

REESE PUBLIC SCHOOLS



Return to In-Person Learning

Address of School District: 1696 VanBuren Rd, Reese, MI 48757

District/PSA Code Number:79110

District/PSA Website Address: <https://www.reese.k12.mi.us>

District/PSA Contact and Title: Julie Peyok, Interim Superintendent

District/PSA Contact Email address: jpeyok@reese.k12.mi.us

Name of Intermediate School District/PSA: Tuscola County Intermediate School District

Learning Plan Narrative

The COVID-19 global pandemic has impacted our school and community in several ways. Student absenteeism became a struggle both with families and with our staff. While our goal was to provide a rigorous curriculum and education to our students, we were also strongly encouraging students and staff to stay home when they were not feeling well. Health concerns while managing through the pandemic in conjunction with staffing/sub shortages created roadblocks and barriers for our students. The majority of students returned to in person learning; however, some students remained virtual throughout last school year. Our first priority as we started the 22-23 school year was to provide more opportunities for our students to continue to combat the learning loss. While we saw tremendous growth last year, we want to continue to focus on providing educational interventions and support for our students and staff. This plan focuses on student growth and providing opportunities as we continue into our second consecutive year of in-person learning. We are emphasizing equity for all learners.

Educational Goals

Student achievement goals were established in the fall of 2021 and will continue in the 2022-2023 school year. Reese Public Schools uses Acadience and FIM as the district benchmark assessment tool as well as M-Step, PSAT, and SAT data and will continue to do so for the 2022-2023 school year. Results of the middle-of-year testing will be shared with the Board of Education in February 2023.

Building: Reese Elementary/Middle School (K-8)

Date: Thursday, September 15, 2022

Table A: Building Goals

MICIP Goal: By 2025, 80% of students in grades K-3 will be at benchmark or above benchmark as measured by Acadience. Students in grades 3-11 will show adequate growth as measured by M-Step SGPs.

Interim Target Goal: By Spring of 2023 the percentage of Tier III students in grades K-3 will decrease from 30% to 20% (as indicated by Fall data).

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b , MCL 388.1704a)
Middle of the Year Reading Goal	By Winter of 2023 the percentage of Tier III students will decrease as indicated below: K-3 will decrease from 28% to 20%. 4-5 will decrease from 22% to 18%. 6-8 will decrease from 13% to 10%.
End of the Year Reading Goal	By Spring of 2023 the percentage of Tier III students will decrease as indicated below: K-3 will decrease from 28% to 18%. 4-5 will decrease from 22% to 15%. 6-8 will decrease from 13% to 8%.
Middle of the Year Mathematics Goal	All students will show growth on the Focused Instructional Model (FIM) local benchmark assessment.
End of the Year Mathematics Goal	All students will show growth on the Focused Instructional Model (FIM) local benchmark assessment.

Table B: Achievement or Growth on Benchmark Assessment - Overall

Reporting Category	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in	No Later than
--------------------	---------------------------	---------------

	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten				
First Grade				
Second Grade				
Third Grade				
Fourth Grade				
Fifth Grade				
Sixth Grade				
Seventh Grade				
Eighth Grade				

Sec. 98b Goal Progress Report

Building: Reese High School (9-12)
Date: Thursday, September 15, 2022

Table A: Building Goals

Goal Category	Goal Related to Achievement or Growth as required by law (MCL 388.1698b)
Middle of the Year Academic Goal	Our goal is to increase proficiency on the MStep and the PSAT/SAT by 10% by 2024.
End of the Year Academic Goal	Our goal is to increase proficiency on the MStep and PSAT/SAT by 10% by 2024.
Add additional academic goals as needed	

Instructional Delivery & Exposure to Core Content

Instruction for Reese Public Schools K-12 students will be in-person for all students for the 2022-2023 school year. All students will receive 6 hours and 20 minutes per day of instruction five days a week beginning August 22, 2022. Over 99% of students in grades K-12 chose in person learning but have the option to be virtual. Virtual students have

the option to move to in-person learning at semester based on an application process. Those students can remain virtual for the second semester and return to school in person if they notify the district before the start of the second semester. Teachers in all grade levels will stay on pace with the district curriculum for each grade level and content area/course regardless of the learning format. Common assessments will still be given to students to ensure that teachers stay on pace with the expected teaching. Students in kindergarten through eighth grade will utilize Acadience for progress monitoring for reading and FIM for math. The High School bases it off class grades, teacher input/recommendations and class grades to determine students who need additional support. All parents of kindergarten through twelfth-grade students are notified of how the student performed on the district assessments throughout the year. Reese Public Schools will host in-person parent-teacher conferences in November at all levels to update parents and students on academic progress in the class/course. Teachers are expected to update grades in Skyward. Teachers will provide feedback to students in person, via Gmail, and through phone calls on activities, assignments, assessments, etc. Teachers will complete standards-based report cards for Kindergarten - second grade students at the end of each marking period (four times throughout the year). Teachers will complete traditional report cards for all other grades each marking period. Parents and/or students can always schedule time with teachers to further discuss student academic progress. Based on the results of the assessments, additional interventions and support are available to students. Intervention groups are determined after the initial assessment given in August and early September for elementary students. Tutoring will be determined after the marking period for middle/high school level. Progress monitoring and additional assessments are provided throughout the year to determine whether to continue to assess and support students' learning.

Social Emotional Goals

Currently we have a Board Certified Behavior Analyst provider for our district and a Behavioral Intervention Specialist at the Elementary. Both positions have a system

where teachers and staff can refer a student to share information and details to help them meet the student's social-emotional needs. The middle/high school also has a CARES team. Both building coordinators facilitate discussions with staff members to ensure we are meeting the social-emotional needs of our students. Our 4th - 12th grade staff has been trained to implement elements of the TRAILS program and our Kindergarten - 3rd grade staff in Zones of Regulation to provide social emotional lessons. We also have a Potential to Pathways Coordinator in our elementary school. With this team's collaboration, other needs are being addressed beyond student counseling including attendance, food and clothing needs, coordination of counseling beyond our school, educational lessons on vaping and sexting, and much more. The overall goal of this team is to provide the much needed social emotional support needed for our students and to set students up for success.

Equitable Access

Reese Public Schools has moved to a one-to-one ratio with students by providing chromebooks to every student to ensure access to technology. Every student was provided a device in the 2020-2021 school year and this has continued into the 2022-2023 school year. Students also have the opportunity to utilize a wireless hotspot if there is a lack of regular internet access. Reese Public Schools will collaborate with families during the school year to individually review student programs and facilitate the student's access to the general education curriculum. Reese will work to the extent practicable with families to implement IEPs on an ongoing basis and consider information from the State and Federal Government and our Local Public Health Department Partners. The Reese Special Education Department is dedicated to providing free and appropriate educational opportunities for students with disabilities and will align with Tuscola County Health Division recommendations. Our special education staff will continue working with families to collaboratively identify the most essential services for each student that can be provided directly and indirectly in an in-person or virtual learning environment. We recognize that some students with IEPs are unable to progress in a virtual environment. In collaboration with families and the

Special Education Department, teams will provide a hybrid learning modality to provide some in-person services while following all recommended guidelines by the Tuscola County Health Division. Each individualized plan will outline the services needed for the student to succeed. Student plans will be adjusted as needed in coordination with families. We recognize that each student will have an individual plan based on the learning model selected by the IEP team. Reese is dedicated to continuing to ensure all students make progress and access learning in all environments. The Reese Special Education Department will follow Michigan Administrative Rules for Special Education (MARSE) and IDEA policies and procedures for students with disabilities. This includes the following child studies requirements, evaluations, eligibility and providing accommodations, aids, and related services to students eligible under MARSE criteria for disabilities. The District will adhere to health guidelines during evaluations and when providing accommodations, aids, and related services. Reese is committed to providing families an opportunity to have meaningful participation in the special education process. We will continue to conduct IEP meetings in the environment that is most comfortable for all.

Learning Loss

Reese Public Schools is applying for 98c - Learning Loss funding with the primary focus of addressing the learning loss needs of our students. Based on the current data in regards to classroom failures, Reese would like to add a teacher for instructional support for students in grades 1st/2nd, by providing a split class to address the reading loss due to online learning during the pandemic. This additional support time would be with a highly qualified teacher who would provide additional literacy support to students who are struggling as a result of the pandemic. In addition to the 1st/2nd grade split class, we would like to offer after school tutoring in grades 6-12, during the day support classes for grades 6-12 in ELA and math. All of these initiatives will be measured using our 98b goals in regards academic growth, reducing failures and our PSAT data.