

TAPS 22A172

ESSER II RFA/Academic Assistance

Project Narrative

Funds allocated to UF Lab School will target middle grades mathematics achievement and learning loss through individualized, and small group learning supports for students experiencing learning gaps in mathematics, including students with disabilities.

1. **Summary of plan to address learning loss:** To address emerging learning gaps in mathematics due to the variety of learning formats offered to students and families during the 2020-2021 school year additional instructors will be employed to address students' mathematical learning needs. Specifically, funds allocated will be used to (1) employ a math tutor for 4th – 8th grades who will assist students both during and after the school day (.77 FTE), and (2) to add an additional special education teacher to 6th – 8th grades (.94 FTE Salary \$51,875.02 + \$16,081.26 Fringe).
2. **Pre- and post- assessment to assess students' progress in essential math concepts and skills:** UF Lab School will continue to use the IXL Real-Time Diagnostic and Progress Monitoring Assessments as a pre/post assessment for monitoring students' progress in math concepts and skills. Additionally, the use of this digital application will assist teachers in accurately placing students in the IXL personalized, math tutoring application.
3. **Evidence-based interventions to meet the comprehensive needs of students during and outside of the regular school day and year:** Evidence-based, best practice is rooted first in a valid and reliable diagnostic assessment aligned with state standards. UF Lab School will begin planning for tiered interventions by analyzing the results of the IXL real-time diagnostic assessment. Evidence-based intervention strategies will include the following to meet the comprehensive needs of students during and beyond the school day:
 - Systematic and explicit instruction in the weak skill area: provided via the IXL personalized, math tutoring application and in-person small group and personalized tutorials. Daily, high quality instruction begins with a warm-up problem, followed by explicit instruction that engages student action to teach a concept, strategy, rule, or procedures, with the teacher/tutor providing explicit feedback, concluding with student application of the lesson individually or with peers with a variety of problem sets. Conceptual and procedural learning goals are presented simultaneously, with lessons ending with a review. When needed, lessons/demonstrations are organized in small steps to accommodate the learner. As students apply the lesson, the teacher/tutor provides corrective feedback or probing questions to guide learning and mastery. <https://files.eric.ed.gov/fulltext/ED561207.pdf>
 - The following What Works Clearinghouse Recommendations will guide mathematics instruction <https://ies.ed.gov/ncee/wwc/PracticeGuide/2>
 - Screen all students
 - Focus on in-depth treatment of whole numbers in grades K-8
 - Provide explicit, systematic instruction
 - Identify common, underlying structures in solving word problems

- Include visual representation of functions and relationships, such as manipulatives, pictures, and graphs: includes the use of personal white boards distributed throughout the learning communities, community white boards, and digitally with iPad applications and shared large screens to project and share with peers/teacher
- Devote 10 minutes of each lesson to development of fact fluency
- Monitor student progress; provided by IXL real-time diagnostics
- Plan for motivational strategies

4. Professional development on the use of a multi-tiered system of supports: UF Lab School has been fully implementing MTSS K-12 since 2009. As such, ongoing professional learning is included in our induction program, and through quarterly Student Success Team meetings led by the Learning Community Leader and the Director of Student and Family Services. During SST meetings, teachers, school leaders, and service providers collaborate to analyze multiple sources of progress monitoring data to design and implement evidence-based supports to improve student outcomes. MTSS is how P.K. Yonge is structured to provide personalized, mastery-based education for all K-12 students.

5. Approach to providing information and assistance to parents to effectively support students: Multiple faculty members work with families to provide effective support for students who are struggling including teachers, Learning Community Leaders, service providers, administrators, and counselors. Family conferences are scheduled at the convenience of families, and may be in-person or through Zoom, to ensure easy access and participation by all families. During such meetings, achievement data is reviewed together and specific goals are discussed as well as effective strategies for supporting student success. Additionally, school counselors have created a series of easy-access online, interactive information meetings (with recordings available online) to support families at their convenience in acquiring strategies to support their students.