

Effingham County School District Learning Loss Interventions

Type of Evidence-Based Intervention	Name of Intervention	Which schools will implement this intervention?	Which student subgroup(s) will participate?	What is the target student population(s)?	What training is required for staff?	What resources are required for effective implementation?	What is the formative assessment plan to evaluate student progress and impact?	What is the proposed timeline?	How will you evaluate implementation fidelity and effectiveness on an ongoing basis?
ELEMENTARY SCHOOL									
Summer Programming / Closing Literacy Gap	Literacy Camp for Elementary School (Summer School)	All Elementary Schools	All Students	K-5 Struggling Students	LETRS (Language Essentials for Teachers of Reading and Spelling) & DRA Training	Phonics training and resources, Leveled Libraries & DRA Kits	DRA Administered twice a year (fall/spring)	3 years	DRA Levels, Assessment Scores, GMAS Scores, CIA Scores, Running Records
Extended School Day / Closing Literacy Gap	After School Academic Tutoring	All Elementary Schools	All Students	K-5 Struggling Students	Literacy Training with LETRS, DRA and phonics for teachers	Phonics, Leveled Libraries & DRA Kits	LETRS Self-Assessment and DRA Administered twice a year (fall/spring)	3 years	DRA Levels, Assessment Scores, GMAS Scores, CIA Scores, Running Records
Extended School Year / Closing Literacy Gaps / Social and Emotional Learning	Extended School Year for Students with Disabilities	All Elementary Schools	Students with Disabilities	Students with Disabilities, 504 Plans, Intervention Students	none	Lexia, SEL resources, Chromebooks	Review of IEP goal progress monitoring data by IEP teams	3 years	IEP goal data, GMAS Scores
MIDDLE SCHOOL									
Type of Evidence-Based Intervention	Name of Intervention	Which schools will implement this intervention?	Which student subgroup(s) will participate?	What is the target student population(s)?	What training is required for staff?	What resources are required for effective implementation?	What is the formative assessment plan to evaluate student progress and impact?	What is the proposed timeline?	How will you evaluate implementation fidelity and effectiveness on an ongoing basis?
Extended School Year	Summer School	All Middle Schools	All Students	Retained students	SEL; Edgenuity	Technology (Chromebooks); Edgenuity Platform; Certified Staff	Course Assessments; Progress Reports	3 years	Data on Course Completers, Retention Data

Extended School Year	Extended School Year for Students with Disabilities	All Middle Schools	Students with Disabilities	Students with Disabilities	none	Lexia, SEL resources, Chromebooks; Certified Staff	Review of IEP goal progress monitoring data by IEP teams	3 years	IEP goal data, GMAS Scores
Summer Programming / Extended School Year	Lexia	All Middle Schools	Students with Disabilities; Intervention Students	Students with Disabilities; Students on the MTSS Pyramid	SEL; Lexia	Chromebooks; Internet Access; Certified Staff	Review of IEP goal progress monitoring data by IEP teams	3 years	IEP goal data, GMAS Scores; MTSS Data
Learning Loss/Literacy Gaps	CARES Academy	All Middle Schools	All Students	Retained Students	SEL; Edgenuity	Technology (Chromebooks); Edgenuity Platform; Certified Staff	Course Assessments; Progress Reports	3 years	GMAS; Data on Course Completers
Learning Loss/Literacy Gaps	Literacy Professional Development for MS Teachers	All Middle Schools	All Students	Struggling students	Highly Effective Literacy Strategies	Consultant	Reading Inventory;	3 years	Common Interim Assessments; GMAS ELA EOG; Reading Inventory Growth Report
Learning Loss/Literacy Gaps	After School Academic Tutoring	All Middle Schools	All Students	Struggling students	SEL	Certified Staff	CIA Data; Professional Learning Committee 2.0 Data Analysis	3 years	Common Interim Assessments; GMAS

HIGH SCHOOL

Type of Evidence-Based Intervention	Name of Intervention	Which schools will implement this intervention?	Which student subgroup(s) will participate?	What is the target student population(s)?	What training is required for staff?	What resources are required for effective implementation?	What is the formative assessment plan to evaluate student progress and impact?	What is the proposed timeline?	How will you evaluate implementation fidelity and effectiveness on an ongoing basis?
Extended School Year	Summer School	All High Schools	All Students	Credit Deficient Students	SEL; Edgenuity	Technology (Chromebooks); Edgenuity Platform; Certified Staff	Course Assessments; Progress Reports	3 years	Data on Course Completers; GMAS EOC
Extended School Year	Extended School Year for Students with Disabilities	All High Schools	Students with Disabilities Only	Students with Disabilities	none	Chromebooks, SEL resources, Lexia, Certified Staff	Review of IEP goal progress monitoring data by IEP team	3 years	IEP goal data, EOC data

Summer Programming / Extended School Year	Lexia	All High Schools	Students with Disabilities Only	Students with reading deficit (s)	Lexia	Chromebooks	Individual student progress data	3 years	Administrator review and management
Learning Loss/Literacy Gaps	Credit Recovery	All High Schools	All Students	Students not on track to meet grad requirements	SEL; Edgenuity	Edgenuity Platform; Certified Staff; Technology (Chromebooks)	Course Assessments; Progress Reports	3 years	Data on Course Completers; GMAS EOC
Learning Loss/Literacy Gaps	CTAE Support	Crossroads Academy	All Students	Students not on track to meet grad requirements	SEL	CTAE Certified Teacher	Course Grades; Assessments	3 years	Pathway Completer Data
Learning Loss/Literacy Gaps	Evening Education Credit Recovery	All High Schools	All Students	Students not on track to meet grad requirements	SEL; Edgenuity	Edgenuity Platform; Certified Staff; Technology (Chromebooks)	Course Assessments; Progress Reports	3 years	Data on Course Completers; GMAS EOC

DISTRICT INITIATIVE

Type of Evidence-Based Intervention	Name of Intervention	Which schools will implement this intervention?	Which student subgroup(s) will participate?	What is the target student population(s)?	What training is required for staff?	What resources are required for effective implementation?	What is the formative assessment plan to evaluate student progress and impact?	What is the proposed timeline?	How will you evaluate implementation fidelity and effectiveness on an ongoing basis?
Social and Emotional Learning	Character Education	All Schools	All Students	All Students	Character Education (K-12); Second Step (2-5)	Character Education Program; Second Step (2-5); SEL/School Climate Coordinator	Attendance Report; Suicide Ideation;	3 years	Georgia Student Health Survey
Extended School Year	After School Extension	Elementary	All Students	All Students					

***PROGRAM EVALUATION WILL BE USED THROUGH HANOVER RESEARCH (<https://www.hanoverresearch.com/>) 1) Learning Loss 2) Literacy 3) SEL**