



# Harper Creek Community Schools Continuity of Learning Loss Plan

## Introduction

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. ARP ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARP ESSER Funding, ARP includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.

LEAs must develop and make publicly available a Safe Return to In-Person Instruction and Continuity of Services Plan that meets the following requirements within 30 days of receiving ARP ESSER allocation. If an LEA developed a plan before ARP was enacted that does not address the requirements, the LEA must revise its plan no later than six months after it last reviewed its plan. All plans must be developed with meaningful public consultation with stakeholder groups (i.e., families, students, teachers, principals, school and district administrators, school leaders, other educators, school staff, advocacy organizations representing student groups). The consultation process must include an opportunity for input and meaning consideration of that input. ARP ESSER plans need to be published in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. ESSER III (ARP) requires Lakeview School District (LSD) to update its Safe Return to In-Person Instruction and Continuity of Services Plan every six months. through the life of the grant.

The following pages contain revised descriptions of how LSD intends to meet the requirements for the Plan for the Safe Return to In-Person Instruction and Continuity of Services. The plan focuses on removing barriers and implementing supports that achieve safety, social-emotional well-being, and academic success for students. We have used resources from the following educational organizations.



## Harper Creek Community Schools Extended COVID-19 Continuity of Learning Plan

Address of School District/PSA: 7454 B Drive North

District/PSA Code Number: 13070

District/PSA Website Address: [www.harpercreek.net](http://www.harpercreek.net)

District/PSA Contact and Title: Mr. Rob Ridgeway- Superintendent

District/PSA Contact Email Address: [ridgewayr@harpercreek.net](mailto:ridgewayr@harpercreek.net)

Name of Intermediate School District/PSA: CISD- Calhoun 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.
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 2024, 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 2023-2024 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
  - a. select a benchmark assessment or benchmark assessments that are/are aligned to state standards- we are using NWEA for this assessment
  - b. 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 2023-2024 school year and again not later than the last day of the 2023-2024 school year.
4. If delivering pupil instruction virtually, we will
  - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - b. 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. Harper Creek Community School District, in consultation with our local health department will continue to develop guidelines concerning appropriate methods for delivering pupil instruction for the 2023-2024 school year in the event that there is a medical need that is 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.
6. Harper Creek Community Schools will prioritize providing in-person instruction to all pupils in grades K to 12 who are enrolled.
7. The District/PSA assures that
  - a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
  - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2023-2024 school year,
8. Harper Creek Community Schools 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. Harper Creek Community Schools will ensure that a minimum of one, 2-way interaction occurs between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** during each week of the school year for at least 75% of the pupils enrolled in the District/PSA.

**Clarification of Assurance 10:** "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress**, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled **or relevant to the pupil's overall academic progress or grade progression**. Responses, as described in this subdivision, must be to the communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil**, and not some other action taken.

*Robert A. Ridgeway*

Rob Ridgeway  
Harper Creek Community Schools Superintendent

September 30, 2023

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 2023-2024 school year.

The COVID-19 global pandemic impacted our school community in a number of ways: students have had two years of interrupted instruction, we experienced a traumatic event, which will likely result in many students having significant gaps in their learning, and equity issues are more pronounced.

As we returned to school, our first priority continued to be to work to ensure the well-being of all members of our school community. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student. Teachers will also be provided the opportunity to be trained in social and emotional learning lessons for Tier 1. Trails to Wellness and Michigan Model will be our primary sources for that option.

As our team implements our learning plan, we will work to ensure that there are structures in place to promote student engagement and achievement 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.

## Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2023-2024 school year. The District/PSA must establish all of its goals no later than October 1, 2023. 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 2022-2023 school year and not later than the last day of the 2022-2023 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.

### Quality Evidence-Based Assessment Practices

Our Harper Creek Community School District believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it 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 about individual student learning. Rather, Harper Creek Community School District 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.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

## **Our Educational Goals**

The NWEA assessments in reading and mathematics will be administered to all K-11 students three times once in the first nine weeks of the school year, in January/February and again prior to the last day of school. Teachers have immediate access to the results of their students' NWEA results. In addition formative assessments measuring progress on essential standards will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June, and will be shared at school board meetings.

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

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

**Goal 1** - All students (K-11) will have a 60th percentile growth or higher in the area of reading on their NWEA assessment.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff. The results will be disaggregated by sub groups: race, social economic, students with disabilities.

**Goal 2** - All students (K-11) will have a 60th percentile growth or higher in the area of math on their NWEA assessment. There will be a winter mid year NWEA math assessment to monitor progress towards the goal.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff. The results will be disaggregated by sub groups: race, social economic, students with disabilities.

## Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2023-2024 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).

### Mode of Instruction

All students will be back to school face to face. For families wishing to maintain 100% virtual learning an option will be provided at the beginning of each marking period. Acellus will be used for grades K through 8th and Graduation Alliance will be used for students in grades 9th -12th. All teachers will use Google Classroom or Schoology as their platform for instruction. This tool will allow for fluid transition in the event that we have to instruct 100% remotely due to phase change or health situations that require face to face to be suspended for any period of time.

### Supplemental Instruction and Experiences through ESSER funds, including but not limited to 11t equalization funds (eligible students only) and 23g funds for learning loss supplemental needs

Students who are identified as needing supplemental support for instruction around social and emotional learning and academic learning will be invited to participate in our after school and summer programming focusing on priority learning standards mastery. .

Our after school option will be provided for students who are in need of additional instruction and support during the school year. This option will be determined by staff availability.

Our summer programming for the 2024 summer will be funded primarily by 98c funds. Our supplemental instruction consists of six weeks, Monday through Thursday 8:00 a.m. to 1:15 p.m. and will focus on Reading and Math priority content standards through project based learning that helps our students link their passions and talents to potential career pathways . Teachers will use the results from classroom assessments and NWEA to prioritize the instructional lessons.

Transportation will be provided for students residing in our district and satellite sites. 11t and 23 g and funds if granted will fund the salaries/stipends for employees, instructional materials and transportation costs for students in grades K-12.

- **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.

### Curriculum and Instruction: Academic Standards

The Harper Creek School District curriculum for core academic areas is aligned to state standards and is in the process of being transferred to units electronically using Wiggins and McTighe



Understanding by Design unit template. Teachers will be provided with scheduled time for collaboration around the teaching, learning and monitoring of these standards.

As teachers navigate the wider than usual range of competencies expected this fall, they will use our [Curriculum, Instruction, and Assessment \(CIA\) Navigator](#) to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2023-2024 School Year. The HC CIA Navigator will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our teachers instruct students using our viable curriculum, they will:

- Remember Maslow Hierarchy of Needs
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities



- **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.

### Assessment and Grading

Harper Creek Community School District bases its assessment system on the Michigan Standards. Over the past two years we have refined our essential standards to bring clarity to what students need to learn and be able to do. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These 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 of skills and disciplinary knowledge.

## 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.

Link to [Board Detailed Presentation of Plan for Reopening](#) August 10, 2020

## Technology

Harper Creek Community School District ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. Harper Creek School District's system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in our district preparedness plan. In March 2020 our district put out an extensive survey to all parents to identify technology and wifi needs for remote instruction. In addition we continue to collect parent perception and feedback minimally each year. We used the survey data to prioritize supporting families who were in need of technology or wifi and other learning materials. All students who did not have a computer device were loaned one to use during remote learning. In addition, we have annual parent surveys and three districtwide school improvement meetings where we gain parent and student feedback to inform our strategies.

- **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.

## Students with identified special needs

When school starts, students' IEPs, 504 plans, and English Language Learner plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or 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.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. 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.

- **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 Harper Creek Community School District full instructional plan addresses all learners. When school starts, students' Educational Development Plans (EDP's) will be reviewed in coordination with students. Students who are dual enrolled or attend our CACC will work with counselors, teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs. Schedules will be adjusted to best meet their current needs during pandemic learning.

Harper Creek Community School District has established structures for outside educational organizations such as: Calhoun Area Career Center, Kellogg Community College, Battle Creek Math and Science Center and Grad Alliance to communicate and co plan with education teachers and/or providers regarding student performance and student needs on IDP goals and objectives with an equity lens.

In addition to extended learning for our high school students, we will be providing access to early learning by having three GSRP classrooms on our district site: two rooms are located at our high school and one room at Beadle Lake Elementary.