

**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

- Learning Loss Paraprofessionals
  - Paraprofessionals As Needed
    - Highly qualified paraprofessionals will create a positive learning environment for students to close the gap in learning loss. Paraprofessional support will aid in academic growth and achievement in ELA and Math, along with providing one-on-one and/or small group instruction in addition to what has been provided in whole class instruction. Utilizing a paraprofessional as 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 Learning Platform for Credit Recovery
  - Imagine Learning's Edgenuity program will support academic growth and achievement in ELA and Math. This targeted-assistance program will allow students to close the learning loss gap by being enrolled in an academic program that will ensure they have the ability to participate in in-person learning with their same-grade and/or same-aged peers. 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 avenues for instruction and credit recovery aids with direct interventions for students to address these deficiencies and learning loss.

## Learning Loss Plan - Cost Breakdown

<b>Planned Activity</b>	<b>Total Staff / Item for Activity</b>	<b>Single Salary / Item Cost With Benefits</b>	<b>Total Cost</b>
<b>Paraprofessional</b>	As Needed	\$ per hour	\$49,703
<b>Imagine Learning</b>	Learning Platform Tier II and Tier III MS/HS Students	Tier II and Tier III MS/HS Students Credit Recovery for Learning Loss	\$10,600
<b>TOTAL</b>			\$60,303

## 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.



Kris McLavy &lt;mclavyk@pasd.org&gt;

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## 98c Budget Acceptance

1 message

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**Hodges, Ruth Anne (MDE)** <HodgesR3@michigan.gov>

Wed, Jun 7, 2023 at 2:55 PM

Congratulations! Your district's 98c Learning Loss budget has been reviewed and accepted by the MDE review committee. Funds are now available for drawdown through NexSys. As a reminder, funds must be obligated by September 30<sup>th</sup>, 2023. **If your district has yet to receive your GAN, please reach out to Dylan Rozansky at rozanskyd@michigan.gov.** Within the next month or so, you will receive communication about creating your legislative report and the information that must be included to meet the July 15<sup>th</sup> deadline. For further instructions on requesting payment through NexSys, please follow these instructions - [https://www.michigan.gov/mde/-/media/Project/Websites/mde/Year/2021/08/30/NexSys\\_Accounting\\_Requesting\\_Payment\\_Training\\_Guide.docx?rev=60cea9c16a474ebba02940a294477753](https://www.michigan.gov/mde/-/media/Project/Websites/mde/Year/2021/08/30/NexSys_Accounting_Requesting_Payment_Training_Guide.docx?rev=60cea9c16a474ebba02940a294477753)

Ruth Anne

Ruth Anne Hodges

Supervisor, Education Experiences Unit

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Michigan's [Top 10 Strategic Education Plan](#) provides focused direction to drive educational achievement in support of all learners.





**Extended COVID-19 Learning Plan**  
**Version: Strict Adherence to Legislation**  
**Reconfirmation Meeting: June 12, 2023**  
**For ESSER III compliance**

**Agenda:**

- Reconfirm how instruction is going to be delivered during the 23/24 school year
- Public comments from parents and/or guardians on the Extended Learning Plan
- Vote of reconfirmation of instructional delivery

**Reconfirmation Meeting for June 12, 2023**

**Reconfirm how instruction (Return to Learn Plan) is going to be delivered during the 23/24 school year:**

(Recommendation: Explain in narrative form any modifications to the original Extended Learning Plan)

For the 2022-2023 school year, our students in grades 6-8 and 9-12 attended in-person instruction and received in-person instruction 5 days per week. It is intended that Pinconning Area Schools will provide instruction in 2023-2024 the same as we did for the 2022-2023 school year. Individual student learning could be impacted as they may be required to obtain learning remotely if and when an increase in COVID numbers would create cause for the quarantining of students. Students may have to participate in remote instruction with a combination of synchronous and asynchronous class sessions. In partnership with the Bay-Arenac ISD, Pinconning Area Schools offer CTE programs for Juniors and Seniors who are both receiving in-person instruction, along with 100% virtual instruction through Edgenuity. The students involved with Edgenuity will follow the schedule for classes set forth by the BAISD.

If there is a need to close Pinconning Area Schools as a district and/or as individual buildings due to a quarantined classroom or building outbreak of COVID -19, PASD already has a plan to transition to fully-remote instruction at each grade and/or classroom level. Administration and Teacher Union



Leaders have mutually agreed upon plans that provide for a consistent plan of learning across grades level K-5 and 6-12. The K-5 plan ensures that students' daily routine will mirror their typical daily class schedule and will include specials (music, PE, and digital literacy). Intervention times will include support as required by student 504 plans, IEPs, and Title I services at their regularly scheduled times. Teachers will continue to present and assess students' learning via grade level curriculum and continue to follow our district curriculum maps and pacing guides using the Seesaw and Google Classroom platforms. At the secondary level (grades 6-12), students will have classes following an asynchronous and synchronous schedule. Teachers will follow a pre-set building schedule for morning class sessions (class periods 1,2,3 on Mondays and Wednesdays; class periods 4,5,6 on Tuesdays and Thursdays). Teachers will be available in the afternoons Monday through Thursday to meet individually and/or in small groups with students, and teachers have also set office hours on Fridays for additional support. All support interventions for 504, IEP's and Title I services will follow their schedules as described and times agreed upon as determined by the teacher and student.

For families choosing to have their students participate in 100% virtual learning (VLP), those students will continue to access the 3rd party vendor, Edgenuity, to receive their grade level curriculum and assigned courses. Pinconning Area School District mentors will continue to make a minimum of two, two-way communications to each VLP student on a weekly basis.

As always, Pinconning Area Schools will continue to follow all Michigan Department of Human Health Services data and recommendations to determine if students will remain with 5 days a week remote instruction or return to in-person instruction.

**Document Public Comments:**



# Pinconning Area Schools

## K-5 Benchmark Goal Reporting

*Reporting Dates: February 2023 and Before end of 22/23 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 2022 testing administration to the spring 2023 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 2022 testing administration to the spring 2023 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>

**Central Elementary and Linwood Elementary**  
**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
All Students	458.61	196.2	475.76	201.90	485.54	205.09
Econ. Disadvantaged	461.7	196.8	477.26	201.91	501.76	210.72
Special Education	431.6	188	447.50	193.74	461.11	197.47
English Learner	N<10	N<10	N<10	N<10	N<10	N<10

Updated 1/13/2023



Female	462.26	195.8	478.69	201.19	484.90	253.43
Male	459.2	197.2	475.27	202.63	485.81	206.47
Virtual Instruction	N/A	N/A	N/A	N/A	N/A	N/A
White	465.6	197.7	480.85	203.10	487.77	205.77
African American	490.4	203.3	497.52	205.51	494.68	208
Hispanic	473.7	203.3	487.54	206.84	494.51	208.81
Kindergarten	392.16	178.5	416.28	184.28	431.93	187.26
Grade 1	428.7	186.3	451.77	195.12	466.63	198.34
Grade 2	461.2	195.1	478.84	201.12	483.48	203.59
Grade 3	487.4	203	499.64	207.06	505.03	209.01
Grade 4	500.5	208.3	510.17	212.59	513.9	215.81
Grade 5	511.5	213.1	519.94	215.95	520.07	218.63
<b>CENTRAL COMBINED GRADES (K-5)</b>	463.1	196.9	478.21	201.98	489.25	205.57
<b>LINWOOD COMBINED GRADES (K-5)</b>	452.7	195.1	473.30	201.81	481.82	204.61

Updated 1/13/2023



# Pinconning Area Schools

## Grade 6-8 Benchmark Goal Reporting

*Reporting Dates: February 2023 and Before end of 22/23 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 2022 testing administration to the spring 2023 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 2022 testing administration to the spring 2023 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	516.8	218.1	520.89	218.78	517.49	215.77
Grade 7	516.8	222	522.44	220.65	521.02	214.04
Grade 8	525.3	220.8	524.16	221.28		218.53
COMBINED GRADES (6,7,8)	519.3	220.1	522.44	220.23	519.31	217.18

Updated 1/13/23



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

Reporting Category	Beginning of Year		February		Before End of Year	
	ELA	Math	ELA	Math	ELA	Math
All Students	519.1	220.1	522.44	220.23	519.31	217.18
Econ. Disadvantaged	520.3	220	522.22	219.82	516.39	216.51
Special Education	484.7	204	485.02	205.27	481.04	211.96
English Learner	N<10	N<10	N<10	N<10	N<10	N<10
Female	524.95	219.3	527.31	219.72	526.09	215.95
Male	515.24	220.7	519.04	220.59	513.87	218.15
In Person Instruction	519.1	220.1	522.44	220.23	519.31	217.18
Virtual Instruction	N<10	N<10	N<10	N<10	N<10	N<10
White	520.4	220.9	523.54	220.59	519.12	217.56
African American	N<10	N<10	N<10	N<10	N<10	N<10
Hispanic	492.6	206	493.83	214.25	526.69	210.94

Updated 1/13/23



# Combined Building Scores

## 9-12 Goal Reporting

*Required February 2023 and Before end of 22/23 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>	<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>
9-12 Math	<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>	<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>
9-12 ELA	<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 English and Math Exams (Percentage of Students Scoring 70% or Higher)

Reporting Category	February		Before End of Year	
	ELA (N=351)	Math(N=339)	ELA (N=327)	Math(N=339)
All Students	70% (245)	65% (222)	60% (195)	65% (222)
Econ. Disadvantaged	65% (153)	61% (138)	56% (118)	61% (138)
Special Education	30%	50%	33%	50%
English Learner	N<10	N<10	N<10	N<10
Female	79% (137)	72% (120)	66% (105)	72% (120)
Male	61% (108)	59% (102)	54% (90)	59% (102)
In Person Instruction	70%	65%	60%	65%
Virtual Instruction	N<10	N<10	N<10	N<10

Updated 1/13/23



White	70% (231)	66% (211)	61% (185)	66% (211)
African American	N<10	N<10	N<10	N<10
Hispanic	78%	75%	78%	75%
Grade 9	72% (76)	57% (60)	61% (64)	56% (60)
Grade 10	68% (73)	68% (73)	41% (37)	68% (73)
Grade 11	54% (50)	70% (64)	60% (53)	70% (64)
Grade 12	100% (46)	78% (25)	98% (41)	78% (25)

Reporting Category	February		Before End of Year	
	Science(N=261)	Social Studies(N=328)	Science (N=250)	Social Studies (n=328)
All Students	58% (154)	65% (214)	55% (137)	65% (214)
Econ. Disadvantaged	54% (96)	61% (133)	50% (84)	61% (133)
Special Education	44%	36%	42%	36%
English Learner	N<10	N<10	N<10	N<10
Female	62% (77)	68% (115)	61% (73)	68% (115)
Male	55% (77)	62% (99)	49% (64)	62% (99)
In Person Instruction	58%	65%	55%	65%
Virtual Instruction	N<10	N<10	N<10	N<10
White	59% (146)	66% (202)	55% (129)	66% (202)
African American	N<10	N<10	N<10	N<10
Hispanic	N<10	N<10	N<10	N<10

Updated 1/13/23



Grade 9	54% (58)	49% (50)	38% (40)	49% (50)
Grade 10	59% (62)	58% (62)	64% (64)	58% (62)
Grade 11	56% (23)	85% (67)	64% (23)	85% (67)
Grade 12	100% (11)	88% (35)	100% (10)	88% (35)

Updated 1/13/23

