# Learning Loss Plan Sec 98b

George Washington Carver Academy

## ESSER II funds

ESSER II funds are to address learning loss among students of the LEA, including

- low-income students, children with disabilities, English learners, racial and ethnic
- minorities, students experiencing homelessness, and children and youth in foster care by:
- Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by differentiating instruction.
- Implementing evidence-based activities to meet the comprehensive needs of students.
- Providing information and assistance to parents and families on ways to support students.
- Tracking student performance and engagement in distance learning.

# PA144 Section 98C

- Section 98c appropriates \$52,056,000 in federal funding to address learning loss
- As part of the Governor's Emergency Education Relief (GEER) Fund and part of the
- federal Elementary and Secondary School Emergency Relief (ESSER) II Fund.
- Signed July 14, 2022

How Educators Feel Right Now

Stressed Helpless Isolated Worried FearLo uriou ored uncertainty Grateful happy Anx1e Unsure Nervous Lonely Calm Oplim1stic Exhausted Jo} Peace Hope Sad Tired Concerned Anger uneasy Frustret <sup>d</sup> Overwhelmed Confused

N = 5000 Webinar Participants March 23-24 Social Emotional Recovery Critical Actions for Leveraging the Power of SEL During School Re-Opening

- Action 1 Take time to build partnerships, deepen your understanding, and plan for SEL
- Action 2 Design opportunities for adults to connect, heal, and cultivate their own SEL competencies and capacities.
- Action 3 Create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.
- Action 4 Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

### TRAUMA-INFORMED PRACTICES

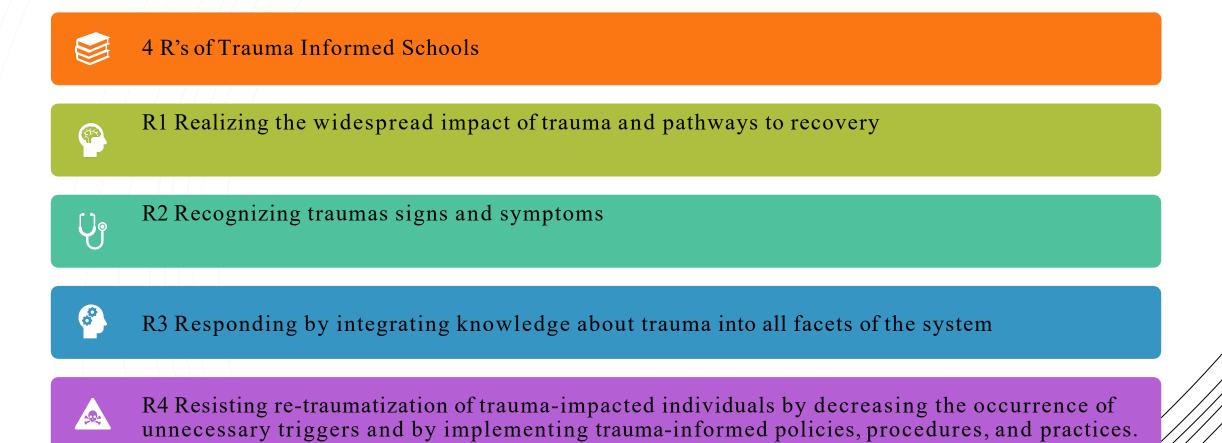
Supporting students in the midst of a traumatic event such as COVID-19, traumai nformed practices can be used to design supportive classroom and school environments.



## Guiding Principles of Trauma-Informed Practices



## **Trauma Informed School**





# GWCA's spending plan

# Academic Recovery

# Personalized Learning

Instruction:High Dosage / High Impact Online Small Group Tutorials

- High Dosage / High Impact Online Small Group Tutorials
- Data Reviews
- Progress Monitoring/ Benchmarks

Assessment & Analytics:Data Dash - CCSS Formative Assessments

- Formative Assessment Program with misconception analytics
- Auto-assigned small groups for RTI
- Progress monitoring tests (checkpoints)
- Pre & Post-Assessments

Professional Development & Training: Implementation & Technology

- Integration with 3rd party applications and rostering
- Scheduling of students into intervention cohorts
- Administration of assessments and data review
- Parent and student at home support
- Training for administrators and instructional staff



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VIDTIME

QUARTZ

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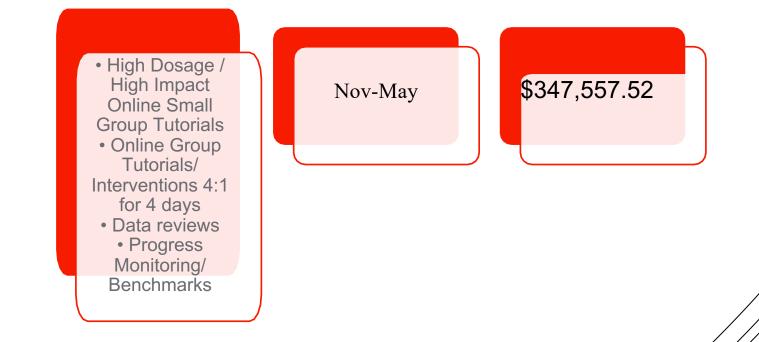
## Individualized learning plans

Identify Individual Learning Needs •NWEA (Fall/Winter/Spring) •Common Assessments (bi-weekly) new

Provide supports for intervention and acceleration

•NWEA Map Data (Measures of Academic Progress)
•(Reading/Math)
•Dibels Data (Dynamic Indicators of Basic Early Literacy Skills) new
•Reading

# Budget





### Tutoring/Instructional Model

#### **Online Live Small Group Tutoring**

Intervene will be delivering live, online, small group tutoring interventions. Interventions consist of data-driven and targeted skill development along with social & emotional learning to support a holistic approach to student growth. Online interventions will include exit quizzes and progress monitoring tools for educators and parents to review student progress.

## Key design elements for George Washington Carver Academy Impact-High Dosage Live tutoring.

- (1) Intervene K-12 follows a data-driven intervention model.
- (2) Interventions start with an assessment of skills
- (3) Students are organized into small groups with similar skills gaps including misconceptions and distractors.
- (4) Groups are assigned a course of study to close gaps based on targeted objectives.
- (5) Intervene K-12 schedules a sequence of data reviews and feedback sessions with district partners and stakeholders. In those sessions Intervene K-12 will provide data and insights, request feedback on programming, share student feedback, and adjust delivery as needed to support district partners.
- (6) Intervene K-12 will provide teachers and administrators with dashboards for real-time reporting in between data reviews.