



School District of the City of Iron Mountain

Jerome J. Sardina
Superintendent
sardinaj@imschools.org

217 Izzo Mariucci Way
Iron Mountain, MI 49801
(O) 906-779-2600

Iron Mountain Public Schools
Section 98c Plan to Address Learning Loss

Learning Loss Plan

October 4, 2022

Implementing evidenced-based activities to meet the comprehensive needs of students.

Iron Mountain Public Schools (IMPS) is committed to learning loss opportunities for students. We strive to create safe and healthy learning environments, address learning loss caused by multiple factors, some of which includes the pandemic and COVID-19. IMPS supports educator and staff stability and well-being by planning strategically with input from stakeholders. IMPS continues to address lost instructional time by planning for extensive before/after-school programming and comprehensive summer programming while implementing interventions during the regular school day. These programs all utilize trained educators and align with evidence-based core programs and practices. Providing instructional aides to all buildings is important as we aim to support all learners. With this support, administration at IMPS believes we can provide individual/small group interventions.

IMPS administration has engaged both the certified staff and support staff through building level meetings, district level meetings, and district surveys. In consultation with these groups IMPS administration believes the interventions chosen are not only reasonable, but necessary to be able to effectively address learning loss among our students. IMPS Board of Education has also set time aside during the October 2022 regular Board of Education school board meeting to review the plan, seek community and parent input, and revise the plan according to agreed upon recommendations. Surveys and scheduled meetings included but were not limited to, students, families, school/district admin, teachers, special education admin, support staff, and community. IMPS ensured we sought feedback from:

- students' w/ disabilities
- English learners
- homelessness, foster care, migratory students,
- economically disadvantaged and underserved populations.

In the survey, the top five recommendations for needs are: mental health services/supports such as counseling/social work (aligns w/ request for counseling/social worker staff members); additional instructional aides (aligns w/ request for instructional aides); reduce class sizes (aligns with/ request for teachers/coaches); math support teachers (aligns w/ request for an additional math support teacher); and extended instructional learning (aligns w/ request for before/after school and summer programming). Supporting English language learners with additional certifications for ESL teachers, supporting special education students with additional certifications for special education teachers, and stipends for before/after school/summer programming, is mirrored in feedback from surveys. The interventions are equitable to all of our represented demographics.

The use of funds will promote equity by ensuring all interventions and programs are available to all students; including students with needs as English language learners, students identified as homeless, students in foster care, students with IEPs and 504s, students identified as at-risk, economically disadvantaged students, and migrant students.

Important to note:

As of 10/04/2022, districts have not been informed of how much they will receive when participating in this grant. To that end, this initial plan includes a grand scope of possible allowable expenditures. When we learn, specifically, of the grant amount, we will adjust and select which activities we can actually include for 98c funding.

Updated on April 13, 2023

Specific Budget Possibilities to Address Learning Loss:

1. Three Instructional Aides: North Elementary (K-4). A highly qualified instructional aide will work under the guidance of licensed teachers in creating a positive learning environment in which they can support student academic growth and achievement in ELA and Math. Instructional Aides will provide one-on-one and/or small group interventions to students that are identified as at-risk or deficient in ELA or Math. This best practice intervention has positive effects on students' growth and achievement as it provides additional time for focused work in areas that students may be struggling as they relate to reading, comprehension, and math skills. As a result of the pandemic and COVID-19, areas of deficiency have been identified more frequently than pre-pandemic and additional instructional aides can help with direct interventions for students to address these deficiencies/learning loss.
 - Instructional Aides annual salary is \$15,000 / Insurance and benefits \$14,612 for a total cost of \$29,612.
 - ELA & Math supplemental curriculum and materials. Total Cost: \$5,661

2. Before/After School Intervention Programs: The Iron Mountain-Kingsford Community Schools program will work with Alternative Education Students in grades 7-12 who have been identified as at-risk/having a deficiency in reading or math. All students will be assessed using NWEA and local formative content specific assessments from their local districts. Local districts have analyzed data results to determine which students will attend before and after school intervention programs. Notifications and recommendations will be sent to parents and the number of classes will be determined based on the number of students attending. Programs will each run for 1 hour a day. We will estimate one (1) teacher who will be providing the instruction and interventions.
 - Before/After School Intervention Teacher (1 in total): Salary is \$3,600 and retirement and benefits at \$2,142. Total Cost: \$5,742.

Planned Activity	Total Staff for Activity	Total Salaries for Activity	Total Benefits for Activity	Total Cost for Activity
Instructional Aides	3	\$15,000	\$14,612	\$29,612
ELA & Math Supp Material	NA	NA	NA	\$5,661
Alt Ed Credit Recovery	1	\$3,600	\$2,142	\$5,742
TOTALS	4	\$18,600	\$16,754	\$41,015

Metrics Used to Evaluate Program:

In alignment with both our MICIP and our identified goals and benchmark assessments, IMPS will use ELA And Math NWEA MAP. NWEA MAP (Measures of Academic Progress) is an adaptive achievement and growth assessment. MAP creates personalized assessment experiences by adapting to each student's learning level-precisely measuring progress and growth for each student.

Metric Report:

Students will complete NWEA assessments three times during the 2022-23 school year. After each proctoring window closes, data will be pulled and analyzed to disaggregate data for the demographics represented in our district: All students, Economically Disadvantaged, Special Education, English Learner, Female, Male, Hispanic, and Migrant. When data is disaggregated, it will be added to the district's transparency website. The report can be found Here {Insert Link to report}.

For High School Credit Recovery program after school, we will monitor the enrolled student's progress in their virtual credit recovery classes. Credit completion and grades will be used to determine the number of credits have been recovered and how many students are back on track for graduation.