

East Jackson Learning Loss Plan (23g)

Mi Kids Back on Track

Updated: 1/26/24

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 MiStrategy 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

Steve Doerr, EJCS Superintendent
(517) 764-2090

<Attachment: MI Kids Back on Track MICIP Plan>

MICIP Portfolio Report

East Jackson Community Schools

Goals Included

Active

- Improve ELA M-Step and NWEA outcomes
- Math Assessment Outcomes

Buildings Included

Open-Active

- East Jackson Elementary
- East Jackson Secondary School

Plan Components Included

Goal Summary

Data

Data Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

East Jackson Community Schools

Improve ELA M-Step and NWEA outcomes

Status: ACTIVE

Statement: Our goal is to provide opportunities for students to learning critical ELA outcomes, in order to improve ELA assessment outcomes to meet or exceed the state averages.

Created Date: 11/09/2023

Target Completion Date: 06/14/2025

Data Set Name: K-12 ELA Data & Interventions

Name	Data Source
EJE ELA M-Step Data	MiDataHub
EJE NWEA Reading Data - 2022/2023	NWEA
EJSS NWEA ELA Data	NWEA
EJSS Student Performance on State Tests - ELA	MiDataHub
EJSS Student Performance on State Tests - ELA by Distance	MiDataHub
EJSS Student Progress on State Tests - ELA	MiDataHub
EJSS SAT Proficiency - ELA	MiDataHub

Data Story Name: EJCS ELA Outcomes

Initial Data Analysis: The observation from the district MICIP team shows that student performs lags behind state outcomes.

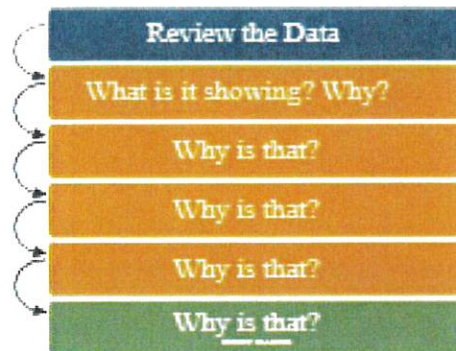
Initial Initiative Inventory and Analysis: The district has offered summer school and afterschool programming between 2021 to the present in order to address learning loss and unfinished learning through all grade levels.

Gap Analysis: Students that are at-risk and eligible for special education services are regularly behind their peers.

District Data Story Summary: East Jackson is located in a traditional blue-collar section of Jackson County. Rates for poverty, economically disadvantaged, and at-risk populations are higher than most of the surrounding districts. Student achievement in math and ELA continually lag behind state averages.

Analysis:

Root Cause



Five Whys

- Why: Average student outcomes in English language arts achievement on NWEA and MSTEP assessments lag behind the state average outcomes.
- Why: As an average, students and families within East Jackson experience more obstacles to learning ELA outcomes of reading, writing, speaking, and listening.
- Why: Students' learning was severely interrupted (directly and indirectly) by the COVID-19 pandemic.
- Why: Student have unfinished learning outcomes.

Challenge Statement: Students must resolve unfinished learning objectives.

Strategies:

(1/1): 23g Expanded Learning Time

Owner: Jeff Punches

Start Date: 11/09/2023

Due Date: 06/14/2025

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings

- East Jackson Elementary
- East Jackson Secondary School

Total Budget: \$1.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Expanded Learning time -- Instructional Assistants	Jeff Punches	11/09/2023	06/14/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Edmentum intervention system	Jeff Punches	11/09/2023	06/14/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Math Assessment Outcomes

Status: ACTIVE

Statement: Our goal is to provide additional math learning opportunities for students, in order to improve ELA MStep and NWEA assessments scores to meet or exceed state outcomes.

Created Date: 11/09/2023

Target Completion Date: 06/14/2025

Data Set Name: K-12Math Data & Interventions

Name	Data Source
EJE 4th Grade M-Step Math Data	MiDataHub
EJE 3rd Grade M-Step Math Data	MiDataHub
EJE 5th Grade M-Step Math Data	MiDataHub
EJSS NWEA Math Data Trends for 2019/2020 - 2022/2023	NWEA
EJE 6th Grade M-Step Math Data	MiDataHub
EJE NWEA Math Data Trends 2022-2023	NWEA
EJSS Student Progress on State Tests	MiDataHub
EJSS Student Performance on State Tests	MiDataHub

Data Story Name: EJCS Math Outcomes

Initial Data Analysis: Steve

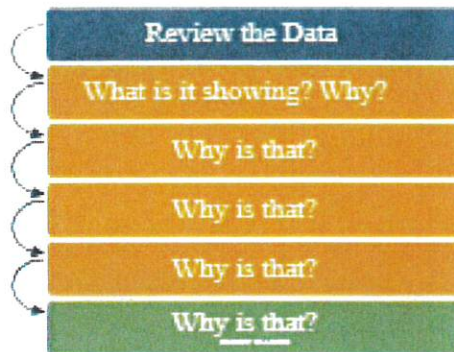
Initial Initiative Inventory and Analysis: Steve

Gap Analysis: Steve

District Data Story Summary: Steve

Analysis:

Root Cause



Five Whys

- Why: East Jackson students average math assessment outcomes lag behind state averages
- Why: As an average, students and families within East Jackson experience more obstacles to learning math outcomes for computation and conceptual development.
- Why: Student learning with out district was severely disrupted (both directly and indirectly) by the COVID-19 pandemic.
- Why: Students have unfinished learning.

Challenge Statement: The district must overcome the learning loss barriers to help student achievement in math outcomes.

Strategies:

(1/1): 23g Expanded Learning Time

Owner: Jeff Punches

Start Date: 11/09/2023

Due Date: 11/16/2023

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

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Audience

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- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Extended Learning time -- instructional assistants	Jeff Punches	11/09/2023	11/16/2023	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Edmentum system implementation	Jeff Punches	11/09/2023	11/16/2023	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				