

Central Lake Public Schools
Student Learning Loss Plan
October 10, 2022
In-School Learning Acceleration (98c – Learning Loss)

Background Information:

Central Lake Public Schools is a small district rural school located in Antrim County in the northern part of the lower peninsula of Michigan. The overall student population in the elementary school hovers around 100-110 students for all of grade K-5. The ethnicity of the majority of the student population is white. The majority of the students within the district qualify for free or reduced priced meals.

Fall 2022 Student Assessment Data Results:

Below you will find the results of fall Northwest Evaluation Association (NWEA) adaptive achievement and growth test (Nationally Normed). The results indicate the number and percentage of students that scored with a RIT (Rasch Unit) score at or above the 50 percentile.

Kindergarten: 8 out of 12 students scored at the 50 percentile or greater, 66.6% of student within the classroom

First Grade: 11 out of 22 students scored at the 50 percentile or greater, 50.0% of student within the classroom

Second Grade: 8 out of 15 students scored at the 50 percentile or greater, 53.3% of student within the classroom

Third Grade: 4 out of 18 students scored at the 50 percentile or greater, 22% of student within the classroom

Fourth Grade: 5 out of 13 students scored at the 50 percentile or greater, 38.4% of student within the classroom

Fifth Grade: 11 out of 19 students scored at the 50 percentile or greater, 57.8% of student within the classroom

Below you will find the results of the Fountas and Pinnell (F&P) benchmark assessment. This assessment is administered three times per year for students in grades 1-5 and is administered in kindergarten during the winter and spring screening windows. F&P provides a gradient for students, dividing the students into 1) exceeds expectations, 2) meets expectations, 3) approaches expectations: needs short-term intervention and 4) does not meet expectations: needs intensive intervention. The results below indicate the number of students within in grade K-5 that meet expectations.

Kindergarten: NA

First Grade Fall: 9 of 22 students meet and/or exceed expectations, 40.9% of students in classroom

Second Grade Fall: 8 of 15 students meet and/or exceed expectations, 53.5% of students in classroom

Third Grade Fall: 10 of 18 students meet and/or exceed expectations, 55.5% of students in classroom

Fourth Grade Fall: 7 of 13 students meet and/or exceed expectations, 53.8% of students in classroom

Fifth Grade Fall: 14 of 19 students meet and/or exceed expectations, 73.6% of students in classroom

In-School Learning Acceleration

Review of Data:

After a careful review of the fall 2022 classroom data: NWEA overall classroom data with student's achieving in at least the 50th percentile RIT scores range from 38.4%, grade four, to a high of 66.6% for kindergarten. Noting, that the kindergarten scores are historically high in the fall. F&P meets benchmark overall classroom scores range from 40.9%, first grade, to 73.6%, grade five for meeting and/or exceeding expectations. Local district data indicated that all grade levels, K-5, have some level of learning loss for students due to COVID-19 and the disruption it caused to student learning and limited instructional time students were provided.

Response to Data and Metric:

The 98c- Learning Loss plan for the local district will be to increase the level of informational text that students in grades K-5 engage with during the 2022-2023 school year. The expected outcome, and metric to determine impact will be to accelerate student learning resulting in an increase in the percentage of student performing at a RIT score of the 50th percentile or greater and/or "meets and/or exceeds expectations" when screening with the F&P benchmark assessment.

Currently, district K-5 students do not have access to high-quality, on-grade level, informational text outside our guided reading program. While the guided reading program, Fountas & Pinnell, supports students at their current instructional level, with both fiction and non-fiction text, presented instructional material is based on the student's current reading level. Essentially, this means that if the student is not reading at grade level, over 50% of students in grades K-5 are not reading at grade level, that they are never exposed and able to engage in on-grade level high quality informational text.

Informational Text:

The focus on informational text also supports the work of the Essential Practices in Early and Elementary Literacy, K-3: #2, Read Alouds of age-appropriate books and other materials, print or digital, #3 Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development and # 7 Intentional and ambitious efforts to build vocabulary and content knowledge. 4-5: #1 Deliberate, research-informed efforts to foster motivation and engagement within and across lessons, #2 Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity, #5 Discussion of the ideas in texts and how to construct text meaning across texts and disciplines, and #7 Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge.

Social Studies GLCE & Spending Plan:

The district is plan for the 98c – Learning Loss funds will be two-fold in its approach: first, all K-5 students will engage in on-grade level informational text and secondly, the text will address the State of Michigan and its Grade Level Content Expectation (GLCE) content guide for social studies, developing social understanding and civic efficacy. The text that the district plans to purchase is published by McGraw Hill, IMPACT social studies, estimated cost \$9,500, will provide to students, balanced

disciplinary content, allowing students to engage in skills such as inquiry, public discourse and decision making within the disciplines of history, geography, civics, government and economics.

Combining the integrated approach of explicit instruction of social studies standards with best practice on informational text will engage students in foundational targeted strategies for text comprehension: self-monitoring, retelling, vocabulary development, asking & answering questions based on key details in the text, identification of main idea and/or central message in the text and analyzing characters and their traits.

Michigan Department of Education- Resources-Accelerate Learning Purpose

The pandemic and the unplanned shift to remote learning have widened the learning gap for many students in our state. The department created this webpage on **accelerated learning** to house a variety of resources and tools on this topic designed to assist educators in their efforts to fill student learning gaps.

Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content. Acceleration focuses on teaching only what must be learned, at a given level, instead of trying to teach everything that a student did not learn in a previous grade or grades. Acceleration requires teachers to identify crucial content that they need to teach and that students need to learn so that students can access current grade-level material.

The resources and tools available by clicking on the buttons below will grow and expand over time as additional documents and links are added.

Accelerated Learning, Model Essential Skills for ELA:

Per the Michigan Department of Education under Accelerated Learning MDE lists six Big Ideas. Per MDE the Big Ideas outline the ultimate desired outcomes of K-12 instruction in English Language Arts. One of the Big Ideas for English Language Arts is reading informational text. MDE states that reading informational text will provide, “the student with purpose, understanding, and analyzing information and evidence to construct meaning in increasingly complex texts”. When students are exposed to grade level information texts they will be able to focus on foundational targeted strategies for text analysis that include: being able to ask and answer factual and open-ended questions to demonstrate understanding of the text, identifying connections among individuals, events, ideas, or pieces of information within text, applying various text feature’s to locate key facts, identifying the main purpose of a text, and comparing and contrasting important points between two pieces of text, as well as identifying and explaining an author’s use of reasons and evidence to support points within the text.

Maintenance of Effort:

As a condition of eligibility for these funds and under the maintenance of effort provision, the district commits to the Maintenance of Effort (MOE) as it relates to the ongoing purchases necessary to continue with the IMPACT social studies program for its students.

