



# Learning Recovery & Extended Learning Plan

District Name:	Highland Local School District
District Address:	3880 Ridge Road
District Contact:	Laurie Boedicker
District IRN:	048496

## Identifying Academic Needs

<b>Impacted Students:</b>	<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>	
		<b>Budget</b>
<b>Spring 2021</b>	<p>The following data will be used to identify students most in need of academic intervention at Tier 2 or 3 levels during the second semester:</p> <ul style="list-style-type: none"> <li>iReady Diagnostic Data for Reading and Math in K-8</li> <li>Fluency Benchmarks in K-3</li> <li>3rd-grade reading test</li> <li>Reading Improvement and Monitoring Plans</li> <li>HS Graduation and At-risk plans</li> <li>Classroom progress reports/grades/common assessments</li> <li>Teacher Recommendation</li> </ul>	iReady Diagnostic Reading and Math \$12 per student (includes growth monitoring for students receiving intervention)
<b>Summer 2021</b>	<p>The following data will be used to identify students most in need of intensive intervention during the summer through small group or individual tutoring.</p> <ul style="list-style-type: none"> <li>iReady Diagnostic Data for Reading and Math</li> <li>Classroom progress reports/grades/common assessments</li> </ul>	
<b>2021 - 2022</b>	<p>The following data will be used to identify students most in need of academic intervention at Tier 2 or 3 levels during the second semester.</p> <ul style="list-style-type: none"> <li>iReady Diagnostic Data for Reading and Math in K-8</li> <li>Fluency Benchmarks in K-3</li> <li>3rd-grade reading test</li> <li>Reading Improvement and Monitoring Plans</li> <li>HS Graduation and At-risk plans</li> <li>Classroom progress reports/grades/common assessments</li> <li>Teacher Recommendation</li> <li>Ohio State Tests, SAT, and AP data</li> </ul> <p>The following data will be used to identify students who have disengaged from the learning process:</p>	iReady Diagnostic Reading and Math \$12 per student (includes growth monitoring for students receiving intervention)



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	Attendance data Classroom progress reports/grades Teacher Recommendation	
<b>2022 - 2023</b>	<p>The following data will be used to identify students most in need of academic intervention at Tier 2 or 3 levels during the second semester:</p> <ul style="list-style-type: none"> <li>iReady Diagnostic Data for Reading and Math in K-8</li> <li>Fluency Benchmarks in K-3</li> <li>3rd-grade reading test</li> <li>Reading Improvement and Monitoring Plans</li> <li>HS Graduation and At-risk plans</li> <li>Classroom progress reports/grades/common assessments</li> <li>Teacher Recommendation</li> <li>Ohio State Tests, SAT, and AP data</li> </ul> <p>The following data will be used to identify students who have disengaged from the learning process:</p> <ul style="list-style-type: none"> <li>Attendance data</li> <li>Teacher Recommendation</li> </ul>	iReady Diagnostic Reading and Math \$12 per student (includes growth monitoring for students receiving intervention)



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## Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to fill the 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>	
		Budget
<b>Spring 2021</b>	<p>Small-Group Tutoring for students with the most significant progress gaps in Math and Reading in grades K-5 with an intervention specialist, reading, I/E tutor, or the classroom teacher. Students are grouped based on diagnostic and receive targeted instruction with growth monitoring.</p> <p>Grades 6-12 Additional intervention period available to all students with the teachers accessible for assistance/reteaching (ALL) Math lab during the school day during every period (HS semester two) Individual Attendance Plans Individual Success Plans</p>	<p>Title I funds for Tutors in Grades K-2 for Reading Intervention. TBD</p> <p>General funds are used for the remainder of the Reading Specialists' salary.</p>
<b>Summer 2021</b>	<p>Building principals will contact the parents of students who qualify for tutoring services. Small-Group Tutoring for students with the most significant progress gaps in Math and Reading in grades K-8.</p> <p>2nd semester K-5 VLA students will be provided with summer access to IXL for Language Arts and Math to provide continued personalized practice. The access will terminate on September 12, 2021.</p>	<p>Pay for tutoring services for our teachers or 3rd party provider. TBD</p> <p>IXL</p>
<b>2021 - 2022</b>	<p>Expand Foundations to grade 2 to provide research-supported instruction in foundational reading skills to all students.</p> <p>Teacher-based Teams will analyze multiple sources of data to determine if intervention is needed for the whole group, small group, or individual.</p> <p>Small-Group: Tutoring for students with the most significant progress gaps in Math and Reading in grades K-5 with an intervention specialist, reading, or I/E tutor. Students are grouped based on diagnostic and receive targeted instruction with growth monitoring.</p> <p>Grades 6-12 Additional intervention period available to all students with the teachers accessible for assistance/reteaching(ALL).</p> <p>Middle School - Learning Center/Individual and Small group intervention</p> <p>High School - Learning Center, RTI Team, Additional Math period for at-risk Algebra I and Geometry; Students will be assigned to the Academic</p>	<p>Grade 2 Foundations Reading Materials for every classroom and materials for teachers, intervention specialists, and tutors. TBD</p> <p>Professional Development for Foundations Grade 2. TBD</p> <p>Professional Development for Dyslexia/Reading Intervention.</p>



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	<p>Resource Center to receive targeted support on demonstrated weaknesses.          Individual Attendance Plans          Individual Success Plans</p>	
<p><b>2022 - 2023</b></p>	<p>Expand Foundations to grade 2 to provide research-supported instruction in foundational reading skills to all students.</p> <p>Teacher-based Teams will analyze multiple sources of data to determine if intervention is needed for the whole group, small group, or individual.</p> <p>Small-Group Tutoring for students with the most significant progress gaps in Math and Reading in grades K-5 with an intervention specialist, reading, or I/E tutor. Students are grouped based on diagnostic and receive targeted instruction with growth monitoring.</p> <p>Grades 6-12 Additional intervention period available to all students with the teachers accessible for assistance/reteaching(ALL).</p> <p>Middle School - Learning Center/Individual and Small group intervention</p> <p>High School - Learning Center, RTI Team, Additional Math period for at-risk Algebra I and Geometry;          Students will be assigned to the Academic Resource Center to receive targeted support on demonstrated weaknesses.          Individual Attendance Plans          Individual Success Plans</p>	<p>Professional Development for Dyslexia/Reading Intervention</p>



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## Approaches to Identify Social & Emotional Needs

<b>Impacted Students:</b>	<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>	
<b>Considerations:</b>		<b>Budget</b>
<b>Spring 2021</b>	<p>The following data is used to identify students who have disengaged from the learning process or who need additional assistance:</p> <ul style="list-style-type: none"> <li>Vulnerable status</li> <li>Attendance data</li> <li>Classroom grades/participation</li> <li>Course completion % for VLA students</li> <li>Referrals to School Counselor</li> <li>Technology monitoring and filter that reports to building Principals (BARK)</li> </ul>	
<b>Summer 2021</b>	24-hour hotline is monitored throughout the year.	PublicSchoolWorks
<b>2021 - 2022</b>	<p>The following data is used to identify students who have disengaged from the learning process or who need additional assistance:</p> <ul style="list-style-type: none"> <li>Vulnerable status</li> <li>Attendance data</li> <li>Classroom grades/participation</li> <li>Referrals to School Counselor</li> <li>Technology monitoring and filter that reports to building Principals (BARK)</li> </ul>	
<b>2022 - 2023</b>	<p>The following data is used to identify students who have disengaged from the learning process or who need additional assistance:</p> <ul style="list-style-type: none"> <li>Vulnerable status</li> <li>Attendance data</li> <li>Classroom grades/participation</li> <li>Referrals to School Counselor</li> <li>Technology monitoring and filter that reports to building Principals (BARK)</li> </ul>	



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## Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to address the 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>	
		Budget
<b>Spring 2021</b>	<p>We have a full-time Mental Health professional, a Behavioral Specialist, 4 School Psychologists, and 5 School Counselors.</p> <p>We continue to implement our Social Emotional Learning Curriculum: Second Step in grades K-8 and PrepareU Mental Health Curriculum in grade 9.</p> <p>Individual Success Plans developed for students at the high school in danger of not completing coursework successfully, or in need of alternative learning support.</p>	
<b>Summer 2021</b>	<p>Schedule check-in Fridays for high school counselors to be available to follow up with students.</p> <p>The administration monitors and responds to a 24-hour hotline.</p>	
<b>2021-2022</b>	<p>We have a full-time Mental Health professional, a Behavioral Specialist, 4 School Psychologists, and 5 School Counselors. We plan to add a counselor at the high school and a Registered Behavior Technician starting the fall of 2021.</p> <p>Professional Development for 6-12 Staff Intro to Trauma: Managing Trauma in the Classroom and Recognizing Secondary Traumatic Stress.</p> <p>We will be training our PBIS teams in PK-3.</p>	
<b>2022-2023</b>	<p>We will continue to implement the Social Emotional Learning Curriculum.</p> <p>We will continue to implement PBIS in PK-3.</p>	