



Learning Recovery & Extended Learning Plan

District Name:	Kettering City Schools
District Address:	580 Lincoln Park Blvd. Suite 105 Kettering, OH 45429
District Contact:	Dan Von Handorf, Assistant Superintendent
District IRN:	44180

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>
Spring 2021	<ul style="list-style-type: none"> • Building Data Team Meetings: Using benchmark and diagnostic assessments (Aimsweb, iReady) to assess specific areas of learning gaps for students in the areas of reading and math • Building Attendance Team Meetings: School personnel identify students who are not engaged in remote learning or school for in-person learning (poor attendance). • Senior 1st semester failures and those at risk of not graduating • School counselors will review all student grades to determine which students need academic intervention • Administering group achievement and group cognitive assessments to students in grades 2 and 5 to identify students' superior cognitive ability and achievement in the areas of reading and math including science and social studies for grade 5 only • Use Fall 3rd grade AIR testing data to determine student deficits and needs
Summer 2021	<ul style="list-style-type: none"> • Building Data Team Meetings: Using benchmark and diagnostic assessments (Aimsweb, iReady) to assess specific areas of learning gaps and needs for students in the areas of reading and math • Building Attendance Team Meetings: School personnel identify students who are not showing up to remote learning or to school for in-person learning (poor attendance). Students are not engaging in the learning process. • Teacher recommendation for summer programming to address specific reading and math skills based on student assessments and classroom performance on academic state standards • Students with significant disabilities who were not able to access remote instruction (examine student IEPs case by case to determine amount of specially designed instructional hours that were missed) • School counselors will review all student grades to determine which students need academic intervention



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(Summer 2021 con't)	<ul style="list-style-type: none"> • Middle school students who were disengaged during remote learning, who struggled to show progress, or performed poorly on district assessments (grades, attendance, i-Ready, Aimsweb)
2021 - 2022	<ul style="list-style-type: none"> • Building Data Team Meetings: Using benchmark and diagnostic assessments (Aimsweb, iReady) to assess specific areas of learning gaps and needs for students in the areas of reading and math • 8th graders transitioning to 9th grade: students who were disengaged or struggling during remote learning, those who failed in math and ELA during first semester, and those who performed poorly on district assessments (such as Aimsweb and i-Ready) • Review state testing student data • State Restart Readiness Benchmark and Checkpoints • PreACT and ACT data • Teacher recommendation to address specific reading and math skills based on student assessments and classroom performance on academic state standards
2022 - 2023	<ul style="list-style-type: none"> • Building Data Team Meetings: Using benchmark and diagnostic assessments (Aimsweb, iReady) to assess specific areas of learning gaps and needs for students in the areas of reading and math • Review state testing student data • Teacher recommendation to address specific reading and math skills based on student assessments and classroom performance on academic state standards

Approaches to Address Academic Gap Filling

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>
Spring 2021	<ul style="list-style-type: none"> • Credit recovery for students through APEX or classroom teachers during the school day • Engage Montgomery County family mentors • Zoom licenses to connect staff with families/students • Targeted small group academic and SEL interventions/support on Wednesdays during remote learning days • School personnel have identified students who are not showing up to remote learning or to school for in-person learning (poor attendance). Students are not engaging in the learning process. School teams including our attendance officer work with students, families and community resources to assist students with attendance issues. • Offer extended day learning opportunities in literacy and math for targeted students needing specific skill development



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Summer 2021	<ul style="list-style-type: none"> • Expanded summer school credit recovery options for students High School Summer Program using APEX. • Summer programming with emphasis on ELA, math, SEL for targeted students currently in kindergarten and 1st grade Elementary Summer programming • Summer programming for targeted middle school students and students transitioning to high school • Special Education Recovery services (specially designed instruction and related services) for students with significant special needs
2021 - 2022	<ul style="list-style-type: none"> • Adopting a rigorous, researched based literacy curriculum K-5 • Provide training to K-5 staff for literacy instruction. • Provide ongoing professional coaching and training for Eureka Math and Wonders literacy instruction. • Small group intervention and remediation groups for targeted freshmen in math and ELA • Daily, targeted intervention for middle school students through RTI process • ACT Prep opportunities and targeted instruction • Small intervention groups for targeted K-5 students in the areas of ELA and math during the school day through the Response to Intervention (RTI) process • Offer extended day learning opportunities in literacy and math for targeted K-5 Students needing specific skill development • Secondary camps for summer 2022 • Elementary camps for summer 2022
2022 - 2023	<ul style="list-style-type: none"> • Small group intervention and remediation groups for targeted freshmen in math and ELA • Daily, targeted intervention for middle school students through RTI process • ACT Prep opportunities and targeted instruction • Small intervention groups for targeted K-5 students in the areas of ELA and math during the school day through the Response to Intervention (RTI) process • Offer extended day learning opportunities in literacy and math for targeted K-5 students needing specific skill development





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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>
Spring 2021	<ul style="list-style-type: none"> • Students identified as needing additional mental health support based on counselor, teacher, and family recommendations can be connected to a South Community counselor (MTSS process) • Families or students identified by counselors as needing additional mental health services or community resources can be connected with services from Children’s Hospital • Panorama surveys • Hope Squad (MS/HS) • Grant Us Hope Partnership • ADAMHS
Summer 2021	<ul style="list-style-type: none"> • Families or students identified by counselors as needing additional mental health services or community resources can be connected with services from Children’s Hospital (MTSS process). • Students identified as needing additional mental health supports based on counselor, teacher, and family recommendations can be connected with South Community services.
2021 - 2022	<ul style="list-style-type: none"> • Families or students identified by counselors as needing additional mental health services or community resources can be connected with services from Children’s Hospital (MTSS process) • Students identified as needing additional mental health supports based on counselor, teacher, and family recommendations can be connected with South Community services. • Panorama • Hope Squad (MS/HS) • ADAMHS
2022 - 2023	<ul style="list-style-type: none"> • Families or students identified by counselors as needing additional mental health services or community resources can be connected with services from Children’s Hospital (MTSS process) • Students identified as needing additional mental health supports based on counselor, teacher, and family recommendations can be connected with South Community services. • Panorama • Hope Squad (MS/HS) • ADAMHS



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Approaches to Address Social and Emotional Needs

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>
Spring 2021	<ul style="list-style-type: none"> • All K-8 students participate in Second Step social emotional learning curriculum • Targeted small group SEL interventions/support (based on recommendations from counselors, teachers, or families) on Wednesday's during remote learning days • Dayton Children's Youth and Family Partnership • South Community counseling partnership for targeted students • MCEC SEL partnership • Panorama • Second Step Tiers 2/3 individualized student support and targeted home support • Hope Squad (MS/HS) • Grant Us Hope Partnership • Positive Behavior Intervention and Support (PBIS) training • Crisis Prevention Institute (CPI) training
Summer 2021	<ul style="list-style-type: none"> • Dayton Children's Youth and Family Partnership • South Community counseling partnership for targeted students • ESC SEL partnership
2021-2022	<ul style="list-style-type: none"> • All K-8 students participate in Second Step social emotional learning curriculum • Dayton Children's Youth and Family Partnership • South Community counseling partnership for targeted students • MCEC SEL partnership • Panorama • Second Step Tiers 2/3 individualized student support and targeted home support • Hope Squad (MS/HS) • Grant Us Hope Partnership • Positive Behavior Intervention and Support (PBIS) training • Crisis Prevention Institute (CPI) training
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