

Learning Recovery and Acceleration: Planning for Use of Elementary and Secondary Emergency School Relief Fund II (ESSER II Fund) to Address Learning Loss and Accelerate Learning

How to Use this Planning Resource:

Step 1 - Conduct a landscape analysis to determine what learning loss has occurred and the greatest challenges faced by teachers and principals. This landscape analysis should include an analysis of assessment, demographic, and attendance data, as well as interviews with principals and teacher leaders. Make sure to consult those whose knowledge will be valuable in better understanding trends found in the data and what is needed to close the identified learning gaps and accelerate learning for all students.

Step 2 - Determine which strategies will best support learning recovery and accelerate learning in your district: There are many possible factors contributing to the loss of learning, and thus many potential ways to address academic gaps with the ESSER II funds. Once you understand the nature and extent of the learning loss that has occurred, this step will help you consider which of these strategies could best accelerate learning in your district. This document outlines four research-based strategies that are proven to support student learning along with a set of key questions to guide your decision-making process for how you might implement or continue to implement these proven practices.

Step 3 - Identify key personnel and build buy-in: Now that you have a good sense of specific learning loss areas in your district and ideas for how to address them, the next step is to share these ideas with the principals and teacher leaders at your schools to involve them in refining the plan and build buy-in. School personnel are the people who will bring your plan to life, so it is important that they are involved and on board.

Step 4 – Create your budget: Now that you have determined the strategies that will best help your district accelerate learning for your students, it is time to build out your budget. For each strategy, spend some time thinking through the specific actions you will need to take, the resources needed to carry out those actions, and the estimated cost of those resources.

Step 1: Conduct a landscape analysis: What learning loss has occurred, and what are the greatest challenges faced by teachers and principals in addressing these gaps?

A. Identify missed standards and analyze assessment data:

Review scope and sequence documents to identify standards missed in the 2019-2020 school year and analyze data from this current school year to identify learning gaps across the district and within each school within your district (for each subject area and each grade level).

For additional support in conducting a thorough landscape analysis, utilize NIET’s supplementary *Learning Recovery Data Deep Dive*.

- I. During the 2019-2020 school year, which standards were not taught in each grade level and subject area? Did this differ by school?

Pay close attention to content that is the grade-level focus area and serves as a “gatekeeper” for progress:

- In grades K-3 – reading skills and standards
 - o Phonics
 - o Knowledge-building/comprehension
 - o Writing
- In grades 3-5 – math skills and standards
 - o Number sense
 - o Fractions, decimals, and percent
- In grades 6-8 – math skills and standards
 - o Expressions/equations
 - o Functions
 - o Geometry
- In grades 9-12 – math skills and standards that support ACT/SAT

- II. Of those standards that were missed in the spring of 2020, which of them is showing up this year as a challenge as well?

B. Gather information to contextualize assessment data trends: In order to better understand what factors may be contributing to a loss of learning at each school, it is important to listen to the school and teacher leaders in your district’s schools, as well as analyze some additional data (attendance data, discipline data, etc.) that may provide context for the learning gaps you are seeing. Ask principals and teacher leaders at the schools in your district the following questions:

- I. What have been the greatest challenges contributing to learning loss at your school?
 - i. Do you believe that teachers are effectively prepared and supported to teach the standards where there are learning gaps?
 - ii. Was there simply not enough time, due to disruptions from COVID-19, to teach the standards where there are learning gaps? Or are there preexisting challenges and learning gaps that were exacerbated by COVID-19?
 - iii. Do you believe the curriculum is strong and adequately focuses on the areas where there are learning gaps?
 - iv. Are there other challenges contributing to learning loss (discipline issues? truancy? technology access?)

- II. What strategies have you used so far in the 2020-2021 school year to address learning loss during the 2019-2020 school year that you have found to be successful?

** If you would like to conduct an even more granular analysis of missed standards and learning loss at each of the schools in your district, we recommend working with the school and teacher leaders at your schools on the [Unfinished and Continued Learning document](#), which includes the [Standards Recovery Planning Template](#) and the [Curricular Resources Planning Template](#).

Step 2: Determine which strategies will best address learning loss and accelerate learning in your district: There are many possible factors contributing to the loss of learning, and thus many potential ways to address academic gaps with the ESSER II funds. Once you understand the nature and extent of the learning loss that has occurred, this step will help you consider which of these strategies could best accelerate learning in your district. This document outlines four research-based strategies that are proven to support student learning along with a set of key questions to guide your decision-making process for how you might implement or continue to implement these proven practices.

Strategy 1: Support strong Tier I instructional practices through building the capacity of teachers and leaders with professional learning

What type of instructional practices and professional learning would best support teachers and school leaders in my district?	What do I need to accomplish this?
<p>1. PD on how to recognize unfinished learning: Do teachers in my district know how to define and identify learning gaps using various data sources?</p>	<ul style="list-style-type: none"> A. What resources will I need to develop and conduct this PD? <ul style="list-style-type: none"> a. Determine what data is available to support teachers in identifying learning gaps and ensure that it is easily accessible to teachers b. Determine if your schools have access to strong data that would accurately allow them to determine specific areas of learning loss and student needs. If they do not, consider investing in benchmark assessments. c. Provide sample benchmark assessments for each grade level/subject area (if they do not exist already) d. Provide strategies/guidance to support teachers in developing formative and summative assessments that can provide high-quality data on student mastery of standards B. Who will facilitate this training? <ul style="list-style-type: none"> a. Determine if the schools in your district have teacher leaders who could lead or support this professional development (Will this require additional teacher stipends?) b. What external expertise or support might you need to bring in through a professional development partner? C. What resources will teachers need to help them act on the key takeaways from this training? <ul style="list-style-type: none"> a. Identify ways you can make important data more easily accessible to teachers b. Provide teachers with a protocol that helps them effectively identify learning gaps

<p>2. PD on how to address unfinished learning: Once teachers in my district know how to recognize unfinished learning, do they know how to effectively address those learning gaps through accelerated learning inside (Tier I and differentiated instruction) and outside (RTI, pullout groups, tutoring, etc.) of their classroom?</p>	<ul style="list-style-type: none"> A. What resources will I need to develop and conduct this PD? <ul style="list-style-type: none"> a. Provide teachers with guidance on how to differentiate instruction appropriately if gaps vary widely within a school, grade level, or subject area b. Provide teachers with guidance on how they can alter their scope and sequence to integrate standards into the next grade if gaps are all the same (all incoming 4th graders in A, B, C elementary didn't get to ____ standard) c. Provide teachers with strategies to support them in using and analyzing data to effectively group students and maximize collaborative structures in their classroom d. Provide teachers with strategies to support them in using RTI materials to move kids from a Tier II to a Tier I (Moving more parts of that curriculum into the Tier I classroom?) B. Who will facilitate this training? <ul style="list-style-type: none"> a. Determine if you have teacher leaders who could lead this professional development (Will this require additional teacher stipends?) b. What external expertise or support might you need to bring in through a professional development partner? C. What resources will teachers need to help them act on the key takeaways from this training? <ul style="list-style-type: none"> a. High-quality RTI materials and supports b. Schedule/school day structure that allows for sufficient RTI time
<p>3. PD on engaging families in learning acceleration process and equipping them with tools they can use at home to address learning gaps: Do teachers know how to engage students' families in progress monitoring of students and involving them in accelerating their student's learning?</p>	<ul style="list-style-type: none"> A. What resources will I need to develop and conduct this PD? <ul style="list-style-type: none"> a. An understanding of how teachers and staff at your schools are currently involving families in support of students' accelerated learning b. Strategies for improving methods teachers use to share data clearly and consistently with families and involve family members in monitoring progress of students' accelerated learning B. Who will facilitate this training? <ul style="list-style-type: none"> a. Do I have teacher leaders who could lead this professional development? (Will this require additional teacher stipends?) b. What external expertise or support might you need to bring in through a professional development partner? C. What resources will teachers need to help them act on the key takeaways from this training? <ul style="list-style-type: none"> a. Contact information for students/families

	<ul style="list-style-type: none"> b. Translation services readily available to support communication with family members who do not speak English c. Sufficient formal time built into the master calendar for teacher-family conferences d. Opportunities to engage students’ families in the academic progress and accomplishments of their students (Academic awards ceremonies, student presentations, etc.) e. Resources/tools to help families better support students at home
<p>4. PD on how to provide effective virtual instruction and/or how to effectively use technology in the classroom (e.g., blended learning)</p>	<ul style="list-style-type: none"> A. What resources will I need to develop and conduct this PD? <ul style="list-style-type: none"> a. An inventory of the various types of technology used at each school in your district b. An understanding of teachers’ and school leaders’ level of comfort using virtual platforms to deliver instruction in your district, and the challenges they face c. A process to support school leaders in identifying and leveraging what teachers and leaders at their school have learned about virtual instruction over the past school year and how to build upon that learning B. Who will facilitate this training? <ul style="list-style-type: none"> a. Do I have teacher leaders who could lead this professional development? (Will this require additional teacher stipends?) b. What external expertise or support might you need to bring in through a professional development partner? C. What resources will teachers need to help them act on the key takeaways from this training? <ul style="list-style-type: none"> a. Additional technology? (Were you hoping to be one-to-one in your district but still need additional devices/funds?)
<p>5. PD or training that prepares teachers to effectively implement new curriculum: Have your teachers received adequate training on how to effectively use the Tier I curriculum or RTI curriculum adopted by your district?</p>	<ul style="list-style-type: none"> A. What resources will I need to develop and conduct this PD? <ul style="list-style-type: none"> a. Example lesson plans using the curriculum b. Models/exemplar videos of teachers delivering a lesson using the curriculum c. Tools and guidance documents that provide clear instructions for how to implement the curriculum B. Who will facilitate this training? <ul style="list-style-type: none"> a. Are there teachers or leaders at your school who are already familiar with the curriculum? b. If your chosen curriculum is new to all staff, whom might you contract with to provide training and implementation support on the curriculum? C. What resources will teachers need to help them act on the key takeaways from this training?

<p>6. What other knowledge gaps may teachers have that are preventing them from closing unfinished learning gaps? What are other trainings teachers and school staff may benefit from?</p>	<p>a. High-quality materials to supplement the curriculum</p> <p>A. What resources will I need to develop and conduct this PD? B. Who will facilitate this training? C. What resources will teachers need to help them act on the key takeaways from this training?</p>
<p>Priorities: As you think about the various professional development options above, which of them do you believe would be important to prioritize in your district?</p>	
<p></p>	

Strategy 2: Ensure a robust plan for supporting literacy is in place and understood by all

<p>Questions to consider to determine if your district’s comprehensive vision for literacy needs to be improved:</p>	<p>What do I need to accomplish this?</p>
<p>1. Understand current progress and challenges: What percent of students are reading on grade level in third grade?</p> <p>2. Ensure access to high-quality and needed instructional materials: Do teachers have the resources (curriculum, phonics kits and materials to use in their classrooms) to carry out effective</p>	<p>A. Conduct a landscape analysis to determine how many (and which) students in each grade level are reading below grade level</p> <p style="padding-left: 20px;">a. Do teachers have access to appropriate literacy assessments (e.g., phonics assessments in early grades) to understand student mastery of standards?</p> <p>B. Research using state adoption lists and other resources like EdReports, strong reading curricula that provide foundational skills and high-quality texts</p> <p style="padding-left: 20px;">a. Do K-2 students have a strong foundation skills curriculum that provides phonemic awareness and explicit phonics and instruction?</p> <p style="padding-left: 20px;">b. Do students across all grades have access to instructional materials that provide high-quality texts?</p> <p>C. Develop a plan for ensuring teachers have access to free high-quality training and professional development on literacy instruction</p>

<p>literacy instruction?</p> <p>3. Professional learning: Do teachers and leaders have access to needed professional learning in literacy to build their skill in teaching and supporting literacy?</p> <p>4. Support family literacy: Do students and families have access to tutoring and online supports to help develop foundational skills in literacy?</p>	<p>a. Are teachers in my district accessing training and professional development to support them in their literacy instruction?</p> <p>b. Are there additional trainings or supports needed for literacy coaches in the district?</p> <p>c. Are teachers receiving stipends to attend these trainings?</p> <p>D. Research and create a list of free resources and supports (and directions for accessing these resources) for families and students that they can use at home to develop foundational literacy skills</p>
<p>Priorities: As you think about current literacy practices and resources, what investments will accelerate literacy for all students, particularly students in early grades?</p>	
<p></p>	

Strategy 3: Ensure all schools have high-quality curriculum and instructional materials that will effectively support students’ accelerated learning

Questions to consider to determine if new curriculum is needed:	What do I need to accomplish this?
<p>1. Tier I Curriculum: Does the Tier I curriculum the schools in my district use effectively address the standards where we are seeing learning gaps?</p>	<ul style="list-style-type: none"> A. Identify deficiencies in the Tier I curriculum <ul style="list-style-type: none"> a. According to teachers, which content areas and standards are not adequately addressed in their school’s existing Tier I curriculum? B. Develop a list of Tier I curriculum options that would better support students with accelerated learning in areas where there are learning gaps and identify the best fit for your district <ul style="list-style-type: none"> a. Have principals or teacher leaders in your district advocated for a specific Tier I curriculum? b. Have similar neighboring districts had success with a specific Tier I curriculum? c. How can you utilize state adoption lists or resources like EdReports to vet high-quality curriculum options? C. Determine cost of selected curriculum and secure funds to purchase Tier I curriculum D. Provide professional development or training that prepares teachers to effectively implement new curriculum (see strategy 1)
<p>2. Response to Intervention Curriculum: Would students at my school benefit from investment in a new RTI curriculum or software such as i-Ready? (This could potentially be a wise investment if students were struggling with a <i>wide variety</i> of instructional gaps.)</p>	<ul style="list-style-type: none"> A. Determine the instructional gaps that need to be addressed through intervention rather than through whole-class instruction <ul style="list-style-type: none"> a. According to data, which students are struggling the most in each content area and grade level? b. According to teachers, in what ways does your district’s current RTI curriculum fail to address the learning gaps of Tier II and Tier III students? B. Develop a list of RTI curriculum options that would better support students with accelerated learning in areas where there are learning gaps and identify the best fit for your district <ul style="list-style-type: none"> a. Have principals or teacher leaders in your district advocated for a specific RTI curriculum? b. Have similar neighboring districts had success with a specific RTI curriculum? C. Determine cost of selected curriculum and secure funds to purchase RTI curriculum D. Provide professional development or training that prepares teachers to effectively implement new curriculum (see strategy 1)

Priorities: As you think about your current Tier I and RTI curriculum resources, are you aware of any deficiencies that would lead you to invest in a new curriculum for your district? Which curriculums are you considering?

Strategy 4: Provide ongoing intervention and individualized support for students in need

Questions to consider to determine if ongoing tutoring/intervention support is needed:	What do I need to accomplish this?
<p>1. Assess individual learning gaps and need for additional supports: After identifying missed standards from the previous school year and analyzing assessment data, do you see a wide variety of learning gaps within a school, grade level, or subject area? Are there many students in your district who were middle-of-the-road academically before the COVID-19 pandemic, but who are now struggling to stay on grade level due to the disruption?</p>	<ul style="list-style-type: none"> A. Determine which students need ongoing tutoring/intervention support <ul style="list-style-type: none"> a. How many and which students fall into Tier II and Tier III categories? B. Determine what resources you need to execute ongoing intervention support or tutoring <ul style="list-style-type: none"> a. What opportunities are available within the school day for intervention? b. Is the current RTI structure successful? What changes might need to be made? c. Are there marketing and communication resources to share with families/students about available tutoring / intervention opportunities? d. Are there stipends for teacher facilitators or funds for contracted tutoring program? C. Determine who will facilitate ongoing tutoring/intervention support if offered outside of the regular school day? <ul style="list-style-type: none"> a. Which teachers teach content areas where summer programming is most needed? b. Which teachers are interested in the opportunity to provide additional tutoring or intervention supports after school or on weekends, and have the expertise to deliver it?
<p>Priorities: As you think about your students and their current learning gaps, would students in your district benefit from any additional tutoring, intervention, or acceleration support?</p>	

Step 3 - Identify key personnel and build buy-in: Now that you have a good sense of specific learning loss areas in your district and ideas for how to address them, how do you know which of these methods is most appropriate to address the needs of your district? The next step is to share these ideas with the principals and teacher leaders at your schools to involve them in refining the plan and build buy-in. School personnel are the people who will bring your plan to life, so it is important that they are involved and on board.

- A. Gather School Leadership Teams:** Identify and bring together key personnel responsible for addressing learning loss and determine their specific roles in accelerating learning. This would include the teachers and leaders who are a part of the Instructional Leadership Teams at the schools in your district.
- B. Share your ideas for addressing learning loss and accelerating learning through teacher-leader and principal focus groups. Some questions you can ask include:**
 - a. Do these seem like the right strategies for addressing the factors contributing to learning loss?
 - b. Do these strategies seem feasible?
 - c. What types of resources and supports would we need to provide our teachers in order to carry out these strategies?

Step 4 – Create your budget: Now that you have determined the strategies that will best help your district accelerate learning for your students, it is time to build out your budget. For each strategy, spend some time thinking through the specific actions you will need to take, the resources needed to carry out those actions, and the estimated cost of those resources.

Strategy:	Action	Item for purchase	Estimated Cost
1. Professional Development			
2. Literacy			

3. High-quality Curriculum			
4. Intervention and Individualized Support			