

East Jackson Learning Loss Plan (23g)

MI Kids Back on Track

Updated: 10/28/23

Overview and scope

As a part of our district's Multiple Tiered System of Supports, our school provides research-based, additional academic support through pull-out and push-in interventions with instructional assistants and literacy coaching support. In grades K-3, the primary focus is on student literacy development to get them at academic level. In grades 4-6, the school provides additional academic support with a blended focus on literacy development and mathematics skill development to get them at academic level. In grades 7-8, interventionists focus on support for mathematics skill development toward 8th grade competency.

Data analysis has shown us that credit recovery programming is most successful when students are provided this opportunity during the school day while receiving additional services of transportation and food service (breakfast and lunch). The district has focused our credit attainment for our district to appropriately address unfinished learning.

Students are identified as behind grade level by a number of data points. This data is reviewed at least 4 times per year in order to identify students that are falling behind grade level and needing additional support. IF ANY FAMILY WISHES TO UTILIZE THESE SUPPORT SERVICES, PLEASE CONTACT THE SCHOOL OFFICE, OR CALL (517) 764-2090.

Input from community stakeholders is being gathered in a variety of ways. First, as a part of our ongoing MICIP processes, surveys are administered twice per year to students, staff, and families. Since the onset of COVID-19, surveys have included information about learning loss and how the district can address unfinished learning. This data is reviewed on a quarterly basis (or more frequently, as necessary) by the building level and district MICIP teams. This provides our district with reflective input from a variety of stakeholders in our community. In addition, a Community Forum is planned on November 2, 2023 to gather input from community leaders on school programs, including the key elements of the MI Kids Back on Track elements.

Discussion will be ongoing with the Board of Education on how to best identify and support the needs of students who have fallen behind their grade-level peers.

Through the MICIP process, our district has identified key strategies for implementation which vary according to development appropriateness.

- 1) Tier 2 and 3 interventions for literacy—push-in and pull-out supplemental literacy support, grades K-6 with a highly qualified interventionist
- 2) Tier 2 and 3 interventions for mathematics—push-in and pull-out supplemental mathematics support, grades 4-8 with a highly qualified interventionist
- 3) Credit recovery intervention program through a certified teacher through the EdOptions Academy. This will help prepare students for postsecondary education opportunities.

The MICIP team continues to refine our goals, strategies, and activities with the MICIP platform. Data review and plan development is ongoing, but these strategies are either in the stage of early or full implementation at the start of the 2023-24 SY to address unfinished learning.

Next Steps

As a part of the district's MICIP process, a specific set of strategies and activities will be fully outlined by the district's MICIP team, as well as building level school improvement teams. All elements of the plan shall include:

- Specific strategies and activities in the MICIP Platform
- Student needs analysis for each identified goal in the plan
- Evidence-based practices within the MI Strategy Bank (within the MICIP section)
- Describe how funds received will be budgeted to support each strategy and activity implemented under the MI Kids Back on Track plan

Impact Metrics for Plan Evaluation

As a part of the district's MICIP process, data will be collected and analyzed in order to determine effectiveness of the Plan. The following metrics will be utilized:

- NWEA benchmark assessment data, by student participation
- Credit recovered (course completion) for 9-12 students
- Survey data from students, families, and staff
- Attendance data

Program Evaluator

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