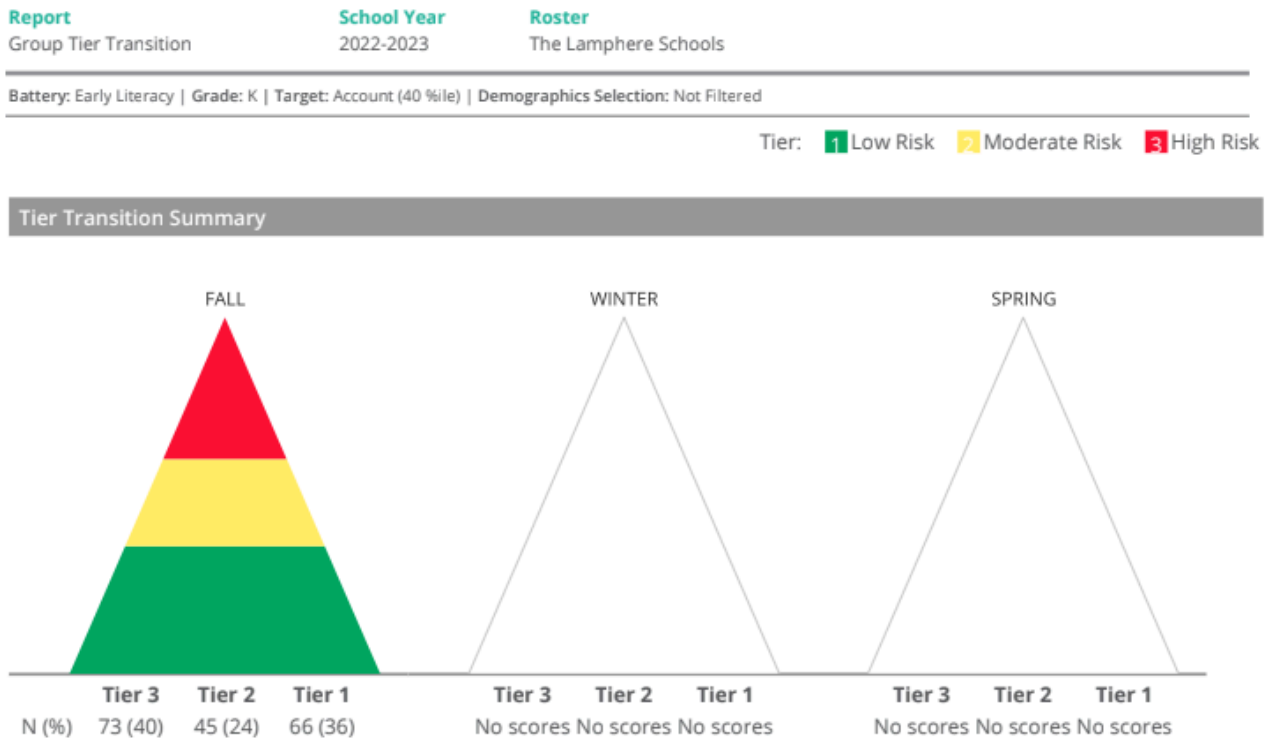


# Lamphere Learning Loss Plan

## 2022-2023

### Data Review

We assessed our students in September using baseline data in the area of literacy using AimsWeb Plus and NWEA data. According to this data we have 18% of our K-5 students projected to be proficient or advanced proficient in the area of reading on the M-Step assessment. Additionally, according to our AIMSWeb Plus data we have 64% of our Kindergarteners and 65% of our First Graders that are considered at a moderate or high risk in the area of literacy. We found gaps in our students' foundational literacy skills, which is reflected in our MICIP goals for the 2022-2023 school year. We would like 20% of students to increase their reading proficiency by June of 2023. We also would like 10% of our students to increase their foundational literacy skills by June of 2023 as measured by NWEA and AimsWeb Plus. Below are the fall benchmark data reports from AIMSWeb Plus for Kindergarten and First Grade and NWEA Data for K-5 students.



## Report

Group Tier Transition

## School Year

2022-2023

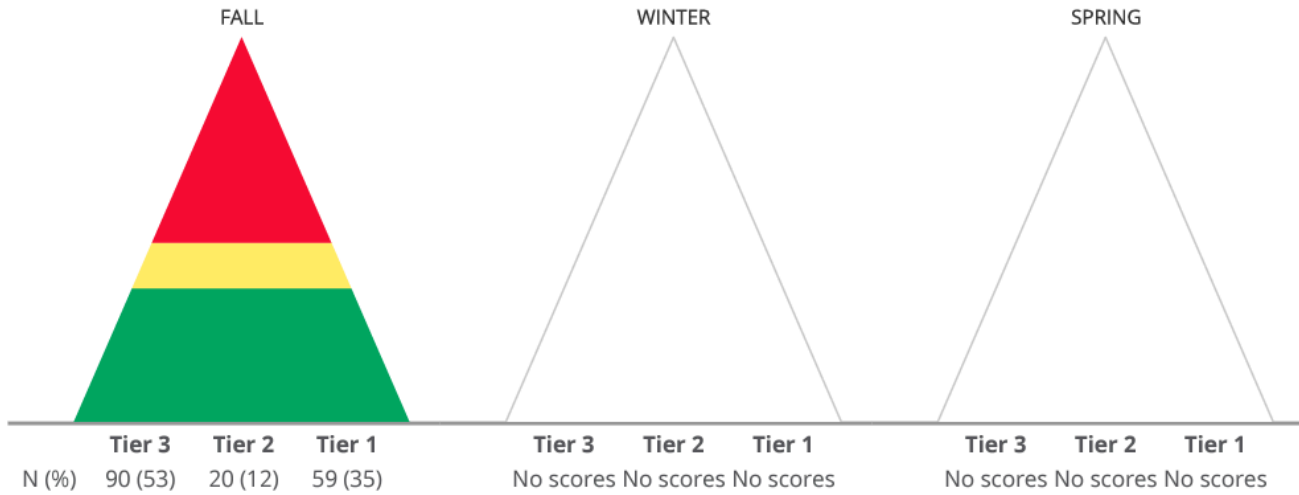
## Roster

The Lamphere Schools

Battery: Early Literacy | Grade: 1 | Target: Account (40 %ile) | Demographics Selection: Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

### Tier Transition Summary



## Projected Proficiency Summary Report

Aggregate by District by School

Term Tested:

District:

Grouping:

Fall 2022-2023

The Lamphere Schools

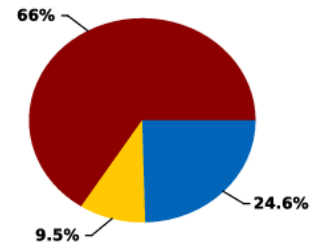
None

### Language Arts: Reading

Projected to: ACT College Readiness taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

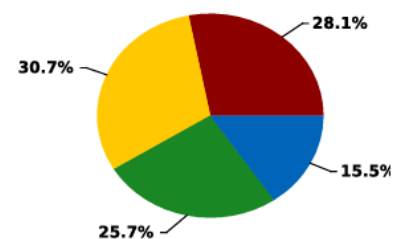
School	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
Edmonson Elementary	44	24	54.5%	3	6.8%	17	38.6%
Hiller Elementary	26	17	65.4%	1	3.8%	8	30.8%
John Page Middle School	534	344	64.4%	67	12.5%	123	23.0%
Lamphere High School	343	256	74.6%	23	6.7%	64	18.7%
Lessenger Elementary	42	17	40.5%	2	4.8%	23	54.8%
Simonds Elementary	45	24	53.3%	2	4.4%	19	42.2%
<b>Total</b>	<b>1034</b>	<b>682</b>	<b>66.0%</b>	<b>98</b>	<b>9.5%</b>	<b>254</b>	<b>24.6%</b>



Projected to: Michigan Student Test of Educational Progress taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/michigan-linking-study/>

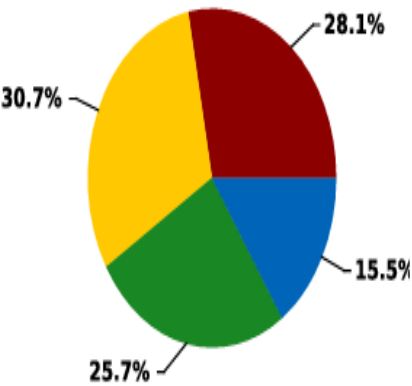
School	Student Count	Not Proficient		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
Edmonson Elementary	188	58	30.9%	51	27.1%	43	22.9%	36	19.1%
Hiller Elementary	136	50	36.8%	41	30.1%	31	22.8%	14	10.3%
John Page Middle School	345	95	27.5%	111	32.2%	105	30.4%	34	9.9%
Lessenger Elementary	164	23	14.0%	54	32.9%	41	25.0%	46	28.0%
Simonds Elementary	150	50	33.3%	45	30.0%	33	22.0%	22	14.7%
<b>Total</b>	<b>983</b>	<b>276</b>	<b>28.1%</b>	<b>302</b>	<b>30.7%</b>	<b>253</b>	<b>25.7%</b>	<b>152</b>	<b>15.5%</b>



Projected to: Michigan Student Test of Educational Progress taken in spring.

View Linking Study: <https://www.nwea.org/resources/michigan-linking-study/>

School	Student Count	Not Proficient		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
Edmonson Elementary	188	58	30.9%	51	27.1%	43	22.9%	36	19.1%
Hiller Elementary	136	50	36.8%	41	30.1%	31	22.8%	14	10.3%
John Page Middle School	345	95	27.5%	111	32.2%	105	30.4%	34	9.9%
Lessenger Elementary	164	23	14.0%	54	32.9%	41	25.0%	46	28.0%
Simonds Elementary	150	50	33.3%	45	30.0%	33	22.0%	22	14.7%
Total	983	276	28.1%	302	30.7%	253	25.7%	152	15.5%



## Current Support in Place

Our literacy framework outlines the current support and instructional practices that are in place for our Tier 1, 2 and 3 Instruction.

K-3 Framework:

# Language Arts Instructional Framework Public Schools

## Daily Literacy Instruction (160 minutes)

### K-3 Essential Practices

1. Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons.
2. Read alouds of age- appropriate books and other materials, print or digital.
3. Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development.
4. Activities that build phonological awareness.(K-3)
5. Explicit instruction in letter sound relationships ( K-3)
6. Research and standards aligned writing instruction.
7. Intentional and ambitious efforts to build vocabulary and content knowledge.
8. Abundant reading material and reading opportunities in the classroom.
9. Ongoing observation and assessment of children's language and literacy development that informs their education.
10. Collaboration with families in promoting literacy.

#### Standards

➤ CCSS

#### Curriculum

➤ MAISA Units of Study

#### Resources

➤ Classroom Libraries/Literacy Libraries

- Mel.org
- Reading AtoZ.com
- RAZ kids
- Learning Ally
- Literacy Footprints

- Making Meaning
- Mentor Texts
- Word Study-Wilson Reading (Foundations)
- Rdg Behaviors Flip Book
- Lamphere's Curriculum Hub

### Reading Workshop: 45 (K/1)- 60(2-5) minutes

Daily opportunities to make choices in reading, opportunities to collaborate with peers, establish purposes for reading, offer wide range of books and other text connected to interests and background of students. **Students below grade level meet daily in 1:1 or small groups. students at or above grade level meet 1-4x a week.** Teacher note-taking done daily to inform instruction. Students writing about reading (e.g. Reader's notebook) after level J.

#### Mini-lesson (whole group)

- 5-15 minutes (Connect, Teach, Active Engagement, Link)
- One teaching point

#### Independent Reading

Conferring 1:1 ,small groups, building volume and stamina

#### Partnerships/book clubs

Conferring/Small Groups

#### Teaching Share

Teacher directed, not all students share, may pertain to teaching point, behavior, routine noticed during workshop

### Small Group Instruction for any Academic Area

- 3-5 students ( No longer than 10-15 minutes)
- Meet based on need
- Utilize a variety of grouping strategies
- Flexible groups
- Ensure that children use most of their time actually reading, writing or studying content area
- Targeted instruction based on observed and/or assessed need
- Explicit instruction as needed in areas such as: word recognition, text structure, comprehension, vocabulary, etc
- Meaning making is ultimate goal

### Story Time

- Teacher models phrasing, intonation, fluency, positive reading attitude, and enjoyment
- Possibly integrate into science and social studies
- As needed across the week or unit

### Shared Reading

- K-1 done daily (5-10 minutes) as whole group or small group
- 2-5 small group for students not at benchmark
- Utilized across content areas
- Teacher demonstrates relevant decoding, fluency, vocabulary and comprehension skills depending on the grade level and need. Concepts about Print and book handling skills.
- Students contribute with guidance and support
- Provides opportunities to read grade level text or above grade level text

### Read-Aloud with Accountable Talk 15-20 minutes

- Daily
- Accountable talk done outside of readers workshop
- Teacher purposely selects text with intentional teaching planned.
- Instruction foreshadows upcoming unit work
- Teacher models the work that readers do to comprehend books and to nurture ideas and theories about stories, characters and text.
- Students listen and engage in talk with the teacher, a partner, or a small group.
- Teacher scaffolds the kinds of conversation students are expected to have with their partners during independent and partner reading.

## K-3 Framework Continued

# Language Arts Instructional Framework

### Writing Workshop- 45 (K/1)- 60(2-5) minutes

Daily instruction in writing processes and strategies, opportunities to study models of and write a variety of text for a variety of purposes and audiences particularly in opinion, narrative and informational texts. An immersion phase precedes the start of each unit. Utilize small group instruction for struggling writers (\*Interactive Writing, Shared Writing - see below).

**Mini-lesson** (whole group)

Daily 5-15 minutes ( Connect, Teach , Active Engagement, Link)

One teaching point

**Independent Writing**

Conferring 1:1 , small group

**Teacher Share**

Teacher directed, not all students share, may pertain to teaching point, behavior, routine noticed during workshop

### Shared Writing

- Utilized during immersion phase
- Utilized across content areas
- As needed to support unit learning
- Whole group or small group
- Teacher holds the pen and models the thinking and writing process
- Students help compose writing by giving ideas and thoughts
- Create class shared piece

### Interactive Writing (K-1)

- Daily ( 5-10 minutes)
- Whole/Small group (3-5 students)
- Explicit instruction
- Focus on concepts of print, phonics, spelling, etc.
- Teacher and students compose and share the pen

### Calendar of Literacy Assessments

Engage in observation and assessment that is guided by an understanding of language and literacy development and the Michigan K-12 Standards for ELA. Analyze data to inform instruction.

Assessment	Beginning of Year	First Marking Period	Mid-Year (January)	Third Marking Period (March)	End of Year (May/June)
<b>Aimsweb Plus</b>	Full Screener K 1 <sup>st</sup> .If needed	Prog. Mon. K/1	Winter Screener K 1 <sup>st</sup> .If needed	Prog. Mon. Gr. K/1	Spring Screener K 1 <sup>st</sup> .If needed
<b>MAISA Writing Units</b>	Ongoing	Ongoing	Ongoing	Ongoing	
<b>F &amp; P</b>		Grades 1-5 K-MLPP	Grade K	Grades K-5	Grades K-5
<b>NWEA</b>	Grades 1-5		Grades 1-5		Grades 1-5

\*\*\*KRA- beg. of year - Kdg., MAISA Unit Assessments GR. 2-5\*\*\*

### Word Study – 20 minutes

- Daily
- Taught systematically in relation to need
- Teaching is explicit
- Whole group, small group, or 1:1
- Intentionally integrated into other components of ELA and content areas
- Depending on need, student s work on activities in phonological awareness, explicit instruction in letter-sound relationships, complex sound relationships, common spelling patterns, full analysis of high frequency words, vocabulary and grammar.
- Reinforced by applying knowledge of the letter-sound relationships taught by reading books or other connected text that includes those relationships.
- Explicit instruction in letter formation (K-1, Handwriting)
- Word processing (K-5) see CCSS W.6
- Fine motor support as needed

### Tier 2 Classroom Teacher Interventions (MTSS/Rtl)

- Small group, 1:1
- Increased intensity and frequency
- Narrow instructional focus

### Tier 3 Classroom Teacher Interventions (MTSS/Rtl)

- 1:1
- Individualized instruction
- Highest intensity and frequency of instruction

## 4-5 Framework :

# Language Arts Instructional Framework Public Schools

## Daily Literacy Instruction (160 minutes)

### Essential Practices Gr. 4 - 5

1. Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons.
2. Intentional, research-informed instruction using increasingly complex texts that build comprehension, knowledge, and strategic reading activity.
3. Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development.
4. Activities that build reading fluency and stamina with increasingly complex text.
5. Discussion of the ideas in texts and how to construct text meaning across texts and disciplines.
6. Research-informed and standards-aligned writing instruction.
7. Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge.
8. Abundant and diverse reading material, including digital texts, and reading opportunities in the classroom.
9. Ongoing observation and assessment of children's language and literacy development that informs their instruction.
10. Collaboration with families in promoting literacy.

#### Standards

- CCSS

#### Curriculum

- MAISA Units of Study

#### Resources

- Classroom Libraries/Literacy Libraries

- Mel.org
- Reading AtoZ.com
- RAZ kids
- Learning Ally
- Literacy Footprints – digital
- Passages to Comprehension (Gr. 2-5)
- Making Meaning
- Mentor Texts
- Word Study- Words Their Way (Gr. 3-5)

### Reading Workshop: 45 (K/1)- 60(2-5) minutes

Daily opportunities to make choices in reading, opportunities to collaborate with peers, establish purposes for reading, offer wide range of books and other text connected to interests and background of students. **Students below grade level meet daily in 1:1 or small groups. students at or above grade level meet 1-4x a week.** Teacher note-taking done daily to inform instruction. Students writing about reading (e.g. Reader's notebook) after level J.

#### Mini-lesson (whole group)

- 5-15 minutes (Connect, Teach, Active Engagement, Link)
- One teaching point

#### Independent Reading

Conferring 1:1, small groups, building volume and stamina

#### Partnerships/book clubs

Conferring/Small Groups

#### Teaching Share

Teacher directed, not all students share, may pertain to teaching point, behavior, routine noticed during workshop

### Small Group Instruction for any Academic Area

- 3-5 students (No longer than 10-15 minutes)
- Meet based on need
- Utilize a variety of grouping strategies
- Flexible groups
- Ensure that children use most of their time actually reading, writing or studying content area
- Targeted instruction based on observed and/or assessed need
- Explicit instruction as needed in areas such as: word recognition, text structure, comprehension, vocabulary, etc
- Meaning making is ultimate goal

### Story Time

- Teacher models phrasing, intonation, fluency, positive reading attitude, and enjoyment
- Possibly integrate into science and social studies
- As needed across the week or unit

### Shared Reading

- K-1 done daily (5-10 minutes) as whole group or small group
- 2-5 small group for students not at benchmark
- Utilized across content areas
- Teacher demonstrates relevant decoding, fluency, vocabulary and comprehension skills depending on the grade level and need. Concepts about Print and book handling skills.
- Students contribute with guidance and support
- Provides opportunities to read grade level text or above grade level text

### Read-Aloud with Accountable Talk 15-20 minutes

- Daily
- Accountable talk done outside of readers workshop
- Teacher purposely selects text with intentional teaching planned.
- Instruction foreshadows upcoming unit work
- Teacher models the work that readers do to comprehend books and to nurture ideas and theories about stories, characters and text.
- Students listen and engage in talk with the teacher, a partner, or a small group.
- Teacher scaffolds the kinds of conversation students are expected to have with their partners during independent and partner reading.



## 4-5 Framework Continued :

### Language Arts Instructional Framework

#### Writing Workshop- 45 (K/1)- 60(2-5) minutes

Daily instruction in writing processes and strategies, opportunities to study models of and write a variety of text for a variety of purposes and audiences particularly in opinion, narrative and informational texts. An immersion phase precedes the start of each unit. Utilize small group instruction for struggling writers (\*Interactive Writing, Shared Writing - see below).

**Mini-lesson** (whole group)  
Daily 5-15 minutes ( Connect, Teach , Active Engagement, Link)  
One teaching point  
**Independent Writing**  
Conferring 1:1 , small group

**Teacher Share**  
Teacher directed, not all students share, may pertain to teaching point, behavior, routine noticed during workshop

#### Shared Writing

- Utilized during immersion phase
- Utilized across content areas
- As needed to support unit learning
- Whole group or small group
- Teacher holds the pen and models the thinking and writing process
- Students help compose writing by giving ideas and thoughts
- Create class shared piece

#### Interactive Writing (K-1)

- Daily ( 5-10 minutes)
- Whole/Small group (3-5 students)
- Explicit instruction
- Focus on concepts of print, phonics, spelling, etc.
- Teacher and students compose and share the pen

#### Calendar of Literacy Assessments

Engage in observation and assessment that is guided by an understanding of language and literacy development and the Michigan K-12 Standards for ELA. Analyze data to inform instruction.

Assessment	Beginning of Year	First Marking Period	Mid-Year (January)	Third Marking Period (March)	End of Year (May/June)
NWEA	Grades 1-5		Grades K-5		Grades K-5
Writing MAISA Units	Ongoing	Ongoing	Ongoing	Ongoing	
F&P		Grades 1-5 MLPP - Kdg	Grade Kdg	Grades K-5	Grades 2-5
M-Step				Grades 3-5	Grades 3-5

\*\*\*KRA- beg. of year - Kdg., MAISA Unit Assessments GR. 2-5\*\*\*

#### Word Study – 20 minutes

- Daily
- Taught systematically in relation to need
- Teaching is explicit
- Whole group, small group, or 1:1
- Intentionally integrated into other components of ELA and content areas
- Depending on need, student's work on activities in phonological awareness, explicit instruction in letter-sound relationships, complex sound relationships, common spelling patterns, full analysis of high frequency words, vocabulary and grammar.
- Reinforced by applying knowledge of the letter-sound relationships taught by reading books or other connected text that includes those relationships.
- Explicit instruction in letter formation (K-1, Handwriting)
- Word processing (K-5) see CCSS W.6
- Fine motor support as needed

#### Tier 2 Classroom Teacher Interventions (MTSS/Rtl)

- Small group, 1:1
- Increased intensity and frequency
- Narrow instructional focus

#### Tier 3 Classroom Teacher Interventions (MTSS/Rtl)

- 1:1
- Individualized instruction
- Highest intensity and frequency of instruction

Below is our literacy district vision that we will support and implement as a part of our literacy program:

## The Lamphere Schools Literacy Vision

#### Leadership Focused

Our Literacy Leadership Team (comprised of instructional leaders) is committed to supporting our district's literacy vision and empowering all team members, along with students, to view themselves as leaders and learners.

#### Our Shared Vision

**We will empower all team members as well as students and community to view themselves as leaders and learners in the area of literacy.**

#### Learning Environment

Cultivate a school-wide socially and emotionally responsive learning environment with a strong literacy focus that is connected to all content areas.

#### Instructional Resources

Provide and utilize high quality, research-based resources that support learning for all parts of our balanced literacy program (Lamphere ELA Framework).

#### Professional Learning and Coaching

Provide ongoing professional learning that is focused on highly effective literacy instruction using data and staff input.

#### Responsive Assessment and Instruction

All student assessments are responsive and provide data to support classroom, small group, and individualized instruction.

#### Tiered Literacy Support

Tiered literacy support is in addition to, not instead of, Tier 1 instruction within the classroom. It is supported by data that guides instructional needs for every child.

#### Family Connections

Educate and empower families in a culturally sensitive manner. Provide opportunities for language and literacy.

#### Community Connections

Build relationships with community partners. Share our vision and adopt ways of working together.

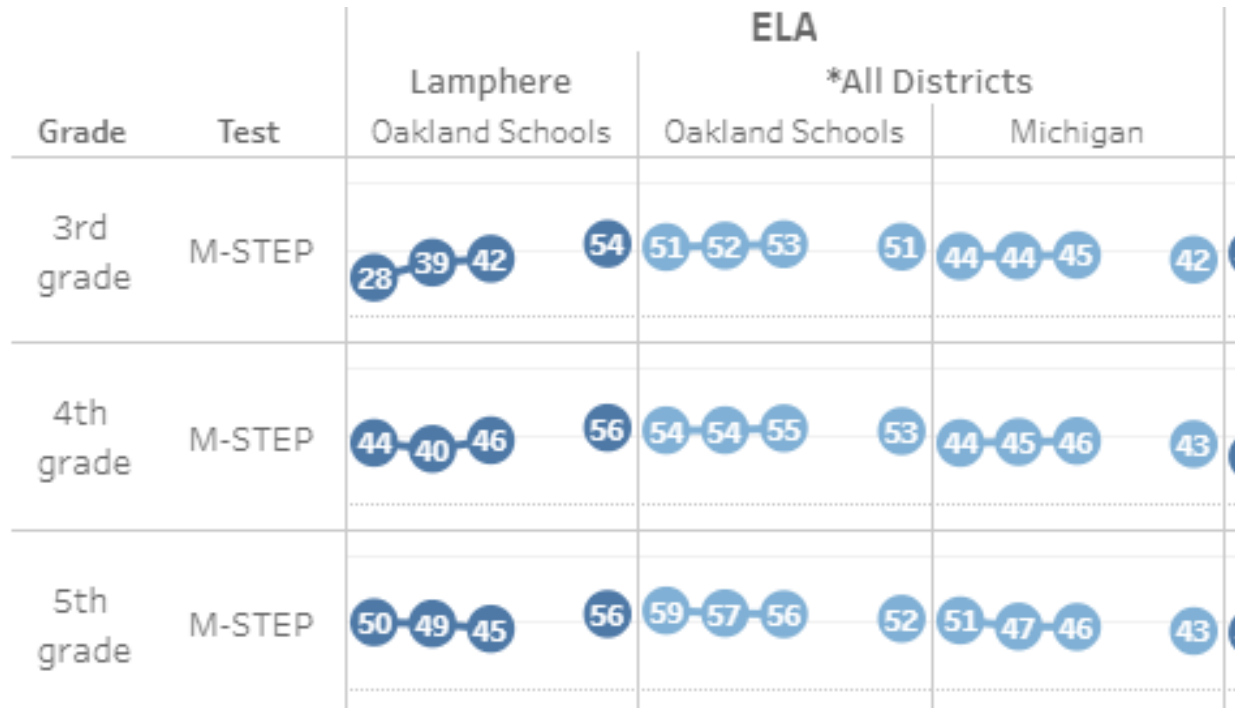
#### Student Interest Connections

Understand how students enjoy literacy most and find ways to peak interest and involvement.

#### Beyond the Classroom Connections

Support students and families after school and during summer months by ensuring accessibility to texts and structured guidance.

Below is the current M-Step data from 2016 until 2022 that shows our progress in the area of reading over the last 6 years. It is evident that the support we have put in place is having a positive impact on the growth of our students.



### **Impact Plan for 98 C Funding**

Through analyzing our literacy needs we determined that additional intervention support was needed in addition to the classroom instruction that is being implemented. We plan to utilize the additional Reading Specialist that we will add to our staff to provide Tier 3 intervention to small groups of 3-5 students 3-5 days a week. The Reading Specialist will work with students in all four of our elementary buildings: Edmonson, Lessenger, Hiller and Simonds to provide reading intervention to our students performing below proficiency in reading. This will support providing additional Tier 3 support that is outlined in our literacy framework.

We also plan to continue small group instruction in the classroom with targeted lessons to respond to student needs. Additionally, face-to-face and digital resources will be utilized to support our students and accelerate growth, our ELA coaches will support classroom instruction, we will provide intervention resources for all teachers through our



Curriculum Hub, Social Emotional Learning will be provided to all of our students, and summer learning opportunities such as Summer School and the Kids Read Now Program will be available to our students.

### **Review and Revision**

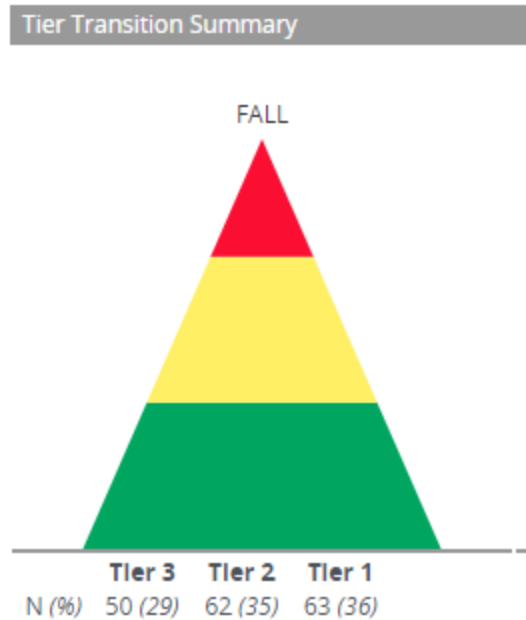
We will review our NWEA and AimsWeb Plus data in June of 2023 to determine if we reached our district goals in the area of literacy. Additionally, each building has an MTSS team that meets together throughout the school year to review AIMSWeb Plus and NWEA data as well as progress monitoring data and determines plans for students who are not proficient in the area of reading. We also have a Lamphere Literacy Leadership Team that meets monthly to review how our literacy instructional practices are impacting our students' growth and discuss adjustments that may need to be made to further support our students. Our Literacy Coaches will support our classroom teachers with the implementation of instructional practices that have been researched, and have shown results with helping our students to close the gap in their academic progress toward proficiency in reading

### **ESSER III**

#### **Data Review**

We assessed our students in September using baseline data in the area of math using AimsWeb Plus and NWEA data. According to this data we have 31.2% of our K-5 students projected to be proficient or advanced proficient in the area of math on the M-Step assessment. Additionally, according to our AIMSWeb Plus data we have 64% of our Kindergarteners and 41% of our First Graders that are considered at a moderate or high risk in the area of math. We found gaps in our students' numbers and operations skills, which is reflected in our MICIP goals for the 2022-2023 school year. We would like 20% of students to increase their math proficiency by June of 2023. We also would like 10% of our students to increase their numbers and operations skills by June of 2023 as measured by NWEA and AimsWeb Plus. Below are the fall benchmark data reports from AIMSWeb Plus for Kindergarten and NWEA Data for K-5 students.

## Kindergarten Math AimsWeb Plus Data:



## M-Step Projected Proficiency Report:



### Projected Proficiency Summary Report

Aggregate by District by Grade

Term Tested:  
District:  
Grouping:

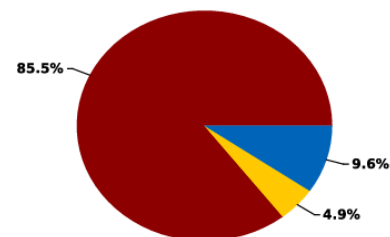
Fall 2022-2023  
The Lamphere Schools  
None

#### Math: Math K-12

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

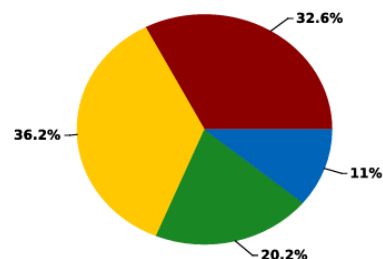
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	157	106	67.5%	12	7.6%	39	24.8%
6	182	158	86.8%	9	4.9%	15	8.2%
7	163	142	87.1%	8	4.9%	13	8.0%
8	190	170	89.5%	9	4.7%	11	5.8%
9	189	173	91.5%	6	3.2%	10	5.3%
10	175	154	88.0%	8	4.6%	13	7.4%
<b>Total</b>	<b>1056</b>	<b>903</b>	<b>85.5%</b>	<b>52</b>	<b>4.9%</b>	<b>101</b>	<b>9.6%</b>



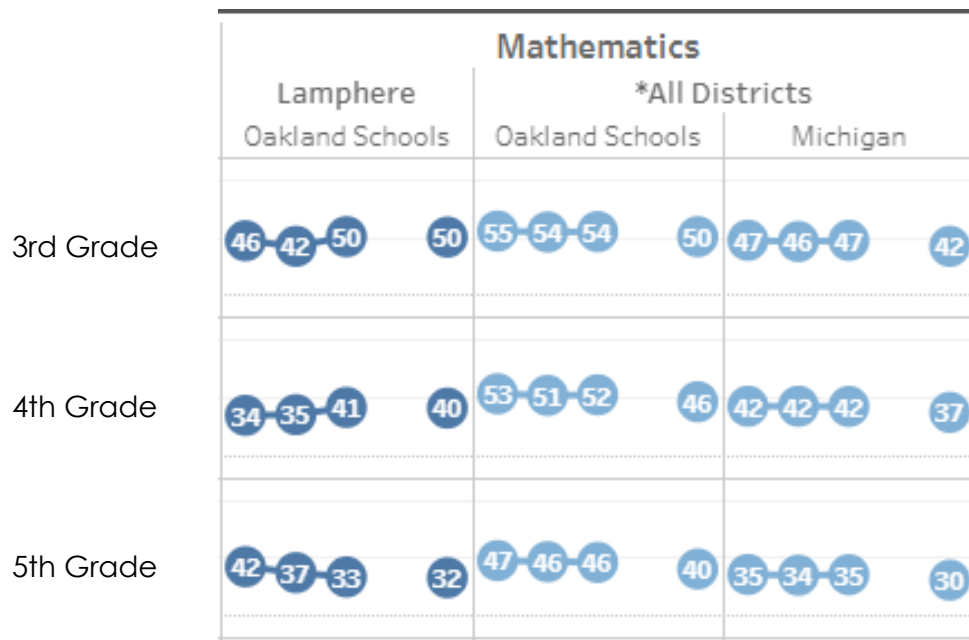
Projected to: **Michigan Student Test of Educational Progress** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/michigan-linking-study/>

Grade	Student Count	Not Proficient		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	167	53	31.7%	53	31.7%	37	22.2%	24	14.4%
3	169	51	30.2%	60	35.5%	43	25.4%	15	8.9%
4	143	26	18.2%	54	37.8%	40	28.0%	23	16.1%
5	157	51	32.5%	58	36.9%	27	17.2%	21	13.4%
6	182	65	35.7%	79	43.4%	25	13.7%	13	7.1%
7	163	74	45.4%	51	31.3%	26	16.0%	12	7.4%
<b>Total</b>	<b>981</b>	<b>320</b>	<b>32.6%</b>	<b>355</b>	<b>36.2%</b>	<b>198</b>	<b>20.2%</b>	<b>108</b>	<b>11.0%</b>



Below is the current M-Step data from 2016 until 2022 that shows our progress in the area of math over the last 6 years. Our data is consistently above the state average according to our 2022 M-Step data for grades 3-5, and our 3rd and 4th grade scores have increased since 2016. It is evident that the support we have put in place is having a positive impact on the growth of our students. We look forward to continuing to focus on our math academic progress as this content area continues to be an area of need in our district.



We surveyed our families in June of 2022 about whether they had an interest in returning back to school in-person or virtually. Several families still were greatly impacted by the COVID-19 pandemic and had health reasons for needing a virtual option for their student. We had 43 students enroll in our Virtual Program and 39 students needing credit recovery through our Virtual Program. A Virtual Teacher was hired to lead our Virtual Program and support our students academically throughout the school year.

The funds used to maintain our current staff will allow us to keep our class sizes smaller and allow us for more individualized attention and academic support for our students. The COVID-19 pandemic had a great impact on our student's academic performance and social emotional needs. In order to continue to work toward closing the gap academically and to be able to provide social emotional learning support, having smaller class sizes is necessary.

### **Current Support in Place**

Our math framework outlines the current support and instructional practices that are in place for our Tier 1, 2 and 3 Instruction. We have the following components included in our math framework:

#### **Number Corner - 15-20 minutes daily**

Number Corner lesson structure should include familiar routines, and students should often be seen leading routines. On a daily basis, some routines are updated and a focus may be on a particular workout for that day. Students should be actively making predictions and sharing their thinking. Number Corner should be fast-paced, interactive and engaging. Number Corner changes each month in some ways, though some routines carry over from month to month in kindergarten and 1st grade.

#### **Bridges Math Lesson: 60 minutes**

Daily opportunities to participate in mini-lesson, work in a small group or with a partner, and to work independently on grade level tasks. **Students below grade level meet daily in 1:1 or small groups with the teacher or with a math interventionist or both.**

#### **Mini-lesson (whole group)**

10-15 minutes

#### **Independent, Partner or Small Group work**

- 30-50 minutes

#### **Small Group Instruction for any Academic Area**

- 3-5 students (No longer than 10-15 minutes)
- Targeted instruction based on assessed and/or observed need
- Utilize a variety of grouping strategies that are flexible
  - Leveled
  - Need
  - Interest
  - random
- Ensure that students use most of their time actually reading, writing or studying content area

- Explicit instruction as needed in areas such as:
  - Fact fluency
  - Connections between topics
  - Prior skills from grade levels that are missing
  - vocabulary

### **Stations/Centers**

- As needed for in class intervention or for more opportunities to engage with math
- 3-5 students (No longer than 10-15 minutes)
- Targeted instruction based on benchmark or progress monitor data
- Utilize a variety of research based resources for explicit instruction
- Continuous progress monitoring

### **MTSS: Tier 2 Intervention**

- Small group, 1:1
- Targeted **research-support instruction**
- Increased intensity and frequency
- Progress is monitored using assessments and teacher observations

### **MTSS: Tier 3 Intervention**

- 1:1
- Individualized instruction
- Provide additional **research-support instruction**
- Highest intensity and frequency

Our Virtual Teacher has two way communication with our students in our Virtual Program on a regular basis. Additionally, we have content area tutors who support students academically throughout the year to help them to be successful in our Virtual Program.

Maintaining the existing teaching staff provides for small class sizes and more individualized instruction which is necessary for us to continue to close the academic gap that exists due to the COVID-19 pandemic.

### **Impact Plan for ESSER III Funding**

Through analyzing our math needs we determined that additional intervention support was needed in addition to the classroom instruction that is being implemented. We plan to utilize the additional Math Interventionists that we will add to our staff to provide Tier 3 intervention to small groups of 3-5 students 3-5 days a week. The Math Interventionists will be assigned to one elementary building each so that all four of our elementary buildings; Edmonson, Lessenger, Hiller and Simonds, will receive support. The Math Interventionists will provide math intervention to our students performing below proficiency in math. This will provide additional Tier 3 support that is outlined in our math framework.

We also plan to continue small group instruction in the classroom with targeted lessons to respond to student needs. Additionally, face-to-face and digital resources will be utilized to support our students and accelerate growth, our Elementary Math Coach and Secondary Math Coach will support classroom instruction, we will provide intervention resources for all teachers through our Curriculum Hub, Social Emotional Learning will be provided to all of our students, and summer learning opportunities such as Summer School and access to MAP Accelerator will be available to our students.

Our Virtual Teacher will have two way communication with our students in our Virtual Program on a regular basis. Additionally, we will have content area tutors who support students academically throughout the year to help them to be successful in our Virtual Program.

### **Review and Revision**

We will review our NWEA and AimsWeb Plus data in June of 2023 to determine if we reached our district goals in the area of math. Additionally, each building has an MTSS team that meets together throughout the school year to review AIMSWeb Plus and NWEA data as well as progress monitoring data and determines plans for students who are not proficient in the area of math. We also have a Lamphere Math Leadership Team that meets monthly to review how our math instructional practices are impacting our students' growth and discuss adjustments that may need to be made to further support our students. Our Math Coaches will support our classroom teachers with the implementation of instructional practices that have been researched, and have shown

results with helping our students to close the gap in their academic progress toward proficiency in math.

Our Virtual Teacher will monitor the progress of our students throughout the school year as well as our academic tutors through analyzing their academic grades, assessments results, and virtual check-in meeting feedback that the students will participate in. They will evaluate their progress and determine support that may be necessary to help our students in our Virtual Program.

Through our MTSS meetings we will review our AIMSWeb Plus and NWEA data as well as progress monitoring data and determine the impact of having smaller class sizes on our student's academic progress.