



Kensington Woods Schools Mission Statement

To prepare each student for success through an engaging, challenging, and innovative educational program that is student-centered and promotes character and values

Kensington Woods Belief Statements

We believe:

- Every student has the right to a quality education in which they have voice and choice.
- Quality instruction and engagement are key to student learning.
- All students can learn.
- Students have a responsibility to engage in their own learning.
- A quality education will prepare students to become independent, critical thinkers and active citizens
- In providing an environment that affirms the worth and dignity of each individual.





Kensington Woods Schools Learning Loss Plan

Improving students' academic achievement and growth as well as social emotional skills is a priority for Kensington Woods Schools. We recognize that student's academic and social emotional abilities have been negatively affected by the Covid-19 pandemic by the loss of instructional time and in-person learning opportunities. We also recognize that recovery of those skills, both academic and social emotional, will take time, effort and a strong focus on research and evidence based practices.

Stakeholders input on how to focus funds for the Learning Loss Plan prioritized:

- Support and expand existing curricular programming to engage students in their current coursework
- Provide recovery/support services to students in order to address learning loss from the Covid-19 Pandemic
- Provide social/emotional learning opportunities such as counseling, mental health and wellness resources for students

After analyzing the stakeholder input, the team at Kensington Woods developed the following priorities for the use of ESSER Funds:

- Improving student growth and college readiness by improving the curriculum and increasing student motivation and perseverance through evidence based practices
- Improving the graduation rate through increasing student supports and increasing student motivation and perseverance through evidence based practices
- Utilize data analysis to develop and provide evidence-based resources to formulate needed interventions for students, including integrating academic and 21st Century Skills throughout the curriculum
- Expand opportunities for, participation in and resources for evidence-based academic remediation and enrichment opportunities
- Increase student engagement through increased opportunities for student choice and voice and an increase student belonging and pride
- Improve student behavior and mental health through increased focus/resources toward improving health, wellness, and fitness
- Research-based professional development for staff to support the fidelity of implementation of initiatives and improve the use of evidence-based practices in the classroom





Section 98c

October 25, 2022

Updated May 22, 2023

This funding is part of the Secondary School Emergency Relief (ESSER) II Fund and the Governor's Emergency Education Relief (GEER) Fund. The funds support goal 5 of Michigan's Top 10 Strategic Education Plan. Funds are to target accelerated instruction to address learning loss. This application will outline the requirements of section 98c, address the purpose of the funds, and outline funding under this grant.

ESSER II funds are to address learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the LEA by:

- Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by differentiating instruction.
- Implementing evidence-based activities to meet the comprehensive needs of students.
- Providing information and assistance to parents and families on ways to support students.
- Tracking student performance and engagement in distance learning.





Purpose of 98c Learning Loss Plan

The purpose of this plan is to support all students be successful in the educational environment at Kensington Woods. We believe that all students have the ability to achieve, but at times may need additional supports to meet that potential and this plan has been developed to identify how to support students best through accelerating learning in the short and long term. By focusing on acceleration, we will keep “students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content” (MDE, [Accelerated Learning Website](#)).

To develop this plan, we analyzed data to focus on acceleration and improvement cycles during the 2022-2023 school year to address learning loss as a result of the Covid-19 pandemic.

Following are initiatives developed to target specific needs identified in our students:

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

NWEA and PSAT assessments

The NWEA MAP Growth exam is administered three times annually to all 6-8th grade students at Kensington Woods. The NWEA MAP Screener is administered to all new students at Kensington Woods and as needed to other students. The PSAT is administered to all 8th graders one time per year (spring) and to all 9th and 10th graders two times per year. The PSAT is administered to 11th graders in the fall and the SAT is administered to the 11th graders in the spring. This data is analyzed by staff to create course placement and design interventions for students. The 98c funds will specifically address the costs of the MAP Screener and fall PSAT administrations as the other test administrations are covered by other funding sources.

Estimated cost: \$920

Cost of NWEA MAP Screener and Fall PSAT Administrations





Research to support this initiative: *“Prioritizing grade-level standards and focusing instructionally embedded assessments and formative assessment practices on current grade-level standards promises to accelerate student learning. This strategy, used during Tier 1 instruction can help schools avoid the loss of valuable time identifying what was not taught last year, and it provides the most equitable option available for Michigan’s students”* ([MDE Assessment Practices Summary](#), p. 1).

Programs to provide differentiated learning opportunities

When students need differentiated and supplemented opportunities that help mitigate the impacts of learning loss, Kensington Woods often utilizes offsite and online providers to provide the most relevant, appropriate and diverse opportunities to engage students and meet student needs. 98c funds will be utilized to provide resources and opportunities for students who need to recover content or accelerate due to loss of instructional time when it can not be provided in house at Kensington Woods.

Estimated cost: \$6370

Costs for providing Michigan Virtual through Washtenaw Intermediate School District and Dual Enrollment through Washtenaw Community College for students to provide supplemental and differentiated learning opportunities to mitigate the impacts of lost instructional time.

Research to support this initiative: *“We know that the longer a student is engaged with content and the more deeply they are invited to think about it, the more likely they will be to retain it for future use”* (Boudreau, 2020). *Researchers are urging schools to “provide the most personalized and engaging instruction possible”* (Darling-Hammond, et al., 2020). ([MDE Accelerated Learning: Focus on Essential Skills](#), p. 1).

Professional Learning for staff

As a small school, Kensington Woods Schools does not have large content area teams. The school provides evidence-based professional development to all teachers in best practices in general pedagogy but is not able to provide content specific professional development or professional development specific to innovative pedagogical practices that support differentiation as well as helping students engage with and accelerate through the curriculum. Kensington Woods Schools would like to provide additional professional development for teachers to allow them to develop evidence based practices that help them focus on essential skills and the needs of students who have lost instructional time.





Estimated cost: \$12,500

Professional development and associated costs for 11 staff members

Research to support this initiative:

"We know that the longer a student is engaged with content and the more deeply they are invited to think about it, the more likely they will be to retain it for future use" (Boudreau, 2020).

Researchers are urging schools to "provide the most personalized and engaging instruction possible" (Darling-Hammond, et al., 2020). ([MDE Accelerated Learning: Focus on Essential Skills](#), p. 1).

"Now more than ever, schools must commit to accelerate students by providing them with "the most personalized and engaging instruction possible" focused on the essential skills for their grade level (DarlingHammond, et al., 2020)... An instructional model built on a "mile-wide, inch-deep" curriculum will only serve to frustrate students who are already behind, further disengaging them from school." ([MDE Student Engagement](#), p. 1)





Estimated Budget

NWEA and PSAT Assessments	\$920
Programs to provide differentiated learning opportunities	\$6370
Professional Learning in core content areas	\$12,500
<i>Estimated Total</i>	<i>\$19,790</i>

Evaluation Metrics

Metrics to be used to evaluate the program will be the same as our Sec. 98b Goal Progress Report Aligned with 104h.

Grades 6-8 Academic Goal

- The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades 6 to 8 on reading and math NWEA Growth tests will be at or higher than 50.

Grades 9-12 Academic Goal

75% of students in grades 9-12 will demonstrate achievement in reading and mathematics as measured by a passing grade at the end their assigned core ELA or Mathematics course.

Grades 9-11 Academic Goal

The percentage of students meeting or surpassing grade level college readiness benchmarks on the PST (grades 9 & 10) and SAT (grade 11) will meet or exceed:

- EBRW: 60%
- Math: 40%

Student growth on standardized assessments would be analyzed for students participating in individual programs to assess their impact on student learning when feasible.

