BPS LEARNING LOSS PLAN (LLP) 2022-2023

Purpose: Outline the district's learning loss plan, metrics to measure impact, and budget for section 98c under Public Act 144 of 2022.

Metrics to Measure the Effectiveness of LLP

- Increase overall proficiency by 4% (each year over five years) in grades 3-8 in reading and math M-STEP.
- Increase overall proficiency by 4% (each year over five years) in EBRW and Math PSAT & SAT for grades 9-11.
- 60% of all students will reach their annual growth target in grades K-8.
- 80% of students receiving Tier 2, 3 intervention or high dosage tutoring will reach their stretch growth target in grades K-8.
- 80% of students receiving high-dosage tutoring in grades 9-12 in reading and math will reach their academic growth target.

Plan to Address Learning Loss

Birmingham Public Schools has recently released its new five-year strategic plan. That plan outlines four priorities for the district, Student Achievement, Culture of Unity and Well Being, World Class Talent, and Responsible Stewardship. The district's approach to addressing learning loss falls under student achievement. Two specific goals are to increase student achievement by 20% and reduce and eliminate disparities by 30% for students with disabilities, African American students, English language learners, and economically disadvantaged students. The district's learning loss plan includes six strategies outlined below.

Strategy 1: Improve data literacy by focusing on an equitable, comprehensive, balanced assessment system. This system includes a new benchmark assessment for K-8, i-Ready, by Curriculum Associates. The district will facilitate data analysis of the beginning of the year benchmark assessment data to determine the strengths and opportunities for ELA/Literacy and mathematics. Using a data protocol, school-based instructional leadership teams will guide classroom teachers through analyzing data. The protocol will assist teachers with identifying students needing support and planning quality tier-two interventions using i-Ready Tool for Instruction or Teacher Toolbox lessons along with other resources that have historically been available in the district.

High school teachers and leaders will develop and utilize common assessments for core academic areas. Teachers will administer these assessments to determine when students need scaffolding to access grade-level instruction. The scaffolding will focus on helping students master prerequisite skills that students may not have learned during the Covid-19 pandemic.

Strategy 2: To strengthen the district's approach to supporting students in reading and mathematics, we will move from a school-based approach to a Multi-Tiered System of Support (MTSS) to a district MTSS framework. The framework will include a district-wide approach to reviewing reading needs for students in grades K-5. Further, we will extend developing student success plans (formally iRIPS) into grades 4 and 5. In addition, we have made student success plans available to middle school teachers this year, and

they will be required next year. Teacher teams will use benchmark data to identify students that need Tier two support and provide that support to align with Tier one classroom instruction. The district will offer quality resources for tier 2 support and professional learning for ELA/Literacy and math teachers. The district's 14 reading specialists will deliver Tier III support to students based on where there is the greatest need. This framework will extend into middle and high school and include mathematics over the next three years.

Strategy 3: Our district uses ELA/Literacy and mathematics instructional materials rated by independent national organizations such as Ed Reports as misaligned with the expectations of the Michigan Standards. As a result, we are piloting two new sets of highly aligned resources that meet the demand and rigor of the standards for K-8 Math. During the pilot process, a PD power squad was formed, which consisted of the district's highest-performing math teachers. This group is developing and implementing professional learning on the best practices to teach mathematics, which includes accelerating education for students instead of relying on remediation. Emerging research suggests that learning acceleration is a key strategy to support students as they recover from learning loss.

The district will begin phase 1 for the ELA/Literacy curriculum review, which will include professional learning on the instructional shifts required by the standards, a PD Power Squad for literacy, and selecting new instructional materials to pilot.

Strategy 4: Each core content area in high school has a department head who serves as an administrator and supports evaluating and coaching the teachers in the department. The Student Learning & Inclusion department will provide professional learning and collaborate with these instructional leaders to support side-by-side coaching for high school teachers. This coaching focuses on helping students who have unfinished learning from the pandemic.

Strategy 5: Each school will provide small group or one on one high dosage tutoring for those students most dramatically impacted by the pandemic. The tutoring will be aligned with best practices, have one consistent tutor, a dosage of at least four days a week for 30 minutes, and utilize reach-based materials that align with the student's instructional priorities.

Strategy 6: Provide an invitation-only summer learning experience for students disproportionately impacted by the pandemic. This summer school will be designed to provide high-dosage tutoring in reading and mathematics, as well as innovative experiences that will engage students, build connections and relationships with adults, and spark their curiosity and imagination.