



Ravenna Public Schools

98c "Learning Loss" Plan for the 2022-2023 Academic Year
As presented to the RPS Board of Education on Oct. 10, 2022

98c "Learning Loss" Plan

Rationale

The impact of the Covid-19 pandemic on student learning is real. Nationally, scores in math and reading for 9 year olds (assessed on the NAEP in the 21/22 school year and who are currently in the 5th grade) fell by their largest margin in more than 30 years. ["The declines spanned almost all races and income levels and were markedly worse for the lowest performing students."](#) Black and brown children declined in performance (in math) nearly 2.5 times that of their white counterparts. The efforts to mitigate this unfinished learning must reflect that **ALL** students were impacted, but some groups of students were more impacted than others.

Beyond academic learning, every human being has been impacted socially and emotionally by the Covid-19 pandemic. Teachers in our schools, at all grade levels, report that students' executive function and self-regulation skills are woefully behind those of pre-pandemic cohorts. (Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.) ["Mitigation strategies to develop and enhance these skills will require intentional practice"](#) through thoughtfully developed, engaging learning delivered through a consistent learning chassis, facilitated by a teacher, which scaffolds skill development with the learner. According to Harvard researcher, Dr. C. Cybele Raver, "If we don't learn these skills during the childhood and adolescent years when they're coming online, we are really ill-equipped, as an adult, to hold a job, to maintain a marriage, to raise children..."

Further impaired by the Covid-19 pandemic is the ability for students to effectively engage in long range educational development planning leading to higher education attainment (certificates, credentials, degrees, etc.) that will lead to sustainable high-wage employment. As referenced in this recent MLIVE article, ["Michigan's public universities have lost 45,000 students since 2011. It's about to get worse."](#), Michigan is producing fewer high school graduates and will not meet the talent demands to sustain a growing economy. Too many students (especially from rural and urban communities) are not graduating from high school because they lack the appropriate planning skills to independently develop and execute a post high school plan to achieve desired career goals. Much of this stems from a deficit of early awareness about the types of jobs and in demand STE(A)M skills that real employers are looking for. By integrating early (3rd - 8th grade) career exploration, through project based learning aligned with industry identified job functions, students will be better equipped to select courses and educational programs in high school that will allow them to accelerate into dual enrollment courses and work-based learning to meet their career goals AND meet the talent needs of Michigan employers.

Accelerating Learning

Ravenna Public Schools has always, and will always, implement a robust curriculum, instruction and assessment model that acknowledges the unique abilities, culture and backgrounds of each student. Our Mission, Vision and Beliefs speak to this best. We are committed to embrace change and continuous improvement that is founded on the MDE research based, best practices of [Accelerating Learning](#) through **High Quality Tier 1 Instruction, Student Engagement** and **Focusing on the Whole Child**. We focus on performance and results.

To that end, Ravenna Public Schools will commit all of the State allocated 98c funds, with the direct intention to mitigate learning loss in the identified areas above as it relates to:

- Reinforcing foundational ELA, math and science concepts through engaging, authentic PBL contexts which build academic skills and confidence for all students in 5th - 8th grades, and some students in 9th - 12th grades.
- Providing practice opportunities for all students in grades 5th - 8th to build executive functioning skills and self-regulation skills through high-quality, engaging hands on learning that is guided by clear learning targets, consistently delivered instruction on Standard Operating Procedures, student production of project deliverables through collaborative work, and opportunities for meaningful student reflections on learning.
- Embedding in-classroom career exploration into project based learning where all students in grades 5th - 8th will explore local and national STE(A)M jobs, the qualifications for these jobs, and the educational programs available to earn the credentials required by these jobs. This exploration will lead to establishing experientially verified career and educational goals on their digitally owned and managed talent profile.

To meet these objectives, Ravenna Public Schools will join the Mavin Consortium of Schools and implement the Grow MainStreet application 5th - 8th with some high school students completing selected modules as well.

Grow MainStreet is the name of an application in the Mavin platform that delivers business challenge problems through a consistent "*learning chassis*" which includes:

- hands-on project based CTE learning through business challenges,
- employability skill development and feedback,
- career and educational program exploration,
- assessment of student's confidence about their learning,

This builds a personalized digital talent profile demonstrating and documenting knowledge, skills and competencies aligned to industry defined job functions and educational standards.

Grow MainStreet emphasizes competencies in 3D design, rapid prototyping, computational thinking, enterprise resource planning, Internet of Things (IoT), cybersecurity and data analysis.

Program Evaluation Metrics

Engagement as measured through student attendance (daily logins) in identified classes and student reported time-on-task for completion of each lesson.

Academic Achievement as measured by benchmark assessment testing in ELA and Math in identified classes (utilizing STAR Math and Reading assessments)

Job Function Awareness as measured by the number of students completing each job function lesson

Career Awareness as measured by the number of students interested in STE(A)M jobs, employers, and industries

Educational Program Awareness as measured by number of students interested in STE(A)M educational programs at identified educational institutions

Student Feelings about learning as measured by Mood Check reactions to each lesson

Budget Justification

To effectively and properly implement the Grow MainStreet application as identified, which will result in students producing multiple digital and physical artifacts (deliverables) as evidence of their learning loss recovery,, there are certain essential personnel, equipment and consumable items that are required. These include:

- Membership in the Mavin Consortium (personnel to assist in the implementation of Grow MainStreet)
- Extensive 3D printing capabilities
- Precision measuring equipment
- Student headphones with microphones for producing video reflections on learning
- Grow MainStreet consumable Materials Use Kits and Licenses providing multiple years of STE(A)M modules and career exploration exclusively through the Google Cloud Console Marketplace