

YPSILANTI COMMUNITY SCHOOLS
2022-23 YCS 98C - Learning Loss Plan

Our #1 Top Priority Focus for the 2022-23 School Year - To substantially improve the quality of teaching and learning by advancing the learning for all YCS teachers and students, we at YCS, will be intentional about ensuring that **all Tier 1 instruction in all content-areas** is our main focus and that we are ready to respond accordingly with a cadre of Tier 2 and Tier 3 interventions that are aligned to support our learners and thus improve student achievement.

ACTIONS REQUIRED: Increase the number of students who can read and write effectively about both fiction and nonfiction text by **nurturing a culture of thinking** where students use **Accountable Talk, Talk Moves, and Asking Questions** to reflect, provide feedback, and to think through complex content. Ensure that **Reading in the Content Area** focuses on reading to infer/interpret/draw conclusions, support arguments with evidence, resolve conflicting views encountered in source documents, and solve complex problems with no obvious answer. Teach students the benefits of **Close Reading/Annotation of Text**, holding effective discussion of the text, and writing about the text informed by close reading, discussion, and/or annotation.

To get there we must ensure that the following is taking place at YCS:

- **Teach Tier 1 Instruction in All Content Areas with Fidelity** as Outlined by the District's Curriculum Pacing. (Focus on [Priority Standards](#) Focus on [Pacing Instructional Guides 2022-23 Pacing Guides for Grades TK-5](#) - This document highlights the Units of study that we will focus on during the 2022-23 school year.) Grades 3-5 will teach ELA HMH Using Roadmaps. Grades Y5 to 2nd Grade will use the Modified Pacing that will be shared and supported by the Instructional Coaches.
- **Conduct Twice-Monthly Progress Monitoring** to Determine the Level of Instructional Impact and Success of our Interventions. Young 5- K will use the Kindergarten Benchmarks Bimonthly Progress Monitoring. Grades 1st - 5th will use the AMIRA Progress Monitoring Assessments. [2022-23 ASSESSMENT CALENDAR](#) -Use **Student-Engaged Formative Assessments for learning** prior, during, and after daily instruction to help students master the required standards and become leaders of their own learning - [Formative Assessment Teams](#)
- **Implementation of Tiers 2 and Tiers 3 Programs with Fidelity for Targeted Students** as Identified by YCS. Here is the link to our [YCS 2022-23 Systems of Support](#) that must be delivered to our targeted population with fidelity. Here is the list of the 2021-2022 students that are Reading Below Grade Level Using NWEA 50th Percentile National Norms. These are the students that must be targeted, scheduled, and ensure that they are receiving the intervention listed - [Data Here](#) - Ensure that **General Education Teachers Attend to the Educational Needs of our Diverse Groups** (our special education, English language learners, students of color, at-risk students population, and our gifted and talented students). Here is where you can locate the **I-RIP Documents:** [YCS K-5 - I-RIPs](#) for 2022-23.
- **Make Instructional Adjustments as Needed to Help Students Meet our Academic Standards.** Review student data bi-monthly and make adjustments as needed to help students make progress. **Analyze Disaggregated Student Achievement Data** (performance and growth data) to identify areas of strengths and potential growth areas. Develop a **Data Culture of Putting Faces on Student Data** by focusing on **Data Walls, Data Talks, and Data Walks.**

- Ensure that **Students Set Growth Goals** throughout the year and monitor these goals regularly for progress and refinement. Use the [NWEA Student Goal Setting Report](#) to help students set their goals quarterly.
- **Ensure that All YCS Students are Reading for Volume.** Students need to be reading, reading, reading throughout the day. We need to create a learning community that promotes reading, writing, talking about books, publishing their writings, etc. Provide **Choice Reading for Volume**.
- Use of **Student-Led Inquiry Protocols** (more student talk / less teacher talk). Focus on Student-Engaged Assessment Protocols – Student Voice [Protocols that Support Inquiry - Student VOICE - Reading and Writing Strategies that Support Inquiry - Student VOICE](#).
- Build reading, writing, thinking, and speaking into every math course by using **Number Talk and Talk Moves** to engage students in active discussions around mathematics. Infuse the Use of the 10 Minute Daily [Number Talk and Math Talk Moves](#) in Every Math Class. Infuse the Use of the 10 Minute Daily [Talk Moves](#) in Every Social Studies and Science Class. Infuse the Use of the 10 Minute Daily [Accountable Talk](#) in Every ELA Class.
- Conduct daily **Administrative and Instructional Walkthroughs and Monitor Progress** regularly for results. Focus on [Instructional Leadership Routines](#). Focus on [Teacher Collaborative Routines](#) – Visions of HQI (Teacher Actions and Student Actions). **Visions of High-Quality Instruction - Literacy - Writing - Science - Math - Social Studies - World Language - Visual Arts Education - Music Education - PE - Technology - Health Education**. 2022-23 YCS English Language Arts Quarterly Expectations and 2022-23 YCS Mathematics Quarterly Expectations [Kindergarten ELA](#) - [Kindergarten Math](#) - [First Grade ELA](#) - [First Grade Math](#) - [Second Grade ELA](#) - [Second Grade Math](#) - [Third Grade ELA](#) - [Third Grade Math](#) - [Fourth Grade ELA](#) - [Fourth Grade Math-Fifth Grade ELA](#) - [Fifth Grade Math](#) - [Sixth Grade ELA](#) - [Sixth Grade Math](#) - [Seventh Grade ELA](#) - [Seventh Grade Math](#) - [Eighth Grade ELA](#) - [Eighth Grade Math](#) - [Ninth / Tenth Grade ELA](#) - [Algebra I High School](#)

Priority Goal #1: Student academic achievement for all groups (subgroups) (Black, EL, and Special Education students) in grades 3-11 in the area of literacy (reading and writing) will increase by 7% as a result of 100% of ELA teachers having been fully trained in and having implemented the HMH Tier 1 Literacy Curriculum with fidelity as measured by state and local assessments by June 2023.

- **PRIORITY OBJECTIVE 1:** Increase the number of students who can read and write effectively about both fiction and nonfiction text by nurturing a culture of thinking and asking questions.
- **AUTHENTIC LITERACY:** The ability to effectively read, talk and write about a wide variety of sufficient complex, high-quality literature and nonfiction. It includes the ability to read, discuss, and write in the analytical, explanatory, and especially argumentative

mode in every course, including electives and the arts. It also includes the ability to write both short-and long-form essays, proposals, and research papers.

- **WHY:** Students need varied opportunities to deepen their own understanding of core content and curricular materials. Having students do their own thinking about the learning and producing their own questions helps them to improve their thinking, go deeper, and be actively engaged throughout the process.
- **HOW:** To ensure that these game changing actions have a direct impact on student learning, we will focus our attention in making the required shifts in our thinking and in our delivery of daily instruction.

Priority Goal #2: Student academic achievement for all subgroups (Black, EL and Special Education students) in grades 3-11 in the area of math literacy will increase by 7% as a result of 100% of Math teachers having been fully trained in and having implemented the Math Tier 1 Curriculum with fidelity as measured by state and local assessments by June 2023.

- **PRIORITY OBJECTIVE 2:** Increase the number of students who are proficient in mathematics and can use multiple discourse strategies to explain and provide evidence of their thinking when solving problems.
- **WHY:** Students need opportunities to think and learn to solve problems in ways that make sense to them. We know that our questions matter. It is not enough for students to know what they did to solve the problem. Our students must understand and be able to explain why their procedures make sense. Making a habit of asking “*Why did you...?*” questions can help students dig deeper into a problem in order to understand why their procedures or strategies will or will not work. These questions will also help students eventually begin to ask those questions of themselves and one another.
- **HOW:** To ensure that these game changing actions have a direct impact on student learning, we will focus our attention in making the following shifts to our thinking and the delivery of instruction.

Priority Goal #3: Office disciplinary referrals and suspensions will be reduced by 50% by June 1, 2023 as a result of 100% of YCS teachers having been trained on how to teach students the Self-Control Executive Function skills Competencies they need to succeed and learn and be ready for rigor. They will use practices from PBIS, Trauma-Informed and Resilient Practices, Restorative Practices, Conscious Discipline, and SEL TRAILS Modules.

- **PRIORITY OBJECTIVE 3:** Increase the number of learners that can self-regulate their behaviors by focusing on relationship and community building so they can achieve at the highest level and manage complex tasks. Increase the number of students who can self-regulate their own behaviors and solve everyday problems by

intentionally using **Proactive Circles** to build community and relationships in the classroom.

- **WHY:** Students need a variety of opportunities to deepen their self-regulatory learning skills so that they can self-direct their learning.
- **HOW:** To ensure that these game changing actions have a direct impact on student learning, we will focus on our attention in making the required shifts in our thinking and in our delivery of daily instruction.
- Ensure that teachers and administrators use **Restorative Practices** (affective statements, affective questions, impromptu conference, proactive circles, restorative conferences) to teach students how to build relationships and community.
- Ensure that staff teach students **Mindfulness** skills.
- Have **Accountable Conversations** with staff that believe that underserved students and their families need fixing and tend to do things *to, for, not* instead of *with* them.
- Ensure the use of **Inspirational Messages** that encourage a **Positive Growth Mindset, and Habits of Mind**.
- Teach students how to use **Student-Engaged Protocols and Strategies** to promote student voice, choice and agency.
- Ensure that **Students Talk about What They Are Working On** daily.
- Ensure that teachers use effective, timely, corrective, actionable, and affirming **Feedback** to engage students in mastering self-regulated learning skills.

How We Plan to Meet Our #1 Top Priority Focus?

- 1.) **Keep YCS Students at the Center of Our Work:** Intentional outreach to continue building relationships and maintaining connections with our students and families. Help students feel safe, seen, heard, valued, and respected. At a minimum, plan to do the following:
 - **Plan for student Learning:** Build on each student's strengths, interests, and needs and use this knowledge to positively affect learning.
 - **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and playtime for health and wellbeing. Create a space of relationships and belonging, student voice, choice and student agency.

- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family. Safety remains at the top of our priority. Provide translations as necessary.
- 2.) **Design Learning for Equity and Access for ALL YCS Students:** Plan and deliver content in multiple ways so all students can access learning. At a minimum, plan to do the following:
- **Teach our YCS Priority Standards and Content:** Set goals using the knowledge of each student, priority content area standards, and of Michigan Merit Curriculum.
 - **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include the use of remote learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- 3.) **Assess Student Learning through Progress Monitoring:** Manage and monitor student learning and plan what's next for learning including the potential need for supplemental learning. At a minimum, plan to do the following:
- **Check Student Learning:** Use a variety of student-engaged formative assessment strategies to monitor, assess, and provide feedback to students about their learning.
 - **Make Instructional Adjustments:** Use formative assessment results to guide the educator's reflection on the effectiveness of instruction and to determine the next steps for learning.
 - **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

Additional Ways that YCS Plans to Address Learning Loss with the 98C Funds

Additional Strategies for Addressing Learning Loss at YCS	Metrics Used to Evaluate Program Success
High Dosage Tutoring PreK-12	<ul style="list-style-type: none"> ● One-on-One Tutoring Success Metrics ● Small Group Tutoring Success Metrics ● Goals Setting Metrics ● Data collection and evaluation Metrics ● Skill-based assessments Metrics ● Attendance Metrics ● Student NWEA academic / growth improvements Metrics

Reading Interventionists PK-12	<ul style="list-style-type: none"> ● Small Group Instruction Metrics ● Data collection and evaluation Metrics ● Skill-based assessments Metrics ● Student NWEA academic / growth improvements Metrics
Math Interventionists PK-12	<ul style="list-style-type: none"> ● Small Group Instruction Metrics ● Data collection and evaluation Metrics ● Skill-based assessments Metrics ● Student NWEA academic / growth improvements Metrics
After School Programs	<ul style="list-style-type: none"> ● Goals Setting Metrics ● Data collection and evaluation Metrics ● Skill-based assessments Metrics ● Attendance Metrics ● Student NWEA academic / growth improvements Metrics
Transportation for After School Program	<ul style="list-style-type: none"> ● Attendance Metrics
Saturday Online Tutoring Program	<ul style="list-style-type: none"> ● Goals Setting Metrics ● Data collection and evaluation Metrics ● Skill-based assessments Metrics ● Attendance Metrics ● Student NWEA academic / growth improvements Metrics
ChromeBooks for Students	<ul style="list-style-type: none"> ● Distribution Metrics ● Usability Metrics ● Access Metrics
HotSpots for Students	<ul style="list-style-type: none"> ● Distribution Metrics ● Connectivity Metrics ● Usability Metrics ● Access Metrics
Small Class Size	<ul style="list-style-type: none"> ● Data collection and evaluation Metrics ● Skill-based assessments Metrics ● Attendance Metrics ● Student NWEA academic / growth improvements Metrics
K-12 Roadmaps Content-Rich Curriculum in All Content Areas	<ul style="list-style-type: none"> ● Data collection and evaluation Metrics ● Skill-based assessments Metrics ● Attendance Metrics ● Student NWEA academic / growth improvements Metrics
Programs for Addressing the unique Needs of Low-income students, students with disabilities, English learners, racial and ethnic minorities, students	<ul style="list-style-type: none"> ● Small Group Instruction Metrics ● Data collection and evaluation Metrics ● Skill-based assessments Metrics

experiencing homelessness, children and youth in foster care, including outreach & service delivery	<ul style="list-style-type: none"> • Student NWEA academic / growth improvements Metrics
Supplies and materials	<ul style="list-style-type: none"> • Materials ordered and delivered on a timely manner Metrics
Providing mental health services and supports	<ul style="list-style-type: none"> • Mental Health Screening Process & Metrics • Number of Sessions Attended Metrics • Impact Metrics
Tracking attendance and improving student engagement in distance learning	<ul style="list-style-type: none"> • Daily online attendance Monitoring Metrics

[October 10, 2022 - 2022-23 YCS 98C Learning Loss Plan Board Presentation](#)