



GALA Extended Learning Summer 2021

From ODE:

- **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)? **NWEA, ACTFL, Stamp4se, Teacher Input**
- **Needs:** How will schools and districts identify the needs of those students? **Specific progress monitoring measures aligned with common core standards, NWEA, ACTFL**
- **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?

Expenses	Amount	Notes:
Salaries	18,800	Reading Academy: 4 teachers Target Language Camp: 4 teachers
Supplies	600	Target Language Camp Supplies
FEV Tutor	18,750	75 Students to receive 1:1 tutoring online for 10 sessions for Math and ELA in English
Target Language Tutoring	17,500	65 students to receive tutoring in the target language
Total	55,650	ESSER III

- **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.) **Summer Reading Academy, Language Immersion Camps**
- **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? **Ohio Guide Stone, Horizon**



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- **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? **Aligns to OIP as it helps us reach the 3 goals**

Bucket 1- Summer Reading Academy

June 14-July 2

Monday- Friday 8:15am-11:30am

Drop off/breakfast 8:15-8:35, Pick-up 11:25-11:30

[Example of Invite Sent to Families](#)

At Risk Students Identified by NWEA and teacher input

Curriculum: LLI

Will include PD day for teachers.

of Students Invited: 80

of students attending: 50

of Teachers needed: 4 includes AOD- Diana, *1 aftercare teacher?* 11:30-3:30

AOD/Teacher - \$5,000

Teacher 2- \$3,000

Teacher 3- \$3,000

Teacher 4- \$3,000

Budget Needed for SRA: \$15,000

Invitation letters sent out on 3/19/21.

Continuing Timeline

3/19- Paper letters sent home

3/31- Follow up Email sent to families

4/1-4/30 Receive Confirmations from families



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5/1 Confirm number of teachers needed based on finalized student amount

5/5- Officially extend offers to teachers based on # of students

5/21 Reminder to families about their enrollment in summer school is sent home

6/8 - 6/11 PD days norming on LLI, prepping LLI folders, classroom breakdown, model literacy plan for students, identifying growth points and assessments used for SRA

6/11 Calls and Texts to Families reminding them their student is enrolled in SRA and it starts on 6/14

6/14 First Day of Summer Reading Academy



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Bucket 2- TL Immersion Camp

GALA ½ Day Language Immersion Camp

1 Week July 12-16

Monday-Friday, Morning Session 8:30am-11:30am, 12:30-3:30pm

Drop Off 8:15-8:30, 12:15-12:30

At Risk Students identified by Actfl, Stamp 4se, Teacher input, then opened up to other students

2 spanish 30 kids in the am (classes of 15), 30 kids in the pm

- 1 Spanish K-2
- 1 Spanish 3-5

1 mandarin 15 kids in the am, 15 kids in the pm

- 1 Mandarin K-2 (there are only 49 students enrolled in k-2)
- 1 Mandarin 3-5

Budget \$1200 x 4, \$150x4

\$5,400

*Fev Tutor opportunity, Ms. Davis speaks with them on 3/19 - the amount of tutoring 1-1

Timeline TL Immersion Camp

4/2 Last day for teachers to submit proposals to Diana.

4/5 During PD TL teachers group their students into “First Wave of Invites” (aka students who need the most support) and the remaining students into a “Second Wave of Invites”

4/7 Meet with Ms. Davis and Gabe to review teacher proposals and if needed select teachers

4/12 Email sent home to First Wave of Students inviting them to register for Camps via signup genius



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4/19 Email sent home to Second Wave of Students inviting them to register for any remaining openings in camps

5/21 Email Reminder sent to families that they have registered for camp and will receive final details regarding pick up/drop off CDC regulations on July 1

6/24 All orders placed for any needed camp materials (paint, poster boards etc.)

7/1 Email with all final information sent to families

7/9 Reminder phone calls made by Teachers to their campers that camp starts on Monday

**Any students unable to register for camps will have ongoing opportunities to sign up for remote TL experiences with GALA Kinnex Volunteers*



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Bucket 3 - Fev Tutoring 1:1

Online (Virtual) Tutoring

1 Month June 14 - July 12

Day: Flexible throughout week Monday-Friday, 10 sessions (Student will have two sessions per week for 1 hour)

Location: Online (<https://www.fevtutor.com/>)

At Risk Students identified by NWEA, State Assessment, and Teacher input

Opened to students in grades 3-5

Budget: \$18,750

Materials: Internet

Program Information:

FEV Tutor partners with K-12 school districts nationally to provide 1: 1 online tutoring services that operate as a natural extension of each student's core learning environment. Our ESSA-approved programs are strategically designed in close collaboration with each partner district to accelerate learning for every student.

FEV Tutor programs are flexible to all student schedules, and we actively participate in program adoption:

- 24/7 Access: Available from any internet- connected device for homework help, or coursework support
- Our multilingual Family & Student Engagement team drives adoption with frequent family updates, notifications, and check-ins
- 24/7 flexibility across scheduled sessions allows at-home learning on nights and weekends We provide services for all student populations and programs:
- At-risk students and intervention programs



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- ELL, migrant, and dual language students
- Special education students
- Homeless and foster youth students
- Near-proficiency student
- Low-performance students
- RTI Tier II & III students
- Enriched classroom programs (GATE)
- After-school program support
- Distance/remote learning programs



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Bucket 4 - Target Language Tutoring

Online/In-Person Tutoring

1 Month June 14 - July 12

Day: Flexible throughout week Monday-Friday, 10 sessions (Student will have two sessions per week for 1 hour)

Location: Online/In-person (Teacher directed)

At Risk Students identified by NWEA, State Assessment, and Teacher input

Students: K-5

Budget: \$17,500

Materials: Internet, Electronic Device (Laptop, Chromebook)

Program Information:

The tutor will provide 1:1 or small group tutoring sessions for students K-5 who are at different ability levels within the target language.

- Provide individualized lessons in Spanish or Mandarin Language for Tier II, III level students.
- Tutor students with varying proficiency levels from beginner to advanced activities using Reading A-Z, Mandarin Matrix, or other resources as desired.
- Tailor a curriculum according to the proficiency of each student, ranging from beginner to advanced students.
- Provided additional language instruction and study help to students in Tier II, III classes.
- Tutor would have instructed/tutored all levels of Spanish, beginner/intermediate, and beginner/intermediate Mandarin
- Tutor would work with Tier II, III levels for ten to fifteen students

Tier II



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Students who need extra support are then selected to receive more intensive, targeted instruction in small groups in addition to their regular curriculum. The critical point is the specific scaffolding that helps young students in the group. Data is necessary at this point to pinpoint the exact supports needed to provide appropriate scaffolding during the lesson. These are small 30min lessons of targeted curriculum-aligned content. Many times it's a small group but there are some times 1:1 supports are necessary for individual needs. This could be during reading groups or writing 1:1 supports.

Tier III

This tier includes intensive instruction for individual students consisting of at least two half-hour sessions a week for 2 - 3 months. Students who need extra support are then selected to receive more intensive, targeted instruction in small groups in addition to their regular curriculum. The critical point is the specific scaffolding that helps young students in the group. Data is necessary at this point to pinpoint the exact supports needed to provide appropriate scaffolding during the lesson. These are small 30min lessons of targeted curriculum-aligned content. Many times it's a small group but there are some times 1:1 supports are necessary for individual needs. This could be during reading groups or writing 1:1 supports.

