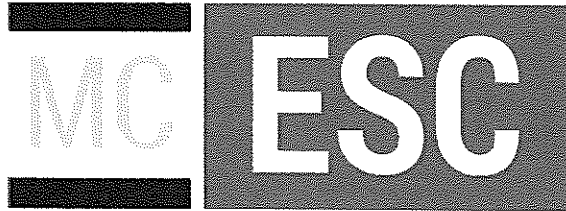


# POST COVID ACADEMIC MITIGATION PLAN



School District: Poland Local

Superintendent: Dr. Edwin Holland

Treasurer: Mrs. Janet Muntean

Fiscal Year:

## Planning Partners:

- |  |   |
|--|---|
| <input type="checkbox"/> X District Leadership | <input type="checkbox"/> X ESC Mental Health Prevention Coordinator |
| <input type="checkbox"/> X Building Leadership | <input type="checkbox"/> Career Counselors                          |
| <input type="checkbox"/> Parents/Community     | <input type="checkbox"/> X Teaching & Learning Coaches              |
| <input type="checkbox"/> X School Psychologist | <input type="checkbox"/> Nonprofit Organization: Alta Behavioral    |
| <input type="checkbox"/> X ESC                 | <input type="checkbox"/> Other: _____                               |
| <input type="checkbox"/> BODD                  |   |

## Critical Needs in the Elementary:

The District analyzed our NWEA MAP Data from the fall and winter benchmarking administrations. With this data we noticed that there were some gaps present. Kindergarten did not show any gaps as this is the first year that the students took the assessment. There were some gaps in Math in Grades 1 and 3, while growth was expected in Grade 2. The NWEA Map Data also indicates that the current Grade 1 students experienced a gap in Language Arts Reading as this represents the Kindergarten Class that experienced remote instruction from March of 2020 until the end of the school year. The District is utilizing Tier II Intervention to provide specific targeted tutoring to students who are experiencing difficulty. The Tier II Tutors are working in conjunction with the general education teachers to identify and assist these students.

## Critical Needs in the Middle School:

The District analyzed our NWEA Map Data from the fall and winter benchmarking administrations. The District found that students exceeded growth targets from a normal non-COVID year. One area identified as an area of critical need was in the area of 5th Grade Math (students currently in Grade 6). The 5th Grade Math achievement expectation from the learning standards have indicated that this grade level historically is challenging, and Poland is not unique in this area as this grade/content area statewide is difficult for students. The District is utilizing our Bridges Curriculum and Bridges Intervention Curriculum to address these needs. The District is utilizing Tier II Intervention to provide specific targeted tutoring to students who are experiencing difficulty. This tutoring involves leadership from the District's Literacy Coaches working collaboratively with the Tier II Tutors and General

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Education Teachers to respond to areas of academic difficulty for identified students.

## **Critical Needs in the High School:**

The District analyzed data from the NWEA Map Tool. The 9th Grade Math K12 School Conditional Growth Profile was at 83 which exceeded expected grade level norms, even taking into account a non-COVID year. The District saw similar data in Grade 9 Reading, with the School Growth Percentile at 87, and 10th Grade Reading at 97 respectively. Language Growth is a Critical Need area in both Grades 9 and 10. The High School will continue to address the gaps in Language as General Education Teachers, Tutors and Intervention Specialists work together to identify impacted students. Once these students are identified, they are assigned to a dedicated at-risk ELA Teacher who spends her day working with them.

## **Critical Needs District Wide:**

The District Leadership Team continues to monitor and respond to areas of critical need. Principals are tracking student attendance, and working with remote families to ensure that students are engaged and accessing the remote platform. Attendance data, achievement data, NWEA Map Data and Benchmarking Data are all being used in concert to ensure that learning gaps are addressed and that students receive the support that is needed to ensure academic progress. Literacy Coaches, General Education Teachers and Tutoring personnel are all collaborating and ensuring that students receive the support that is needed.

**Strategies:** Research, select, or continue using evidence-based strategies that increase student wellness and success.

*T&L Coaches can assist with district and building leadership to develop a plan and/or menu of options.*

The District is partnering with the MCECSC to incorporate the Botvin Life Skills Program to assist our students. The Guidance Staff is collaborating to promote student wellness and success in light of the pandemic.

# POST COVID ACADEMIC MITIGATION PLAN

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## Plan for Implementation:

Level of Implementation			Service	Expected Outcomes
ELEM	MS	HS		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Curriculum Support	Work with MCEC T&L Department to ensure that the District is accessing the Intervention Components of our curriculum to target and best focus strategies to include at-risk students.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Instructional Practices	Teachers are working during their remote time to assist remote students who are struggling or need extra explanation. Teachers have also made themselves available to in-person students if additional assistance is required.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment Design	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Needs Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Standards Alignment	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vertical Alignment	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Analysis of District/Building/Classroom Data	Teachers and Administrators administered the NWEA Map Data, and with that assessment tool, along with curricular assessments, identify targeted students in need of intervention.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Intervention Groups	Teachers are identifying students in need of Tier II or other tutoring support. Groups are formed and are actively working with assigned tutors.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Tutoring Programs	The District is utilizing Tier II Intervention in all grade levels with support from our literacy coaches. The District is also utilizing tutors at the MS and PSHS to provide support in all content areas to students who are struggling.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Summer Programming Options	

# POST COVID ACADEMIC MITIGATION PLAN

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Mental Health Services	Botvin Lifeskills Curriculum is being implemented in partnership with the Mahoning County Mental Health Board to ensure that student mental health is being addressed. Guidance staff are in contact with the MCESC.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	PD Regarding Trauma Informed Care	The District is in contact with ALTA Behavioral to address this training as part of waiver day programming in the upcoming school year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PD Regarding Cultural Competence	

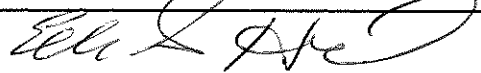
## Plan for Analysis:

Level of Implementation			Service	Expected Outcomes
ELEM	MS	HS		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Curriculum Support	The District will continue to identify targeted areas and participate in Curriculum Council meetings and share data that indicates area of highest need. The District will continue to collaborate with Instructional Consultants from the ESC to analyze District Data.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructional Practices	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment Design	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Needs Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Standards Alignment	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vertical Alignment	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Analysis of District/Building/Classroom Data	Teachers and Administrators administered the NWEA Map Data, and with that assessment tool, along with curricular assessments, identify targeted students in need of intervention. The District will continue to analyze District/Building/Classroom Data to identify and respond to gaps.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Intervention Groups	Teachers are identifying students in need of Tier II or other tutoring support. Groups are formed and are actively working with assigned tutors. Staff members are continuously analyzing

# POST COVID ACADEMIC MITIGATION PLAN

				student performance and providing targeted assistance where needed.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Tutoring Programs	The District is utilizing Tier II Intervention in all grade levels with support from our literacy coaches. The District is also utilizing tutors at the MS and PSHS to provide support in all content areas to students who are struggling.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Summer Programming Options	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Mental Health Services	Guidance staff are responding to referrals from parents and staff members and providing counseling as needed. Counseling staff are in partnership with community partners such as Alta if clinical counseling is recommended. Guidance Staff serve as a liaison to community partners if additional support is recommended.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	PD Regarding Trauma Informed Care	The District is working with Alta Behavioral to prepare a Professional Development on Trauma Informed Care incorporated into upcoming waiver day training at the start of the 2021-2022 school year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PD Regarding Cultural Competence	

**District Superintendent Signature:**

 3/31/21

# POST COVID ACADEMIC MITIGATION PLAN

1. **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)?
2. **Needs:** How will schools and districts identify the needs of those students?
3. **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
4. **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.)
5. **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?
6. **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?