



# SUSTAINING LEARNING LOSS RECOVERY

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# INTRODUCTION

Over the next two years, the federal government will grant states and districts millions of dollars for the expressed purpose of recovering any learning loss that may have occurred during COVID-19 school closures, particularly through the Elementary and Secondary Emergency School Relief Fund II (ESSER II Fund). Experience from prior school closures suggests districts need to develop a long-term strategy to address lost learning beyond the current school year. For instance, research on learning loss after Hurricane Katrina found it took two years for students to recover academic achievement.<sup>1</sup> Hanover Research (Hanover) has prepared the following report to provide instructional leaders with research-based tools and resources to build their capacity to support learning loss recovery over the long term. The report includes the following sections:

- **Section I: Best Practices for long-term recovery programs** provides an overview of planning guidance and strategies for sustaining learning loss recovery.
- **Section II: Case Studies** reviews profiles of long-term learning recovery plans in six school districts across the county.

## KEY FINDINGS



**Literature suggests long-term learning recovery planning should include key personnel participation and resource allocation for professional development programs.** The National Institute for Excellence in Teaching (NIET) recommends using ESSER II Fund resources to build the capacity of teachers and instructional leaders with professional learning. Additionally, collaboration between principals and teacher leaders should address learning loss and accelerate learning through focus groups.



**Effective long-term learning recovery instructional strategies include high intensity tutoring and student-centered education.** Research supports high dosage tutoring as one of the most effective strategies to address learning loss, particularly improving students' math and reading performance. Cost-effective practices include using paraprofessionals, such as recent college graduates, to provide tutoring. Research also suggests districts should tailor interventions to students' needs, delivering more intense interventions to students with the highest demands.



**Districts should invest in professional learning programs that build teachers' capacity to deliver personalized, differentiated learning.** Effective professional development programs should:

- Allow teachers to engage in the design of their learning opportunities. District leaders should survey staff to understand their needs and create customizable professional development opportunities;
- Help teachers assess and address students' social-emotional learning needs. Teachers must receive training in the use of trauma-based instruction;
- Develop teacher leadership skills (e.g., mentoring, instructional coaching);
- Include techniques in virtual instruction and support for teaching new curriculum; and
- Be continuous throughout the school year.



**Districts should build principals' instructional leadership skills to plan, implement, and monitor recovery strategies.** School principals should receive training and individualized coaching to help them build shared leadership and develop a culture of equity and continuous improvement. Districts should also build a pipeline to support new and aspiring principals.

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<sup>1</sup> Harris, D.N. and M.F. Larsen. "The Effects of the New Orleans Post-Katrina Market-Based School Reports on Medium-Term Student Outcomes." Education Research Alliance for New Orleans, 2018.  
<https://educationresearchalliancenola.org/files/publications/Harris-Larsen-Reform-Effects-2021-05-17.pdf>



School districts' long-term learning recovery plans include interventions to address students' academic and social-emotional needs and professional development programs to help teachers implement these interventions. For instance,

- **Austintown Local School District (OH)** plans to hire counselors to help administrators identify and support students' social and emotional needs and implement after-school and summer programs to close academic gaps in reading and math.
- **Chesterfield County Public Schools (VA)** aims to offer both onsite and remote learning options, preparing teachers to deliver face-to-face and distance learning instruction.
- **Community Consolidated School District 21 (IL)** has developed a comprehensive professional development programming for administrators and teachers to help them identify students' academic and social-emotional needs and implement interventions accordingly.
- **New Philadelphia City Schools (OH)** plans to rely on health professionals, such as social workers and psychologists, to identify students' social and emotional needs and share this data with teachers to develop related professional development programs.
- **Northwest Local School District (OH)** plans to hire tutors and instructional technology coaches to support teachers, in addition to professional development offerings.
- **Orchard Park Academy (OH)** plans to train teachers and administrators in social-emotional learning systems and offer professional development programs if new a curriculum is implemented.

# SECTION I: BEST PRACTICES FOR LONG-TERM LEARNING RECOVERY PROGRAMS

In this section, Hanover reviews secondary information on long-term learning loss recovery. This section begins with a general overview of best practices for ESSER II Fund use planning and continues with an outline of long-term learning loss recovery strategies, including instructional-related and staff capacity-building strategies.

## LEARNING RECOVERY PLANNING

The National Institute for Excellence in Teaching (NIET) recommends following a four-step planning process to use ESSER II funds, including key personnel participation and investment in professional development. Figure 1.1 summarizes NIET's suggested planning process that districts can follow to invest ESSER II funds. The four-step process starts with data collection to assess students' learning loss and includes professional development planning, personnel buy-in, and budgeting. NIET's professional development programs focus on helping teachers and school leaders recognize and address learning loss, family engagement, virtual instruction, and new curriculum implementation.<sup>2</sup>

Figure 1.1: NIET's ESSER II Fund Planning Resource

DESCRIPTION	STRATEGIES
<b>Step 1 - Conduct a landscape analysis</b>	
Determine what learning loss has occurred and the greatest challenges faced by teachers and principals.	<ul style="list-style-type: none"> <li>Identify missed standards and analyze assessment data to detect learning gaps.</li> <li>Gather information to contextualize assessment data trends through interviews with principals and teacher leaders and additional data (attendance, discipline, etc.).</li> </ul>
<b>Step 2 - Determine which strategies will best support learning recovery and accelerate learning in the district</b>	
Once the district leaders understand the nature and extent of the learning loss that has occurred, district leaders should consider which strategies could best accelerate learning in the district.	<ul style="list-style-type: none"> <li>Support strong Tier I instructional practices through building the capacity of teachers and leaders with professional learning (PD), including: <ul style="list-style-type: none"> <li>PD on how to recognize unfinished learning;</li> <li>PD on how to address unfinished learning;</li> <li>PD on engaging families in learning acceleration process and equipping them with tools they can use at home to address learning gaps;</li> <li>PD on how to provide effective virtual instruction and/or how to effectively use technology in the classroom; and</li> <li>PD or training that prepares teachers to implement new curriculum effectively.</li> </ul> </li> <li>Ensure a robust plan for supporting literacy is in place and understood by all.</li> <li>Ensure all schools have a high-quality curriculum and instructional materials that will effectively support students' accelerated learning.</li> <li>Provide ongoing intervention and individualized support for students in need.</li> </ul>
<b>Step 3 - Identify key personnel and build buy-in</b>	
Share ideas with the principals and teacher leaders at schools to	<ul style="list-style-type: none"> <li>Gather school leadership teams.</li> </ul>

<sup>2</sup> "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." National Institute for Excellence in Teaching. <https://www.niet.org/assets/Resources/5475a2c059/learning-recovery-and-acceleration-planning-guide.pdf>

DESCRIPTION	STRATEGIES
involve them in refining the plan and build buy-in.	<ul style="list-style-type: none"> <li>Share ideas for addressing learning loss and accelerating learning through teacher-leader and principal focus groups.</li> </ul>
Step 4 – Create a budget	
For each strategy, district leaders should spend some time thinking through the specific actions required to take, the resources needed to carry out those actions, and the estimated cost of those resources.	Resource allocation in the following areas: <ul style="list-style-type: none"> <li>Professional development;</li> <li>Literacy;</li> <li>High-quality curriculum;</li> <li>Intervention and Individualized support.</li> </ul>

Source: National Institute for Excellence in Teaching<sup>3</sup>

Districts should follow strategies that maximize staff capacity when considering budget allocation. As ESSER II funds expire in 2023, districts need to be ready to respond to future fluctuations in financial resources. Therefore, districts should follow strategies to “reduce the likelihood of future layoffs, such as leveraging one-time bonuses or payments for additional work from educators and ensuring all staff capacity is maximized.”<sup>4</sup> For example, investing in instructional strategies that can identify and respond to learning loss can impact students in both short and long terms. District commitment to these strategies may cost up-front investment in professional learning, logistical support, and materials. However, as knowledge and experience are gained from that initial outlay, costs for maintaining these strategies in the long-term are reduced.

## INSTRUCTIONAL STRATEGIES FOR LEARNING RECOVERY

### HIGH-DOSAGE TUTORING

Available research stresses high-dosage tutoring as one of the most effective strategies to address learning loss. The EdResearch For Recovery Project observes high dosage tutoring directly tied to classroom content can substantially accelerate learning in math and reading, considerably helping to close achievement gaps.<sup>5</sup> McKinsey notes one-on-one support for students through intense tutoring can improve students’ reading abilities in the early years and their math performance in later grades. For instance, intense tutoring helps students learn one to two additional school years of mathematics in a single year.<sup>6</sup>

Existing pilot programs, such as Boston’s Match Education “Match Corps” program, employ recent college graduates to conduct daily one-on-one tutoring, with an estimated \$2,500 per student cost.<sup>7</sup> Thus, revealing that using paraprofessionals to provide tutoring can keep costs relatively low.<sup>8</sup> Figure 1.2 shows some factors districts should consider for effective high-dosage implementation.

<sup>3</sup> Table content quoted nearly verbatim from: Ibid.

<sup>4</sup> “Using ESSER II Funds To Accelerate Student Learning.” State Collaborative on Reforming Education. p. 3. <https://tnscore.org/wp-content/uploads/2021/02/ESSER-II-Funding-Memo.pdf>






<sup>5</sup> “School Practices to Address Student Learning Loss.” EdResearch for Recovery. [https://annenberg.brown.edu/sites/default/files/EdResearch\\_for\\_Recovery\\_Brief\\_1.pdf](https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_1.pdf)

<sup>6</sup> Dorn, E. et al. “Mind the Gap: COVID-19 Is Widening Racial Disparities in Learning, so Students Need Help and a Chance to Catch up | McKinsey.” McKinsey & Company. <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help>

<sup>7</sup> “School Practices to Address Student Learning Loss,” Op. cit., p. 3.

<sup>8</sup> Dorn et al., Op. cit.

**Figure 1.2: High-Dosage Tutoring Implementation Considerations**

CONSIDERATION	DESCRIPTION
 <b>Time</b>	<ul style="list-style-type: none"> <li>Three or more sessions per week of 30-60 minutes each.</li> <li>Once-a-week tutoring is generally not effective.</li> <li>Sessions embedded into a school day are more effective.</li> </ul>
 <b>Group Size</b>	<ul style="list-style-type: none"> <li>Ideally, two students per tutor, but up to three or four students can still be effective.</li> <li>The more students per tutor, the higher degree of skill and training required of the tutor.</li> </ul>
 <b>Tutors</b>	<ul style="list-style-type: none"> <li>If using nonteacher tutors, such as college students or volunteers, ensure they are intensively trained and supported throughout their program.</li> <li>Students should have consistent tutors that facilitate positive tutor-student relationships.</li> </ul>
 <b>Student Targeting</b>	<ul style="list-style-type: none"> <li>Avoid negative stigma where tutoring is seen as a punishment for students by striving for a program targeting all students in a lower-performing grade level or school.</li> </ul>
 <b>Student Learning</b>	<ul style="list-style-type: none"> <li>Use high-quality instructional materials and collect information on student learning throughout the experience.</li> </ul>

Source: State Collaborative on Reforming Education<sup>9</sup>

## STUDENT-CENTERED EDUCATION

**Districts should provide personalized instruction to close achievement gaps identified by data.** District leaders should pursue policies and practices that use data to identify and differentiate instruction to meet students where they are. Such policies and practices demonstrate a commitment to equity and serve to close opportunity gaps.<sup>10</sup> For example, districts should implement more intensive interventions for students who have data suggesting they may be at risk for dropping out of school. These strategies might include additional personalized contact with the student or family, deeper examination of the student's skills assets or deficits, or more targeted social-emotional supports.<sup>11</sup>

No matter where students are in their learning, all learning recovery strategies must prioritize addressing students' social-emotional learning needs to help them rebuild their academic engagement. Literature suggests students' ability to recover learning losses increases in supportive and stable environments, especially those with strong teacher-student relationships. Therefore, districts should include social-emotional learning interventions to help students rebuild their academic engagement.<sup>12</sup> Schools should utilize their Multi-Tiered Systems of Support (MTSS) to identify students with emotional and social needs.<sup>13</sup>

<sup>9</sup> Table content quoted verbatim from: "Using ESSER II Funds To Accelerate Student Learning," Op. cit., p. 2.

<sup>10</sup> Ibid., p. 4.

<sup>11</sup> García, E. and E. Weiss. "COVID-19 and Student Performance, Equity, and U.S. Education Policy: Lessons from Pre-Pandemic Research to Inform Relief, Recovery, and Rebuilding." Economic Policy Institute. <https://www.epi.org/publication/the-consequences-of-the-covid-19-pandemic-for-education-performance-and-equity-in-the-united-states-what-can-we-learn-from-pre-pandemic-research-to-inform-relief-recovery-and-rebuilding/>

<sup>12</sup> "School Practices to Address Student Learning Loss," Op. cit., p. 2.

<sup>13</sup> "Social-Emotional Supports – A Critical Part of Academic Recovery." Education Development Center, March 2021. <https://www.edc.org/blog/social-emotional-supports-critical-part-academic-recovery>

## STAFF CAPACITY BUILDING FOR LEARNING RECOVERY

Research suggests districts should prioritize staff capacity-building programs to enhance student performance and close achievement gaps. Districts should leverage ESSER II funds to stabilize and diversify the educator workforce and rebuild the educator pipeline.<sup>14</sup> For instance, research revealed “teacher cuts during the 2008 recession disproportionately impacted districts and schools serving students of color and students from low-income families.”<sup>15</sup> Therefore, capacity-building budget allocations should focus on enriching the skills and expertise of internal personnel. For example, professional learning programs that may be cost-prohibitive in normal budget years can be allocated to develop large cadres of instructional leaders from existing teacher positions who become highly skilled at differentiation of instruction and formative learning strategies. These investments in learning will continue to have positive impacts on learning recovery long after grant funding expires.

Districts should also provide professional learning opportunities to equip teachers to deliver personalized learning. Providing personalized interventions for students requires targeted investment in professional development. Teachers must receive training in interpreting diagnostic assessments to enhance remote and trauma-based instruction.<sup>16</sup> The Ohio Educational Service Center Association (OESC) developed considerations for planning professional learning programs listed in Figure 1.3. These guidelines are part of OESC’s planning support document to help Ohio’s school districts develop learning recovery and extended learning plans.

**Figure 1.3: Professional Learning Needs Planning Considerations**

GUIDING QUESTION	ITEMS TO CONSIDER
<p>What <b>professional development</b> activities will be needed/offered to the school district’s teachers and partners to support learning recovery?</p>	<p>Create and communicate a professional learning plan that includes professional development to help teachers determine academic needs, social emotional needs, and coach partners. The plan should address the following questions:</p> <ul style="list-style-type: none"> <li>▪ How will teachers, stakeholders, and others be brought into the planning and professional learning process?</li> <li>▪ If schools are looking to partners to support learning recovery, how will efforts be coordinated? How will tutors or others be trained?</li> <li>▪ What school staff/ESC/SST staff can support training community partners?</li> <li>▪ How does the plan align to state learning recovery mandates?</li> <li>▪ What social and emotional PD will help teachers address the wellness needs of students and staff recovering from added pandemic stressors? (Consider alignment to Student Wellness and Success Plans).</li> </ul>

Source: Ohio Educational Service Center Association<sup>17</sup>

District leaders should include teachers in the professional learning program design and development process. Literature suggests successful professional learning programs developed to help teachers during the COVID-19 crisis give teachers the choice of learning based on what they think they may need to support their

<sup>14</sup> Griffith, M. “An Unparalleled Investment in U.S. Public Education: Analysis of the American Rescue Plan Act of 2021.” Learning Policy Institute. <https://learningpolicyinstitute.org/blog/covid-analysis-american-rescue-plan-act-2021>

<sup>15</sup> Griffith, M. “The Impact of the COVID-19 Recession on Teaching Positions.” Learning Policy Institute. <https://learningpolicyinstitute.org/blog/impact-covid-19-recession-teaching-positions>

<sup>16</sup> García and Weiss, Op. cit.

<sup>17</sup> Table content adapted from: “Learning Recovery and Extended Learning Plan.” Orchard Park Academy. <https://static1.squarespace.com/static/5ee9060547fb297218862865/t/606c4803a905fb1b98682cc4/1617709061364/OPA+Learning+Recovery+%26+Extended+Learning+Plan.pdf>



students, including their social-emotional learning needs.<sup>18</sup> Figure 1.4 illustrates the four components of effective professional learning programs that incorporate teachers' and students' needs.



**Figure 1.4: Effective Professional Learning Components**

STUDENT-FOCUSED	TEACHER-DRIVEN	TEACHERS AS TRAINERS	CONTINUITY THROUGH THE YEAR
<ul style="list-style-type: none"> <li>• Train teachers to become trauma-informed and resilient educators to respond effectively to students culturally, academically, socially, and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Empower teachers to own their continuous path.</li> <li>• Survey staff or collaborate on learning ideas and opportunities.</li> <li>• Create a customizable menu of PD opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and develop expert teachers as mentors and coaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule regular professional learning intervals during school hours, if possible.</li> <li>• Assure time and places to reflect, receive input, and make changes to practices.</li> </ul>

Source: EducationWeek<sup>19</sup>

School districts should leverage ESSER II funds to support teachers and school leaders to plan, implement, and monitor learning recovery and accelerated learning growth plans. Figure 1.5 summarizes the NIET's suggested strategies to support stronger teaching and leadership. These strategies include training for teachers and school leaders to identify, plan for, and address student learning needs; training for teacher leaders to provide targeted classroom coaching and support; training and mentorship for new teachers; and coaching to increase principal instructional leadership.<sup>20</sup>



**Figure 1.5: Strategies for Teaching Support for Academic Recovery**

STRATEGY	DESCRIPTION
 <p><b>Strengthen teaching by training school leaders and teachers in academic recovery support</b></p>	<p>Training should help teachers and principals to:</p> <ul style="list-style-type: none"> <li>▪ Identify learning recovery needs on specific standards.</li> <li>▪ Support planning for academic recovery.</li> <li>▪ Improve instructional skills in key areas.</li> <li>▪ Learn “how to” accelerate, individualize, and monitor learning.</li> <li>▪ Provide virtual instruction.</li> </ul>
 <p><b>Develop the skills of teacher leaders to support academic recovery</b></p>	<ul style="list-style-type: none"> <li>▪ Develop teacher leadership roles and responsibilities that allow teacher leaders to play a key role in supporting classroom teachers to diagnose and plan for addressing student needs.</li> <li>▪ Effective teacher leaders take on extra responsibilities, including helping colleagues analyze data and fine-tune instructional strategies as well as coaching and co-teaching.</li> </ul>

<sup>18</sup> Heubeck, E. “Professional Development This Summer: What Teachers and Principals Say They Need.” *Education Week*, April 27, 2021. <https://www.edweek.org/leadership/professional-development-this-summer-what-teachers-and-principals-say-they-need/2021/04>

<sup>19</sup> Figure content quoted verbatim from: Ibid.

<sup>20</sup> “District Use of Federal Stimulus Funds: Strategies for Academic Recovery and Support for Teaching & Learning.” National Institute for Excellence in Teaching. <https://www.niet.org/assets/Resources/district-use-federal-relief-funds-academic-recovery.pdf>

STRATEGY	DESCRIPTION
 <p><b>Strengthen mentoring for new teachers</b></p>	<ul style="list-style-type: none"> <li>Support new teachers for virtual, hybrid teaching and to transition to fully in-person learning.</li> <li>Through partnerships with expert organizations, districts can strengthen their selection, training, and support for mentor teachers working with new teachers.</li> </ul>
 <p><b>Build principals' instructional leadership skills</b></p>	<ul style="list-style-type: none"> <li>Training and individualized coaching to support principals as they plan, implement and monitor recovery strategies.</li> <li>Training should support principals to grow their capacity in three critical areas: creating and communicating a culture of equity, building shared leadership, and developing a culture of continuous improvement.</li> </ul>

Source: National Institute for Excellence in Teaching

Due to principals' critical role in school stability and teacher retention, the U.S. Department of Education notes that principals need extensive support to make decisions and logistical operations for learning recovery. Principal supervisors can enable principals to stay focused on their roles as instructional leaders, and principal candidates can help support principal workloads.<sup>21</sup> Los Angeles County Office of Education further notes district and school leaders require support in negotiating bulk prices on curricula, equipment, and services; planning additional staff support for tutoring, mental health, and mitigation specialists; and getting assistance for vaccination rollout planning.<sup>22</sup>

Learning recovery planning should include practices to support current, new, and aspiring principals. The Wallace Foundation recommends implementing professional learning and other supports for current principals to increase their effectiveness in the short term while building a comprehensive pipeline for new and aspiring principals to improve student achievement in the long term.<sup>23</sup> Figure 1.6 summarizes these strategies.

**Figure 1.6: Strategies to Support Principal Leadership**

STRATEGY	DESCRIPTION	OPERATION CONSIDERATIONS
<b>Strategies for Current Principals</b>		
<b>Mentoring for principals</b>	Provide support to current principals from experienced principals or former principals.	<ul style="list-style-type: none"> <li>Setting a high bar for selecting mentors.</li> <li>Guiding and training for mentors in matching their support with the specific needs of a principal in relation to the district's principal standards.</li> <li>Developing systems for monitoring mentors' work.</li> <li>Extending the work of mentors to serve more principals over time.</li> </ul>
<b>Shifting the principal supervisor role</b>	Principal supervisors can focus more on supporting principal	<ul style="list-style-type: none"> <li>Revising job descriptions and criteria for hiring and retaining principal supervisors to focus on supporting principal growth and instructional leadership.</li> </ul>

<sup>21</sup> "ED COVID-19 Handbook. Roadmap to Reopening Safely and Meeting All Students' Needs." U.S. Department of Education, 2021. p. 40. <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>

<sup>22</sup> Perez, M.E. et al. "Rising from COVID-19: Recovery, Resilience and Acceleration." Los Angeles County Office of Education. p. 10. <https://www.lacoe.edu/Portals/0/Rising%20from%20COVID-19.pdf?ver=2021-03-03-184601-220>

<sup>23</sup> "Evidence-Based Considerations for COVID-19 Reopening and Recovery Planning: The Role of Principal Leadership in School Recovery and Reopening." The Wallace Foundation, 2021. <https://www.wallacefoundation.org/knowledge-center/Documents/Wallace-Foundation-Brief-Importance-Principal-Lead-COVID-19-Reopening-Recovery-w-Annotated-Bib-March-2021.pdf>

STRATEGY	DESCRIPTION	OPERATION CONSIDERATIONS
to coaching from compliance	growth and instructional leadership than on troubleshooting administrative issues or enforcing compliance with rules.	<ul style="list-style-type: none"> <li>Developing systems of selection, induction, and professional learning for principal supervisors.</li> <li>Providing opportunities for principal supervisors to learn together about how to evaluate principals and align their support with the learning needs revealed through evaluation.</li> </ul>
In-service professional development programs	Providing effective interactive professional development.	<ul style="list-style-type: none"> <li>Using a cohort model, where the same group continues to learn together and support each other.</li> <li>Building professional learning communities in which principals meet regularly to discuss problems of practice and receive support from district staff.</li> <li>Encouraging principals within a cohort or professional learning community to visit each other's schools.</li> </ul>
<b>Strategies for New and Aspiring Principals</b>		
Building a comprehensive, aligned principal pipeline	Schools and districts need high-quality, effective principals to create and sustain a path toward equitable recovery.	<ul style="list-style-type: none"> <li>Rigorous job standards that specify what a principal needs to know and do and that determine how principals are trained, placed, and managed.</li> <li>High-quality pre-service training developed in partnership between LEAs and IHEs, as well as states.</li> <li>Selective procedures for hiring principals and matching them to schools.</li> <li>On-the-job evaluation and support through coaching and mentoring.</li> <li>Principal supervision that shifts from an emphasis on compliance to an emphasis on professional development.</li> <li>Leader tracking systems – integrated data systems that collect career path information about teachers and others who aspire to be principals to aid in making hiring decisions and in providing feedback to preparation programs to improve them.</li> <li>Integration of the pipeline within other district systems to ensure sustainability.</li> </ul>

Source: The Wallace Foundation<sup>24</sup>

<sup>24</sup> Figure content quoted nearly verbatim from: Ibid.

## SECTION II: CASE STUDIES

In this section, Hanover reviews learning recovery long-term plans at six districts across the nation, outlining their timeframes and main plan components. Hanover selected the six districts based on a high-level search of the publicly available information regarding long-term learning loss recovery planning and references in the available literature. Four of the six districts are located in Ohio, as most districts in this state have developed extended learning plans in response to the Ohio governor's directive in February 2021.<sup>25</sup> School districts appear in alphabetical order.

### AUSTINTOWN LOCAL SCHOOL DISTRICT (OH)

**Austintown Local School District's (ALSD) learning recovery plan relies on after-school and summer programs and new hires to support students' social-emotional needs.** ALSD has a comprehensive data collection plan to assess students' needs before and after interventions. Instructional-related strategies comprise mostly after-school programs to close academic gaps in reading and math and summer programs. ALSD also plans to hire counselors to help administrators identify and support students' social and emotional needs. Figure 2.1 summarizes ALSD learning recovery plan for the next two years.

Figure 2.1: ALSD Learning Recovery and Extended Learning Plan (Summary)

TIMEFRAME	IDENTIFYING ACADEMIC NEEDS	APPROACHES TO ADDRESS ACADEMIC GAP FILLING	APPROACHES TO IDENTIFY SOCIAL & EMOTIONAL NEEDS	APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEEDS
Spring 2021	<ul style="list-style-type: none"> <li>Identify learning gaps through 2020-21 fall and winter data.</li> <li>Identified students will be invited to participate in spring intervention programs.</li> </ul>	<ul style="list-style-type: none"> <li>After-school reading program in grades K-2</li> <li>After-school reading and math program in grades 3-5,</li> <li>After-school reading, math, science, and social studies program</li> </ul>	<ul style="list-style-type: none"> <li>Identify the emotional impact on students through referrals, truancy reports, and surveys. Programs will be specific and tailored to the students identified.</li> <li>Partner with local EDCs to offer social and emotional support to students.</li> </ul>	<ul style="list-style-type: none"> <li>Hire attendance counselors to assist building administrators and guidance counselors in identifying students who were most impacted by the pandemic in terms of their social and emotional needs.</li> </ul>
Summer 2021	<ul style="list-style-type: none"> <li>Identify learning gaps through 2020-21 fall, winter, and spring data.</li> <li>Identified students will be invited to participate in one of the 2021 summer programs.</li> </ul>	<ul style="list-style-type: none"> <li>Summer programs</li> </ul>		<ul style="list-style-type: none"> <li>Hire medical assistant(s), school counselor(s) and physical education, health, and fitness staff to work with students as part of the summer programs.</li> </ul>

<sup>25</sup> "Planning for Extended Learning." Ohio Department of Education. <http://education.ohio.gov/Topics/Reset-and-Restart/Planning-for-Extended-Learning#FAQ4172>

TIMEFRAME	IDENTIFYING ACADEMIC NEEDS	APPROACHES TO ADDRESS ACADEMIC GAP FILLING	APPROACHES TO IDENTIFY SOCIAL & EMOTIONAL NEEDS	APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEEDS
School Year 2021-2022	<ul style="list-style-type: none"> <li>Identify learning gaps through 2020-21 data, spring and summer school intervention data, and fall 2021 data.</li> <li>Identified students will be invited to participate in 2021-2022 co- and extracurricular gap closing and intervention programs.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive Tier I reading curriculum in grades K-5 and a gap closing curriculum in grades K-12</li> </ul>		<ul style="list-style-type: none"> <li>Implement the Botvin LifeSkills curriculum in grade 9.</li> </ul>
School Year 2022-2023	<ul style="list-style-type: none"> <li>Identify learning gaps through 2020-21 and 2021-22 data, including intervention data.</li> <li>Identified students will be invited to participate in 2022-23 co- and extracurricular intervention and enrichment programs</li> </ul>	<ul style="list-style-type: none"> <li>Afterschool programs in reading and math</li> </ul>		<ul style="list-style-type: none"> <li>Implement the PAX curriculum in grades K-2.</li> </ul>

Source: Austintown Local School District<sup>26</sup>

## CHESTERFIELD COUNTY PUBLIC SCHOOLS (VA)

Chesterfield County Public Schools (CCPS) two-year learning recovery plan focuses on offering education delivery options to students and prepare teachers to provide instruction through diverse delivery formats. Figure 2.2 details CCP's plan, which includes multiple phases and timelines, beginning with summer 2020. CCPS' strategies include providing multiple opportunities for learning support, offering both onsite and remote learning options, and preparing teachers to deliver face-to-face and distance learning instruction.

<sup>26</sup> Table content quoted nearly verbatim from: "Learning Recovery and Extended Learning Plan." Austintown Local School District. [http://www.austintownschoools.org/userfiles/510/my%20files/austintown%20learning%20recovery%20&%20extended%20learning%20plan%20\(2\).pdf?id=7387](http://www.austintownschoools.org/userfiles/510/my%20files/austintown%20learning%20recovery%20&%20extended%20learning%20plan%20(2).pdf?id=7387)

**Figure 2.2: CCPS Recovery of Learning Plan, Fall 2020-Spring 2022 and Future Preparations**

TIMEFRAME	PLAN COMPONENTS		
<b>School Year 2020-2021</b>	Use multiple diagnostics to assess each student's learning gaps: <ul style="list-style-type: none"> <li>Diagnostic, formative assessments, student work, conferences, parent feedback, etc.</li> <li>Utilize intentional instructional planning by teachers to create individualized learning plans as needed that maximize our district interventions and services available.</li> <li>Provide multiple opportunities for learning support without adding stress or pressure (before / after school for example).</li> </ul>		
<b>Summer 2021</b>	Option A: <ul style="list-style-type: none"> <li>Implement our traditional CCPS summer school plan on select school sites.</li> <li>Average enrollment capacity - 8,000 - 10,000.</li> <li>Increase enrollment capacity by adding school sites as learners have needs and interest in participating.</li> </ul>	Option B: <ul style="list-style-type: none"> <li>Use CCPS Online for acceleration and remediation course offerings.</li> <li>Continue student access to Chromebooks and online backpack to continue self-paced learning.</li> </ul>	Option C: <ul style="list-style-type: none"> <li>Based on student/parent demand, offer a newly-designed combination of onsite and online learning for learning recovery, acceleration, or remediation.</li> </ul>
<b>School Year 2021-2022</b>	Continuing the CCPS 2020-21 Recovery of Learning Instructional Plan components: <ul style="list-style-type: none"> <li>Teachers will be able to access multiple years of previous content via Canvas to review essential knowledge and skills still needed by individual students.</li> <li>District interventions and services will continue to be adjusted or increased to meet continued surfacing needs.</li> <li>Before / After-School-Optional recovery learning opportunities will continue.</li> </ul>		
<b>Pivot Factors to Further Future-Proof Learning</b>	<ul style="list-style-type: none"> <li>Assure all groups, and especially our most vulnerable groups, have basic needs met.</li> <li>Plan for 100% Technology Access that supports distance learning.</li> <li>Prepare teachers to navigate confidently from face-to-face instruction to distance learning instruction -- ensuring engagement, progression through a high-quality curriculum, and progress monitoring.</li> </ul>		

Source: Chesterfield County Public Schools<sup>27</sup>

<sup>27</sup> Table content quoted verbatim from: Daugherty, D.M. "2020-2022 CCPS Recovery of Learning Plan." Chesterfield County Public Schools. [https://www.boarddocs.com/vsba/chesterfield/Board.nsf/files/BPDKGE501375/\\$file/PRESENTATION%20-%202020-2022%20CCPS%20Recovery%20of%20Learning%20Plan.pdf](https://www.boarddocs.com/vsba/chesterfield/Board.nsf/files/BPDKGE501375/$file/PRESENTATION%20-%202020-2022%20CCPS%20Recovery%20of%20Learning%20Plan.pdf)

## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 21(IL)

Community Consolidated School District 21 (CCSD 21) learning recovery plan includes comprehensive professional development programming. CCSD 21 offers a series of professional development programs for administrators and teachers to help them identify students' needs and implement interventions accordingly during the Summer of 2021 and the 2021-2022 school year. For instance, CCSD 21 offers professional development opportunities MTSS for administrators and teachers. Professional learning programs also focus on preparing teachers to support English language learners and students with a high level of social-emotional learning needs. Figure 2.3 summarizes CCSD 21 learning recovery plan for the next two years.

**Figure 2.3: CCSD 21 Learning Recovery Plan June 2021-August 2024**

TIMEFRAME	PLAN COMPONENTS		PROFESSIONAL DEVELOPMENT
Summer 2021	Opportunities available through grant and local funds: <ul style="list-style-type: none"> <li>Summer English Language Academy (SELA)</li> <li>Extended School Year (ESY)</li> <li>Academic Boot Camp - Literacy</li> <li>Academic Boot Camp - Math</li> <li>Camp Invention</li> </ul>		<ul style="list-style-type: none"> <li>Administrator training in use of staff Learning Management System (LMS) to develop effective professional development.</li> <li>NWEA MAP 101: How to access and interpret test data and how to use it to improve student learning.</li> <li>Performance Matters 101: Use of student performance data, how to access it, and orientation in the use of the assessment generator.</li> </ul>
School Year 2021-2022	Trimester One <ul style="list-style-type: none"> <li>Fall assessment of students- Diagnosis of learning loss/skill gaps.</li> <li>Realignment and adjustment of curriculum and instructional pacing to support closing learning gaps.</li> <li>Implementation of core curriculum learning support for students and professional development for teachers using instructional coaches and Reading and Math Interventionists.</li> <li>Continued identification and implementation of MTSS supports and interventions, including ongoing professional development to support their use in the classroom.</li> <li>Student Social Emotional Learning needs assessment and implementation of</li> </ul>	Trimesters Two and Three <ul style="list-style-type: none"> <li>Reassessment of students and analysis of learning support needs</li> <li>Continued classroom-based intervention support</li> <li>Introduction of additional intensive interventions for students as appropriate.</li> <li>Establish Summer '22 learning support/enrichment program needs.</li> </ul>	<ul style="list-style-type: none"> <li>Balanced Literacy Framework/Overview- Part 1.</li> <li>Balanced Literacy Component training(s)- Part 2.</li> <li>English Learners Series- Best practices and strategies for supporting English language learners.</li> <li>MTSS for administrators.</li> <li>MTSS for teachers.</li> <li>Social Thinking- Supporting students in social-emotional learning, self-regulation, and executive functioning.</li> <li>Crisis Prevention Institute (CPI) training renewal(s) in Nonviolent Crisis Intervention.</li> <li>Technology Mini-Conference.</li> <li>Effective use of Classroom Interactive Displays to support good instruction.</li> <li>Schoology 101- Use of the student Learning Management System (LMS) to support instruction and student learning.</li> <li>Post Pandemic Trauma-Informed Teaching strategies.</li> </ul>

TIMEFRAME	PLAN COMPONENTS	PROFESSIONAL DEVELOPMENT
	classroom-based supports and interventions.	
Summer 2022	<ul style="list-style-type: none"> <li>Learning intervention and enrichment programs for Summer 2022 will be developed as specific student needs are identified in the 2021-2022 school year.</li> </ul>	
School Years 2022-2023 2022-2024	<ul style="list-style-type: none"> <li>As the District implements its year one plan, an ongoing effort to evaluate and plan for additional activities during the 2022-2023 and 2023-2024 school years will be undertaken. A year two learning recovery plan will be presented for Board review and consideration no later than its April 2022 Regular Meeting. The final year plan (2023-2024) will be presented no later than the April 2023 Regular Meeting of the Board.</li> </ul>	

Source: Community Consolidated School District 21<sup>28</sup>

## NEW PHILADELPHIA CITY SCHOOLS (OH)

Administrators at New Philadelphia City Schools (NPCS) plan to develop professional learning interventions based on assessment data, notably to support students' social-emotional learning needs. Figure 2.4 summarizes NPCS' learning recovery plan for the next two years. The plan includes strategies to identify and address students' academic and social-emotional needs. Regarding academic interventions, NPCS prioritizes extended school days and summer programs. NPCS plans to rely on health professionals, such as social workers and psychologists, to identify students' social and emotional needs and share this data with teachers to develop related professional development programs.

Figure 2.4: NPCS Learning Recovery and Extended Learning Plan (Summary)

TIMEFRAME	IDENTIFYING ACADEMIC NEEDS	APPROACHES TO ADDRESS ACADEMIC GAP FILLING	APPROACHES TO IDENTIFY SOCIAL & EMOTIONAL NEEDS	APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEEDS	ADDRESSING PROFESSIONAL LEARNING NEEDS
Spring 2021	<ul style="list-style-type: none"> <li>Impacted students will be identified through the fall ELA test, NWEA MAP data, IXL data, Edmentum reports, IRLA data and/or classroom assessments and grades.</li> </ul>	<ul style="list-style-type: none"> <li>ELA online diagnostic and prescriptive skills intervention program.</li> <li>Students will extend their school day by one hour to receive ELA intervention.</li> <li>Time during the school day that was previously</li> </ul>	<ul style="list-style-type: none"> <li>Impacted students will be identified through Panorama assessments, student surveys, staff referrals, and social work and/or counselor referrals.</li> </ul>	<ul style="list-style-type: none"> <li>Implement CARE.</li> <li>Utilize Social Worker, School Counselors, and School Psychologists to deliver target interventions one-on-one and in small groups as needs dictate.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development will be required to use the IXL online skill intervention program.</li> <li>Administrators will participate in professional development regarding</li> </ul>

<sup>28</sup> Table content quoted verbatim from: "Community Consolidated School District 21 Learning Recovery Plan June 2021-August 2024." Community Consolidated School District 21. <https://ccsd21.org/wp-content/uploads/2021/04/CCSD21-Learning-Recovery-Plan-Plan.pdf> [2] "Learning Recovery Plan Presentation." Community Consolidated School District 21. <https://ccsd21.org/wp-content/uploads/2021/04/CCSD21-Learning-Recovery-Plan-Slides.pdf>



TIMEFRAME	IDENTIFYING ACADEMIC NEEDS	APPROACHES TO ADDRESS ACADEMIC GAP FILLING	APPROACHES TO IDENTIFY SOCIAL & EMOTIONAL NEEDS	APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEEDS	ADDRESSING PROFESSIONAL LEARNING NEEDS
		spent learning science and social studies topics will instead be spent for additional ELA and mathematics instruction.			<p>better meeting the instructional needs of our EL students.</p> <ul style="list-style-type: none"> <li>Data on SEL needs based on the Panorama surveys will be shared with staff to develop areas of professional development needed.</li> </ul>
Summer 2021		<ul style="list-style-type: none"> <li>Summer school will be offered to all identified students.</li> </ul>		<ul style="list-style-type: none"> <li>Partner with Guidestone to continue therapy, supports, and counseling over the summer with our Tier III students.</li> <li>Have a Social Worker or Counselor work with students during our academic summer school.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development will be required to use the IXL online skill intervention program.</li> <li>Additional professional development will be required regarding the high-impact reading standards.</li> </ul>
School Year 2021-2022	<ul style="list-style-type: none"> <li>Impacted students will be identified through OST results, Restart Readiness Assessments, fall MAP data, IRLA data, and classroom assessments.</li> </ul>	<ul style="list-style-type: none"> <li>After-school intervention will be offered to address skill deficiencies.</li> <li>Students will extend their school day by one hour to receive ELA intervention.</li> <li>Credit recovery via online learning.</li> </ul>		<ul style="list-style-type: none"> <li>Expand CARE Teams</li> <li>Hire part-time student and family support liaisons.</li> <li>Add an additional Social Worker through the Akron U Licensed Social Worker Internship Program at 20 hours per week.</li> <li>Implement district-wide and age-appropriate SEL curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Personalized learning will continue to be a focus.</li> <li>Professional development will be required to use the IXL online skill intervention program.</li> <li>Administrators will participate in professional development regarding better meeting the instructional needs of our EL students.</li> </ul>

TIMEFRAME	IDENTIFYING ACADEMIC NEEDS	APPROACHES TO ADDRESS ACADEMIC GAP FILLING	APPROACHES TO IDENTIFY SOCIAL & EMOTIONAL NEEDS	APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEEDS	ADDRESSING PROFESSIONAL LEARNING NEEDS
					<ul style="list-style-type: none"> <li>Data on SEL needs based on the Panorama surveys will be shared with staff to develop areas of professional development needed.</li> </ul>

Source: New Philadelphia City Schools<sup>29</sup>

## NORTHWEST LOCAL SCHOOL DISTRICT (OH)

Northwest Local School District's (NWLSD) learning recovery plan includes having tutors and instructional technology coaches to support teachers and offering training opportunities to support students' social-emotional learning. As Figure 2.5 shows, NWLSD plans to hire current education students from local universities as substitutes for on-campus return during spring 2021 and instructional technology coaches and additional staff for instructional support in math at the high school and middle school levels during the 2021-2022 school year. NWLSD also plans to offer equity training and professional development for staff to support students with social and emotional needs.

Figure 2.5: NWLSD Learning Recovery and Extended Learning Plan (Summary)

TIMEFRAME	IDENTIFYING ACADEMIC NEEDS	APPROACHES TO ADDRESS ACADEMIC GAP FILLING	APPROACHES TO IDENTIFY SOCIAL & EMOTIONAL NEEDS	APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEED
Spring 2021	<ul style="list-style-type: none"> <li>Spring NWEA MAP benchmark testing for all students in grades K-10 in Reading and Math.</li> <li>Identification of all remote students who are not participating or have not consistently participated in remote learning.</li> </ul>	<ul style="list-style-type: none"> <li>Offer after hours student support tutoring</li> <li>Hire current junior/senior education students from local universities as substitutes to support return of remote students to the buildings</li> </ul>	<ul style="list-style-type: none"> <li>Multi-tiered system</li> <li>SEL screeners</li> <li>Continue Trauma Informed Care training</li> </ul>	<ul style="list-style-type: none"> <li>Continue increasing community partnerships with community mental health providers.</li> <li>Explore professional development options to increase staff capabilities to monitor and intervene with students in crisis.</li> </ul>
Summer 2021	<ul style="list-style-type: none"> <li>Summer MAP Administration for Elementary Students.</li> </ul>	<ul style="list-style-type: none"> <li>Summer programs</li> </ul>	<ul style="list-style-type: none"> <li>Expand District MTSS Process, including equity training.</li> <li>SEL screeners</li> </ul>	

<sup>29</sup> Table content quoted nearly verbatim from: "Extended Learning Plan." New Philadelphia City Schools. <https://www.npschools.org/ExtendedLearningPlan.aspx>

TIMEFRAME	IDENTIFYING ACADEMIC NEEDS	APPROACHES TO ADDRESS ACADEMIC GAP FILLING	APPROACHES TO IDENTIFY SOCIAL & EMOTIONAL NEEDS	APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEED
	<ul style="list-style-type: none"> <li>▪ Prioritization of PreK-4 students who need additional support in Math and Reading.</li> <li>▪ Prioritization of students in grades 6-10 who have failed one or more core academic courses.</li> </ul>			
School Year 2021-2022	<ul style="list-style-type: none"> <li>▪ Fall, Winter, and Spring NWEA MAP benchmark testing for all students in grades K-10 in Reading and Math.</li> <li>▪ New MAP Fluency for Reading (K-3).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extended transition program for incoming Grade 6 students</li> <li>▪ Additional staff for double-blocking HS math, middle school, and transition classrooms ES</li> <li>▪ After-school programming</li> <li>▪ Instructional technology coaches</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish an annual analysis of the implementation of services and partnerships supporting SEL needs and identify gaps in implementation, services, and supports. Develop a plan with community partners to address areas of need.</li> </ul>	
School Year 2022-2023	<ul style="list-style-type: none"> <li>▪ Fall, Winter, and Spring NWEA MAP benchmark testing for all students in grades K-10 in Reading and Math.</li> <li>▪ MAP Fluency for Reading (K-3).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional staff for double-blocking HS math, middle school, and transition classrooms ES</li> <li>▪ Tutoring programs</li> </ul>		

Source: Northwest Local School District<sup>30</sup>

## ORCHARD PARK ACADEMY (OH)

Orchard Park Academy's (OPA) learning recovery plan includes training for teachers and administrators in social-emotional learning systems and foresees professional development programs if a new curriculum is implemented. OPA, located in the Cleveland Municipal School District, plans to implement personalized learning in English Language Arts and math and prepare teachers if any curricular adjustments are needed in these areas. OPA's plan also includes training administrators and teachers on MTSS system and the Responsive Classroom and Executive Functioning to identify and address students' social and emotional needs.

<sup>30</sup> Table content quoted nearly verbatim from: "Learning Recovery and Extended Learning Plan." Northwest Local School District. <https://www.nwlsd.org/Downloads/NWLSD%20Learning%20Recovery%20and%20Extended%20Learning%20Plan%202022.pdf>

**Figure 2.6: OPA Learning Recovery and Extended Learning Plan (Summary)**

TIMEFRAME	IDENTIFYING ACADEMIC NEEDS	APPROACHES TO ADDRESS ACADEMIC GAP FILLING	APPROACHES TO IDENTIFY SOCIAL & EMOTIONAL NEEDS	APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEED
Spring 2021	<ul style="list-style-type: none"> <li>Completed the Student Readiness Gap Analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Students were strategically placed in the two cohorts based on instructional need.</li> <li>Created more LLI (Levelled Literacy Intervention) groups to support more learners.</li> </ul>	<ul style="list-style-type: none"> <li>PBIS and three tiers of interventions.</li> <li>Converse with the students during separate calls.</li> </ul>	<ul style="list-style-type: none"> <li>Expanded counseling opportunities for all students.</li> </ul>
Summer 2021	<ul style="list-style-type: none"> <li>Created prioritized levels, from the students who have mastered attempted standards, to the students who are the most at risk and vulnerable.</li> </ul>	<ul style="list-style-type: none"> <li>Some staff members are considering offering summer learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>Administrators will receive training to enhance our MTSS system.</li> </ul>	<ul style="list-style-type: none"> <li>Implement Healthy Eagles Program.</li> <li>Training and implementation of Responsive Classroom and Executive Functioning.</li> </ul>
School Year 2021-2022	<ul style="list-style-type: none"> <li>All students will be assessed with NWEA.</li> </ul>	<ul style="list-style-type: none"> <li>Return earlier than our traditional time.</li> <li>Implement our new learning groupings.</li> <li>New programs in ELA and math for personalized teaching.</li> <li>Provide professional development and learning for staff if new programs are implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Train our staff on the revised MTSS system.</li> </ul>	<ul style="list-style-type: none"> <li>Train our staff on the revised MTSS system.</li> </ul>
School Year 2022-2023	<ul style="list-style-type: none"> <li>Evaluate the plan throughout the 21-22 school year and make necessary adjustments.</li> </ul>			

Source: Orchard Park Academy<sup>31</sup>

<sup>31</sup> Table content quoted nearly verbatim from: "Learning Recovery and Extended Learning Plan," Op. cit.

## ADDITIONAL SPOTLIGHT



### Spotlight Brookfield Public Schools – ESSER II Funds for Capacity Development

**Brookfield Public Schools (BPS) developed a series of initiatives to build instructional capacity with ESSER II Fund.** Initiatives already in place include personalized training and instructional leadership development. Likewise, BPS plans to use ESSER II Fund to enhance instructional coaching by creating two new instructional coach positions and reallocating existing roles.

Initiatives Already in Place	Planned Initiatives
<ul style="list-style-type: none"> <li>▪ Differential instruction</li> <li>▪ Tiered interventions</li> <li>▪ Assessment literacy</li> <li>▪ Leveraging technology for instruction</li> <li>▪ STEM/Humanities</li> <li>▪ SEL/Trauma-Informed Practices</li> <li>▪ Initial work in personalized training</li> <li>▪ Instructional leadership development</li> </ul>	<p>Strengthen Tier I Core Instruction through <b>Instructional Coaching.</b></p> <ul style="list-style-type: none"> <li>▪ Create two instructional coaches' positions for 2020-2023: <ul style="list-style-type: none"> <li>▪ 1.0 FTE Science &amp; 1.0 FTE Social Studies 5-8 Instructional Coaches)</li> </ul> </li> <li>▪ Reallocation of existing roles <ul style="list-style-type: none"> <li>▪ Transition 2.0 FTE Grade K-4 Curriculum Specialists Math/ELA to Coach Role.</li> <li>▪ Maintain 1.0 FTE Grade 5-8 Math Coach (currently shared .5 &amp; .5 by two teachers).</li> <li>▪ Reallocate Reading 1.0 FTE - Transition to 5-8 ELA Coach Role.</li> </ul> </li> </ul>

Source: Brookfield Public Schools<sup>32</sup>

<sup>32</sup> Figure content quoted verbatim from: "ESSER II GRANT PLAN." Brookfield Public Schools. [https://www.brookfield.k12.ct.us/sites/g/files/vyhli4196/f/pages/esser-2\\_grant\\_plan\\_as\\_presented\\_to\\_boe\\_3-17-2021.pdf](https://www.brookfield.k12.ct.us/sites/g/files/vyhli4196/f/pages/esser-2_grant_plan_as_presented_to_boe_3-17-2021.pdf)

# ABOUT HANOVER RESEARCH

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Support on-time student graduation and prepare all students for post-secondary education and careers.
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Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
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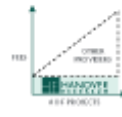
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