & social emotional partners.
- Extended after school tutoring and programming.
- Soft skills programming PreK-12 with our Do Your Job Curriculum
- Working with our juniors and seniors on Pathways and the Three E's (Enrollment, Enlistment and Employment).
- Summit County BOSS & JOGS program expansion.
- Expanding our reality day to a week of personal economics and etiquette for our 8th graders in the fall and our 11th graders in the spring. We are working with the University of Akron, Dean Barker College of Economics & Dr. Brad Maguth, director on programming.
- ICARE mentoring and expansion.
- Remote Learning Plan 2021-2022 & 2022-2023.





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■ Partnerships

Internal Stakeholders and Resources

Barberton City School teachers, guidance counselors, administrators, support staff and parents and extended families.

External Stakeholder and Partners

Red Oak, the University Of Akron, Child Guidance, The Summit County BOSS & JOGS program.

Other Outside Community Partners

The City Of Barberton, AMHA homes, the Barberton Community Foundation, Service organizations, Kiwanis & Rotary, Barberton Police and Fire departments, City Council and the Key Communicators Group-parents & community members)
The Four Cities Compact.

The Barberton Business Advisory Council

Amazon, Howmet, Stark State, Merriweather Foam, MALCO, Barberton Tree Service, Finley Plumbing, Stewarts Pest Control, Fastenal, Summa Health, The Bridgeport Group, Big Mike's Automotive.

Social and Emotional Partners

Red Oak Behavior Health, The Coleman Professional Services, Child Guidance & Family Solutions, Green Leaf Family Center, CHC Addiction Services, Limitless Ambition, and AxessPointe Community Health Centers.

After School Partners

The Boys and Girls Club of NE Ohio, National Inventors Hall Of Fame, Barberton YMCA, Barberton Park & Recreation Dept., Barberton Library, Magical Theater Company, the Soap Box Derby, The University of Akron and Kent State.

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?



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■ Alignment

As mentioned above, our social and emotional partners are embedded in everything we do. We have a person in the district daily from Red Oak Behavioral Health that helps us coordinate programming with our other mental health partners. This programming is for students, parents, and our staff. They will be involved in extended summer programming, daily in-school programming, and afterschool programming with our other partners. We have Students Success & Wellness teams at each school that include (school staff, school resource officers, guidance counselors, parents and outside partners). They meet monthly to review individual and group needs and utilize data from the Developmental Asset Profile (DAP) survey to develop programming based on the needs of our students.

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?

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