



## 98C Learning Loss Plan

### Description of Services Provided

A variety of services are in place to support the loss of learning at West Branch Rose City Area Schools. This includes an assessment system that screens for students in need of additional learning support K-8. West Branch Rose City Area Schools continues to examine and strengthen its MTSS system. At the elementary level, students receive Tier II grade-level differentiated instruction time that targets students' needs as well as Tier III for those in need. At the middle and high school level, tutoring is available for students to receive both instruction on missed skills and assistance with current learning. Summer learning opportunities are available for students to not only gain missing concepts but avoid the "summer slide" that can often impact students. Teachers K-12 are meeting twice monthly to discuss instruction.

The 98c funds may be used in the following ways:

- To purchase or replace assessment materials to better identify students' strengths and needs including replacing the DRA2 kits with the updated DRA3 kits at the elementary level.
- To help all students 5-12 have access to tutoring including with teachers before and/or after school.
- To support targeted instruction including software, intervention materials, and salaries as applicable.
- *To support the overall MTSS system including Tier I, II, or III academic, behavioral, or emotional support of students that lead to student success.*

### Students Targeted for Services:

All students benefit from a strong MTSS system. In addition, all students are given the NWEA assessment K-8 and the DRA assessment K-4 up to three times a year to identify students who may need additional support.

While all students can benefit from the tutoring services, students who are failing courses, missing assignments, or below benchmark are given priority and personal invitations to attend.

### Anticipated Impact on Student Achievement

We hope to see students make gains in skill deficit areas as well as an increase in passing rates among secondary students and an increase in NWEA scores for students participating in these support systems.

### Metrics Used to Evaluate Program

Leading indicators: teacher observation: student confidence and engagement, class pass/fail rates, NWEA (K-8), internal assessments

Lagging indicators overtime: benchmark data, summative state assessments