Learning Recovery/Extended Learning Plan

District/Building Name: Dayton Public Schools

District/Building Team Members: Extended Learning Plan Team (Teachers, DEA President, Building Administrators, District Administrators)

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."

He 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?

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 Centers and other regional and community-based partners.

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.

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Academic Needs					
Guiding Questions: What approaches will the district use to fill learning needs? What steps will be taken to remove/overcome barriers that may be associated with "Gap Filling Approaches"? How do we intervene for those students who have not learned content?					
Identifying Academic Needs	**Spr. '21**	**Sum. '21**	**SY '21-'22**	**SY '22-'23**	**Resources Available**

Align the One Plan, strategies, and indicators to identify needs. Data will be analyzed and discussed at TBT, BLT, and DLT meetings.	X	X	X	X	- MAP
					  ● Winter SY 19-20 to Winter SY 20-21
					  ● Winter SY 20-21 to Spring SY 20-21
					- OST
					- ACT
					- EdIncites (Monthly)
					- Acadience Reading (DIBELS Next)
					- Intervention Software Programs

Determine the gaps in skills and knowledge for each grade level in ELA and math.	X	X	X	X	
Use data for subgroups to determine the need for increased supports and interventions.	X	X	X	X	
Use data within an MTSS framework to identify students in need of interventions.			X	X	
Utilize the district's early warning system to identify high school students at risk of not graduating.		X	X	X	- Credits/Transcripts - OST Points and Progress in Pathways *or* OST Points and Competency Pathways
Addressing Academic Needs	**Spr. '21**	**Sum. '21**	**SY '21-'22**	**SY '22-'23**	**Resources Available**
Extended school calendar for all students to maximize in-person learning.	X				

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Implement High School Content Boot Camp (Math & ELA) for at-risk students in grades 10-11.		X			- MAP & OST Data - Credits
Offer Summer School/Camp for all students, grades 1-12, to re-engage students in the learning process.		X			- Grades 1-12 - Core and Enrichment - Credit Recovery
Provide targeted instructional support.		X	X	X	- Instructional Paraprofessionals (Gr K) - Co-Teaching (Gr 1-3) - Math Specialists (Gr 4-6) - Teacher Leaders (Gr K-6) - Reading Endorsement Cohort (Gr 7-8) - Curriculum Leads (Gr 9-12) - Model Classroom Teachers (Gr PK-12)
Develop and implement a model for literacy across all content areas.		X	X	X	- Math Literacy Project - Reading Course (Gr 7-8) - Science - Social Studies
Implement evidence based instructional strategies and frameworks.	X	X	X	X	- Marzano's Framework - Gradual Release of Responsibility - Co-Teaching (Gr 1-3) - Math Workshop Model (Gr 1-3) - Additional Reading Period (Gr 7-8)
Revise all curriculum and pacing guides through cross-grade collaboration to narrow curriculum and prioritize greatest needs.		X	X		- Math - ELA - Science - Social Studies
Add an extended day option for high school students to take an extra class (make up credits) or receive intervention.			X	X	- Credits/Transcripts - OST Points and Progress in Pathways *or* OST Points and Competency Pathways

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Social Emotional Needs					
Guiding Questions: 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)?					
Identifying Social Emotional Needs	**Spr. '21**	**Sum. '21**	**SY '21-'22**	**SY '22-'23**	**Resources Available**
Administer Panorama survey for students to self-report SEL wellness.	X		X	X	- Panorama Survey
Analyze Panorama survey results (self-reported).	X		X	X	- Panorama Survey
Analyze attendance data and trends.	X		X	X	- Attendance Data
Analyze behavior data.	X		X	X	- Discipline Data
Curate a list of at-risk indicators.			X	X	
Addressing Social Emotional Needs	**Spr. '21**	**Sum. '21**	**SY '21-'22**	**SY '22-'23**	**Resources Available**
Offer Summer School/Camp for all students, grades 1-12, to re-engage students in the learning process.		X			- Grades 1-12 - Core and Enrichment - Credit Recovery
Partner with community agencies (churches, etc.) for summer camp and school-year enrichment experiences.		X	X	X	- Miracle Makers - Omega Community Development Corporation - Dayton Children's Hospital - YMCA - 21st Century

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					- Scholars of Hope
Utilize Resiliency Coordinator to provide targeted support.	X		X	X	- Building Resiliency Coordinators

Provide Tier 1 SEL strategies.	X		X	X	- Morning Meeting
					- Mentoring
					- Literature to support SEL concepts
					    ● Males of Color & Women of Color
					    ● Big Brothers/Big Sisters
					- Mindfulness Meditation/Brain Breaks

Provide designated time for SEL curriculum/session during the school day.	X		X	X	- Dayton Children's Hospital
Add an extended day option for high school students to take an extra class (make up credits).			X	X	- Credits/Transcripts - OST Scores & Pathway Points
Reemphasize restorative practices and PSC to create an accepting and supportive atmosphere between staff and students in all buildings.	X	X	X	X	- PSC Coaches - PSC Framework
Provide unified arts classes to all students.	X		X	X	