

Shamokin Area School District

Learning Recovery Plan

2020-2024

“We’ll always be loyal and true!”

FOCUS and GOALS for Loss of Learning Recovery in the Shamokin Area School District

In the succeeding days after March 13, 2020 the nation came to a standstill and the landscape of education changed forever. From that moment forward, it became our school district’s mission to work with our community and educational stakeholders to assist students in advancing their education and triage any learning gaps that may have been created due to the coronavirus pandemic.

Subsequently, this plan was developed to address learning recovery and extended learning opportunities for our K-12 students that include, but are not limited to: remote learning opportunities, quarterly after-school remediation academies, summer camp, after school tutoring, accessibility to technology, and professional staff development of evidence-based and proven learning strategies to accelerate the academic growth of all students.

Additionally, in support of this plan, the Shamokin Area School District established a Loss of Learning and Recovery Committee with school administration, teachers, community members and school board officials to review and discuss the details outlined in this plan. This document is a living document and may be modified to address the specific and changing needs of our students over time. We firmly believe that together and as a school and local community we can take the necessary actions to mitigate the impact of COVID-19 on our student population and their academic needs.

Plan Components:

Identifying Academic Needs	Approaches to Address Academic Needs	Identifying Social-Emotional Needs	Approaches to Address Social-Emotional Needs
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IDENTIFYING ACADEMIC NEEDS:

Impacted Students:

How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning process (with a focus on the most vulnerable student populations including, but not limited to disengaged students)?

Tools/Interventions:

K-6

- **Grade-Level and Subject Area Monthly Teacher/Staff Meetings** - Teachers will meet each month to analyze student data and grade-level learning goals.
- **District data tools that will be frequently used for analysis:**
 - iReady
 - Acadience (Pathways Reports)
 - Brigance Screener (Kindergarten Enrollees)
 - PSSA/PVAAS
 - Grades (SIS)
 - Attendance (SIS)
 - Teacher Observations
 - Child Study Referrals/Recommendations
 - SWIS Behavior Management System
- **School Committees/Teams** - Child Study, ATSI, Data Team, Climate Committee, Grade-Level Team, MTSS/ECRI Committee, Title I/Reading Committee, SAP Team. These committees/teams will meet regularly each month throughout the school year. At these meetings, data will be reviewed from the grade level team meetings and plans may be modified/adapted to meet existing school goals.

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- **Grade-Level and Subject Area Monthly Teacher/Staff Meetings** - Teachers will meet each month to analyze student data and grade-level learning goals.
- **District data tools that will be frequently used for analysis:**
 - CDT Benchmarking
 - iReady
 - PSSA/PVAAS
 - Keystone Test
 - Grades (SIS)
 - Attendance (SIS)
 - Teacher Observations.
 - End of Year standards based course data
- **School Committees/Teams** - TSI, Data Team, Climate Committee, Subject Area Teams, Grade-Level Teams, and STOP Team. These committees/teams will meet regularly each month throughout the school year. At these meetings, data will be reviewed from the grade level team meetings and plans may be modified/adapted to meet existing school goals.



APPROACHES TO ADDRESS ACADEMIC NEEDS:

Impacted Students:

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.)?

Tools/Interventions:

K-6

- **Indian Academy (Spring 2021)** - At the conclusion of the 3rd Marking Period, students with failing averages in both reading and mathematics were invited to attend Indian Academy for the whole month of May to make up missing assignments due to infrequent attendance or work on individual goals and competencies to decrease their loss of learning. Additionally, teachers were permitted to refer students for additional after school help even if they were passing one or both of the identified subject areas (based on individual student need). Transportation was provided to students who attended the program. The program ran from May 3-May 27 (Mon-Thurs) from 3-5 pm.
- **Indian Academy (2021-2023)** - At the conclusion of each Marking Period, students with failing averages in both reading and mathematics were invited to attend Indian Academy for 2 weeks to make up missing assignments due to infrequent attendance or work on individual goals and competencies to decrease their loss of learning. Additionally, teachers will be permitted to refer students for additional after school help even if they were passing one or both of the identified subject areas (based on individual student need). Transportation will be provided to students who attended the program. The program will run for the 2 weeks following the end of each marking period.
- **Indian Summer Camp (Summer School)** - Shamokin Area Elementary Administrative and Guidance Team reviewed the 2020-21 fall, winter, and spring diagnostic scores, standards-based and traditional report card marks, attendance data, individual classroom data, and spring intervention program data to identify which students have been most

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- **Indian Academy (Spring 2021)** - At the conclusion of the 3rd Marking Period, students with failing averages in all subjects were invited to attend Indian Academy for the whole month of May to make up missing assignments due to infrequent attendance or work on individual goals and competencies to decrease their loss of learning. Additionally, teachers were permitted to refer students for additional after school help even if they were passing one or both of the identified subject areas (based on individual student need). Transportation was provided to students who attended the program. The program ran from May 3-May 27 (Mon-Thurs) from 3-5 pm. We had six teachers to cover over one-hundred students. We had a more than 90% success rate.
- **Indian Academy (2021-2023)** - At the conclusion of each Marking Period, students with failing averages in any subject will be invited to attend Indian Academy for 2 weeks to make up missing assignments due to infrequent attendance or work on individual goals and competencies to decrease their loss of learning. Additionally, teachers will be permitted to refer students for additional after school help even if they were passing one or both of the identified subject areas (based on individual student need). Transportation will be provided to students who attended the program. The program will run for the 2 weeks following the end of each marking period.
- **Indian Summer Camp (Summer School)** - Shamokin Area Middle/High School Administrative and Guidance Team along

impacted by the pandemic in terms of their learning progress. These students were invited to participate in our Indian Summer Camp Program. Transportation and lunch was provided to students who attended the program. The program ran from June 14th - July 8th from 8-noon at the High School.

- **Indian Camp (2021-2023)** - We will continue this program every summer to continue to close the gap of learning loss. Students will be selected the same as 2021 and teachers will be hired based on the number of students attending. Lunch and bussing will also continue to be utilized.
- **After-School Tutoring Program** - Shamokin Area Elementary/Intermediate School Administrative and Guidance Team along with teachers will review 2020-21 diagnostic scores, standards-based and traditional report card marks, attendance data, individual classroom data, spring intervention program data, and summer school data in addition to fall 2021 diagnostic data to identify which students have been most impacted by the pandemic in terms of their learning progress. These students will be invited to participate in an after school tutoring program for the 2021-2022 school year to accelerate and support additional gap closing and intervention programs. Teachers will be hired as needed to support and tutor students. Teachers will provide work to help accelerate and support all learning loss. Transportation will be provided.
- **Modified Daily Schedule** - unlike previous school years, we will be providing students with a 45 minute block of time set aside each afternoon clubs, programs and loss of learning initiatives. This will not only address SEL and mental health in our building, but provide students designated time to engage in campus-wide initiatives (anti-bullying, clubs, SEL/7-mindsets, Too Good For Drugs, Career Pathways, etc) as well as academic progress monitoring.
- **Programming/Field Trips** - reinstatement of previously enjoyed academic field trips and additional programming (i.e. Ag Lab, Sparks, Hygiene, etc) for the 2021-2022 school year.
- **Attendance Initiatives** - we understand collectively that students need to be present to learn. Therefore, we will focus on attendance and

with teachers will reviewed the 2020-21 fall, winter, and spring diagnostic scores, standards-based and traditional report card marks, attendance data, individual classroom data, and spring intervention program data to identify which students have been most impacted by the pandemic in terms of their learning progress. These students were invited to participate in our Indian Summer Camp Program. Transportation and lunch was provided to students who attended the program. The program ran from June 14th - July 8th from 8-noon at the High School. We had 205 students selected and 130 attended. We offered Math, ELA, Science, PE, and History to our students. Seven teachers were hired to instruct Indian Camp.

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- **Clubs** - Reinstatement of previously enjoyed Clubs(i.e. Students Against Bullying, Key Club, Indian Pride, **Subject specific clubs**, etc) for the 2021-2022 school year.

engagement to increase student time of learning and recovery. Each marking period will feature an attendance and engagement goal for each student to achieve. The ATSI committee in conjunction with guidance, administration and teachers will establish each marking period goal and reward.

- **Diagnostics/Benchmarking** - Reading/Math i-Ready/Acadience assessment data analysis to inform instruction.
- **Communication** - Shamokin Area Elementary/Intermediate School will continue to contact parents as often as possible when they determine the student is suffering from loss of learning. Teachers are committed to have open two-way communication via every avenue available. Parents have 24/7 access to the parent portal to communicate and view students' daily activity. Administration will use social media, district website, mail, email, call outs and more to keep parents, students, and community members updated and involved in all decisions dealing with loss of learning.
- **Enhanced Core Reading Instruction (K-2)** - ECRI will be fully implemented for all students K-2 for the 2021-2022 school year. Additionally, all Title I reading interventionists will be redistributed to grades K-2 to provide an additional 45 minutes of reading support to identified Tier II and Tier III students each day. Data from Acadience Testing will be used to identify students needing Tier II and III ECRI interventions (additional criteria may be established by Title I Reading Interventionists).
- **Voyager Sopris Learning - Rewards Curriculum (Intermediate and Secondary)** - this program will be implemented with Special Education and General Education students during the 2021-2022 school year. REWARDS is a powerful research-based, short-term, and specialized program for adolescent students in grades 4-12 who struggle reading long, multisyllabic words and comprehending content-area text. With explicit, systemic, teacher-led instruction, this intervention gives students new skills to unlock grade-level content-area text.
- **Grade Recovery / Non-Traditional Learning Options (K-12)** - The Shamokin Area School District will provide cyber recovery options to students through AccelerateEd (K-5), Edgenuity (6-12) and Educere

- **Programming** - Reinstatement and additional programming will take place during blocks of time established by administration throughout the year.
- **Attendance Initiatives** - we understand collectively that students need to be present to learn. Therefore, we will focus on attendance and engagement to increase student time of learning and recovery. Each marking period will feature an attendance and engagement goal for each student to achieve. Administration, Guidance, and Teachers will establish each marking period goal and reward.
- **Diagnostics/Benchmarking** - Reading/Math i-Ready, CDT, and Study Island assessment data analysis to inform instruction.
- **Additional Courses** - The following courses have been added to increase and support students who may have fallen behind this past school year.
 - Math - Applied Math 7, Applied Math 8, and Pre-Algebra.
 - ELA - Applied ELA 7 and Applied ELA 8Shamokin Area Middle/High School Administrative and Guidance Team along with teachers will review 2020-21 diagnostic scores, standards-based and traditional report card marks, attendance data, individual classroom data, spring intervention program data, and summer school data in addition to fall 2021 diagnostic data to identify which students have been most impacted by the pandemic in terms of their learning progress. These students will be placed in these courses to accelerate and support gap closing. Curriculum was designed specifically for the needs of these students and is available on our district website. Students may be selected the successive years if needed.
- **Credit Recovery** - Is available to recovery support students who may have fallen behind this past school year. Shamokin Area Middle/High School Administrative and Guidance Team along with teachers will review 2020-21 diagnostic scores, standards-based and traditional report card marks, attendance data, individual classroom data, spring intervention program data, graduation requirements and summer school data to identify which students have been most impacted by the pandemic in terms of their

(K-12) learning platforms. Students requiring an extended leave from school (due to mental or physical impairments) can benefit from these non-traditional learning options provided by the district at no cost to parents.

learning progress. These students will be given the opportunity to work independently via Edgenuity and/or Study Island to recover lost credits.

- **Communication** - Shamokin Area Middle/High School will continue to contact parents as often as possible when they determine the student is suffering from loss of learning. Teachers are committed to have open two-way communication via every avenue available. Parents have 24/7 access to the parent portal to communicate and view students' daily activity. Administration will use social media, district website, mail, email, call outs and more to keep parents, students, and community members updated and involved in all decisions dealing with loss of learning. teacher comm, black board connect, meetings
- **Study Halls** - Middle School students not in applied courses for learning loss will have the option to have a study hall. High School students will continue to have the opportunity for study halls as before.
- **Technology** - We are now a 1 to 1 school. Every student was given a laptop. If needed we also provide hot spots. Students now have access to the world wide web for learning loss, extra assignments, google classroom (where all course work is housed and updated daily), emails, and much more. Students even when home sick, on vacation, or quarinted will not lose any educational time.
- **How to access all these resources** - Parents and students will have full access to all of our Learning Recovery Resources in the Middle/High School main office (quick reference pamphlets, district website, social media, email, and informative call out messages.



IDENTIFYING SOCIAL-EMOTIONAL NEEDS:

Impacted Students:

How will the district 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).

Tools/Interventions:

K-6

- **Grade-Level and Subject Area Monthly Teacher/Staff Meetings -**
Teachers will meet each month to analyze student data and grade-level learning goals.
- **District data tools that will be frequently used for analysis:**
 - SWIS Behavioral Management System (SWIS)
 - **Surveys** - In addition to our annual Climate Surveys, each month staff, students, and parents will be asked to complete a brief online survey to help us guide the culture of the school back to normal from the pandemic. The surveys will provide several facets of information that will be strategically used for social and emotional needs.
- **School Committees/Teams -**
 - Parent and Teacher referrals
 - Data Team
 - Climate Committee
 - PBIS/Bullying Committee
 - ATSI/TSI Committee
 - Grade-Level Teams
 - Subject Area Teams
 - SAP Team
 - Wellness Committee
 - Safety Committee

These committees/teams will meet regularly each month throughout the school year. At these meetings, data will be reviewed from the grade level team meetings and plans may be modified/adapted to meet existing students' social and/or emotional needs.

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- **Grade-Level and Subject Area Monthly Teacher/Staff Meetings -**
Teachers will meet each month to analyze student data and grade-level learning goals.
- **District data tools that will be frequently used for analysis:**
- **School Committees/Teams -**
 - Multicultural Committee
 - Students Against Bullying
 - Parent and Teacher referrals
 - Data Team
 - Climate Committee
 - Subject Area Teams
 - Grade-Level Teams
 - STOP Team
 - Wellness Committee
 - Safety Committee

These committees/teams will meet regularly each month throughout the school year. At these meetings, data will be reviewed from the grade level team meetings and plans may be modified/adapted to meet existing students' social and/or emotional needs.

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APPROACHES TO ADDRESS SOCIAL-EMOTIONAL NEEDS:

Impacted Students:

What approaches will the district use to address identified social and emotional needs of students? What steps will be taken to remove/overcome barriers that may be associated with the social and emotional needs of students?

Tools/Interventions:

K-6

7-12

- **Additional staffing**- Additional staff will be hired to support students' potential social and emotional needs. Shamokin Area Elementary/Intermediate School will be looking to hire the following positions:
 - Loss of Learning Coach

- **Additional staffing**- Additional staff will be hired to support students' potential social and emotional needs. Shamokin Area Middle/High School will be looking to hire the following positions:
 - Loss of learning coach

- Daily activities include but are not limited to a guidance counselor job description plus collecting and collaborating with staff the data from our Loss of Learning Plan
 - Social Emotional Learning Coach
 - Daily activities include but are not limited to a Social workers job description plus collecting and collaboration with staff the data from our Loss of Learning Plan.
- **New programs** - We have secured new programming to support students and families with any and all needs due to the pandemic.
 - Strengthening Families after school program - to support families run by our staff utilizing a data based curriculum developed by Iowa State University.
 - NFL and NCAA Social and Emotional programs - We will be implementing programs offered by the NFL and NCAA to support students' needs socially and emotionally during blocked off time throughout the school year.
 - Daily guidance "check-in" with students to assess the social-emotional needs of our students and the climate of our school. Guidance will also conduct meaningful lessons with students pertaining to transitioning students back to in-person instruction in the wake of COVID-19 (i.e. fears, anxiety, coping with the stressors of loss of learning).
- **PBIS / 7-Mindsets / Too Good For Drugs and Violence Curriculum** - we will continue to engage students in all three programs throughout the 2021-2022 school year. Additionally, PBIS rules and expectations will be reinforced with students during the first two weeks of school. 7 Mindset lessons will be presented to students each week during the school year (1 theme per week).
- **Club/Intervention/Guidance Time** - new this school year is a scheduled 45 minute block of time to allow for guidance lessons/SEL programs with students (i.e. anxiety, stress, bullying, character development, conflict resolution, etc) and other opportunities on campus such as AV (Tribe TV) and a school yearbook club. Additionally, this time may be used for loss of learning initiatives dependent upon each students' specific needs.
- **More frequent use of Tribe Cards** - to support and promote student positive behavior in school safety, respect and responsibility. T.R.I.B.E.

- Daily activities include but are not limited to a guidance counselor job description plus collecting and collaborating with staff the data from our Loss of Learning Plan
 - Social Emotional Learning Coach
 - Daily activities include but are not limited to a Social workers job description plus collecting and collaboration with staff the data from our Loss of Learning Plan.
- **Structured class time** - First period every day in middle school will be used for PBIS and conflict resolution through Too Good For Drugs, Too Good for Violence, and 7-Mindsets. High school students will be included in the 7-Mindsets program a minimum of once per week and they may utilize all of our other offered support systems..
- **New programs** - We have secured new programming to support students and families with any and all needs due to the pandemic.
 - Strengthening Families after school program - to support families run by our staff utilizing a data based curriculum developed by Iowa State University.
 - YES program from the CSIU - to support students ages 16-24 that graduated or looking to drop out with all the resources they need to gain employment, a job, GED, etc.
 - NFL and NCAA Social and Emotional programs - We will be implementing programs offered by the NFL and NCAA to support students' needs socially and emotionally during blocked off time throughout the school year.
- **Clubs** - Will allow for students to socialize and suppress any anxiety, stress, bullying, etc.
- **More frequent use of S.P.E.A.R. tickets** - to support and promote student positive behavior in safety, pride of school, engaged learning, accountability, and respect. S.P.E.A.R. was developed as the Middle/High School Positive Behavior Plan several years ago and has proven to be a successful way to

was developed by the Elementary/Intermediate School Positive Behavior Committee several years ago and has proven to be a successful way to promote a positive school environment. Students strive to fill out their Tribe Cards and staff members provide reward and acknowledgement through our Tribe Board and Tribe Card random drawings for a prize out of the PBIS reward cart.

- **Creation of a PBIS Reward Room/School Store** - With the renovation of our school library brought the possibility of creating a PBIS Reward Room/School Store. We will be allowing students to cash in their tribe cards for various rewards on a daily basis at the Elementary School. This will provide consistent reinforcement to students who are engaged, safe, respectful and responsible during the school day.
- **Wellness/Physical Education Initiatives** - Our wellness committee will meet monthly to identify and encourage students to achieve wellness the proper way in order to be social, physical, and psychologically prepared for daily academic and life challenges post pandemic.
 - Additional Health/Wellness Programs: a) Hygiene Programming and Nurse Screenings, b) Jump Rope for Heart Program through American Heart Association, c) Full Access to Playground and Gym Equipment, d) End of the School Year Field Day Events.

promote safety, pride of school, engaged learning, accountability, and respect.

- **Wellness Initiatives** - Our wellness committee and club will be reinstated and utilized to identify and encourage students to achieve wellness the proper way in order to be social, physical, and psychologically prepared for daily academic and life challenges post pandemic.
- **Indian Pride/Student of the Month** - Shamokin Area Middle/High School will continue to utilize outstanding student achievements to promote a positive school wide culture.
- **Additional access to Guidance counselors and social workers** - Students now have the ability to email our support staff directly 24/7. Immediate responses/support will be given during school hours. Messages received after school hours may be responded to immediately if not the following morning. In the case of an emergency students are trained and know how to use Safe2Say.
- **New Course** - Middle school students will have one marking period (42 mins/day) of Guidance. This course is designed by our counselors with proven ways to improve study habits, social skills, behavior, test taking, and coping skills.
- **How to access all these resources** - Parents and students will have full access to all of our Learning Recovery Resources in the Middle/High School main office (quick reference pamphlets, district website, social media, email, and informative call out messages).

