

Remediation Plans

With the passage of [Senate Bill 229](#), schools and districts that did not submit an Extended Learning Plan or Local Use of Funds summary to the Ohio Department of Education are required to complete a Remediation Plan to address loss of learning due to the COVID-19 pandemic. Each Remediation Plan must be posted on the school's or district's website and submitted to the Department. The standards for these plans include:

- Identification of the programs that will be implemented to address loss of learning;
- A description of the details regarding the timelines in which the programs will be implemented;
- The length of time the programs will be offered;
- Identification of the funding source(s) that will cover the cost of these programs.

Schools and districts that did not submit an Extended Learning Plan or Local Use of Funds summary to the Department must submit a copy of the Remediation Plan to RemediationPlan@education.ohio.gov by March 14, 2022. Please send any questions to RemediationPlan@education.ohio.gov.

Organization Name	Dayton Career Tech High School
Organization IRN	019426
Organization Contact	Danielle Artl

Remediation Plan for Loss of Learning

What programs will the district or school implement to address loss of learning? In addition to describing programs, please include details regarding the timelines in which these will be implemented.

Please address the following:

- **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?
- **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, Disadvantaged Pupil Impact Aid plans, improvement plans, CCIP-related plans and graduation plans.

Impacted Students: Dayton Career Tech HS will use a variety of data points to identify the academic needs of students, thus, determining the most impacted students through surveys, parent feedback, grades, classroom behavioral referrals and attendance. By focusing on what is learned, we will continue to create systems and structures to support and monitor the engagement and academic needs of our students. Using a collection of data metrics, the BLT and TBT's have identified the students that are scoring below an 80% mastery in their learning standards are those that will be targeted for remediation services.

Needs Assessment: The EMPOWER platform, EEG's data and information warehouse, will be utilized in conjunction with Progressbook to monitor grades, attendance, classroom referrals, chronic absenteeism, GPA, diagnostic STAR data, and OST Proficiency to ensure a diverse data portfolio that enables the BLT to make informed decisions as to those students who are most at-risk of not meeting the proficiency standards.

The most recently collected data indicates a need for academic supports in the following areas:

- Disciplinary Literacy and Writing 9-12 • Develop conceptual understanding and relationships between quantities and reasoning with equations, and Descriptive Statistics, grades 9-12 • Informational, Real World Content in Social Studies and Science Graduation and Credit Recovery – Support students with completing required high school courses • Social Emotional Learning

Approaches: The school is prepared to address the academic impact due to the loss of rigorous instructional time by continuing to implement the evidence based strategies that have proven to be an effective tool for enhancing the academic program at the school, while also strengthening the academic program with additional Tier 1, 2, and 3 evidence based strategies and programs in both academics and behavioral initiatives.

Summer School Programming, open to students in all grades, will commence on June 2022, and will be offered throughout the summer months (June – August) for the next consecutive three years. The school's summer program consists of 4-hours per day for 4 days per week and continues for 9-weeks. Classroom teachers and contracted community vendors are those that are providing the instruction for the students. Instruction is based upon the spring administration of the STAR test. Utilizing the students most recent achievement score, the instructor is able to identify the largest gaps in the student's standards mastery and tailor instruction towards those standards. At the conclusion of the summer program, the students are given a summer administration of the STAR test to determine student growth and allow teachers to make data informed decisions in regards to instruction starting immediately once school starts.

The BLT and DLT has spent a large portion researching the differentiated use of curriculum supports and strategies that are ESSA Rated Tier 1 to help support the model curriculum and instruction. The curriculum supports that have been selected and will be provided to the school that will encompass digital and student consumable materials. The materials selected have been specifically chosen for their inclusion of remedial, grade-level, and enrichment lessons that are included within each instructional lesson to help differentiate instruction to meet each child's specific learning needs. SchoolsPLP High School courses require students to start each unit with a pre-test. The program will automatically provide remediation for objectives/standards not mastered in the pre-test and eliminate required assignments/activities for objectives/standards where student demonstrated mastery ensuring that students get back on-track.

Professional development for teachers and administration will be a large focus for the next 3-years. Vendor training in the areas of data-driven instruction, data analysis, instructional delivery, and integrating cross curricular skills will be the main areas of professional development. These topics are aligned with the strategies that have been outlined in the One Plan as well. All professional development and strategies will be evidence based.

Tier 2 and 3 Resources – the BLT and DLT has determined that the largest impact that will make a significant difference in addressing the academic deficits that currently exists will be to ensure the fidelity of Tier 2 and Tier 3 instruction and curriculum supports. This includes the acquisition of additional personnel who will be responsible for delivering Tier 2 and Tier 3 instruction and supports, curriculum supports, professional development for remedial services and strategies, and assessments. Larger numbers of students are struggling in basic reading skills than normal, therefore, Tier 3 supports and practices will be implemented to address the gaps in reading for our most at-risk students.

Classroom Walk-Throughs and Consistent Feedback – in order to address the lack of academic progress, the BLT and DLT has agreed that classroom walkthroughs need to occur on a routine basis for each and every classroom and support teacher in the school. Using the classroom walkthrough tool, the school administrator will conduct weekly walk-throughs on every classroom and support teacher and will conduct 1:1 feedback meetings to provide for consistent communication in regards to the improvements and areas of instructional growth that needs to occur.

This level of observation and feedback will permit the teachers to continue to refine their skills, analyze their teaching in correlation to student data, and make adjustments as needed. Professional development and training will be arranged as needed.

When financially viable, Title teachers will be hired to ensure that students are being provided with interventions, small group instruction, student supports, and a learning environment that is conducive to supporting students who are in definite need of Tier 2 and 3 interventions.

School and student culture – the school is working to define its school culture to focus on areas that were damaged by the recent pandemic. Upgrades to the facility, refinements to the PBIS program, and other areas associated with school and student culture are being made to ensure students feel safe and healthy in their school environment. Only when these needs are met, can students begin to make changes to their academics.

The DLT has arranged for the building administration to attend out-of-state professional development at the Ron Clark Academy to help drive new initiatives for school culture (House Academy) and to help drive the re-engagement of our parents and community members with the school.

Partnerships: The school is also looking to increase its connection with the community by implementing sustainable community partnerships that work to address the social and emotional needs of our students and their families, in addition to wrap-around services that support our youth and their success in and out of school. Administration working to embed community partners into the school will be an important asset for ensuring our students able to discover their own self efficacy.

Continuing to utilize the school's connection with the local ESC will also be an important resource for identifying quality resources that support teaching and learning opportunities.

Alignment: DCT's extended learning plan is aligned with other School level plans including but not limited to: One Plan, Literacy Plan, Student Wellness Plan, Parent Engagement Plans.

What is the length of time these programs will be offered? Length of time should be addressed in the number or hours or days/weeks, when the program will start and how long the program will last (for example, immediately, next quarter or summer).

Summer School Programming, open to students in all grades, will commence on June 2022, and will be offered throughout the summer months (June – August) for the next consecutive three years. The school’s summer program consists of 4-hours per day for 4 days per week and continues for 9-weeks. Classroom teachers and contracted community vendors are those that are providing the instruction for the students. Instruction is based upon the spring administration of the STAR test. Utilizing the students most recent achievement score, the instructor is able to identify the largest gaps in the student’s standards mastery and tailor instruction towards those standards. At the conclusion of the summer program, the students are given a summer administration of the STAR test to determine student growth and allow teachers to make data informed decisions in regards to instruction starting immediately once school starts. Teachers and contracted vendors will be compensated through the use of ESSER 2 and ARP ESSER funds.

Professional Development will be ongoing and will be tailored to meet the needs of the teachers, students, and instructional development that will ensure student success and mastery of the Learning Standards,

Funding: How will the district or school pay for the implemented programs? The use of Elementary and Secondary School Emergency Relief (ESSER) funds/American Rescue Plan funds should be considered to support programs as addressing learning loss is an allowable expense.

Rank	Category - Initiatives	2-Year Budget ESSER 2	3-Year Budget ARP ESSER (3)
1	Learning Loss – Academic Programming and Curriculum Supports, Summer Program	\$127,000	\$232,998
2	Facilities Projects – Social Distancing, Reduce Transmission of Virus	\$66,372	\$150,000
	Technology Resources –Digital 1:1 Access, Instructional Technology		\$25,000
	Staffing – School & Family Liaison, Title Teacher	\$38,000	\$76,000
	Professional Development – Academic, SEL, PBIS		\$6,000
3	School Climate & Culture – Building a Culture of High Academic & Behavior Expectations, SEL Supports		\$30,000
	Total:	\$231,372	\$519,998
		3-Year Total	\$751,370

