



ARP ESSER Local Recovery and Extended Learning Plan 2021-2023: Mad River Local Schools

Required elements of local plans. The federal requirements go on to identify the elements of the most up-to-date Centers for Disease Control and Prevention (CDC) guidance that must be addressed in the plan:

Each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the following mitigation strategies:

- **Universal and correct wearing of masks:**
 - In alignment with Ohio’s most recent health orders, beginning June 2, Individual school districts will decide whether or not to continue masking and social distancing in school settings. Mad River Local Schools will no longer require masks to be worn by staff or students in the district. Mask wearing will be optional and masks will be made available to those who choose to continue to wear masks. Proper mask wearing will be modeled by school employees for those who choose to continue to wear masks.
- **Physical distancing (e.g., including use of cohorts/podding);**
 - In alignment with Ohio’s most recent health orders, beginning June 2, Individual school districts will decide whether or not to continue masking and social distancing in school settings. Mad River Local Schools will keep intentional distance between and among students during school hours to the fullest extent possible
- **Handwashing and respiratory etiquette;**
 - School employees will continue to model safe and healthy handwashing, physical distancing, and cough and sneeze etiquette for students. This includes:
 - Modeling handwashing for at least 20 seconds using soap and water, rinsing hands well and drying hands
 - Making available alcohol-based (60%) hand sanitizer in building entryways, hallways, cafeterias, classrooms and on busses
 - Physical distancing to the fullest extent possible
 - Modeling covering your mouth and nose with a tissue when you cough or sneeze. Throw used tissues in the trash.
- **Cleaning and maintaining healthy facilities, including improving ventilation;**

- Continue to utilize highly engineered sanitizing processes that will include, but are not limited to, high touch surface areas and frequently traveled areas
- Continue to evaluate building operations, including, but not limited to, flow of traffic in the building, use of classrooms/cafeterias/restrooms/etc., operational times, visitor procedures, etc.
- Maintain a frequent schedule of air filter changes for the HVAC systems located in each building
- **Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial or tribal health departments;**
 - Beginning June 2, 2021, and in accordance with CDC guidance, vaccinated children do not have to quarantine or be tested if they are exposed to COVID-19. Unvaccinated children who are exposed to COVID-19 should quarantine if the exposure took place outside of a classroom setting where masks were required to be worn. Unvaccinated children should also isolate if they test positive for the coronavirus. Local health departments should determine if quarantine or isolation should occur.
- **Diagnostic and screening testing;**
 - The district does not engage in diagnostic and screening testing. All testing occurs with local health providers including, but not limited to, primary care physicians, urgent care, local pharmacies, local hospitals, and pop-up COVID testing sites.
- **Efforts to provide vaccinations to educators, other staff and students, if eligible;**
 - Staff vaccinations clinics were held in the school district on the following dates: 2/6/2021 and 2/27/2021. Additional vaccination clinic information was made available to staff who were not able to take the vaccine at the district clinic.
 - Student vaccination clinics were held in the school district for student's age 16+ on the following dates: 4/28/2021 and 5/19/2021. Additional vaccination clinic information for students 12+ has been made available to families in the district.
 - Currently, the district is working with Montgomery County, Ohio to provide mobile vaccination clinics for all unvaccinated staff and students during the summer of 2021 at the district summer food distribution sites.
- **Appropriate accommodations for children with disabilities with respect to the health and safety policies.**
 - Accommodations for students with disabilities with respect to health and safety are outlined in each student's individual education plan (IEP).

- Each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students’ academic needs, and students’ and staff social, emotional, mental health and other needs, which may include student health and food services.
- The LEA’s state required Learning Recovery Plan which addresses academic and social/emotional needs is attached as well as located on the following district webpage: [Mad River Local Schools Learning Recovery and Extended Learning Plan.pdf \(madriverschools.org\)](https://madriverschools.org/MadRiverLocalSchoolsLearningRecoveryandExtendedLearningPlan.pdf)

Mad River Local Schools will periodically review our ARP ESSER Local Plan no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023), and revises its plan as appropriate.

The LEA will seek public input and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the 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>	
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	IDENTIFYING ACADEMIC NEEDS Spring 2021	

Literacy and Math K-12

- Student instructional reflection survey for Math and ELA students (used to inform a gap analysis to guide the instructional priorities, pacing guides and acceleration guides)
- Teacher instructional reflection survey for Math and ELA teachers (used to inform a gap analysis to guide the instructional priorities, pacing guides and acceleration guides)
- District Reading and Writing Gap Analysis (2020-2021)
- District Math Gap Analysis (2020-2021)
- Creation of district created instructional priorities and pacing/acceleration guides for ELA and Math 2021-2022
- Development of MTSS to begin implementation in 2021-2022

Assessments

- Acadience Winter Benchmark for all rising Grade K, 1 and 2 students. This will help identify students to monitor at the start of Grades 1, 2 and 3 and potentially identify early for additional early intervention supports.
 - Using the winter screener/progressing monitoring to look for signals of students who aren't making appropriate gains based on the instruction of this year. The intent is not to early identify students at-risk, but to gather data to understand the scope of the concern for the 2021-2022 school year and ensure instructional materials and staffing are allocated to provide academic supports not normally needed in a traditional year.

Professional Learning

Literacy and Math - Staff Professional Learning

- Illustrative Mathematics
 - Introduce the new math curriculum K-12 starting 2021 school year

	<ul style="list-style-type: none"> ○ Establishing Instructional Routines K-8 <ul style="list-style-type: none"> ▪ A module for the spring before implementation begins to introduce teachers to the instructional routines embedded in the curriculum • Continuation of LETRS Kindergarten Cohort - Unit 1-4 (critical for K teachers to support learning recovery and acceleration for the 2021-2022 school year). • Identify LETRS Grades 1-2 and IS Cohort - Unit 1-4 <p><u>HS Summer School Credit Recovery</u></p> <ul style="list-style-type: none"> • Develop Robust Summer school offerings for students in need of credits <ul style="list-style-type: none"> ○ June Offering <ul style="list-style-type: none"> ▪ Hybrid and Remote ○ August Offering <ul style="list-style-type: none"> ▪ Hybrid and Remote • Communication plan to invite students and parents to engage in the summer program • Summer school staff work with district instructional coaches to develop course expectations and SEL integration 	
<p>Summer 2021</p>	<p><u>HS Credit Recovery</u></p> <ul style="list-style-type: none"> • Robust Summer school offerings for students in need of credits <ul style="list-style-type: none"> ○ June Offering <ul style="list-style-type: none"> ▪ Hybrid and Remote ○ August Offering <ul style="list-style-type: none"> ▪ Hybrid and Remote <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Develop a intervention plan to support students outside of the Tier 1 instruction utilizing the results Spring Administration of the Acadience Winter Screener/Progress Monitoring for all rising Grade K, 1 and 2 students <ul style="list-style-type: none"> ○ Potential Options <ul style="list-style-type: none"> ▪ Tier 1 Enhanced Intervention Support 	<p>Estimated Cost</p> <p>\$100, 000.00</p> <p>K-12 curriculum Staff Curriculum or curriculum supports Student computers</p>

	<ul style="list-style-type: none"> • Additional push-in support (certified teacher) for classes during Foundations, Heggerty and Geodes instruction ▪ Tier 2 Temporary Intervention Support <ul style="list-style-type: none"> • Additional, short-term supports for students whose results indicate a need for additional support, but not intensive ▪ Tier 2 & 3 <ul style="list-style-type: none"> • Title Teacher led intervention support for Grades 1-3 students who are identified as “at-risk” with the Fall 2021 screener <p><u>Family Summer Supports</u></p> <ul style="list-style-type: none"> • Targeted Moby Max Lessons made available to students (independently) K-8 • Partner with Dayton Metro Library for Summer Reading Programs • Support from Whiz Kids • Distribution of books PK-8 along with Summer Lunch Program 	
<p>2021 - 2022</p>	<p>2021-2022</p> <p><u>Literacy K-4 District</u></p> <ul style="list-style-type: none"> • Administer K-4 Acadeince Assessment screener and progress monitoring • Quarterly analysis of K-4 Acadeince results to determine instructional and intervention priorities and supports. <p><u>Classroom</u></p> <ul style="list-style-type: none"> • Administer curriculum assessments • Teacher-based-team analysis of identified “guideposts” assessments 	<p>\$14,000.00</p> <p>Acadience Scoring Materials</p>

	<p><u>Literacy 5-12</u></p> <p><u>Classroom</u></p> <ul style="list-style-type: none"> • Administer curriculum assessments • Teacher-based-team analysis of identified “guideposts” assessments <p><u>Math K-12</u></p> <p><u>Classroom</u></p> <ul style="list-style-type: none"> • Administer curriculum assessments • Teacher-based-team analysis of identified “guideposts” assessments <p><u>Spring 2022</u></p> <ul style="list-style-type: none"> • Teacher instructional reflection survey for Math and ELA teachers (used to inform a gap analysis to guide the instructional priorities, pacing guides and acceleration guides) • District Reading and Writing Gap Analysis based on Acadience, curriculum assessment and teacher survey • District Math Gap Analysis based on curriculum assessments and teacher survey • Creation of district created instructional priorities and pacing/acceleration guides for ELA and Math 2022-2023 • Refinement of 2021-2022 MTSS system 	
<p>2022 - 2023</p>	<p>2022-2023</p> <p><u>Literacy K-6</u></p> <p><u>District</u></p> <ul style="list-style-type: none"> • Administer K-6 Acadience Assessment screener and progress monitoring • Quarterly analysis of K-6 Acadience results to determine instructional and intervention priorities and supports. 	<p>\$28,000.00</p> <p>Acadience Scoring Materials</p>

	<p><u>Literacy 7-12</u></p> <p><u>Classroom</u></p> <ul style="list-style-type: none"> • Administer curriculum assessments • Teacher-based-team analysis of identified “guideposts” assessments <p><u>Math K-12</u></p> <p><u>Classroom</u></p> <ul style="list-style-type: none"> • Administer curriculum assessments • Teacher-based-team analysis of identified “guideposts” assessments <p><u>Spring 2023</u></p> <ul style="list-style-type: none"> • Teacher instructional reflection survey for Math and ELA teachers (used to inform a gap analysis to guide the instructional priorities, pacing guides and acceleration guides) • District Reading and Writing Gap Analysis based on Acadience, curriculum assessment and teacher survey • District Math Gap Analysis based on curriculum assessments and teacher survey • Creation of district created instructional priorities and pacing/acceleration guides for ELA and Math 2023-2024 • Refinement of 2022-2023 MTSS 	
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Approaches to Address Academic Gap Filling		
Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to fill learning needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
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.) 	Budget

<ul style="list-style-type: none"> • 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? 		
<p>Spring 2021</p>	<p>STRONG TIER 1</p> <p>APPROPRIATE USE OF ASSESSMENT</p> <p>TEMPORARY SCAFFOLDS TO ACCOMMODATE THE PANDEMIC REALITY</p> <p>APPROACHES TO ADDRESS ACADEMIC GAP FILLING</p> <p>Spring 2021 <u>Professional Learning to prepare for next year</u></p> <p>Literacy and Math - Staff Professional Learning</p> <ul style="list-style-type: none"> • Illustrative Mathematics <ul style="list-style-type: none"> ○ Introduce the new math curriculum K-12 starting 2021 school year ○ Establishing Instructional Routines K-8 <ul style="list-style-type: none"> ▪ A module for the spring before implementation begins to introduce teachers to the instructional routines embedded in the curriculum • Continuation of LETRS Kindergarten Cohort - Unit 1-4 (critical for K teachers to support learning recovery and acceleration for the 2021-2022 school year). • Identify LETRS Grades 1-2 and IS Cohort - Unit 1-4 	<p>\$19,000.00 LETRS professional learning and materials 1-2, IS, Speech</p>

<p>Summer 2021</p>	<p>Summer 2021 <i>Provide staff with refreshers or new training to leverage high quality instructional materials and 2021-2022 new pacing guides</i></p> <p><u>Literacy Professional Learning</u></p> <ul style="list-style-type: none"> • Provide professional learning refreshers for current implementation of high-quality curriculum. <ul style="list-style-type: none"> ○ Heggerty ○ FUNdations ○ Wit & Wisdom ○ Geodes • High-leverage high-school ELA instructional strategies • Continuation of LETRS Kindergarten Cohort - Unit 1-4 (critical for K teachers to support learning recovery and acceleration for the 2021-2022 school year). • Purchase LETRS Kindergarten Cohort Unit 5-8 • Begin LETRS Grades 1-2 and IS Cohort - Unit 1-4 <p><u>Math Professional Learning</u> Introduce new professional learning for newly adopted curriculum</p> <ul style="list-style-type: none"> • K-8: Illustrative Mathematics - Teach and Learn • 9-12: Illustrative Mathematics - Focus on Planning and Pacing <p><u>Content Areas</u></p> <ul style="list-style-type: none"> • Evidence Based Instructional Strategies Professional Learning Series (Begin in August - Year Long Commitment) • Writing Revolution Professional Learning Series 	<p>\$45,000.00 Staff pay for summer sessions (K-12)</p> <p>\$5,000.00 Heggerty PD</p> <p>\$5,000.00 Materials/books to support summer PD</p>
<p>2021 - 2022</p>	<p>STRONG TIER 1</p> <p>APPROPRIATE USE OF ASSESSMENT</p>	

TEMPORARY SCAFFOLDS TO ACCOMMODATE THE PANDEMIC REALITY

2021-2022

- Implementation of new MTSS
- Implementation of High-Quality Curriculum
- Utilization of district created instructional priorities, pacing and acceleration guides for ELA and Math curricula
 - Heggerty - phonemic awareness
 - FUNdations - phonics
 - Geodes - Readables, a unique type of text in which specific decoding strategies are coupled with content and vocabulary
 - Wit & Wisdom - ELA
 - Illustrative Mathematics - Math
- Implementation of content area evidence based instructional strategies
- Implementation of Writing Revolution in the content areas 5-12
- Implementation of Intervention Supports K-3 Literacy
 - Tier 1 Enhanced Intervention Support
 - Additional push-in support (certified teacher) for classes during Foundations, Heggerty and Geodes instruction
 - Tier 2 Temporary Intervention Support
 - Additional, short-term supports for students whose curriculum and results indicate a need for additional support, but not intensive (possible below

\$320,000.00
4 staff Literacy Intervention support positions

	<p>benchmark students with other qualifying indicators)</p> <ul style="list-style-type: none"> ○ Tier 2 & 3 <ul style="list-style-type: none"> ▪ Title Teacher led intervention support for Grades 1-3 students who are identified as “at-risk” with the Fall 2021 screener • Implementation of of Intervention Supports 4-12 <ul style="list-style-type: none"> ○ ELA - District created, evidence based interventions based on performance of guideposts assessment and other qualifying criteria ○ Math - Illustrative Mathematics Scaffolds <p>Spring/Summer 2022</p> <ul style="list-style-type: none"> • LETRS Grades 1-2 Cohort (Units 5-8) • Summer Rise (K-6 summer school program) 	<p>\$80,000.00 1 staff (5/6) Literacy Intervention support position</p> <p>\$21,000 IXL (Math) Subscription 5-12</p> <p>\$19,000.00 LETRS G 1-2 Cohort Unit 5-8</p> <p>\$150,000.00</p>
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<p>2022 - 2023</p>	<p>STRONG TIER 1</p> <p>APPROPRIATE USE OF ASSESSMENT</p> <p>TEMPORARY SCAFFOLDS TO ACCOMMODATE THE PANDEMIC REALITY</p> <p>2022-2023</p> <ul style="list-style-type: none"> • Implementation of new MTSS • Implementation of High-Quality Curriculum • Utilization of district created instructional priorities, pacing and acceleration guides for ELA and Math curricula <ul style="list-style-type: none"> ○ Heggerty - phonemic awareness ○ FUNdations - phonics ○ Geodes - Readables, a unique type of text in which specific decoding strategies are coupled with content and vocabulary ○ Wit & Wisdom - ELA ○ Illustrative Mathematics - Math • Implementation of content area evidence based instructional strategies • Implementation of Writing Revolution in the content areas 5-12 • Implementation of Intervention Supports K-3 Literacy <ul style="list-style-type: none"> ○ Tier 1 Enhanced Intervention Support <ul style="list-style-type: none"> ▪ Additional push-in support (certified teacher) for classes during Foundations, Heggerty and Geodes instruction ○ Tier 2 Temporary Intervention Support 	<p>\$320,000.00 4 Literacy Intervention support positions</p>
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	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Additional, short-term supports for students whose curriculum and results indicate a need for additional support, but not intensive (possible below benchmark students with other qualifying indicators) ○ Tier 2 & 3 <ul style="list-style-type: none"> ▪ Title Teacher led intervention support for Grades 1-3 students who are identified as “at-risk” with the Fall 2021 screener • Implementation of of Intervention Supports 4-12 <ul style="list-style-type: none"> ○ ELA - District created, evidence based interventions based on performance of guideposts assessment and other qualifying criteria ○ Math - Potentially IXL for upper grades for students identified with significant unfinished learning (in addition to Tier 1). <p>Spring/Summer 2023</p> <ul style="list-style-type: none"> • Summer Rise (K-6 summer school program) 	<p>\$80,000.00 1 (5/6) Literacy Intervention support position</p> <p>\$21,000 IXL (Math) Subscription 5-12</p> <p>\$150,000.00</p>
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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 (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> 	
Spring 2021	<p>K-4 Plan: Discuss current screeners, review options, research additional options, make a decision for a screener by May 2021. It may be that buildings use different screeners.</p> <p>Already in place: teacher referrals to school therapist/social worker/counselor, MFLAC staff. For students in need of additional support services, referrals can be made based on need. (Ex: Referral to Dayton Children’s Youth and Family, Five Rivers Health Center, etc.)</p> <p>5-12 Plan: Discuss current screeners, review options, research additional options, make a decision for a screener by May 2021. It may be that buildings use different screeners.</p> <p>Already in place: teacher referrals to school therapist/social worker/counselor, MFLAC staff, SRSS for 4th graders entering Spinning Hills Middle School, SBIRT at the High School, OHYES survey at Mad River Middle School and Stebbins</p> <p>For students in need of additional support services, referrals can be made based on need. (Ex: Referral to Dayton Children’s Youth and Family, Five Rivers Health Center, etc.)</p> <p>Sample screeners: (Panorama, Social, Academic & Emotional Behavior Risk Screener (SAEBRS), SBIRT, MAS, Strengths and Difficulties Questionnaire (SDQ), Student Risk Screening Scale (SRSS) & Student Internalizing Behavior Screening Scale (SIBSS), OHYES, Brief Externalizing</p>
	\$15,000 Student Screeners (SEL)

	<p> Screener for Youth (BEISY), Youth Internalizing and Externalizing Problem Screeners (YIPS/YEP).</p>	
<p>Summer 2021</p>	<p>K-4 Plan: PBIS teams prepare selected screener for fall K-4 roll out plan in buildings. Determine when it will be given, how it will be given, who collects the data.</p> <p>5-12 Plan: If buildings are going to pilot a screener in the fall, PBIS teams prepare selected screener for fall roll out plan in buildings OR if using an outside screener, (SBIRT), contract with partners to facilitate. Determine when it will be given, how it will be given, who collects the data.</p>	
<p>2021 - 2022</p>	<p>K-4 Plan: Trial use of selected screener in all 4 elementary buildings in the fall. PBIS teams will review data results in the fall. Data from screeners will also be shared to the district level PBIS team for review.</p> <p>5-12 Plan: If selected, trial use of selected screener in all buildings in the fall. PBIS teams will review data results in the fall. Data from screeners will also be shared to district level PBIS team for review.</p>	
<p>2022 - 2023</p>	<p>K-4 Plan: Continue use of selected screener if the team agrees that it was beneficial in identifying who is in need of additional social/emotional supports. Continue to strengthen Tier 2 supports with research-based strategies as part of the larger MTSS plan.</p> <p>5-12 Plan: Continue use of selected screener if the team agrees that it was beneficial in identifying who is in need of additional social/emotional supports. Continue to strengthen</p>	

	Tier 2 supports with research-based strategies as part of the larger MTSS plan.	
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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>
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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.) 	Budget
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Spring 2021	<p>K-4 Plan: Already in place: PBIS is the framework in place for addressing SEL based needs. PATHS and Child Safety Matters are the district- adopted SEL curriculums that use explicit instruction for teaching SEL standards/skills.</p> <p>PAX is in place in all K-4 buildings, with on-site PAX partners at some buildings.</p> <p>Emphasis placed on the SEL based components of the recently adopted Math curriculum as part of the district PD plan in math. Continued PD to emphasis the SEL based components of the ELA curriculum both in the content and in the instructional routines.</p> <p>5-12 Plan: Already in place: PBIS is the framework for addressing SEL based needs.</p> <p>Emphasis placed on the SEL based components of the recently adopted Math curriculum as part of the district PD plan in math in grades 5-8. Continued PD to emphasis the SEL based components of the ELA curriculum both in the content and in the instructional routines in grades 5-8.</p>	
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<p>Summer 2021</p>	<p>K-4 Plan: District level PBIS team (add PATHS experts as needed) creates a pacing guide for PATHS/Child Safety Matters roll out in the fall.</p> <p>Building PBIS teams meet to plan for strong Tier 1 in the fall of 21-22.</p> <p>5-12 Plan: Building PBIS teams meet to plan for strong Tier 1 in the fall of 21-22.</p> <p>Confirm specific SEL Tier 1 curriculums. Continue discussion/purchase of possible SEL Tier 1 curriculums/pilots.</p> <p><u>Currently Using:</u></p> <p>at 7/8- Prime for Life, Catch My Breath, Capturing Kids Hearts, The Good Life, 2nd Step</p> <p>at Stebbins- The R Rules, The Good Life</p> <p><u>For Consideration:</u></p> <p>at 5/6- Child Safety Matters/PATHS/Emozi</p> <p>at 7/8- Emozi, Teen Safety Matters</p> <p>at Stebbins- The R Rules</p>	<p>\$30,000.00 PD for PBIS/SEL</p>
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<p>2021-2022</p>	<p>K-4 Plan: Implement PBIS as measured by the yearly TFI. Building level PBIS teams will meet monthly, have agendas, and report progress back to the district level PBIS team (DLT sub-committee).</p> <p>Consistent implementation of PATHS/Child Safety Matters across all 4 elementary buildings to all students including all sub groups.</p> <p>5-12 Plan: Implement PBIS as measured by the yearly TFI. Building level PBIS teams will meet monthly, have agendas, and report progress back to the district level PBIS team (DLT sub-committee).</p> <p>Implementation of some SEL Tier 1 curriculum, possible trial of other Tier 1 curriculums in some buildings.</p> <p><u>Currently Using:</u></p> <p>at 7/8- Prime for Life, Catch My Breath, Capturing Kids Hearts, The Good Life, 2nd Step</p> <p>at Stebbins- The R Rules, The Good Life</p> <p><u>For Consideration:</u></p> <p>at 5/6- Child Safety Matters/PATHS/Emozi</p> <p>at 7/8- Emozi, Teen Safety Matters</p> <p>at Stebbins- The R Rules</p>	<p>\$30,000.00 PD for PBIS/SEL</p> <p>\$250,000 1- K-6 and 1- 7-12 PBIS/SEL support position</p>
<p>2022-2023</p>	<p>K-4 Plan: Implement PBIS as measured by the yearly TFI.</p> <p>Consistent implementation of PATHS/Child Safety Matters- pulling for Tier 2 groups based on need. (MTSS) What gaps still remain based on screening/teacher feedback?</p> <p>5-12 Plan: Implement PBIS as measured by the yearly TFI.</p> <p>Consistent implementation of adopted curriculum. What gaps still remain based on its' assessment/teacher feedback?</p>	<p>\$250,000 1- K-6 and 1- 7-12 PBIS/SEL support position</p>

Current Programs and Partnerships:

Tier 1:

PBIS PreK-12;

PAX K-4;

PATHS SEL programming K-4;

Child Safety Matter K-4;

Ohana- Stevenson Elementary K-4;

The Good Life programming grades 7-12;

2nd Step Grade 8;

Prevention Programming through ADAMHS grades 7-8;

Capturing Kids Hearts grades 7-8;

The Good Life grades 7-9

Handle with Care Prek- 12;

Montgomery County ESC

SST 10

Tier 2:

Mentor Collaboration with the Miami Valley Leadership Foundation K-8;

The Good Life: Mentoring Aspect 7-12;

Whiz Kids;

Therapists/Social Workers in all buildings;

DROP in Center (Visible and Resilient) 7-8;

Tier 3:

	<p>TRIBE Program K-4;</p> <p>ED units in K-4, 5-6, and 7-8;</p> <p>Therapists/Social Workers in all buildings;</p> <p>SBIRT (ADAMHS/Samaritan Health);</p> <p>MFLAC</p> <p>Dayton Children’s Youth and Family Resources</p> <p>Meals for Families*</p>	
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ACADEMIC PLANNING

	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • 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.) • How will districts determine impacted/vulnerable populations? • How will districts/schools combat barriers for disengaged students? • 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.) • Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been lost due to the pandemic. • Attainment (e.g., high school diploma, college degree, employment) • What essential elements of determining instructional needs are already in place? • District MTSS Process and Universal Screeners • 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? • Gap Analysis for ELA, Math, Science, and Social Studies • Prioritize Literacy and Math • Prioritized Standards • Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.
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	<ul style="list-style-type: none"> • 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?)
<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.) • MTSS processes • Effective district-wide/school-wide leadership teams focusing on achievement gaps • Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs? • Will measurable objectives be required? Or will these be supplemental offerings that the parent/guardian may choose to have their student participate in and benefit from? • What happens with students who do become proficient? • Triage plans for Seniors/Credit Recovery Options for HS • Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. • Student Success Plans • Personalized learning opportunities • Clear instructional plans have been created with prioritized standards • Clear instructional plans have been communicated with staff, parents, and other stakeholders • Cross grade-level communication • Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc. • Who, When, How...Cohorts, Family PODs, Layout, and Delivery • How do we ensure at-risk students are taking advantage of the opportunities? • How can disengaged students be reengaged? • How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations including but not limited to disengaged students? • 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.)?

<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) • Develop and communicate a plan for promoting students vs. retention • Consider equity of practices, long-term consequences, social/emotional factors
<p>Resource Link(s):</p>	<p>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</p>

<h2 style="text-align: center; background-color: #0056b3; color: white; padding: 5px;">SOCIAL & EMOTIONAL NEEDS</h2>	
<p>Determining Social Emotional Needs</p>	<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 • Student Wellness and Success Plans • 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. • How can ESC Family and Community Partnership Liaisons support in this area? • Are there prevention services/opportunities available through ADAMS and ESCs?
<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 • Alignment to existing Wellness Plans • Alignment to existing Student Success Plans • Triage plans • 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"> 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.)
Resource Link(s):	Panorama Equity Guide to Student Learning Loss 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

PROFESSIONAL LEARNING NEEDS	
Professional Learning	<p>What professional development activities will be needed/offered to your school district's teachers and partners to support learning recovery?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners. How will teachers, stakeholders, and others be brought into the planning and professional learning process? If schools are looking to partners to support learning recovery, how will efforts be coordinated? How will tutors or others be trained? 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)
Resource Link(s):	Professional Learning Supports Mental Health Resources ESC Customized Support