

**Pinconning Area Schools**  
**Section 98C Plan to Address Learning Loss**

**Learning Loss Plan**

**Overview**

*Implementing evidence-based activities to meet the comprehensive needs of students.*

Pinconning Area School District (PASD) is committed to learning loss opportunities for students. We strive to create safe and healthy learning environments, address learning loss as a result of COVID-19, and support educator and staff stability and well-being by planning strategically with input from stakeholders. PASD continues to address lost instructional time by planning for extensive and comprehensive summer school programming, while implementing interventions during the regular school day. These programs all utilize trained educators and align with evidence-based practices and programs. Providing instructional paraprofessionals to all buildings is important as we aim to support all learners. With the aforementioned paraprofessional support, we are able to provide individual/small group interventions.

PASD interventions are identified as necessary after engaging in meaningful consultation, via consultations, which includes the following: students, families, school/district admin, teachers, special education admin, and other school staff. The top five recommendations for intervention needs are: mental health services/supports such as counseling/social work (aligns w/ request for counseling/social worker staff members); additional paraprofessionals (aligns w/ request for paraprofessionals); reduce class sizes (aligns with/ request for teachers/coaches); math support teachers (aligns w/ request for an additional math support teacher); and extended instructional learning (aligns w/ request for summer school programming). The interventions are equitable to all of the represented demographics a part of PASD.

PASD use of funds will promote equity by ensuring all interventions and programs are available to all students; including students with needs as English language learners, students identified as homeless, students in foster care, students with IEPs and 504s, students identified as at-risk, economically disadvantaged students, and migrant students.

As of August 2022, school districts have not been informed of how much they will receive when participating in this grant. To that end, the initial plan of PASD includes a grand scope of possible allowable expenses. When we are informed of a specific grant amount, we will adjust and select which activities we can actually include for 98C.

## Specific Budget Possibilities to Address Learning Loss

- Two Paraprofessionals
  - 1 at Linwood Elementary
  - 1 at Central Elementary
    - A highly qualified paraprofessional will work under the guidance of licensed teachers in creating a positive learning environment in which they can support student academic growth and achievement in ELA and Math. Paraprofessionals will provide one-on-one and/or small group interventions to students that are identified as at-risk or deficient in ELA or Math. This best practice has positive effects on students' growth and achievement as it provides additional time for focused work in areas that students may be struggling. As a result of the pandemic and COVID-19, areas of deficiency have been identified more frequently than pre-pandemic, and additional paraprofessionals can help with direct interventions for students to address these deficiencies and learning loss.
- Summer School Teachers and Paraprofessionals
  - 4 certified teachers at Pinconning MS/HS
  - 2 paraprofessionals at Pinconning MS/HS
  - 6 certified teachers at Central Elementary
  - 6 paraprofessionals at Central Elementary
    - Highly qualified teachers and paraprofessionals will create a positive learning environment for students during the summer months to close the gap in learning loss. This will support academic growth and achievement in ELA and Math. Paraprofessionals will aid teachers in providing one-on-one and/or small group instruction in addition to what has been provided in whole class instruction via the highly qualified teacher. This best practice has positive effects on students' growth and achievement as it provides additional time for focused work in areas that students may be struggling. As a result of the pandemic and COVID-19, areas of deficiency have been identified more frequently than pre-pandemic, and additional paraprofessionals can help with direct interventions for students to address these deficiencies and learning loss.
- Additional Summer School Staff
  - 1 Secretary
- Other Costs
  - Transportation
  - Food Service
    - Students will have the option to receive transportation to and from school, along with breakfast and lunch being offered at no cost to families.

## Learning Loss Plan - Cost Breakdown

Planned Activity	Total Staff for Activity	Single Salary With Benefits	Total Cost
Paraprofessional	2	\$11.48 per hour	\$22,730.40
Summer School Teacher	10	\$5846.40	\$58,464
Summer School Paraprofessional	7	\$1670.40	\$11692.80
Secretary	1	\$1947.06	\$1947.06
Transportation Bus Driver	1	\$2192.40	\$2192.40

## Metrics Used to Evaluate Program

In alignment with our MICIP goals and benchmark assessments, PASD will use ELA and Math data from our district and state assessments to measure achievement and growth. Using the aforementioned data will create personalized assessment experiences by adapting to each student's learning level to precisely measure progress and growth for each student.

## Metric Report

Students will complete district assessments three times during the 2022-23 school year. After each proctoring window closes, data will be pulled and analyzed to disaggregate data for the demographics represented in our district: All students, Economically Disadvantaged, Special Education, English Learner, Female, Male, Hispanic, and Migrant. When data is disaggregated, it will be added to the district's transparency website. The report is attached.

# Pinconning Area Schools

## Grade 6-8 Benchmark Goal Reporting

*Reporting Dates: February 2022 and Before end of 21/22 School Year*

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
<b>Middle of the Year</b> and <b>End of the Year</b> Reading Goal	<p><i>Students (K-8) will demonstrate growth in Literacy in the aggregate and for all subgroups from the fall 2021 testing administration to the spring 2022 testing administration as measured by the Fastbridge aRead Benchmark test.</i></p> <ul style="list-style-type: none"> <li>● All teachers will use the formative assessment process to adjust instruction and support meaningful student progress towards mastery of Literacy academic standards.</li> <li>● Results from Literacy benchmark assessments, local Literacy summative assessments, and formative assessments will be continuously discussed and analyzed by staff.</li> </ul>
<b>Middle of the Year</b> and <b>End of the Year</b> Mathematics Goal	<p><i>Students (K-8) will demonstrate growth in Mathematics in the aggregate and for all subgroups from the fall 2021 testing administration to the spring 2022 testing administration as measured by the Fastbridge aMath Benchmark Test.</i></p> <ul style="list-style-type: none"> <li>● All teachers will use the formative assessment process to adjust instruction and support meaningful student progress towards mastery of Mathematics academic standards.</li> <li>● Results from Mathematics benchmark assessments, local Mathematics summative assessments, and formative assessments will be continuously discussed and analyzed by staff.</li> </ul>

### Pinconning Middle School

#### Achievement or Growth on Fastbridge Benchmark Assessments (Shown are Average Summative Benchmark Scores)

Reporting Category	Beginning of Year		February		Before End of Year	
	Reading	Math	Reading	Math	Reading	Math
Grade 6	521.3	217.9	525.1	219.5	523.3	219.4
Grade 7	524.9	219.0	510.4	219.8	525.7	220.1
Grade 8	530.9	221.5	529.5	222.7	537.1	222.5
COMBINED GRADES (6,7,8)	525.5	219.4	523.1	220.6	528.7	220.7

Updated 5/19/22



# Combined Building Scores

## 9-12 Goal Reporting

*Required February 2022 and Before end of 21/22 School Year*

Goal Category	Goal Language - Related to Achievement on Benchmark OR Local Assessments
<b><i>Middle of the Year</i></b> and <b><i>End of the Year</i></b>  9-12 Math	<i>MOY -80% of students in each grade 9-12 will achieve proficiency on their mid-term exam in their mathematics course as measured by a score of 70% or higher.</i>
	<i>EOY -80% of students in each grade 9-12 will achieve proficiency on their end of year exam in their mathematics course as measured by a score of 70% or higher.</i>
<b><i>Middle of the Year</i></b> and <b><i>End of the Year</i></b>  9-12 ELA	<i>MOY -80% of students in each grade 9-12 will achieve proficiency on their mid-term exam in their English Language Arts course as measured by a score of 70% or higher.</i>
	<i>EOY -80% of students in each grade 9-12 will achieve proficiency on their end of year exam in their English Language Arts course as measured by a score of 70% or higher.</i>

### Pinconning High School January English and Math Exams (Percentage of Students Scoring 70% or Higher)

Reporting Category	February		Before End of Year	
	ELA (N=307)	Math(N=329)	ELA (N=330)	Math(N=316)
All Students	67	60	60.3	53
Econ. Disadvantaged	65	59	52	46
Special Education	30	35	21	17
English Learner	N<10	N<10	N<10	N<10
Female	78	68	69	59
Male	57	52	53	46
In Person Instruction	67	59	60	53
Virtual Instruction	N<10	N<10	N<10	N<10

Updated 5/19/22



White	67	60	61	53
African American	N<10	N<10	N<10	N<10
Hispanic	60	50	50	67
Grade 9	65	51	51	42
Grade 10	63	62	65	47
Grade 11	64	73	55	63
Grade 12	85	62	87	88

Reporting Category	February		Before End of Year	
	Science(N=260)	Social Studies(N=304)	Science (N=264)	Social Studies (n=305)
All Students	63	52	61	59
Econ. Disadvantaged	57	45	53	49
Special Education	36	18	44	26
English Learner	N<10	N<10	N<10	N<10
Female	61	49	65	55
Male	66	55	57	62
In Person Instruction	63	52	61	59
Virtual Instruction	N<10	N<10	N<10	N<10
White	65	53	62	59
African American	N<10	N<10	N<10	N<10
Hispanic	N<10	N<10	N<10	N<10

Updated 5/19/22



Grade 9	54	33	51	45
Grade 10	76	58	67	71
Grade 11	70	81	74	56
Grade 12	67	75	80	89

Updated 5/19/22



BAISD 2021-2022 M-STEP Results 3 Year Comparison

3rd ELA	17-18	18-19	20-21	21-22
District	%	%	%	%
Au Gres-Sims School District	71.0%	71.4%	62.1%	53.6%
Bangor Township Schools	39.9%	47.8%	37.3%	37.1%
Bay City Academy	36.0%	44.4%	26.3%	20.0%
Bay City School District	42.4%	39.9%	36.3%	33.9%
Essexville-Hampton Public Schools	56.2%	58.4%	28.0%	32.3%
Pinconning Area Schools	45.2%	45.5%	29.0%	49.4%
Standish-Sterling Community Schools	44.6%	66.0%	44.7%	49.5%
State Street Academy	35.3%	23.8%	25.0%	20.8%
State Avg	44.4%	45.1%	42.8%	41.6%

3rd MATH	17-18	18-19	20-21	21-22
District	%	%	%	%
Au Gres-Sims School District	48.4%	42.9%	57.1%	65.5%
Bangor Township Schools	43.6%	47.5%	34.9%	40.4%
Bay City Academy	56.0%	44.4%	15.8%	12.0%
Bay City School District	42.1%	41.3%	34.4%	31.1%
Essexville-Hampton Public Schools	48.8%	52.8%	32.2%	34.7%
Pinconning Area Schools	52.7%	50.5%	25.8%	36.4%
Standish-Sterling Community Schools	35.6%	69.1%	46.8%	55.0%
State Street Academy	52.9%	38.1%	25.0%	12.5%
State Avg	45.7%	46.7%	42.3%	41.5%

4th ELA	17-18	18-19	20-21	21-22
District	%	%	%	%
Au Gres-Sims School District	62.5%	53.3%	55.2%	67.6%
Bangor Township Schools	41.3%	37.6%	35.5%	41.4%
Bay City Academy	22.2%	41.4%	21.7%	20.0%
Bay City School District	45.7%	43.7%	38.5%	37.1%
Essexville-Hampton Public Schools	46.4%	54.2%	45.5%	31.0%
Pinconning Area Schools	46.5%	52.6%	43.2%	44.6%
Standish-Sterling Community Schools	34.6%	47.6%	24.7%	44.3%
State Street Academy	52.6%	35.3%	27.8%	19.0%
State Avg	45.0%	45.8%	44.2%	43.4%

4th MATH	17-18	18-19	20-21	21-22
District	%	%	%	%
Au Gres-Sims School District	50.0%	33.3%	44.8%	58.8%
Bangor Township Schools	33.1%	34.5%	16.3%	24.8%
Bay City Academy	27.8%	37.9%	15.8%	10.0%
Bay City School District	42.6%	45.1%	32.7%	33.6%
Essexville-Hampton Public Schools	42.9%	50.0%	37.6%	27.0%
Pinconning Area Schools	40.0%	53.7%	30.9%	41.5%
Standish-Sterling Community Schools	34.6%	42.9%	46.7%	49.1%
State Street Academy	42.1%	29.4%	11.1%	19.0%
State Avg	42.0%	41.8%	36.5%	36.7%

5th ELA	17-18	18-19	20-21	21-22
District	%	%	%	%
Au Gres-Sims School District	27.3%	64.1%	88.2%	50.0%
Bangor Township Schools	54.4%	44.8%	41.7%	45.6%
Bay City Academy	24.0%	33.3%	29.2%	32.3%
Bay City School District	40.0%	41.7%	32.8%	37.7%
Essexville-Hampton Public Schools	51.3%	45.0%	48.2%	39.8%
Pinconning Area Schools	55.0%	45.6%	47.8%	50.6%
Standish-Sterling Community Schools	48.1%	45.8%	46.8%	53.0%
State Street Academy	71.4%	31.6%	13.3%	45.0%
State Avg	46.5%	46.2%	43.7%	43.1%

5th MATH	17-18	18-19	20-21	21-22
District	%	%	%	%
Au Gres-Sims School District	30.3%	30.8%	56.3%	40.0%
Bangor Township Schools	37.9%	44.2%	20.3%	37.5%
Bay City Academy	16.0%	22.2%	18.2%	19.4%
Bay City School District	29.0%	30.9%	18.7%	23.4%
Essexville-Hampton Public Schools	32.5%	27.5%	18.5%	19.5%
Pinconning Area Schools	44.0%	26.2%	28.6%	40.7%
Standish-Sterling Community Schools	31.0%	37.4%	36.4%	50.6%
State Street Academy	14.3%	36.8%	10.5%	15.0%
State Avg	34.3%	34.8%	29.6%	30.0%

BAISD 2021-2022 M-STEP Results 3 Year Comparison

6th ELA	17-18	18-19	20-21	21-22
District	%	%	%	%
Au Gres-Sims School District	26.5%	28.1%	26.9%	34.8%
Bangor Township Schools	44.6%	<b>49.8%</b>	33.0%	33.5%
Bay City Academy	33.3%	25.0%	<b>42.3%</b>	44.0%
Bay City School District	37.5%	34.3%	27.4%	33.7%
Essexville-Hampton Public Schools	32.0%	41.6%	31.5%	32.4%
Pinconning Area Schools	30.4%	33.9%	33.3%	32.0%
Standish-Sterling Community Schools	<b>49.3%</b>	42.3%	30.6%	<b>45.5%</b>
State Street Academy		11.1%	35.0%	
State Avg	41.4%	41.7%	38.6%	37.6%

7th ELA	17-18	18-19	20-21	21-22
District	%	%	%	%
Au Gres-Sims School District	34.5%	43.3%	25.7%	16.1%
Bangor Township Schools	<b>43.2%</b>	36.0%	44.1%	29.9%
Bay City Academy	21.4%	33.3%	<b>42.1%</b>	38.7%
Bay City School District	36.4%	36.9%	24.0%	34.7%
Essexville-Hampton Public Schools	39.0%	25.3%	49.5%	33.9%
Pinconning Area Schools	40.2%	27.8%	32.5%	<b>41.0%</b>
Standish-Sterling Community Schools	43.0%	<b>49.6%</b>	<b>51.3%</b>	34.3%
State Street Academy		30.8%	35.7%	
State Avg	43.4%	42.7%	40.7%	37.7%

PSAT8	2017-18	2018-19	2020-21	2021-22
8th PSAT8 EBRW	Mean	Mean	Mean	Mean
Au Gres-Sims School District	410	391	403	
Bangor Township Virtual School	421	NA	391	
Bay City Academy - Farragut Campus	349	386	359	
Christa McAuliffe Middle School	425	427	405	
Handy Middle School	393	395	396	
Western Middle School	427	441	421	
Cramer Junior High School	430	457	452	
Pinconning Middle School	427	417	404	
Standish-Sterling Central Jr/Sr HS	<b>438</b>	424	429	
State Avg		424	426	418

PSAT8	2017-18	2018-19	2020-21	2021-22
8th PSAT8 Total	Mean	Mean	Mean	Mean
Au Gres-Sims School District	803	760	796	
Bangor Township Virtual School	807	NA	760	
Bay City Academy - Farragut Campus	693	749	716	
Christa McAuliffe Middle School	838	831	797	
Handy Middle School	780	779	769	
Western Middle School	857	861	840	
Cramer Junior High School	853	860	<b>868</b>	
Pinconning Middle School	854	816	795	
Standish-Sterling Central Jr/Sr HS	<b>866</b>	840	845	
State Avg		840	834	823

6th MATH	17-18	18-19	20-21	21-22
District	%	%	%	%
Au Gres-Sims School District	29.4%	18.8%	11.5%	28.6%
Bangor Township Schools	<b>33.0%</b>	34.3%	16.0%	18.4%
Bay City Academy	6.7%	12.5%	<b>32.1%</b>	28.0%
Bay City School District	29.4%	26.8%	20.8%	20.8%
Essexville-Hampton Public Schools	20.0%	29.9%	21.6%	26.5%
Pinconning Area Schools	26.8%	28.0%	16.3%	23.7%
Standish-Sterling Community Schools	32.4%	<b>39.5%</b>	24.5%	<b>33.7%</b>
State Street Academy		11.1%	20.0%	
State Avg	34.6%	35.1%	28.6%	28.4%

7th MATH	17-18	18-19	20-21	21-22
District	%	%	%	%
Au Gres-Sims School District	17.2%	33.3%	25.0%	20.0%
Bangor Township Schools	30.6%	30.2%	22.4%	15.2%
Bay City Academy	7.1%	16.7%	15.8%	<b>35.5%</b>
Bay City School District	32.9%	30.8%	20.4%	24.9%
Essexville-Hampton Public Schools	29.5%	26.5%	<b>33.0%</b>	20.3%
Pinconning Area Schools	34.8%	31.3%	17.6%	20.5%
Standish-Sterling Community Schools	<b>39.3%</b>	<b>38.0%</b>	31.6%	30.3%
State Street Academy		7.7%	14.3%	
State Avg	35.7%	35.7%	32.3%	30.2%

PSAT8	2017-18	2018-19	2020-21	2021-22
8th PSAT MATH	Mean	Mean	Mean	Mean
Au Gres-Sims School District	393	369	393	
Bangor Township Virtual School	386	NA	369	
Bay City Academy - Farragut Campus	344	363	357	
Christa McAuliffe Middle School	414	405	392	
Handy Middle School	386	383	373	
Western Middle School	<b>430</b>	<b>420</b>	<b>420</b>	
Cramer Junior High School	422	404	416	
Pinconning Middle School	427	399	390	
Standish-Sterling Central Jr/Sr HS	428	415	416	
State Avg		416	408	405

PSAT8	2018-2019				2020-21		2021-22	
8th % Meet Benchmarks	ELA	Math	Both	ELA	Math	Both	ELA	Math
Au Gres-Sims School District	52	23	19	46	18	18	59	35
Bangor Township Virtual School	57	24	24	NA	NA	NA	42	17
Bay City Academy - Farragut Campus	21	11	5	46	14	10	32	11
Christa McAuliffe Middle School	60	41	38	69	33	30	52	32
Handy Middle School	46	23	21	51	19	17	46	21
Western Middle School	65	<b>51</b>	<b>47</b>	74	<b>41</b>	<b>38</b>	64	<b>46</b>
Cramer Junior High School	73	40	38	76	32	32	73	41
Pinconning Middle School	69	49	44	62	29	26	55	31
Standish-Sterling Central Jr/Sr HS	71	48	45	68	37	34	71	39
State Avg	62	41	39	64	36	34	60	36

**BAISD 2021-2022 M-STEP Results 3 Year Comparison**

<b>5th SCIENCE</b>	18-19	20-21	21-22
<b>District</b>	%	%	%
Au Gres-Sims School District	NA	<b>76.5%</b>	<b>63.9%</b>
Bangor Township Schools	NA	29.5%	40.4%
Bay City Academy	NA	29.2%	32.3%
Bay City School District	NA	24.1%	33.5%
Essexville-Hampton Public Schools	NA	22.2%	34.5%
Pinconning Area Schools	NA	26.1%	43.2%
Standish-Sterling Community Schools	NA	44.9%	51.8%
State Street Academy	NA	15.0%	40.0%
<b>State Avg</b>	NA	28.5%	38

<b>8th SCIENCE</b>	18-19	20-21	21-22
<b>District</b>	%	%	%
Au Gres-Sims School District	NA	8.0%	33.3%
Bangor Township Schools	NA	<b>30.2%</b>	37.7%
Bay City Academy	NA	10.5%	18.5%
Bay City School District	NA	20.9%	34.7%
Essexville-Hampton Public Schools	NA	19.2%	40.4%
Pinconning Area Schools	NA	22.0%	37.6%
Standish-Sterling Community Schools	NA	18.9%	<b>44.7%</b>
State Street Academy	NA	NA	44.4%
<b>State Avg</b>	NA	22.6%	36.3%

<b>MSTEP 11th SCIENCE</b>	2018-19	2020-21	2021-22
<b>District</b>	%	%	%
Au Gres-Sims School District	NA	0.0%	33.3%
Bangor Township Schools	NA	34.0%	47.0%
Bay-Arenac Community High School	NA	NA	7.1%
Bay City Academy - Farragut Campus	NA	NA	20.0%
Bay City School District	NA	14.0%	44.0%
Essexville-Hampton Public Schools	NA	12.0%	48.6%
Pinconning Area Schools	NA	8.0%	<b>54.4%</b>
Standish-Sterling Community Schools	NA	NA	45.3%
<b>State Avg</b>	NA	15.5%	38.0%

**BAISD 2021-2022 M-STEP Results 3 Year Comparison**

<b>5th SOCIAL STUDIES</b>	18-19	20-21	21-22
<b>District</b>	%	%	%
Au Gres-Sims School District	23.1%	<b>47.1%</b>	19.4%
Bangor Township Schools	12.1%	12.2%	12.7%
Bay City Academy	14.8%	12.5%	6.5%
Bay City School District	12.9%	10.4%	12.4%
Essexville-Hampton Public Schools	25.8%	17.1%	15.0%
Pinconning Area Schools	6.8%	12.1%	17.3%
Standish-Sterling Community Schools	<b>28.0%</b>	19.0%	<b>25.3%</b>
State Street Academy	15.8%	4.8%	10.0%
<b>State Avg</b>	17.4%	15.6%	15.5%

<b>8th SOCIAL STUDIES</b>	18-19	20-21	21-22
<b>District</b>	%	%	%
Au Gres-Sims School District	12.9%	21.4%	18.4%
Bangor Township Schools	24.7%	21.7%	20.6%
Bay City Academy	17.6%	11.1%	7.1%
Bay City School District	22.7%	21.7%	21.9%
Essexville-Hampton Public Schools	26.1%	<b>28.6%</b>	<b>33.0%</b>
Pinconning Area Schools	36.7%	25.3%	23.5%
Standish-Sterling Community Schools	<b>38.5%</b>	27.1%	30.1%
State Street Academy	NA	NA	11.8%
<b>State Avg</b>	28.0%	25.9%	26.3%

<b>MSTEP 11th SOCIAL STUDIES</b>	2018-19	2020-21	2021-22
<b>District</b>	%	%	%
Au Gres-Sims School District	35.3%	40.0%	27.8%
Bangor Township Schools	60.7%	<b>63.0%</b>	39.0%
Bay-Arenac Community High School	25.0%	33.3%	7.1%
Bay City Academy - Farragut Campus	40.0%	28.6%	22.2%
Bay City School District	43.7%	40.5%	40.0%
Essexville-Hampton Public Schools	<b>62.1%</b>	45.0%	40.0%
Pinconning Area Schools	43.8%	42.3%	<b>44.1%</b>
Standish-Sterling Community Schools	48.3%	NA	35.8%
<b>State Avg</b>	46.6%	43.7%	35.9