



Learning Recovery & Extended Learning Plan



District Name:	West Carrollton School District
District Address:	430 E. Pease Ave., West Carrollton, OH 45449
District Contact:	Dr. Andrea Townsend
District IRN:	045054

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



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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](#)

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

Impacted students will be identified through the use of district, state, and research-based vendor assessment tools.

Existing:

- Locally created common assessments gauging student progress in English language arts and math. Grades K-10
- iReady diagnostics in English language arts focusing on grade-level proficiency in the following domains: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension of Literature, and Comprehension of Informational Text. This assessment is identifying an increase in the percent of students that are one or more years behind.

Overall Placement in Reading by Building

	3 + Below Grade Level	2 Below Grade Level	1 Below Grade Level	On Grade Level	Above Grade Level
Holliday	9%	18%	38%	19%	17%



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Russell	9%	19%	44%	15%	13%
Schnell	9%	16%	40%	16%	20%
WCMS	36%	10%	19%	15%	21%

- ALEKS- This differentiated math program customizes each student's learning pathway in grades 3 - 12. It is fully aligned to CCSS for math and models every question using video examples. The AI method of differentiation finds gaps in learning and builds mastery with students before introducing more difficult math content. Three times a year, a comprehensive knowledge check is assigned and data is collected as to how students are progressing on the standards.
- Teacher based teams participated in a mid-year gap analysis of student proficiency on all state standards. The core subject areas of ELA, Math, Science, and Social Studies in grades K-11 identified proficiency levels for each standard. This analysis revealed that all groups and grade levels of students were at least 4 weeks behind. The lack of in-person instructional time has also resulted in the standards being covered only to a level 2 depth of knowledge.
- An end of year gap analysis will also be conducted using the same method of identifying proficiency on grade level content-standards. This feedback will be used in planning for the 2021-22 school year.
- Teacher based teams are utilizing a state approved vendor for high quality student data called Pro-Core. This assessment tool focuses specifically on comprehension of grade level standards. Teacher based teams use this software as a pre- and post- assessment tool to pinpoint areas of focus.

Summer 2021

Students will be identified based on the analysis of multiple pieces of data over the summer.

The following assessments will be used to identify the most impacted students:

- End of the year diagnostics in iReady,
- End of year diagnostics Aleks
- Standards assessments in Pro-Core
- Ohio State Test and End of Course Exams
- Summer School in grades 9-12

Approaches to address the academic gaps will be discussed in the next section.



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**2021 -
2022**

In the first 2 weeks of the 21-22 school year students will participate in three diagnostics.

These diagnostics will focus on:

- English language arts (iReady)
- Math (iReady & ALEKS)
- Grade-level content standards in English Language Arts, Math, Science, and Social Studies (Pro-Core)

We predict seeing deficits in all three areas that equate to students being at least a third to a full school year behind in comparison to their typical annual learning gains.

Students in Kindergarten will be screened during the first month of the school year using the Kindergarten Readiness Assessment.

Students in preK will be screened in the fall and in the spring using the Early Learning Assessment.

Curriculum and instruction will be adjusted based on the outcome of these assessments.

Summer: Grades 1-8: We are currently evaluating the possibility of using a summer scaffolding program called SuccessMaker Focus. Specifically designed to address unfinished learning from the prior grade level, *SuccessMaker Focus* is a self-guided digital course that provides explicit instruction in mathematics and literacy priority skills from the previous grade level. The program provides an ideal way to scaffold students up to grade-level content with real-time data offering instant insight into student progress and where more support is needed. **NEEDED**

Grades 9-11: The high school will be offering a six week credit recovery summer school. Students were identified at the end of first semester based on their report card grades and transcripts. Additional students will be identified in March based on their third quarter progress. This summer program will be two weeks longer than the traditional model and be a hybrid model of instruction with weekly in-person and remote learning required. **EXISTING**

**2022 -
2023**

In 2022 we will be moving into our new buildings and grade level bands in grades 1-8. This will allow us to participate in three diagnostics (math, English language arts, and grade-level content standards) to utilize our staff more effectively for small group enrichment and remediation and scaffolded lessons within their classrooms.

Summer: If successful in the summer of 2020 - Grades 1-8: We are currently evaluating the possibility of using a summer scaffolding program called SuccessMaker Focus. Specifically designed to address unfinished learning from the prior grade level, *SuccessMaker Focus* is a self-guided digital course that provides explicit instruction in mathematics and literacy priority skills from the previous grade level. The program provides an ideal way to scaffold students up to grade-level



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	<p>content with real-time data offering instant insight into student progress and where more support is needed. NEEDED</p> <p>3rd Grade: Students identified in third grade will receive additional instruction in English language arts over the summer. These students will be identified based on their results on the state assessment, iReady, and Terra Nova diagnostics.</p> <p>Grades 9-11: The high school will be offering a six week credit recovery summer school. Students were identified at the end of first semester based on their report card grades and transcripts. Additional students will be identified in March based on their third quarter progress. This summer program will be two weeks longer than the traditional model and be a hybrid model of instruction with weekly in-person and remote learning required. EXISTING</p> <p>This year we will be able to utilize data from the previous years to implement additional plans as necessary.</p>
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Approaches to Address Academic Gap Filling		BUDGET
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>	
<p>Considerations:</p> <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? 		
Spring 2021	We have adopted a hybrid calendar in which students are seen in-person on	



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	<p>Monday/Wednesday or Tuesday/Thursday with Friday being a remote day of instruction. The hybrid schedule creates a smaller class size enabling teachers to provide more individualized instruction on in-person days. In addition to Friday being a remote day, students with specific academic needs still attend and receive additional intervention from their teachers. We are also addressing credit recovery during this time. Teachers also hold office hours on Fridays to provide additional support to students remotely.</p>	
<p>Summer 2021</p>	<p>Grades 1-5: WCSD will provide a Summer LitCamp focused on high-quality experiential literacy learning for students that will be in grades 1st through 5th in the 2021-22 school year. LitCamp lessons will focus on the core capacities of learning to read, write, speak, and listen by taking into account the whole learning life of the child and by fostering resilience. (See attached flyer)</p> <p>3 Focus Areas of LitCamp</p> <ul style="list-style-type: none"> • Literacy Skills – Improving students’ fluency, comprehension, and analysis of text while also offering practice in essential listening, speaking, and writing skills. • Engagement – Building reading and writing stamina, motivation, independence, and leadership. • Social-Emotional Development – Increase students’ resilience, empathy, and positive sense of self. NEEDED <p>Grades 4th & 5th, and 6-8: WCSD will provide two Summer STEM Camps for students in 4th and 5th grade and for students in grades 6-8. These camps will focus on using the Vex Go and Vex IQ educational robotics/STEM kits. Educational robotics teaches fundamental scientific methods and practices, such as the scientific method, observation, experimentation, data collection and analysis. It also allows for investigations of applied physics and mechanical concepts, systems thinking, and artificial intelligence. NEEDED</p> <p>Grades 9-11: The high school will be offering a six week credit recovery summer school. Students were identified at the end of first semester based on their report card grades and transcripts. Additional students will be</p>	<p>BUDGET NEEDED LitCamp</p> <p>\$8,760 in curriculum cost</p> <p>\$20,749.12 in staff cost (7 staff members)</p> <p>TOTAL LitCamp \$29,509.12</p> <p>Summer STEM Camp \$7,500 curriculum cost \$1,250 staff cost</p> <p>TOTAL STEM Camp \$9,750</p> <p>9-11 SUMMER</p>



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	<p>identified in March based on their third quarter progress. This summer program will be two weeks longer than the traditional model and be a hybrid model of instruction with weekly in-person and remote learning required. Students will be able to recover credits in the following courses: English Language Arts I, English Language Arts II, Algebra, Geometry, Physical Science, Biology, American History, US Government. EXISTING</p> <p>Students will have the opportunity to retake end of course exams in the state testing window of July 12 - 23, 2021.</p> <p>Students will be able to participate in online learning at home due to our partnership with the Dayton Public Library in West Carrollton. Students in elementary grades will have access to the following online platforms: CultureGrams, Early World of Learning, Explora Primary Grades, Kids Infobits, and Tumble Books. Students in upper elementary through secondary will have access to the following programs: Career Cruising, Explora Secondary School, HelpNow, Lynda.com, Mango Languages & transparent Language, (foreign language learning), Points of View Reference Center, Science Reference Center, Very Short Introductions, and World Book.</p>	<p>SCHOOL Staffing: 5 teachers, 6 weeks 3 hours per day 4 days per week \$31.40 per hour TOTAL: \$11,304 PLUS Administrative costs</p>
<p>2021 - 2022</p>	<p>PHONICS PROGRAM: We will be implementing a phonics curriculum in the 2021-22 school year in grades K-2 to specifically address the amount of students that are one or more years behind. Phonics programs are currently being reviewed as part of the adoption process. We intend to adopt a curriculum that provides explicit instruction and supports in phonics. As part of the adoption process we are analyzing content that meets the needs of our students and staff. Professional development will be provided in the summer before the start of the school year and be ongoing throughout the year from instructional coaches. NEEDED</p> <p>SCIENCE: We will be implementing a science program in the 2021-2022 school year for grades K - 12. Currently, we do not have a set of resources that address the Ohio Learning Standards for Science. A variety of options is being vetted with a team of teachers and a decision will be made by July 1. Professional development will be provided in the fall of 2021. Soon to be EXISTING</p> <p>AFTER-SCHOOL PROGRAM: We will be implementing an extended learning after-school program next year in 1st through 5th grade at each of our three elementary buildings. Students will be selected for participation based on their diagnostic results in literacy and math. Students will attend twice a week for an hour after school to receive instruction in literacy and math. Transportation will need to be provided to ensure participation. LitCamp curriculum from Scholastic and SuccessMaker curriculum from Savaas will be used for this program.</p>	<p>BUDGET NEEDED Phonics: \$65,000</p> <p>After-School Program <i>Estimates</i> \$27,000 in curriculum \$5,000 in staff cost TOTAL \$32,000</p>



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	<p>MATH TOOLS: A goal that was created while participating in the One Needs Assessment was the need to incorporate hands-on teaching resources for math classrooms, grades 3 - 9. Core concepts are not being solidified with students and tools, such as Developing Fraction Sense and Hands-On Equations, will better support conceptual understanding. Professional development will be carried out by the Math Curriculum Director during the Fall of 2021. NEEDED</p> <p>Our students take benchmarks in English language arts, math and content standards three times a year. The benchmarks allow teachers to obtain data to drive instruction during Teacher Based Team meetings, create interventions, and develop enrichment activities for whole group and small group instruction. Additionally, the district is able to purchase materials to meet the needs of students based on our local standard based data analysis. EXISTING</p>	<p>BUDGET NEEDED <i>Math Tools:</i> \$7500</p>
<p>2022 - 2023</p>	<p>We will be implementing a phonics curriculum in the 2021-22 school year in grades K-2 to specifically address the amount of students that are one or more years behind. We will review our results and modify the program as needed. Phonics programs are currently being reviewed as part of the adoption process. We intend to adopt a curriculum that provides explicit instruction and supports in phonics. As part of the adoption process we are analyzing content that meets the needs of our students and staff. Professional development will be provided in the summer before the start of the school year and be ongoing throughout the year from instructional coaches.</p> <p>We will be implementing a social studies program in the 2022-2023 school year for grades K - 12. Currently, we do not have a set of resources that address the Ohio Learning Standards for social studies. A variety of options is being vetted with a team of teachers and a decision will be made by July 1, 2022. Professional development will be provided in the fall of 2022. NEEDED</p> <p>A goal that was created while participating in the One Needs Assessment was the need to incorporate hands-on teaching resources for math classrooms, grades 3 - 9. Core concepts are not being solidified with students and tools, such as Developing Fraction Sense and Hands-On Equations, will better support conceptual understanding. Professional development will be carried out by the Math Curriculum Director during the Fall of 2022.</p> <p>Our students take benchmark assessments in English language arts, math and content standards three times a year. The benchmark assessments allow teachers to obtain data to drive instruction during Teacher Based Team meetings, create interventions, and develop enrichment activities for whole group and small group</p>	



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	<p>instruction. Additionally, the district is able to purchase materials to meet the needs of students based on our local standard based data analysis.</p> <p>Students use ongoing online assessments, that are self-adapting,</p>	
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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

Students in grades 3 -12 participated in an SEL Panorama Education survey measuring student competencies and classroom environment. We will receive data for grades K-2 in May 2021. We have built a district SEL cohort to address the needs from the results of the survey and set goals to show improvement in the areas of self-efficacy, school climate, and growth mindset. We have focused on inclusion in our hybrid model to help students communicate with their class members through opening and closing circles. **EXISTING**

Teachers and administrators can use these support services to help identify students most impacted by the pandemic:

- Samaritan Behavioral Health in all of our buildings for counseling and therapy. **EXISTING**
- Dayton Children's Youth and Family Resources program. The focus of the prevention program is to reduce the incidence, prevalence, & recurrence of mental health disorders and their associated disabilities. **EXISTING**

Summer 2021

A second survey (end of year) will be given before students leave for break and this data will be evaluated with the Panorama Education team.

2021 - 2022

As the new school year begins, students in grades K - 12 will engage in the SEL Panorama Education survey to measure student competencies and classroom environment. The data will identify students most impacted by the pandemic and the barriers that still exist to learning and engaging in the school community. We will administer the same survey two more times during the school year to pinpoint student competencies that show little growth and pair strategies school-wide that will support the needs.

Teachers and administrators can use these support services to help identify students most impacted by the pandemic:



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	<ul style="list-style-type: none"> • Samaritan Behavioral Health in all of our buildings for counseling and therapy. EXISTING • Dayton Children's Youth and Family Resources program. The focus of the prevention program is to reduce the incidence, prevalence, & recurrence of mental health disorders and their associated disabilities. EXISTING
2022 - 2023	<p>As the new school year begins, students in grades K - 12 will engage in the SEL Panorama Education survey to measure student competencies and classroom environment. The data will identify students most impacted by the pandemic and the barriers that still exist to learning and engaging in the school community. We will administer the same survey two more times during the school year to pinpoint student competencies that show little growth and pair strategies school-wide that will support the needs.</p> <p>Teachers and administrators can use these support services to help identify students most impacted by the pandemic:</p> <ul style="list-style-type: none"> • Samaritan Behavioral Health in all of our buildings for counseling and therapy. EXISTING • Dayton Children's Youth and Family Resources program. The focus of the prevention program is to reduce the incidence, prevalence, & recurrence of mental health disorders and their associated disabilities. EXISTING

Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers	<p><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></p>
<p>Considerations:</p> <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.) 	



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<p>Spring 2021</p>	<p>We maintain a parent SEL website, updated weekly, with strategies and articles to use at home. We have partnered with our county's ESC for professional development on how to implement strategies school-wide that support our whole-child wellness. EXISTING</p> <p>We provide intensive, on-site support from Samaritan Behavioral Health in all of our buildings for counseling and therapy. Students are referred by school staff. EXISTING</p> <p>We have on-site PAX partners for K - 5 that support our SEL competencies. EXISTING</p> <p>Second Step SEL lessons are incorporated within the school day on a rotating basis for grades K - 5. EXISTING</p> <p>We have partnered with Dayton Children's Youth and Family Resources program. The focus of the prevention program is to reduce the incidence, prevalence, & recurrence of mental health disorders and their associated disabilities. Teachers and administrators refer students to this program and a partnership begins with school, parents, and Dayton Childrens. EXISTING</p>	
<p>Summer 2021</p>	<p>We provide intensive, on-site support from Samaritan Behavioral Health in all of our buildings for counseling and therapy. Students are referred by school staff. EXISTING</p>	
<p>2021-2022</p>	<p>We maintain a parent SEL website, updated weekly, with strategies and articles to use at home. We have partnered with our county's ESC for professional development on how to implement strategies school-wide that support our whole-child wellness. EXISTING</p> <p>We provide intensive, on-site support from Samaritan Behavioral Health in all of our buildings for counseling and therapy. Students are referred by school staff. EXISTING</p> <p>We have on-site PAX partners for K - 5 that support our SEL competencies. EXISTING</p> <p>Second Step SEL lessons are incorporated within the school day on a rotating basis for grades K - 5. NEEDED</p> <p>Currently, we do not have a Tier One SEL set of lessons for middle and high</p>	<p>BUDGET NEEDED: Second Step Cost: \$7500</p> <p>BUDGET</p>



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	<p>school classrooms. As a district SEL team, we have begun to investigate a curriculum that can be used during advisory and intervention periods that are built into the schedules already. Resources such as 7 Mindsets, Habitudes, and CharacterStrong have been evaluated to determine the best fit for our district. NEEDED</p> <p>We will have the GoodLife program that provides students support and resources in middle and high schools to excel their Prevention Education, Social Emotional Learning, and Positive Behavior Interventions Supports (PBIS) initiatives. This work is supported by the ADAMHS board of Montgomery County. Soon to be EXISTING</p> <p>We have partnered with Dayton Children’s Youth and Family Resources program. The focus of the prevention program is to reduce the incidence, prevalence, & recurrence of mental health disorders and their associated disabilities. Teachers and administrators refer students to this program and a partnership begins with school, parents, and Dayton Childrens. EXISTING</p>	<p>NEEDED: MS/HS SEL Resource: \$20,000</p>
<p>2022-2023</p>	<p>We maintain a parent SEL website, updated weekly, with strategies and articles to use at home. We have partnered with our county’s ESC for professional development on how to implement strategies school-wide that support our whole-child wellness. EXISTING</p> <p>We provide intensive, on-site support from Samaritan Behavioral Health in all of our buildings for counseling and therapy. Students are referred by school staff. EXISTING</p> <p>Second Step SEL lessons are incorporated within the school day on a rotating basis for grades K - 5. NEEDED</p> <p>Currently, we do not have a Tier One SEL set of lessons for middle and high school classrooms. As a district SEL team, we have begun to investigate a curriculum that can be used during advisory and intervention periods that are built into the schedules already. Resources such as 7 Mindsets, Habitudes, and CharacterStrong have been evaluated to determine the best fit for our district. NEEDED</p> <p>We have on-site PAX partners for K - 5 that support our SEL competencies. EXISTING</p> <p>We will have the GoodLife program that provides students support and resources in middle and high schools to excel their Prevention Education, Social Emotional</p>	<p>BUDGET NEEDED: Second Step Cost: \$7500</p> <p>BUDGET NEEDED: MS/HS SEL Resource: \$20,000</p>



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	<p>Learning, and Positive Behavior Interventions Supports (PBIS) initiatives.</p> <p>We have partnered with Dayton Children’s Youth and Family Resources program. The focus of the prevention program is to reduce the incidence, prevalence, & recurrence of mental health disorders and their associated disabilities. Teachers and administrators refer students to this program and a partnership begins with school, parents, and Dayton Childrens. EXISTING</p>	
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PLANNING SUPPORT DOCUMENT

As stated by ODE, this is not a one-size-fits-all exercise. 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. The template above has been designed to be as adaptable as possible given the wide range of district experiences and needs. The pages below in the Planning Support Document are designed to assist districts as they think through the nuances that may be significant to their respective district. Educational Service Centers are here to support. Some schools and districts may choose to have similar plans to facilitate effective implementation. ESCs may be able to provide coordination for such collaborative approaches. The following planning support document is provided to assist teams in thinking through the planning process. Additionally, rather than an exhaustive list of resources that quickly becomes overwhelming and outdated, a few key elements have been provided to assist in planning. Districts may also want to consult ODE’s [Reset and Restart](#) website and planning guide. Additional planning resources are also available at <http://reframingeducation.org/>. This decision-making framework was developed by Ohio’s network of ESCs to assist districts in having authentic conversations about instructional expectations and making plans to reframe education moving forward; we encourage districts to reach out to their ESCs for additional support as needed.

ACADEMIC PLANNING



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Determining Academic Needs

How will instructional needs be determined?

Possible/Optional item(s) to consider:

- Performance on tests (e.g., district assessments, statewide tests, ACTs, etc.); (Districts will not have statewide achievement data until after the end of the school year and may need to identify assessment tools to identify gaps.)
 - The DLT digs deep into the data looking at results and then identifies suggestions to improve opportunities for growth. We look for gaps in standards and seek ways to address learning opportunities and teaching opportunities for all students/staff.
- How will districts determine impacted/vulnerable populations?
 - We look at all subgroups when we disaggregate data at the DLT, BLT and during our TBT meetings. We also look at our data from walkthroughs to identify high yield instructional strategies, co-teaching support, and data review.
- How will districts/schools combat barriers for disengaged students?
 - Utilize the Top 10 Strategies from ASCD (George, J. & George, R., (2016)):
 - Build Relationships
 - Be intentional with your lesson planning
 - Use a balanced data approach
 - Have high and consistent expectations
 - Scaffold instruction to grade level standards (see tools in iReady and ALEKS)
 - Teach vocabulary explicitly
 - Get your students engaged and excited
 - Reflect and reflect often
 - Provide multiple opportunities: Strive to embed learning
 - Don't be afraid to be vulnerable
- What opportunities were missed due to the inability to access programming? Can any of these opportunities be reinstated in the summer or next school year? (Districts are encouraged to consider this question through an equity lens for student populations-- Students with Disabilities, English Language Learners, Gifted Students, All Learners, etc.)
 - Due to being hybrid, our students were still able to access specialized instructional programs with our staff. Students were also able to receive additional intervention and enrichment one day a week. We provided transportation and meals for students in order to provide additional services (SPED, EL, Gifted, tutoring). We are extending learning opportunities to include a summer literacy camp at the primary grade level and a summer STEM camp for primary and middle school students. Additionally, we will provide a credit recovery summer school.
- Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been lost due to the pandemic.
 - We will need to assess the EOY data to determine areas to support students with summer enrichment, credit recovery and CCP).
- Attainment (e.g., high school diploma, college degree, employment)
 - We have created documentation to align with the new graduation requirements. This will assist us with tracking students who receive a high school diploma, Graduation options, military, work force.



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- What essential elements of determining instructional needs are already in place?
 - We currently use a structured classroom walkthrough form that identifies our instructional strategies and other pertinent data to determine what is used instructionally, adult indicators and student behaviors. This has helped guide the district in professional development, instructional guidance and support, and the ability to purchase the appropriate materials to support or enrich student learning.
- District MTSS Process and Universal Screeners
 - We utilize a CBM 3 times a year in ELA, Writing, and Math. The data is used during TBT and BLT to identify Tier II and III students for intervention and enrichment. Additionally, we utilize a variety of SEL tools and PBIS data to identify supports and interventions for students who may need Tier II and Tier III supports.
- Use of/Alignment with the OIP/DLT/BLT/TBT process to determine; 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 we extend other opportunities for those students who have learned it?
 - Our processes are aligned. Our OIP (One Needs Assessment) drives the DLT><BLT><TBT. Data from pretest is analyzed at each grade level for success and opportunities. Interventions are created and follow-up is designated. The teams review ongoing data to measure growth and the effectiveness of research based instructional strategies. The data is collected from the TBT and shared at the BLT - The BLT also shares District data with the BLT.
- Gap Analysis for ELA, Math, Science, and Social Studies
 - We have used current second semester data to identify gaps for all groups in all content areas. We are looking forward to seeing our data at the EOY now that the students are back in school full time. The standards are posted in this document for math and ELA.
- Prioritize Literacy and Math
 - GAP analysis was conducted to identify the standards we still need to address.
- Prioritized Standards
 - See chart. The DLT will be conducting another GAP analysis with our EOY data and state test results.
- Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.
 - We have provided extra assistance on Fridays for students to receive related services, gifted, and EL students when we were hybrid. Additionally, students had the ability to meet with their teachers on Fridays for support and enrichment. We are going to utilize funds for next year to provide additional staff for more direct, small group instruction and intervention. Additionally, we are adding a gifted coordinator to ensure WEP's and all gifted protocols are followed. Finally, we are growing our own EL certified teachers. We have 17 staff members who are completing their EL endorsements for our growing population. We have seen growth with our inclusion model with our EL population.
- Rising Kindergarteners (These students have spent a significant portion of their life in a pandemic environment. What needs might they have as they enter Kindergarten in Fall 2021?)



Learning Recovery & Extended Learning Plan



	<ul style="list-style-type: none">○ Many of our K students attend our PK program. We have had our current K and PK in school 4 days a week the entire year. Students who have not been in PK or K will need additional SEL and instructional support. The BLT has created an action plan to address potential gaps. There is a concern that the K students will not arrive Kindergarten ready. Ready for K will be used with parents to help supplement support help at home. Academic data will be collected from the KRA and ELA screenings. The data will help guide MTSS in the building. The Early Childhood Center BLT is creating resources for emerging Kindergarten parents that will highlight key skills a student should possess and how a parent can assist at home before entering Kindergarten.
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Learning Recovery & Extended Learning Plan



Top 10 Priority Literacy Standards Based on iReady Diagnostic in grades K-8

Kindergarten

- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- 1 OH.ELA-Literacy.L.K.4b Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - 2 OH.ELA-Literacy.L.K.5c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
 - 3 OH.ELA-Literacy.RF.K.3d Ask and answer questions about unknown words in a text.
 - 4 OH.ELA-Literacy.RL.K.4 With prompting and support, ask and answer questions about unknown words in a text.
 - 5 OH.ELA-Literacy.RI.K.4 Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - 6 OH.ELA-Literacy.RF.K.3c . . . Blend . . . syllables in spoken words.
 - 7 OH.ELA-Literacy.RF.K.2b Count . . . and segment syllables in spoken words.
 - 8 OH.ELA-Literacy.RF.K.2b Isolate . . . medial vowel . . . sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with *ll*, *tt*, or *kk*.)
 - 9 OH.ELA-Literacy.RF.K.2d Isolate . . . the . . . final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with *ll*, *tt*, or *kk*.)
 - 10 OH.ELA-Literacy.RF.K.2d

1st Grade

- 1 OH.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text.
- 2 OH.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 3 OH.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.
- 4 OH.ELA-Literacy.RI.1.3 Describe the connection [sequence] between two individuals, events, ideas, or pieces of information in a text.
- 5 OH.ELA-Literacy.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- 6 OH.ELA-Literacy.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- 7 OH.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- 8 OH.ELA-Literacy.RI.1.2b Retell key details of a text.
- 9 OH.ELA-Literacy.RL.1.2b Retell stories, including key details
- 10 OH.ELA-Literacy.RI.1.2a Identify the main topic.

2nd Grade

- 1 OH.ELA-Literacy.RI.2.3 Describe the connection [sequence] between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 2 OH.ELA-Literacy.RL.2.2b Retell stories, including fables and folktales from diverse cultures.
- 3 OH.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- 4 OH.ELA-Literacy.RI.2.2a Identify the main topic of a multi-paragraph text.
- 5 OH.ELA-Literacy.RI.2.2b Identify the focus of specific paragraphs within the text.
- 6 OH.ELA-Literacy.L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 7 OH.ELA-Literacy.RL.2.2b Retell stories . . .
- 8 OH.ELA-Literacy.RI.2.3 Describe the connection [cause and effect] between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 9 OH.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 10 OH.ELA-Literacy.RI.2.8 Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.

3rd Grade

- 1 OH.ELA-Literacy.RL.3.1 . . . Answer questions to demonstrate understanding of a text . . .
- 2 OH.ELA-Literacy.RI.3.3 Describe the relationship [sequence] between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 3 OH.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 4 OH.ELA-Literacy.RI.3.1 . . . Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 5 OH.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 6 OH.ELA-Literacy.RI.3.3 Describe the relationship [cause and effect] between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 7 OH.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 8 OH.ELA-Literacy.RI.3.2a Determine the main idea of a text.
- 9 OH.ELA-Literacy.RI.3.2b Retell the key details and explain how they support the main idea.
- 10 OH.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

4th Grade

- 1 OH.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- 2 OH.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 3 OH.ELA-Literacy.RI.4.2b Provide a summary of the text that includes the main idea and key details, as well as other important information.
- 4 OH.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- 5 OH.ELA-Literacy.RI.4.8 Explain how an author uses evidence to support particular points in a text.
- 6 OH.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- 7 OH.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- 8 OH.ELA-Literacy.RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.
- 9 OH.ELA-Literacy.RI.4.2a Determine the main idea of a text and explain how it is supported by key details.
- 10 OH.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.



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5th Grade

- 1 OH.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- 2 OH.ELA-Literacy.RI.5.2b Provide a summary of the text that includes the main ideas and key details, as well as other important information.
- 3 OH.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 4 OH.ELA-Literacy.RI.5.8 Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding point(s).
- 5 OH.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors [and] similes . . .
- 6 OH.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- 7 OH.ELA-Literacy.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 8 OH.ELA-Literacy.RI.5.2a Determine the main ideas of a text and explain how they are supported by key details.
- 9 OH.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 10 OH.ELA-Literacy.RL.5.1 Quote accurately from a text when . . . drawing inferences from the text.

6th Grade

- 1 OH.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- 2 OH.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings.
- 3 OH.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- 4 OH.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- 5 OH.ELA-Literacy.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- 6 OH.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7 OH.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 8 OH.ELA-Literacy.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- 9 OH.ELA-Literacy.RI.6.2b Provide an objective summary of the text that includes the central idea and relevant details.
- 10 OH.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.
- OH.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

7th Grade

- 1 OH.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- 2 OH.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- 3 OH.ELA-Literacy.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- 4 OH.ELA-Literacy.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- 5 OH.ELA-Literacy.RI.7.2a Determine two or more central ideas in a text and analyze their development over the course of the text.
- 6 OH.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- 7 OH.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative . . . meanings; analyze the impact of a specific word choice on meaning and tone.
- 8 OH.ELA-Literacy.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- 9 OH.ELA-Literacy.RI.7.6 Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- 10 OH.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

8th Grade

- 1 OH.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- 2 OH.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 3 OH.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 4 OH.ELA-Literacy.RI.8.1 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 OH.ELA-Literacy.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- 6 OH.ELA-Literacy.RI.8.6 Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- 7 OH.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative meanings; analyze the impact of specific word choices on meaning . . . and tone . . .
- 8 OH.ELA-Literacy.RI.8.2a Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
- 9 OH.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- 10 OH.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of . . . inferences drawn from the text.



Learning Recovery & Extended Learning Plan



<p>Filling Academic Gaps</p>	<p>How will academic gaps be filled?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Existing processes and supports ● Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.) <ul style="list-style-type: none"> ○ We have currently partnered with Dayton Public Libraries, YMCA, Moraine Recreation Center, Dayton Children’s Hospital, Wright State University ● MTSS processes <ul style="list-style-type: none"> ○ We utilize our PBIS teams and have a Tier II and Tier III team at each school. All students are discussed at our TBT’s and identification is made for enrichment and interventions. We use our PBIS and SEL data to identify areas to improve our student behaviors and or social emotional wellness. ● Effective district-wide/school-wide leadership teams focusing on achievement gaps. <ul style="list-style-type: none"> ○ The DLT collects data and discusses, in detail, and identifies ways to improve trends. Information that is collected is taken back to the BLT to discuss. Plans are shared with the staff to improve instructional practices. Data-based decision-making - achievement gaps are addressed in the DLT, BLTs and TBTs. ● Triage plans for Seniors/Credit Recovery Options for HS <ul style="list-style-type: none"> ○ Our students meet on a regular basis with their counselors and our summer school coordinator. We have been offering credit recovery all year for our seniors and will be offering a summer school program in June and July of 2021.
<p>Determine Competency</p>	<p>What method(s) will be used to determine competency for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement) <ul style="list-style-type: none"> ○ Our staff has utilized current data in order to identify gaps in learning standards for the 2020-2021 school year. Counselors have been meeting with students to discuss credits and areas for credit recovery. Data was used to identify areas of competency and discussed during DLT, BLT, and TBT’s. ● Develop and communicate a plan for promoting students vs. retention <ul style="list-style-type: none"> ○ We are working with specific students who have been, or will be, identified as needed to attend summer school or our credit recovery program. Direct notification to each family will be made if they must attend a program.



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Resource Link(s):	What Works Clearinghouse Priority Math , Reading and Writing Standards Determination of Student Educational Needs Exceptional and At-Risk Youth District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities Ohio Improvement Process
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SOCIAL & EMOTIONAL NEEDS

Determining Social Emotional Needs	<p>How will social and emotional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● District MTSS Process and SEL Screeners <ul style="list-style-type: none"> ○ CASEL ○ Panorama Education SEL Survey ○ PBIS Building Teams ○ Tier II and Tier III Teams at each building ○ Samaritan Behavioral Health ○ Disaggregation of behavioral data at DLT/BLT/TBT ○ We are exploring adding a social worker ● Student Wellness and Success Plans <ul style="list-style-type: none"> ○ 9 mental health therapist ○ Second step ○ Books and materials for students relative to second step lessons ○ Trauma-informed practices (teachers/staff/administrators) ○ 5-step process for planning/support ● 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. <ul style="list-style-type: none"> ○ Montgomery County ESC ○ SST 10 ○ ADAMHS
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Learning Recovery & Extended Learning Plan



	<ul style="list-style-type: none"> ○ Samaritan Behavioral Health ○ Dayton Children's Hospital - Youth & Family Resources ○ Handle With Care Program ○ Learn to Earn ○ Equity Fellows ● How can ESC Family and Community Partnership Liaisons support in this area? <ul style="list-style-type: none"> ○ We have strong partnerships with our community resources. The ESC is often involved in connecting us with resources and programs.
<p>Addressing Social and Emotional Needs</p>	<p>How will social and emotional needs be addressed?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● MTSS processes <ul style="list-style-type: none"> ○ Collaboration as a DLT, DLT and TBT to establish expectations at the building level and classroom level. Data is tracked for PBIS. Continue to conduct the PBIS Tiered Fidelity Inventory to improve our MTSS processes. ○ Disaggregate data by groups to identify and address needs and provide support ○ Establish and maintain rituals and routines for behavior expectations. ○ Restorative practices as a framework to relationship building and conflict resolution that extends beyond behavior issues and is embedded in the culture of the building. <ul style="list-style-type: none"> ■ Build relationships ■ Mutual respect ■ Equitable dialogue and decision making. ■ Questions to ask... <ul style="list-style-type: none"> ● What happened? ● What were you thinking when X happened? ● Who or what was harmed? ● How do you repair the harm? ● Resolve conflict and create closure ■ Include stakeholders ■ Identify and address harm, needs, obligations ■ Everyone is responsible ● 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. <ul style="list-style-type: none"> ○ Montgomery County ESC ○ SST 10 ○ ADAMHS ○ Samaritan Behavioral Health



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	<ul style="list-style-type: none">○ Dayton Children's Hospital○ Learn to Earn○ Equity Fellows● Comprehensive Support for Students - screen for social and medical services (work with community agencies), identify students who need instructional support (mentors, tutors, peer support, etc.)<ul style="list-style-type: none">○ Counselors, teachers/staff and MHT identify students who may have social issues. Referrals are made to the appropriate people for medical and social issues. We utilize mentors within the community to support student learning.
Resource Link(s):	<p>Panorama Equity Guide to Student Learning Loss George Lucas Educational Foundation Social and Emotional Learning Video Series CASEL Online SEL Assessment Guide Ohio's K-12 Social & Emotional Learning Standards INFOhio's Educator Tools Curriculum Library (filter for "Social Emotional Learning" under Subject) Ohio's Whole Child Framework ODE PBIS Resources Restorative Practices for Educators Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year SEL 3 Signature Practices Supporting Teachers SEL Trauma-Informed SEL</p>



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PROFESSIONAL LEARNING NEEDS

Professional Learning

What **professional development** activities will be needed/offered to your school district's teachers and partners to support learning recovery?

Possible/Optional item(s) to consider:

- Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners.
 - District SEL goals have been created as well as a long-term plan that includes professional development hours for all staff focusing on the importance of educating the whole child.
 - The district goals are based on data taken from the Panorama Education survey that is designed to uncover social emotional needs and support the educational community with researched-based strategies.
- How will teachers, stakeholders, and others be brought into the planning and professional learning process?
 - The district SEL team comprises a cross-section of stakeholders that includes teachers, counselors, administrators, and members of Montgomery County ESC. Monthly meetings have taken place and will continue in the future to address the survey data as well as receive PD to deepen understanding of the tenets of SEL and supporting the Whole Child.
- If schools are looking to partners to support learning recovery, how will efforts be coordinated?
 - We have coordinated with the Montgomery County ESC for SEL PD as well as becoming partners with Dayton Children's Youth and Family Resources through the ADAMHS board. These resources will help our district better support the social-emotional needs of students long-term.
- How will tutors or others be trained?
 - Our partner, the MCEC, will provide training, as well as Panorama Education's data review from the teacher and students surveys given at various times throughout the school year.
- What school staff/ESC/SST staff can support training community partners?
- Alignment to the Ohio Improvement Process and One Needs Assessment
- What social and emotional PD will help teachers address wellness needs of students and staff recovering from added pandemic stressors? (Consider alignment to Student Wellness and Success Plans)
 - PD rooted in trauma-informed care, restorative practices, and adult SEL needs will



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	<p>address issues from the stressors of the pandemic.</p> <ul style="list-style-type: none">Relationship-building strategies from CASEL's Playbook that are inclusive, engaging, and optimistic in nature.
Resource Link(s):	<p>Professional Learning Supports Mental Health Resources ESC Customized Support Centers for Disease Control and Prevention of Adverse Childhood Experiences ChildTrauma Academy George Lucas Educational Foundation Trauma-Informed Care Video Series Harvard University Center on the Developing Child Neurosequential Network COVID-19 Resources The National Child Traumatic Stress Network Trauma Sensitive Schools</p>

**Partnership with West Carrollton Schools and Dayton Metro Library
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YOU CAN Learn AT HOME!

West Carrollton Schools & Dayton Metro Library Will Help!

Name: _____

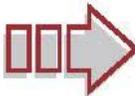
Library eCard #: _____

PIN #: _____



Keep these numbers handy. You'll need them to use the great **FREE** online learning tools at DaytonMetroLibrary.org.

1. Go to www.DaytonMetroLibrary.org/research/databases
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In this brochure we feature some of the most popular, useful tools for online learning. See the chart inside this brochure for lots of other resources we offer for different school subjects and projects.

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	General Reference	Reading & Literature	Math	Science	Social Studies	Geography	History	Biography	Arts	Current Events	Government
FOR YOUNG CHILDREN AGES 3-6 (PreK)											
EARLY WORLD OF LEARNING		X	X								
WORLD BOOK (Early Learning)		X	X	X					X		
ESPECIALLY GOOD FOR ELEMENTARY STUDENTS											
CULTURE GRAMS**					X	X	X				
EXPLORA PRIMARY SCHOOL		X	X	X	X	X		X	X		
GALE TEMPORARY TOOLS: Kids in Context (Elementary School)		X		X	X	X	X	X	X		
GALE TEMPORARY TOOLS: Gale in Context: Middle School		X		X	X	X	X				
KIDS INFOBITS***		X	X	X	X	X	X	X	X		
NOVELIST K-8** (fiction & nonfiction for elementary-middle school grades)		X									
TUMBLE BOOKS (K-6)		X									
WORLD BOOK (Kids)				X	X	X	X	X			
ESPECIALLY GOOD FOR OLDER STUDENTS											
BIOGRAPHY REFERENCE BANK								X			
CAREER CRUISING***											
EXPLORA SECONDARY SCHOOL		X	X	X	X	X	X	X	X		X
GALE TEMPORARY TOOLS: Gale in Context: High School		X		X		X	X	X	X		X
GALE TEMPORARY TOOLS: Gale in Context: College		X									
HELPNOW* (+ Live Online Tutoring)		X	X	X	X	X	X	X	X	X	
LYNDA.COM*** (on demand video tutorials and courses in technology, business and creative skills)											
MANGO LANGUAGES & TRANSPARENT LANGUAGE (foreign language learning)											
POINTS OF VIEW REFERENCE CENTER (examines opposing views of current events & news)										X	
SCIENCE REFERENCE CENTER				X							
VERY SHORT INTRODUCTIONS (Expert analysis of complex topics)			X	X	X	X	X	X	X	X	X
WORLD BOOK (Student)		X		X	X	X	X	X		X	

* You'll need your Library Card #

** You'll need your Library Card # and PIN

*** You'll need to set up an account to save and return to your progress.

Follow the instructions on each site, or call 931.463.2665 for assistance.



Featured Online Learning for **ELEMENTARY GRADES:**

→ **CultureGrams****

Pictures, reports, fun facts, even a “kid’s eye view” of what life is like in different countries all around the world.

→ **Early World of Learning**

Stories, videos, songs, and games to improve reading and comprehension skills for preschoolers and early elementary grades.

→ **Explora Primary Grades**

Easy and fun for young learners to search and explore lots of different topics for reports and school projects.

→ **Kids Infobits****

Learn about current events, the arts, science, health, people, government, history, sports and more for students in Kindergarten through Grade 5.

→ **Tumble Books**

This exciting eBook library features animated stories, chapter book read-alongs, games and more – all designed to build reading and literacy skills in grades K-6.

Featured Online Learning for **OLDER STUDENTS:**



→ **HelpNow***

Homework help for elementary through high school students in all subject areas. Includes skills-building, test prep, and a 24-hour writing lab. Live, on-demand, one-on-one tutoring is available every day from 2-11 PM.

→ **Academic Search Premier***

Read full text articles from more than 4,500 different magazines, newspapers and journals for research papers and projects.

→ **Explora Secondary School**

Easy-to-use resource for high school students to conduct research on a wide variety of topics.

→ **Points of View Reference Center**

Analyze current events and controversial topics with objective overviews and opposing arguments.

→ **Mango Languages/ Transparent Language*****

Two great options for language learners. Both offer self-paced instruction in more than 100 languages, focused on practical conversation. English language instruction geared for speakers of over 25 other languages, too.

→ **World Book Online**

The classic homework tool for students of all ages. Find articles, audio clips, video clips, images and timelines on all kinds of topics.

→ **Lynda.com*****

Experts teach on-demand, self-paced video courses on all kinds of technology, business and creative topics.

→ **Career Cruising*****

Explore your career and educational options with self-assessment tests that match your skills and interests with career possibilities. Create your own plan, search for available jobs and more.

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Summer LitCamp

West Carrollton City Schools will provide a Summer LitCamp focused on high-quality experiential literacy learning for students that ***will be in grades 1st through 5th in the 2021-22 school year.*** LitCamp lessons will focus on the core capacities of learning to read, write, speak, and listen by taking into account the whole learning life of the child and by fostering resilience.



The three focus areas of the camp will be:

Literacy Skills – Improving students’ fluency, comprehension, and analysis of text while also offering practice in essential listening, speaking, and writing skills.

Engagement – Building reading and writing stamina, motivation, independence, and leadership.

Social-Emotional Development – Increase students’ resilience, empathy, and positive sense of self.

9:00 am – 12:00 pm EVERYDAY at West Carrollton Middle School

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
May 31 st	June 1 st	June 2 nd	June 3 rd	June 4 th
June 7 th	June 8 th	June 9 th	June 10 th	June 11 th
June 14 th	June 15 th	June 16 th	June 17 th	June 18 th
June 21 st	June 22 nd	June 23 rd	June 24 th	June 25 th

LitCamp is built around the 7 Strengths Model that builds the confidence, curiosity, courage, hope, friendship, belonging, and kindness of each student.

Apply [HERE](#) by May 14th

