



NEWLOTHROP AREA PUBLIC SCHOOLS

2022-2023 98C LEARNING LOSS GRANT

DISTRICT PLAN SUMMARY

New Lothrop Area Public Schools has developed a plan to address the learning loss that has occurred with the use of additional funds that are being made available through Public Act (PA) 144 of 2022.

Section 98c appropriates federal funds to address learning loss as part of the Governor's Emergency Education Relief (GEER) Fund as well as the Elementary and Secondary School Emergency Relief (ESSER) II Fund.

The Learning Loss Plan for New Lothrop Area Public Schools will correlate with the goals that have been developed by the School Improvement Program (SIP) as well as the District Improvement Plan (DIP) and will encompass all students in grades Kindergarten through 12th grade allowing all students to reach their fullest academic potential.

DISTRICT PLAN FOR ADDRESSING LEARNING LOSS

The Learning Loss Plan, which was presented to the Board of Education on October 17, 2022, includes the following areas for aligning the plan and focus for the 2022-2023 school year:

ADMINISTERING AND USING HIGHLY QUALIFIED ASSESSMENTS

New Lothrop Area Public Schools will provide highly qualified assessments using i-Ready for Reading and Math for grades Kindergarten through 8th grade. Additional after school tutoring services are being provided by Certified Teachers in both the Elementary and High School. High School assessments include M-Step, PSAT and SAT for measuring the changes for the students in the High School.

IMPLEMENTING EVIDENCE BASED ACTIVITIES

i-Ready:

<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf>

Administrative Office

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High School Office

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Elementary School Office

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Individualized learning in K-12 public schools (small class sizes):

https://www.tandfonline.com/doi/abs/10.1207/s15326985ep2401_4

https://www.researchgate.net/profile/Larry-Hedges/publication/250184915_The_Effects_of_Small_Classes_on_Academic_Achievement_The_Results_of_the_Tennessee_Class_Size_Experiment/links/56cf44ba08ae4d8d649fbf05/The-Effects-of-Small-Classes-on-Academic-Achievement-The-Results-of-the-Tennessee-Class-Size-Experiment.pdf

PROVIDING INFORMATION AND ASSISTANCE TO PARENTS AND FAMILIES

Information is sent to parents and families on a continual basis that indicates available time for tutoring services that are offered for the students in the Elementary School. Communication for services in the High School are posted daily in the High School building as well as on the school website. In addition, progress reports are sent to parents and families for those students that are not meeting certain criteria along with benchmark assessment results in accordance with Public Act (PA) 48.

TRACKING STUDENT ATTENDANCE AND IMPROVING STUDENT ENGAGEMENT

Additional focus is being concentrated on student attendance and student engagement is encouraged with the PBIS program in the Elementary School and the Hornet 15 program in the High School. Both programs focus on positive behavior while concentrating on the social emotional well-being of the students. Additional staff will focus on maintaining attendance records so that needs can be addressed on a quicker basis.

MONITORING STUDENT ACADEMIC PROGRESS TO IDENTIFY STUDENTS WHO NEED ADDITIONAL HELP

Assessments and test results will be analyzed by teaching and administrative staff to determine which students will need additional supports in and outside of the classroom. These federal funds will be used to support these assessments along with additional instructional resources. Additional staff have been added to support the students by giving them smaller class sizes in order to focus on individual student needs. The additional staff member that was hired on October 1, 2022, worked with elementary students on monitoring student progress and while focusing on the learning loss that has occurred within the school district. Additional emphasis includes At-Risk and Special Education students.

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