



Learning Recovery & Extended Learning Plan

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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](#)



Learning Recovery & Extended Learning Plan

Identifying Academic Needs

Impacted Students:

How will schools/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 including but not limited to disengaged students)?

Considerations:

- **Resources** (Existing and Needed)
- **Partnerships** (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
- **Alignment** (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)
 - Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)
- **Core Questions to Consider:**
 - What do students need to know?
 - How do we know if they've learned it?
 - How do we intervene for those students who have not learned it?
 - How do extend other opportunities for those who have learned it?

Spring 2021

- **NWEA MAP Results:** Students take the MAP assessment three times each year. Following the middle of year assessment (in February), we identified students who did not meet their growth goal and who were outside of the standard deviation (putting them below the 15th percentile). We also identified students who fell outside of the standard deviation and would need to grow more than the average amount in order to be within the standard deviation for a particular grade by the end of the year.
- **Curriculum Embedded Skills Assessments for K-2:** All K-2 students receive regular explicit phonics instruction through Skills Block in the Expeditionary Learning Curriculum. All students also take a benchmark assessment to determine their microphase and how far behind or ahead of a particular grade level they may be.
- **Instruction based in Priority Standards:** All math and reading teachers (K-8) were provided with Priority standards documents for their content and grade level. Instruction is focused on those priority standards that will best prepare students for the next grade level.
- **Whole Class Reviews - ISRs:** In partnership with City Connects, all teachers participate in a Whole Class Review - where teachers and a City Connects coordinator discuss all students in the class - where they are doing well and where they need additional support. For students who are in need of the most intense interventions, Individual Student Reviews (ISRs) are scheduled. ISRs allow space for a teacher, administrator, student, and family to come to the table to create an intervention plan with measurable goals.
- **IEPs:** We are continuing to identify students (through the ISR process) who are in need of IEP services. Students on IEPs are meeting with intervention specialists virtually and/or in person in order to work on IEP goals and classroom content.



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Summer 2021	<ul style="list-style-type: none"> - Instruction based in Priority Standards - Defining qualifications for promotion: In order to qualify for promotion, students must meet at least one of the following indicators: Passing their reading <i>and</i> math classes (K-4) or 3 of 5 core content classes (5-8); Scoring Basic or higher on the math <i>and</i> reading OST; scoring within the standard deviation for the respective grade levels on reading <i>and</i> math MAP (K-4) or within two years of your grade level EOY norm (5-8) in both reading <i>and</i> math. This helps us to identify students who are significantly further behind, regardless of engagement. - End of Summer Assessments: For students who went through summer school, we will be able to analyze data from their end of summer assessments to determine growth and/or students who may need retention.
2021 - 2022	<ul style="list-style-type: none"> - Low Engagement: Teachers will compile a list of students at the end of last year that were the least engaged or that they had the most severe concerns about. Teachers for those students in this current year, should consult that list first when looking to pair students with tutors, volunteers, or other interventions. - NWEA MAP Results - Curriculum Embedded Skills Assessments for K-2 - Instruction based in Priority Standards - Whole Class Reviews - ISRs - IEPs
2022 - 2023	<ul style="list-style-type: none"> - NWEA MAP Results - Curriculum Embedded Skills Assessments for K-2 - Instruction based in Priority Standards - Whole Class Reviews - ISRs - IEPs

Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<i>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.)?</i>
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Considerations:
<ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i>



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- **Alignment** (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)
 - Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)
- **Core Questions to Consider:**
 - What do students need to know?
 - How do we know if they've learned it?
 - How do we intervene for those students who have not learned it?
 - How do extend other opportunities for those who have learned it?

Spring 2021

- **Instruction based in Priority Standards:** All math and reading teachers (K-8) were provided with Priority standards documents for their content and grade level. Instruction is focused on those priority standards that will best prepare students for the next grade level.
- **Small group intervention:** Based on a number of assessments (MAP and Skills block, etc.), students are identified and pulled for small group intervention throughout the week. These small groups target specific skills in order to fill academic gaps.
- **Friday Intervention:** While our students are required to attend classes Monday - Thursday (either live or remotely), Fridays have been made available for students who need extra remediation. Students are participating in Friday intervention either in person or online. Groups are being run by nearly all staff (teachers, administrators, aides, etc.) and are targeted at developing, reviewing, or introducing new skills in order to fill gaps.
- **Tutors:** Using our large volunteer base, we have been able to set students up with tutors virtually on a 'as needed' basis.
- **Existing Processes and Supports:** Through the ISR (Individual Student Review) process, there are a number of interventions identified for particular students to address their unique needs. These meetings and interventions continue to be a support to students throughout COVID.
- **Spring Break Camps:** Students had the opportunity to attend spring break camp for one week for targeted intervention in grades 3-8.

Summer 2021

- **Instruction based in Priority Standards:** All math and reading teachers (K-8) were provided with Priority standards documents for their content and grade level. Instruction is focused on those priority standards that will best prepare students for the next grade level.
- **Extended School Year - Summer School:** In response to COVID-19, we are offering a 5 week extension of the school year for our most at risk students. *Students who are on track for retention, are required to attend and students with significant academic gaps will be prioritized.* Instruction will focus on reading and math. This program will run for 5 days/week for 5 weeks and will allow students to engage in enrichment opportunities in the afternoon and on Fridays. **This is an in person intervention.**
- **Existing Processes and Supports**



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2021 - 2022

- **Accelerated Learning for all Students:** Research shows that the best way to address COVID learning loss, is to provide grade level instruction to all students, all the time - providing interventions and accommodations in the moment as opposed to remediating instruction for students who need to make up lost learning.
- **High Dosage Tutoring:** High Dosage Tutoring has proven to be an effective intervention for students. With additional federal funding, we intend to dedicate time and space to ensuring that our students have access to high quality tutors during our school day.
- **Launch (and Re-Launch) of High Quality Curricular Resources:** This school year, we began use of four high quality curricular resources across our district. Next school year, we'll be re-launching our existing math and reading programs - working to shape our teacher mindset and explicitly outline the expectations for use this school year. We will also be adopting a high quality program for our elementary school to support math instruction.
- **Attendance Incentives:** In order to ensure that students have access to high quality instruction every day, we will work to prioritize attendance for all students and may dedicate funding to attendance programs and incentives in order to get students to school.
- **Systems to Monitor Progress:** We will need district level and building level systems in order to monitor progress toward goals throughout the year. Time on the calendar will be designated for conversations around progress monitoring and academic intervention.

2022 - 2023

- **Extended School Year:** We will work to create a calendar that extends the amount of time students are in school and also gives us flexibility to be nimble in response to student and staff needs.
- **Accelerated Learning for all Students**
- **High Dosage Tutoring**
- **Launch (and Re-Launch) of High Quality Curricular Resources**
- **Attendance Incentives**
- **Systems to Monitor Progress**



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Approaches to Identify Social & Emotional Needs

Impacted Students:

How will schools/districts 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)?

Considerations:

- **Resources** (Existing and Needed)
- **Partnerships** (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
- **Alignment** (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)

Spring 2021

Whole Class Reviews: In partnership with City Connects, all teachers participate in a Whole Class Review - where teachers and a City Connects coordinator discuss all students in the class - where they are doing well and where they need additional support. For students who are in need of the most intense interventions, Individual Student Reviews (ISRs) are scheduled. ISRs allow space for a teacher, administrator, student, and family to come to the table to create an intervention plan with measurable goals.

Weekly Teacher Concern Form: This form completed by teachers identifies which students are struggling academically and social emotionally.

Attendance Tracker: This tracker is used to identify students who may have attendance issues or are truant. It helps us uncover why or identify if there are additional things taking place that prohibits students from attending school, if they are safe and if there are additional needed supports.

Health Screenings: School nurses will conduct annual screenings and conduct periodic checks with students based on need

Summer 2021

2021 - 2022

Whole Class Reviews

Attendance Tracker

Health Screenings

Student Wellness Survey: Students will take a survey to report their current wellness and their perception of school culture

2022 - 2023

Whole Class Reviews

Attendance Tracker

Health Screenings

Student Wellness Survey



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Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers

What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs” (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?

Considerations:

- **Resources** (Existing and Needed)
- **Partnerships** (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
- **Alignment** (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)

Spring 2021

Conscious Discipline Team: Training our 5th-8th grade staff to use Conscious Discipline.

Whole Class Reviews

Individual Student Reviews (Individual Student Reviews): ISRs place a magnifying glass on students who are in need of whole child support and provide wrap-around services for those specific students.

Non-Academic Extracurriculars (The SPOT): ‘The Spot’ helps teach and reinforce the non-cognitive skills that are an essential part of creating a well rounded student.

Advisors: Advisors are provided for each student in 5th-12th grade. Advisors are the first line of support for students and families as it relates to personal, academic and needed supports for our students. Advisors have personal relationships with the advisees and are students’ safe adults.

School Counselor: School counselors provide counseling services, provide support for families and work directly with teachers, staff and school administrators to implement plans for students who require additional support.

Weekly Teacher Concern Form

Check in/check out program- Check In Check Out is a positive, proactive Tier 2 intervention. It is designed to help some of our students keep track of their behavior choices throughout the day. At the start of each day, the children involved “check in” with their mentor and “check out” with their mentor at the end of the day. They receive rewards for meeting their behavior/point goal.

Morning Meeting: Morning meeting is a system teachers use to check in with their students first thing in the morning. This allows them to see where



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	<p>students are when they arrive at school. It also allows students the opportunity to share anything that is top of mind for them. It allows trust and relationships to form and be established.</p> <p>Attendance Tracker</p> <p>Restorative Practices: Restorative practices at DECA helps build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships.</p> <p>Equity Faculty Training: This training is dedicated to creating a culture and system where every student and staff are treated the same and making sure every student and staff has the support they need to be successful. It also allows for courageous conversation to take place as it pertains to racial and social injustices.</p>
Summer 2021	<p>Extended School Year: Summer School- In response to COVID-19, we are offering a 5 week extension of the school year for our most at risk students. <i>Students who are on track for retention, are required to attend and students with significant academic gaps will be prioritized.</i> Instruction will focus on reading and math. This program will run for 5 days/week for 5 weeks and will allow students to engage in enrichment opportunities in the afternoon and on Fridays. This is an in person intervention.</p> <p>Conscious Discipline Implementation</p> <p>The SPOT</p> <p>Spring/Summer Basketball- Students will engage in in-person skills and drills to socially interact with peers and mentors to promote healthy activity and competitive spirit.</p>



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2021-2022

Conscious Discipline Implementation

Whole Class Reviews

Individual Student Reviews

Non-Academic Extracurriculars (The SPOT): 'The Spot' helps teach and reinforce the non-cognitive skills that are an essential part of creating a well rounded student.

Advisors

School Counselor

Weekly Teacher Concern Form

Check in/check out program

Morning Meeting

Attendance Tracker

Restorative Practices

Equity Faculty Training



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2022-2023

Conscious Discipline Implementation

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