



Beecher Community School District Extended COVID-19 Learning Plan as described in [Public Act 149](#), Section 98a

September 9, 2020

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

December 10, 2021

Updates and adjustments to the Extended COVID-19 Learning Plan for the 2021 / 2022 school year are outlined below.

- The Educational Goals and targets have remained consistent.
- Instructional Delivery and Exposure to Core Content has modified to in person learning for the entire 2021 / 2022 school year. Learning occurs for quarantined students during their mandated time off campus through Google Classroom.
- Equitable Access remains consistent, with technology, access to services, offered as needed.

The district follows CDC guidelines regarding testing and protocols regarding quarantined individuals. Mask wearing is at the discretion of the district and based upon data for the county.

April 6, 2022

Presented at the Beecher Board of Education for community input and discussion.

February 9, 2023

Presented at the district’s town hall meeting for community input and discussion.

August 1, 2023

Presented at the district's town hall meeting for community input and discussion.

November 1, 2023

Presented at the Beecher Board of Education for community input and discussion. The Educational Targets are aligned with the District's adopted MiCIP Plan.

November 15, 2023

Presented at the district's town hall meeting for community input and discussion.



**Beecher Community School District
Extended COVID-19 Learning Plan**

District mailing address:

Beecher Community School District
1020 W. Coldwater Road
Flint, MI 48505

District/PSA Code Number:

25240

District Website Address:

www.beecherschools.org

District Contact and Title (updated with new Superintendent 2021 / 2022):

Dr. Richard Klee
Superintendent

District Contact Email Address:

rkleee@beecherschools.org

Name of Intermediate School District/PSA:

Genesee Intermediate School District

Assurances

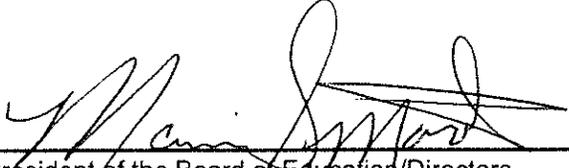
1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19

6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

7. The District/PSA assures that
 - instruction will be delivered as described in this plan and approved by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.

8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.



 President of the Board of Education/Directors

2/7/2024

 Date



 District Superintendent

2/7/2024

 Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

Beecher Community School District has been affected by the global pandemic of COVID-19 in multiple ways. We have moved from an in-person learning environment to one of virtual learning and support. With the closure of schools, student and staff are adjusting to remote learning and the trauma related to the unknown. Our district's community and staff will need additional planning to ensure we are meeting everyone's needs.

Our students face multiple challenges, including lack of access to adequate health care, mental and social / emotional support, adequate transportation, nutrition, and access to technology. Our student population is over 90% African American; the demographic population that has had the greatest impact from COVID-19. In addition to these obstacles, approximately 35% of our student population has been affected by the Flint water crisis. All of these factors play an instrumental part in the ability for our students to learn and maintain a learning environment during this pandemic. Knowing our students struggle with learning while in-person adding the additional layer of virtual learning creates more challenges to ensure they are not falling further behind.

During the summer, parents were surveyed to understand their feeling regarding returning to in-person instruction. Approximately 50% of the parents responded. Two-thirds of these parents wanted online learning. Staff met through the summer to plan and provide supportive measures for curriculum, professional development, and maintaining building facilities.

The extended learning plan is necessary because of the needs within our community. It provides opportunities for our staff to collaborate with regards on how to best support our student population.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Beecher Community School District believes in utilizing benchmark assessments to understand student growth, areas of focus, and create plans of action to move forward. The data is used by teachers to identify targeted areas of support for individual students and for instructional integrity. Administrators use the data to adjust curriculum along with setting goals for the building.

The district will continue to use the formative assessments it has used in the prior school year. The elementary will use the iReady assessment in reading and math for students in Kindergarten through 6th grade. The high school will use NWEA in reading and math for students in 7th – 12th grade.

Kindergarten – 6th Grade Assessments being used during the 2020 / 2021 school year:

- Curriculum Associates – iReady
- Oral fluency progress monitoring
- Pearson Associates - DRA 2
- Fountas and Pinnell – Leveled Literacy Intervention progress monitoring

7th -12th Grade Assessments being used during the 2020 / 2021 school year:

- NWEA
- Semester exams
- Progress monitoring check lists through NWEA

District Improvement Plan goal for ELA:

A 10% increase of all students will demonstrate a proficiency annually in English Language Arts by 06/30/2025 as measured by state assessments in order to reach the 2024 – 2025 target of 60%.

District Improvement Plan goal for Math:

A 8% increase of all students will demonstrate a proficiency annually on state assessments in mathematics by 06/30/2025 as measured by state assessments in order to reach the 2024 – 2025 target of 47.5%

The charts below show the tools and goals used to evaluate our progress through the year.

ELA

<u>Grade</u>	<u>Benchmark assessment used</u>	<u>Middle of the year reading goal</u>	<u>End of the year reading goal</u>
Kindergarten	iReady	Increase of 9 points	Increase of 10 points
1 st grade	iReady	Increase of 14 points	Increase of 15 points
2 nd grade	iReady	Increase of 12 points	Increase of 12 points
3 rd grade	iReady	Increase of 11 points	Increase of 8 points
4 th grade	iReady	Increase of 12 points	Maintain winter score
5 th grade	iReady	Increase of 4 points	Increase of 3 points
6 th grade	iReady	Increase of 2 points	Maintain winter score
7 th and 8 th grade	NWEA	RIT increase of 2 points	RIT increase of 1 point
9 th – 12 th grade	NWEA	RIT increase of 2 points	RIT increase of 1 point

MATH

<u><i>Grade</i></u>	<u><i>Benchmark assessment used</i></u>	<u><i>Middle of the year math goal</i></u>	<u><i>End of the year math goal</i></u>
Kindergarten	iReady	Increase of 7 points	Increase of 8 points
1 st grade	iReady	Increase of 11 points	Increase of 11 points
2 nd grade	iReady	Increase of 9 points	Increase of 8 points
3 rd grade	iReady	Increase of 10 points	Increase of 6 points
4 th grade	iReady	Increase of 9 points	Increase of 3 points
5 th grade	iReady	Increase of 9 points	Increase of 2 points
6 th grade	iReady	Increase of 2 points	Increase of 3 points
7 th and 8 th grade	NWEA	RIT increase of 2 points	RIT increase of 1 point
9 th – 12 th grade	NWEA	RIT increase of 2 points	RIT increase of 1 point

District Educational Targets have been updated for the 2022/2023 school. These new targets can be found within the District’s Michigan Continuous Improvement Plan (MiCIP).

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Instruction for Beecher Community School District is being delivered virtually through the first semester of the school year. The full instructional plan can be found in our MI Safe Schools Roadmap – [Beecher Community School District Preparedness Plan](#).

Our instructional vision ensures that every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. Students will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, and diagnostics. Assessments will be used to guide teachers in understanding the student's levels of knowledge and areas of needed focus. This data is used to identify areas of strengths and weakness so staff can design lessons targeted to students' needs. Teachers will participate in PLCs to review student work. Teachers will assess data from formative and summative assessments, practice SAT tests from Khan Academy, and student work. Upon returning to in-person instruction this process will remain consistent.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Beecher Community School District has recently updated their pacing guides ensuring we are aligned to the state standards. District staff has reviewed the guides to ensure they are filling in the gaps that were missed due to school closure in March of 2020, supporting the instruction with Zearn Pacing Guides.

Students and staff will have access to all curricular activities and materials digitally. We will utilize Google Classroom and Zoom for our Learning Management System (LMS) for grades K-12. Standards based curriculum will include the following programs:

- Reading: Reading Street (K-6)
- ELA: Springboard (7-12)/Vocabulary.Com
- Math: Engaged NY (K-6)/Big Ideas (7-12)
- Social Studies: Atlas / MAISA from Oakland Schools (K-12)
- Science: Mystery Science (K-5) / Canvas (6-12)

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Beecher Community School District will continue to use the formative assessments it has used in the prior school years. The elementary will use the iReady assessment in reading and math for students in Kindergarten through 6th grade. The high school will use NWEA in reading and math for students in 7th – 12th grade. These assessments are aligned to the Michigan Standards. These formative assessments will be given three times, during the first nine weeks of school, in winter, and during the last nine weeks of school. Other assessments are used and graded daily. Parents / legal guardians are informed of assessment progress three times through the school year. These scores are discussed individually with students to establish student learning goals.

Staff is expected to grade students on multiple assignments per week within their classrooms, with no less than 2 assignments being posted each week within the grade book. One common assessment is graded each week. These grades are immediately available for parents and students. Parents and legal guardians have multiple measures for keeping up-to-date on their child's progress, including:

- Parent Vue (online portal)
- Progress Reports
- Report Cards / Transcripts
- Telephone calls / Texts / Emails

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

The district has handed out technology devices to families in need to ensure connection to online learning. Multiple wireless access points have been identified within the community and school grounds allowing families the opportunities to have access as needed. We are providing internet access at no cost to families in need. We have established a weekly technology time for families to obtain a device and receive support. We also have identified points of contact for support in each building. The districts Parent Facilitators are providing “how to’s” for families.

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Beecher Community School District will ensure that students with disabilities will be provided with equitable access to instruction and accommodations in accordance with applicable state and federal laws, rules and regulates. The Michigan Department of Education Office of Special Education has designed a Contingency Learning Plan, requiring schools to provide meaningful participation whether delivering in-person instruction or learning through a virtual format. The Contingency Learning Plans establish a process for ensuring individual student learning needs are addressed and supported throughout the COVID-19 pandemic. Our district will follow the Special Education Priority Topics for the 2020-2021 school year listed by the Michigan Department of Education Office of Special Education.

Beecher Community School District will ensure that each student with an IEP has a current offer of a Free Appropriate Public Education (FAPE). When reviewing or developing IEPs, the IEP team will collaborate about what events would prompt implementation of the Contingency Learning Plan when the school is unable to provide a full offer of a FAPE. The Contingency Learning Plan will also be referenced in a student's IEP and will be developed in collaboration with parents. As listed by the Michigan Department of Education Office of Special Education, possible triggering events that may lead to carrying out a contingency plan include:

- The District is placed in a phase I, II or III either by a statewide executive order or community decision, ·
- The District chooses a remote mode of instruction during phase IV, V, or VI,
- The District chooses a hybrid model of instruction during phase IV, V, or VI,
- A parent chooses to keep the student home due to health and safety issues,

- A student has an illness due to COVID-19, or
- A household member is quarantined due to exposure to COVID-19.

• **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.
- 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

The districts instructional plan addresses the way our learners are supported and can be found in our Beecher Community MI Safe Schools Roadmap – [Beecher Community School District Preparedness Plan](#).

The needs of our vulnerable population are being met through multiple measures. English Learners are identified upon enrollment. After review of English Learners academic needs, they are provided additional tutoring support from a certified instructor. For struggling students, child studies are held with staff and parents. The child studies target goals for the student and establish plans of action. The districts MTSS manual is followed, implementing our tiered system of small group support and providing intervention (Tier II – Reading Street intervention / Engaged NY; Tier III – Leveled Literacy Intervention / iReady lessons).

We continue to support the social emotional learning with trauma informed instruction. Our social workers are meeting with students weekly, professional development continues to be provided for staff through the school year, and our families have the ability to receive supportive services through the University of Michigan Ann Arbor Health clinic.

Beecher Community School District has multiple opportunities to ensure that all students have continued access to programs, even during pandemic learning. As a district, we provide:

- After school tutoring
- Dual Enrollment
- Early Head Start
- Genesee Career Institute (CTE learning)
- Head Start

- Intersession and summer extended learning
- Intervention through the school day
- SAT preparation
- Senior Seminar