



Learning Recovery & Extended Learning Plan

District Name:	Lake Local School District
District Address:	436 King Church Ave SW Uniontown OH 44685
District Contact:	Angela Harbaugh
District IRN:	049866

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



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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](#)



<h2 style="margin: 0;">Identifying Academic Needs</h2> <p style="margin: 0; font-weight: bold;">***Lake Local has been face to face with students during the 2020-2021 school year and we do not have significant learning gaps.</p>		
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:	<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? 	Budget
Spring 2021	Lake Local will use a research based assessment instrument {MAP} to progress monitor student growth and achievement in Reading and Math. Lake will also use common assessment data and grades to monitor student achievement and growth in Reading and Math.	
Summer 2021	We will also use research based assessment instruments {MAP Assessment} to identify students that are below grade level in Reading and Math. Lake will also use common assessment data and grades to monitor student achievement in Reading and Math.	



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2021 - 2022	Lake Local will use Ohio State Test results and End of Course test results to help identify students that are not proficient in Reading and Math. We will also use research based assessment instruments {MAP Assessment} to identify students that are below grade level in Reading and Math	
2022 - 2023	Lake Local will use Ohio State Test results and End of Course test results to help identify students that are not proficient in Reading and Math. We will also use research based assessment instrument {MAP Assessment} to identify students that are below grade level in Reading and Math	



Approaches to Address Academic Gap Filling

***Lake Local has been face to face with students during the 2020-2021 school year and we do not have significant learning gaps.

Approaches & Removing/Overcoming Barriers	<i>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.)?</i>
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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	Lake Local will use their existing programs to address the academic gap for Reading and Math. Those existing programs include No New Instruction {NNI} time during the school day for Kindergarten through sixth grade. During the NNI time, teachers re-teach concepts to struggling students or provide enrichment activities for students that have mastered the concepts.	
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	<p>Lake offers an academic assist period for seventh and eighth grade students. During this time, students can get additional instruction with concepts that they have not mastered.</p> <p>Our high school offers a Math Lab and a Writing Lab where students can get additional instruction with concepts that they have not mastered. Students can also get additional help from classroom teachers before and after school.</p>	
Summer 2021	<p>Lake Local will offer a four week summer school program for kindergarten through 8th grade with an emphasis on Reading and Math. This four week program will be offered to students five days a week. We will also offer a summer credit recovery program for grades 9-12 in all subject areas.</p>	\$15,000-\$20,000
2021 - 2022	<p>Lake Local will use their existing programs to address the academic gap for Reading and Math. Those existing programs include No New Instruction {NNI} time during the school day for Kindergarten through sixth grade. During the NNI time, teachers re-teach concepts to struggling students or provide enrichment activities for students that have mastered the concepts.</p> <p>Lake offers an academic assist period for seventh and eighth grade students. During this time, students can get additional instruction with concepts that they have not mastered.</p> <p>Our high school offers a Math Lab and a Writing Lab where students can get additional instruction with concepts that they have not mastered. Students can also get additional help from classroom teachers before and after school.</p> <p>In addition to the existing programs, Lake intends on hiring tutors for each building to work with students in a small group or one on one setting. The focus for the tutors will be in Reading and Math to help close the achievement gap.</p>	\$300,000
2022 - 2023	<p>Lake Local will use their existing programs to address the academic gap for Reading and Math. Those existing programs include No New Instruction {NNI} time during the school day for Kindergarten through sixth grade. During the NNI time, teachers re-teach concepts to struggling students or provide enrichment activities for students that have mastered the concepts.</p> <p>Lake offers an academic assist period for seventh and eighth grade students. During this time, students can get additional instruction with concepts that they have not mastered.</p> <p>Our high school offers a Math Lab and a Writing Lab where students can get additional instruction with concepts that they have not mastered. Students can also get additional help from classroom teachers before and after school.</p> <p>In addition to the existing programs, Lake intends on hiring tutors for each</p>	\$300,000



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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:		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, OIP, CCIP-related plans, graduation plans, student success plans, etc.) 		
Spring 2021	Lake Local will rely on their Classroom teachers and counselors to identify students' social/emotional needs. We will also use daily attendance to identify students' with social/emotional needs.	
Summer 2021	The district works closely with Stark County Mental Health and Addiction Recovery (StarkMHAR) to identify and support all students, including those most at risk and impacted by the pandemic. During the summer months when school is closed, families can be directly forwarded to StarkMHAR from the district's website. StarkMHAR counselors and directors communicate with the district for the purpose of notification of students seeking support. This allows for a smooth transition between summer and the upcoming school year.	
2021 - 2022	Lake Local will rely on their Classroom teachers and counselors to identify students' social/emotional needs. We will also use daily attendance to identify students' with social/emotional needs. Lake Local will provide Mental Health First Aid recertification training for approximately 100 staff to help with identifying students' social and emotional needs.	
2022 - 2023	Lake Local will rely on their Classroom teachers and counselors to identify students' social/emotional needs. We will also use daily attendance to identify students' with social/emotional needs. Lake Local will provide Mental Health and First Aid training to staff to help with identifying students/ social and emotional needs.	



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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:		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.) 		
Spring 2021	<p>Lake Local will begin to implement a Social/Emotional Curriculum, Responsive Classroom, in kindergarten through sixth grade. The curriculum is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.</p> <p>Our high school will continue to refine our PBIS approaches to meet the needs of our students. We rely on our classroom teachers and building principals to identify students who have social/emotional needs.</p> <p>Our counselors will continue to meet with individual students to address their social/emotional needs. Our clinical counselor will continue to meet with individual students that are referred by our classroom teachers, counselors, and building principals.</p>	
Summer 2021	<p>Students seeking social and emotional support can access StarkMHAR via the district’s website. StarkMHAR and the district work in concert to provide the counseling needed to navigate challenging situations. In addition, the district will provide in-person support to those students who remained at home during the 20 – 21 school year. Students will be provided breakfast, academic support, and social / emotional intervention, when needed.</p>	



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<p>2021-2022</p>	<p>Lake Local will fully implement a Social/Emotional Curriculum, Responsive Classroom, in kindergarten through sixth grade. The curriculum is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.</p> <p>Our high school will continue to refine our PBIS approaches to meet the needs of our students. We rely on our classroom teachers and building principals to identify students who have social/emotional needs.</p> <p>Our counselors will continue to meet with individual students to address their social/emotional needs. Our clinical counselor will continue to meet with individual students that are referred by our classroom teachers, counselors, and building principals.</p>	
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PLANNING SUPPORT DOCUMENT

As stated by ODE, this is not a one-size-fits-all exercise. 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. The template above has been designed to be as adaptable as possible given the wide range of district experiences and needs. The pages below in the Planning Support Document are designed to assist districts as they think through the nuances that may be significant to their respective district. Educational Service Centers are here to support. Some schools and districts may choose to have similar plans to facilitate effective implementation. ESCs may be able to provide coordination for such collaborative approaches. The following planning support document is provided to assist teams in thinking through the planning process. Additionally, rather than an exhaustive list of resources that quickly becomes overwhelming and outdated, a few key elements have been provided to assist in planning. Districts may also want to consult ODE's [Reset and Restart](#) website and planning guide. Additional planning resources are also available at <http://reframingeducation.org/>. This decision-making framework was developed by Ohio's network of ESCs to assist districts in having authentic conversations about instructional expectations and making plans to reframe education moving forward; we encourage districts to reach out to their ESCs for additional support as needed.

ACADEMIC PLANNING



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Determining Academic Needs

How will instructional needs be determined?

Possible/Optional item(s) to consider:

- Performance on tests (e.g., district assessments, statewide tests, ACTs, etc.); (Districts will not have achievement data until after the end of the school year and may need to identify assessment opportunities)
- How will districts determine impacted/vulnerable populations?
- How will districts/schools combat barriers for disengaged students?
- What opportunities were missed due to the inability to access programming? Can any of these be reinstated in the summer or next school year? (Districts are encouraged to consider this question for student populations-- Students with Disabilities, English Language Learners, Gifted Students, etc.)
- Access to key opportunities (e.g., advanced mathematics, physics, higher education, intervention programs) lost due to the pandemic.
- Attainment (e.g., high school diploma, college degree, employment)
- What essential elements of determining instructional needs are already in place?
- District MTSS Process and Universal Screeners
- Use of/Alignment with the OIP/DLT/BLT/TBT process to determine; What do students need to learn that they've learned it? How do we intervene for those students who have not learned it? How do we provide opportunities for those students who have learned it?
- Gap Analysis for ELA, Math, Science, and Social Studies
- Prioritize Literacy and Math
- Prioritized Standards
- Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.
- Rising Kindergarteners (These students have spent a significant portion of their life in a pandemic; what needs might they have as they enter Kindergarten in Fall 2021?)

Filling Academic Gaps

How will academic gaps be filled?

Possible/Optional item(s) to consider:

- Existing processes and supports
- Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school programs, etc.)
- MTSS processes
- Effective district-wide/school-wide leadership teams focusing on achievement gaps
- Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs?
- Will measurable objectives be required? Or will these be supplemental offerings that the parents can have their student participate in and benefit from?
- What happens with students who do become proficient?
- Triage plans for Seniors/Credit Recovery Options for HS
- Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.
- Student Success Plans
- Personalized learning opportunities
- Clear instructional plans have been created with prioritized standards
- Clear instructional plans have been communicated with staff, parents, and other stakeholders



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	<ul style="list-style-type: none"> • Cross grade-level communication • Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc. • Who, When, How... Cohorts, Family PODs, Layout, and Delivery • How do we ensure at-risk students are taking advantage of the opportunities? • How can disengaged students be reengaged? • How can ESC Family and Community Partnership Liaisons support this work with vulnerable including but not limited to disengaged students? • What steps will be taken to remove/overcome barriers that may be associated with the "Gap" (transportation to tutoring, no data to track/identify specific student needs, funding concerns to
Determine Competency	<p>What method(s) will be used to determine competency for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Develop and communicate a plan for determining competency (grading and assessments, gra • Develop and communicate a plan for promoting students vs. retention • Consider equity of practices, long-term consequences, social/emotional factors
Resource Link(s):	<p>What Works Clearinghouse Priority Math, Reading and Writing Standards Determination of Student Educational Needs Exceptional and At-Risk Youth District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities Ohio Improvement Process</p>

SOCIAL & EMOTIONAL NEEDS

Determining Social Emotional Needs	<p>How will social and emotional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • District MTSS Process and SEL Screeners • Student Wellness and Success Plans • Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners. • How can ESC Family and Community Partnership Liaisons support in this area? • Are there prevention services/opportunities available through ADAMS and ESCs?
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Addressing Social and Emotional Needs	<p>How will social and emotional needs be addressed?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">• MTSS processes• Alignment to existing Wellness Plans• Alignment to existing Student Success Plans• Triage plans• Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners.• Comprehensive Support for Students - screen for social and medical services (work with community agencies), identify students who need instructional support (mentors, tutors, peer support, etc.)
Resource Link(s):	<p>Panorama Equity Guide to Student Learning Loss</p> <p>CASEL Online SEL Assessment Guide</p> <p>Ohio's K-12 Social & Emotional Learning Standards</p> <p>INFOhio's Educator Tools Curriculum Library (filter for "Social Emotional Learning" under Subject)</p> <p>Ohio's Whole Child Framework</p>



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PROFESSIONAL LEARNING NEEDS

Professional Learning	<p>What professional development activities will be needed/offered to your school district’s teachers and partners to support learning recovery?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">• Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners.• How will teachers, stakeholders, and others be brought into the planning and professional learning process?• If schools are looking to partners to support learning recovery, how will efforts be coordinated?• How will tutors or others be trained?• What school staff/ESC/SST staff can support training community partners?• Alignment to the Ohio Improvement Process and One Needs Assessment• What social and emotional PD will help teachers address wellness needs of students and staff recovering from added pandemic stressors? (Consider alignment to Student Wellness and Success Plans)
Resource Link(s):	Professional Learning Supports Mental Health Resources ESC Customized Support