

## ***Learning Loss Plan***

To address lost instructional time and learning loss, Lapeer Community Schools will be implementing several different opportunities for students to gain additional instructional time. These opportunities consist of During the Day intervention and extended school year options. Extended year options are available in core content areas to increase student proficiency, 5 days a week, 3 weeks per year at Turrill Elementary, which is a year round school building. Transportation is included. K-5, teachers are being trained in evidence-based interventions in reading and math in order to diagnose student needs and plan for intervention. Enrichment opportunities are being offered to students during school breaks. Data indicates that many students are reading below grade level, and teachers have voiced the need for additional books in their classrooms at a variety of levels for students to feel supported. Funds will be utilized to purchase books for classrooms of new teachers to build the love of reading and provide books at appropriate levels to students. Increasing staff has been determined a priority in the areas of dropout prevention and interventionists throughout the district.

Evidence based interventions will be monitored through MTSS binders/documentation and IRIPs at the elementary level. Program evaluations will be completed for each intervention/enrichment program, including perception data from applicable stakeholders. For subgroups of students, data will be disaggregated to analyze the impact on subgroups and modifications will be made based on the data to ensure equity for all subgroups of students. Fees for all opportunities and activities will be waived for students. Additionally, transportation will be provided as needed to support student participation in the opportunities offered.

Data including local and state assessments will be analyzed for all subgroups of students to make modifications as necessary for future programming and current class instruction. Program evaluations will be completed at the end of each program, each year, to include subgroup data and perception data. Attendance will be tracked to monitor effectiveness and student engagement in various programs, analyzing the different subgroups.

### **PROGRAM DESCRIPTION**

**Lapeer Community Schools**

**Turrill Elementary Intersession  
(ESSER III, 98c Funded)**

**DESCRIPTION:**

- An Intersession is a unique opportunity that combines extended learning with theme-based activities. Intersessions are an option for childcare during off-weeks for year-round students.
- Year round students go to school to engage in the theme of the week under the guidance of certified teachers. Activities may include field trips, assemblies, technology projects, and art activities along with traditional academic exercises including reading, writing and research.

<b>REPORTS TO:</b>	Assistant Superintendent for Curriculum and Instruction
<b>STAFFING REQUIREMENTS:</b>	1 Program Supervisor Multiple teachers depending on how many students sign up
<b>GRADE LEVEL and HOURS:</b>	Turrill Elementary Students Hours Monday-Friday 8:45 AM - 3:30 PM 3 3 times per year
<b>Essential Job Duties of Program Supervisor:</b>	<ol style="list-style-type: none"> <li>1. Participation in this program provides the opportunity for elementary students to extend the school year and gain additional instructional hours with certified teachers.</li> <li>2. Daily ELA and math instruction embedded within activities.</li> <li>3. Students have access to enrichment opportunities such as field trips and presenters.</li> <li>4. Non graded experience.</li> </ol> <p>Program Supervisor Job Duties:</p> <ul style="list-style-type: none"> <li>• Create enriching, engaging, age appropriate theme activities for the weekly intersessions. Activities could be assemblies, field trips, and guests that connect to all aspects of the curriculum, including core academic areas and the arts;</li> <li>• Facilitate the planning of each day's major events during the intersession; Coordinate appropriate staffing needs to facilitate intersession, including teachers and support staff;</li> <li>• Manage a budget for the intersession program as well as a budget for the intersession program. Budget will include staffing, supplies, scholarship management, materials, and all additional budgetary issues.</li> <li>• Handle all student disciplinary issues during intersession. Assist staff during the intersessions with any disciplinary issues;</li> <li>• Plan, in advance, communication materials and information for families interested in attending;</li> <li>• Promote and publish the accomplishments of the intersession within the district and community;</li> <li>• Collect and coordinate appropriate permission slips and documents; Facilitate a planning day with staff working the intersession to plan and prepare;</li> <li>• Organize all supplies and materials needed for each intersession including classroom materials and snacks for each day;</li> <li>• Complete additional responsibilities in the planning and preparation of intersessions and the facilitation of successful intersession weeks.</li> </ul>
<b>WORK CONDITIONS:</b>	<ol style="list-style-type: none"> <li>1. For current employees of the District, the work is an extra-duty assignment; evaluation and work performance in position is independent of regular assignment;</li> <li>2. Compensation and other employment particulars are determined annually.</li> </ol>
<b>SALARY/WAGE:</b>	<p><u>Teachers</u> \$35/hour (\$52.50/hr, including salary and benefits) Up to 7 hours per day, including planning Payment will be made by submission of bi-weekly timesheets to Supervisor</p> <p><u>Program Support</u> \$12/hour (\$18/hr, including salary and benefits) Hours align with student times (no more than 8 hours per day), with the exception of the program secretary, who begins at 8am, and ends at 4pm</p>

	<u>Program Supervisor</u> \$1,500 Stipend per week of intersession Payment will be made in lump sum at the conclusion of the program, provided all program duties at complete.
<b>PROGRAM EVALUATION</b>	Data analysis of attendance and analysis of survey data of families attending
<b>PLAN FOR FUNDING AFTER ESSER:</b>	Parents will return to paying tuition for students to attend the sessions.
<b>LEARNING LOSS CATEGORY:</b>	Administering and Using High-Quality Assessments Implementing Evidence-Based Activities Providing Information and Assistance to Parents and Families Tracking Student Attendance and Improving Student Engagement Monitor Student Academic Progress to Identify Students who Need More Help

**PROGRAM/PURCHASE DESCRIPTION**  
**Lapeer Community Schools**

**Classroom Libraries and Supporting Resources/Disciplinary Literacy**  
**(ESSER II, 98c Funded)**

**DESCRIPTION:**

The cost of classroom libraries is significant, as many books of different reading abilities must be obtained to meet the needs of varying levels of students. Lapeer Community Schools will be investing money into the classroom libraries of teachers to ensure that our students have access to a variety of books and materials that both meet their reading levels and interest the student. These materials will also include magnetic letters and content area Kagan guides to support disciplinary literacy instruction.

<b>DATES:</b>	2022-23 school year
<b>GRADE LEVEL:</b>	K-12 teachers
<b>PRODUCT INFORMATION:</b>	Things to consider for classroom libraries: <ul style="list-style-type: none"> <li>• Genres</li> <li>• Reading levels</li> <li>• Diversity in books</li> </ul>
<b>PLAN FOR FUNDING AFTER ESSER:</b>	Program no longer funded after ESSER II. Buildings may choose to use building funds to purchase additional books.
<b>PROGRAM EVALUATION</b>	
<b>LEARNING LOSS CATEGORY:</b>	Administering and Using High-Quality Assessments Implementing Evidence-Based Activities Providing Information and Assistance to Parents and Families Tracking Student Attendance and Improving Student Engagement Monitor Student Academic Progress to Identify Students who Need More Help

**PROGRAM DESCRIPTION**  
**Lapeer Community Schools**

**Summer Reading Program**  
**(98c Funded)**

**DESCRIPTION:**

- In an effort to support students who are not proficient in maintaining or advancing in literacy skills throughout the summer, Lapeer Community Schools implements a summer literacy program for Title I grant-funded elementary buildings.

<b>REPORTS TO:</b>	Assistant Superintendent for Curriculum and Instruction
<b>DATES:</b>	<ul style="list-style-type: none"> <li>• Summer FY 23</li> </ul>
<b>STAFFING REQUIREMENTS:</b>	2 Program Supervisors (one for each building) Multiple teachers/paraprofessionals depending on how many students sign up
<b>GRADE LEVEL and HOURS:</b>	K-9 Students Hours Determined by building
<b>Essential Job Duties of Program Supervisor:</b>	<ol style="list-style-type: none"> <li>1. Participation in this program provides the opportunity for students to maintain and advance literacy skills</li> <li>2. Students have access to presenters.</li> <li>3. Non graded experience.</li> </ol> <p>Program Supervisor Job Duties:</p> <ul style="list-style-type: none"> <li>• Coordination with building learning coaches and administrators to identify all non-proficient students to be included in the summer contract program and to notify parents/students of requirements.</li> <li>• Development of a timeline of events and to-dos related to all components of the program and a monitoring of all items to be completed.</li> <li>• Maintenance of summer programming budget, including approving allowable expenses, submitting documentation, and ensuring compliance with all Title I documentation and requirements.</li> <li>• Coordination of all events, activities, student contracts, technology, phone blasts, planning, etc. related to all summer program contract components.</li> <li>• Development, administration, and analysis of program survey to include in program evaluation.</li> <li>• Program evaluation completion, which includes program data analysis (number of participating students for various events/components, reading proficiency data, perception data, etc.) and board presentation in fall.</li> </ul>
<b>WORK CONDITIONS:</b>	<ol style="list-style-type: none"> <li>1. For current employees of the District, the work is an extra-duty assignment; evaluation and work performance in position is independent of regular assignment;</li> <li>2. Compensation and other employment particulars are determined annually.</li> </ol>
<b>SALARY/WAGE:</b>	<p><u>Teachers/Paraprofessionals</u> \$35/hour (\$52.50/hr, including salary and benefits) Payment will be made by submission of bi-weekly timesheets to Supervisor</p> <p><u>Program Supervisor</u> \$2250 per building Payment will be made in lump sum at the conclusion of the program, provided all program duties at complete.</p>

<b>LEARNING LOSS CATEGORY:</b>	Administering and Using High-Quality Assessments Implementing Evidence-Based Activities Providing Information and Assistance to Parents and Families Monitor Student Academic Progress to Identify Students who Need More Help
--------------------------------	---

**PROGRAM DESCRIPTION**  
**Lapeer Community Schools**

**IXL Subscription**  
**(98c Funded)**

**DESCRIPTION:**

IXL subscriptions for each building will create personalized learning plans for students based on data from standardized assessments and teacher input. Students will utilize IXL during MTSS time to support the Tier I teaching that is occurring in the classroom.

[IXL Website](#)

<b>DATES:</b>	2022-2023 school year
<b>STAFFING REQUIREMENTS:</b>	Roster all sections/schools to Clever to then integrate with IXL. Technology Coaches to support teachers with IXL Launch All district teachers
<b>GRADE LEVEL and HOURS:</b>	Grades E-5 through 12 August to June
<b>PROGRAM FUNCTIONS:</b>	Supporting Student Achievement <ul style="list-style-type: none"> <li>● Personalized learning platform</li> <li>● Real time diagnostic tools for teachers</li> <li>● Immediate feedback for students</li> <li>● supporting skills instruction for self-remediation</li> <li>● Read aloud accommodations as well as Spanish translation on key math skills</li> <li>● Adaptive learning increases rigor as students approach proficiency in a skill</li> <li>● Skill plans are built to meet standards by grade level and state</li> <li>● Live messages between educators and students whether face to face or remote.</li> <li>● Classroom specific data</li> </ul>
<b>WORK CONDITIONS:</b>	Virtual PD provided by IXL covers assigning skills connected to lesson standards and goal setting. Interactive PD will also advise on best practices for incorporating IXL into daily instruction. Teachers will be shown how to use read-time diagnostics and data driven instruction based on IXL analytics.
<b>COST PER YEAR:</b>	\$145,000 approximately for 3 years, \$36421 out of 98c, \$22750 ESSER III, remainder GF,
<b>PROGRAM EVALUATION:</b>	School achievement report with a focus on building mastery and IXL effect.
<b>PLAN FOR FUNDING AFTER ESSER:</b>	Building funds must be utilized to renew subscriptions.
<b>LEARNING LOSS CATEGORY:</b>	Monitor Student Academic Progress to Identify Students who Need More Help

**Investigations PROGRAM DESCRIPTION**  
**Lapeer Community Schools**

Pre-K-5th Grade Inquiry Based Math Curriculum  
**(98c Funded)**

**DESCRIPTION:** Investigations 3 is a K-5 inquiry-based mathematics curriculum developed by TERC and published by Savvas. The funds will be used to purchase materials for monitoring student progress, as well as any of the supplemental resources, including online resources, that support targeted supports for those students who can benefit from the personalized and extended learning opportunities. Training for teachers on how to use the assessments and supplemental materials will also be supported. Updated curriculum resources (digital materials) to replace outdated Investigations resources to promote accelerated learning in Math to help overcome the learning loss that occurred during the COVID 19 pandemic. The materials are more rigorous with students actively exploring mathematical ideas to develop understanding and fluency. They collaborate, investigate, and take part in problem-based learning. Rich mathematical tasks allow multiple entry points and varied solution strategies through student-centered mathematics, active learning and collaboration, more than one way to solve it, and explaining and justifying reasoning. Digital tools support inquiry-based mathematics. Inquiry-based mathematics engages students in ongoing problem solving, proofs, and mathematical connections.

<b>REPORTS TO:</b>	Assistant Superintendent for Curriculum and Instruction Supervisor of School Improvement and Grant Programs
<b>DATES:</b>	One time purchase
<b>STAFFING REQUIREMENTS:</b>	All E5/Kindergarten-5th grade teachers (approximately 15 per grade level)
<b>HOURS:</b>	Each teacher will participate in PD on the implementation of the program
<b>SALARY/WAGE:</b>	<u>Material Cost:</u> 100% cost covered by 98c totalling \$83,109 <u>Teachers</u> PD outside of the regularly scheduled work day will receive \$35.00 an hour stipend rate. Trainer fees and stipends will be paid from Title II.
<b>PLAN FOR FUNDING AFTER ESSER:</b>	PD no longer funded after ESSER III. Learning Coaches in building will facilitate coaching cycles to support teachers that have not been trained. Materials will be purchased through the general fund after 98c dollars are exhausted.
<b>LEARNING LOSS CATEGORY:</b>	Administering and Using High-Quality Assessments Implementing Evidence-Based Activities Monitor Student Academic Progress to Identify Students who Need More Help