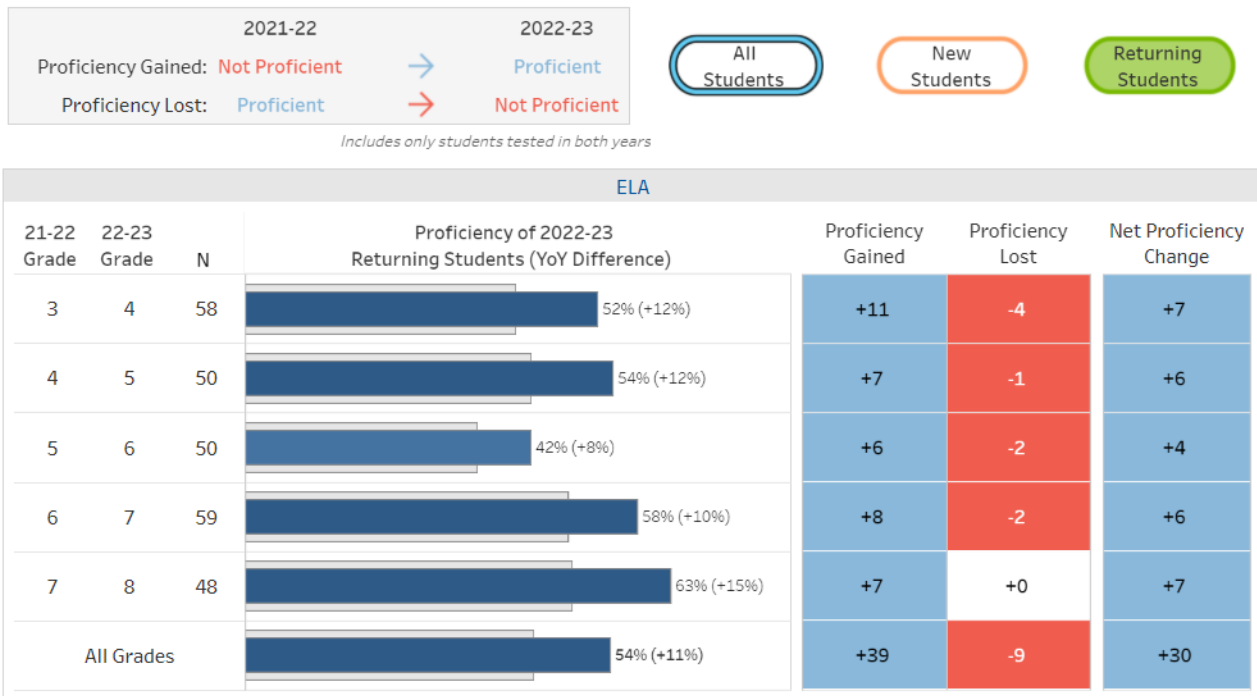**ESSER 3 LEA Plan of Use for Taylor Exemplar Academy**

Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:

- **Aramark Cleaning Contract:** Our building site coordinators regularly clean classrooms to decrease the number of germs on surfaces and reduce risk of infection from surfaces in our building.

- **HVAC Filters:** To bring fresh, outdoor air into rooms, filter or disinfect the air there, and improve air flow. Replacing filters on a regular basis increases the delivery of clean air and reduces potential contaminants in indoor spaces. This can help reduce the number of viral particles in the air.

- **Personal Protective Equipment:** This includes a variety of items such as gowns, masks with lanyards, plexiglass, dividers, carrels, social distancing markers, COVID tests, cleaning supplies, and sanitizers.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

- **Personnel**

  - Summer School On-Site Coordinators - Summer school on-site coordinators create positions, schedules, and student lists for summer school teachers. Summer school coordinators monitor testing progress, manage arrival and dismissal, and help with student behavior. Coordinators coach and assist teachers with providing proper instruction to students.
  - Summer School On-Site Teachers - Summer school on-site teachers create daily plans for student groups. They assess students weekly, teach both core subjects, and work in small groups. Summer school on-site teachers utilize assessments to drive summer school instruction.
  - Summer School On-Site Paraprofessionals - Paraprofessionals work alongside the classroom teachers to help close gaps in student learning. They aid in weekly assessments. They narrow the groupings and focus on students who are well below grade level.
  - After-School Coordinators - After-school on-site coordinators create positions, schedules, and student lists for after-school teachers. After-school coordinators monitor exit tickets, and dismissal, and help with student behavior. Coordinators coach and assist teachers with providing proper instruction to students.
  - After-School Tutors - After-school tutors use testing preparation materials to help guide instruction and prepare students for upcoming tests. They focus intently on two standards in both core subjects. They tutor multiple times a week, with fidelity, in a small group setting.
  - Paraprofessionals - Classroom paraprofessionals provide support to the general classroom curriculum. They are assigned an intervention curriculum in both core subjects that they must deliver with fidelity daily. Paraprofessionals assess students frequently and must digitally track assessment progress.

- **Tutoring Supplies**

  - Academic Incentives/Educational games - Academic Incentives and educational games are used to promote student engagement in summer school and after-school programs. These materials are used during hands-on instruction.

- o Classroom Supplies for after-school tutoring - Classroom supplies for after-school tutoring are necessary for reading, writing, and arithmetic. Students often do not have materials to use during instruction, and these materials provide necessary tools for students.
- o Classroom Supplies for Summer School - Classroom supplies for summer school are necessary for reading, writing, and arithmetic. Students often do not have materials to use during instruction, and these materials provide necessary tools for students.

- o Summer Bridge Books- Summer Bridge Books use state standards to reinforce learning from the school year. Summer Bridge Books provide math and ELA practice for students attending summer school and for students who are working independently at home.

	2021-22		2022-23				
Proficiency Gained:	Not Proficient	→	Proficient		All Students	New Students	Returning Students
Proficiency Lost:	Proficient	→	Not Proficient				

Includes only students tested in both years

ELA

21-22 Grade	22-23 Grade	N	Proficiency of 2022-23 Returning Students (YoY Difference)	Proficiency Gained	Proficiency Lost	Net Proficiency Change
3	4	58	52% (+12%)	+11	-4	+7
4	5	50	54% (+12%)	+7	-1	+6
5	6	50	42% (+8%)	+6	-2	+4
6	7	59	58% (+10%)	+8	-2	+6
7	8	48	63% (+15%)	+7	+0	+7
	All Grades		54% (+11%)	+39	-9	+30

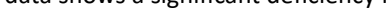Many of our school's intervention tools focused on ELA; therefore, we noticed a significant boost in student achievement from the 2021-2022 school year to the 2022-2023 school year in ELA.

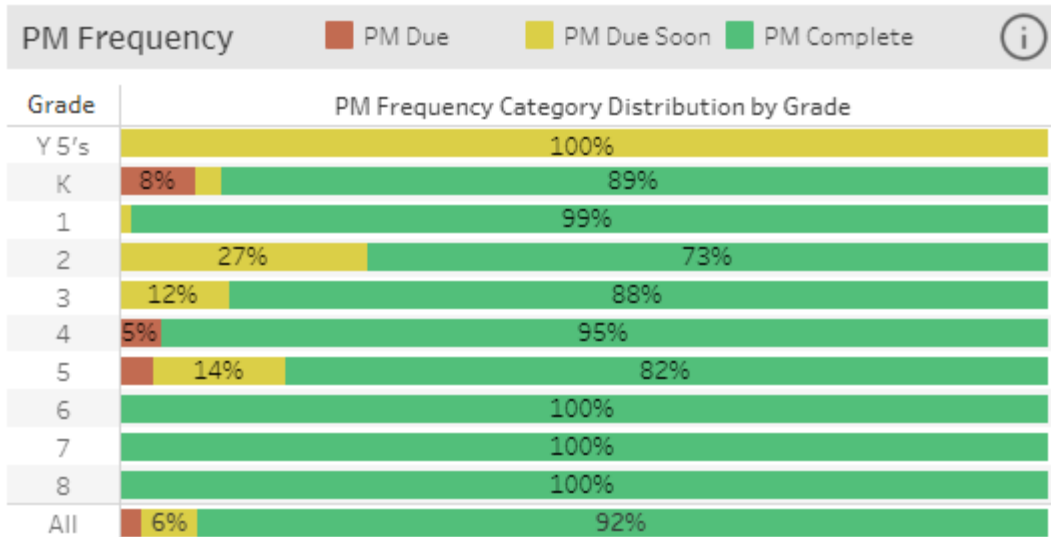| 21-22 Grade	22-23 Grade	N	Proficiency of 2022-23 Returning Students (YoY Difference)	Proficiency Gained	Proficiency Lost	Net Proficiency Change
			Math			
3	4	58	33% (-14%)	+2	-10	-8
4	5	50	20% (-6%)	+3	-6	-3
5	6	50	14% (-4%)	+0	-2	-2
6	7	59	34% (+10%)	+7	-1	+6
7	8	48	19% (-8%)	+1	-5	-4
	All Grades		25% (-4%)	+13	-24	-11

As we review the school's State Test Root Cause Report, we noticed that many students lost proficiency in math between the 2021-2022 school year and the 2022-2023 school year. As a result, a large emphasis has been placed on math intervention for our school. As a result, we are focused on increasing math proficiency with the purchase and use of more math intervention tools.

45% of students met or exceeded November's WPM/SPM Goal on their most recent Progress Monitoring Assessment.

Grade	Measure	WPM Goal	Avg. WPM	WPM Distribution by Grade (Axis Relative by Grade)
K	LWSF	15	22.3	
1	ORF	38	27.5	
2	ORF	73	67.9	
3	ORF	103	78.2	
4	ORF	122	94.4	
5	ORF	137	101.2	
6	ORF	148	101.9	
7	ORF	148	115.8	
8	ORF	148	111.6	

Our current progress monitoring data shows a significant deficiency in the students' average word per minute except for kindergarten. As a result, scholars are pulled on a weekly basis and provided with small group intervention and frequently assessed on their fluency.

312 (93%) out of 334 have been Benchmarked

PM Frequency	■ PM Due	■ PM Due Soon	■ PM Complete	ⓘ

Grade	PM Frequency Category Distribution by Grade
Y 5's	100%
K	8% / 89%
1	99%
2	27% / 73%
3	12% / 88%
4	5% / 95%
5	14% / 82%
6	100%
7	100%
8	100%
All	6% / 92%

By progress monitoring our students on a regular basis, we can intervene appropriately based on the students' level by utilizing our Reading Mastery curriculum, which is not funded by ESSER 3. The classroom teachers utilize Heggerty, also not purchased by ESSER 3, to provide phonics practice based on the students' aimsweb data.

Taylor Exemplar Academy
2022-23 State Test Root Cause Report
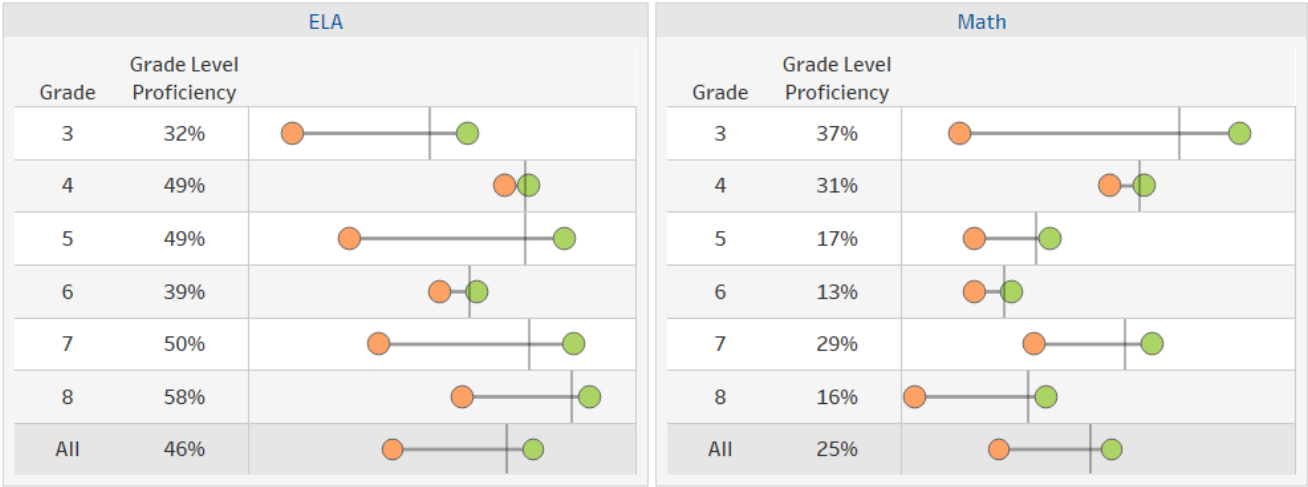
All Students	New Students	Returning Students

		ELA			Math
Grade	N	2022-23 Proficiency (YoY Difference)	Grade	N	2022-23 Proficiency (YoY Difference)
3	73	32% (-8%)	3	73	37% (-6%)
4	71	49% (+7%)	4	70	31% (+6%)
5	65	49% (+19%)	5	65	17% (-1%)
6	64	39% (-1%)	6	64	13% (-8%)
7	78	50% (+12%)	7	78	29% (+9%)
8	57	58% (-15%)	8	57	16% (-19%)
All		46% (+3%)	All		25% (-2%)

Teacher retention has been a major concern for our school since we returned from virtual teaching. The large number of teacher turnover impacted students' proficiency and academic achievement because vacant classrooms did not have regular instructional practices take place throughout the school year. As a result, we gave out retention bonuses for any staff members that returned to school. This helped us compete with other local districts. We also gave new hires recruitment bonuses to attract high performing talent. Ove the last two years, we had a lot of turnover in third grade, which

resulted in lower overall proficiency based on year-to-year performance. Our middle school math classes also experienced a significant turnover, which impacted student proficiency in grades sixth to eighth.
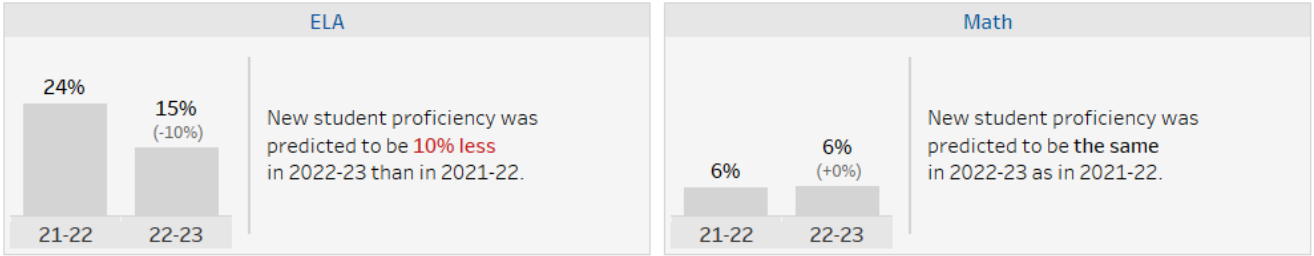
New and Returning Students' 2022-23 Proficiency Compared to Overall Grade-Level

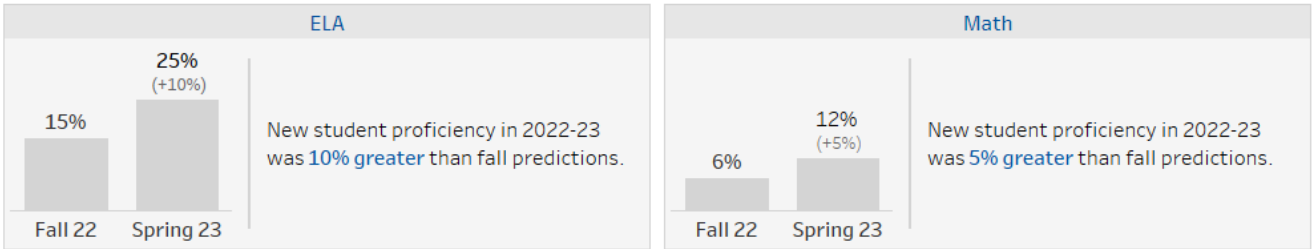| ELA			Math		
Grade	Grade Level Proficiency		Grade	Grade Level Proficiency	
3	32%		3	37%	
4	49%		4	31%	
5	49%		5	17%	
6	39%		6	13%	
7	50%		7	29%	
8	58%		8	16%	
All	46%		All	25%	

The gap of proficiency between returning and new students has been more significant in third, fifth, and seventh grades in ELA.   The gap was also significant in third, seventh, and eighth grade math. All new students are given benchmarking and placement testing for our ELA and Math intervention placements. As a result, intervention personnel immediately target incoming students utilizing intervention curriculum and small group instruction.

% of Students New in 2022-23

19% (77)   +0%   compared to 2021-22

All Students   New Students   Returning Students
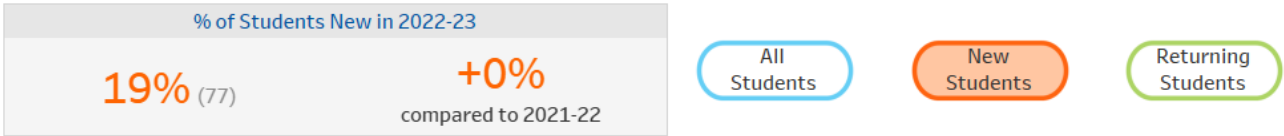
How did new students' 2022-23 fall proficiency* compare to those in 2021-22?

ELA

24%   15% (-10%)   21-22   22-23

New student proficiency was predicted to be 10% less in 2022-23 than in 2021-22.

Math

6%   6% (+0%)   21-22   22-23

New student proficiency was predicted to be the same in 2022-23 as in 2021-22.

How did new students' 2022-23 state test proficiency compare to predictions* made in the fall?

ELA

15%   25% (+10%)   Fall 22   Spring 23

New student proficiency in 2022-23 was 10% greater than fall predictions.

Math

6%   12% (+5%)   Fall 22   Spring 23

New student proficiency in 2022-23 was 5% greater than fall predictions.

*Using predictions based on fall NWEA alignment

The school administration received additional support from curriculum specialists. These specialists focused on ELA and math coaching by observing classrooms and provided direct feedback to the teachers and administrative team. The feedback helped support the school's overall growth and academic achievement. We were able to address all common misconceptions on the new students' data. The focus on our bubble students helped narrow down the standards we based on our small group instruction.

2022-23 New Students' Proficiency Compared to 2021-22 New Students   Year-over-Year ⬤ Returning Students

ELA

Grade	N	
3	16	6% (-25%)
4	11	45% (+24%)
5	12	17% (-12%)
6	12	33% (+5%)
7	18	22% (+3%)
8	8	38% (-33%)
All	77	25% (-6%)

Math

Grade	N	
3	16	6% (-22%)
4	11	27% (+27%)
5	12	8% (-6%)
6	12	8% (-1%)
7	18	17% (+10%)
8	8	0% (-20%)
All	77	12% (-1%)
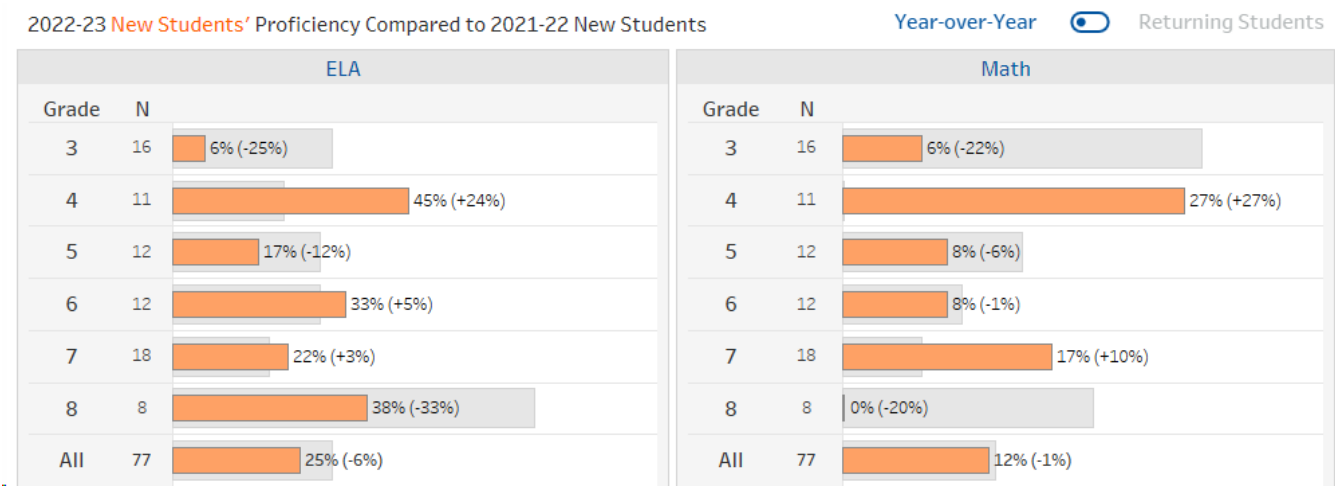
The one-on-one technology and the support of hiring an educational technology coordinator has helped our students (new and returning) with maximizing instruction time by providing them access to online programs they can work on independently. This includes some of our intervention programs such as Lexia, DreamBox, CommonLit, and NewsELA. To ensure the safety of our students while they work online, the school also purchased a subscription to GoGuardian, a usage monitoring service that allows teachers to gain access to the content students search on their Chromebooks. Teachers administer assessments on Edcite on a regular basis to gauge their understanding and mastery of the content that's being taught in the classroom. Our Library Technology Specialist utilizes Learning.com and Typing Club as part of the students' media center curriculum. Teachers have also used Classkick to administer assignments through the students' Chromebooks.

Class Interim State Comparison

	21-22 State Test		22-23 Interim 1		22-23 Interim 2		22-23 Interim 3		22-23 Interims
Toggle All	Avg Score	Proficient	Avg Score	Proficient	Avg Score	Proficient	Avg Score	Proficient	Average
➕ Total	--	114 / 287 39.72%	2.39	158 / 415 38.07%	2.49	181 / 418 43.30%	2.59	229 / 466 49.14%	2.45

Proficient scores are underlined.

Class Interim State Comparison

	22-23 State Test		23-24 Interim 1	
Toggle All	Avg Score	Proficient	Avg Score	Proficient
➕ Total	--	121 / 278 43.53%	2.57	193 / 394 48.98%

We had a strong focus on ELA the last few years because we wanted to make sure students are supported with intentional small group instruction in the classroom. We ended our 2022-2023 school year with 49% of our students being

scored proficiency on our ELA Interim #3. In the 2023-2023 school year, our school proficiency on our ELA Interim #1 is already at 49%. Many of our students have retained the information from their previous grade level.

The emphasis on intentional standards during our after-school tutoring and summer school programs have helped our students retain the content that's being taught over the years. Our after-school programs include coordinators, teachers, and paraprofessionals that support in a small group setting. Our summer school programs also included coordinators, teachers, and paraprofessionals that worked with intentionally selected students and focused on skill aligned assignments. During the summer, all students also received Summer Bridge Books that were aligned to each students' incoming grade level. Students that did not get a chance to pick up a Summer Bridge Book were mailed a copy to their home. Students that did not attend the in-person summer program received a self-pace summer program recommendation.

NATIONAL HERITAGE ACADEMIES

ELA Summer Learning

K-2

Instruction

K-2 Summer Learning will consist of the following blocks of instruction:

15 min **Heggerty**
45 min **Phonics** (2 lessons of Reading Mastery OR From Phonics to Reading)
30 min **Lexia**

Guidance for schools using Reading Mastery
Guidance for schools using From Phonics to Reading

Assessment

The anchor assessments for K-2 will be focused on phonics and fluency.
- Monitor Reading Mastery progress by administering Mastery Tests and Reading Checkouts and recording results in the NEW myNHA app, RM & CR Assessments. Directions for using the app can be found here.
- Monitor From Phonics to Reading progress by administering cumulative assessments.

Teacher Training

Learning Modules are provided for Reading Mastery. Guidance for Heggerty, From Phonics to Reading, and Lexia can be found in your K-2 Guidance documents listed above.
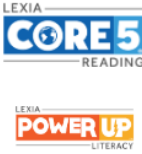
3-8

There are two pathways for students in grades 3-8.

→ **Pathway 1** is for students whose primary need is **Fluency Development**. These students:
- ◆ Scored below the 35th%ile on Winter or Spring ORF benchmarking
- ◆ Currently receive Corrective Reading intervention
- ◆ Place into Corrective Reading via spring placement testing

→ **Pathway 2** is for students whose primary need is **Comprehension Development.** These students:
- ◆ Score above the 35th%ile on Winter or Spring ORF benchmarking
- ◆ Do not qualify for Corrective Reading via placement testing
- ◆ May score below 2.5 average on interims

Click here for guidance on determining appropriate pathways

Sora	**Sora is an online library where students can access digital books to read over the summer.** **Recommendation:** K-2: Students should read independently for at least **20 minutes each day.** 3-8: Students should read independently for at least **30 minutes each day.** **Teacher Training:** Sora How-To Training Videos for Staff and Students
LEXIA CORE 5 READING **LEXIA POWER UP LITERACY**	**Lexia is the primary tool for self-paced learning in ELA** **Recommendation:** Students should work in either Core5 (K-5) or PowerUp (6-8) to meet their usage minutes *(as prescribed in myLexia, based on their auto placement test).* Students will also spend time in Lexia by completing Lexia Lessons *(with the teacher during regularly scheduled teacher touchpoints)* or Lexia Skill Builders *(independently).* • K-5: 60 minutes per week • 6-8: 120 minutes per week Biweekly check points with students are recommended to administer Lexia Lessons as needed. **Teacher Training:** National Live Online Professional Learning Sessions (optional) Professional Learning Guide: Core5 and PowerUp Scope and Sequence: Core5 and PowerUp Lexia Resource Hub (Resources Tab > Resources Hub) Help Center (for educators only) Support Team (for educators only; available Monday-Friday from 8:00 a.m.-9:00 p.m. EST except holidays)
dreambox LEARNING	**Dreambox is the primary tool for self-paced summer learning in Mathematics** **Recommendation:** Students should complete 5 lessons or more a week. This usually takes about 60 minutes total. The adaptive engine built into Dreambox will auto populate lessons for each student based on their individual needs. Biweekly check points are recommended to ensure students stay on track with learning. Teachers can also assign lessons during these checkpoints if desired. **Teacher Training:** Getting Started Session (Passcode = DreamBoxMath1! - please note the passcode is case sensitive) Dreambox Support Site Dreambox YouTube Channel

Math In-Person Summer Learning

K-2

Instruction

K-2 Summer Learning will consist of the following block of instruction

| 20 min **Math Stories** |
| 30 min **Bridges Intervention** |
| 20 min **Practice** |

Each classroom will be able to create a customized scope and sequence based on the needs of their students.

Click here to create your scope and sequence.

Find Summer Learning reports here - Then go to Summer Learning Report Hub

Assessment

The anchor assessment for K-2 will be the Spring Numeracy Assessment.
- Midway through summer learning, students will take the Numeracy Check-up 2. This assessment will identify student performance within the critical content.
- At the end of the summer students will take the Spring Numeracy Assessment to measure student growth and proficiency as a result of summer learning.

Teacher Training

The Learning Modules in the table below are provided for teachers who may be teaching some of these components for the first time.

Directions to access the Learning Modules.

Math Stories	K-2 Introduction to Math Stories
Bridges Intervention	Math Intervention: Getting Started Part 1 Math Intervention: Getting Started Part 2 Progress Monitoring: Introduction & Expectations
Dreambox	Introduction to Dreambox

3-5

Instruction

3-5 Summer Learning will consist of the following block of instruction

| 25 min **Math Stories** |
| 45 min **Bridges** |
| 20 min **Practice** |

Each classroom will be able to create a customized scope and sequence based on the needs of their students.

➤ [Click here to create your scope and sequence](#).

➤ [Find Summer Learning reports here](#) - Then go to Summer Learning Report Hub

Assessment

Assessments will be provided for each unit of study selected by the teacher
- Check point assessments will be recommended each week to help gauge students' progress and growth within the critical content.
- Unit assessments should be given at the completion of each unit of study.
- At the end of the summer teachers can analyze the data from the unit assessments given to measure students' growth and proficiency as a result of summer learning.

Teacher Training

The Learning Modules in the table below are provided for teachers who may be teaching some of these components for the first time.

[Directions](#) to access the Learning Modules.

Math Stories	3-5: Introduction to Math Stories
Bridges	3-5: Problems & Investigations 3-5: Problem Strings 3-5: Math Forum 3-5: Work Places
Dreambox	Introduction to Dreambox

6-8

💡 Instruction

6-8 Summer Learning will consist of the following block of instruction

60 min **Illustrative Math Lesson**
30 min **Practice**

Each classroom will be able to create a customized scope and sequence based on the needs of their students.

🢅 Click here to create your scope and sequence.

🢅 Find Summer Learning reports here - Then go to Summer Learning Report Hub

📈 Assessment

Assessments will be provided for each unit of study selected by the teacher
- Quizzes will be recommended each week to gauge progress on standards.
- Unit assessments should be given at the completion of each unit of study.
- At the end of the summer teachers can analyze the data from the unit assessment given to measure students' growth as a result of summer learning.

🧑‍🏫 Teacher Training

The Learning Modules in the table below are provided for teachers who may be teaching some of these components for the first time.

Directions to access the Learning Modules.

Illustrative Math	6-8: Illustrative Mathematics: The What & How Part 1 6-8: Illustrative Mathematics: The What & How Part 2
Dreambox	Introduction to Dreambox

We hosted Kinder Camp, a two-day summer school program for all incoming Kindergarten students to complete various academic rich activities with their new kindergarten teachers. Staff included teachers and paraprofessionals. We also hosted the Middle School Experience, a two-day summer school program for all incoming sixth graders, giving them the opportunity to meet their upcoming teachers, get familiar with the middle school schedule, and learn the curriculum.

Continuous development for teaching development by the administrative team and contracted professionals contributed to the school's overall academic achievement. Staff professional development included training from Capturing Kids' Hearts, which provided proactive behavior management strategies for redirecting students that are off tasks. The staff also received training from Chanavia Patterson, an award-winning school professional in multiple areas such as the art of coaching, emotional resilience, and DISC personality identification. The DISC training positively contributed to the overall staff culture, which helped retain more teachers. Chanavia Patterson also provided coaching to our Instructional Coach with a train the trainer model as more personnel received this information.

The Deans work closely with the classroom teachers to monitor the students' weekly progress by tracking their students' mastery of standards on our common assessments. Our Common Assessment Fidelity Tracker helps us know if students are completing assessments in a timely manner. The completion of those assessments assists teachers with planning their small group instruction to intervene with students who have not mastered the skill for the assessment from the previous weeks.
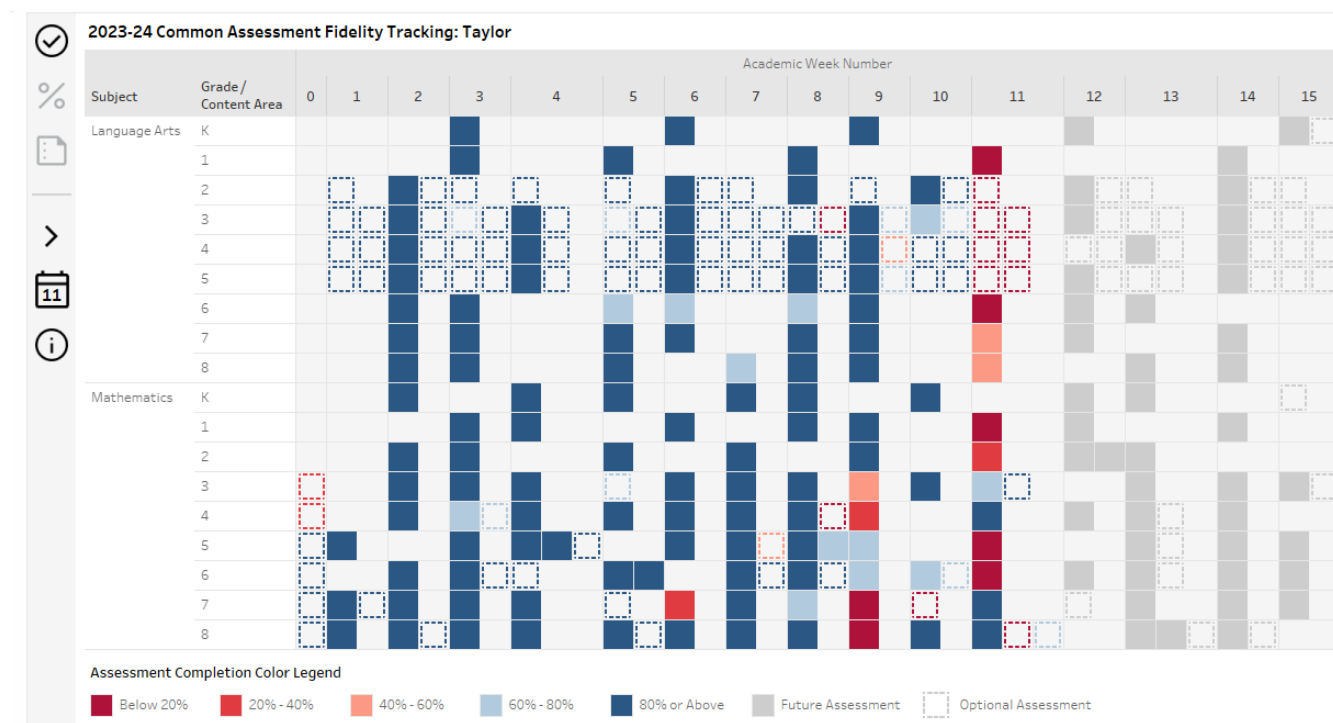
Please describe how your school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

- **Classroom Supplies**
  - **High-interest books for the classrooms** - Classroom supplies provide necessary practice for students that otherwise do not have access to reading material. High-interest book sets are used during intervention time in the classroom to strengthen comprehension.
  - **Students take-home book kits** - Take-home book sets provide reading material for students that do not have access at home.
  - **Academic Incentives/Educational games-** Various items used to motivate students to be engaged in the lessons

- o **Classroom Supplies for after school tutoring –** Supplies included pencils, notebooks, paper, and dry erase markers for after school tutoring sessions
  - o **Classroom Supplies for summer school –** Supplies included pencils, notebooks, papers, folders, and crayons to be used as part of the summer school program
  - o **Summer Bridge Books –** These books are ordered for each student to use during the summer break

- **Digital Curriculum**
  - o Digital curriculums allow students to use their technology skills while strengthening math and ELA skills. These curriculums provide engagement and learning time during classroom rotations. Curriculums are also utilized with fidelity during technology class.
    - **Sora Overdrive:** online book library for students
    - **GoGuardian:** security website to monitor student Chromebook usage
    - **Typing Club:** online curriculum for the media center to be used by the library technology specialist
    - **Inner Explorer:** Social emotional learning program for teachers to use in the classroom
    - **Classkick:** Online tool for teachers to administer assessments through the Chromebooks
    - **DreamBox:** Math intervention app for the students to work on strategies they haven't mastered on their Chromebooks
    - **Edcite:** Assessment app for teachers to administer tests to students on their Chromebooks
    - **Learning.com:** Tool to supplement curriculum for the Library technology specialist to use in the classroom during media center classes
    - **Chromebooks for student** one on one use

- **Parent Engagement**
  - o **Parent University** – Guest speakers will provide support to parents on a wide range of topics such as attendance support, curricular support, and behavior support at home.
  - o **Communities in Schools –** This program provides a liaison to build and regularly update the school's needs assessment and school support plan documents through collaboration and input from the school team and community. This liaison joins the school support team that may include school staff, leadership, and others to provide guidance and assistance in delivering support to students and staff.

- **Personnel**
  - o **KinderCamp Teachers** - Personnel for KinderCamp assist in identifying incoming students that may need additional support, testing all students, and introducing families to the kindergarten atmosphere.
  - o **KinderCamp Paraprofessionals** - Personnel for KinderCamp assist in identifying incoming students that may need additional support, testing all students, and introducing families to the kindergarten atmosphere.
  - o **Middle School Experience Teachers** - Middle School Experience personnel assist in identifying incoming middle schoolers that may need additional support, testing all students, and introducing families to the middle school atmosphere.
  - o **Middle School Experience Paraprofessionals** - Middle School Experience personnel assist in identifying incoming middle schoolers that may need additional support, testing all students, and introducing families to the middle school atmosphere.
  - o **Classroom Paraprofessionals** - Classroom paraprofessionals target new students through immediate testing and small group work using intervention curriculums. Classroom paraprofessionals provide intervention assistance through the intervention
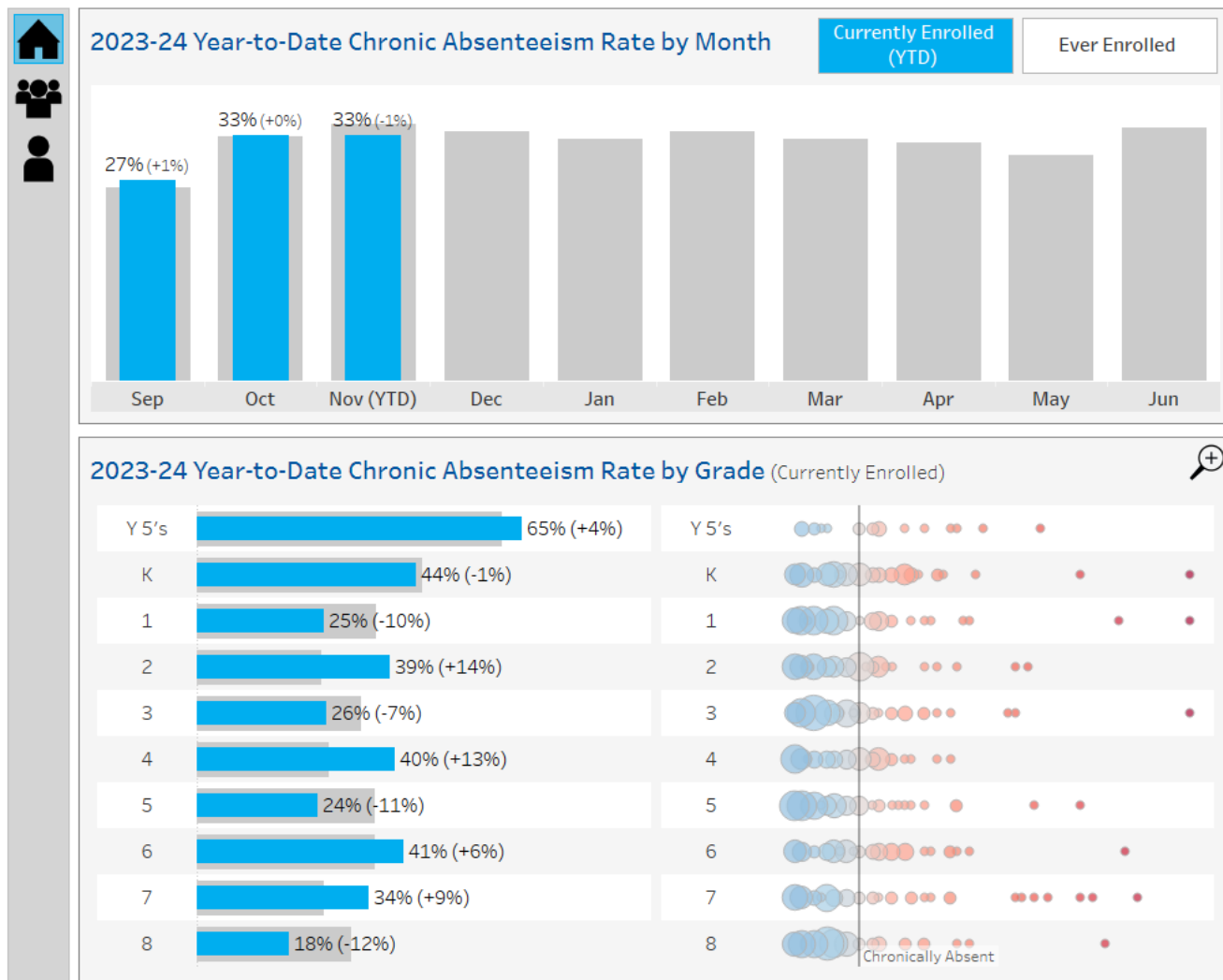
curriculums. Classroom paraprofessionals bridge the gap for the students who are below grade-level.

- o **COVID Educational Technology Coordinator** - The COVID Educational Technology Coordinator manages all Chromebook technology in the building including repairs, testing assistance, and refresh.
- o **Curriculum Specialists –** The Service Center provided professional support for the school by sending certified ELA and math specialists to the school to work with the administrative team and teachers.
- o **Staff Recruitment Bonuses -** Staff recruitment bonuses are utilized to recruit essential school staff. This allows each grade level to have a complete team, which in turn reduces attrition. Staff recruitment bonuses are also used to recruit staff that address behavior issues with students and create incentive programs.
- o **Staff Retention Bonuses -** Staff retention bonuses are utilized to retain essential school staff. This allows each grade level to have a complete team, which in turn reduces attrition. Staff retention bonuses are also used to recruit staff that address behavior issues with students and create incentive programs.

- **Staff Professional Development**
  - o **Capturing Kids Heart** – This program equips professionals in K-12 education to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness.
  - o **Art of Coaching Professional Development –** This training provided to staff to help support new and novice teachers. It also helps team leaders learn strategies to support their new teachers.
  - o **Emotional Resilience Training –** This training will help staff better support students who have social or emotional needs.
  - o **All Staff DISC Training –** DISC training aids in ensuring that staff understand each other's feedback style. DISC Training helps improve teamwork, communication, and productivity in the school setting.
  - o **Administration Team DISC Training -** DISC training aids in ensuring that school leaders understand each other's feedback style. DISC Training helps improve teamwork, communication, and productivity in the school setting.
  - o **New and Novice Teacher PD Courses Contractor –** This contractor ensures that a multi-tiered "train the trainer" system is happening in schools. This contractor prepares the instructional coach for leadership and coaching.

- **Other**
  - o **Single Audit Fees:** Federal requirements to audit the funds for all schools with over $750,000 in federal funds.
  - o **Storage for books:** Shelving the high interest books purchased for the classrooms.
  - o **Postage to mail Summer Bridge Books** to students that were not able to pick them from the school before the last day of school.
  - o **Mobile Carts:** Carts used by interventionists that have compartments and an attached dry erase board for small group instruction
  - o **School Supplies:** Various classroom supplies to be used by the students like notebooks, paper, pens, pencils, crayons, notebooks
  - o **Backpacks:** Distributed to students to store supplies
  - o **Feminine Products:** Provided to students

Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

- Taylor Exemplar Academy's intervention program includes a multi-tier system that supports students throughout the day, especially students that were disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English Language Learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. We have paraprofessionals that work with our students to bridge the gap in their learning, as well as plan for intentional small group instruction based on various data that is led by their classroom teacher.

  The deans in each wing coach their teachers to provide instructional support based on their classroom observations. The intervention team is composed of paraprofessionals that work closely with the classroom teachers and deans to teach previous grade level's priority standards that have not been mastered. Some of the intervention tools used by the paraprofessionals include skill aligned reading comprehension kits, phonics kits, and Bridges Intervention. Students across the building are also benchmarked and progress monitored throughout the year by the intervention staff. The tool they used for these assessments includes aimsweb Plus. The classroom teachers used multiple data points to intervene with the child's academic level by working closely with their deans to create intentional plan for small group instruction. Classroom teachers use CommonLit, NewsELA, Reading A-Z, and Lexia Skill Builder to help bridge the gap with priority standards.

2023-24 Year-to-Date Chronic Absenteeism Rate by Month

| Currently Enrolled (YTD) | Ever Enrolled |

Sep	Oct	Nov (YTD)	Dec	Jan	Feb	Mar	Apr	May	Jun
27% (+1%)	33% (+0%)	33% (-1%)							

2023-24 Year-to-Date Chronic Absenteeism Rate by Grade (Currently Enrolled)

Grade	Rate
Y 5's	65% (+4%)
K	44% (-1%)
1	25% (-10%)
2	39% (+14%)
3	26% (-7%)
4	40% (+13%)
5	24% (-11%)
6	41% (+6%)
7	34% (+9%)
8	18% (-12%)

Chronically Absent

Academic incentives and educational games are used to encourage student attendance by awarding those that come to school regularly. Rigid attendance policies applied to after school and summer school programs encourage daily attendance rate. The staff recruitment bonuses are especially helpful when we try to retain necessary personnel like the student family liaison and the academic and behavior support specialists because they make calls to parents whose children miss an excessive number of school days.

There is a direct link between poor classroom performance and increased student behavior. By using all these intervention programs like summer school, year-round after school tutoring, and intervention curriculum, we are helping to address the academic deficient, which will lead to academic achievement throughout the building. Programs like Capturing Kids Hearts, Inner Explorer, DISC Training, and Emotional Resilience help prepare and train our staff to deal with students who may exhibit behavior issues.
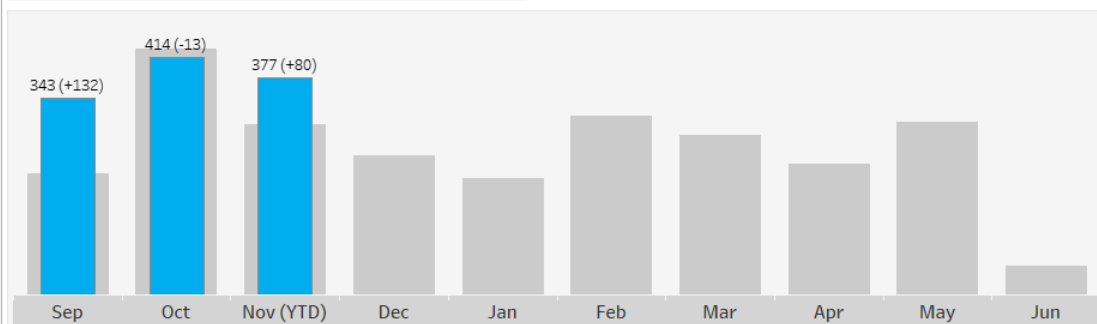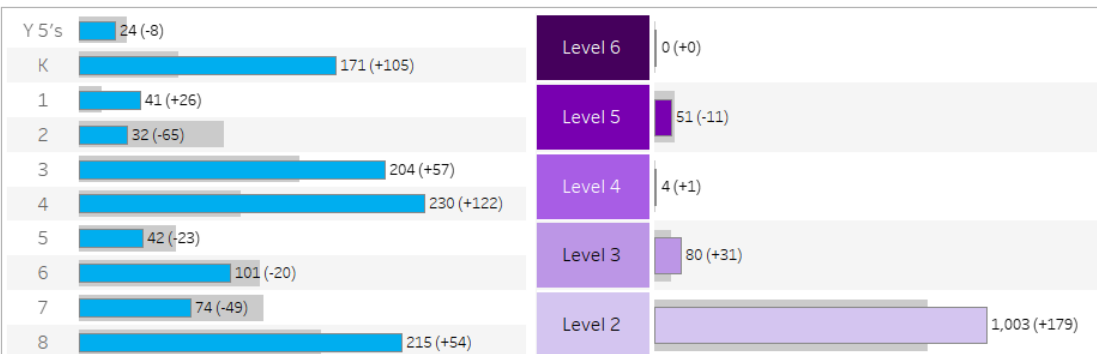
Furthermore, programs such as Capturing Kids Hearts, Inner Explorer, and DISC Training provide the necessary tools to novice and veteran staff members that allow them to support behavior and academic achievement. This in turn reduces staff turnover and helps prevent staff burn outs. In addition to these essential programs, year-round and summer school tutoring provide staff with additional opportunities for supplemental income.
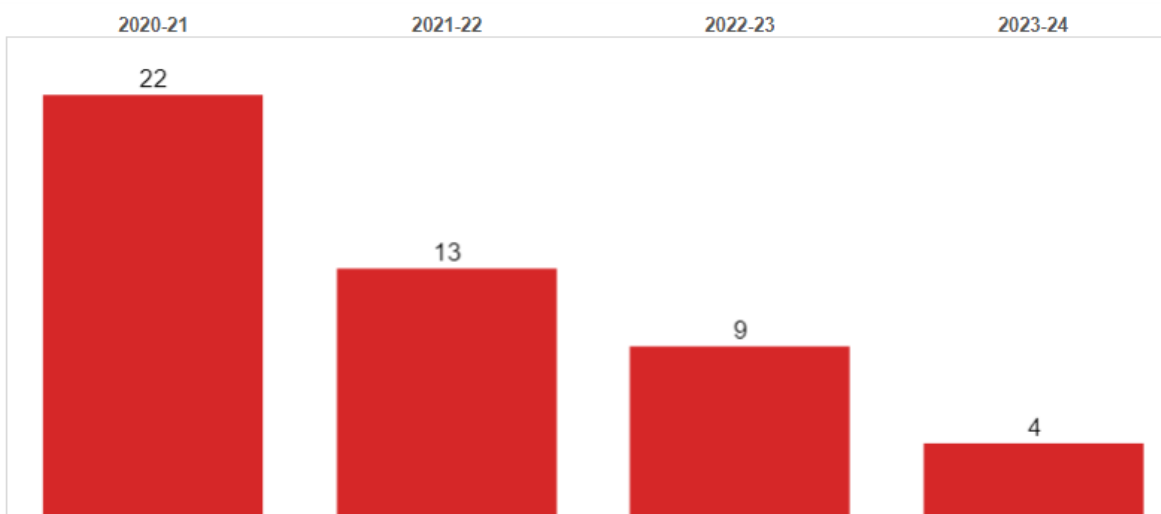
2023-24 Behavior Events Compared to 2022-23 (YTD) | Total Behavior Count*

*Level 4 Behavior Events are not included in totals

Total Behavior Count*	Level 5+ Behavior Count	Suspension Count
1,134 ⬆	51 ⬇	45 ⬇
(+199)	(-11)	(-16)

Y 5's — 24 (-8)
K — 171 (+105)
1 — 41 (+26)
2 — 32 (-65)
3 — 204 (+57)
4 — 230 (+122)
5 — 42 (-23)
6 — 101 (-20)
7 — 74 (-49)
8 — 215 (+54)

Level 6 — 0 (+0)
Level 5 — 51 (-11)
Level 4 — 4 (+1)
Level 3 — 80 (+31)
Level 2 — 1,003 (+179)

Sep — 343 (+132)
Oct — 414 (-13)
Nov (YTD) — 377 (+80)
Dec
Jan
Feb
Mar
Apr
May
Jun

Taylor Exemplar Teacher Retention

2020-21	2021-22	2022-23	2023-24
22	13	9	4

Combating Learning Loss for Students with IEPs

NATIONAL HERITAGE ACADEMIES *6-8 Literature Seminar: Anticipating and Addressing Challenges for Students with Disabilities*

	Lesson Components	Potential Challenges for Students with Disabilities	Ways to Address Challenges through Accommodations & Specially Designed Instructional Strategies
Before Reading	Explicit Skills Instruction, Model, & Practice (if applicable)	• Processing time may take longer with verbal directions and explanations • Lack of prior content knowledge needed for new skill development • Listening comprehension	• Extended processing time/repeated directions • Identify any additional necessary background knowledge and provide images/context needed • Embed scaffolding strategies to break down/provide familiar content to new skill learning • Pre-teach critical information and provide individualized anchor chart • Provide open ended student notes/copy of complete notes for student to highlight and add personal notes • Individual and frequent checks for understanding at intentional points when new skill is being taught
	Introduce Text & Reading Review (if applicable)	• Limited background knowledge • Lack of prior content knowledge • Reading proficiency	• Identify any additional necessary background knowledge and provide images/context needed • Provide reading buddy/partner (high/low pairings) • Preview text • Record text so student can hear it read aloud before reading the text themselves. • Ensure any foundational reading lessons prior to the Lit Seminar lesson include words/content connected to the text utilized in the Lit Seminar lesson
	Implicit/Explicit Vocabulary & Literary Terms	• Limited vocabulary and lack of prior content knowledge • Processing time may take longer with verbal directions and explanation	• Pre-teach vocabulary using cue cards • Find supporting vocabulary that connects to the lesson • Break down the word – synonyms, antonyms, & cognates • Act out vocabulary • Individualized literary term anchor charts
During Reading	Read and Discuss	• Skill-based comprehension questions • Limited engagement in the lesson • Processing time may take longer with verbal explanation • Reading proficiency • Writing proficiency	• Utilize individual vocabulary cue cards • Pre-teach concepts • Think aloud strategy • Explicitly teach note-taking guides • Chunk the text/writing expectations based on proficiency level • Frequent comprehension checks • Utilize sentence frames • Teach the same skill with instructional level text in pull-out/small group • Model an exemplar Evidence Tracker
After Reading	Exit Ticket	• Lack of understanding the skill due to minimal exposure to new learning • Lack of understanding exit ticket question • Writing proficiency	• Mnemonic device for complete sentences and constructed response • Individualized exit ticket/constructed response anchor chart • Sentence/Paragraph Frames • Teach and re-teach how to use Evidence Tracker/Discussion Guides • Exemplar finished product exit ticket • Model the task • Chunk the writing expectation based on proficiency level

Accessing Text-to-Speech inside Edcite

For Michigan, Wisconsin, Georgia, and Louisiana, Schools:

1. To listen to the passage, first highlight the reading passage on the left, then click the play button at the bottom of the screen.
2. To listen to the question and answers, click the play button on the bottom of the screen.

Question 1 ▾

Buttons: | ▸ | ✏ | Notes ☑ | 🔍 | Line Guide | ✕ | Reset Answer |

Directions: Read the passage and answer the questions that follow `<` `>`

On Turning Ten
by Billy Collins

1 The whole idea of it makes me feel
   like I'm coming down with something,
   something worse than any stomachache
   or the headaches I get from reading in bad light—
5 a kind of measles of the spirit,
   a mumps of the psyche,
   a disfiguring chicken pox of the soul.

   You tell me it is too early to be looking back,
   but that is because you have forgotten
10 the perfect simplicity of being one
   and the beautiful complexity introduced by two.
   But I can lie on my bed and remember every digit
   At four I was an Arabian wizard.
   I could make myself invisible

What does the phrase "I'm coming down with something" in stanza 1 suggest about the narrator?

- (A) The narrator is dreading turning ten.
- (B) The narrator is tired and does not feel well.
- (C) The narrator is upset and is getting sick.
- (D) The narrator is excited about turning ten.

Buttons: | Review / End Test | Flag ⚑ | Options | ▶ | Back Next

This assignment uses a Viewer designed by Edcite to meet the needs of students to practice for their state assessments. Please note that Edcite is not the state assessment provider. As such, the Edcite viewer may differ from that of the vendor selected by the state.

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The purpose of this document is to provide guidance to support the learning loss students with disabilities may experience in both academic and functional skill areas as identified within the Individualized Education Program (IEP), and provide ways to address any identified learning loss. This document outlines:

- ❑ **Key Considerations** to Combat Learning Loss for Students with IEPs.
- ❑ The **Role of SE Providers** in Combating Learning Loss in the Core.
- ❑ Prioritizing **Progress Monitoring** of Annual Goals.
- ❑ Determining the Need for an **IEP Team Meeting**.
- ❑ Implementation of **Specially Designed Instruction** of an IEP.

Key Considerations to Combat Learning Loss for Students with Disabilities

For students with disabilities, learning loss can span all academic areas, i.e. Reading, Math, and functional skills (i.e. social/emotional, behavioral, self-help). Key questions you must consider answering through this process include:

1. Where are our students in their learning?
2. Where do we want our students to be?
3. How do we close the gap from where they are now to where they need to be?

Special education teachers and providers should specially design instruction based upon the academic/functional areas of need identified in annual goals. Options for addressing learning loss include:

| Support Learning Loss in the Core | Determine Learning Loss of IEP Goals | Address Identified Learning Loss through the IEP | Implement Specially Designed Instruction of the IEP |

Supporting Learning Loss in Core Curricular Areas

It will be important for all special education providers to have an awareness of what is being assessed and how learning loss is being addressed in the general education classrooms.

If you are a special education teacher of students accessing an alternate curriculum this information may be helpful and relevant as alternate standards are aligned with grade level standards.

For special education teachers of students who are accessing core content, collaboration with core content teachers to determine how you can support **identifying** and **addressing** any gaps in learning through the core subjects will be an important first step. General education teachers are obtaining measures of progress with core curricular assessments. You will want to understand what measures are being taken in the general education classroom to determine and address learning loss for each of your students. Your role in this work may look like:

- **Collaborate** with general education teachers on how students will be assessed in core curriculum.
- **Support the facilitation** of core assessments identified in ELA and Math for students on your caseload.
- **Support the creation** of learning loss plans for both ELA and Math with general education teachers.

Determining Learning Loss of IEP Goals

Addressing learning loss for a student with a disability requires IEP Teams to consider progress monitoring data of annual goals outlined in the IEP. A comparison of progress monitoring data of annual goals must be obtained prior to the break in face-to-face instruction, during remote learning and upon the return to school. Learning loss for students receiving special education and related services can be addressed as indicated below.

Prioritize Progress Monitoring of IEP Goals:
- ❑ Special education providers should obtain measure(s) of progress to address the annual goal(s) outlined in the IEP utilizing the **same tool** used to measure the goal(s) identified in the IEP prior to school closure. Examples of progress monitoring tools include Easy CBM, Dibels, AimsWeb Plus.
- ❑ Analyze progress monitoring data **pre, during, and post school closure** for each IEP goal.

Addressing Identified Learning Loss through the IEP

Any time a student is **not progressing in meeting the annual goals** outlined in the IEP, the IEP Team is **obligated to convene to address the lack of progress**. Based upon the review and analysis of progress monitoring data in core content and annual goals, SE providers who support the student and the SE Administrator, should consider as appropriate any need to convene an IEP meeting to address learning loss. As with any parent request for the IEP Team to convene, it is necessary that all service providers have all needed information and progress monitoring data readily available, for review by the IEP Team.

In alignment with state-specific criteria, all decisions of the IEP Team to review or revise an IEP are **data-driven**, and as such require:
- ❑ **Documentation of progress** toward IEP goal(s) beginning at the start of the school year, consistent with the IEP schedule and issuance of progress reports/report cards.
- ❑ Consistent and **regular collection of data**.
- ❑ Additionally, measures of performance are to be obtained following long weekends, winter, spring, and summer breaks.
- ❑ Data sources may include anecdotal records of observations, progress reports, parent input, service logs from remote learning sessions, previous district data (transfers), reports provided by outside agencies.

Revisions to the IEP can be made for any component **as determined needed**. Potential components include but are not limited to the areas identified in the table below.

IEP Component	Guidance on the IEP Component
Present Level	Revisions will need to be made to accurately reflect the student's current present level based on current data to include strengths, needs and impact on the general education curriculum.
Annual Goals	Annual goals must be aligned with the needs addressed in the PLAAFP.
Supplemental Aids and Services	Services must be provided in general education classes, other education-related settings, and in extra-curricular and non-academic settings, to enable children with disabilities to be educated with nondisabled children to the extent appropriate. Examples include but are not limited to classroom accommodations, modifications, assistive technology devices and services.
Related Services	Revisions to the type and amount of related services will need to be determined as appropriate to address learning loss required to assist a child with a disability to benefit from their special education. Examples include but are not limited to transportation, speech therapy, occupational therapy, physical therapy, counseling/social work services.
Least Restrictive Environment (LRE)	As revisions to the IEP are made to address learning loss, the requirement remains the same in determining the most appropriate educational placement for students with disabilities. Consideration must be given to ensuring to the maximum extent appropriate, children with disabilities shall be educated with children who are not disabled.

Extended School Year (ESY)	The IEP Team, consistent with specific state policies and procedures, must consider whether a child meets the criteria for ESY in order to provide a free and appropriate public education (FAPE). A public agency may not limit extended school year services to a specific category of disability, or limit the type, amount, duration, or schedule of those services. Decisions are data driven and provide information as to state specific criteria, which may include: • **Regression and Recoupment**: Regression is the loss of learned skills, usually after breaks in instruction such as after summer vacation, holiday breaks or in this case a national pandemic. Some regression is normal in all children, with and without disabilities or special needs. If the child has regressed during breaks in instruction and is unable to recoup those lost skills in a reasonable amount of time IEP Teams must consider ESY. • **Nature and Severity of Disability**: Data regarding the nature and severity of the disability that indicates a need to provide services in the identified goal area(s) during breaks in instruction. Example: student with a severe disability may revert to lower-functioning levels. • **Critical Stages of Learning**: Learning must occur without delay and that learning the skills(s) in the identified goal area(s) of concern will enhance the student's ability to function independently. Example: very young child at a state of language acquisition, behavior, or self-help skill level.

Implementation of Specially Designed Instruction of the IEP

As special education providers, this is where we make a tremendous impact. You have assessed, identified areas of need, put a plan in place, and now it is time to **TEACH**!

As with all lessons, it is critical that you **align your specially designed instruction to the needs of your students**. To ensure effective and thorough implementation of specially designed instruction consider:

- Collaborating with your colleagues (teachers, ancillary staff/related service providers, administrators, SE supervisors and C&I specialists) to determine how the needs of students will be appropriately addressed.
- Revisiting resources, such as the ones linked below, to support your planning of specially designed instruction, such as:
    - High Leverage Practice Professional Development session provided during Fall Regionals 2019.
    - SE Topic 2B Module 1- *Scaffolding: Specially Designing a Core Lesson*
    - Resources for Paraprofessionals & Ancillary Staff on the Special Education SharePoint
    - Supporting Learning Right Now Padlet

Remember: As you consider specially designed instruction, ensure the student's supplemental aides and services are provided so that students can **access their learning**.

High Leverage Practices Professional Development	Scaffolding: Specially Designing a Core Lesson	Resources for Paraprofessionals & Ancillary Staff	Supporting Learning Right Now Padlet

	Lesson Components	Possible Challenges for Students with Disabilities	Ways to Address Challenges through Accommodations & Specially Designed Instructional Strategies
Before Reading	**Quick Drill (K-2)**	• Processing time • Difficulties with decoding	• Preferential Seating • Prompting and Cueing • Extended processing time • Repetition of the drill in pull-out or small group setting
	Review the Week's Comprehension Skill	• Lack of understanding the skill due to minimal exposure to new learning • Difficulty with verbal instruction or analyzing auditory review of information	• Individualized What/How/Why anchor chart • Copy of notes from initial skill introduction • Re-teach of the week's skill prior to the whole class review • Visual prompts
	Connect Review to Annotation (if applicable)	• Writing proficiency • Difficulty with verbal instruction or analyzing auditory review of information • Difficulty with annotation coding	• Provide exemplar annotation • Provide task/material scaffold: written task list/list of steps • Develop sentence frames to support student response/engagement
	Build Background Knowledge	• Limited background knowledge • Lack of prior content knowledge	• Identify any additional background knowledge • Utilize visuals, videos, etc.
	Introduce Vocabulary	• Limited vocabulary and lack of prior content knowledge • Processing time may take longer with verbal directions and explanation	• Pre-teach vocabulary using cue cards/visuals • Find supporting vocabulary that connects to the lesson • Break down the word – synonyms, antonyms, & cognates • Act out vocabulary
	Introduce Text and Check for Understanding	• Unfamiliar with the content	• Preview of check for understanding questions • Sentence starters • Individualized What/How/Why anchor chart
During Reading	**Think Aloud and Skill Based Comprehension Questions**	• Expressive/receptive language difficulties • Skill-based comprehension questions • Limited engagement in the lesson • Processing time may take longer with verbal explanation	• Chunk the text/writing expectations based on proficiency level • Frequent comprehension checks- turn and talk with strategic partnering/grouping • Utilize sentence frames • Teach the same skill with instructional level text in pull-out/small group • Task scaffold: ask students to explain steps to a task in their own words • Think and write before sharing out loud
After Reading	**Annotation CR Brainstorm (if applicable)**	• Writing proficiency • Processing time may take longer with verbal directions and explanation • Copying the notes	• Provide graduated guidance through scaffolds to ensure successful gradual release of responsibility as intended in the core lesson • Provide fill in the blank notes • Provide finished product with an exemplar • Teach and use the annotation code in pull-out or small group instruction • Utilize Annotation Graphic Organizer as a material and content scaffold • Model the task
	Constructed Response	• Writing proficiency • Not understanding the writing prompt • Lack of understanding the literary text or story development due to low level reading comprehension skills	• Use sentence/paragraph frames • Exemplar of a finished product • Mnemonic device to complete a constructed response • Model the task • Chunk the writing expectation based on proficiency level
	Check for Understanding	• Lack of understanding the skill due to minimal exposure to new learning • Lack of understanding the question • Writing proficiency	• Sentence frames • Individualized What/How/Why Anchor Chart

What? ▪ When? ▪ How?

SE: Consideration of Priority Standards

WHAT ▪ What content do we focus on? ▪ What students need this content?

- *Reference core priority standards overview documents linked [here](#).*
- When considering student needs through the IEP development process, goals should be written with a focus on skills from priority standards in areas of student need.
- Work with general education teachers to regularly analyze student-level data to determine individualized progress towards prioritized standards and inform instructional focus.

WHEN ▪When do we have time to focus on this content?

- *Priority standards are already the focus of lessons and are prioritized in the pacing guide for each grade level. Continue to collaborate with GE teacher(s) to support any revisions of the scope and sequence.*
    - *Reference core priority standards overview documents for quick access to priority standard scope and sequences linked [here](#).*
- Specially designed instruction should be planned to focus on grade level skills from priority standards with additional focus on skills identified in IEP goals. Ensuring students' IEP goals are derived from priority standards will ensure there is connection between the two components of specially designed instruction, standards and IEP goals.
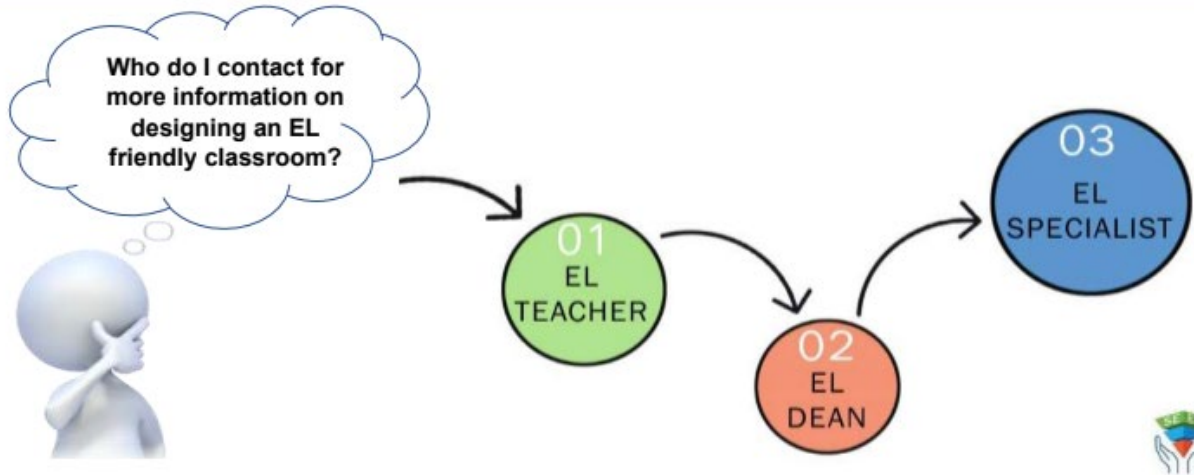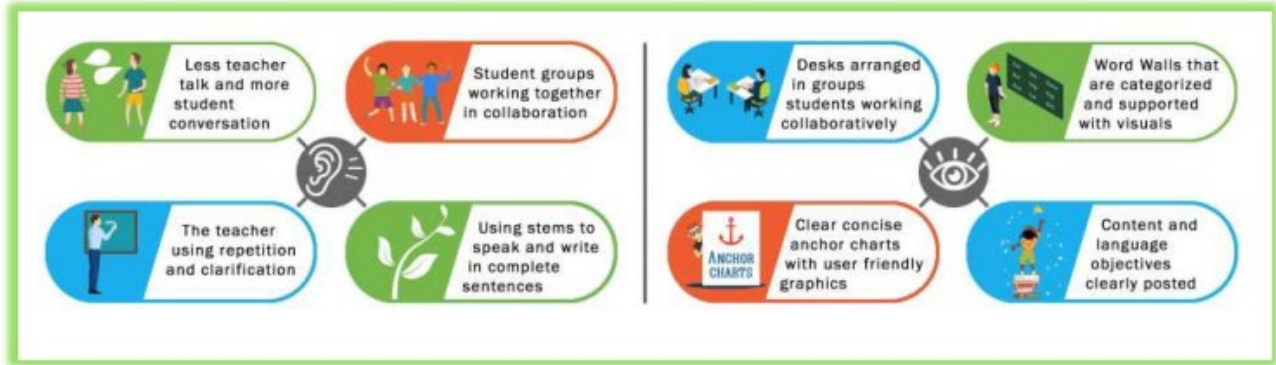
HOW ▪ How do I teach IEP goals that are aligned to priority standards?

- Consider using the following chart of curricular resources that are aligned to CCSS, or your state specific standards.
- Use resources applicable to your building.

ELA Resources	Math Resources
[C&I Drive](#)	[Priority Standards Folder](#)
Direct Instruction Tools: [Quick Drill Scope & Sequence](#) Reading Mastery or Corrective Reading	Bridges Intervention
Lexia	Dreambox
Goalbook Toolkit	

Designing an EL Friendly Classroom

What does an EL Friendly Classroom sound and look like?

- Less teacher talk and more student conversation
- Student groups working together in collaboration
- The teacher using repetition and clarification
- Using stems to speak and write in complete sentences
- Desks arranged in groups students working collaboratively
- Word Walls that are categorized and supported with visuals
- Clear concise anchor charts with user friendly graphics
- Content and language objectives clearly posted

Who do I contact for more information on designing an EL friendly classroom?

01 EL TEACHER

02 EL DEAN

03 EL SPECIALIST

SIOP Components	Key Questions to ask:	Outcome Examples:	Notes:
Lesson Preparation	Does the lesson plan include content & language objectives, supplemental materials, meaningful activities?	• Content and Language Objectives/Goals (ex: "I can") are listed • Example of Materials: Thinking Maps, sentence frames, paragraph frames, (scaffolds) • Examples for the lesson are set up (pages are marked and anchor charts are prepared)	

Building Background	How will I connect with what students already know?	• Connections to past experiences
		   o Text to world connection
		   o Text to self connection
		• Connections to past learning
		   o Text to text connection	

Comprehensible Input	How will I adjust so students will understand?	Some examples might include: • Scaffolds • Visuals – pictures, realia, etc. • Graphs • Sentence Starters • Paragraph Frames • Gestures • Rate of speech	

Strategies	How can I teach students strategies to help themselves?	Use the "What, How, Why" Chart
		• Model using the chart to:
		   o Teach the skill (step through the process)
		   o Review the skill
		Gradual Release to reach the goal of students doing the skill on their own (using the chart)	

Interaction	How can students interact throughout the lesson?	Purposefully planned interaction opportunities • Student groupings to support meaningful interaction • Necessary scaffolds in place • Procedures for interaction established	
Practice & Application	How will students practice the new content and language?	This should be the "We do" and "You do" phase.	

Lesson Delivery	Does the lesson meet the objectives? Are students engaged?	Students should be interacting and actively engaged in the lesson.	
Review & Assessment	Did students learn the objectives? What feedback will I give them?	Reflect on the overall lesson: • How will students show mastery? • Was the skill mastered?	

Supporting ELs in Shared Reading

NATIONAL HERITAGE ACADEMIES

Lesson Plan	Lesson Components	Possible Challenges for ELs	Possible Supports for ELs
Before Reading	**Quick Drill (K-2)**	❖ Sounds and relationships from first language to English ❖ Silent period*	❖ Intentional seating ❖ Repetition ❖ Utilize cadence and kinesthetics ❖ Slower rate of speech or additional think time
	Review the Week's Comprehension Skill	❖ Difficulty with verbal cues and analyzing auditory review	❖ Activate What/How/Why chart visuals ❖ Reference What/How/Why Anchor Chart often ❖ Utilize cadence and kinesthetics
	Connect Review to Annotation (if applicable)	❖ Difficulty with verbal cues and analyzing auditory review ❖ Understanding the annotation coding	❖ Develop sentence frames to build students' response ❖ Provide visuals with steps
	Build Background Knowledge	❖ Limited background knowledge ❖ Lack of prior content knowledge	❖ Utilize visuals, realia, videos ❖ Identify any additional necessary background knowledge
	Introduce Vocabulary	❖ Limited vocabulary and lack of prior content knowledge	❖ Look out for culturally unique vocabulary ❖ Find supporting vocabulary that connects to the lesson ❖ Utilize visuals ❖ Act out the vocabulary ❖ Break down the word – synonyms, antonyms, & cognates
	Introduce Text and Check for Understanding	❖ Not familiar with the topic of the text and/or text genre	❖ Reference What/How/Why Anchor Chart
During Reading	**Think Aloud and Skill Based Comprehension Questions**	❖ Silent period* ❖ Apprehensive to speak ❖ Limited engagement in the lesson ❖ Processing time may take longer with verbal directions and explanation	❖ Chunk the text based on proficiency levels ❖ Ask students to explain steps to a task in their own words ❖ Check for comprehension frequently- Turn and Talk with strategic partnering/grouping ❖ Think and write before sharing out loud ❖ Model and utilize the Skill Chart
After Reading	**Annotation CR Brainstorm (if applicable)**	❖ Copying the notes in English with the annotation coding ❖ Processing time may take longer with verbal directions and explanation	❖ Provide fill in the blank notes ❖ Demonstrate finished product with an exemplar ❖ Teach & use the same annotation codes in ELD instruction ❖ Utilize Annotation Graphic Organizer ❖ Model the task
	Constructed Response	❖ Not understanding the writing prompt ❖ Lack of understanding of the literary text or story development due to a language barrier ❖ Writing in English	❖ Use sentence frames/paragraph frames ❖ Exemplar of the finished product ❖ Model the task ❖ Think-Draw-Write/Label ❖ Chunk the writing expectation based on proficiency levels
	Check for Understanding	❖ Lack of understanding of the skill due to a language barrier	❖ Sentence frames ❖ Reference What/How/Why Anchor Chart ❖ Student self-assessment

*Silent Period: a phase in language acquisition where the learner is actively *processing* the language but is not yet *producing* the language.

Lesson Plan	Lesson Components	Possible Challenges for ELs	Possible Supports for ELs
Before Reading	**Explicit Skill Instruction, Model & Practice (if applicable)**	❖ Not familiar with the topic/text genre if an excerpt of a text is used ❖ Silent period* ❖ Lack of understanding of the skill due to a language barrier ❖ Processing time may take longer with verbal directions and explanation	❖ Ensure What/How/Why chart, Discussion Guides, and Evidence Tracker have visuals ❖ Identify any additional necessary background knowledge ❖ Repetition ❖ Utilize cadence and kinesthetics ❖ Frontload text excerpts if used in skill model/practice
	Introduce Text & Reading Review (if applicable)	❖ Limited background knowledge ❖ Lack of prior content knowledge ❖ Apprehensive to speak	❖ Identify any additional necessary background knowledge ❖ Slower rate of speech or additional think time
	Implicit/Explicit Vocabulary & Literary Terms	❖ Limited vocabulary and lack of prior content knowledge ❖ Processing time may take longer with verbal directions and explanation	❖ Look out for culturally unique vocabulary ❖ Find supporting vocabulary that connects to the lesson ❖ Utilize visuals ❖ Act out the vocabulary ❖ Break down the word – synonyms, antonyms, & cognates
During Reading	**Read and Discuss**	❖ Silent period* ❖ Apprehensive to speak & limited engagement in the lesson ❖ Processing time may take longer with verbal directions and explanation ❖ Lack of understanding of the literary text or story development due to a language barrier ❖ Writing in English ❖ Reading proficiency	❖ Chunk the text/writing expectations based on proficiency levels ❖ Ask students to explain steps to a task in their own words ❖ Check for comprehension frequently- Turn and Talk with strategic partnering/grouping ❖ Think and Write before sharing out loud ❖ Utilize sentence frames ❖ Teach & use the same annotation codes in ELD instruction ❖ Model an exemplar Evidence Tracker
After Reading	**Exit Ticket**	❖ Lack of understanding of the skill due to a language barrier ❖ Not understanding the question ❖ Lack of understanding of the literary text or story development due to a language barrier ❖ Writing in English	❖ Sentence frames/paragraph frames ❖ Reference to the Evidence Tracker/Discussion Guides ❖ Student self-assessment ❖ Exemplar of the finished product ❖ Model the task ❖ Think-Draw-Write/Label ❖ Chunk the writing expectation based on proficiency levels

*Silent Period: a phase in language acquisition where the learner is actively *processing* the language but is not yet *producing* the language.

The purpose of this document is to provide guidance to support the learning loss English Learners may experience in missed comprehension content and provide ways to support language learning loss in the core and ELD.

For English Learners, the most significant learning gap will likely be in oral language proficiency. Therefore, EL teachers should prioritize instruction in the speaking and listening domains to address the oral language gap. We recommend responding to oral language learning loss in the following ways:

Supporting missed comprehension content

Prioritize oral language scaffolding in the core

Prioritize Speaking and Listening in ELD

Supporting Missed Comprehension and Writing Content

Collaborate with core content teachers to determine how you can support the comprehension and writing gaps identified in Module 1. Teachers can access the Learning Loss booklets on the Google Drive for each of these areas after July 10.

K-5 Comprehension	6-8 Comprehension	6-8 Writing
1. Standards and Skills 2. Spring Read Aloud Lessons 3. Fall Flex Days	1. Standards and Skills 2. Flex Days 3. Texts/Lesson Plan Template	1. Constructed Responses 2. Grammar Scope & Sequence

EL teachers can:
- Follow Scope & Sequence to support flex day lessons in core support and ELD
- Provide additional support on these ELA skills in ELD

EL teachers can:
- Help scaffold constructed responses
- Give students additional grammar practice during ELD

Oral Language in Core Content Classrooms

Prioritize oral language scaffolding support in the core. The design of the Balanced Literacy block supports the listening and speaking domains. It is important that teachers prioritize these oral language opportunities through intentional planning.

- **Read Aloud** promotes **listening** comprehension.
- **Shared Reading** provides an opportunity for **speaking** practice through gradual release.
- **Literature Seminar** promotes **listening** comprehension and **speaking** practice through gradual release.

Below are four steps to support oral language scaffolding in Read Aloud, Shared Reading, and Literature Seminar. For additional information, review the resources at the bottom of the table.

Step 1: Lesson Preparation:
→ Determine if additional language support is needed to support speaking and listening skills.
Step 2: Before Reading:
→ Identify additional background and oral language scaffolding.
Step 3: During Reading:
→ Ensure students can clearly define each skill's What/How/Why.
Step 4: After Reading:
→ Encourage students to respond to the prompt orally prior to responding in writing.

EL Friendly Classroom	Supporting ELs in Shared Reading K-5	Supporting ELs in Literature Seminar 6-8

Oral Language in ELD Small Group Instruction

Prioritize speaking and listening instruction in ELD.

Step 1: Align ELA skills to language domains (see below).

Step 2: Utilize Habits of Discussion for speaking and listening.
Teach the language students will need to engage in Habits of Discussion so students can participate in small group and whole group instruction.

Process for aligning ELA skills to language domains

		Habits of Discussion
Step 1: Find the skills students are working on (unit & week)	• Communicate with teacher/dean • Find grade level ELA folder in Google Drive • Use Scope & Sequence to find skill • Use lesson plan to find skill chart and question stems	
Step 2: Connect the skill to each domain	• Determine what the skill could look like in Listening, Speaking, Reading, and Writing	

Setting Unit-Level Goals Collaborative Resource

Steps	Guiding Questions	Collaborative Product
1. Locate relevant **WIDA ELD Standards** by examining the unit's content standards	What content (e.g., disciplinary practices, concepts, topics) are students expected to learn?	
2. Identify the most prominent **Key Language Uses** by analyzing the unit's content standards, summative assessments, essential questions, and main learning events	• How are students being asked to use language in the unit? • What **Key Language Uses** best reflect how students will interact with language?	
3. Use **Language Expectations** to create unit language goals	What **Language Expectations** best reflect the language focus of the unit?	
4. Unpack the **Language Expectations, Functions**, and Features in the context of your unit	What **Language Functions and Features** are essential for meeting content and language goals and the end-of-unit assessment?	
Getting There: Sequencing and Scaffolding Daily Lessons		