

Inside Your Schools



DIGITAL LEARNING



DESIGN THINKING

Going *Beyond* THE BASICS



SERVICE LEARNING



CAREER EXPLORATION

Building Upon the Basics

At Lakota, we take very seriously our responsibility to educate every single child.



Like any other service-driven industry, the quality of the experience we deliver to our “clients” — our students — is paramount. Our “product” is more of an outcome: More than 1,000 young men and women graduate each year prepared for the rigors of today’s workforce or post-secondary education.

In a business where people are our greatest assets, the variables of our work are numerous. The students who walk through our doors come to us with all different backgrounds and life circumstances. Some speak a different language. Others come to us with a disability. Some live in poverty, while others require exceptional levels of rigor in the classroom. Some want nothing more than to discover their passions. And yet, our goal is the same with every single one of them: Help them achieve to their highest potential. How we get there is much more individualized.

That is why state testing, and the data it generates for each student, will continue to be a core piece of our work. It measures our success as educators in challenging every student to think critically in the most basic and foundational academic areas: reading, writing, math,

science and social studies. What child doesn’t need to know these things to succeed in our world today? They form the basis upon which we can grow our students even more in their learning and understanding.

You’ll find some good news in our state report card results just released for the 2014-2015 school year. For starters, I am very proud of the fact that we met 97 percent of the state’s 26 standards across all grade levels and all subject areas. In fact, Lakota students, on average, actually performed 15 percent better than the state average. That is a testament to our highly-qualified teachers and support staff.

The report card is only one snapshot in time of our progress, but it certainly has its value. The data helps teachers understand how their students are performing, in comparison to their peers statewide, and then individualize instruction. It is particularly important when paired with our own classroom assessments because it gives us a much more complete picture of each student.

The stories in this issue of “Inside Your Schools” will provide you with some solid examples of how we’re going beyond the basic foundations of

learning to give our students the most individualized and challenging academic experience.

A new Innovation Council, for example, is supporting the district’s move to a more modernized curriculum that

[State testing] measures our success as educators in challenging every student to think critically in the most basic and foundational academic areas: reading, writing, math, science and social studies.

matches the skills tomorrow’s workforce requires. Learning, through advanced technology, is at an all-time high and service learning is an integral part of the student learning experience, too. Lakota’s student internship program helps students discover their passions and apply their skills to real-world problems.

The rapid pace of change in the world around us forces the model for education to constantly change, too. I am proud of the strides we are making at Lakota to keep up and provide our students with the highest quality education.

DR. KAREN MANTIA
SUPERINTENDENT



EDITOR’S NOTE

Lakota is committed to keeping the community informed about our schools through resources like this bi-annual publication. This issue of “Inside Your Schools” focuses on how we work to ignite a passion for learning in our students, helping them reach beyond the basics of the traditional classroom experience to achieve their potential. More school news can be found at lakotaonline.com.

COVER PHOTO:

From the classroom to the community, students throughout Lakota are going beyond the basics as they apply classroom theories to real-world challenges. Project-based activities, use of technology and collaboration enhance the learning experience.

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A NOTE FROM THE TREASURER

Our Finances: Trends Are Positive, Forecast is Bright

According to Lakota's latest financial forecast — a five-year projection of the district's anticipated revenues and expenses — Lakota's financial future looks bright.



The biggest indicator: Lakota's spending is in line with its revenue. Since 2013,

the school district has maintained a balanced budget, and according to the forecast, that trend is expected to continue until at least 2020. More good news is that our cash balance continues to increase, too.

Such stability hasn't come without a struggle. Deep budget cuts, the passage of a critical levy in November 2013, strict cost containment practices, and

legislative petitioning to help maintain state funding levels are just some of the factors that have restored the district's financial health over the last few years. A new and transformational teacher contract, paired with a competitive healthcare package for staff, have also helped with long-term cost savings, while preserving our ability to recruit and retain high-quality staff.

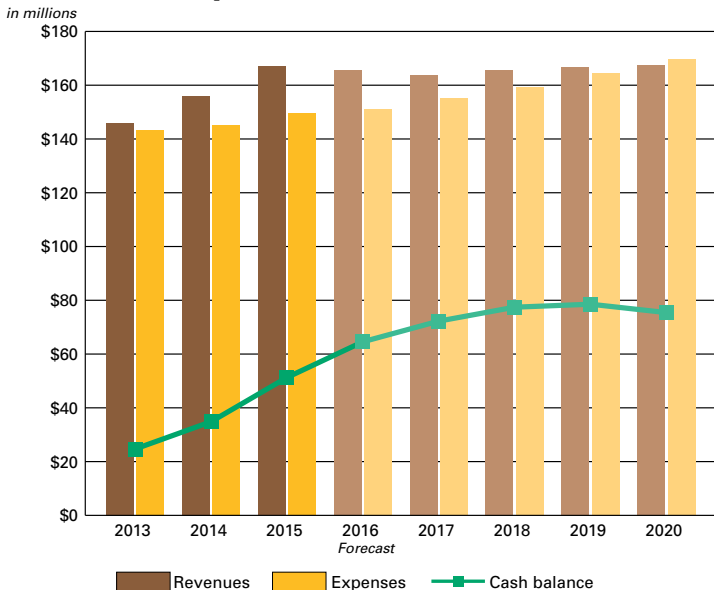
Inadequate and unpredictable state funding levels remain a challenge, but we are committed to living within our means, being a good steward of taxpayer dollars, and providing every student with the highest quality education.

Lakota offers a good return on investment for our community. We know strong schools don't happen without strong finances, which is why we take this part of our work so seriously.

JENNI LOGAN
TREASURER

We know strong schools don't happen without strong finances, which is why we take this part of our work so seriously.

Revenues, Expenditures and Cash Balance, 2013-2020



PROOF OF LAKOTA'S FISCAL RESPONSIBILITY AND FINANCIAL STABILITY IS

in the numbers.

\$15 million

How much less, in general operations spending, Lakota spent in 2015, as compared to 2010.

150 days

Lakota's anticipated cash balance in 2020, up from 60 days in 2013. That's about five months' worth of operating expenses in the bank.

2020

When Lakota expects to face its next spending deficit, based on revenue and expenditure assumptions in the latest financial forecast. Strict cost containment measures help achieve a balanced budget until then.

\$1,063

How much less Lakota spends per student, as compared to the average of similar Ohio districts. Over about 16,500 students, that's a difference of about \$17.5 million in overall spending.

\$14 million

In 2015, how much lower overall wages were for all Lakota staff, as compared to 2010. The district's new teacher contract, which replaced "step" increases with a more consistent compensation model, further ensures competitive pay and financial stability over the long-term in this area.

\$6.8 million

Overall savings for the district's utility bills since 2009 when the district initiated cost-saving energy reduction programs, resulting in more efficient facility systems and reduced utility rates.

\$6 million

The overall savings to taxpayers after Lakota's treasurer saw the benefit in refinancing its bonds at a lower interest rate.

293

The number of students to each administrator, compared to the state average of 164.

Unless otherwise indicated, all data reflects fiscal year 2015.

Beyond THE BOOKS: DIGITAL LEARNING

Technology Education Starts Early

Access to digital learning tools is only half of the equation when it comes to preparing students for an increasingly technological world. The tools are only as powerful as the person holding them, which is why a new elementary technology class is so transformational.

"Not many kids know what to do online," said one fifth-grader participating in Lakota's new technology class at Woodland Elementary.

That's the focus of the district's newest elementary special, serving more than 7,400 first- through sixth-graders at 14 Lakota schools. Once a week for 18 weeks, students focus solely on technology, just as they do with other "special" classes like art, music and physical education.

Through the new special, students learn about online safety and digital citizenship, communication, research and information fluency. Digital

projects using tools like a 3D printer further develop skills in collaboration, critical thinking, problem solving and decision making, as well as technology operations and concepts. All are core indicators of the national technology standards for grade-specific skills that Lakota follows.

"Technology isn't new for most students, but learning how to use it responsibly and to collaborate with their classmates to solve problems are often new skills for them," said Krista Heidenreich, Lakota's director of digital learning. "The more prepared Lakota students are in using technology

as they enter each new grade, the more opportunity teachers have to provide for individualized instruction."

An elementary-level technology special was one recommendation in an independent instructional

technology evaluation completed for Lakota in 2012. This evaluation, paired with industry best practice and staff and community input, supported the creation of Lakota's Instructional Technology Strategic Plan, a 2013 levy promise. ●

"Technology is a critical component in today's workforce and a powerful tool for supporting instruction. Knowing how and when to use it in real world applications is crucial for our students."

Todd Wesley
Chief Technology Officer, Lakota Local Schools



What is Digital Learning Day?

Teachers and their creative use of digital tools shape learning for students at all 22 Lakota schools all year long. One day a year, the district joins the nation to celebrate and showcase this use of technology on Digital Learning Day — a day focused on digitally-enhanced lessons, student activities and digital collaboration.

“It’s an amazing day where we can recognize and celebrate the many ways our teachers and students are using digital

tools and technology to enhance student learning across all disciplines,” said Krista Heidenreich, Lakota’s director of digital learning.

“It’s not only a day of celebration for what’s



happening in our classrooms with digital learning, but also a time for teachers to share best practices,” Heidenreich explained. “This district-wide sharing of ideas continues to benefit our students and to further increase their engagement in learning.” ●

Showcase of Digital Learning Day

- Students in Lakota West’s American Sign Language class connected with four different Lakota second grade classrooms through **video conferencing**. The high school students took turns reading and signing vocabulary words from popular children’s books. They also showed the second-graders how they can use signs in their classroom as well as how to spell their own name.
- At Lakota East, one teacher integrated a **digital assessment app** with her English as a Second Language students to enhance their understanding of specific vocabulary words and definitions.
- Art students at Liberty Junior School used a new **online learning platform** being introduced at Lakota to view and collaborate on digital instructional materials at home and at school in preparation for creating one-point perspective drawings.



- Students in East’s medical interventions class, utilized **digital tools and data collection equipment** (photo left) to test biofeedback therapy on one another. Students were attached to various sensors, while their partners collected and analyzed data.
- Students in a math class at Union Elementary used an online **journaling app** to solve complex measurement and data problems that centered on volume. The problem-based approach allowed students to share their work in real-time with the entire class, generating ongoing dialogue and strategic thinking.

- First grade students at Creekside Early Childhood School **digitally recorded** their mathematical problem-solving steps allowing the teacher to review these steps, and identify and address any learning need.
- Many students attending the new elementary technology special were introduced to robots that will help them learn **computer coding concepts and ideas**.

“The **interactive white board** in our class has made information more accessible to the students so that lessons can be student-driven and student-directed... Information can be shared in a way that was previously inconceivable in first grade.”

Jami Fischer, first grade teacher, Creekside Early Childhood School

INSTRUCTIONAL DELIVERY EVOLVES THROUGH TECHNOLOGY

Technology isn’t the end — it is the means by which we deliver more engaging and effective instruction. And it entails more than just the computers, equipment and software, as the district’s digital learning specialists provide direct support and new ways of incorporating such tools.

“We understand that while traditional, face-to-face learning remains important, the opportunities offered by blending this with technology and online instruction have been significant,” said Krista Heidenreich, director of digital learning. “Our teachers are purposefully integrating technology with blended learning strategies, which results in more hands-on opportunities for students.”

There are a multitude of tools at the teacher’s disposal such as digital assessment tools that allow the teacher to immediately gauge understanding; and content-focused tools that help students research and evaluate information. One resource, Canvas, connects the digital tools teachers use through a cloud-based system, integrating tools and allowing more time for hands-on learning.

Heidenreich stated, “These new approaches and tools are allowing our students to collaborate on lessons and assignments digitally, 24/7 with other students and with their teachers. In addition, new instructional approaches are developing our students as self-directed learners taking personal responsibility for their learning.”

“We talk a lot about lifelong learners and digital learning directly supports this philosophy,” added Heidenreich. ●

Beyond THE STANDARDS: SERVICE LEARNING

Student Learning Translates to Community Impact

When the result of student learning is a positive impact outside the four walls of the classroom, it's called service learning. These opportunities are abundant throughout Lakota, helping students of all ages develop strong character traits and other practical skills like leadership, teamwork and communication.

One local organization that has benefited from Lakota service learning projects is Reach Out Lakota, the largest community food and clothing pantry serving West Chester and Liberty townships.

"Over 60 percent of our food donations from mid-August until mid-June are from Lakota — from projects sponsored by the district, by schools, by classrooms or by individual students," said J. Peyton Gravelly, who oversees the organization's fundraising and donor relations activities.

Reach Out Lakota serves nearly 2,300 clients, and food drives such as last fall's eighth annual district-wide competition, REACH IN for REACH OUT LAKOTA, stocked the

shelves for months. When those reserves started to dwindle, efforts like the "100 Days Smarter" challenge at Union Elementary kick in donations to further sustain their inventory.

Gravelly added that "Lakota students and families provide not just food, but clothing, personal hygiene items and money. The impact of these donations is just so far reaching. That's the beauty of our relationship with the school district." ●

Over 60 percent of Reach Out Lakota's food donations

from mid-August until mid-June come from projects sponsored by the district, by schools, by classrooms or by individual students.



"100 Days Smarter" challenge, hosted by Union Elementary.

SERVICE LEARNING SNAPSHOTS AROUND LAKOTA



Creekside Early Childhood School students celebrated the school's motto, "Creekside Cares," by making cards for military veterans and assembling welcome kits for kids at a local homeless shelter.



A Happy Meal toy drive to benefit Julianna's Joy Foundation was organized by 25 **Liberty Junior** students who are part of "The Crew," a community service group that was founded last year.



Freedom Elementary sixth-graders made and sold colorful paracord bracelets, raising over \$500 in support of Kyle Bradley's fight against a terminal brain tumor. According to Principal Lance Green, the students were basically operating a business, making every aspect a learning experience for them.



Over the past seven years, the **Lakota East** Athletic Department through its "Hawks for a Cure" events has donated nearly \$70,000 to the fight against breast cancer. Lakota West's "Volley for the Cure" by the girls volleyball team has raised nearly \$80,000 for the cause since its start.

Beyond THE CLASSROOM: PROJECT-BASED LEARNING



For nearly ten years, students in the second-year computer science course at Lakota East have tackled a large-scale programming project. Early on, the task involved designing computer games. In more recent years, they've stretched themselves to think about the social impact of their project, but have never put any finished product to use. This year, their plans are bigger. Not only are they going beyond the four walls of their high school, they're also building something that will make a lasting impact on two community organizations that have a real need for programming expertise.

Computer Science Students Put Skills to Work

It's the ultimate combination of 21st century learning, intersecting two teaching methods that are growing in popularity around Lakota, across all subject areas and grade levels: service learning and project-based learning.

The challenge students were given simulates one they might encounter as IT professionals one day. Each group had a client. Each team was led by two project managers, and each was presented with a real problem facing its client.

With a focus on database management — because of its prevalence in the business world — the groups paired with

two local non-profit organizations: Reach Out Lakota and the Community Foundation of West Chester/Liberty.

Reach Out Lakota's plea for an automated database for its food inventory left an impression with the first group led by seniors Bobby Yost and Mitch Bockhorst. That's not surprising considering the organization provides relief to hundreds of Lakota families each year.

"Seeing so many partner-organized food drives over the years as a student...for me at least, it's definitely a pressing need," Bockhorst said. "(Reach Out Lakota) has been so present in my life. It feels good giving

back to something that has done so much for my community."

"It's pretty awesome to see my work being used in a meaningful way, rather than just sitting untouched on a flash drive somewhere," Yost said.

The second group was moved by the challenge to create a comprehensive tool that would allow the Community Foundation to efficiently reach its growing base of volunteers and donors, delivering one message to a range of email systems and social media platforms, based on the individual's preference.

According to co-leaders and seniors JC Pyron and Austin Reifsteck, they are driven by

its potential application to other community organizations and needs.

"Something like this could be reconfigured for so many other needs," Reifsteck said.

The complexity of both projects goes beyond the scope of what students learn in class. The process, including the chance to work with IT professionals who can fill the voids of expertise, gives them invaluable experience in programming and service.

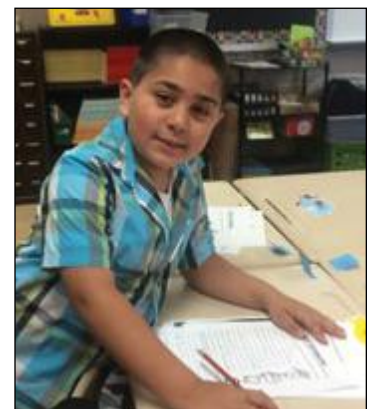
"This project has a very direct impact we can see," Bockhorst said. "You don't get that in many other class projects." ●

Understanding Lakota's State Report Card Results

Ohio's state report card is just one tool, among others, we use to measure how Lakota students are understanding the foundational academic areas. We value any data that helps us identify our progress as a district and individualize instruction to each student.

These district results for the 2014-2015 school year were released by the Ohio Department of Education in late February 2016.

COMPONENT	GRADE	WHAT IT MEASURES	WHAT IT MEANS TO LAKOTA
Achievement: Indicators Met	A	Student passage rate of the state tests across all grade levels and academic areas.	Despite more rigorous tests last year, Lakota met 97 percent of the state's 26 standards for grade level proficiency in reading, math, science and social studies. On average, Lakota students actually performed 15 percent higher than the state average.
Achievement: Performance Index	B	The achievement level of <i>all</i> students. The higher a student's performance level, the more points applied to a district's overall index.	This data is critically important to helping teachers individualize instruction by offering extra help or enrichment, depending on a student's comprehension level. Under this calculation, students who elected not to take the state tests received a zero. This counted against the district on the report card, but more importantly, there is less information for helping us meet individual academic needs.
Gap Closing: Annual Measurable Objectives	C	The year-over-year improvement in performance of nine different student subgroups, as identified by the state.	The state disaggregates our data in a way that shows us how we can better serve students who speak a different language, struggle with a disability or live in poverty, for example. It's important that we respond to the unique needs of every single student and this type of data helps us better understand what those needs are.
Progress: Value-Added (overall)	A	How much students in grades 4-8 have grown in their math and reading skills, using one year's growth as the baseline.	This is about keeping students on track in their learning and challenging them to grow year after year. Every student has a different trajectory, but what's important is that they never plateau. This measure also assigns value-added letter grades to three different subgroups: our gifted students (A), the lowest 20 percent in achievement (C), and students with disability (F) — another indicator for where we need to focus our attention.
Four-Year Graduation Rate Five-Year Graduation Rate	A	The number of ninth-graders who graduated in four years (93.5%), or five years (96.1%).	While still a high mark, we will never be satisfied with anything less than 100 percent graduation. Guidance support, alternative course options and remediation are critical supports to this goal.
K-3 Literacy	**	How well the district assists their struggling young readers and helps them get on track.	** No Rating (<i>too few struggling readers to calculate</i>) Literacy is a major point of emphasis and Lakota has a proven record for keeping new readers on track in their reading level. Less than five percent of Lakota kindergartners were reading below grade level, an achievement that yields no rating from the state.
Prepared for Success	N/A	How prepared graduates are for college or a career. Reports on participation and performance levels for tests like advanced placement, ACT and SAT, as well as dual credit programs like College-Credit Plus.	<i>The state will not award a grade for this component until next year.</i> We continue to see high levels of participation and achievement in advanced level coursework, with nearly 50 percent of our students participating in at least one advanced placement course. We want to continue growing those numbers, which is why we are accelerating the number of AP offerings and other options like College-Credit Plus that help students get a head start on college and their careers. Other valuable preparation programs like Lakota's internship program are not considered in this measurement.



What is a **STANDARD** anyway?

Standards form the framework for Ohio's state tests, but unless you're an educator, it's not likely you've ever actually seen one. Here are just a couple examples in the subject areas of math and language arts, but there's a lot more where these come from.

Sample Reading Standard: Key Ideas and Details	
11 th - 12 th GRADE	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
8 th GRADE	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
5 th GRADE	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
1 st GRADE	Ask and answer questions about key details in a text.

Sample Math Standard: Geometry	
6 th GRADE	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles and decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
4 th GRADE	Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identify these in two-dimensional figures.
2 nd GRADE	Reason with shapes and their attributes. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
K KINDER- GARTEN	Identify and describe shapes. Correctly name shapes regardless of their orientations or overall size.

IN FACT, FOR EVERY subject area — English language arts & literacy, math, science and social studies — there's a whole different set of learning standards to help teachers identify what a student should be able to master at the completion of any grade level, beginning in kindergarten up through twelfth grade. For language arts, alone, there are 47 total standards, each one written for each grade level differently.

"The new standards acknowledge that a kindergartner is going to grow into a twelfth-grader one day," said Becky Tompkins, Lakota's curriculum specialist for K-12 literacy. "For each standard, there's a stair-step progression from one grade level to the next. Everything is aligned and rather than working in isolation, teachers have a better understanding of what happens after their students move on to the next grade level."

This is significantly different than the previous model, which assigned standards to a band of grade levels and didn't always show a natural connection from

one band to the next. The new standards are more complex, and rigorous too, reflecting their intent to prepare students for college or a career. ●



Before the new standards went into effect just three years ago, a student might have encountered this type of question on a reading test, explains Tompkins: What did the character in the story do to overcome their fears?

Under the new standards, it might look something like this: Why did the characters in this story act the way they did?

"More than just demonstrating comprehension of the facts, it emphasizes the need to think critically and apply what you know to draw your own interpretations or solve a problem," Tompkins said. "It's no different than the types of challenges students will face in today's workforce. The new standards focus on real-world application."

Spotlight on staff

NEW AND EXPERIENCED TEACHERS MAKE GOOD TEAM CINDY SORRELL AND KATELYN MURRELL

When you walk into veteran teacher Cindy Sorrell's first grade classroom at Wyandot Early Childhood School, and then into the room of Katelyn Murrell (who just started teaching first grade this year), they look quite different.

In Sorrell's classroom, you are greeted with colorful math charts, a counter full of stuffed animals from beloved children's books, as well as many other learning tools she has collected over her 38 years of teaching.

Murrell, on the other hand, has her classroom start as a blank slate and the students create the environment as the school year progresses. It's a newer method being taught to educational majors.

Despite different teaching styles, their philosophies are remarkably similar.

Wyandot Principal Mary

Brophy said both teachers are so successful because, "They willingly take the time to understand what their students need, and then work to ensure the overall academic and social and emotional growth of the child. Part of that is working in collaboration with other teachers to support and challenge their students to achieve his or her best abilities."

According to Brophy, pairing new and experienced teachers together yields good results. "The ability to share insights from experience with students – or life experiences – enriches the learning landscape for our students," Brophy said. "It is important that we learn from best practices as well as new innovative practices."

Murrell, who also student taught at Wyandot, saw right away that teaching is a team

"We face the same challenges and there is power in knowing that we're in this together."

effort. "I knew that if I ran into a problem, I wouldn't have to solve it all by myself. I can always ask my principal or the teacher next door."

"We face the same challenges and there is power in knowing that we're in this together," Sorrell said. "We can each learn from the other, which in turn,

benefits our students and our school."

Such camaraderie and the joy of watching their students learn and mature keep both Murrell and Sorrell, and their counterparts, in the classroom. In fact, both teachers couldn't imagine doing anything else.

Murrell loves when the kids have that "aha" moment. "My biggest joy is when a student who has been struggling with a concept has that breakthrough moment when they get a big smile on their face and say 'I got it!'"

For the last several years, Sorrell keeps saying that this might be her last year of teaching. "But once I see the excitement that the kids bring into the classroom, the thought of retiring disappears. I just love what I am doing." ●

"I knew that if I ran into a problem, I wouldn't have to solve it all by myself."

Katelyn Murrell



"We can each learn from the other, which in turn, benefits our students and our school."

Cindy Sorrell

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Visit Lakotaonline.com/employment to view current openings and submit your application.

Beyond THE PROJECT: DESIGN THINKING

New STEAM² Labs Develop Critical Thinkers

It's never too early for students to practice critical thinking. That's why innovation and experimentation are at the center of everything that goes on in the new lab spaces emerging in Lakota's elementary schools.

According to Erin Owens, curriculum director for grades K-6, "STEAM² is not just about more science, technology, engineering, art and math, but is about intersecting those topics for students to inquire, come up with solutions, collaborate and communicate."

That's the purpose of STEAM² labs, which are now open at three of the district's elementary schools. Several other elementary schools will be opening their labs within the next year.

Union Elementary was the first elementary to open a STEAM² lab, which was followed by Heritage and most recently, Independence. "Since the opening of our lab, we have continued to evolve the scope and depth of projects," stated Union Principal

Ben Brown. "And based on the interests shown by our students, we've added more projects that promote critical thinking and enthusiasm for learning, such as coding, robotics, gaming and animation. In the near future, we plan to add sound engineering, web design and video production."

Why is STEAM² such a popular concept? The United States and Ohio governments, as well as business and industry, have recognized the need for more high school and college graduates to be adept in science, technology, engineering, and mathematics. The STEM idea of a few years ago has been expanded to STEAM² to include the applied arts/design and medical fields, and to incorporate design skills. Global competitiveness demands

that our students are better prepared in all of these areas.

From a career standpoint, STEAM² occupations are among the highest paying and fastest growing, with the lowest unemployment rates. Half of the nation's economic growth comes from technological innovation. U.S. Labor Department figures show that more than half of the fastest-growing occupations are STEAM²-related fields. The ability to understand and use STEAM² facts, principles, and techniques are highly transferable skills and provide individuals with many career options.

Plus, students and parents, alike, see the benefits of the labs.

Faye Harp, assistant principal at Heritage Elementary shared, "We have students saying 'I'm really good at this, I didn't think that I would be.' And teachers are reporting that students who may not particularly experience academic success in the traditional classroom, are showing leadership and problem-solving abilities in the lab." ●

"The lab is less about the actual project and really more about the experience and the development of critical thinking."

Erin Owens
Curriculum Director
for grades K-6

Innovation Council Provides Perspective

A newly-formed council at Lakota gives students, parents, staff, and even local business professionals an avenue for recommending, and helping develop, new and progressive student learning opportunities in grades K-12. It's called the Innovation Council and it's the first of its kind at Lakota. In short, it's a vehicle for exploring, researching and developing new instructional methods, programs, pathways and partnerships in a way that benefits more students — and allows a

range of stakeholders to be involved.

It might be best thought of as a filter through which new approaches to learning, both tested

and untested, can be considered for their application district-wide. This happens through a myriad of ways: spreading one teacher's best practice to others across the district; soliciting ideas for alternative methods; or collaborating with businesses to explore possible partnerships. ●



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CELEBRATE Lakota Arts

Come celebrate Lakota student artists on April 26—and bring home one of their beautiful works of art too!

For the fourth year in a row, Lakota art teachers and IKEA West Chester are partnering to host the “Dress Me Up” community auction and sale.

That evening, IKEA’s restaurant will be transformed into an art gallery, filled with vibrant student paintings and hand-painted dressers, all for sale or up for bid to raise funds for Lakota art programs. IKEA generously matches every purchase, up to \$2,500. The event gives students a venue for showcasing their art out in the community.

This year, the popular event will feature 20 dressers, inspired by a favorite artist or art movement, and over 40 framed art pieces created by students in grades K-12. ●

WHAT:
“Dress Me Up”
community auction and sale

WHERE:
IKEA West Chester

WHEN:
Tuesday, April 26, 2016
Silent auction 6-7 p.m.

*Purchases are payable by
cash and check only.*



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