



Carney-Nadeau Public School

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2022-23 98c Learning Loss Plan

While we are very proud of the manner by which our students, staff, parents, and community members supported one another during even the most uncertain periods of the global pandemic, Carney-Nadeau Public School has not been spared from its lingering effects. As is true of schools across the country, we are witnessing increased levels of student anxiety, depression, absenteeism, misbehaviors, and indifference. A renewed emphasis on the importance of student mental health, additional staff members hired to improve school culture, the formation of our “Mid-County Strong” mental health coalition, and recent initiatives such as our “Make Good Choices Awareness Week” and “Be a Buddy, Not a Bully” campaign all speak to our efforts to help reverse this trend.

We seek to make even greater gains in terms of reversing student learning loss. Though CNPS reopened its doors to students in the fall of 2020, the two school years that followed were interrupted by closures due to COVID outbreaks, state-mandated shifts to online learning, staffing issues due to close-contact quarantines, and a dramatic increase in student absences. The negative effect on student performance was significant, and our most recent state assessment scores show a marked decline relative to those posted in the years preceding the pandemic.

The most pronounced area of decline we have witnessed is in the subject of math for students in grades 6-9. This deficit is of particular concern to us, as these are the years in which students acquire and hone the foundational skills necessary to succeed in classes such as Geometry and Algebra II, both of which are required courses under the Michigan Merit Curriculum. Perhaps more than any other, math is a discipline that builds upon itself from one year to the next, and as such, learning loss in this area can be especially detrimental to our students’ continued success.

This year, then, for the first time in our school’s history, we have hired an additional math teacher and have utilized her to split grades 6-9 math classes in half. This significantly lowers the student-to-teacher ratio in these classrooms, which vastly increases the degree to which we can provide our kids with direct instruction and attend to their specific weaknesses. We also employ this teacher to provide targeted math interventions to students in grades 3-5, a strategy designed to reduce the number of middle school students with math deficiencies in the years to come.

Two months have now passed since we implemented this change, and, already, we are seeing a significant difference—not only in terms of academic performance, but in students’ attitudes toward school as a whole. The program has in fact been so successful, that we are now exploring the possibility of doing something similar next year for junior-high English.



Instruction and Intervention

Strategies

- Reducing the student-to-teacher ratio in our grade 6-9 math classrooms through the hiring of an additional, full-time math teacher.
- Utilizing said teacher to also provide targeted math interventions to students in grades 3-5 in a manner similar to what is currently being done for this age group in the subject of reading.
- Employing this teacher through the summer months to provide in-person remedial math instruction to students in grades 6-12.
- Facilitating meeting time for teachers within our math department to analyze student data, formulate targeted intervention strategies, and ensure instructional strategies and materials are consistent across classrooms.

Metrics

- State Assessments—M-Step, PSAT, SAT, Workkeys
- Benchmark Assessments: NWEA administered in the Fall, Winter, and Spring of each year

Budget

- Salaries/Benefits—Our math teacher started in her position on January 23rd, 2023, and our 98c funds will be used in their entirety to offset the cost of her salaries and benefits. This grant does not fully fund the cost of this hire, and the remainder will be paid for through the school's general fund.