

Focus Area

1. Address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. (Minimum 20% of Allocation)

\$7,745,316.79

* Total Amount of Funds to be spent in support of focus area

* Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

The goal of our efforts is to build on the high yield strategies for classrooms, academics and social emotional learning and the virtual tools and processes new to our toolbox that support the full implementation of the Capital Teaching and Learning Model for students during the 2021-2022 School Year (SY). Our formative, summative and high stakes assessment measures at conclusion of the SY 2022, students will demonstrate mastery of identified course standards and age appropriate skills that support academic achievement. We will provide academic and social emotional support to all students, families and staff as we specifically address access, equity and progress through learning recovery. We have foundational work that will be built on including continued implementation of the equity work with Rowan University and mental health/SEL work through Project DeLAWARE as we create a successful Multi Tiered System of Supports. Building on the Reimagining Professional Learning work with Johns Hopkins University (JHU) IDEALS connecting general and special education responding to findings in the landscape analysis to increase the effectiveness of services, processes and procedures. As we face the challenges of the pandemic our efforts will also include full implementation of the District Work Based Readiness Plan for College and Career Readiness.



Brief descriptions of each of the components of the Teaching and Learning Model are provided here for review.

Delivered in a Safe—Supportive Environment A positive school climate is directly related to school success. When students, families and staff work together, we can improve attendance, achievement, and retention and even rates of graduation. Our goal is to graduate every student Senator. Our schools have identified the following areas of focus to ensure schools and classrooms are safe and supportive:

- routines, relationships, procedures are evident
- positive culture is established
- behavioral expectations are established, articulated, demonstrated and monitored
- growth mindset in a student centered environment
- creating safe physical environment
- persistence and perseverance (student and teacher)
- reinforcing effort/recognition

Built to be Standards Based Capital follows a standards-based model for classroom instruction and assessment. Standards are statements of what will be learned by students in any given grade or course. Our district standards are based on established national and state standards. Teachers use standards as they plan lessons and measure student achievement. We use standards to determine what students should know and be able to do as a result of the lessons we teach. In classrooms that are standards-based, learning from one grade to another, one course to another, are interconnected and define a Kindergarten through grade 12 Senator Education.

Measured through Dynamic Assessment Dynamic Assessment is the many ways that are used to measure a student's progress in the skills and concepts that are taught. Our teachers use ongoing feedback to guide students toward the standard for learning. We have established cycles of teaching, assessing and supporting the learning of students. Dynamic Assessment may include simple daily checks for understanding, grading student work, observation when completing a task, district unit assessments and annual state assessments. All of the assessments are intended to provide students, families and teachers on the best ways to connect our Senator Learners to the goals and standards that we want them to learn.

Focused on Rigorous Instruction Senator Learners across our classrooms are challenged to think, perform, and grow to levels that exceed their potential. Teachers select materials and resources to support students in learning the grade and course standards. Students who achieve standards are provided enrichment and extension and those who have not mastered a skill or concept are provided additional supports, time and/or materials to support them in meeting the standards. A rigorous classroom provides just the right balance of engagement, challenge and real-life connections to support achievement at the highest levels.

Organized for Personalized Learning Our instruction is personalized to meet our student's needs. Personalized Learning is about students understanding how they learn best. Teachers provide personalized learning support for students as they set goals for learning, communicate

effectively with others and describe their learning progress and next steps. Examples of activities in classrooms that support personalized learning include:

- offering some student choice in how they learn or show what they know
- organizing flexible groups of students to work on a particular skill or concept
- varying tasks based on what a student or group of students need to meet a standard

Curriculum:

The Capital School District has developed a plan focused on advancing strategies to accelerate learning through the implementation of High Quality Instructional Materials and Practices in ELA & Math K-12. During the 2021-22 school year, teachers and students will be immersed in engaging with these high quality practices and materials through the implementation of a Math and ELA pilot in grades K-12. The programs selected to pilot for both ELA and Math are identified as high-quality instructional materials in EdReports and more specifically, were rated as green in each of the measured Gateways. Additionally, the curriculum materials (HQIM) and aligned practices will be critical to meeting the literacy and numeracy goals outlined in Capital's long-term plan for increasing student outcomes. Both the ELA and Math curriculums being piloted have strong instructional foundations, as well as robust digital platforms to allow for seamless integration of digital learning activities into the core curriculum. The program materials align with the key practices for learning outlined in Capital's literacy and numeracy plans, and the components of Capital's Teaching and Learning Model.

PreK curriculum

We use a combination of Learning Without Tears and The Creative Curriculum. Both are supported by research showing that a whole-child approach to education—one where children have opportunities to develop not only math and literacy skills but also social-emotional, physical, and cognitive skills—is developmentally appropriate and better prepares children for life well beyond their time in a classroom. It features exploration and discovery as a way of learning. These curricula help teachers create high-quality learning environments and supports deep

understanding of early childhood best practices, theories, and research. Robust resources, including electronic components, provide the instructional tools and materials to engage children in project-based investigations and make every moment of the day meaningful, intentional, and engaging. They also support family involvement & engagement with their child's development and learning, through communication portals and specifically designed for each individual's child's developmental needs. These curricula are:

- Proven to increase kindergarten readiness
- Academically rigorous and promotes social–emotional development
- Rated higher than any other preschool curriculum
- Inclusive, supporting all children
- Aligned to all state early learning guidelines and the Head Start Early Learning Outcomes

Pilot Programs 2021-2022 School Year

Grade Band	Previous ELA Curriculum Programming	ELA Pilot Curriculum Program(s)	Previous Math Curriculum Programming	Math Pilot Curriculum Program(s)
K-5	Wonders 2014 Edition (McGraw Hill)	Wonders 2020 Edition (McGraw Hill) Into Reading 2020 Edition (Houghton Mifflin Harcourt)	GoMath 2015 Edition (Houghton Mifflin Harcourt)	Bridges iReady Edition 2020
6-8	Grade 6 Wonders 2014 Edition (McGraw Hill) Grade 7-8 Holt McDougal 2008 Edition	Amplify Reading 2018 Edition (Amplify) StudySync 2021 Edition (McGraw Hill)	GoMath (Houghton Mifflin Harcourt) 2014 Edition	Into Math (Houghton Mifflin Harcourt) Illustrative Math (McGraw Hill)

9-12	Teacher Created Edmentum Modules	MyPerspectives 2017 Edition (Savvas) StudySync 2021 Edition (McGraw Hill)	HMH AGA Algebra 1, Geometry, Algebra 2 (Houghton Mifflin Harcourt) 2015 Edition	Into AGA (Houghton Mifflin Harcourt) Illustrative Math (McGraw Hill)
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2. Develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff.

3. Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.

4. Training and professional development on sanitizing and minimizing the spread of infectious diseases.

5. Purchasing supplies to sanitize and clean the LEA's facilities.

\$200,000.00

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Purchase sanitization and cleaning supplies along with PPE.

6. Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards.

\$5,000,000.00

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Repair roofs, replace windows, flooring and other building components that affect air quality in the buildings

7. Improving indoor air quality.

\$8,600,000.00

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Repair/replace HVAC units and bring them to modern day standards to support air movement.

8. Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

\$600,000.00

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As a result of the pandemic the Capital School District has contracted 3 behavioral interventionists to work with identified students with disabilities in specialized programs. Each of these interventionists have specialized training in Applied Behavioral Analysis and Educational

Psychology. These interventionists will work directly with students as they transition back into school and assist teachers with developing and implementing appropriate behavior plans and interventions to ensure student success in their LRE.

The Capital School District has contracted with a school psychologist and 2 speech language pathologists to assist with the recoupment of skills and implementation of compensatory services to previously identified students whose services were disrupted by COVID-19 closure and remote learning. In addition these related service providers will assist with the identification of non-identified students with disabilities as a result of the pandemic. 1 school psychologist and 2 speech language pathologists.

9. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.

10. Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning.

\$300,000.00

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Support Child Nutrition efforts in providing meals to students.

11. Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities.

\$2,000,000.00

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Upgrade student/staff devices to support possible shifts/pivots to remote learning. Technology to support classroom learning.

12. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors.

\$600,000.00

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As we prepare for the return of students who have experienced trauma, we must ensure that we are prepared to meet their needs using a multi-tiered system of support (MTSS). We have an important opportunity to enhance our MTSS system to ensure that the needs of the whole child are met. To better understand these needs we conducted an internal self-assessment of our mental health support capabilities, which included a listening session with our school based mental health teams. The needs assessment highlighted a number of opportunities for improvement. These gaps can be addressed through a combination of internal resources as well as through external partnerships with partners who have specialized skill sets in providing school-based support for students with intensive mental health challenges.

13. Planning and implementing activities related to summer learning and supplemental after-school programs.

\$815,786.69

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Summer Boost/learning 2022. Provide opportunities after school learning and enrichment.

14. Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff

\$876,485.52

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Indirect costs and miscellaneous supplies for reopening.