Learning Recovery & Extended Learning Plan

District Name:	Lexington Local Schools
District Address:	103 Clever Lane, Lexington, OH 44904
District Contact:	Jeremy Secrist, Superintendent
District IRN:	049437

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

Edited March 29, 2021

Extended Learning Plan Budget

Spring 2021 through 2022-2023 school year	Lexington Local will utilize general operating funds, special programs funds, grants, and federal funds (including those received for COVID-19 relief) to pay for extended learning initiatives. The district will continue to prioritize meeting the academic and social and emotional needs of all students. Creative partnerships and collaborative opportunities will be explored when applicable to promote sound financial management.

Identifying Academic Needs

Spring 2021	Lexington Local will work to identify the academic gaps and needs of all students by gathering and analyzing data from a variety of sources such as assessment results (district formative assessment, Ohio State Tests, ACT, and diagnostic assessments). The district will also use a multi-tiered system of supports (MTSS), Gap analysis for core subject areas (with a prioritization for literacy and math), and a review of special education needs (IEPs, WEPs, compensatory services, etc.) to determine student academic gaps and needs. Two-way communication between the school(s) and parents will provide additional essential data. Planning within the district's CCIP and One Needs Assessment will reflect the identified academic gaps and needs.
Summer 2021	Lexington Local will continue working to identify the academic gaps and needs of all students by gathering and analyzing data from a variety of sources. Planning within the district's CCIP and One Needs Assessment will reflect the identified academic gaps and needs. Two-way communication between the school(s) and parents will continue to inform district decision-making.
2021-2022	Lexington Local will monitor the academic gaps and needs of all students by gathering and analyzing data from a variety of sources such as assessment results (district formative assessment, Ohio State Tests, ACT, and diagnostic assessments). The district will also use a multi-tiered system of supports (MTSS), Gap analysis for core subject areas (with a prioritization for literacy and math), and a review of special education needs (IEPs, WEPs, compensatory services, etc.) to determine student academic gaps and needs. Two-way communication between the school(s) and parents will provide additional continued guidance for identifying student academic gaps and needs. Planning within the district's CCIP and One Needs Assessment will reflect the identified academic gaps and needs.
2022-2023	Lexington Local will monitor the academic gaps and needs of students by gathering and analyzing data from a variety of sources such as assessment results (district formative assessment, Ohio State Tests, ACT, and diagnostic assessments). The district will also use a multi-tiered system of supports (MTSS), Gap analysis for core subject areas (with a prioritization for literacy and math), and a review of special education needs (IEPs, WEPs, compensatory services, etc.) to determine student academic gaps and needs. Two-way communication between the school(s) and parents will provide additional continued guidance for identifying student academic gaps and needs. Planning within the district's CCIP and One Needs Assessment will reflect the identified academic gaps and needs.

Approaches to Address Academic Gaps

Spring 2021	Lexington Local will utilize the data and analysis gathered from identifying student academic gaps and needs to guide and structure extended learning opportunities to meet the needs of all students. Through parent and teacher data, the district determined a multi-prong approach is desirable. The district will also begin planning for additional academic interventions to occur throughout the 2021-2022 school year. Existing processes and supports (MTSS, classroom differentiation, diagnostic assessments, and Remote Learning Plan) will provide data to the district's DLT, BLT, and TBT. Identification and preparation for any needed High Quality Professional Development will take place during this time. Continued two-way communication between the school(s) and parents will help identify students with academic gaps and promote participation in extended learning opportunities. The district will also work with the families of students exhibiting academic gaps to develop meaningful student success and/or graduation plans that promote student growth.
Summer 2021	Lexington Local will provide High Quality Professional Development (if necessary), via partnerships with educational partners (Ex: SST7 and Mid-Ohio ESC) to support the implementation of extended learning opportunities for all students exhibiting academic gaps. Additional staffing may be put in place to meet the needs of all students exhibiting academic gaps. Continued two-way communication between the school(s) and parents will be encouraged. The district will expand our K-6 Math and Literacy camps to provide all students the opportunity to continue learning during the Summer of 2021. In addition, students grades 6-12 will have the opportunity to utilize the Lexington Digital Academy for credit recovery and/or acceleration. High School students will be offered an ACT and College Readiness Bootcamp, while students in grades K-6 will be provided additional opportunities to utilize iReady Reading and Math instruction, as well as the myON Digital Library.
2021 - 2022	Lexington Local will implement and monitor the success of extended learning opportunities throughout the school year. Additional academic intervention (with a focus on literacy and math) will provide meaningful learning opportunities for students exhibiting academic gaps throughout the school year (examples may be: interventions embedded during the school day, before/after school tutoring, etc). These interventions may be administered via additional instructional staff, vendor provided academic programs, through classroom differentiation/individualization, etc. The district will use High Quality Student Data to monitor the success of the extended learning opportunities. Additional High Quality Professional Development will be implemented as necessary to support staff in meeting the academic needs of all students. Teachers will also monitor student growth by collecting High Quality Student Data through High Quality Student Assessment to inform classroom instruction and differentiation. Continued two-way communication between the school(s) and parents will help monitor the growth of students exhibiting academic gaps and result in the informed development of meaningful student success and graduation plans.

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2022 - 2023	After analyzing the success of the extended learning opportunities during the 2021-2022 school year, Lexington Local will continue and/or adjust to meet the needs of students exhibiting academic gaps. Additional academic intervention (with a focus on literacy and math) will provide meaningful learning opportunities for students exhibiting learning gaps throughout the school year (examples may be: interventions embedded during the school day, before/after school tutoring, etc). These interventions may be administered via additional instructional staff, vendor provided academic programs, through classroom differentiation/individualization, etc. The district will use High Quality Student Data to monitor the success of the extended learning opportunities. Additional High Quality Professional Development will be implemented as necessary to support staff in meeting the academic needs of all students. Teachers will also monitor student growth by collecting High Quality Student Data through High Quality Student Assessment to inform classroom instruction and differentiation. Continued two-way communication between the school(s) and parents will help monitor the growth of students with academic gaps and result in the informed development of meaningful student success and graduation plans.

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Approaches to Identify and Address Social and Emotional Needs

Spring 2021	Lexington Local will work to identify and address social and emotional needs for all of our students (with a focus on our most vulnerable populations). Ohio's Whole Child Framework, district wellness policy, and student success and wellness planning will provide guidance for this process. Lexington has existing community partnerships and will look to add other partnerships as needed (ex: Mid-Ohio ESC, Family Life Counseling, School Resource Officer and Lexington Police Department, NAMI, etc.). Two-way communication between the school(s) and parents will provide valuable information related to identifying student needs. District MTSS, PBIS, student success plans, and graduation plans provide systems to identify social and emotional needs within the student population. The availability of a mental health counselor and an established counseling site within the district are beneficial for efficient identification of student social and emotional needs (this also serves as a valuable resource to staff). A school resource officer provides for school safety and works as a community liaison developing positive relationships with students and their families. During this timeframe, the district will collaborate with our community partners to develop and provide ongoing High Quality Professional Development as needed. HQPD may focus on providing district staff additional support and tools to identify social and emotional needs of all students.
Summer 2021	While using the Ohio Whole Child Framework, district wellness policy and student wellness and success plan for guidance, the district will renew/strengthen/develop needed community partnerships (ex: Mid-Ohio ESC, Family Life Counseling, School Resource Officer and Lexington Police Department, NAMI, etc.). HQPD may be developed and implemented as needed to support staff in identifying the social and emotional needs of all students (with a focus on the most vulnerable populations). Two-way communication will continue between the school(s) and parents to identify the social and emotional needs of our students
2021-2022	Lexington Local will continue to identify and address social and emotional needs for all of our students (with a focus on our most vulnerable populations). The Ohio Whole Child Framework, district wellness policy, and student wellness and success will provide guidance for this process. Lexington will continue to cultivate community partnerships as needed (ex: Mid-Ohio ESC, Family Life Counseling, School Resource Officer and Lexington Police Department, NAMI, etc.) to support the effective identification of student social and emotional needs. Two-way communication between the school(s) and parents will provide valuable information related to identifying student needs. District MTSS, PBIS, student success plans, and graduation provide systems to identify social and emotional needs within the student population. The availability of a mental health counselor and an established counseling site within the district are beneficial for efficient identification of student social and emotional needs (this also serves as a valuable resource to staff). A school resource officer provides for school safety and works as a community liaison developing positive relationships with students and their families. During this timeframe, the district will collaborate with our community partners to provide ongoing High Quality Professional Development as needed. HQPD may focus on providing district staff additional support and tools to identify social and emotional needs of all students.
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