



Extended COVID-19 Learning Plan
as Described in [Public Act 149](#), Section 98a

September 24, 2020
Revised: October 9, 2023

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.

District educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

Clio Area Schools Extended COVID-19 Learning Plan

Address of School District: 1 Mustang Dr., Clio, MI 48420

District Code Number: 25150

District Website Address: www.clioschools.org

District Contact and Title: Lisa Taylor, Superintendent

District Contact Email Address: ltaylor@clioschools.org

Name of Intermediate School District: Genesee Intermediate School District

Assurances

1. The District will make their ISD approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's website no later than October 1, 2020.
2. Benchmark Assessments: The District will
 - use the STAR test as the District's benchmark assessment.
 - administer the STAR assessment to all pupils in grades K to 11 to measure proficiency in reading and mathematics within the first nine weeks of the school year and again not later than the last day of the school year.
3. If delivering pupil instruction virtually, the District 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 had planned for that exposure to occur for in-person instruction.
4. The District assures that instruction will be delivered as described in this plan and approved by the District Board.
5. The District 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.

President of the Board of Education

Date

District Superintendent

Date

Learning Plan Narrative

Opening Statement

As of the 2023-2024 school year, the district is committed to providing in-person instruction.

Educational Goals

The STAR assessments in reading and mathematics will be administered to all students K-11 grade: once in the first nine weeks of the school year, and again prior to the last day of school. Formative assessments 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.

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.

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

Goal 1 - All students (K-11) will improve performance in Reading/ELA from Fall to Spring as measured by STAR Early Literacy, STAR Reading and Local Assessments.

- 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.

Goal 2 - All students (K-11) will improve performance in Mathematics from Fall to Spring as measured by STAR Math and Local Assessments.

- 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.

Goal 3 - All students (K-12) will decrease chronic absenteeism from Fall to Spring. Baseline data was collected during the 22-23 school year. Increased use of SEL strategies throughout Tier I will help to create a culture of community and inclusion for all students.

- All teachers will use SEL Tier I strategies, starting with community circles at least once a week in the classroom.
- At-Risk liaisons and building principals will monitor attendance data and report out to all staff regularly to monitor progress.

Extended COVID-19 Learning Plan
Goal Reporting
 22-23 Goal Progress Data

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (PA 144 Sec 98b and Sec 104h)
Middle of the Year Reading Goal	Students in K-8 will increase growth by 1.5% in Reading (ELA) as measured by the STAR from Fall 2022.
End of the Year Reading Goal	Students in K-8 will increase growth by 3% in Reading (ELA) as measured by the STAR from Fall 2022.
Middle of the Year Mathematics Goal	Students in K-8 will increase growth by 1.5% in Math as measured by the STAR from Fall 2022.
End of the Year Mathematics Goal	Students in K-8 will increase growth by 3% in Math as measured by the STAR from Fall 2022.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
All Students	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023
Female	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023
Male	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023
African American	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023
Asian	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023
Hispanic	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023
Multi-Racial	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023
English Learner	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023	STAR Data 2022-2023

Instructional Delivery & Exposure to Core Content

Mode of Instruction

- To start the school year, all K-12 students will attend school every day in person.

Learning Loss

The district will address learning loss in the following ways:

- Implement K-12 MTSS framework for tiered interventions.
- Hired MTSS coordinator to work with individual building teams to implement systems to create tiered interventions for all students.
- 1-11 grade before- and after-school supplemental support programming
- Summer programming 1-8 grade and credit recovery 9-12.

The district will continue to address social emotional learning in the following ways:

- The district hired a behavioral specialist for the middle school.
- The district will hire a behavioral specialist for the newly combined elementary school.
- The district uses Second Step as a SEL resource for K-5 grade students.
- The district is in the process of piloting an SEL resource for grades 6-12.

Instruction for Core Academic Areas

Clio Area Schools has maintained its intent to provide students, approved curriculum which is aligned to state standards. All teachers utilize Google Classroom, Synergy, Edgenuity, and district provided online curriculum resources to deliver the state approved standards in each content area. Clio Area Schools has maintained a calendar that includes 180 days and at least 1098 hours of student instruction for all students K-12 grade.

Equitable Access

Technology

The Clio Area School District ensures all students will be provided equitable access to technology and the Internet.

CAS has dedicated special education staff to serve as homebound case managers to provide support for students in reaching their IEP goals and accessing the general education curriculum. Staff will support general education online teachers as well as families needing additional resources in the home. The District will continue to make available the opportunity to families of ALL students desiring online learning on a case-by-case basis.

The Clio Area School District also provides an extensive Multi-Tiered System of Support for students who struggle with academic and behavioral challenges. Title I and At-Risk services are provided.