

DIA's Plan for Learning Loss & Accelerated Learning

Affected Area	Plan to Address Accelerated Learning	Strategies	Resources – Budget
<p><b>Academics:</b></p> <p>1. Literacy, stamina, rigor &amp; hand writing issues due to being online for a prolonged period of time</p> <p>2. Teacher skills limited to provide strong Tier 1,2 &amp; 3 interventions for classes with students significantly lower than the average.</p>	<p><b>Academics:</b></p> <p>Implement integrated MTSS plan to include:</p> <ol style="list-style-type: none"> <li>1. Data dives at beginning of year to create base line for student learning.</li> <li>2. Identify key learning objectives that can build onto each other</li> <li>3. 6 week backward lesson planning sessions using student assessment data to target areas of quick growth (diagnostic, CFA, progress monitoring &amp; benchmark)</li> <li>4. Clearly identify students for Tier 2-3 services within the first 8 weeks of school to implement intensive interventions</li> <li>5. Parent involvement through Academic Parent Teacher Team (APTT) meetings &amp; plan activities in the home to support key learning objectives for whole grade</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing training &amp; Support for in evidence based strategies to include:               <ul style="list-style-type: none"> <li>- Data Analysis</li> <li>- 6 week Backward lesson planning using data</li> <li>- Small group training such as close reading</li> </ul> </li> <li>2. Ongoing training &amp; support for Administration to gain skills to manage accelerated learning strategies effectively</li> <li>3. Use of specialist staff (ART, Librarian, PE etc) to practice cross curriculum learning practices, including imbedding the specialist in grade level PLCS &amp; actively promoting learning objectives within the Specialist class</li> <li>4. Purchase of tools/educational software to help with</li> </ol>	<ol style="list-style-type: none"> <li>1. BUDGET 162,827.00               <ul style="list-style-type: none"> <li>-PD</li> <li>-Online curriculum, soft, data based platforms</li> <li>- ESSR specific staffing</li> </ul> </li> <li>2. Use braided funding strategies and actively align other funding and private grant resources</li> </ol>

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		<p>academics &amp; data collection.</p> <p>5. Hire consultants from SPEDCO (MTSS support) &amp; Innovations Ed (Utah state turnaround partner) to provide professional development, consultation and mentoring for teachers and Administration</p>	
<p>1. PD</p>	<p><b>Behavior (SEL):</b></p> <p>Implement integrated MTSS plan to include:</p> <ol style="list-style-type: none"> <li>1. Implement strong school wide PBIS measures for Tier 1 support such as             <ul style="list-style-type: none"> <li>-PUMAS whole school expectations</li> <li>-PUMA 30</li> <li>-Dojo points</li> <li>-Dojo store where students can use points earned to purchase items</li> </ul> </li> <li>2. Identify students with social, emotional anxiety within the first 8 weeks of school to effectively intervene Provide strong Tier 2-3 supports for identified students such as:             <ul style="list-style-type: none"> <li>-social skills groups</li> <li>-student behavior trackers</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing training &amp; Support for effective PBIS strategies, Trauma=Informed teaching strategies, SEL, &amp; Parent Engagement</li> <li>2. Ongoing training &amp; support for Administration to gain skills to manage Social Emotional Learning, parent engagement &amp; Trauma Informed practices</li> <li>3. Use of behavior interventionist staff and consultants from Blind Mule Behavioral</li> </ol>	<ol style="list-style-type: none"> <li>1. BUDGET 25K             <ul style="list-style-type: none"> <li>-PD</li> <li>-Curriculum</li> <li>-Online software &amp; data bases</li> <li>Staffing specific to these activities</li> <li>-Supplies purchases for use with behavior intervention</li> <li>-Educational supportive incentives</li> </ul> </li> <li>2. Use braided funding strategies and actively align other funding and private grant resources</li> </ol>

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	<ul style="list-style-type: none"> <li>-one on one behavior supports with behavior interventionist staff &amp; consultants</li> <li>3. Home visits to determine level of social/emotional support needed</li> <li>4. One on one &amp; family meetings with school social worker</li> <li>5. Use of mental health supports through consultant as needed</li> </ul>	<p>Services &amp; Spedco (MTSS supports)</p> <ul style="list-style-type: none"> <li>4. Purchase of tools/educational software to identify specific needs such as Panarama and engage in activities on www. CASEL.org</li> <li>6. Hire consultants from SPEDCO (MTSS support) &amp; Innovations Ed (Utah state turnaround partner) to provide professional development, consultation and mentoring for teachers and Administration</li> <li>7. Implement SEL practices with all adults in the building during 21-22 school year</li> </ul>	
<p><b>Student Mobility &amp; Chronic Homelessness:</b></p> <ul style="list-style-type: none"> <li>1. High mobility within student family populations due job displacement, lack of affordable housing &amp;</li> </ul>	<ul style="list-style-type: none"> <li>1. School Social worker to provide referral/resource location for families dealing with high mobility &amp; chronic homelessness</li> </ul>	<ul style="list-style-type: none"> <li>1. Actively engage in home visits &amp; use class dojo as family connection &amp; communication</li> <li>2. Actively involve local supportive agencies to serve families in need</li> </ul>	<ul style="list-style-type: none"> <li>1. \$5K –online communication/resources platform</li> <li>2. Use braided funding strategies and actively</li> </ul>

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<p>high rates of eviction in the key zipcodes in which our students live</p>		<p>3. Use a model of community learning center that fits our demographic          4. Host vaccination clinic &amp; flu shot clinic          5. Provide 2 resources fairs for families to learn about resources</p>	<p>align other funding and private grant resources</p>
<p><b>Qualified Personnel</b></p> <ol style="list-style-type: none"> <li>Lack of staffing particularly paraprofessionals with training to do intensive remediation for learning loss</li> <li>Teacher, staff and administration dealing with Occupational Exhaustion &amp; Moral fatigue</li> </ol>	<ol style="list-style-type: none"> <li>On-going training/support for current paraprofessionals on very specific accelerated learning strategies that have been proven affective as well as educational software &amp; tools.</li> <li>Active strategy for recruitment &amp; retention of quality paraprofessional staff.</li> </ol>	<ol style="list-style-type: none"> <li>Hiring fairs and connections with local community colleges</li> <li>Use social media to find/attract strong applicants</li> <li>Train &amp; support all staff on skills &amp; SEL implementation as mentioned above</li> </ol>	<ol style="list-style-type: none"> <li>BUDGET 5K</li> <li>Use braided funding strategies and actively align other funding and private grant resources</li> <li>Use board members &amp; other professionals to do marketing on behalf of the school</li> </ol>
<p><b>Building Upgrades for Optimal Health &amp; Airflow</b></p>			<p>300K</p>
<p><b>Technology infrastructure, supports and devices</b></p>			<p>200,000</p>
<p>Other activities that are necessary to maintain the operation of and continuity of services</p>			<p>60,626</p>

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in local educational agencies and continuing to employ existing staff of the local educational agency.			
Staffing			200,000