



# Learning Recovery & Extended Learning Plan

District Name:	Cincinnati Technology Academy
District Address:	3800 Glenway Avenue Cincinnati, Ohio 45205
District Contact:	Dr. Roger T. Conners
District IRN:	013864

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](mailto:ExtendedLearning@education.ohio.gov)

[ODE's Planning for Extended Learning FAQ's](#)



# Learning Recovery & Extended Learning Plan

## 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?

### Budget

### Spring 2021

Cincinnati Technology Academy maintained in-person learning for the entirety of the 2020-2021 school year. Less than 25 students had medical reasons to work remotely. The school will purchase I Pads with wireless internet services (for each student) to extend learning opportunities; primarily to recover lost educational opportunities from March 17, 2020 to May 2020.

\$79,364.00

### Summer 2021

Continue the use of I Pad and wireless internet services, and pay stipends for teachers to provide remote instructional support. Additionally, offer extended in-person learning opportunities for all students throughout the month of June.

\$58,712.00

### 2021 - 2022

Continue the use of I Pad and wireless internet services, and pay stipends for teachers to provide remote instructional support. Additionally, offer extended in-person learning opportunities for all students throughout the month of June.

\$58,712.00



# Learning Recovery & Extended Learning Plan

<b>2022 - 2023</b>	Continue the use of I Pad and wireless internet services, and pay stipends for teachers to provide remote instructional support. Additionally, offer extended in-person learning opportunities for all students throughout the month of June.	\$58,712.00
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## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>
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<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (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"> <li>- 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)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>	<b>Budget</b>
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<b>Summer 2021</b>	Continue the use of I Pad and wireless internet services, and pay stipends for teachers to provide remote instructional support. Additionally, offer an extended in-person learning opportunity throughout the month of June.	\$58,712.00
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# Learning Recovery & Extended Learning Plan

<b>2021 - 2022</b>	<p>Continue the use of I Pad and wireless internet services, and pay stipends for teachers to provide remote instructional support. Additionally, offer extended in-person learning opportunities for all students throughout the month of June.</p> <p>Transportation and additional salary stipends will create financial strain on schools operating budget. Lack of transportation will limit ability of students to take part in-person learning opportunities.</p>	\$58,712.00
<b>2022 - 2023</b>	<p>Continue the use of I Pad and wireless internet services, and pay stipends for teachers to provide remote instructional support. Additionally, offer extended in-person learning opportunities for all students throughout the month of June.</p> <p>Transportation and additional salary stipends will create financial strain on schools operating budget. Lack of transportation will limit ability of students to take part in-person learning opportunities.</p>	\$58,712.00



# Learning Recovery & Extended Learning Plan

## 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.)

### Budget

### Spring 2021

As stated above, Cincinnati Technology Academy maintained in-person learning for the entirety of the 2020-2021 school year. Less than 25 students had medical reasons to work remotely. Instructional staff will receive professional development on recognizing and intervening with social/emotional needs of students.

\$3,672.00

### Summer 2021

As stated above, Cincinnati Technology Academy maintained in-person learning for the entirety of the 2020-2021 school year. Less than 25 students had medical reasons to work remotely. Instructional staff will utilize professional development on recognizing and intervening with social/emotional needs of students throughout the extended school year.

### 2021 - 2022

As stated above, Cincinnati Technology Academy maintained in-person learning for the entirety of the 2020-2021 school year. Less than 25 students had medical reasons to work remotely. Instructional staff will utilize professional development on recognizing and intervening with social/emotional needs of students throughout the school year.

### 2022 - 2023

As stated above, Cincinnati Technology Academy maintained in-person learning for the entirety of the 2020-2021 school year. Less than 25 students had medical reasons to work remotely. Instructional staff will utilize professional development on recognizing and intervening with social/emotional needs of students throughout the school year.



# Learning Recovery & Extended Learning Plan

## Approaches to Address Social and Emotional Need

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <i>Resources (Existing and Needed)</i></li> <li>- <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i></li> <li>- <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i></li> </ul>	<b>Budget</b>	
<b>Spring 2021</b>	As stated above, Cincinnati Technology Academy conducted in-person learning throughout the 2020-2021 school year in its entirety. The school provided additional mental health and family supports during the 2020-2021 school year. Mental health services were provided by a licensed school psychologist and family supports through a family advocate.	
<b>Summer 2021</b>	The school will offer an extended in-person learning opportunity throughout the month of June. Additional, mental health and family supports will be extended. Mental health services will be provided by a licensed school psychologist and family supports through a family advocate.	
<b>2021-2022</b>	Cincinnati Technology Academy will conducted in-person learning throughout the 2021-2022 school year in its entirety. The school will continue to provide additional mental health and family supports during the 2021-2022 school year. Mental health services will be provided by a licensed school psychologist and family supports through a family advocate.	
<b>2022-2023</b>	Cincinnati Technology Academy will conducted in-person learning throughout the 2021-2022 school year in its entirety. The school will continue to provide additional mental health and family supports during the 2021-2022 school year. Mental health services will be provided by a licensed school psychologist and family supports through a family advocate.	