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 ^d 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

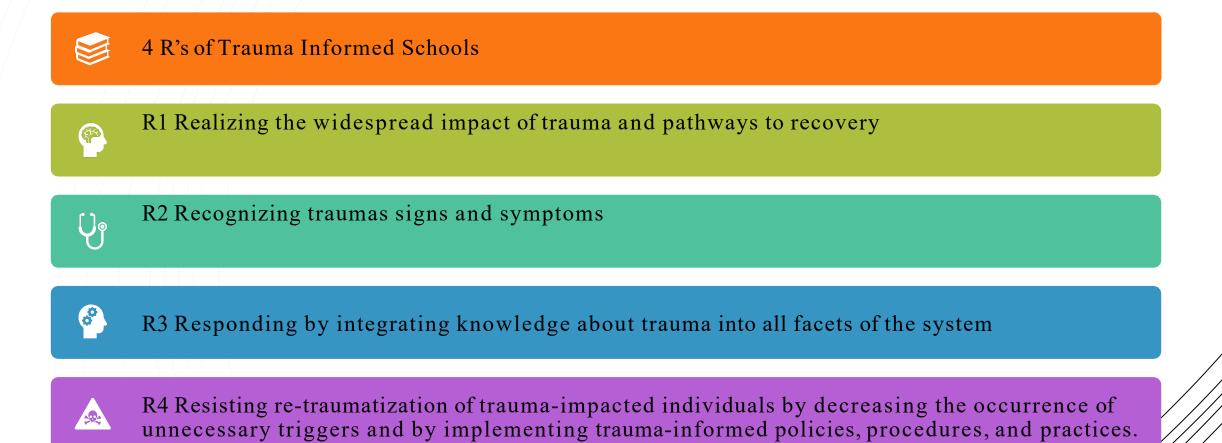
Supporting students in the midst of a traumatic event such as COVID-19, traumai nformed practices can be used to design supportive classroom and school environments.



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

QUARTZ

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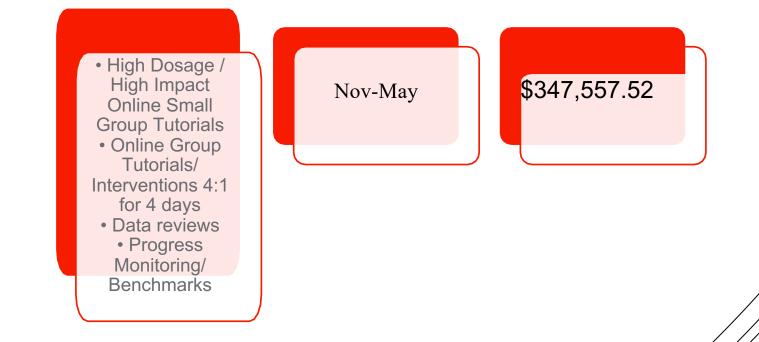
Individualized learning plans

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.