

# LOCKLAND LOCAL SCHOOL DISTRICT

## Administrative Office

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## Lockland Middle School

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## Lockland Elementary

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## Lockland High School

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*Revised and Posted: December 6, 2021*

## Safe Return to In-Person Instruction and Continuity of Services Plan / Remote Learning Plan

Lockland Local School District  
210 North Cooper Avenue  
Lockland, OH 45215  
IRN: 044230  
District Contact: Bob Longworth, Superintendent

### Components:

- **Impacted Students:** How will students be identified to determine which students have been most impacted by the pandemic in terms of progress and with a focus on the most vulnerable populations?
- **Needs Assessment:** How will schools identify the needs of these students?
- **Resources and Budget:** What are the available resources and associated budgets?
- **Approaches:** What approaches can be deployed to best meet these needs?
- **Partnerships:** Which local and regional partners will be engaged to meet the needs of these students?
- **Alignment:** How can this plan be aligned to existing school and district improvement plans, including: Student Wellness Plans, Remote Learning Plans, CCIP plans, Student Success / Graduation Plans, School Quality Improvement Grant plans, existing grant plans, etc.

### IMPACTED STUDENTS / NEEDS ASSESSMENT:

- *The following data sources / tools will be utilized to determine which students are in need of additional supports to ensure growth and success:*
  - Input from the District Leadership Team, Building Leadership Teams, community partners, post-secondary institutions / partnerships and our local Board of Education
  - Measures of Academic Progress (MAP) assessments in grades K-12
  - Content area / grade level classroom assessments in grades K-12
  - Grade Distribution Analysis each quarter in grades 3-12
  - High School credit tracking data in grades 9-12
  - ELL student progress reports and data for applicable students
  - IEP progress monitoring reports and data for applicable students
  - Testing, discipline and attendance data in grades K-12
  - Teacher Based Team, Building Leadership Teams and District Leadership Team data analysis and evaluation reports as a component of our Ohio Improvement Plan processes and CCIP

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- Multi-Tiered Systems of Support framework processes with a focus on literacy, math, attendance and behavior supports for all students in grades K-12 with applicable decision rules

## **RESOURCES AND STRATEGIES TO ENSURE THE SAFE RETURN TO SCHOOL:**

- *The following resources and budget estimates will drive the implementation, progress monitoring and refinement of our Learning Recovery and Extended Learning Plan:*
  - Measures of Academic Progress (MAP) assessments in the areas of reading and math to collect benchmarking data three times per year to measure growth and progress
  - Academic and Data Coach support to provide on-going, job-embedded and systemic professional learning supports in the areas of curriculum alignment, evidence-based instructional strategies, data driven decision making from assessments and implementation of resources aligned to each of these areas with students, for all staff in grades K-12
  - Student Services Supervisor role added to support in the areas of special education, ELL, Literacy, Ohio Improvement Processes and MTSS beginning during the 2021-2022 SY
  - Virtual Learning Academy (VLA) development for students beginning during the 2021-2022 SY as an extension of our existing K-12 programming in the district. This will include:
    - Designation of Virtual Learning Academy staff (teachers, administrators and wellness supports) to work with remote learning students and families during the 2021-2022 SY
    - Adoption of virtual learning curriculum and assessment tools for students in grades K-12 opting for remote instruction and / or remediation beginning during the 2021-2022 SY
    - Renovation and improved air quality work within our facility to allow for designated spaces conducive to Virtual Learning Academy teaching, after school tutoring and summer programming for students in grades K-12 beginning during the 2021-2022 SY
  - Technology / cybersecurity investments that will provide 21<sup>st</sup> Century learning tools and WiFi for all students in need and also the needed protections to keep our kids safe in cyberspace beginning during the 2020-2021 SY
  - Vocational lab development on campus in collaboration with the Great Oaks for all students in grades 7-9 with a focus on urban agriculture (construction, framing, light electric, plumbing / irrigation and small engine mechanics) beginning during the 2021-2022 SY
  - Student Success Plan development for all students in grades 6-12 with a focus on career exploration and pathways, credentialing options, college readiness, military opportunities, and on-track graduation beginning during the 2020-2021 SY
  - K-12 Social Emotional Learning curriculum development, implementation and progress monitoring for all students beginning during the 2021-2022 SY
  - K-3 Literacy Model Site development in collaboration with the Ohio Department of Education and Mount Saint Joseph University beginning during the 2020-2021 SY
  - St. Joseph's partnership to provide SEL support students as needed

## **PARTNERSHIPS:**

- *The following partnerships will work collaboratively with the Lockland Local School District in order to implement, progress monitor and refine our plan as needed:*
  - The Village of Lockland (Mayor, Council and Village Administrator) – VLA and after-school / summer programming facility acquisition
  - Hamilton County Educational Service Center (HCESC) – Academic and data coaches for on-going, job-embedded and systemic professional learning and supports; curriculum and assessment development specific to our VLA and after-school tutoring solutions

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- New Directions Youth Academy & YMCA of Greater Cincinnati – after-school and summer programming solutions for students
- Cincinnati Bell Technology – WiFi within the community as a Public Utilities project and residential WiFi solutions partner
- Forward Edge – Cyber security efforts and the continued development of our WiFi capabilities on main campus and within the VLA / After School / Summer School learning spaces
- SHP – Design, engineering and facilities project work to develop learning spaces conducive to the teaching and learning plan components addressed throughout our plan
- Great Oaks Career Campuses – Vocational program and lab space development on campus to support programming in our middle and high school
- Ohio Department of Education & Mount Saint Joseph University – Professional development, resource acquisition and program development to create our K-3 Literacy Model Site
- State Support Team (SST) #13 – Partnership to support curriculum, instruction, assessment and PBIS
- St. Joseph's – Partnership to provide school-based mental health services to students

## **FUNDING SOURCES:**

- *The following funding sources have been / will be utilized to finance the components of our plan:*
  - General fund budget
  - Federal grants (Title I-A, Title II, Title III, Title IV-A and IDEA-B)
  - School Quality Improvement Grant funding awarded from ODE
  - State Personnel Development Grant funding awarded from ODE
  - PARTNERS grant funding awarded by ODE
  - 21<sup>st</sup> Century Learning Grant funding awarded by ODE
  - Ohio Broadband Connectivity funding provided by ODE
  - ESSER I, ESSER II, ESSER Urban funds and ARP
  - High Schools that Work funding
  - Non-profit funding partners in the region focused on the development of 21<sup>st</sup> Century Learning

## **ALIGNMENT:**

- *All components of this plan are aligned to our CCIP, School Quality Improvement Plan, K-12 Local Literacy Plan and Student Success / Wellness Plans within the Lockland Local School District.*

## **ARP Funding Plan:**

1. How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

The district will use the ARP ESSER funds in order to continuously and safely open and operate schools for in-person learning in the following ways: funding and on-going partnership with a local medical non-profit to provide additional physical health support, telehealth primary care services, SEL and mental health supports as needed; additionally the district will hire 2 teachers in order to provide small group interventions and support to students in areas of reading and mathematics; the district will invest in needed technology to support on-site learning for all students; the district will partner with the local municipality and Cincinnati Bell Technologies to ensure all students have access to high-speed internet to support learning at home in addition to on-site instruction; the district will invest funds to renovate the Educational Annex in order to provide before-school, after-school, and summer enrichment to extend our school days and school year to support students and also to provide additional useable instructional space to allow for social distancing aligned with recent CDC guidance;

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renovation will include improvements to the HVAC, plumbing, electric, and mechanical systems; design and engineering that will result in educational space conducive to teaching and learning.

2. How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year?

The district will use the ARP ESSER funds in order to continuously and safely open and operate schools for implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year in the following ways: funding and on-going partnership with a local medical non-profit to provide additional physical health support, telehealth primary care services, SEL and mental health supports as needed; additionally the district will hire 2 teachers in order to provide small group interventions and support to students in areas of reading and mathematics; the district will invest in needed technology to support on-site learning for all students; the district will partner with the local municipality and Cincinnati Bell Technologies to ensure all students have access to high-speed internet to support learning at home in addition to on-site instruction.

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The district will use its remaining ARP ESSER funds to renovate the Educational Annex in order to provide before-school, after-school, and summer enrichment to extend our school days and school year to support students and also to provide additional useable instructional space to allow for social distancing aligned with recent CDC guidance; renovation will include improvements to the HVAC, plumbing, electric, roofing, IT infrastructure, interior design, and mechanical systems; design and engineering that will result in educational space conducive to teaching and learning.

4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

All interventions implemented by the district will be targeted to students disproportionately impacted by the COVID-19 pandemic, inclusive of: 100% of students grades K-12 coming from low-income families, 60% of all students representing students of color, 20% of all students identified as English learners and/or children with disabilities. Additional consideration will be given to students experiencing homelessness, children in foster care, and migratory students. The district will use the ARP ESSER funds in order to continuously and safely open and operate schools for implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, and extended school year in the following ways:

- Administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction through the hiring of 2 additional teachers in order to provide small group interventions and support to students in areas of reading and mathematics;
- Implementing evidence-based activities to meet the comprehensive needs of students through the hiring of 2 additional teachers in order to provide small group interventions and support to students in areas of reading and mathematics and funding an on-going partnership with a local medical non-profit to provide additional physical health support, telehealth primary care services, SEL and mental health supports as needed;
- Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment through investment in needed technology to support on-site learning for all students and partnership with the local municipality and Cincinnati Bell

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Technologies to ensure all students have access to high-speed internet to support learning at home in addition to on-site instruction;

- Tracking student attendance and improving student engagement in distance education through investment in needed technology to support on-site learning for all students and partnership with the local municipality and Cincinnati Bell Technologies to ensure all students have access to high-speed internet to support learning at home in addition to on-site instruction.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

The following data sources / tools were utilized to determine which students are in need of additional supports to ensure growth and success: Input from the District Leadership Team, Building Leadership Teams, community partners, postsecondary institutions / partnerships and our local Board of Education; Measures of Academic Progress (MAP) assessments in grades K-12; Content area / grade level classroom assessments in grades K-12; Grade Distribution Analysis each quarter in grades 3-12; High School credit tracking data in grades 9-12; ELL student progress reports and data for applicable students; IEP progress monitoring reports and data for applicable students; Testing, discipline and attendance data in grades K-12; Teacher Based Team, Building Leadership Teams and District Leadership Team data analysis and evaluation reports as a component of our Ohio Improvement Plan processes and CCIP; Multi-Tiered Systems of Support framework processes with a focus on literacy, math, attendance and behavior supports for all students in grades K-12 with applicable decision rules.

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

Funding an on-going partnership with a local medical non-profit to provide additional physical health support, telehealth primary care services, SEL and mental health supports as needed with ARP funding through FY2024; additionally the district will hire 2 teachers in order to provide small group interventions and support to students in areas of reading and mathematics with ARP funding through FY2022; the district will invest in needed technology to support on-site learning for all students with ARP funding through FY2024 and will sustain with General Fund funds beginning FY2025; the district will partner with the local municipality and Cincinnati Bell Technologies to ensure all students have access to high-speed internet to support learning at home in addition to on-site instruction with ARP funding through FY2024 and will sustain with General Fund funds beginning FY2025; Renovation of the Educational Annex in order to provide before-school, after-school, and summer enrichment to extend our school days and school year to support students and also to provide additional useable instructional space to allow for social distancing aligned with recent CDC guidance; renovation will include improvements to the HVAC, plumbing, electric, roofing, IT infrastructure, interior design, and mechanical systems; design and engineering that will result in educational space conducive to teaching and learning with ARP funding and to be completed by FY2023.

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

The district intends to use ARP ESSER funds to promote remote learning by: investing in needed technology to support remote learning opportunities for all students; partnership with the local municipality and Cincinnati Bell Technologies to ensure all students have access to high-speed internet to support learning at home in addition to on-site instruction; additionally, the Educational Annex will have space dedicated to the support of remote learners for the purpose of administering high-quality assessments and implementing evidence-based interventions as needed.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

- Administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including differentiating instruction through the hiring of 2 additional teachers

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in order to provide small group interventions and support to students in areas of reading and mathematics;

- Implementing evidence-based activities to meet the comprehensive needs of students through the hiring of 2 additional teachers in order to provide small group interventions and support to students in areas of reading and mathematics and funding an on-going partnership with a local medical non-profit to provide additional physical health support, telehealth primary care services, SEL and mental health supports as needed;
- Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment through investment in needed technology to support on-site learning for all students and partnership with the local municipality and Cincinnati Bell Technologies to ensure all students have access to high-speed internet to support learning at home in addition to on-site instruction;
- Tracking student attendance and improving student engagement in distance education through investment in needed technology to support on-site learning for all students and partnership with the local municipality and Cincinnati Bell Technologies to ensure all students have access to high-speed internet to support learning at home in addition to on-site instruction.

#### **Components to our Virtual Learning Academy Opportunity for K-12 Students:**

- Meet minimum school year requirements for the number of hours applicable to the type of school and grades served;
- Ensure students have access to the internet and computers or other technology with filtering software so they can participate in online learning. Technology and internet service must be paid for by the district or school for students who do not otherwise have access;
- Track student participation in all online and offline activities;
- Report student attendance based on participation;
- Monitor and assess student achievement and provide additional services when necessary to improve achievement;
- Provide for periodic communication to parents about their children's progress;
- Describe the district's or school's approach to addressing nonattendance and compliance with truancy laws;
- Provide for reporting the number of students engaged in remote learning to the Department.

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