



Fostering Recovery:

Restoring Opportunities to Learn



In this historic moment, we have a unique opportunity to reimagine schools that center the experiences of young people, their families, and equitably affirming practices. To counteract the effects of COVID-19 and the trauma that has ravaged Wayne County communities, a healing-centered school reopening plan can provide a safe and healthy return to school (NYU Metro Center, 2020). Students thrive academically when schools “hold a critical consciousness to cultivate classroom environments

and implement teacher practices that affirm students’ humanity, sustains their joy, and cultivates their brilliance” (Southeast Michigan Equity Coalition, 2020). Research (Ladson-Billings, 2009; Hammond, 2015; Muhammad, 2020) demonstrates that an engaging, identity-centered, intellectually rigorous learning environment accelerates academic growth. This document shares resources and school reopening recommendations that promote a student-centered approach to school reentry.

May, 2021

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Focus on Social-Emotional Needs

How can we support students so they are ready to learn?

“Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students’ ability to succeed in school, careers, and life” (Weissburg, 2016, pg. 1). Research shows that SEL not only improves academic achievement, it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students. Policy makers, educators, and the public can contribute to healthy development of children by supporting the incorporation of evidence-based SEL programming into standard educational practice (Durlak et al., 2011). Effective social and emotional learning

programming involves coordinated classroom, schoolwide, family, and community practices that help students develop the following **five key skills**:

- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision making.

■ English Learners

When multilingual learners experience a sense of trust and belonging, their affective filters are lowered, which enhances their willingness to communicate and take risks as they develop their additional languages (Hadjun, 2021).



Resources

CASEL Resources

- [SEL as a Lever for Equity and Excellence](#)
- [District Resource Center](#)
- [Equity and SEL](#)
- [Overview of SEL](#)

Mental Health Resources

- [Michigan.gov/StayWell](#)
- [Stay Well Video Resources](#)
- [Michigan Virtual Lesson Library](#)
- [Be Kind to Yourself: A Meditation](#)
- [Simple Mindfulness Techniques](#)

English Learner Resources

- [WIDA: Build Social-Emotional Support and Maintain Community](#)
- [Social and Emotional Support for ELs and Immigrant Students](#)
- [How to Support the Social-Emotional Needs of Middle/High School ELs](#)

Improving Attendance & Engagement

*Students just aren't showing up for class.
How can we teach them if they aren't there?*

The Whole School, Whole Community, Whole Child (WSCC) model is a framework supported by both education and health experts throughout the nation, including the Michigan Department of Education (MDE), to focus on the whole child. This means we must focus not only academics, but the physical, mental, social and emotional aspects of the child as well. The ten components and five tenets of the WSCC model are nested within the community, which works with the school to send consistent messages to kids about the importance of such things as daily attendance. Utilizing the WSCC model schools can reduce duplication of services and close the gaps that may exist in policy, process, and practice when implementing prevention programming at Tier 1, 2, and 3.

Given that disengagement often leads to chronic absenteeism, we must focus our attention on the behavioral, emotional, and cognitive engagement of students (Hanover, 2019). To address student engagement, classroom teachers should create and adhere to a class structure, work to build positive relationships with and between students, explicitly teach/model growth mindset components, while always striving to be culturally responsive to the needs of all children (Rosenkranz, 2014).

Additionally, schools must create a positive culture focused on learning that fosters collaboration among teachers across grade levels, and endeavors to support and guide all students (Rosenkranz, 2014). Moreover, schools should invest in providing families with resources that strengthen the bond between school and home and ensure access to parenting, education, and health resources (Hanover, 2019). Truly, relationships play a pivotal role in engaging learners. Checking-in with families and students when students are absent is critical (Sawchuk, 2019).

English Learners

For multilingual families, meaningful two-way communication must be in a language they understand (MDE, 2020).

Resources

PDFs

- [School Attendance Intervention Quick Guide](#)
- [Addressing Illness-Related Chronic Absences](#)
- [Attendance Playbook](#)
- [A Response to Intervention Model to Promote School Attendance and Decrease School Absenteeism](#)

Supporting the Whole Child

- [Best Practices Statement Integrating Whole Child into Continuous Improvement](#)
- [CDC Virtual Healthy School](#)

Attendance Works

- [Chronic Absenteeism](#)
- [Three Tiers of Intervention](#)
- [Strategies for School Sites](#)
- [A Guide for Planning Transitions to Elementary \(PreK-5\) School](#)
- [A Guide for Planning Transitions to Secondary \(Grades 6-12\) School](#)
- [Are Students Present and Accounted For? An Examination of State Attendance Policies During the COVID-19 Pandemic](#)
- [WRESA's Attendance Resource Team](#)

English Learner Resources

- [Communicating with Families of ELs and Translation Resources \(MDE\)](#)
- [WIDA: ABCs of Family Engagement](#)
- [Empowering EL families at home](#)
- [Building Strong Parent-Educator Partnerships](#)

▶▶▶ Moving Students Forward

How might we begin addressing learning loss caused or exacerbated by the pandemic?

A guaranteed and viable curriculum is “the single most important initiative a school or district can engage in to raise student achievement” (Marzano, 2003). While under normal circumstances a speedy curriculum adoption process is not ideal, during these times when many schools are facing teacher shortages, and educators are seeking guidance, making quick decisions to adopt research-based curricular resources may be the best option (Sawchuk, 2019). Using a core curriculum throughout the district and avoiding the use of online supplements will help create a firm foundation for all children (Sawchuk, 2019).

Face-to-face instruction should be held sacred and schools should do all they can to not interrupt face-to-face instruction.

All students must have access to high-quality Tier 1 instruction. Removing a child from core instruction will increase learning loss (Sawchuk, 2019).

[*See Clear Systems of Support for more information](#)

■ English Learners

It is highly recommended that districts implement a mix of localized models and employ English learner (EL) programming strategies that align with specific EL student needs.

Newcomer and long-term English learners (LTEL) require different approaches to overcome their distinct challenges. Districts must design EL programs to account for newcomers’ non-academic needs.

Conversely, long-term English learners require specialized academic language development, primary language development programs, and a schoolwide focus on study skills (Hanover Research, 2018).

Resources

Curriculum Coherence Guidance

- **Resources for Each Stage of Implementation**
 - [Pre-Contemplation](#)
 - [Contemplation](#)
 - [Preparation](#)
 - [Action](#)
 - [Maintenance](#)
- [Curated Research and Resources](#)

English Learner Resource

- [Hanover Research: Best Practices for Effective English Learner Programming](#)



▶▶▶ Prioritize Standards

*There is so much content on which we could focus.
Where do we start?*

Priority Standards provide a clear focus for time and resources. They allow districts and schools to carefully consider resources to target curriculum, instruction, and assessment decisions. These priority standards serve as an intentional subset of the total list of content standards that are selected and emphasized. This results in teachers allocating more instructional time to the selected priority standards. This focus ensures every student has the opportunity to learn and demonstrate proficiency, in order to be prepared for the standards at the next grade level or course (Ainsworth, 2013).

In addition to Priority Standards, **Supporting Standards** are selected to support, enhance, or connect to Priority Standards. They are

taught within the context, but do not receive the same degree of instructional or assessment focus. Supporting standards are to be integrated into the teaching of priority standards, not eliminated.

■ English Learners

The WIDA English Language Development (ELD) Standards Framework provides a foundation for curriculum, instruction and assessment for multilingual learners in K-12. This framework is centered on equity and the assets, contributions, and potential of multilingual learners (WIDA, 2020).

Resources

- [Prioritized K-12 ELA Standards](#)
- [Prioritized K-8 Mathematics Standards](#)
- [Prioritized High School Mathematics Standards](#)
- [Science Instructional Priorities: Considerations for Remote Settings](#)
- [GELN Learning Map—Prioritizing and Assessing Standards](#)

English Learner Resources

- [WIDA English Language Development Standards Framework \(2020\)](#)
- [MAISA: Guiding Principles to Meet the Assessment Needs of ELs](#)



Focus on High Impact Instruction

On which instructional practices should teachers focus?

■ Literacy

Classroom instruction can have an enormous impact on the development of literacy knowledge and skills. The Essential Instructional Practices in Literacy are research-based practices that if implemented will make a measurable positive difference in literacy achievement (MAISA/GELN, 2016). These practices should be incorporated into instruction throughout the day.

■ English Learners

Multilingual learners have a wide variety of needs in their literacy instruction. Sheltered instruction is an essential component of any literacy program for these learners (Saunders & Goldenberg, 2010; Wright, 2010), and it should be part of a broader educational program that ideally includes:

- Native language instruction as a foundation for content area learning
- Sheltered instruction to continue content area learning as appropriate based on a student's level of English proficiency
- English language development to foster students' ability to listen, speak, read, and write in English (CAL, 2016)

Additionally, reading in the native language supports reading in English for multilingual learners at all levels of English language proficiency (Cloud, Genesee, & Hamayan, 2009).



Literacy Resources

- [Essential Instructional Practices in Early Literacy: Prekindergarten](#)
 - [Free: On-Demand Professional Learning Related to the Pre-K Essential Instructional Practices in Early Literacy](#)
- [Essential Instructional Practices in Early Literacy: Grades K to 3](#)
 - [Free: On-Demand Professional Learning Related to the K-3 Essential Instructional Practices in Early Literacy](#)
 - [Recorded Professional Learning Sessions Regarding Implementing Essential Practices Remotely](#)
- [Essential Instructional Practices in Literacy: Grades 4 to 5](#)
- [Recorded Professional Learning Sessions Regarding Implementing Essential Practices Remotely](#)
- [Essential Practices for Disciplinary Literacy Instruction: Grades 6 to 12](#)
- [10 Essential Commitments in Literacy](#)

English Learner Resources

- [Literacy Instruction for ELs](#)
- [Reading 101 for ELs](#)
- [Home Language: An EL's Most Valuable Resource](#)
- [Components of the SIOP Model](#)
- [FAQs about the SIOP Model](#)
- [Using Sheltered Instruction to Support English Learners](#)

■ Focus on High Impact Instruction— Mathematics

In response to the closing of schools early in the pandemic, The National Council of Teachers of Mathematics, in their Moving Forward document (NCTM, 2020), identified productive structures to have in place to meet student learning needs in equitable ways. These structures impact the extent to which students are able to equitably and productively access grade-level learning, regardless of where they are in their learning. Not attending to them may “make existing inequities in school structures worse” (NCTM, 2020).

Productive structures include:

- Engaging in heterogeneous groupings, both between and within classes, where expectations for learning are high and the greatest gains can be made collectively for all students.
- Providing differentiated support for each student to reach grade-level standards by designing rich Tier 1 instruction that allows for multiple entry points and solution pathways and uses a range of approaches.
- Providing just-in-time interventions during the school day that do not replace daily, grade-level instruction and are designed on the basis of the results from effective formative assessments. Students move in and out of flexible interventions as needed.

■ Moving Students Forward— Mathematics

A guaranteed and viable curriculum is “the single most important initiative a school or district can engage in to raise student achievement (Marzano, 2003).

Curriculum guidance in mathematics begins with the NCTM teaching practice “select and implement cognitively demanding tasks”. These tasks can be chosen from a district-adopted text and built as a school-team and become the basis for a curriculum plan that goes beyond textbook adoption.

■ English Learners

Language barriers and academic literacy levels widen EL students’ content area knowledge gaps over time. As a result, few 4th and 8th grade EL students reach the “Proficient” or “Advanced” levels of Math (NAEP Report Card: Mathematics, 2019).

Mathematics Resources

- [Evidence-Based Framework for Instructional Practices in Mathematics](#)
- [Essential Instructional Practices in Early Mathematics: Prekindergarten to Grade 3](#)
- [NCSM Moving Forward: Mathematics Learning in the Era of COVID-19](#)
- [Sample Mathematics Units Based on Tasks](#)
 - [Developed with teams of Wayne County Teachers](#)
 - [Grade 3 Unit 3 Operations](#)
 - [Grade 6 Unit 3 Algebraic Expressions and Properties](#)

English Learner Resources

- [Supporting ELs in Mathematics Classrooms](#)
- [Math Instruction for ELs](#)
- [TODOS: Mathematics for All](#)
- [Components of the SIOP Model](#)
- [FAQs about the SIOP Model](#)





■ Focus on High Impact Instruction—Science

The *Framework for K-12 Science Education* summarizes it best:

“The overarching goal of our framework for K-12 science education is to ensure that by the end of 12th grade, all students have some appreciation of the beauty and wonder of science; possess sufficient knowledge of science and engineering to engage in public discussion on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn about science outside school; and have the skills to enter careers of their choice, including (but not limited to) careers in science, engineering, and technology.

Currently, K-12 science education in the United States fails to achieve these outcomes, in part because it is not organized systematically across

multiple years of school, emphasizes discrete facts with a focus on breadth over depth, and does not provide students with engaging opportunities to experience how science is actually done. The framework is designed to directly address and overcome these weaknesses.”

■ English Learners

Critical aspects of equitable science instruction for multilingual learners include equitable engagement in and language development through all instructional activities, and formative assessment practices that integrate science reasoning and effective language use (Molle & Huang, 2020).

Science Resources

- [STEM Teaching Tools](#)
Very helpful resources to guide educators with instruction aligned to our standards.
- [NGSX Training](#)
This training we consider baseline in order to understand and implement the shifts in classroom instruction to meet the Michigan Science Standards (NGSS)
 - [WRESA cohorts available](#)

English Learner Resources

- [NGSS: Offering Equitable Opportunities for ELs to Engage in Science](#)
- [Science Instruction for ELs](#)
- [Components of the SIOP Model](#)
- [FAQs about the SIOP Model](#)

■ Focus on High Impact Instruction—Social Studies

The **College, Career, and Civic Life (C3) Framework for Social Studies** emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. It represents powerful instruction through an inquiry arc of interlocking and mutually reinforcing elements that speak to the intersection of ideas and learners. The Four Dimensions are essential elements in meaningful and sustained instruction. They use questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real

world settings to become active and engaged citizens in the 21st century. These Four Dimensions are the cornerstone of effective Social Studies instruction and learning.

- **Dimension 1:** Developing Questions and Planning Inquiries
- **Dimension 2:** Applying Disciplinary Tools and Concepts
- **Dimension 3:** Evaluating Sources and Using Evidence
- **Dimension 4:** Communicating Conclusions and Taking Informed Action

Social Studies Resources

- [The College, Career, and Civic Life \(C3\) Framework for Social Studies](#)

English Learner Resources

- [Social Studies Instruction for ELs](#)
- [Social Studies for ELs: Teaching Social Studies That Matters](#)
- [Components of the SIOP Model](#)
- [FAQs about the SIOP Model](#)



»»» Culturally-Responsive Instruction

How might we connect the cultural and life experiences of our students in order to foster increased relevance, engagement, and motivation?

Research on culturally-responsive instruction focuses on the idea of building the cognitive capacity of students by grounding learning experiences in the rich assets of the child's family and community to generate engagement while sustaining motivation. This necessitates a focus on how students learn, retain, and apply information. Students must be given opportunities to grapple with learning, to deconstruct, and reconstruct knowledge to enhance cognition (Hammond, 2014).

NYU Metropolitan Center for Research on Equity and the Transformation of Schools recommends instructional practices that center the following:

- makes education accessible to all students;
- is co-constructed by students, families, community, and schools;

- affirms racial and cultural identities to foster positive academic outcomes;
- develops students' abilities to connect across cultures;
- empowers students as agents in their own teaching and learning;
- anticipates and designs the education experience around and in response to particular social and cultural differences.

■ English Learners

In order to foster a welcoming and inclusive environment for all, it is vital to build upon the strengths and linguistic and cultural experiences of multilingual learners, and understand that language, culture, and identity are deeply interconnected and should be valued (Nguyen & Commins, 2020).

Resources

- [Guidance on Culturally Responsive-Sustaining School Reopening](#)
- [Wayne RESA Culture and Climate Course Offerings](#)
- [Warm Demander Chart](#)
- [Using Trust Generators to Build Rapport](#)
- [Rapport Interaction Tally Tracking](#)
- [But That's Just Good Teaching: The Case for Culturally Responsive Teaching](#)
- [Understanding How Students See Themselves](#)

English Learner Resources

- [Anti-Bias and Anti-Racism Education](#)
- [Culturally Responsive Instruction](#)
- [SIOP and Culturally Responsive Instruction](#)
- [Achieving Equity for ELs with SIOP](#)



Focus on Curriculum Integration

Should our focus be primarily on math and literacy?

Teaching grade-level content in core areas is essential for establishing a solid base on which all future learning can be built (Sawchuk, 2019). Withholding access to high-quality science and social studies instruction from some children is an inequitable practice. Engagement in rich science and social studies learning supports literacy development and literacy in turn benefits sensemaking in content areas for all learners (Duke, Lee, Wright, & Gotwals, 2020). In other words, science and social studies are vital and should be viewed as an essential part of every child's school day.

Children are born curious, ready to investigate the world around them. Practices such as interactive read-alouds are an essential literacy practice that can engage and build on that natural curiosity (MAISA/ GELN, 2016).

English Learners

To avoid creating knowledge gaps due to language barriers, EL programs should provide sheltered instruction (Hanover, 2018; Markos & Himmel, 2016).

The SIOP Model is a research-based model of sheltered instruction that serves as a framework for planning and delivering instruction in content areas. When the features of the SIOP Model are implemented to a high degree, the achievement of English learners improves (Echevarria, Richards, Chinn & Rattleff, 2011).

Those features provide the language accommodations that English learners need to improve their literacy skills (McIntyre, Kyle, et al., 2010). Both ELs and non-ELs benefit from the implementation of the SIOP Model (Short & Himmel, 2013).

Resources

- [Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom: Grades 6 to 12](#)

K-6 Instructional Time by Content Area:

- [NSSME Report, 2018 \(p. 202\)](#)

Content-Literacy Integration Videos:

- [Speaking up for Science and Social Studies](#)
- [Integrating Science and Literacy \(NASEM\)](#)
 - [Dr. Nell Duke \(Literacy\)](#)
 - [Dr. Okhee Lee \(English Learners\)](#)
 - [Drs. Wright and Gotwals \(K-2\)](#)
- **Open Educational Science Curriculum (FREE!) Training is available for some resources through Wayne RESA, some through the developer. Email Rich Bacolor for more information: bacolor@resa.net**

- [List of Open Educational Resources and other high quality materials that are free](#)

- **MC3 Curriculum: Social Studies continues to facilitate learning around the accessibility of the MC3 curriculum via Atlas. It has been converted to Google and is available at atlas.resa.net.**

- **Select Wayne RESA-SS under the "School" filter to find these and additional enhancements or use this direct link: [MC3 - Google Format](#)**

- **In addition, please consider the use of the [MI Open Books](#), an aligned, interactive, open source, digital K-12 Textbooks.**

- **The [Michigan Social Studies Hub](#) As Michigan implements the new social studies standards; this website continues to be a valuable tool for educators.**

English Learner Resources

- [Components of the SIOP Model](#)

Clear Systems of Support (MTSS)

How can we effectively meet the diverse needs of our students?

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system in order to best support students. The framework of MTSS is a “way of doing business,” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports helps schools and districts organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to enable every child to successfully reach his/her fullest potential.

One-on-one tutoring is shown to be one of the best ways to improve academic performance and promote learning recovery (Sawchuk, 2020). Providing individual tutoring, by a highly qualified instructor, multiple times a week for students struggling

in math and reading have led to large educational performance improvement effect sizes (Barshay, 2020). Engaging in math tutoring three or more hours a week, or approximately 50 hours a semester, is shown to be 20 times more effective than less frequent tutoring options (Barshay, 2020). Likewise, high-dosage reading tutoring is 15 times more effective than similar, but less frequent tutoring options (Barshay, 2020).

The coordination of time, staff, resources, and objectives is critical for an efficient and effective implementation of MTSS in your building.

■ English Learners

It is vital to develop and implement culturally and linguistically responsive models for MTSS for multilingual learners. It is critical to ensure that English learners have access to the general education curriculum and appropriate ELD supports at Tier 1, based on their language proficiency levels (Rinaldi, 2020).

Resources

- [MTSS Focusing Tool](#)
- [Michigan Department of Education \(MDE\) Multi-Tiered System of Supports Practice Profile](#)
- [Healthy School Action Tools](#)
- [WRESA Positive Behavioral Interventions and Supports](#)
- [MiMTSS Technical Assistance Center](#)
- [MTSS Leadership Team Reflection Tool](#)
- [Research Brief - MTSS Evaluation Practices](#)
- [2020-2021 Priority Instructional Content in Literacy and Mathematics](#)

English Learner Resources

- [Assessment Tools for Bridge between Language Acquisition and Disability](#)
- [Helping ELs Succeed with MTSS](#)
- [MTSS for ELs](#)



» Rethinking Grading Policies

Do our grading practices and policies reflect student learning of the taught curriculum and actually support learning?

Many districts across the country have reported that students learning remotely are experiencing greater rates of failure based on grades. Districts might consider rethinking their grading practices and policies to ensure they support learning and are equitable for all students.

Do you have a clear, district defined, purpose for grades? How confident are you that grades in your district are accurate, consistent, meaningful, and supportive of

learning? (O'Connor, 2018) Do your grading policies harm students (Feldman, 2019) You can change your reporting practices, i.e., report cards, but have you really changed your assessing and grading practices to align? (Guskey, 2020) These and many other questions have come to light more dramatically in recent months due to the pandemic, making this the perfect time to begin this conversation.

■ English Learners

Another important aspect of grading pertains to English learners (EL), especially middle and high school newcomers who are still struggling with their English proficiency. Teachers have the option to award these students a "G" grade based on the efforts they put forth throughout the semester. Giving a "G" grade allows students to earn credit for the course while their GPA is not affected.



Resources

- [Grading for Learning Guidance Document](#)
- [Learning Point: Grading to Support Student Learning](#)
- [Video Presentation: Ken O'Connor Effective Grading Practices Nov. 2019](#)
- [Top 10 Grading Articles of 2020](#)
- [Miscellaneous Grading Resources](#)
- [Educational Leadership Volume 78/Number 1; Educational Leadership September 2020 Edition: Grade Expectations](#)
- [Wad-Ja-Get? The Grading Game in American Education](#)
- [Narrative Reporting](#)
- [Engaging Students using Formative Feedback](#)
- [Ann Arbor Public School Modified Grading Scale 2020-21](#)
- [University of Michigan Grading Policy 2020-21](#)
- [Michigan State University Grading Policy 2020-21](#)
- [The Best Response is a Measured One by Justin Westerfield](#)

English Learner Resources

- [How do you fairly grade your English learners? \(video\)](#)
- [The Five Pillars of Equitably Grading ELs](#)

Individual Reading Improvement Plans

The Read by Grade 3 Law requires these individualized plans, but are they worth the time?

Districts can use individualized learning plans to assess and address various learning levels and needs caused by COVID-19 (MDE, 2020).

Considerations when developing Reading Plans:

- Resist the urge to approach creating these plans with a deficit mindset, instead focus on student strengths, interests, and needs that keep the child at the center.
- Consider creating a weekly plan outlining supports, structures, and routines that will balance school and playtime in such a way that addresses the child's overall health and well-being.
- In order to increase the effectiveness of the plans, consider how to deliver the content based on the tools and resources available to each child.
- Families must be kept informed of the child's progress through ongoing communication, as they are essential partners (Hess, 2020).

English Learners

For multilingual learners, it is critical to distinguish between language acquisition and possible reading issues. Careful consideration should be given to the fact that English learners require five to seven years to acquire the cognitive academic language proficiency necessary to perform at grade level (MDE, 2016).

It is also vital to support continuing to read in the home language. The best evidence of this comes from studies showing that students with strong reading skills in the home language also have strong reading skills in their second language. Much of this work has been done on ELs in the U.S. (August & Shanahan, 2006; Riches & Genesee, 2006).

Resources

- [Michigan Department of Education Individual Reading Improvement Plan \(IRIP\) FAQs](#)
- [Michigan Department of Education 2020-2021 Read by Grade Three Law \(RBG3\) Frequently Asked Questions: Individual Reading Improvements Plans, Assessments, and Updates about the Law](#)
- [2020-21 Early Literacy Assessment Guidance for Learning at a Distance](#)
- [MeL Resources to support early literacy](#)

English Learner Resources

- [ELs and Third Grade Reading Law \(MDE\)](#)
- [Home Language: An EL's Most Valuable Resource](#)



Summer Learning Opportunities

How do we make the most of summer learning time?

“The average student loses a month of academic-calendar learning each summer [...and there is] a link between socioeconomic status and the loss of reading skills experienced over the summer” (Quinn & Polikoff, 2017). Summer learning programs can be effective in improving student achievement while also providing enrichment activities such as sports, arts, and STEM exploration.

According to James Kim (2004), “Regardless of ethnicity, socioeconomic level, or previous achievement, children who read four or more books over the summer fare better on reading-comprehension tests in the fall than their peers who read one or no books over the summer. Young children who participate in learning science are more likely to interpret and learn with challenging text, acquire a rich vocabulary and language, write for a broader range of purposes, and build evidence-based arguments to communicate with others” (Hand, 2008).

The [MAISA GELN Essential School-Wide Practices in Literacy](#) document identifies ten research-based system-level practices that can be implemented at the organizational level. Practice 9 specifically addresses summer learning as an important piece of the literacy puzzle, “An ambitious summer reading initiative supports reading growth.”

Educational leaders should consider how voluntary summer reading programs, engaging interdisciplinary (i.e. STEM-based) learning

opportunities, and small-group tutoring might address the learning loss caused by summer vacation.

Context:

How might starting with the known (research on summer learning) assist schools in revising efforts to fit the current unknown?

Collective Impact:

What partnership opportunities exist within the local community that would strengthen engagement, funding, and cross-sector interconnectedness?

Customize:

What options exist for face-to-face small group learning as well as virtual opportunities that will promote an equitable and engaging summer learning experience for all learners?

Resources

- [MAISA GELN Summer Reading Engagement: High Impact / Low Effort Solutions Already Being Used Across Michigan](#)

Summer Learning Research and Resources

- [Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth](#)
- [Eliminating Summer Reading Setback: How We Can Close the Rich/Poor Reading Achievement Gap](#)

- [Essential School-Wide Practices in Literacy \(Practice 9, Summer Learning\)](#)
 - [Essential School-Wide Practice 9 video: Summer Lit Lab Pop-Up](#)
- [IES Practice Guide: Structuring Out-of-School Time to Improve Academic Achievement](#)
- [National Summer Learning Association \(NSLA\)](#)
- [RAND Summer Learning Series: Getting to Work on Summer Learning](#)
- [Ready for Fall? Near-Term Effects of Voluntary Summer Learning Programs on Low-Income Students’ Learning Opportunities and Outcomes](#)
- [Supporting Summer Learning, Pandemic or Not](#)

STEM Resources

- [AIR Report: STEM Interest and Engagement Study with Student Survey](#)
- [Community Asset Mapping for Science Investigations](#)
- [NSLA Brief: What Keeps Kids Engaged in Summer Learning?](#)
- [Supporting Early Literacy Development and Science Instruction](#)

English Learner Resources

- [Summer School for ELs](#)

Structural Innovation (Looping)

How can we cut to the heart of instruction and capitalize on established teacher-student relationships?

Looping, or the process by which a classroom teacher instructs the same group of students for two or more years, has been shown to improve student achievement and recover learning loss and should be carefully considered as an option as we return to school (Gewertz, 2020). Studies have shown small but significant test score gains for students when they were assigned to the same teacher for multiple grades (Cistone & Shneyderman, 2004). Variations on traditional looping may also be beneficial such as creating vertical teams in which teachers of similar content areas communicate and plan together across the grade levels. In this model, common planning times for educators are crucial (Gewertz, 2020).

Additional benefits of looping include: decreasing the number of students in need of additional supports/services, improving

student attendance, decreasing student anxiety, strengthening the home-school connection as teachers develop close relationships with students and families, and a gain of almost a month of teaching time after the first year (Bafile, 2009).

Guaranteeing this continuity of existing relationships is even more critical as a result of COVID-19. Many children have experienced trauma related to this pandemic and will therefore benefit from consistency in the school/classroom environment, classroom procedures, and instruction, as they can be negatively affected by changes in routine, lack of structure, or unclear boundaries (Hanover, 2020). Promoting predictability and consistency can help students feel more comfortable returning to school (Minahan, 2019).

Resources

- [Implementing Looping](#)
- [Classroom Looping: What it is and Why Schools Should Consider it](#)
- [Should All Teachers Loop with Their Same Students in the Fall](#)
- [Looping: How Widespread Is Its Use?, Rationale, Evidence Supporting Its Use](#)



Academic Recovery for Students with Disabilities in Response to the COVID-19 Pandemic

Wayne RESA applauds educators across Wayne County for their tireless efforts on behalf of all students during the pandemic. Our school districts have continued to show their unwavering commitment to providing students with the best learning opportunities available despite these challenging times.

Although some research has been conducted, the full impact of the COVID-19 pandemic on the academic growth of our students is yet unknown. However, it seems likely that students with disabilities have been more significantly impacted by the disrupted learning environments than their general education peers.

Throughout the pandemic, requirements of the Federal Individuals with Disabilities Education Act (IDEA) have remained in place. The USDOE Question and Answer Guidance on March 12, 2020, and the March 21, 2020 Supplemental Fact sheet from the US OSEP both speak to these requirements. Additionally, the requirements of the Michigan Administrative Rules for Special Education (MARSE) have remained, with exception of a few waivers. However, neither the IDEA nor the MARSE specifically address the learning loss that many students with disabilities may have experienced over the past year.

The Michigan Department of Education – Office of Special Education (MDE-OSE) issued the “Guidance to Forgone Learning for Students with IEPs on July 7, 2020.” This guidance was issued specifically to address the mandatory school closure period from March 2020 to June 2020. MDE-OSE also issued “Guidance to Address Return to Learn for Students with IEPs” on August 24, 2020. This guidance recommended that three of the six priorities for the 2020-2021 school year be devoted to assessing students with disabilities to determine the impact of the pandemic and to make decisions with respect to “recovery services.” (See Priorities 3-6 of MDE Return to Learn Guidance). MDE-OSE has not provided any additional guidance to address on-going learning loss that may have occurred during the 2020-2021 school year.

In the absence of further written guidance from the MDE-OSE, Wayne RESA offers the following considerations to address learning loss for students with disabilities as result of the pandemic:

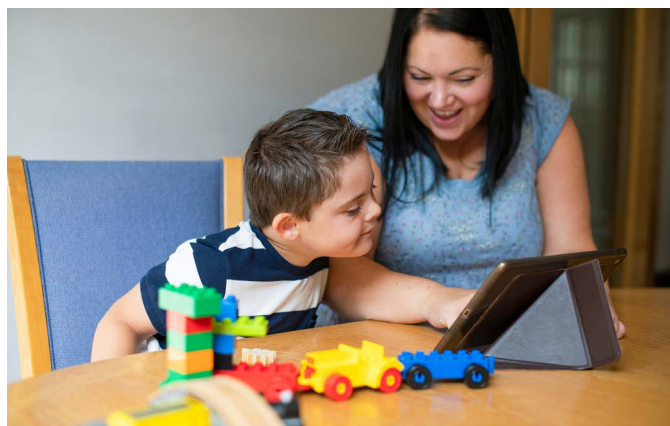


Academic Recovery

- “Academic Recovery” addresses learning loss caused or exacerbated by the COVID-19 pandemic and may include enrichment activities, supplemental/remedial services, recovery services, or in some cases mandated compensatory education.
- Academic Recovery services are based on the presence of on-going learning loss during the COVID-19 pandemic.
- Although the requirement to provide Academic Recovery services is dependent upon individual circumstances, in making decisions regarding future supplemental learning opportunities for students, districts should consider whether students with disabilities will have similar opportunities as students without disabilities within their district to regain the skills lost as result of the pandemic.
- Students with disabilities must be provided with equitable access to the Academic Recovery services being offered to their general education peers. For some students with disabilities, this may require the district to provide additional supports to enable the student to have equitable access.
- Decisions regarding the need for additional services for students with disabilities should be based on data related to the individual, unique learning needs of each student.
- For students with moderate to severe disabilities, the district should consider whether additional services are necessary to support the student in regaining the skills lost during the pandemic that were not regained by the student or to address new needs that may have emerged because of the interruption in learning caused by the pandemic.
- If it is determined that the learning loss or delay is significant enough that the Academic Recovery available to all students throughout the district is not sufficient for this student with disabilities, it is recommended that an individual Academic Recovery Plan be developed to address the student’s unique learning needs.
- Academic Recovery should not be mandatory; parents may choose not to have their students participate.

Determining the Need for Academic Recovery Services

- The need for Academic Recovery services should be determined by reviewing a variety of student-specific data, information provided by the student’s teachers and related service providers, and an opportunity for input from parents, to determine:
 - Whether the student received a FAPE during the period of the pandemic.
 - Whether the student had access to services provided to all students during remote learning.
 - Whether there was regression of skill(s) or a lack of progress on IEP goals beyond what is expected given the circumstances.
 - Whether the student has developed a new need because of the pandemic or learning loss that cannot be addressed without additional services or supports in the existing IEP or plan.
 - When determining whether and to what extent Academic Recovery services are warranted the ability of the student to regain skills should be considered.
- Parent input is expected by MDE-OSE and should be documented when evaluating student performance during the remote learning environment and the need, amount, and the method of delivery of Academic Recovery services.
- Parents and schools are encouraged to work together and consider creative and innovative ways to address loss of learning that carefully consider a student’s individual circumstances, including strengths, impact of disability on learning, and stamina.





Documentation of Academic Recovery Services

- There is no specific required form of documentation. However, it is highly recommended that all efforts made by the district to address learning loss be well documented.
- Districts should be able to demonstrate how they are meeting the needs of students with disabilities determined to need Academic Recovery services.
- Documentation should be maintained by the district in case a district is monitored or if there is a disagreement, a complaint, or a dispute about the impact of the pandemic on a particular student or about services that are offered to address the learning loss.

Implementation of Academic Recovery

- Academic Recovery services may be provided during the school day, before/after school hours, or during a break in instruction.
- The summer break may provide a prime opportunity for districts to address learning loss. And, providing access to such opportunities for students with disabilities will assist districts in preempting, avoiding, and addressing potential complaints or disputes about learning loss for individual students with disabilities.

- Academic Recovery services may be provided in multiple ways, such as through intensive targeted individualized programs, one-on-one instruction/tutoring, group or small group activities, summer camps, utilization of outside service providers, etc.
- Extended School Year programming is not the same as Academic Recovery. Districts should also plan to provide ESY services to eligible students.

Funding

- Federal and state funding (ESSER II, GEER, and SAF) should be consistently applied to all students, general and special education.
- Costs associated with accommodations, modifications and special education supports necessary to ensure equitable access to Academic Recovery services for students with disabilities should be included in the district's budget, staffing, program, vendor selection and Academic Recovery Plans.
- Districts are eligible to receive reimbursement for costs associated with Academic Recovery services for Act 18 eligible students by submission of a plan to WRESA.

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