

Section 98c appropriates \$52,056,000 in federal funding to address learning loss as part of the Governor's Emergency Education Relief (GEER) Fund and part of the federal Elementary and Secondary School Emergency Relief (ESSER) II Fund. The memorandum from the Michigan Department of Education, included in the board packet, outlines the requirements of section 98c, addresses the purpose of the funds, and outlines how funding will be determined. Each district is guaranteed a minimum of \$36.75/pupil to address learning loss brought on by the pandemic.

ESSER II funds are to address learning loss among students of the LEA, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care by:

- Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by differentiating instruction.
 - Beaverton Schools will continue to assess all students by administering the Houghton Mifflin Harcourt (HMH) growth assessment three times a year. The students will have a beginning, middle and end of year assessment to track learning or learning loss. Data from prior years has shown some statistically significant data for our MSTEP testing in grades 3 through 7. However, the testing has shown us some data that informs our instruction so that we can make on the fly changes if needed.
 - Building meetings are scheduled following each assessment to identify Tier 2 student supports based on individual student needs.
 - Progress monitoring every 2 weeks for all students receiving intervention.
 - Refer to Tier 3 academic support for students not making progress.
 - Before and after school academic support.
 - State assessments - MSTEP, PSAT, SAT, WIDA
 - Individual Reading Improvement Plans (IRIP)
- Implementing evidence-based activities to meet the comprehensive needs of students.
 - Tier I, II & III activities are vetted and resources that are purchased and compliant to meet the qualifications of evidence based activities.
 - High quality instruction
 - Formative & Summative assessments to track student progress
 - Targeted tutoring/mentoring
 - Additional school day targeted tutoring specifically designed to close learning loss gaps in Math and ELA
 - Before and after school academic support
 - Additional before/after school day targeted tutoring specifically

- designed to close learning loss gaps in Math and ELA
 - Spring (March / April) after school learning camps for 3-6 grades.
 - Targeted instruction on M-STEP tested content that requires reteaching and review due to learning loss.
 - Extended year learning camp
 - June targeted instruction specifically designed to close learning gaps in Math and ELA
 - Attention to students' social & emotional needs
 - Increase district counselor support
 - Increase district social work and mental health provider capacity
 - Trauma informed training and professional development
 - Behavior support for paraprofessional staff
- Providing information and assistance to parents and families on ways to support students.
 - Title I Parent information days/nights
 - Parent Teacher conferences
 - Xello presentations to help educate/define the portrait of a graduate.
 - Continue to develop community partnerships in our area and region.
 - Reinstate parent volunteer opportunities
- Tracking student performance and engagement in distance learning.
 - We will be able to keep students current with their academic programming by offering their academic programming on the HMH platform, if they are forced to quarantine.
 - The district will purchase some new laptops so that students can have connectivity during any remote learning.
 - Building meetings are scheduled following each assessment to identify Tier 2 student supports based on individual student needs.
 - Progress monitoring every 2 weeks for all students receiving intervention.
 - Refer to Tier 3 academic support for students not making progress.
 - Before and after school academic support.

Quality Evidence-Based Practices

Beaverton Schools 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.

- The district will continue to utilize the Houghton Mifflin Harcourt (HMH) learning platform to monitor student growth in Math & ELA three times per year. Beaverton Schools has triangulated the data and found that the HMH Growth assessments closely align with the State of Michigan grade level equivalencies.
- The LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite is professional learning that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading. It is a flexible literacy professional learning solution for educators and administrators. *LETRS* teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. We have 18 members currently enrolled in the LETRS training program and they are implementing these practices immediately.

Budget

Additional staff and staff training added for adequate intervention support

Before/after school academic programs

Summer school program

Materials for professional development training & programs.