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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, and misbehaviors. 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.

 As a means to address these declines, we hired a Special Education Supervisor with 20+ years of teaching and reading intervention experience and reconfigured our instructional aides’ schedules to allow for a greater degree of supplemental support. Our aides have now been trained on several new intervention strategies. Additionally, we’ve secured a grant for a staff-wide training in Orton-Gillingham, and plans are underway for an update to our current elementary reading curriculum. Even at this early stage, we’re seeing tangible results. It is our intention, having now solicited feedback from all school stakeholder groups, (students, staff, parents, admins, union leadership, special ed) to exclusively use our 98c funds to further these offerings as a means to mitigate student learning loss.

Instruction and Intervention

 *Strategies*

* Employment of special-education supervisor
* A dedicated Instructional Aide in each elementary classroom
* Aide training in Heggerty Phonemic Awareness
* Purchase Heggerty instructional materials
* Elementary Teacher and Instructional Aide training in Orton-Gillingham Literacy Instruction
* Purchase Orton-Gillingham instructional materials
* Purchase NIFL Phonics instructional series, Grades K-2
* Purchase classroom series of Scholastic readers to promote reading for pleasure.
* Adoption of new K-5 Reading Series to be piloted in the Spring of 2023
* Continuation of K-12 summer school offerings
* After-school tutoring offered every Tuesday and Thursday

*Metrics*

* State Assessments—M-Step, PSAT, SAT, Workkeys
* Benchmark Assessments: NWEA administered in the Fall, Winter, and Spring of each year
* Summative assessments: Acadience (formerly Dibels) reading, as administered in the Fall and Spring of each year, local unit tests

*Budget*

* Salaries--Instructional Aide professional development on the usage of Heggerty
* Supplies--Heggerty instructional materials, elementary classrooms
* Supplies—Scholastic Book series (as part of Bookworms reading curriculum)
* Salaries—increased instructional aide time in classrooms (as funds permit)
* Supplies—NIFL Phonics instructional series