

District Name	Lincoln Consolidated Schools
EEM Entity Type	
Primary Contact	Karensa Smith, Asst. Superintendent of Curriculum & Instruction smithk@lincolnk12.org
Secondary Contact	Adam Snapp, Director of Finance snappa@lincolnk12.org
Learning Loss Plan Link	<a href="#">98c Grant App: LCS Learning Loss Plan 22-23</a>
Metrics Used	<p>ESSER II funds are to address learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by differentiating instruction.</li> <li><input type="checkbox"/> Implementing evidence-based activities to meet the comprehensive needs of students.</li> <li><input type="checkbox"/> Providing information and assistance to parents and families on ways to support students.</li> <li><input type="checkbox"/> Tracking student performance and engagement in distance learning</li> </ul>
Metrics Used to Evaluate Program	<p>Student Achievement Data (pre and post, benchmark data as avail)  Perception Data (teacher reflections, monthly during project period)  Perception Data (student reflections, end of project period)  Pre and post surveys</p>
Project Completion Deadline	June 30, 2023
Legislative Report Deadline	July 14, 2023

Summary	<p>Champion K-12 educators will participate in "Saturday Sessions" focused on building student engagement, differentiating with diverse needs in mind and providing ways to hone deeper learning in class which will assist students with learning loss..</p> <p>In these workshop-style sessions,, champion teachers from each building would be presented with new learning about evidence-based practices, interact using the innovative strategies, collaborate with colleagues to brainstorm connections to instructional contexts, individually and collectively develop lesson plans using district template and create necessary instructional materials, rehearse with colleagues as needed and finally, implement practices with students.</p> <p>Champion teachers will also gather artifacts of student learning and collect personal reflections throughout the project for collective discussions.</p> <p>K-12 champions participating in the professional learning series will also serve as instructional leaders in the next school year to share best practices with fellow colleagues.</p>
Rationale	<p>"A substantial, robust body of evidence exists to support assertions that individual student engagement in educationally purposive activities leads to more favorable educational outcomes."</p> <p>"Engagement was found to be particularly beneficial to those groups of students least prepared for higher education..."  <a href="https://eprints.lancs.ac.uk/id/eprint/61680/1/Deliverable_2_Evidence_Summary_Nov_2010.pdf">https://eprints.lancs.ac.uk/id/eprint/61680/1/Deliverable_2_Evidence_Summary_Nov_2010.pdf</a></p> <p>"A growing body of research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, &amp; Gable, 2008)."  <a href="https://www.ascd.org/el/articles/differentiated-learning?scrlbybrkr">https://www.ascd.org/el/articles/differentiated-learning?scrlbybrkr</a></p> <p>On average, students in deeper learning network schools achieved higher scores on the OECD PISA-based Test for Schools (PBTS) — a test that assesses core content knowledge and complex problem-solving skills — in reading, mathematics, and science than did similar students in comparison schools. These students also earned higher scores on state-mandated English language arts and mathematics tests.  <a href="https://www.air.org/sites/default/files/Deeper-Learning-Summary-Updated-August-2016.pdf">https://www.air.org/sites/default/files/Deeper-Learning-Summary-Updated-August-2016.pdf</a></p>
Deliverables	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson Plan using LCS template for each month</li> <li><input type="checkbox"/> Samples of student work for each month (eg. photos of modified assignment, photos of student collaboration, slides of student responses)</li> <li><input type="checkbox"/> Teacher reflections for entire series using pre and post (specifically referring to challenges in design and implementation, student successes, takeaways for future lessons)</li> </ul>

	<input type="checkbox"/> Student perception data gathered in May (specifically capturing engagement in class, meaningful access to content)
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Meeting Dates	January 28 February 25 March 18 April 15 May 13 June 3 9:00 am - 3:00 pm
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Budget	\$183,838
Hours	6 hours x 6 sessions = 36 hours (2.5 hour interactive presentation + 1 hour learning lunch + 2.5 hour collaborative lesson design)
Facilitators	\$33,5000 for facilitators to attend and present during Saturday trainings
Number of Teachers	30
Teachers' Compensation	6 sessions at \$450 per person (expected 30 teachers attending). \$72,900 for salaries and \$36,450 for benefits and taxes  3 sessions held at District during regular school hours. \$300 per teacher * 20 teachers = \$18,000 plus \$9,000 for estimated benefits/taxes (retire/fica/uaal)
Supplies and Materials	\$250 x 40 teachers = \$10,000  Professional Books Subscriptions to Instructional Technology Classroom Materials
Prism's of Reality	Virtual Reality equipment to address leaning loss with student in a virtual environment to place simulate real world issues and problems \$3,988
TOTAL	\$183,838