



Learning Recovery & Extended Learning Plan

FAIRLAWN LOCAL SCHOOL

18800 Johnston Road

Sidney, Ohio 45365

District IRN 049775

Connie Schneider, Superintendent

Fairlawn Local School Background Information

Fairlawn Local School is a small rural consolidated school district located in Shelby County Ohio. Fairlawn educates students in grades Pre-school -12 in one building. There is a pre-school, elementary school (K-5), middle school (Gr. 6-8), and high school (9-12). Students in grades 4-12 have access to electronic devices and are able to take them home. Grades K-2 students have access to the devices at school. During the government mandated closure, all students had computer devices and the district set up hotspots in the school parking lot for the students to be able to complete online assignments. Due to the location of Fairlawn Local School, internet access is limited due to poor service. Staff and students have been trained in the use of Teams and this and zoom are the platforms used by staff and students to communicate and complete school work.

When the governor ordered that all schools be shut down, Fairlawn used a combination of packets with assignments and remote online learning. Staff worked extremely hard to learn how to deliver quality online instruction. With very little time to prepare, remote learning was a work in progress. Over the summer, professional development was offered so that faculty would be prepared in the event that remote learning continued when school reopened in August.

Fairlawn Local School opened school with students attending in person 5 days per week. Options were offered for those parents who did not want their children to attend in person. Special accommodations were made for students with medical risks. Fairlawn Local School partnered with MRESC to provide Calvert Learning (online) for grades K-5; SCOLA (Shelby County Online Learning Academy) for grades 6-8; and Plato Learning for grades 9-12. Students who selected online were able to return to in person school at the end of each grading period. 96% of the elementary students returned to class in the fall. Currently 98% of the students are now back to class. 92% of students in middle school returned to class in person and currently 94% are in class. 90% of high school students returned to class and currently there are 94% of students in class. With the exception of two days of remote instruction prior to

Christmas break and two weeks of hybrid instruction, Fairlawn has been in school for the remainder of the year.

IDENTIFYING ACADEMIC NEEDS

Impacted Students: How will schools/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 including but not limited to disengaged students?)

Fairlawn has used the normal diagnostic, summative and formative assessment to identify children that were most impacted by the pandemic. The following assessments were used to identify students who are in need of interventions and supports to help them make adequate progress in mastering content standards: DIBELS K-5 reading to monitor and identify struggling readers, MAP K-12 reading and math; language usage 9-12. IXL K-12 math, reading, science, social studies. Preschool ELA; ACT for juniors; KRA for kindergarten students, and OST and EOC exams. MAP is used to monitor progress in fall, winter, and spring.

Grades K-5 uses Heggerty daily for whole group instruction to strengthen phonemic awareness.

Response to Intervention (RTI) is used in the elementary to identify and provide interventions for students needing Tier 2 and Tier 3 intervention. Intervention Specialists support these students in both inclusion and pullout.

Teachers use diagnostic, formative and summative assessments to drive instructional delivery and identify gaps in learning.

The BOE will appropriate sufficient funds to monitor student progress to give all students the best possible opportunities to master grade level standards.

By monitoring data from standardized testing, it can be determined the gaps that resulted from the pandemic and specific areas of weakness can be identified so interventions can be provided.

APPROACHES TO ADDRESS ACADEMIC GAP FILLING

Approaches and Removing/Overcoming Barriers: What approaches will schools/districts use to fill learning needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc)?

Students in grades 9-12 who are behind in earning credits for graduation have the option of taking online course work through PLATO. Student progress is monitored weekly by a teacher who coordinates

and oversees PLATO course work. Students have the option of working with the tutor in the classroom or have the option of doing this off-site online. Students who are behind in credits have the option of enrolling in the Opportunity School which provides the students with the ability to work at their own pace and can earn credits for working. 10-15 students in grade 9-12 participate in credit recovery.

Beginning 3rd nine weeks an additional teacher was added to work with those students in grades 6-8 who were at risk of failing ELA and/or math. The teacher co-teaches with the math and ELA teacher in the classroom. The teacher also provides small group instruction and interventions. Progress is monitored by seeing improvements in grades earned as well as progress in MAP scores. In addition, after school supports have been added for students in grades 6-8. 40-50 students in grades 6-8 attend these session one night per week.

There are 3 intervention specialists working with students in K-5. These IS teachers work with Tier 2 and Tier 3 students in an inclusion setting providing necessary support and interventions. In addition, these students receive small group or one-on-one intervention instruction daily for a minimum of 30 minutes. Due to gaps in achievement an additional teacher was added 4th 9 weeks to provide Tier 2 ad Tier 3 instruction.

Summer intervention and instruction will be offered this summer. Students will be given the opportunity to participate based on end of year grades as well as results of the state testing.

Funding for these additional initiatives have been made possible with ESSER funding.

Funding for the summer initiatives will be provided using ESSER funding. This will include tutoring, transportation, summer reading, and credit recovery.

APPROACHES TO IDENTIFY SOCIAL AND EMOTIONAL NEEDS

How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?

The impact that the pandemic has had on the social/emotional needs has been minimal due to the fact that we have been in school this year. While the extracurricular activities have looked different, our students still have had the opportunities to participate in sports, FFA and FCCLA events, plays and music endeavors. Students have been able to interact with their peers on a daily basis. In spite of this, Fairlawn students have many social and emotional needs. We currently use PAX in Pre-K-5 and Suite 360 in grades K-12.

Fairlawn Local School partners with the Family Resource Center (FRC) in Shelby County as well as Tri County Board of Recovery and Mental Health to provide resources to our students. FRC provides a counselor to work with students. We work together with the County to provide services to our students and their families through the IMPACT program which provides funding for students with social and emotional needs. We also work with the DAT team in Shelby County Students are referred by administrators, teachers, and staff. Grades, attendance, discipline referrals all help to identify students with needs.