

**Grand Ledge Public Schools (GLPS)**  
**Section 98c Learning Loss Plan**  
**2022-2023**

**Part 1: Sylvan: Math and Reading Intervention**

Grand Ledge Public Schools will contract with Sylvan Learning to implement SylvanSync, Sylvan Learning's proprietary reading and math intervention program to provide before and/or after school support for up to 20 students in each of the district's four elementary buildings (K-4) and the district's intermediate building (grades 5-6) who need additional supports in math and/or reading as identified by building staff.

**SylvanSync (Tier III) Program Description and Methodology**

SylvanSync is Sylvan Learning's proprietary reading and math intervention program that utilizes an integrated technology platform developed to provide digital resources to support teaching and learning in ways that are appropriate for students of today for grades K – 12. This platform delivered digitally helps teachers motivate, engage, and instruct students in a highly individualized manner. SylvanSync utilizes normative assessments, learning progressions, adaptive learning plans and formative assessments to deliver a completely personalized learning experience based on each student's individual needs. SylvanSync is delivered up to a 4:1 student to teacher ratio.

The SylvanSync program was specifically designed to help all children achieve academic success based on delivering a personal learning experience that focuses on meeting students' individual needs. It embraces the fact that to prepare children for learning and competing in the digital age, it must seek to transform teaching and learning. That's why Sylvan designed and built SylvanSync™, a solution that gives students the support they need to succeed academically and uses the digital tools they love.

SylvanSync includes:

- State of- the- art assessments of cognitive and non-cognitive factors.
- A personal learning plan specific to each child's needs.
- Digital lessons
- Highly trained Sylvan- certified teachers.
- Lessons that adapt to a child's skill level, and that pace and support the instruction being delivered by the teacher.
- Instant feedback and recognition.

## **SylvanSync Reading**

The Reading program addresses the five essential components of reading instruction -- Alphabetic Knowledge and Phonemic Awareness, Phonics, Fluency, Vocabulary Development, and Comprehension Instruction—as identified by the National Reading Panel (2000) and supported by the 2006 National Reading Panel Report: Teaching Children to Read (<http://www.nichd.nih.gov>). Research indicates that students who are struggling to succeed academically need to receive comprehensive, systematic, explicit and intensive instruction. Our reading programs are built on these foundations and use a balanced approach for building the student's overall reading knowledge and skills.

Key instructional strategies included in the reading program include:

- a low student-to-teacher ratio,
- explicit instruction with immediate feedback, and
- scaffolding, and strategic questioning.

The Reading Progression of the SylvanSync Program is based on Core Standards, and as a result, students will become increasingly more independent readers, who can comprehend and critique what they read, value evidence-based arguments, and learn to understand and appreciate different perspectives and ideas. The Sylvan Reading progression includes basic Comprehension, Vocabulary, Phonics, and Fluency skills, which are aligned to an empirically validated progression.

Every enrolled student will take a pre-assessment at a program beginning to assist in establishing the best instructional program and path to meet their learning needs. SylvanSync uses several different assessments to understand each student's needs. To assess a student's skill set, Sylvan has partnered with Renaissance Learning and is using the STAR Reading Enterprise test. These tests are norm and criterion referenced tests of a student's academic skills in reading. The Student Outlook Survey is used to assess non-cognitive factors, or student mind-set. Recent research has shown that these non-cognitive factors play an important role in student learning. The Student Outlook Survey comprises three scales for students in grades K–5: academic perseverance, academic self-confidence, and school engagement. For students in grades 6–12, a fourth scale, valuing school, is also included.

In addition, SylvanSync includes assessments of student content mastery that are embedded in instruction. Each student will encounter a Pretest for each instructional learning outcome (ILO) in his or her plan. If the student passes the Pretest, he/she will move to the next ILO on the progression; if the student does not pass the Pretest, he/she will move to the Guided Practice for the ILO and engage in the traditional sequence of instruction. If, after engaging in the prescribed sequence of instruction from

Guided to Independent Practice to Mastery Test (depending upon the subject area), a student cannot demonstrate mastery, he/she will receive the appropriate prerequisite skill. Once a student has mastered the prerequisite skill, he/she will return to the appropriate position on his/her learning plan. This allows us to create a highly personal learning experience for all students, providing him/her with the instruction needed when he/she needs it. Teachers work alongside each student in the program providing needed support throughout each lesson.

Before a student can tackle the more complex higher-order skills in reading, he/she must first have the foundational skills necessary to decode words and create meaning from them. These skills include basic decoding skills such as phonics. It must be understood that foundational skills are not an end to themselves; they are pieces of comprehensive reading instruction that ultimately give readers tools for comprehension.

Students who are able to successfully complete the STAR Reading test are likely not to be in need of explicit phonics instruction. However, early elementary students receiving Sylvan reading instruction will initially be assigned a few specially selected integrated phonics, Instructional Learning Outcomes or ILOs. These ILOs will serve as performance assessments to ensure mastery. If the student has difficulty with these ILOs, then he/she will automatically receive prerequisite phonics ILOs to provide complete phonics instruction. Research indicates students reading at a 4th grade level or higher will not benefit from phonics instruction, however some students in the upper grades who struggle to read words They will receive age-appropriate instruction in word recognition and spelling.

In summary, students who need explicit phonics instruction will receive it; those who merely need a review of decoding skills will receive integrated phonics ILOs; and all SylvanSync Reading students will receive a richer experience in basic and higher-level comprehension skills in texts across the curriculum.

### **SylvanSync Math**

SylvanSync Mathematics is Sylvan's most individualized math program. The digital resources adapt based on students' performance, helping teachers motivate students and provide scaffolded, highly individualized instruction. SylvanSync Mathematics provides instruction to students in numbers and operations, geometry and measurement, algebra, and data analysis, statistics, and probability skills from the most basic to more sophisticated modeling and problem solving skills. Students also have many opportunities to practice basic calculations, apply algorithms, and solve problems.

In the SylvanSync math program Instructional Learning Outcomes or ILOs are automatically added to the daily plan for students depending on their placement along the Mathematics progression of skills. The embedded computer assisted assessment allows the teacher to focus on areas where the student is struggling. The software provides access to appropriate curricular materials that are designed to address these specific needs.

In all sessions where math facts or basic math skills ILOs are assigned, they are practiced using a variety of methods and strategies, including, but not limited to, fact tables, flash cards, math shark, wrap-ups, and SylvanSync math facts in practice mode. The SylvanSync math fact ILOs are automatically set to be delivered only once per calendar day. This helps assure retention. Each time a student completes a lesson object, the teacher and student review the results. The student records, on flash cards or a sheet of paper, each question that is not answered correctly in less than three seconds. The teacher checks that the student has correctly recorded both the problems and answers, making corrections as needed. These flashcards are used to review strategies or to look for patterns to help the student master math concepts and math facts.

Once automaticity is achieved, increased attention can be focused on conceptual understanding and problem-solving skills at higher cognitive levels. Students who have achieved automaticity will have freed their working memory to take on the more complex aspects of problem solving.

### **SylvanSync Programming**

The SylvanSync program was specifically designed to help all children achieve academic success based on delivering a personal learning experience that focuses on meeting students' individual needs. An individual learning plan is built for each student based on the pre-test and is modified throughout each lesson based on the informative learning outcome for each lesson and the mastery shown by each individual student. Each student will have specific learning goals and objectives to assist in closing their achievement gap and bring them up to grade level in reading.

The integrated technology platform helps teachers motivate, engage, and instruct students in a highly individualized manner. SylvanSync utilizes normative assessments, learning progressions, adaptive learning plans and formative assessments to deliver a completely personalized learning experience based on each student's individual needs.

Sylvan Learning will provide progress reports throughout the program that will be broken down by school, grade and student and summarized for overall progress across the district. The Sylvan Learning Program Director will establish regular touch points with all key stakeholders to address progress and discuss the need for any program adjustments if deemed necessary. At program end, a complete battery of reports will be presented to ensure all academic and program satisfaction data is provided. Success will be determined by increases in reading/and or math proficiency.

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**Part 2: Graduation Alliance: Credit Recovery Dropout Prevention**

Grand Ledge Public Schools will contract with Graduation Alliance to provide services to up to 50 GLHS students (grades 10-12) who, based on credit audits, are credit deficient. Historically, these students are either:

- at-risk of dropping out (tier 2)
- or students at the very highest risk of dropping out or who have already dropped out of school (tier 3).

**(Tier II; Tier III) Program Description and Methodology**

In examining the diverse findings of research, certain strategies and activities are emphasized again and again as having had a positive effect on the recovery and persistence of students who had dropped out of high school. These strategies and activities generally fall under three broad concepts: Flexibility, Accountability and Support. The following charts summarize specific strategies used by successful dropout recovery and re-entry programs and the approaches taken by Graduation Alliance to incorporate each strategy into the Graduation Alliance program

**Flexibility:** Serving this highly vulnerable and highly variable population of students requires the ability to address challenges quickly, effectively, and in ways that are inherently motivational.

- **Tailored Program Options:** Intake procedures identify specific reasons for dropping out. Program staff tailors interventions and supports based on these reasons and adapt the program in a timely manner as academic and personal challenges occur.
- **Anywhere Anytime learning:** Graduation Alliance's technology-rich environment provides both high-quality instruction and comprehensive support at a place and time convenient to each student who cannot or will not return to a traditional facility- based program.
- **Accelerated Learning:** Course credits are strictly based on academic performance and effort; students work year round and can earn up to twelve credits per year.

**Accountability:** Every aspect of the dropout recovery program — from staff, to process, to curriculum — must aspire to be of the highest quality possible by maintaining accountability for outcomes as well as processes.

- **High Standards:** Academic and behavioral expectations are clearly spelled out, and students must agree to them before they can be enrolled. Each student receives a customized Written Student Learning Plan that sets manageable progress and pace toward graduation. Progress is monitored frequently and intervention occurs in a timely manner. Students must complete the same requirements as other students in the district, including taking and passing the state exam(s).
- **High Quality Instructional Materials:** All courses are aligned to state standards. Criteria for developing and selecting courses for Graduation Alliance are based on high standards and best practice in instructional design, pedagogy, and content area to facilitate student learning and engagement. The instructional program and materials are regularly reviewed by the Northwest Accreditation Commission.
- **Frequent Assessment and Remediation:** Student progress is instantly accessible to students and all members of their support team through the online environment. Clear procedures for academic intervention are articulated and implemented at every level.
- **High-quality, well-trained staff:** Graduation Alliance hires highly qualified, credentialed instructors, advocates, and coaches who are held accountable for student success.  
In addition to comprehensive initial training, teams meet weekly/monthly to discuss best practice and attend an annual “dropout recovery summit.”
- **Continuous Program Improvement:** Departmental and interdepartmental teams review student performance data weekly/ monthly to make minor course corrections. Graduation Alliance’s management team and board uses a variety of metrics to set priorities and implement any substantive changes needed on an annual basis.
- **Maintenance of Quality:** Most of the costs associated with the program are tied to the student and are based on per- pupil funding allocation. In addition, the use of technology facilitates accommodation of increasing numbers of students without sacrificing program rigor or quality.

**Support:** The dropout population often faces overwhelming academic and social obstacles. Successful programs build and maintain intensive support networks to address both areas of student need.

- **Adults Who Care:** Staff members from the principal to instructors, coaches and advocates are screened to ensure an inherent motivation to see highly at-risk students succeed. Staff members frequently communicate their pride in, and their concern for, students.

- **Parental Support:** Parents are provided online access to students' academic records. Parents are invited to weekly "meetups," and sometimes receive home visits.
- **Life Planning:** Each student is required to create a "High School and Beyond" plan that specifies a post- secondary trajectory and maps out specific steps students must take to meet their goals. Academic and support staff review students' progress frequently and help them make course corrections as needed.
- **One-On-One instruction:** Graduation Alliance provides a host of academic resources, including weekly tutorials by all instructors; one-on-one academic support through the student's Academic Coach, and 24/7 access to one-on-one tutoring through a partnership with Tutor.com.

Graduation Alliance will provide progress reports throughout the program that will be broken down by student and summarized for overall progress across the district. The Graduation Alliance "mentor" will establish regular touch points with all key stakeholders to address progress and discuss the need for any program adjustments if deemed necessary. Success will be measured by the number of students who regain credits and/or receive their high school diploma.



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**Part 3: Grand Ledge Public Schools Summer Learning**

Grand Ledge Public Schools will offer a summer summer learning program in 2022-2023. Designed to maximize opportunities and flexibility, this program offers up to 5 weeks of engaging, hands-on summer learning. K-6 students can sign up for as many as 5 different one week sessions, or they can sign up for just one!

9-12 students have the option of signing up for up to 6 weeks worth credit recovery courses as well, with the option of four separate two week modules.

**(Tier II; Tier III) Program Description and Methodology**

**Philosophy/Guiding Principles**

1. There is no learning loss. Kids did not lose learning; they learned differently this year.
2. Summer programming will focus on student engagement.
3. Summer programming will focus on social/emotional learning and student mental health.
4. Summer programming will focus on skill development in preparation for the next school year.
5. Summer programming will utilized standards based instruction and assessment at all levels
6. Summer programming will utilize authentic assessments, aligned to standards, at all levels.
7. The program will run from July 5-August 4 days per week, 3 hours per day
8. Special education is included in general education programming with additional supports

**Eligible Students**

The GLPS summer learning program is open to all students enrolled at Grand Ledge Public Schools. It is not available for students from other schools or districts. Students will sign up based on the grade level in which they are currently enrolled, NOT next year's grade level.

**Elementary**

1. Summer programming will focus on experiential learning (community based).
2. We will plan 5, one week modules centered around different themes.
3. Each module will include math, literacy, science, and social studies.
4. Students can sign up for any or all of the modules.

5. Teachers can teach in any or all of the modules.
6. Groups by grade level

## **Elementary Learning Modules**

### **[K-2 Learning Modules](#)**

### **[3-4 Learning Modules](#)**

### **[K-5 Learning Module](#)**

**High School** We utilize Success Virtual Learning Center. Students can take up to 2 MMC courses from the end of June to beginning of August.

1. Two week modules by core subject area
2. Two week modules by elective area
3. Credit recovery (only for MMC) and credit advancement opportunities (through Michigan Virtual) these courses will be granted credit but do not count toward their GPA so will not affect class rank. Students can also Test Out over the summer.
4. Groups by class

**Since 9-12 courses are for credit recovery, students need to work with their counselors to build a schedule for the summer. Please reach out to your student's counselor with specific questions.**

## **Structures/Schedule**

### **Dates, Times**

July 5, 6, 7\*

July 10, 11, 12, 13

July 17, 18, 19, 20

July 24, 25, 26, 27

July 31, August 1, 2, 3

\*This week runs Wednesday, Thursday, Friday, instead of the normal Monday-Thursday pattern of the rest of the weeks due to the 4th of July holiday.

All sessions will run from 9:00 a.m. - 12:00 p.m.

High school students will sign up for two week blocks, based on the classes they need for credit. High school counselors and administrators will communicate with families directly. BK-6 students can sign up for one week at a time.

**Special Education Services**

All students with IEP's, 504's, or other plans are welcome and encouraged to attend. We will have special education staff available to support them in their classes.

**Transportation**

Transportation will be provided to all students within district boundaries who sign up for Summer Learning on or before May 19th. The Transportation Department will not process adds or changes to routes after the 19th. Families will be notified of their transportation routes and times after June 9th and prior to the first week of the program. Notifications will be sent via School Messenger, postcards will not be mailed.

**Cost**

The program remains free for families.