



Cedar Springs Public Schools *Plan to Address Learning Loss Using 98c GEER & ESSER Funding* October 2022

On July 14, 2022, Governor Gretchen Whitmer signed into law Public Act 144 of 2022. Section 98c (MCL 388.1698c) of the act appropriates \$52,056,000 in federal funding for local education agencies to address learning loss as part of the Governor's Emergency Education Relief (GEER) Fund and part of the Secondary School Emergency Relief (ESSER) II Fund. The funds support goal 5 of Michigan's Top 10 Strategic Education Plan.

98c Learning Loss Plan

The impact of the COVID-19 pandemic on students is real, and as time marches on, we are learning more and more about those impacts on student learning and well-being. Across the country, on state and national measures of student achievement, we are seeing the effects of interrupted and incomplete learning. "In 2022, the National Center for Education Statistics (NCES) conducted a special administration of the NAEP long-term trend (LTT) reading and mathematics assessments for age 9 students to examine student achievement during the COVID-19 pandemic. Average scores for age 9 students in 2022 declined by 5 points in reading and by 7 points in mathematics compared to 2020. This is the largest average score decline in reading since 1990, and the first-ever score decline in mathematics. More information can be found on the NCES website - <https://nces.ed.gov/fastfacts/display.asp?id=38>

Students in Cedar Springs Public Schools, like the rest of our country and the world, have realized the impact of this unfinished or incomplete learning, labeled as "learning loss." Our most recent results on M-STEP and PSAT/SAT assessments confirm that our students are not performing as they were pre-pandemic.

Cedar Springs Public Schools has used the additional funding afforded through this pandemic to bolster and align our curriculum, especially in the areas of literacy and mathematics. We believe in a robust system of curriculum, instruction, and assessment through a Multi-Tiered System of Supports to target relevant and effective intervention when student academic or behavior outcomes warrant additional support.

Our District's Mission, Vision, and Values support this work, as does our strategic plan: FLIGHT Plan 1.0.



VALUES
what we believe in

As learners, we value community, diversity, integrity, resiliency, synergy, and transparency.

VISION
what we aspire to be

We enrich the world by cultivating learners who thrive within their communities.

MISSION
why we exist

We foster a dynamic community of learners who inspire and support one another to exceed their potential.

We are Red Hawks!

FLIGHT PLAN 1.0 - DISTRICT GROWTH OPPORTUNITIES 2022/23		
ACADEMIC/STUDENT SERVICES	ENGAGEMENT	OPERATIONS
A1 - Increase student achievement	E1 - Foster effective two-way systems of communication	O1 - Enhance safety and security (facilities and protocols)
A2 - Provide a guaranteed and viable curriculum	E2 - Honor the ideas and perspectives of others	O2 - Develop a comprehensive facility plan (interior and exterior)
A3 - Create a comprehensive assessment/data utilization plan	E3 - Capitalize on the synergy of meaningful relationships	O3 - Enhance the effectiveness of communication systems
A4 - Align professional learning	E4 - Strengthen CSPS and our community through partnerships	O4 - Provide sustainable 'access to' and 'use of' value-added technology
A5 - Differentiate academic experiences for students	E5 - Celebrate/model/support positive behaviors	O5 - Maximize system efficiency
A6 - Integrate a continuum of supports for social/emotional/ behavioral needs	E6 - Promote equitable solutions	O6 - Strategically allocate resources
A7 - Enhance life-focused opportunities	E7 - <u>WE</u> are Red Hawks!	O7 - Enhance the customer experience

Cedar Springs Public Schools will direct all of the state-allocated 98c funds to mitigate learning loss in the following ways:

All Buildings: Cedar Trails Elementary, Beach Elementary, Cedar View Elementary, Red Hawk Intermediate, Cedar Springs Middle School, Cedar Springs High School and New Beginnings High School

Strategies

- Intensive and targeted intervention, led by our Intervention Coordinator, with collaboration from our instructional specialists (reading, math, & behavior)
- Interventionists will be available to help students with targeted social, emotional, and academic needs using evidence-based interventions in reading, math, and behavior
- Continue to install evidence-based interventions related to the Science of Reading (CKLA) & Add+Vantage Math Recovery (AVMR)

Metrics

- Data reviews 3x per year through our MTSS-MICIP processes
 - Assess needs, plan, implement, monitor, evaluate (repeat!)
- iReady scores in reading & math
- CKLA assessment scores
- AVMR results (interventions vs non-interventions)
- Number of teachers & interventionists trained in the interventions

- SWIS data related to behavior

Budget for 98c

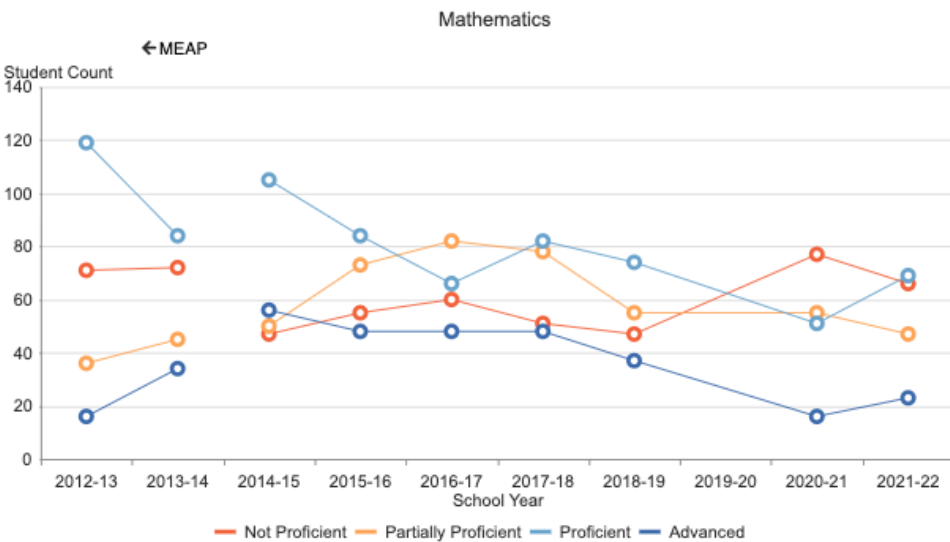
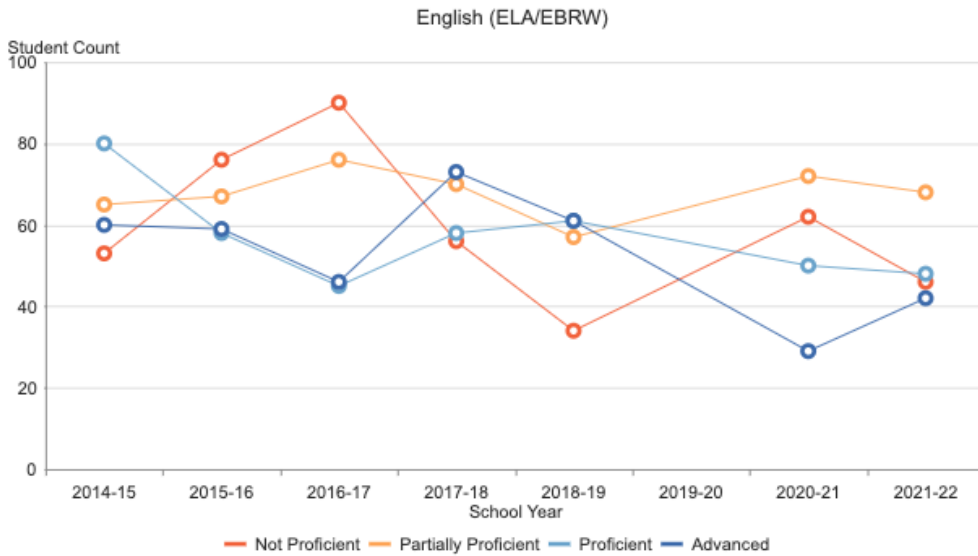
- Utilize as much intervention support as possible for the 22-23 school year, including staffing, resources, and training to build an effective system of support for learning loss

[Board of Education Presentation](#) (October 24, 2022)

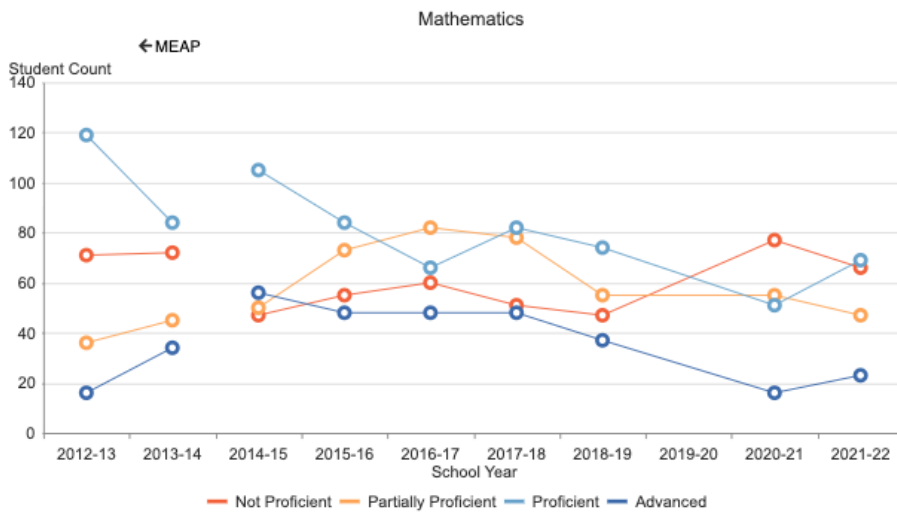
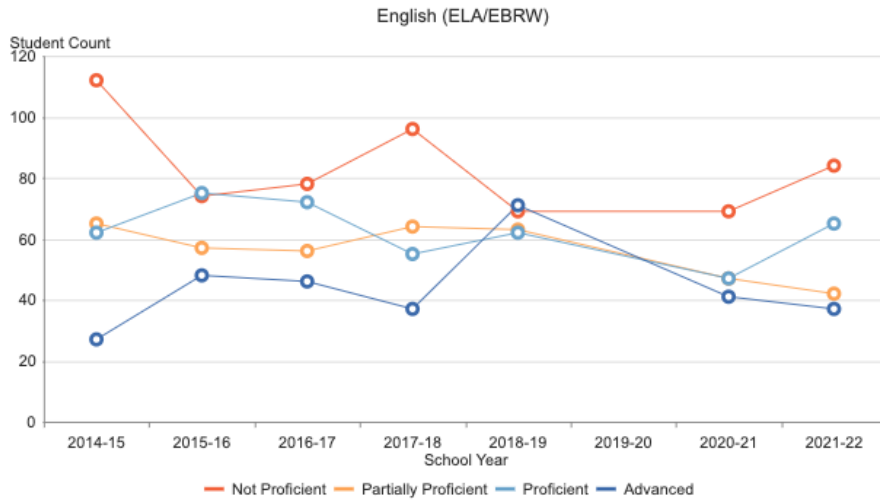
Appendix

Historical Student Performance as Measured by State Assessments (M-STEP, PSAT, and SAT)

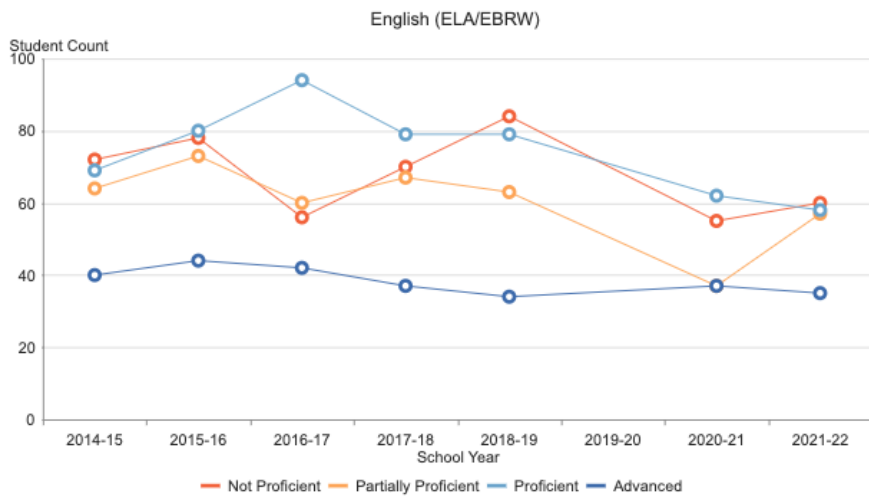
Proficiency as measured by the M-STEP 3rd grade ELA and Math

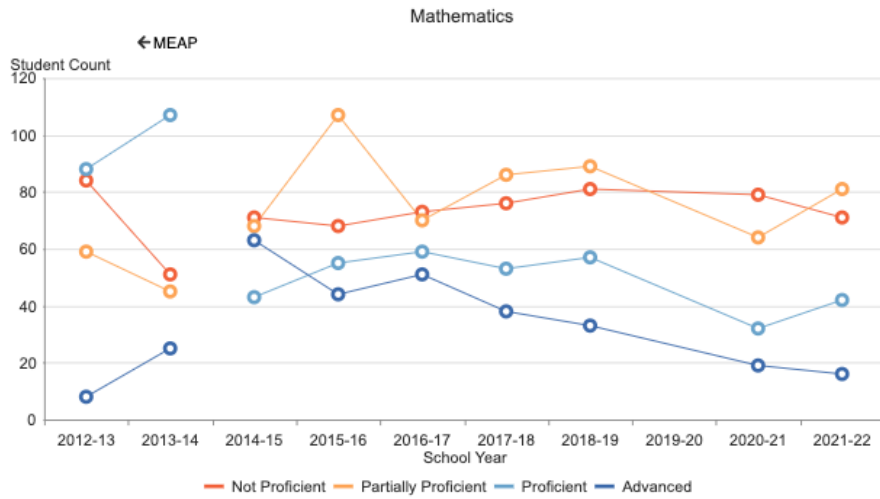


Proficiency as measured by the M-STEP 4th grade ELA and Math

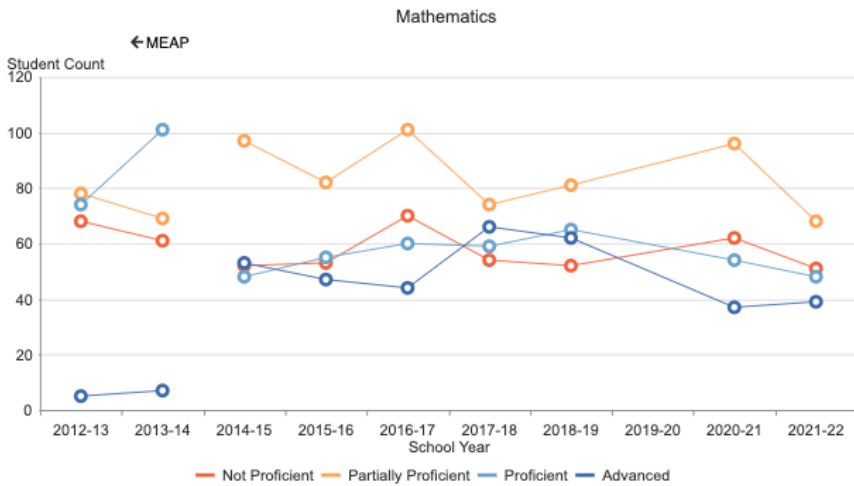
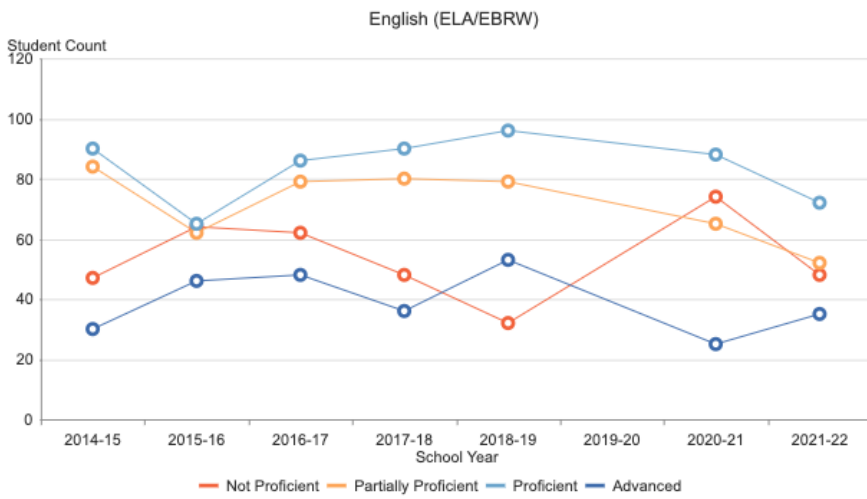


Proficiency as measured by the M-STEP 5th grade ELA and Math

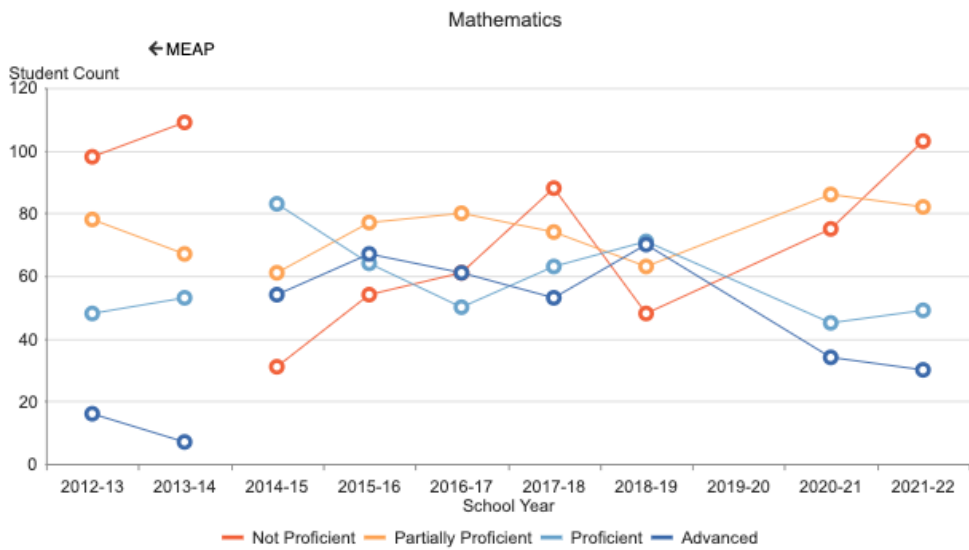
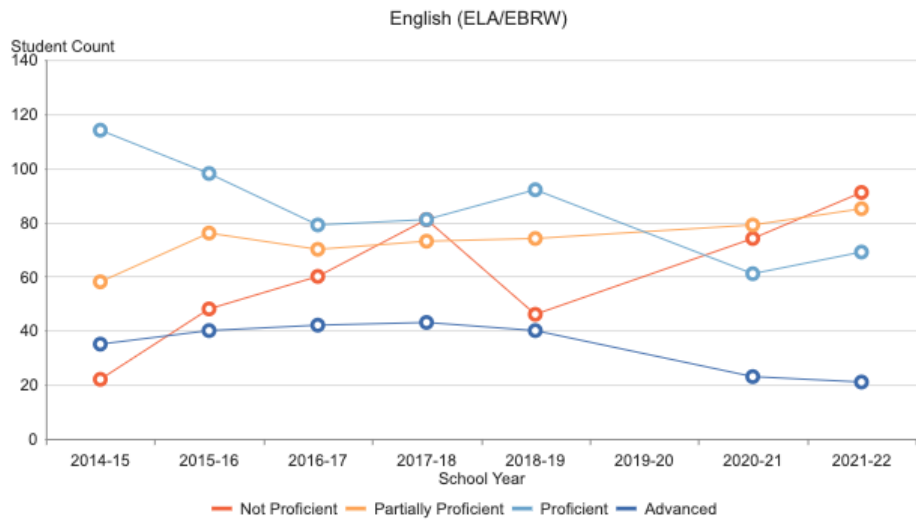




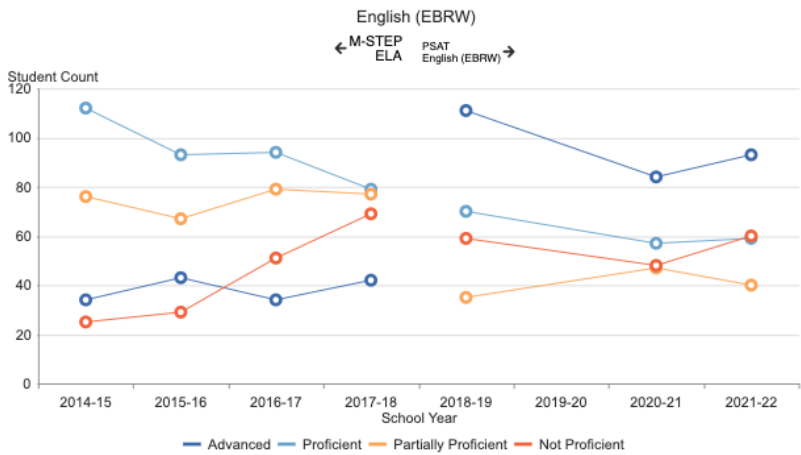
Proficiency as measured by the M-STEP 6th grade ELA and Math

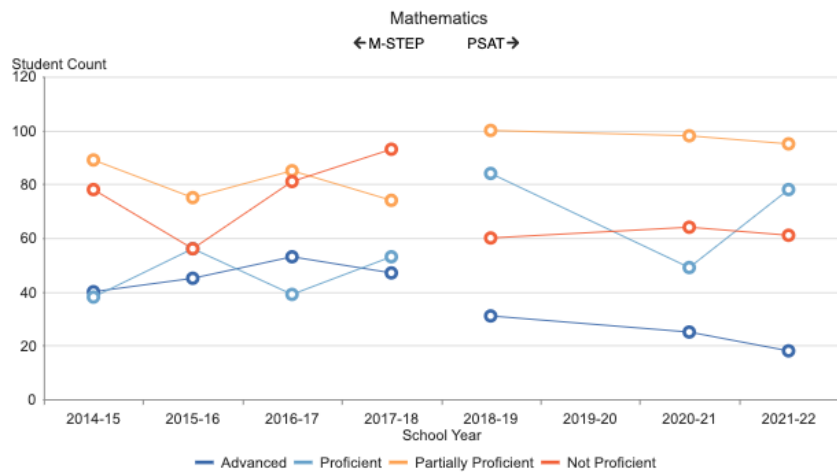


Proficiency as measured by the M-STEP 7th grade ELA and Math

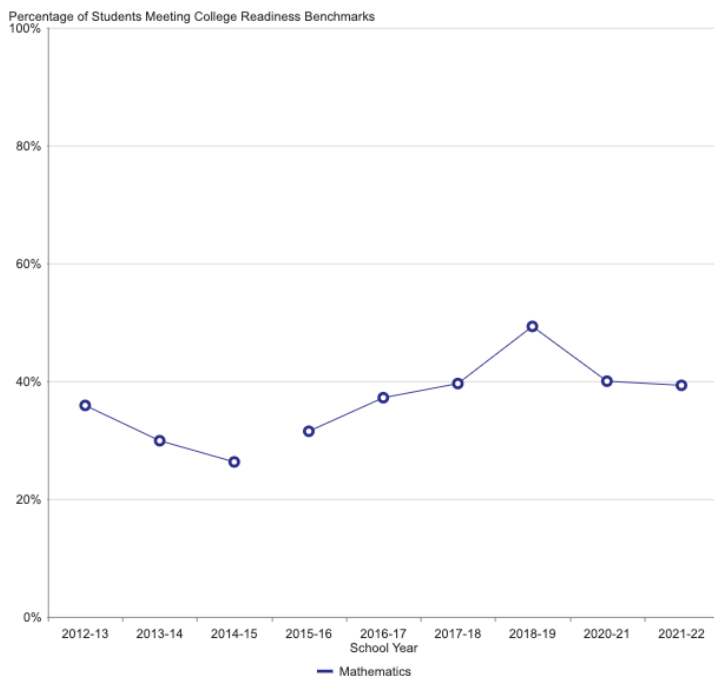
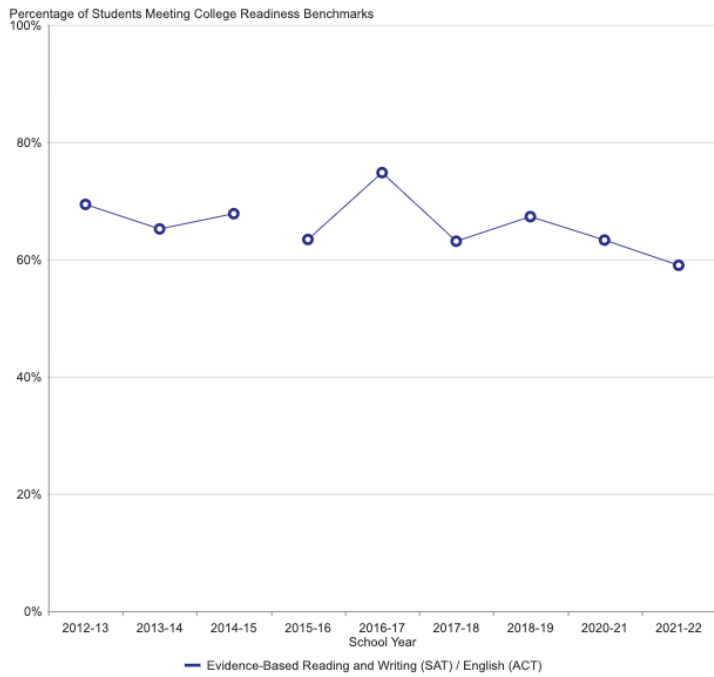


Proficiency as measured by the PSAT 8th grade ELA/EBRW and Math





College Readiness as measured by the SAT– 11th grade Cedar Springs High School



College Readiness as measured by the SAT- 11th grade New Beginnings High School

*Not tracked by MISchoolData as fewer than 10 students assessed