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Funding received by Lowell Area Schools, through the 23g MI Kids Back-on-Track grant, will primarily address learning loss in the area of increasing Math proficiency. Increasing Math proficiency is a K-12 district school improvement goal. Lowell's MICIP goal is to gradually increase math proficiency as noted on local and state assessments over a 5 year period. Specifically, Lowell Area Schools has a goal for all students to demonstrate math proficiency by June, 2028. Several steps have been initiated to date toward the achievement of this goal.

Funds will be utilized to support math learning. Math intervention will be in place, during the school day, focusing on grades K-2 along with grades 6-8. An elementary math coordinator will oversee math intervention along with working with our district's K-12 math vertical team. The district vertical team will develop and implement a system wide tier 1 plan for best practices in math instruction. Additional highly qualified math interventionists will be in place for specific support of some groups of students as identified through assessment review.

Essential math standards, learning targets, and common formative assessments are being developed which allows for consistency in our district's plan to have all students working at grade level expectations. In addition, a tutoring partnership (Sylvan Learning) is in place at the secondary level to ensure that all students are at grade level and are best prepared for postsecondary education.

- This plan has been developed, through collaboration, with a variety of stakeholders. The plan is detailed in our MICIP platform. Input will continue to be gathered from teachers, administrators, parents, and our school board. The district has in place a Curriculum Council, MTSS District Team, Building Leadership Teams, K-12 Math Vertical Team, a Parent Advisory Committee, and School Board Meetings in place for the sake of input and feedback. In addition, the district employees Professional Learning Community concepts through scheduled Professional Learning Team meetings which are embedded into professional development.

Data Discovery, Initial Initiative Inventory, Gap Analysis, Data Story Summary

Math:

11th grade SAT - 2023 (51% met benchmark standard), 2022 (53% met benchmark standard)

10th Grade PSAT - 2023 (53% met benchmark standard), 2022 (44% met benchmark standard)

9th Grade PSAT - 2023 (58% met benchmark standard), 2022 (59% met benchmark standard)

8th Grade PSAT - 2023 (69% met benchmark standard), 2022 (56% met benchmark standard)

MAP - Spring 2023 (Represents percentage of students at or above median grade level score)

Alto (All Grades) - 69%

Murray Lake (All Grades) - 70%

Cherry Creek (All Grades) - 59%

Bushnell (1st) - 62%

Lowell Middle School - 64%

M-STEP - Math (Represents percentage of students passing by grade level as compared to state and county)

Spring 2022

7th Grade - 49.6% State - 30.2% County - 37.2%

6th Grade - 57% State - 28.4% County - 36.7%

5th Grade - 53.2% State - 30% County - 38.3%

4th Grade - 70.9% State - 36.7% County - 46.6%

3rd Grade - 61.4% State - 41.5% County - 50.1%

M-STEP - Math (Represents percentage of students passing by grade level as compared to state and county)

Spring 2023

7th Grade - 54% State - 31% County - 38%

6th Grade - 59% State - 30% County - 38%

5th Grade - 54% State - 32% County - 39%

4th Grade - 67% State - 39% County - 48%

3rd Grade - 65% State - 43% County - 51%

To address this data so far, we have done the following:

- Professional Learning Community training and implementation
- Implementation of a general MTSS strategy for tiered programming
- Hiring of an Elementary Math Coordinator
- Highly qualified math intervention staff
- MichMe math training through KISD
- Creation of district K-12 math vertical team

Lowell Area Schools posts strong math proficiency scores as compared with state, county, and similar peer group school districts. Most recent and past M-STEP scores demonstrate that Lowell students score well above state and Kent County averages. Other data sources, (not included above - Eidex) indicate that Lowell compares very favorably to school districts across the state that are considered similar in student population and socioeconomic status.

Roughly 60% or more of our students have met benchmark standards on NWEA assessments for math. The most recent spring, 2023 scores shows that Alto and Murray Lake elementary schools (when combining all grades) score about 70% or higher on math.

SAT and PSAT are strong in both academic areas. Lowell High School has demonstrated that 11th grade SAT scores have rebounded at a faster pace than national or statewide scores after the pandemic. Lowell Middle School showed dramatic improvement from 2022 to 2023 on the 8th grade PSAT. In particular, 8th grade PSAT math proficiency increased by 13 points from 2022 to 2023.

There's work to do and improvements to consider despite an overall positive data story for Lowell Area Schools. Our goal is for all students to show proficiency in math.

It is ambitious to consider that all students would show proficiency in math. Reasons why more students are not proficient in math may be but are not limited to the following needs:

1. Review of K-12 math resources utilized with evidence of success.
2. A need to identify universal tier 1 instructional best practice strategies for district math teachers.
3. A need to broaden understanding of common formative and summative data points.
4. A growth mindset to understand that students learn math at different rates.

5. A reasoned understanding that assessments can come in different forms and some students may need more than one opportunity to demonstrate learning.
6. A review of equity within the math curriculum.
7. A renewed need for math teachers to collaborate around math standards with a common understanding of language and priorities.
8. A purpose and goal for non-primary math teachers to incorporate the 8 math practices as appropriate.
9. A potential need to increase math intervention support.
10. A consistent approach to math department meetings for efficiency.
11. A focus on students with IEP's in understanding differentiated approaches to math education.
12. A regular review of relevant math data by the administrative team.
13. An effort to offer increasing engagement strategies in order to make math relevant for students.

23g funding will be used to address learning loss in math for identified students. Targeted math intervention, along with systematic planning, will enable Lowell Area Schools to better address any student that struggles to attain math proficiency. An elementary math coordinator and highly qualified math intervention staff will work specifically with identified students that are not at grade level based on essential standards.

Our desired state is for all students to be considered proficient in math as determined by local and/or state assessments. This is not our current reality. The 2019/2020 school year was drastically altered in March, 2020 by COVID. Thus, instruction significantly changed for the remainder of the 2020 school year. The 2020/2021 school year was marked by consistent schedule changes due to COVID. It is clear that some degree of learning loss took place.

The stated goal of all students as proficient in math is lofty to say the least. That said, these are five year goals and the expectation of LAS is that all students will learn at high rates. A full scale understanding and implementation of PLC concepts along with using the vehicle of MTSS systems of support will only increase academic achievement in math.

Evidenced Based District Strategy

The district will continue to implement a general MTSS strategy in order to increase math proficiency. This is an approved state strategy used to target our math school improvement goal for all students to show proficiency by June, 2028. This is reflected in our MICIP plan.

Activities (MICIP Plan)

- Professional Learning Community training and implementation
- Implementation of a general MTSS strategy for tiered programming
- Hiring of an Elementary Math Coordinator
- Highly qualified math intervention staff
- MichMe math training through KISD
- Creation of district K-12 math vertical team

23g funds secured will be used to support the general strategy of MTSS implementation and activities as listed in our MICIP plan. Funds will be specific to the employment of an Elementary Math Coordinator and highly qualified math intervention staff.

The Director of Curriculum (Dan Vander Meulen) will be providing implementation support. The Director of Curriculum also serves as the district's MTSS Coordinator.