



Learning Recovery & Extended Learning Plan

District Name:	Dayton Business Technology High School District
District Address:	348 West First Street Dayton, Ohio 45402
District Contact:	Lisa G, Minor
District IRN:	008283

Identifying Academic Needs

Impacted Students:	<i>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)?</i>	
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> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> <ul style="list-style-type: none"> - <i>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)</i> - <i>Core Questions to Consider:</i> <ul style="list-style-type: none"> - <i>What do students need to know?</i> - <i>How do we know if they've learned it?</i> - <i>How do we intervene for those students who have not learned it?</i> - <i>How do extend other opportunities for those who have learned it?</i> 	Budget
Spring and Fall 2021	<ul style="list-style-type: none"> • Utilize vendor and/or classroom assessments identify at-risk students (STAR Reading & Math Assessment, regular teacher assessments). • Teachers will hold weekly PLC data meetings to track and monitor academic progress • Partnership with FastForward Enrichment and Engagement Center-SEL assessment and services • Use of EXACT PATH benchmark and progress monitoring will be used to identify at-risk 	Funds have already been budgeted for use of purchased vendor assessments. SEL –service is no cost



Learning Recovery & Extended Learning Plan

	<ul style="list-style-type: none"> • Review At-risk student Attendance list and potentially at-risk for attendance. Establish an attendance intervention team to work with families, make home visits, phone calls and incentives to improve attendance. • Provide academic and social emotional support to students needing interventions based on the data. • The MTSS process will be used to collect data and monitor student progress. • Gap Analysis for ELA, Math, Science, and Social Studies 	
<p>Summer 2022</p>	<ul style="list-style-type: none"> • Spring and end-of-year classroom assessments and class grades will be used to identify candidates for the Summer programming. • Performance on state assessments may be used, if available, to identify at-risk students. • Provide a summer institute for Math, English, Science, and Social Studies) using the Prioritized State Standards. • Gap Analysis for ELA, Math, Science, and Social Studies • Summer internships or job shadowing provided for students who are on track academically 	<p>Program Director/ Professional Development - \$30 per hr.</p> <p>3 Tutors \$ 30 hr per diem</p> <ul style="list-style-type: none"> • Math • Science • English/ Social Studies <p>Curriculum/Technology - \$15,000</p> <p>Classroom Technology Upgrades \$70,000</p> <p>Professional Development \$4,000</p> <p>Supplies for Summer Programs \$1,000</p>



Learning Recovery & Extended Learning Plan

2021 - 2022	<ul style="list-style-type: none"> Teachers will analyze Spring and Summer Data to inform the fall curriculum. Utilize regular vendor and/or classroom assessments to identify at-risk students (STAR Reading & Math Assessment, regular teacher assessments). Final grades will be used to identify students' level of needs from the previous school year. Review attendance records and note students who may have lost instruction. Performance on state assessments may be used if available to identify at-risk students. TBT/BLT will identify students at Tier 1, Tier 2, and Tier 3 levels <p>Individual students who do not respond to Tier 1 (whole group) instruction will be placed through the MTSS process to find appropriate Tier 2 interventions. The RTI process will be documented through the TBT Building team.</p> <ul style="list-style-type: none"> Gap Analysis for ELA, Math, Science, and Social Studies 	ESSR funds
2022 - 2023	<ul style="list-style-type: none"> There will be two and a half weeks of professional development activities available to teachers before the students return to school. The following topics will be offered: <ul style="list-style-type: none"> ◦ Social Emotional Learning and how to address those needs ◦ Instructional framework ◦ Technology tools ◦ Learning Management Systems, assessment systems and intervention supports Utilize regular vendor and/or classroom assessments to identify at-risk students (STAR Reading & Math Assessment, regular teacher assessments). Final grades and assessments will be used to identify students' level of needs from the previous school year. 	



Approaches to Address Academic Gap Filling



Learning Recovery & Extended Learning Plan

Approaches & Removing/Overcoming Barriers	<p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>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></p>	
Considerations:	<ul style="list-style-type: none"> - 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.) <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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? 	Budget
Spring 2021-Summer 2022	<ul style="list-style-type: none"> • Continued use of MTSS teams to identify at-risk students and provide interventions in scheduled times (flex, after-school clubs, etc.). • Re teaching of topics identified as need areas in vendor assessments (STAR Reading & Math Assessment, regular teacher Assessments). Data-based decision-making • High School students are provided opportunities for ACT prep. • Students learning remotely will be monitored for academic progress with regular checks. • Students at-risk will be addressed through our student engagement plan. • The MTSS process will be used to collect data and monitor student progress. 	
Summer 2021-Summer 2022	<ul style="list-style-type: none"> • A Summer Institute will be provided for identified students to extend the school year. • The District and Montgomery County ESC will continue to seek professional development opportunities which address gap filling. • Students will have access to online class who are credit deficient will be provided the opportunity to catch up through online course work or credit recovery binders through Gateway • Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.) 	<p>Program Director/ Professional Development - \$30 per hr.</p> <p>3 Tutors \$ 30 hr per diem</p> <ul style="list-style-type: none"> • Math



Learning Recovery & Extended Learning Plan

	<ul style="list-style-type: none"> • Clear instructional plans have been communicated with staff, parents, and other stakeholders 	<ul style="list-style-type: none"> • Science • English/ Social Studies <p>Curriculum/Technology - \$15,000</p> <p>Classroom Technology Upgrades \$70,000</p> <p>Professional Development \$4,000</p> <p>Supplies for Summer Programs \$1,000</p>
<p>2021 - 2022</p>	<ul style="list-style-type: none"> • The District and Montgomery County ESC will continue to seek professional development opportunities which address gap filling. • Students will have access to online credit recovery classes who are credit deficient. • Continued use of Response to Intervention teams to identify at-risk students and provide interventions in scheduled times (flex, after-school clubs, etc.). • Re teaching of topics identified as need areas in vendor assessments (STAR Reading & Math Assessment, regular teacher Assessments). • High School students are provided opportunities for ACT prep. • Students learning remotely will be monitored for academic progress with regular checks. • Students at-risk will be addressed through our student engagement plan. • The MTSS process will be used to collect data and monitor student progress. • Clear instructional plans have been communicated with staff, parents, and other stakeholders • 	



Learning Recovery & Extended Learning Plan

2022 - 2023	<ul style="list-style-type: none">• Continued use of Response to Intervention teams to identify at-risk students and provide interventions in scheduled times (flex, after-school clubs, etc.).• Re teaching of prioritized standards identified from the gap analysis completed at the end of 2020-2021 school year. Data-based decision-making• DBTHS will offer HS students the following summer options: Career TECH Camp.• The MTSS process will be used to collect data and monitor student progress.• Clear instructional plans have been communicated with staff, parents, and other stakeholders	
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Learning Recovery & Extended Learning Plan

Approaches to Identify Social & Emotional Needs		
Impacted Students:	<i>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)?</i>	
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> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</i> 	Budget
Spring 2021-2022	<ul style="list-style-type: none"> • District MTSS Process and SEL Screeners • Teacher referrals will be used to identify students at-risk to the BLT and social worker intern. • The Prevention services and lessons are provided by district guidance counselors in partnership with a Student Success Liaison, hired to provide prevention curriculum and services. • Principals and remote learning liaisons monitor student progress and attendance. • When students return from remote learning, principals and counselors meet with the student to identify any social and emotional needs. 	
Summer 2021-2022	<ul style="list-style-type: none"> • The District and Sinclair Community College Fast Forward will continue to seek professional development opportunities to address resiliency. 	
2021 - 2022	<ul style="list-style-type: none"> • District MTSS Process and SEL Screeners 	



Learning Recovery & Extended Learning Plan

2022 - 2023	<ul style="list-style-type: none">• District MTSS Process and SEL Screeners	
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Learning Recovery & Extended Learning Plan

Approaches to Address Social and Emotional Need		
Approaches & Removing/Overcoming Barriers	<i>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.)?</i>	
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> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> 	Budget	
Spring 2021-2022	<ul style="list-style-type: none"> • Community-based mental health treatment provider partnership • Continued social and emotional support through referral and teacher mentors via Google Classroom and by appointment. • integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners. • <u>The Mentoring Collaborative of Montgomery County</u> • <u>Montgomery County Youth Resource Center</u> • <u>Montgomery County Youth Career Services 365</u> • <u>Wesley Community Center</u> • <u>Sinclair Miami Valley Tech Prep</u> • <u>Sinclair College FastForward Enrichment Center</u> 	
Summer 2021-2022	<ul style="list-style-type: none"> • Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.) • Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners. • <u>The Mentoring Collaborative of Montgomery County</u> • <u>Montgomery County Youth Resource Center</u> • <u>Montgomery County Youth Career Services 365</u> • <u>Wesley Community Center</u> • <u>Sinclair College Miami Valley Tech Prep</u> • <u>Sinclair College FastForward Enrichment Center</u> 	



Learning Recovery & Extended Learning Plan

<p>2021-2022</p>	<ul style="list-style-type: none"> • Counseling Services with a mental health services i.e. East way Behavioral Health, Samaritan Behavioral Health is providing counseling via tele therapy. • Rise Counseling Services • Signature Educational Solutions 	
<p>2022-2023</p>	<ul style="list-style-type: none"> • Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners. • <u>The Mentoring Collaborative of Montgomery County</u> • <u>Montgomery County Youth Resource Center</u> • <u>Montgomery County Youth Career Services 365</u> • <u>Wesley Community Center</u> • <u>Sinclair College Miami Valley Tech Prep</u> • <u>Sinclair College FastForward Enrichment Center</u> 	