

# Fowlerville Community Schools

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Date: 4/28/2023

To: Fowlerville Board of Education

From: Tim Dowker, FCS Assistant Superintendent

Cc: FCS Administration and Teaching Staff, Fowlerville District Families

RE: Learning Loss Plan – revised 4 28 2023

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Current beliefs driving decision-making and program/intervention design for the remediation of gaps resulting from learning loss are as follows:

- Skill and knowledge gaps between typically proficient or advanced students and struggling students have historically created challenges for teachers trying to provide instruction for the wide range of abilities.
- The school closure in spring of 2020, virtual learning limitations, quarantines, continued changes in student attendance patterns, and other disruptions caused by the COVID-19 pandemic have resulted in fewer students proficient in grade-level skills, exacerbated skill and knowledge gaps at all grade levels. There is a corresponding increase in course failure at the high school level. Teachers are struggling to plan and enact lessons that differentiate for students who are proficient, those who are somewhat behind, and those who are a year or more behind their peers.
- The number of students who are below grade level proficiency *and the extent to which* a significant number of those students are below grade level proficiency make it highly improbable that the necessary remediation can take place during the school day without a subsequent loss of core learning that would limit or negate the benefit. There are only so many hours in a school day. To provide meaningful periods of intervention would require removal from chunks of core instruction (simply shifting the gap) or from chunks of elective courses (which would likely feel punitive and could further demotivate struggling students).
- As such, the most effective way to address the gap is to provide targeted intervention to non-proficient students outside of the school day using best instructional practices and frequent, formative assessment.
- To be effective, intervention programs must be facilitated with fidelity by trained, effective educators in a positive and growth-minded environment. To that end, teachers and paraprofessional staff must be involved with program design and provided any necessary training to ensure that they are available and able to facilitate the programs.
- A majority of non-proficient students need to be enrolled in the intervention programs to accomplish the overall goal of reduce stress on teachers, struggling students, and the intervention systems during school hours and to improve the effectiveness of classroom instruction. To that end, we need to:
  - Be responsive to family input about when their child can be available and what services they prioritize.
  - Encourage families to seek academic supports above and beyond the school day or year to assist their child in achieving grade level proficiency and experiencing greater success during the traditional school day/year.

- Follow through by providing students and families data and other evidence of growth to demonstrate the efficacy of these programs.

In a parent survey completed in December of last year and January of this year, parents expressed the following regarding their preferences for remediation of learning loss.

#### FOR ELEMENTARY STUDENTS

- 60% prioritized after-school academic instruction for elementary students
- 57% prioritized social-emotional supports for elementary students, helping children recognize, understand, and control their emotions and impulses
- 48% prioritized summer programming for elementary students
- 36% prioritized elementary reading • 32.5% prioritized elementary writing
- 30% prioritized additional support in elementary math

#### FOR JUNIOR HIGH AND HIGH SCHOOL STUDENTS

- 70% prioritized after-school academic instruction for junior high and high school students
- 59% prioritized social-emotional supports to help students with anxiety, depression and social or emotional issues
- 40% prioritized summer programming for junior high and high school students
- 32% prioritized junior high or high school math
- 23% prioritized junior high or high school English
- 18.5% prioritized junior high or high school science
- 14.5% prioritized junior high or high school social studies

In response to that feedback, we offered summer school at the elementary levels this summer and also at the high school. We have created postings for after-school tutoring at all levels, but had not yet posted them for fear that the 11t money would not cover a sufficient amount to make the tutoring a sustainable program. The 98C funds will pick up the remaining costs to allow us to offer tutoring to all students interested, whether or not they meet the strict criteria for 11t funding.

As a result of these funds, after-school tutoring will be offered at all levels. The positions will be posted by the end of the week and will be filled next week if applicants are available. If we do not have internal applicants for these positions, we will post externally as well.

At the junior high and high school level, the tutoring will be fairly traditional – assisting students with completion of homework and remediation of the skills specific to that work. At the early elementary, the tutoring will be more targeted, with teachers providing interventions and reteaching specific skills as need is indicated by assessment. At the upper elementary, this may be more of a hybrid, with one teacher assisting students with work completion and another providing targeted intervention.

#### April 28, 2023 UPDATE

Despite the survey responses indicating the desire for after-school tutoring and each building's efforts to advertise the service and offer it to students, participation has been limited. The original capacity to which we hoped to expand has not been realized. As such, the after-school program has not impacted the number of students expected/hoped for nor has its budget been used at the expected pace.

To use these funds for their intended purpose, we are expanding our summer-school programming to address the gap and counteract "summer slide". We will be expanding the number of teachers supporting high school students in credit recovery and the number of days the labs will be open to support students in credit

completion. We will also seek to provide teachers with more diverse curricular backgrounds to find the best connections and supports for students.

We will be adding a tier to our elementary summer program and expanding two others. All K-2 students will leave school with “Think-Stretch” workbooks containing activities they can complete to help them retain grade-level skills and introduce them to early concepts they will encounter in the next school year. The workbooks have a parent guide to assist parents in supporting their child’s learning.

We will also be expanding our Kids Read Now program, enrolling more students and bolstering the in-house communication with students and parents to motivate students to read and analyze stories during the break. The program has parent guides for the books sent home and our outreach program will offer support for parents to help them engage with their child with the books. We will also stock and have a publicized travel plan for our book bus, taking it to various areas of the district to give out books, read to children, and encourage reading in the home and discussions around reading. Our reading specialist will take part in both of the activities in this paragraph. She will be distributing copies of the popular children’s books *Not Norman* and *The Library Lion* with activities that can be completed to develop literacy skills while parents read and re-read the stories with children in the home. She will also work with the book bus team to promote collaborative reading activities for families and to assist parents in finding books that will engage students in reading at an appropriate reading level.

Finally, we will be increasing the number of invitations to elementary in-person summer school and the individualization of targeted skills taught and reinforced in the program. The goal will be to address remedial areas in reading and math, connect students with high-interest books and learning activities, and create a continued learning plan that will show growth that is sustained through the start of the 2023-2024 school year.

Elementary staff engaging in summer programming will receive training in using evidence-based interventions such as 95 percent group activities, UFLI and Heggerty reading interventions, and Bridges math interventions.

The revised budget for the programming for the 2022-2023 school year is as follows.

<b>Program Component</b>	<b>Salary</b>	<b>Benefit</b>	<b>Purchased Service or Materials</b>	<b>TOTAL</b>
After School Tutors	\$14,366.10	\$5,028.13		\$19,394.23
Summer School Teachers - June	\$27,220.48	\$9,527.17		\$36,747.65
Summer School Parapros - June	\$5,317.20	\$1,861.02		\$7,178.22
Summer School Admin – June	\$2100.00	\$735.00		\$2,835.00
Summer School Transport – June	\$4599.00	\$1,609.65		\$6,208.65
Instructional Materials			\$34,569.50	\$34,569.50
Training Stipends	\$10,600	\$4,240		\$14,840
Purchased Intervention Training			\$12,014.75	\$12,014.75
			<b>TOTAL</b>	<b>\$133,788</b>