

# Continuum of Learning: Extended Learning Plan

District Name:	Lakota Local Schools
District Address:	5200 County Road 13 Kansas, OH 44841
District Contact:	Chad Coffman, Superintendent
District IRN:	049569

## Background Information

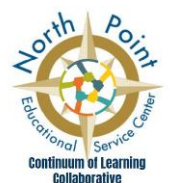
### COVID-19 Impact on Instructional Delivery

**Educational Delivery Models:** Lakota Local School District students have been in person five days a week since August 2020. We have an online option, Raider Academy, for families who wish to have their students learn remotely. The enrollment in our virtual academy has decreased over 50% since August.

**Internet Connectivity and Technology Needs:** All students in our district have a technology device. 100% connectivity in person for our students and staff as well as our remote option learners. Hot spots have been issued for those in need.

**Fall/Winter Assessments:** Lakota Local Schools has not had to apply for any assessment waivers due to remote learning. We have been able to administer assessments this year to determine learning gaps from spring 2020 and implement appropriate interventions. Our remote academy students are brought in for state required testing and are provided special education services if identified.

**-Grades K-4:** All kindergarten students took the KDI assessment at the beginning of the school year. This assessment is typically administered in the spring, but was not in 2020 due to COVID. The KDI results were used to implement interventions within the first two weeks of school. In December, students were reassessed to determine who needed to continue the interventions. Dibels assessments were given to all K-3 students and the lower 25% of 4th graders. We use the data to determine who should receive daily Title Services (Tier 2 interventions) in small groups. We implemented progress monitoring for students in Tier 2 to evaluate growth. Teachers use Tier 1



# Continuum of Learning: Extended Learning Plan

strategies in their classrooms (ex: Heggerty). The Elementary Intervention Team met at the beginning of the school year and every other month to brainstorm strategies to help students who are struggling after Tier 1 & Tier 2 interventions are in place. New interventions are put into place, including Tier 3, if needed.

-Grades 5-8: This fall, all students grades 5-8 took STAR and TSCORF (fall, winter & spring) assessments. For students needing interventions in grades 5 and 6, they were placed in intervention classes and students in grades 7 and 8 were placed in Reading Strategies classes.

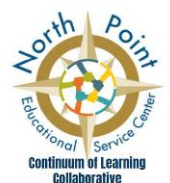
-Grades 9-12: Teachers implemented assessments at the beginning of the year to identify learning gaps from spring 2020 remote learning in all subject areas. Students were given the TSCORF reading screener assessment and needs were determined. Students needing tier 2 interventions are placed in learning strategies courses, along with at-risk tier 1 students. Tier 3 students receive reading intervention through an online program "MindPlay Reading Coach". Students have been tracked and continually monitored to determine if they are on track for graduating.

## Impacted Students

- Remote Learners in Raider Academy
- Special Education Students
- Students with poor attendance
- Students not at benchmark
- Credit deficient students

## Needs

- Support and personnel for summer programming
- Developing a decision rules framework for literacy assessments and progress monitoring
- MTSS- RTFI work
- Our staff has identified several areas of need in regards to professional development that will help them identify learning gaps and support students.
  - Using data for instructional decisions, disciplinary literacy approaches, Strategic



# Continuum of Learning: Extended Learning Plan

Instructional Model (SIM), Orton-Gillingham, Expanded expressions

## Approaches

### Spring 2021:

Grades K-4: Spring 2021 progress monitoring; teacher teams will analyze student data to make recommendations for summer programming; truancy and retention meetings for those students struggling in our remote academy. Identifying students we recommend for summer programming. Incoming kindergarteners will be screened.

Grades 5-8: Spring 2021 Progress Monitoring, truancy and retention meetings for those students struggling in our remote academy. The Truancy Team will recommend students for intervention this summer.

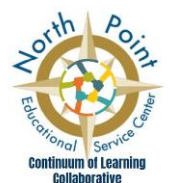
Grades 9-12: Students have been tracked and continually monitored to determine if they are on track for graduating. All seniors are on-track for graduation with state testing points; most juniors are on track for graduation pending the end-of-course government test this spring (2021). Communicating with families regarding progress of students in our remote academy.

### Summer 2021:

Grades K-4: Summer school program will be focused on reading and math. Data will be analyzed this spring to determine which students need more support and they will be invited to attend this program. We will also have a summer reading program offered to all students.

Grades 5-8: Summer program will be a mixture of credit recovery courses through PLP with an in-person teacher for ELA and Math only.

Grades 9-12: Summer school for credit recovery using online schools PLP platform and certified teachers for support; summer End-of-course testing.



# Continuum of Learning: Extended Learning Plan

## Fall 2021:

Lakota Local Schools is committed to implementing evidence-based strategies for increasing literacy skills for all k-12 students. We are in the process of increasing our literacy efforts at all grade levels. We are currently revising our local literacy plan and will be implementing various strategies in the 2021-2022 school year. The focus for the 2021-2022 school year will be refining and utilizing our Decision Rules framework to determine which tier of support students need, increasing our progress monitoring efforts, and engaging in additional professional development related to literacy at all grade levels..

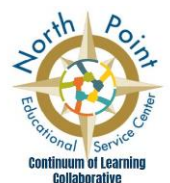
Grades K-4: Reading assessments will be given to all K-3 students and the lower 25% of 4th graders. We use the data to determine who should receive daily Title Services (Tier 2 interventions) in small groups. We implement progress monitoring for students in Tier 2 to evaluate growth. Teachers use Tier 1 strategies in their classrooms (ex: Heggerty). The Elementary Intervention Team will meet at the beginning of the school year and every other month to brainstorm strategies to help students who are struggling after Tier 1 & Tier 2 interventions are in place. New interventions are put into place, including Tier 3, if needed. Students returning from our remote academy will be assessed to determine if additional supports are needed.

Grades 5-8: Will have a plan for how to strategically schedule and monitor students returning from our virtual academy. Teachers will monitor students during their TBT times using data from Savas (Math), TOSCRF and STAR (ELA).

Grades 9-12: Teachers in core content areas will assess students to identify gaps and learning needs to develop an instructional plan. We will administer the TOSCRF screener and other literacy assessments and follow our decision rules to address students' literacy needs and progress monitor.

## Resources and Budget

- ESSER Funds
- Teachers- summer programming
- Food for summer programming



# Continuum of Learning: Extended Learning Plan

## Partnerships

- North Point Educational Service Center
- State Support Team 1
- Vanguard Technical School
- Family Resource Center
- Wyandot Counseling Services

## Alignment to Other Plans

- Lakota Local School District Strategic Plan
- Local Literacy Plan- CLSD Grant
- Middle School and High School focus building plans
- Elementary Reading Achievement Plan

