

# 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**  
Fear Lo uriou ored uncertainty  
Grateful • happy  
**Anxiety**  
Unsured Nervous Lonely Calm  
Opplm1stic Exhausted Jo} Peace **Hope Sad**  
Tired Concerned Anger uneasy  
Frustr e t d Scared **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, trauma informed practices can be used to design supportive classroom and school environments.



# Guiding Principles of Trauma-Informed Practices

1

Create predictable routines

2

Build strong & supportive relationships

3

Empower students' agency Support the development of self-regulation skills

4

Provide opportunities to explore individual & community identities

# Trauma Informed School



## 4 R's of Trauma Informed Schools



R1 Realizing the widespread impact of trauma and pathways to recovery



R2 Recognizing traumas signs and symptoms



R3 Responding by integrating knowledge about trauma into all facets of the system



R4 Resisting re-traumatization of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers and by implementing trauma-informed policies, procedures, and practices.





# GWCA's spending plan

A large, vibrant red speech bubble is the central focus of the image. Inside the bubble, the words "Academic Recovery" are written in a clean, white, sans-serif font. The bubble is set against a background of light gray, concentric, curved lines that create a sense of motion or depth. A dark gray shadow is cast by the bubble onto the background to its left, giving it a three-dimensional appearance.

# 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



# ADDITIONAL LEARNING TIME

# 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

- High Dosage / High Impact Online Small Group Tutorials
- Online Group Tutorials/ Interventions 4:1 for 4 days
- Data reviews
  - Progress Monitoring/ Benchmarks

Nov-May

**\$347,557.52**



## 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.