

*Cassopolis Public Schools
Board of Education Meeting
October 24, 2022*

Mitigating Learning Loss



*in accordance with 98c of PA 144 - Section 98c

Background information

Section 98c appropriates \$52,056,000 in federal funding to address learning loss as part of the Governor's Emergency Education Relief (GEER) Fund and part of the federal Elementary and Secondary School Emergency Relief (ESSER) II Fund.

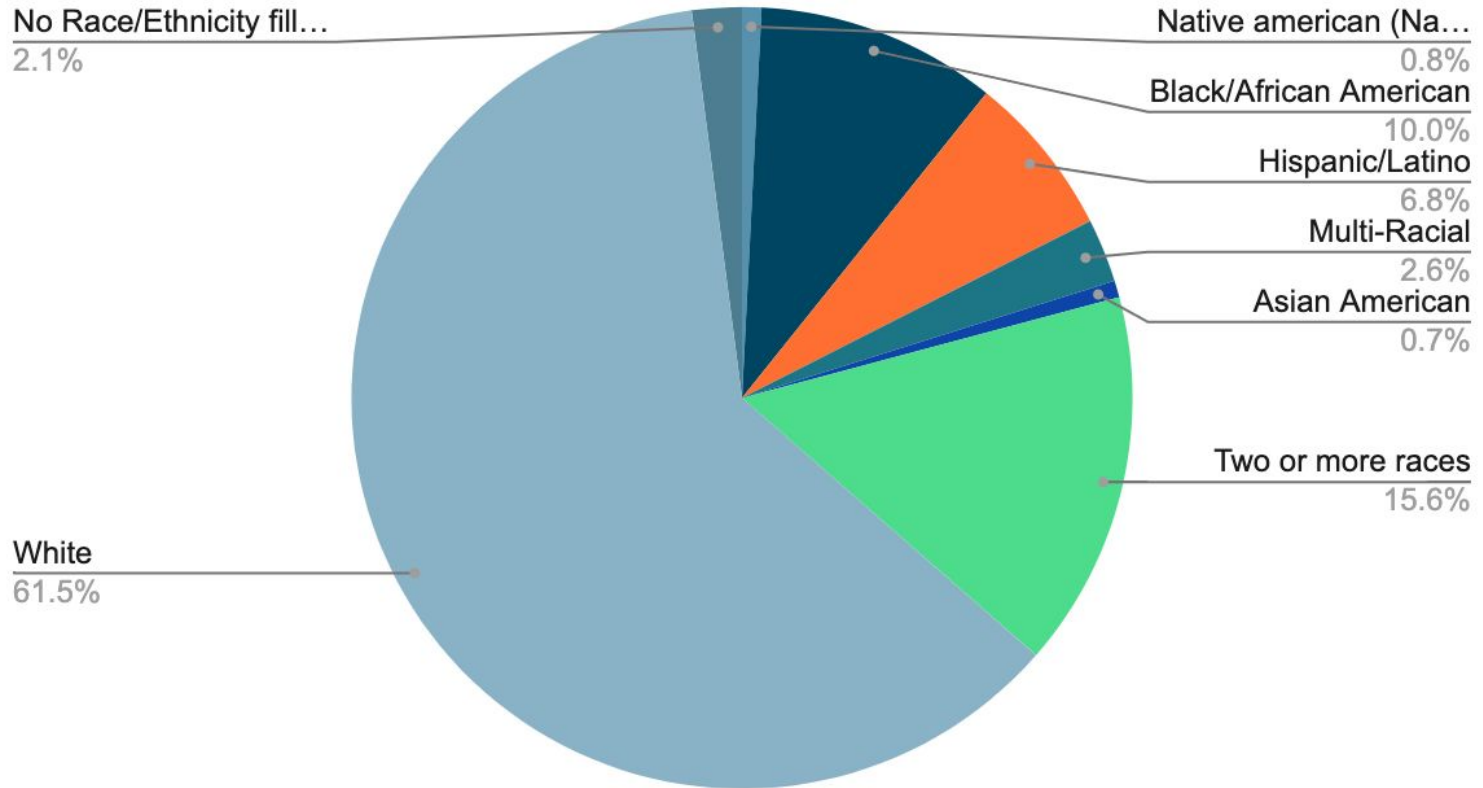


Data Review

Cassopolis Public Schools Demographics

Sam Adams Elementary	Cassopolis Middle School	Cassopolis Ross Beatty High School
369	210	270/13
72% F/R Lunch	68% F/R Lunch	56% F/R Lunch
(31) 8 % SpEd	(33) 16 %SpEd	(47) 17 %SpEd

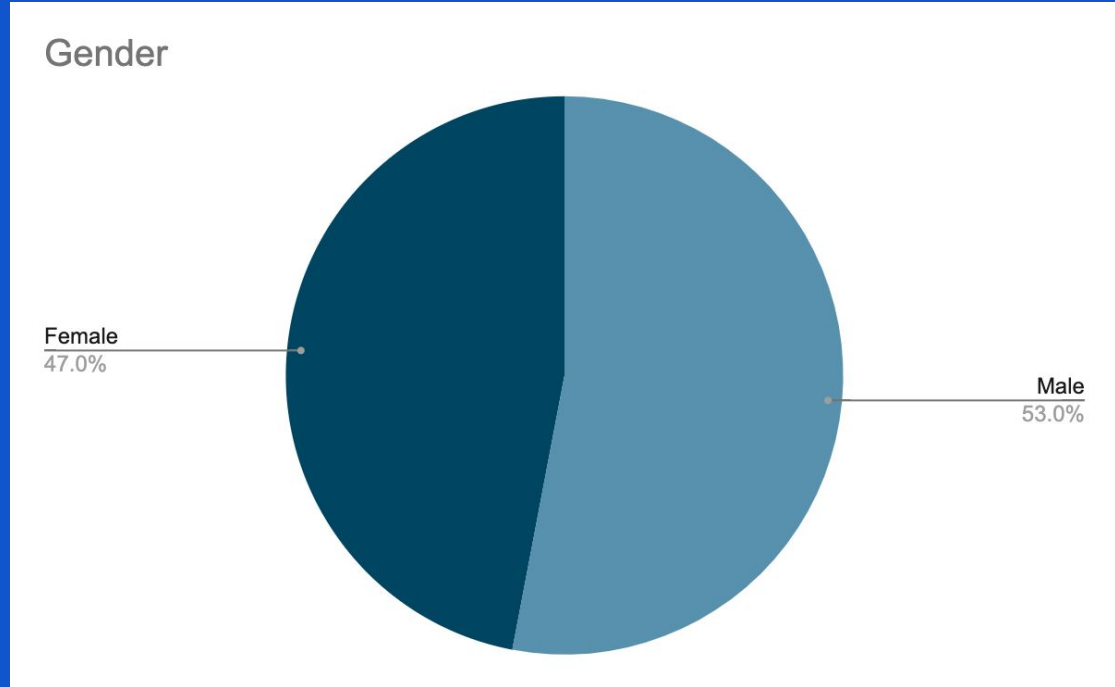
Ethnicity



Gender

We have 460 Male student = 53%

We have 402 Female students =47%



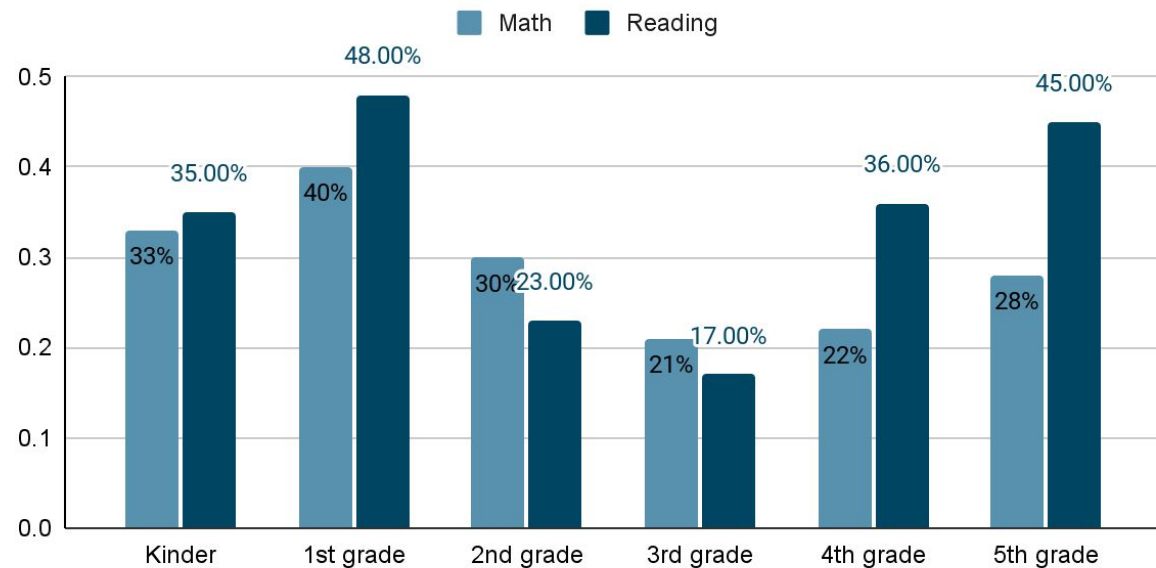
Data Snapshot of current state of data- Elementary

Grade	Math	Reading
Kinder	33%	35.00%
1st grade	40%	48.00%
2nd grade	30%	23.00%
3rd grade	21.00%	17.00%
4th grade	22%	36.00%
5th grade	28.00%	45.00%

*As compared to the national
grade level average*

Sam Adams Elementary/ NWEA Fall 2022

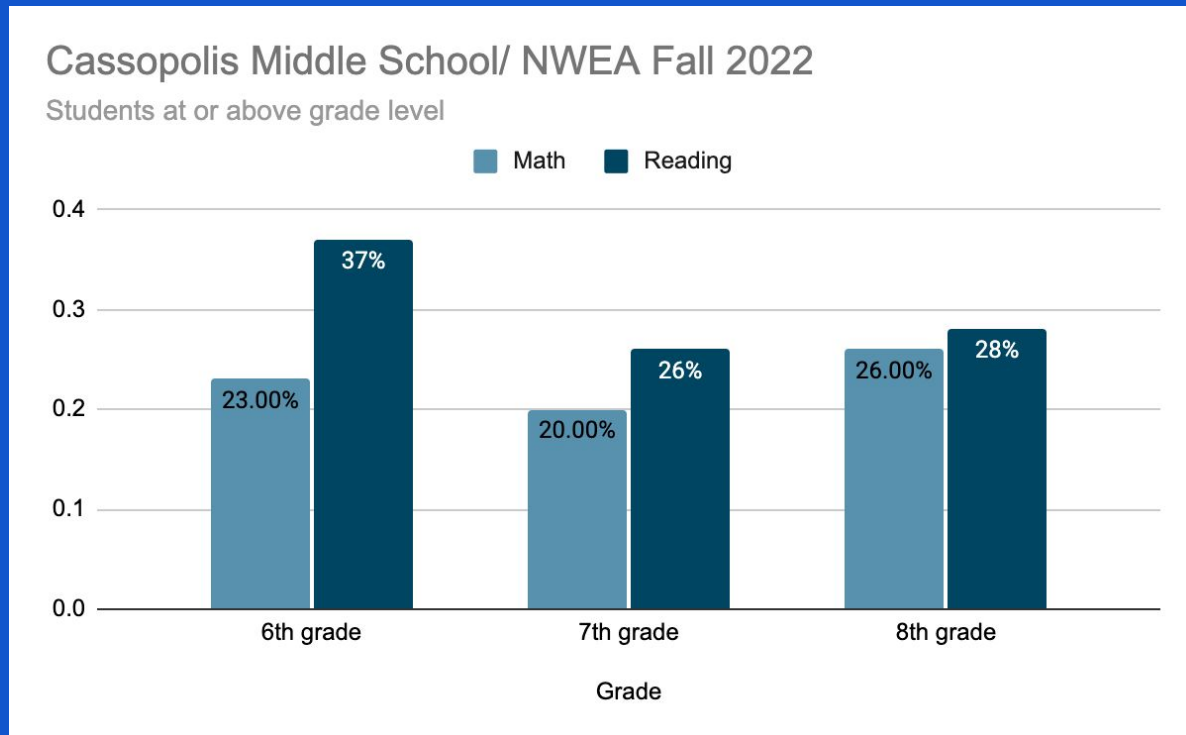
Students at or above grade level



Data Snapshot of current state of data- Middle School

Grade	Math	Reading
6th grade	23.00%	37%
7th grade	20%	26%
8th grade	26%	28%

*As compared to the national
grade level average*



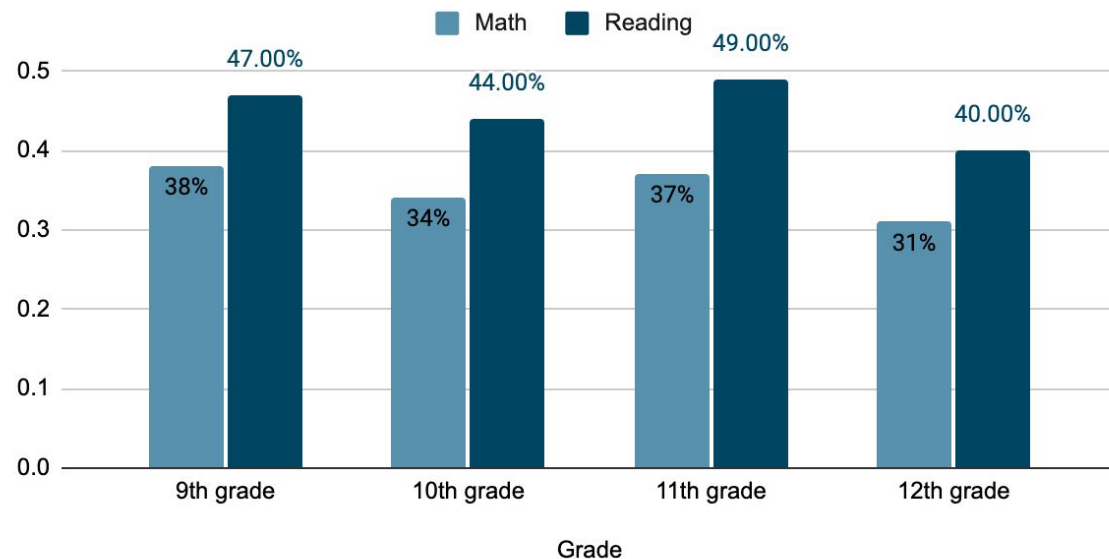
Data Snapshot of current state of data- High School

Grade	Math	Reading
9th grade	38%	47.00%
10th grade	34%	44%
11th grade	37%	49%
12th grade	31.00%	40%

*As compared to the national
grade level average*

Ross Beatty High School/ NWEA Fall 2022

Students at or above grade level



Current Supports; Mental Health Support



- Our school district is supported by our local ISD for mental health support.
- SY 2021-2022; 37 students. One School Based Therapist
- SY 2022-2023; Two School Based Therapists

Mental Health Support & Strategy Implementation Activities

- Mindfulness activities; Mindful minute
- Interventionist in place in all buildings
- Youth Mental Health First Aid Training
- Training in mental health for new staff; Zones of Regulations
- CPI training
- Trails and social thinking groups
- Grief counseling groups

PBIS/Behavior & Strategy Implementation Activities

PBIS framework implemented across school district.

- PBIS Training for non-instructional staff
- Tier 2 and 3 academic and behavioral supports
- Culture days for staff and students to promote belonging and team work
- Incentive activities scheduled across the district

Restorative Practices in our buildings reinforce a healthy school climate

1. Help students take responsibility
2. Make students aware of consequences
3. Teach students conflict resolution
4. Build emotional skills
5. Help students practice empathy

Restorative Practices & Strategy Implementation Activities

- Restorative practices implementation in all buildings; training for principals, assistant principals and lead teachers
- Restorative circles
- Social thinking groups

Current supports; MTSS - system in place (framework)

"A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels.

MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes.

The five essential components of MTSS include the following:

- Team-Based Leadership
- Tiered Delivery System; Selection and Implementation of Instruction
- Interventions and Supports
- Comprehensive Screening & Assessment System
- Continuous Data-Based Decision Making.

Instructional Supports

Student Assistance Team; Increasing levels of targeting support for those who are struggling, Integrating plans to address students' academic, behavioral, social and emotional needs

Response To Intervention cycles; Universal screening for all students each cycle (Pre/Post test),

Frequent monitor of students' progress to help make decisions regarding appropriate interventions in place.

The use of evidence-based strategies at every tier of support

Instructional Supports

Daily 5/CAFE Strategies K-8 (Reading/Literacy)

Professional development so staff can provide interventions and monitor effectively

School wide approach to student support (teachers, counselor/Interventionist, psychologists and other specialists working as a team to assess/and plan interventions for students.

Instructional Supports



PLCs/Team meetings

Lead teachers/Instructional coaches to support teachers

Professional development for programs in place (Naviance, I-Ready, Exact Path, Flex assignments, Daily 5/Cafe)

Curriculum & Academic Supports

Programs	EL	MS	HS
I-Ready	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exact Path (Reading & Math)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Flex Assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Foundations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wilson Interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making Meaning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mystery Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring after school (GVSU)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naviance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prodigy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
XtraMath	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generation Genius	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TPT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Brain Pop EL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I-Teachly	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kesler	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ECHO	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Future Supports goal

Our goal is to ensure that systems that have been created and implemented are consistent district wide, and followed with fidelity and integrity.

Funding will be utilized to support existing programming across the district.

Review & Revision

The process for reviewing and revising the plan will be ongoing; During leadership meetings, PLC among teachers, during Instructional coaches cycles with staff, and as part as the Instructional council committee reflection and action plan.



Review & Revision

Based on revisions and data reviews our district will refine and improve the systems already in place for progress monitoring with admin leaders.

This process will allow make timely decisions to meet our goals to improve in academic growth as well as mental health and positive support systems for all students.

Grant Award

Grant funds will be allocated by the state based on pupil count to districts that submit applications and meet grant requirements.

Although we do not know the exact dollar amount of the grant award, MDE is estimating \$36.75/student.

Application is due November 30.

Questions

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