



Learning Recovery & Extended Learning Plan

District Name:	Dayton Leadership Academies
District Address:	1416 West Riverview Ave. Dayton, OH 45402
District Contact:	Tess Mitchner Asinjo - Principal
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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:	<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>
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Considerations:	Budget
<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	<p>To identify which students have been most impacted by the pandemic in terms of their learning process, Dayton Leadership Academies will:</p> <ul style="list-style-type: none"> • Analyze mid-year reading and math data (i-Ready and AIMSweb diagnostics) • Analyze standards mastery on bi-weekly and quarterly exams • Administer end of year reading and math assessments (i-Ready and AIMSweb diagnostics) • Monitor grades and work completion for remote only students • Use data and teacher records to determine which students are required to attend summer school <p>These strategies for data-driven instruction are directly aligned to our School Improvement plan and Reading Improvement plan.</p>	No add'l expense
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Summer 2021	<p>To identify which students have been most impacted by the pandemic in terms of their learning process, Dayton Leadership Academies will:</p> <ul style="list-style-type: none"> • During summer school conduct classroom walk throughs daily • Analyze item reports from Ohio state tests • Re-work curriculum maps to account for skill and master gaps 	\$30,000
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2021 - 2022	<p>To identify which students have been most impacted by the pandemic in terms of their learning process, Dayton Leadership Academies will:</p> <ul style="list-style-type: none"> • Administer reading and math growth assessments (i-Ready and AIMSweb diagnostics) and analyze results • Administer standards mastery on bi-weekly and quarterly exams and analyze results • Use data and teacher records to determine which students are required to attend after school tutoring • Use data and teacher records to determine which students are required to attend spring break intervention program <p>These strategies for data-driven instruction are directly aligned to our School Improvement plan and Reading Improvement plan.</p>	\$50,015
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2022 - 2023	<p>To identify which students have been most impacted by the pandemic in terms of their learning process, Dayton Leadership Academies will:</p> <ul style="list-style-type: none"> • Administer reading and math growth assessments (i-Ready and AIMSweb diagnostics) and analyze results • Administer standards mastery on bi-weekly and quarterly exams and analyze results • Use data and teacher records to determine which students are required to attend after school tutoring • Use data and teacher records to determine which students are required to attend spring break intervention program 	\$50,015
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Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<p><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></p>
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<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? 	Budget
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Spring 2021	<p>To address the academic gaps identified, Dayton Leadership Academies will implement the following approaches:</p> <ul style="list-style-type: none"> • Implement blended learning model with remote only students joining classes synchronously • Provide targeted skills instruction in small groups both in person and online for remote only students • Utilize Ready instruction from Curriculum Associates online for individualized lessons • Promote daily reading in class and after school <p>These strategies for data-driven, differentiated instruction are directly aligned to our School Improvement plan and Reading Improvement plan.</p>	No add'l expense
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Summer 2021	<p>To address the academic gaps identified, Dayton Leadership Academies will implement the following approaches:</p> <ul style="list-style-type: none"> • Offer four week summer school program from 9:00am to 2:00pm to provide additional 100 hours of instruction for grades K-7 • Partner with Dayton Metro Library to promote summer reading 	\$30,000
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	<ul style="list-style-type: none"> • Hire part-time after school tutoring coordinator to start August 2021 • Revise curriculum maps to incorporate more culturally relevant texts and add more high interest, culturally relevant books to classroom libraries 	
2021 - 2022	<p>To address the academic gaps identified, Dayton Leadership Academies will implement the following approaches:</p> <ul style="list-style-type: none"> • Provide targeted skills instruction in small groups • Utilize Ready instruction from Curriculum Associates online for individualized lessons • Provide after school tutoring four days a week/16 hours per month • Partner with local churches to provide transportation from after school tutoring • Provide additional tutoring and test prep during spring break intervention program • During Student Study Team (SST) meetings, develop student success plans as part of MTSS process <p>These strategies for data-driven, differentiated instruction are directly aligned to our School Improvement plan and Reading Improvement plan.</p>	\$40,000
2022 - 2023	<p>To address the academic gaps identified, Dayton Leadership Academies will implement the following approaches:</p> <ul style="list-style-type: none"> • Provide targeted skills instruction in small groups • Utilize Ready instruction from Curriculum Associates online for individualized lessons • Provide after school tutoring four days a week/16 hours per month • Partner with local churches to provide transportation from after school tutoring • Provide additional tutoring and test prep during spring break intervention program • During Student Study Team (SST) meetings, develop student success plans as part of MTSS process 	\$40,000



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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</i> (Existing and Needed) - <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - <i>Alignment</i> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.) 		Budget
Spring 2021	<p>To identify which students have been most impacted by the pandemic in terms of social/emotional needs Dayton Leadership Academies will:</p> <ul style="list-style-type: none"> • Administer the Devereux Student Strengths Assessment (DESSA) at the beginning of the 4th quarter • Conduct monthly Student Support Team (SST) meetings as part of MTSS process • Direct School Psychologist from Mont Co ESC to conduct evaluations • Analyze behavior write ups in Educators Handbook on a weekly basis <p>These strategies for PBIS and social-emotional learning to decrease suspensions are directly aligned to our School Improvement plan.</p>	No add'l expense
Summer 2021	<p>To identify which students have been most impacted by the pandemic in terms of social/emotional needs Dayton Leadership Academies will:</p> <ul style="list-style-type: none"> • During summer school, observe student behavior during class • During summer school, analyze behavior write ups in Educators Handbook on a weekly basis 	\$30,000
2021 - 2022	<p>To identify which students have been most impacted by the pandemic in terms of social/emotional needs Dayton Leadership Academies will:</p> <ul style="list-style-type: none"> • Administer the Devereux Student Strengths Assessment (DESSA) three times a year • Administer the Panorama student survey twice a year • Conduct monthly Student Support Team (SST) meetings as part of MTSS process • Direct School Psychologist from Mont Co ESC to conduct evaluations • Analyze behavior write ups in Educators Handbook on a weekly basis <p>These strategies for PBIS and social-emotional learning to decrease suspensions are directly aligned to our School Improvement plan.</p>	\$75,000
2022 - 2023	<p>To identify which students have been most impacted by the pandemic in terms of social/emotional needs Dayton Leadership Academies will:</p> <ul style="list-style-type: none"> • Administer the Devereux Student Strengths Assessment (DESSA) three times a year • Administer the Panorama student survey twice a year • Conduct monthly Student Support Team (SST) meetings as part of MTSS process • Direct School Psychologist from Mont Co ESC to conduct evaluations • Analyze behavior write ups in Educators Handbook on a weekly basis 	\$75,000



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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 impede addressing social/emotional needs” (transportation to support services, no data to track 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.)

Budget

Spring 2021

To address social and emotional needs identified, Dayton Leadership Academies will:

- Teach lessons from Second Step curriculum and Teaching Tolerance weekly
- Partner with Eastway Behavioral Health to provide on-site counseling on a daily basis
- Partner with Samaritan Behavioral Health to administer the Signs of Suicide (SOS) program in grades 6-8 in March
- Partner with National Conference for Community and Justice of Greater Dayton (NCCJ) to implement the “Change in the Middle” program in March
- Assign staff members as mentors for remote only students to check in on their well being and support them with assignments

These strategies for PBIS and social-emotional learning to decrease suspensions are directly aligned to our School Improvement plan.

No add'l expense

Summer 2021

To address social and emotional needs identified, Dayton Leadership Academies will:

- During summer school, teach lessons from Second Step curriculum and Teaching Tolerance that target the social-emotional skills in greatest need based on the DESSA assessment results
- During summer school, partner with Eastway Behavioral Health to provide on-site counseling on a daily basis
- Confirm partnership agreements with local agencies to implement programs in 2021-2022
- Revise curriculum maps to incorporate more culturally relevant texts and add more high interest, culturally relevant books to classroom libraries

\$7,250

2021-2022

To address social and emotional needs identified, Dayton Leadership Academies will:

- Teach lessons from Second Step curriculum and Teaching Tolerance weekly
- Partner with Eastway Behavioral Health to provide on-site counseling on a daily basis

\$20,000



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	<ul style="list-style-type: none"> • Implement Leader in Me curriculum in grades K-2 • Partner with Samaritan Behavioral Health to train teachers to implement Second Step curriculum • Partner with local mentors to implement Rites of Passage program with all 4th-5th graders • Partner with National Conference for Community and Justice of Greater Dayton (NCCJ) to implement the “Change in the Middle” program in September • Partner with Samaritan Behavioral Health to administer the Signs of Suicide (SOS) program in grades 6-8 in October <p>These strategies for PBIS and social-emotional learning to decrease suspensions are directly aligned to our School Improvement plan.</p>	
<p>2022-2023</p>	<p>To address social and emotional needs identified, Dayton Leadership Academies will:</p> <ul style="list-style-type: none"> • Teach lessons from Second Step curriculum and Teaching Tolerance weekly • Partner with Eastway Behavioral Health to provide on-site counseling on a daily basis • Implement Leader in Me curriculum in grades 3-5 • Partner with local mentors to implement Rites of Passage program with all 4th-5th graders • Implement leadership course with focus on community service and peer mediation in grades 7-8 • Partner with National Conference for Community and Justice of Greater Dayton (NCCJ) to implement the “Change in the Middle” program in September • Partner with Samaritan Behavioral Health to administer the Signs of Suicide (SOS) program in grades 6-8 in October 	<p>\$27,250</p>