

District Name:	SunBridge Schools
District Address:	2729 124th Street
District Contact:	Joe Cordella, Superintendent
District IRN:	013175

On February 9, 2021, Governor DeWine asked schools and districts to work with their communities and educational stakeholders to help students continue to advance academically and to make up for any learning that may have been lost or delayed due to the coronavirus pandemic and related disruptions.

“This once-in-a-lifetime pandemic has impacted all of us, so it should be no surprise that it has impacted our children. But we should not panic, nor should we be surprised by the results of assessments,” said Governor DeWine. “Instead, we should do what Ohioans have always done when facing a challenge – stay calm, roll up our sleeves, and work to solve the problem.”

Governor DeWine has requested that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, extending the current school year, beginning the new year early, extending the school day or instituting summer programs, tutoring, remote options, and other remedial or supplemental activities.

Plans should address, but are not limited to, the following key components:

- **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 Assessment:** 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? This may include but is not limited to Student Wellness and Success Fund plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans.

Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners including their Educational Service Center and other regional and community-based partners. Each district or school should consider a wide range of representation and voices from district and community stakeholders in planning for learning recovery and extended learning opportunities.

The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

This template has been designed to assist districts in meeting and exceeding this requirement and in supporting their long-term instructional planning efforts. Please refer to the [Planning Support Document](#) at the end of this template for guiding questions and resources.

Questions, comments and concerns can be emailed to: ExtendedLearning@education.ohio.gov

[ODE's Planning for Extended Learning FAQ's](#)

Identifying Academic Needs

Impacted Students:	<i>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)?</i>	
Considerations:		Budget
	<ul style="list-style-type: none"> - Resources (Existing and Needed) - Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.) <ul style="list-style-type: none"> - Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust) - Core Questions to Consider: <ul style="list-style-type: none"> - What do students need to know? - How do we know if they've learned it? - How do we intervene for those students who have not learned it? - How do extend other opportunities for those who have learned it? 	
Spring 2021	SunBridge Schools will administer Spring Benchmark Assessments using NWEA Reading & Math. Analyzing growth data and achievement amongst grade levels, in order to identify the students who have not made sufficient progress, as well as identifying strengths and weaknesses. Additional data points will include the continuation of providing Orton Gillingham interventions for our K-2 students, standards mastery, attendance, classroom assessments, all of which will supply insight as to which students have been affected by the pandemic. Identifying these academic needs will allow us to constructively create a plan and monitor interventions that will be needed to close the gap.	
Summer 2021	Considerations for identification of student needs in Summer 2021: <ul style="list-style-type: none"> ● Examine AIR Data ● Review IEPs and 504 Plans ● SunBridge Summer Program 	
2021 - 2022	SunBridge Schools will administer Fall Benchmark Assessments using NWEA Reading & Math. Analyze growth data and achievement within grade levels, which will allow us to acquire baseline data for incoming students at SunBridge Schools, as well as provide us with updated information regarding the progress of existing students. This data will be used with formative assessments and progress monitoring data to better plan interventions and instruction. Grade level teachers will also meet to create Standards Maps for the 2021-2022 school year to track mastered standards.	
2022 - 2023	We will continue to monitor students progress, as well as reevaluate our plan and tweak what is needed for the upcoming school year.	

Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>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.)?</i></p>
<p>Considerations:</p> <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> <ul style="list-style-type: none"> - <i>Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</i> - Core Questions to Consider: <ul style="list-style-type: none"> - <i>What do students need to know?</i> - <i>How do we know if they’ve learned it?</i> - <i>How do we intervene for those students who have not learned it?</i> - <i>How do extend other opportunities for those who have learned it?</i> 	Budget
Spring 2021	<p>SunBridge Schools will continue to supply established interventions through our Response to Intervention (RTI) program to include the following:</p> <ul style="list-style-type: none"> ● Tier I, II, III: Evidence-based strategies in academic/content vocabulary, formative assessment, and providing student feedback. SunBridge Schools will also be implementing both a new core Reading and Math curriculum school wide. ● Support for Students with Disabilities: Modifications and accommodations as directed by IEPs for individual students; designed to support grade level content learning as well as closing the gap in critical areas ● Continuation of Orton Gillingham interventions provided to our K-2 students daily <p>In addition, our administrative and teacher teams will meet to review students’ progress to determine whether further intervention is needed, adding new supports, such as our SunBridge Summer School program, or recommending retention if appropriate.</p>
Summer 2021	<p>SunBridge Summer School Program: We will implement a grant-funded summer program for our students which includes team-building activities, unique learning opportunities as well as field trips.</p> <p>Retention Bonuses: In an effort to retain staff, we will add a retention bonus for all employees for the next two years. Given everything we have to conquer, keeping quality staff intact is paramount to making our students as successful as possible. We would like to have a set amount in which 50% would be paid out in November and 50% would be paid out in April to help ensure that we can keep our staff in place this upcoming school year.</p> <p>ChromeBooks: To make sure all students have the ability to complete assignments while being virtual or after school, we will conduct ChromeBook inspections to make sure all ChromeBooks are working properly, as well as repairing ones</p>

	that need repairs. Curriculum: The Literacy Team will be meeting to discuss steps moving forward in picking a new curriculum, school wide, in order to make each grade level successful. This team will also discuss future intervention plans per grade level, to best service our demographic needs.	
2021 - 2022	SunBridge Schools will tweak plans made during our Summer 2021 planning sessions. We will continue to use NWEA MAP testing and RTI benchmarking, as well as continue to provide interventions through our RTI program.	
2022 - 2023	We will continue to monitor students progress, as well as reevaluate our plan and tweak what is needed. SunBridge Schools will continue to use NWEA MAP testing and RTI benchmarking to modify our student's needs.	

Approaches to Identify Social & Emotional Needs

Impacted Students:	<i>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)?</i>	
Considerations:	<ul style="list-style-type: none"> - Resources (Existing and Needed) - Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.) 	Budget
Spring 2021	Currently SunBridge Schools is linked with The Zepf Center. Working with Zepf, we are provided with four Zepf Case Workers, two work with our K-3 classrooms and two work with our 4-6 classrooms. All of our Zepf Case Workers work with our students on the following: <ul style="list-style-type: none"> ● Providing one on one therapy throughout the day, whether it is in school or outside of school ● Continue to work on interventions within the classroom ● Skill building techniques and calming techniques to stay in class, in order to avoid being removed 	
Summer 2021	During the Summer our administrative team and behavioral team will meet to discuss our current behavior plan in order to improve a behavior plan for the 2021-2022 school year, as well as review and tweak our parent communication plan. This will give us the chance to review our past	

	behaviors in order to create a plan that will work for all grade levels moving forward.	
2021 - 2022	SunBridge would like to plan and implement a Positive Behavior Intervention & Support (PBIS) program for our K-6 students. Teachers will continue to track behavior data using minor/major referrals with the PBIS App SWIS (School Wide Systems). Using the behavior data will give us some insight as to how we can best help our students with whatever challenges they may face. We will continue to use the Zepf Case Workers to the best of their capabilities in order to assist the students with their needs.	
2022 - 2023	We will continue to monitor students progress or digression in behavior, as well as reevaluate our behavior plan and tweak what is needed.	

Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs" (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
Considerations: <ul style="list-style-type: none"> - Resources (Existing and Needed) - Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.) 		Budget
Spring 2021	Throughout the last of our school year, SunBridge schools will continue to support our students and families to the best of our abilities. We will continue to deal with each behavior that is thrown our way with the best way we know how. This year has been a hard one for everyone, of all ages, and we are trying our very best to be there for the students at SunBridge Schools the best that we can while maintaining CDC guidelines.	
Summer 2021	During Summer 2021 SunBridge Schools will discuss the previous school years behavior plan and make changes as needed for the following year. Throughout the Summer School Program, we will try out new behavior methods that have been researched or brought to light while discussing a behavior plan moving forward.	
2021-2022	Moving into the new school year, SunBridge Schools will implement a new behavior plan, as discussed & planned over the summer with the administrative and behavior team. We will continue using the Zepf Center Case Workers to work with students in the classroom, as well as outside of the classroom, and working with their families. Due to the Pandemic this school year, we were not able to reward our students with field trips, Character Kid lunches, or grade level A-Team activities. During the 2021-2022 school year, we hope to bring all of those	

	rewards back to show our students who strive to be a Character Kid that we are proud of their achievements, not only in behavior but in academics as well.	
2022-2023	We will continue to monitor students progress or digression in behavior, as well as reevaluate our behavior plan and tweak what is needed. SunBridge will also meet regularly with the Zepf Case Workers to discuss students on their caseloads.	