

INDIANA'S **ACCELERATED** **LEARNING PLAN**

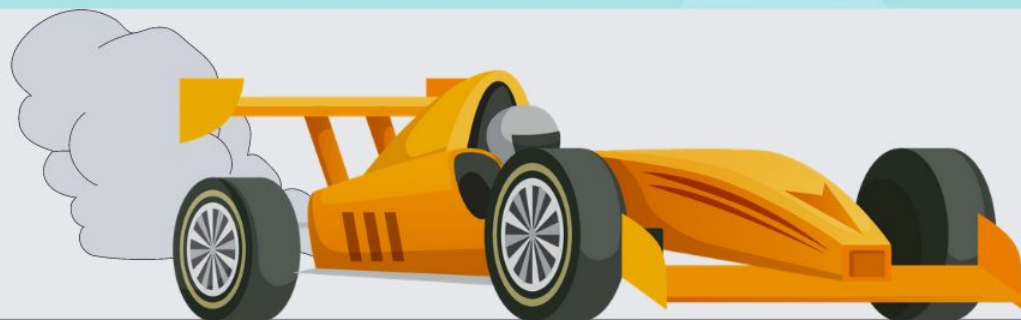


TABLE OF CONTENTS

- Introduction
- Research Models for Schools
- Evaluating Performance
- Funding and Collaboration Opportunities
- Supporting Students and Schools
- Extensions for Post-Secondary and Early Childhood
- Logistics and Other Considerations

WHAT IS **ACCELERATED** LEARNING?

What:

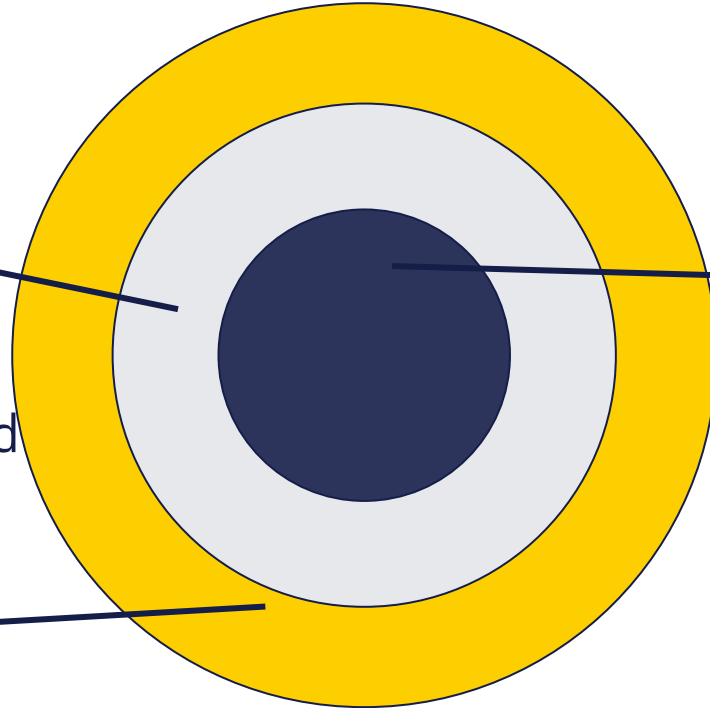
Student Learning

Why:

Serving students with quality instruction

How:

Methods, strategies and considerations shared today



WHY IS **ACCELERATED** LEARNING IMPORTANT?

“Instead of segregating these children and trying to give them what they didn’t learn, you say to yourself, ‘**What must they know** in order to stick with their peers and **have access** to next week’s lesson?’... The key is you’re always asking yourself, ‘**What do they need** for next week?’ not ‘What did they miss?’”

- David Steiner

CONSIDERATIONS



There is no silver bullet.



Be fiscally responsible.



Consider external partners.

RESEARCH MODELS FOR SCHOOLS

Dr. Eimear Towler

Research & Innovation Senior Specialist

etowler@doe.in.gov

 @EDUCATEIN

MODEL 1: INTENSIVE SUPPORT FOR STUDENTS



- 5-6 week program with 3-4 hours of academics per day
- At least 25 hours of math and 34 hours ELA total
- Remediation in the morning, enrichment in the afternoon



- Individual and small group instruction



- Support staff not necessarily certified teachers



- Recruitment and attendance policies that support higher attendance rates
- Celebrate participation with students and families

MODEL 2: SECONDARY SCHOOL CREDIT RECOVERY



- Students more likely to pass a course utilizing a face-to-face option.



- Online classes should consider using an online instructor plus in-person support in a school building.



- Wraparound model for credit recovery

MODEL 3: HIGH SCHOOL WORKFORCE READINESS



- Incomplete graduation pathways requirements
- Foster community participation



- Work-based or service-based learning
- Credentials and CTE certifications



- Facilitate growth work and reflection
- Connect and build relationships with students and families to ensure engagement and success



Point of Contact

Dr. Eimear Towler

Research & Innovation
Senior Specialist

etowler@doe.in.gov

EVALUATING PERFORMANCE

Lynn Schemel

Director of Assessment

ASSESSMENT PLANNING WORKSHEET

- Provides guidance to:
 - Support identification of learning needs and progress monitoring;
 - Leverage spring assessment data to design instructional plans for summer 2021; and
 - Accelerate learning for the 2021-2022 school year.

ASSESSMENT PLANNING WORKSHEET

Assessment Planning Worksheet

- Be reflective about current student data;
- Determine which students are at the greatest need for additional learning support;
- Design learning opportunities;
- Consider available resources;
- Incorporate progress monitoring for the summer; and
- Influence fall instruction.

| Accelerated Learning: Summer Assessment Planning Guide (Steps 1 - 5) | | | | |
|--|----------------------|---|--|--|
| School Name | | Total No. Students: | | |
| District Name | | Total No. Staff: | | |
| #1 What data do we have? <small>Can we use the data for student performance and learning expectations?</small> | | | | |
| Assessments | Available Data | Guiding Questions | Clarifying Details/Action Steps | |
| READ3 | | Which students in grade 3rd have not achieved reading proficiency? Which students in grade 3rd have not achieved content-area proficiency? Which students have not achieved reading proficiency (Look masters) | | |
| LEARN | | Which students with significant cognitive disabilities have not achieved content-area proficiency for content connectors? | | |
| LAM | | | | |
| STEP | | Which students have not achieved proficiency? | | |
| LEIA | | Which students need extra support to stay above state goals? | | |
| PSA/TAB/SOT | | Which students are not on track for college-ready readiness? | | |
| IVUE/AMAP | | Which students have not achieved proficiency? | | |
| Florida's Assessment | | Which students have not achieved proficiency? | | |
| State Board | | Which students have not achieved proficiency? | | |
| Praxis Assignment | | Which students have not achieved proficiency? | | |
| Florida's | | Which students have not achieved proficiency? | | |
| Subject State | | Which students have not achieved proficiency? | | |
| Classroom | | Which students have not achieved proficiency? | | |
| Florida's Pinellas | | Which students need additional support? | | |
| Response to Intervention (RTI) | | Which students need additional support? | | |
| Other: | | | | |
| #2 Where is our focus? <small>Where are our students' greatest needs? How many areas can we support?</small> | | | | |
| a. | Content Areas | Key Area | Guiding Questions or Prompts | Clarifying Details/Action Steps |
| | Reading | | Is there one content area where our students need the most support which should be our focus? | |
| | Writing | | | |
| | Math | | | |
| | | | | |
| | | | | |
| b. | Subgroups | Key Area | Guiding Questions or Prompts | Clarifying Details/Action Steps |
| | English Learners | | Are there populations where we do not have data to identify student needs? Are there populations that most need school support where they may not receive home | |
| | Special Education | | | |
| | Transient/Immigrant | | | |

FORMATIVE ASSESSMENT GUIDANCE

- Questions to guide thinking
 - Data-reliable, essential skills
 - Instruction-resources, progress monitoring/assessments, response to student needs
 - Continuity from spring to summer to fall
- Chart of confirmed IDOE formative assessment providers
 - Curriculum, lessons, teacher resources
 - Progress monitoring, quizzes, personalized learning
 - Educator and/or parent reports
 - Additional costs
 - Professional development



Point of Contact

Mary Williams

Assistant Director of
Teaching and
Learning

mwilliams@doe.in.gov

FORMATIVE ASSESSMENT GUIDANCE (CONTINUED)

Example Data Reflections

- What data are available to support decisions about student participation and targeted instruction?
- What students (or groups of students) need additional support to reach proficiency?
- How will I monitor student growth during and after accelerated learning opportunities?

| Provider/ Assessment | Assessment | | | Lessons/Teacher Resources | | Progress Monitoring (instruction, assessments) | Reports | | Cost | PD |
|---|------------|--------|--------|--|--|--|----------|---------------------|--|----|
| | Fall | Spring | Summer | Math | ELA Reading Writing | | Educator | Student / Parent | | |
| Cambium/ ClearSight | X | X | X | K-HS | K-HS | Interim, pre/post or checkpoint, educator authored (item bank) assessments | X | X | None- current subscriber | X |
| Curriculum Associates/ i-Ready Assessment | X | X | X | K-8 Teacher Toolbox Curriculum/ Resources | K-8 Teacher Toolbox Curriculum/ Resources | Personalized lessons, diagnostic assessments, games, quizzes, student dashboard | X | X | None- current subscriber Pilots available | X |
| Edmentum/ Study Island | X | X | X | K-HS Teacher Toolkit Standards practice | K-HS Teacher Toolkit Standards practice | Personalized lessons-group or independent, games, quizzes, create targeted assessments | X | X | None- current subscriber | X |
| Illuminate Education/ DnA_School City | X | X | X | K-HS | K-HS | Interim assessments, personalized review assignments | X | X | None- current subscriber (standard pkg) Yes, for added programs | X |

Available resources from approved formative/interim assessment providers

FUNDING AND COLLABORATION OPPORTUNITIES

Cole Dietrich

Director of Title Grants and Support

Christen Peterson

21st CCLC Grants Specialist

FUNDING AND COLLABORATION

- Summer School Program
- CARES Act
- ESSER II
- ESSER III (Coming Soon)
 - *Required 20% LEA set-aside that includes summer learning, afterschool, accelerated learning, etc.*
- IDEA Part B and Medicaid
- Title Grants and Support
- Indiana Afterschool Network-Funding Resources

COLLABORATION

- 21st Century Community Learning Centers
- Community Based Organizations
 - YMCAs
 - Boys and Girls Clubs
 - Communities in Schools
 - Local Parks Departments
 - Out-of-School Time Programs



CONTACT IDOE



Point of Contact

Cole Dietrich

Director of Titles and
Grants

Adietrich@doe.in.gov



Point of Contact

Christen Peterson

21st CCLC Grants
Specialist

Cpeterson1@doe.in.gov

SUPPORTING SCHOOLS AND STUDENTS

Christy Berger

Director of Social Emotional & Behavioral Wellness

Adam Pitt

Director of English Learners & Migrant Education Programs

Dr. Nancy Holsapple

Director of Special Education

WHOLE CHILD TEACHING

31%

**OF FOSTER YOUTH
LOST ACADEMIC
AND SECONDARY
SUPPORT DURING
THE PANDEMIC**

**CHILDREN LIVING
IN POVERTY
INCREASED
15.2%**

25.9%
**OF HOOSIER HIGH
SCHOOL STUDENTS
DID NOT FEEL SAFE
AT SCHOOL**

2X
**ABSENTEEISM
RATE DOUBLED
FROM FALL 2019
TO FALL 2020**

**PRIOR TO COVID,
ALMOST ONE THIRD OF
HOOSIER STUDENTS IN
GRADES 6 THROUGH
12 REPORTED FEELING
SAD OR HOPELESS FOR
TWO OR MORE WEEKS
IN A ROW**

Source [IYI Kids Count Data Book 2021](#)



Impacts of COVID-19 on Indiana Educators

Health Concerns



85%

of educators confirm that, their colleagues or students have had to quarantine due to COVID-19.



86%

of educators say their stress levels have somewhat or significantly deteriorated.

Workload Concerns



Only 36% of educators say they believe they have received adequate training for virtual and hybrid learning.



of educators have seen an increase in workloads due to COVID-19.

Thirty percent note a moderate increase, while 65% note a significant increase.



Additional hours spent working due to COVID-19.



of educators have considered retiring early or leaving the profession due to workload increases.

6-8 hours 9-10 hours
11-15 hours 16+

[resource](#)

WHOLE CHILD TEACHING

WELLNESS

**MENTAL
HEALTH
(TELEHEALTH)**

**SOCIAL-
EMOTIONAL
LEARNING**

**STUDENT
SERVICES
PERSONNEL**

**STUDENT
VOICE**

IMPORTANT LINKS FOR SEL RESOURCES

- [SEL Roadmap for Re-Entry](#)
- [COVID-19 Learning Resources](#)
- [Middle School Academic Alignment](#)
- [SEL Bibliotherapy](#)
- [Science of Happiness for 6-12 students](#)
- [Change The Frequency At Home Supports](#)
- [ESSER II Funds](#)

SUPPORT FOR ENGLISH LEARNERS (EL)

EL Services & Supports

- English language development services still required; take on increased importance
- Individual Learning Plans (ILPs) revised and tailored to meet current student needs; implemented daily

Instruction for ELs

- Collaboration between EL/content staff is key!
- Inclusive content instruction with opportunities for engagement and language development (i.e. interactive language-focused activities)

Partnerships & Funding

- Establish partnerships with families to communicate effectively
- Leverage community partners
- Seek out creative uses of ESSER/GEER funds to support EL program goals and needs

SPECIAL EDUCATION SUPPORT

- ❖ Students with disabilities must be included in the accelerated learning opportunities.
- ❖ Services within IEPs must be implemented as written.
- ❖ Accelerated learning is **NOT** to take the place of ESY or Compensatory Services.

CONTACT IDOE



Point of Contact

Christy Berger

Director of Social,
Emotional and
Behavioral Wellness

Cberger@doe.in.gov



Point of Contact

Adam Pitt

Director of English
Learners and Migrant
Education Programs

Apitt@doe.in.gov



Point of Contact

Nancy Holsapple

Director of Special
Education

Nholsapple@doe.in.gov

EXTENSIONS FOR POST-SECONDARY AND EARLY CHILDHOOD

Jason Callahan

Assistant Secretary of Student Pathways and
Opportunities

Robin LeClaire

Director of Elementary & Early Learning

EARNING COLLEGE CREDIT

64%
**OF THE CLASS OF
2018 EARNED
COLLEGE CREDIT IN
HIGH SCHOOL**

**ON AVERAGE,
DUAL CREDIT
STUDENTS EARN A
SEMESTER OF
COLLEGE CREDIT**

94%
**OF STUDENTS WHO
EARN THE INDIANA
COLLEGE CORE GO
ON TO ENROLL IN
COLLEGE**

**THE INDIANA
COLLEGE CORE
OFFERS
SIGNIFICANT COST
SAVINGS FOR
FAMILIES**

**ACHIEVEMENT GAP IN
EARNING COLLEGE
CREDIT IN HIGH
SCHOOL CONTINUES
TO GROW**

Source [CHE Early College Report](#)

POST-SECONDARY EXTENSIONS

Career & Technical

- Identify students who are close to earning industry recognized certifications, technical certifications, and certificate of graduation.
- Identify students who still require assessments and/or apprenticeships for certification and licensure

Post-Secondary Credentials

- Identify students who are close to earning the Indiana College Core
- Partner with Higher Education and/or Community Partners to provide tutoring for college readiness assessments.

Partnerships & Funding

- Leverage ESSER Funding to provide dual credit and/or dual enrollment
- Engage Higher Education partners to provide dual credit and/or dual enrollment
- Engage in LEA consortiums to increase access to dual credit and dual enrollment.

Kickstarting Kindergarten

**Three
weeks**

**Four hours
per day**

**Teach
student role
literacy and
numeracy**

**Located
in school
child will
attend**

Transportation

**Snack or
meal**

**Family
activities**

**Pre- and
Post- Data**

CONTACT IDOE



Point of Contact

Jason Callahan

Assistant Secretary of
Student Pathways
and Opportunities

JCallahan1@doe.in.gov



Point of Contact

Robin LeClaire

Director of Elementary
and Early Learning

Rleclaire@doe.in.gov

LOGISTICS & OTHER CONSIDERATIONS

Marcia Yurczyk

School & Community Nutrition Assistant Director

Mike LaRocco

Director of School Transportation

Jolene Bracale

Student Health Services Specialist

NUTRITION CONSIDERATIONS

USDA pandemic waivers allow all children/PreK-12 students to eat for free through the end of summer.

Up to two meals (breakfast and lunch) may be served under:

- ☐ Summer Food Service Program
OR
- ☐ Seamless Summer Option

NUTRITION CONSIDERATIONS

Meal service must:

- Follow USDA meal pattern requirements;
- Meet all USDA recordkeeping requirements; and
- Be pre-approved in advance of start date.

Reimbursement must be used for allowable expenditures within the food service account

NUTRITION CONSIDERATIONS

Where to start:

- Communicate with food service staff
 - Food Service Director applies in CNPweb
 - Food Service staff complete required training modules

TRANSPORTATION CONSIDERATIONS

Scheduling:

- Consider start and end times that are in between traditional summer school hours so as not to limit driver availability.
- This allows you to use the same driver that you are using for summer school.

TRANSPORTATION CONSIDERATIONS

Scheduling:

- If you have the drivers available, your schedule and class locations should be at the same location as any traditional summer school classes to make the school bus routes as short as possible.
- Any last minute student additions should be limited, but if they do arise, communicate those issues immediately with transportation.

TRANSPORTATION CONSIDERATIONS

Scheduling:

- Students designated for the accelerated learning program need to be identified.
 - That information should be given to transportation as early as possible—recommend at least one month in advance, particularly for any students that have specific needs related to transportation (e.g. wheelchair students, aides on the bus, McKinney-Vento, ESSA, etc.).

HEALTH CONSIDERATIONS

Mitigation Strategies:

- Wearing Masks
- Social Distancing
- Handwashing
- Increasing Ventilation
- Staying Home if Sick

Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission

Background

When a novel virus with pandemic potential emerges, nonpharmaceutical interventions, which will be called community mitigation strategies in this document, often are the most readily available interventions to help slow transmission of the virus in communities. Community mitigation is a set of actions that persons and communities can take to help slow the spread of respiratory virus infections. Community mitigation is especially important before a vaccine or drug becomes widely available.

The following is a framework for actions which local and state health departments can recommend in their community to both prepare for and mitigate community transmission of COVID-19 in the United States. Selection and implementation of these actions should be guided by the local characteristics of disease transmission, demographics, and public health and healthcare system capacity.

Goals

The goals for using mitigation strategies in communities with local COVID-19 transmission are to slow the transmission of disease and in particular to protect:

- Individuals at increased risk for severe illness, including older adults and persons of any age with underlying health conditions (See Appendix A)
- The healthcare and critical infrastructure workforces

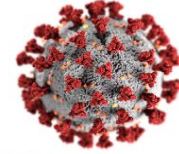
These approaches are used to minimize morbidity and mortality and the social and economic impacts of COVID-19. Individuals, communities, businesses, and healthcare organizations are all part of a community mitigation strategy. These strategies should be implemented to prepare for and when there is evidence of community transmission. Signs of ongoing community transmission may include detection of confirmed cases of COVID-19 with no epidemiologic link to travelers or known cases, or more than three generations of transmission.

Implementation is based on:

- Emphasizing individual responsibility for implementing recommended personal-level actions
- Empowering businesses, schools, and community organizations to implement recommended actions, particularly in ways that protect persons at increased risk of severe illness
- Focusing on settings that provide critical infrastructure or services to individuals at increased risk of severe illness
- Minimizing disruptions to daily life to the extent possible



© 2020 CDC



Guiding principles

- Each community is unique, and appropriate mitigation strategies will vary based on the level of community transmission, characteristics of the community and their populations, and the local capacity to implement strategies (Table 1).
- Consider all aspects of a community that might be impacted, including populations most vulnerable to severe illness and those that may be more impacted socially or economically, and select appropriate actions.
- Mitigation strategies can be scaled up or down depending on the evolving local situation.
- When developing mitigation plans, communities should identify ways to ensure the safety and social well-being of groups that may be especially impacted by mitigation strategies, including individuals at increased risk for severe illness.
- Activation of community emergency plans is critical for the implementation of mitigation strategies. These plans may provide additional authorities and coordination needed for interventions to be implemented (Table 2).
- Activities in Table 2 may be implemented at any time regardless of the level of community transmission based on guidance from local and state health officials.
- The level of activities implemented may vary across the settings described in Table 2 (e.g., they may be at a minimal/moderate level for one setting and at a substantial level for another setting in order to meet community response needs).
- Depending on the level of community spread, local and state public health departments may need to implement mitigation strategies for public health functions to identify cases and conduct contact tracing (Table 3). When applied, community mitigation efforts may help facilitate public health activities like contact tracing.

For more information: www.cdc.gov/COVID19

HEALTH CONSIDERATIONS

Staff Requirements:

- Assess and send home ill staff and students - encourage testing
- Track, isolate, and report positive cases through the Indiana Department of Health School Portal
- Contact trace and quarantine close contacts exposed to a positive case at school

HEALTH CONSIDERATIONS

Resources:

- Local Health Department
- Indiana Department of Health
 - Back to School Website - <https://www.coronavirus.in.gov/2400.htm>
 - Back to School Mailbox - backtoschool@isdh.in.gov

CONTACT IDOE



Point of Contact

Marcia Yurczyk

School & Community
Nutrition Assistant
Director

Myurczyk@doe.in.gov



Point of Contact

Mike LaRocco

Director of School
Transportation

Mlarocco@doe.in.gov



Point of Contact

Jolene Bracale

Student Health
Services Specialist

jbracale@doe.in.gov

DATA CONSIDERATIONS

- One of the statutory requirements likely to be included in the final language governing the use of funds will be metrics.
- Applicants should prepare data systems and processes in order to report information to IDOE.



Point of Contact

Dr. John Keller

Chief Information
Officer

Jkeller@doe.in.gov



THANK YOU!