

Britton Deerfield Schools Continuous Learning Plan 2021-2022

The COVID-19 global pandemic is affecting our school community in a number of ways:

1. We are experiencing a traumatic event in our school, community, county, State, Nation and world.
2. Many students may have significant gaps in their learning.
3. Equity issues are more pronounced, specifically in the area of technology and connectivity.

As we return to school this fall, our first priority remains ensuring the well-being of all members of our school community. This includes all staff and students. Because of the wide range of experiences students had during the remote learning portion of the 2020-21 school year, we anticipate students have come to school this fall with a wider than usual range of competencies. We expect that many students will continue to be behind, and will need opportunities to receive remediation and intervention. Teachers will need opportunities to collaborate with each other as they examine student work and determine next-steps in establishing learning and best-practice teaching methods for all students.

Britton Deerfield plans to offer face-to-face learning opportunities throughout the entirety of the school year. Our focus continues to be assuring structures are in place to ensure student engagement, achievement and social-emotional (SEL) competencies for all.

This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Quality Evidence-Based Assessment Practices

Britton Deerfield Schools believes that benchmark assessment evidence should be used to effectively monitor and evaluate patterns and trends in a school district's academic performance, and to identify the effectiveness of instructional programs and instructional delivery methods. We further believe disseminating assessment data can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions regarding individual student learning. Rather, Britton Deerfield Schools will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice, embedded in the teaching and learning process, to continuously observe where our students are in order to modify instruction.

Britton Deerfield Schools will utilize formative assessment processes displaying that data disseminated from these assessments, for both teachers and students, accelerates their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

Britton Deerfield Schools will utilize the Michigan Department of Education approved assessment tool, NWEA Map Growth and Reading Fluency, to assess all K-8 students. These assessments will be administered three times: once in the first 9 weeks of the school year, once on the middle of the school year, and again, prior to the last day of school. These formative assessments will provide information to inform of progress toward our goals over the course of the school year and also to allow for data-driven adaptations to curriculum and instruction.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process and the administration of the NWEA tests.

The district will continually monitor progress on the school improvement goals set forth by the school improvement process. The goals for the district are as follows:

1. Some high school students in BDHS will show an increase in course success and completion.

- The bottom 30% of 9-12 grade students will show an increase in successful completion of mathematics courses, and credit earned toward graduation in mathematics, as measured by MME and MDE requirements on State mandated testing.
- Forty (30%) percent of students in grades 9-12 will show growth on assessments in mathematics from the beginning to the end of the year on the publisher's tests.

2. Third grade students in Britton Deerfield Schools will show an increase in ELA achievement as shown in district benchmark assessment data.

- 10% of third grade students will demonstrate proficiency on reading assessments showcased on district and State mandated testing.

3. Students in grades K-8 will improve performance in mathematics from fall to spring as measured by NEWA.

- Results from the beginning, middle and end of the year Math benchmark assessments, local Math summative assessments, and formative assessment will be discussed and analyzed by staff.
- All teachers will use the formative assessment process to drive instruction and adjust lessons to support meaningful student progress towards mastery of math academic standards.

4. Implement the Lions Club Quest Curriculum, with fidelity, by the end of the 2022-23 school year in grades K-12.

- Create master schedules that allow for implementation of the curriculum.
- Provide all staff with ongoing professional development.
- Distribute curricular materials to all staff in an organized format.
- Collect and disseminate data from lesson assessment and observations.

Mode of Instruction

All K-12 students will attend school each day for face-to-face instruction. Student and staff health and safety will be addressed through mitigation measures addressed by the MDHHS and the local health department. Additionally, Britton Deerfield will personalize student schedules, plan for smaller class sizes (when feasible), and socially distancing approximately 3 feet in all areas throughout the school day. With this model, all 6-12 students will attend classes with 90 minute block scheduling. They will use an ABAB pattern for class attendance. This schedule allows for greater health and safety by minimizing the number of passing times needed co-mingled in the hallways and common areas. K-5 students will cohort as individual classrooms.

Curriculum and Instruction: Academic Standards

Britton Deerfield Schools provides curriculum for core academic areas aligned with all State standards and benchmarks. Our course catalogs can be viewed on our webpage at www.bdschools.us.

As teachers navigate the wider than usual range of competencies expected this fall, they will use benchmarks and standards to help them design instruction. They will also use new or existing pre-assessments to plan for differentiation of content and prioritize K-12 instructional standards for the 2021-2022 School Year.

The standards guide teachers as they implement instructional approaches to meet the wide range of student needs and varying levels of understanding. As students return to school, teachers assess students and provide instruction in the content areas in a face-to-face learning environment. In addition to academic rigor, Britton Deerfield staff will work to incorporate plans for well-being and SEL/trauma-informed practices into their daily instruction.

As our teachers mentor virtual students, they will use Best Practices for student engagement that may include, but not be limited to:

- Nurture a positive home climate for learning and parental involvement
- Encourage remote classroom norms and learning routines at home if faced with a virtual learning requirement
- Encourage student collaboration with other virtual students if distance learning is required
- Create opportunities for--and attend carefully to—feedback for all learners
- Engage students in meaningful learning opportunities
- Stress the importance of task completion and meeting deadlines

Assessment and Grading

Britton Deerfield Schools bases its assessment system on the Michigan Standards and the Common Core State Standards (CCSS). We regularly assess students at the district and State level to determine if they are making progress toward meeting mastery level skills within those standards. This is done with benchmark tests, local assessments, tests that are designed by curriculum companies and State mandated tests, such as M Step, PSAT, SAT, etc.

In Britton Deerfield Schools, heavy emphasis is placed on formative assessment. This format for assessments is critical in the instructional process so students receive timely feedback and student growth can be seen in various areas and through multiple measures. Additionally, formative assessments allow for teachers to be able to adjust the teaching and learning process to meet each student's needs.

Britton Deerfield Schools also has a system for delivering summative assessments at the individual grade levels. These assessments are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group or set of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system that allows them to monitor their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. Progress reports are also available upon request to our parents and guardians during each marking period. This would be in addition to the expectation we have for all teachers that parents and guardians are kept abreast of any concerns regarding a student's academic achievement, socialization and discipline incidents through emails and phone calls. Finally, we send parents report cards at the end of the first marking period and semester. The end of the year grades are available in the Infinite Campus Parent Portal.

Equitable Access

Technology

Britton Deerfield Schools believes in providing equitable opportunities in the form of robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, including those with special needs, teachers, staff and school leaders.

During this time of a worldwide pandemic, distance learning may occur for the safety of the district as a whole. For those students who have access to an internet-capable device and internet service, student learning and engagement will occur through the use of instructional videos, video conferencing, online lesson delivery, and online assignments and assessments. Connected students will be provided with educational

activities through the online learning management tool—GOOGLE Classroom. This learning management system (LMS) will provide students with targeted, differentiated learning. Students will also be encouraged to participate in project-based learning activities that allow for independence, while still making progress toward program and individual learning objectives

The district conducted surveys to determine what electronic devices and internet service students had access to. Based on that feedback, many students do not have access to an internet-capable device and/or internet service. For this reason, the district has laptop computers and hot spot devices available for use. Additionally, Britton Deerfield Schools is working collaboratively with the Federal Government to ensure new laptops, Chromebooks and iPads are purchased for student use through the Emergency Connectivity Fund. The district will continue to make these mobile devices available to students at little to no cost, if the need for distance learning should arise.

For those students who do not have access to a device or internet service--and for those students the district was unable to provide a device or internet service for--student learning and engagement will occur through the provision of written instructional materials, written assignments, and follow-up telephone calls between the student and instructor (or in some cases a learning or teaching assistant). Written instructional materials will be distributed to parents/guardians either via mail or another delivery service, dropped off on the student's porch, or made available for pick-up utilizing proper social distancing measures.

Students receiving Special Education Services

At the onset of each school year, students' IEPs and 504 plans are reviewed in coordination with general and special education teachers and members of the student's assistance teams. Data-driven accommodations and modifications are discussed, along with changes in services that are needed due to known changes in students' needs.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives, with special consideration regarding assistive technology and accessibility.

During times of remote learning, all virtual learners will have access to their special education team members through electronic communications such as email, texts and virtual meetings. Additionally, any students who wish to receive services face-to-face will be allowed access to the school at a time to be established between the student and the service provider.

The district will also ensure a continuation of services for students receiving speech and language, occupational therapy, physical therapy, social work services, or school psychology services within their IEPs. The LISD will collaborate with the staff at Britton

Deerfield Schools to meet the needs of all learners. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

Procedural Safeguard Information is available to all parents of children with disabilities. This documentation can be obtained from the Britton Deerfield Superintendent's Office located at 201 College Ave., Britton, MI 49229 or by contacting the Superintendent directly at stacy.johnson@bdschools.us.

In addition to services provided to students with disabilities, Britton Deerfield Schools prides itself in our ability to work with students who are categorized within recognized subgroup populations. Our economically disadvantaged students, homeless population and students of ethnicity are serviced with equality and their individual needs at the forefront.

Britton Deerfield Schools will continue to provide students with access to services and supports such as a school counseling, social work services, occupational therapy, speech and language pathology and programming necessary to meet the needs of all students. Accommodations will be provided to students to the extent feasible based on their individual needs through online learning management systems and one-on-one virtual or telephone interactions with school support service personnel.