



EMPOWERING THE FUTURE – with Mattawan Pride

Safe Return to In-Person Instruction and Continuity of Services Plan

Formally the “Extended COVID-19 Learning Plan”
as described in Public Act 149, Section 98a

Original Plan: August 2020
Reviewed/Updated; January 2021, August 2021, January 2022, July 2022
Last Updated: June 2023

MATTAWAN CONSOLIDATED SCHOOL

56720 Murray Street, Mattawan, MI 49071 • 269.668.3361 • info@mattawanschools.org • www.mattawanschools.org



Assurances

1. Section 2001(i) of the ARP Act requires an LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, within 30 days after receiving its allocation, a plan for the safe return to in-person instruction and continuity of services.
2. Prior to making the plan publicly available, the LEA must seek public comment on the plan and take such comments into consideration when developing the plan.
3. Under the interim final requirements, an LEA plan for safe return to in-person instruction and continuity of services must describe how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the prevention and mitigation strategies recommended by the CDC.
4. The plan must also describe how an LEA will ensure continuity of services, which must address students' academic needs and students' and staff social, emotional, mental health, and other needs, and which may include student health and food services.
5. In addition, the LEA must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review and, as appropriate, revise its plan for the safe return to in-person instruction and continuity of services, and must seek and take public input into account in determining whether and what revisions are necessary.
6. An LEA that developed a school reopening and continuity of services plan prior to the date of enactment of the ARP Act and that meets the above requirements for public comment will be deemed in compliance but, within no more than six months, the LEA must review and, if necessary, revise the plan to meet the requirements of the interim final requirements.



Quality Evidence-Based Assessment Practices

At Mattawan Consolidated School, we recognize the significance of benchmark assessments in the ongoing evaluation of academic performance. These assessments serve as valuable tools for discerning patterns and gauging the effectiveness of instructional programs at various levels within our educational system.

It is important to note, however, that we refrain from utilizing benchmark assessment data for high-stakes decisions concerning individual student learning. Instead, we maintain our commitment to the utilization and ongoing professional development surrounding formative assessment processes. This approach, deeply rooted in established research, allows us to dynamically observe student progress, facilitating timely adjustments to our instructional approach in meeting student needs..

Our belief in formative assessment process underscores its role as a powerful practice within our teaching and learning framework. Supported by research, this approach provides real-time insights for educators and students alike, fostering accelerated learning and a comprehensive understanding of our students' knowledge and capabilities. Our commitment remains centered on continuous improvement and academic advancement.

Universal Screenings

We regularly share student progress updates with families. Using the STAR benchmark assessment for reading and math three times a year, we provide data from universal screenings for all K-10th grade families. Intervention plans for students are developed and implemented to address student academic deficiencies. Additional feedback on assessments will be communicated through teachers and school updates. Families can easily track their child's progress using the PowerSchool Gradebook System, ensuring convenient access to real-time information. Our goal is to keep parents informed and engaged in their child's education.

Reteach and Reassess

All students engaged in this curriculum will be given the opportunity to master the knowledge, skills, and competencies outlined by both the district and state standards. To ensure this mastery, Mattawan Consolidated School employs continuous assessment to identify students in need of remediation or extension (additional teaching). This assessment includes benchmark tests, teacher-made tests, performance assessments, formative assessments, and teacher observations. The process is as follows:



- Teachers monitor and identify students requiring intervention, re-teaching, or extension.
- Intervention, re-teaching or extension is provided by teachers as needed.
- Students undergo reevaluation after re-teaching, which may involve oral examinations, special assignments, or formal tests.
- If students still need further instruction based on the reevaluation, the process (steps 1-3) is repeated.

Additionally, the use of Power Half-Hour at our elementary schools is integrated to offer individualized intervention, re-teaching, or extension for students. This approach ensures that all students have the opportunity to excel and progress at their own pace.

Educational Goals:

Mattawan Consolidated School has three goals related to student educational progress as we head into the 2023-2024 school year. Through the Michigan Continuous Improvement Process (MICIP) we strive to achieve the following growth in the goals below:

MICIP Goal #1:

By June 30, 2024, our goal is to adopt and implement social-emotional learning experiences within our MTSS structure and align the district math curriculum in order to improve proficiency by 15% in mathematics for economically disadvantaged students.

MICIP Goal #2:

By June 30, 2025, 70% of all students will demonstrate emotional regulation awareness as measured by a research-based social-emotional learning survey.

MICIP Goal #3:

By June 30, 2026, all students will demonstrate a 6% increase in reading proficiency as measured by district benchmark and state assessments.



Instructional Delivery

Mode of Instruction

All Mattawan Consolidated School students will attend in-person school five days per week. Virtual instruction is used in program offerings and specific courses as outlined in each buildings curriculum guide.

Curriculum and Instruction:

In our commitment to fostering a dynamic and thriving educational environment, our teacher professional development initiatives center around three core areas: Professional Learning Communities (PLCs), Multi-Tiered Systems of Support (MTSS), and Capturing Kids' Hearts. These elements are foundational to our mission of equipping educators with the tools and strategies essential for creating an inclusive, supportive, and engaging learning atmosphere.

1. Professional Learning Communities (PLCs):

Our emphasis on PLCs is rooted in the belief that collaborative learning among educators leads to continuous improvement. Through structured collaborative sessions, teachers share insights, strategies, and best practices, enriching the collective knowledge and skills of the entire teaching community. This collaborative approach not only enhances individual teacher growth but also positively impacts student learning outcomes.

2. Multi-Tiered Systems of Support (MTSS):

Recognizing the diverse needs of our students, our professional development addresses the implementation of MTSS. Teachers are equipped with strategies to provide targeted support at different tiers, ensuring that every student receives the assistance they require for academic success. The goal is to create a comprehensive system that identifies, addresses, and monitors the progress of students at varying levels of need.

3. Capturing Kids' Hearts::

Understanding the profound impact of positive teacher-student relationships on academic and socio-emotional development, our professional development places a significant focus on building authentic connections with students. Teachers receive training on effective communication, empathy, and strategies to create a nurturing classroom environment where each student feels valued and supported.

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The Capturing Kids' Hearts approach is woven into our professional development fabric, emphasizing strategies to create a positive and respectful classroom culture. Teachers learn to engage students emotionally, fostering a sense of belonging, safety, and mutual respect, laying the groundwork for successful learning experiences.

Our teacher professional development model is designed to empower educators with the knowledge and skills needed to excel in a rapidly evolving educational landscape. By focusing on Professional Learning Communities, Multi-Tiered Systems of Support, and Capturing Kids' Hearts, we aim to create an environment where both teachers and students thrive, ensuring a holistic approach to education that goes beyond academics to nurture the whole child.

Curriculum Review Cycle

In the ongoing commitment to excellence in education, Mattawan Consolidated School follows a systematic curriculum review cycle to enhance instructional practices and ensure alignment with evolving standards. The 2022-2023 school year witnessed a comprehensive review of the Social Studies and Spanish curricula.

Looking ahead, the 2023-2024 academic year marks the initiation of the review process for K-12 English Language Arts (ELA). This critical evaluation allows us to reassess and enhance our ELA curriculum, ensuring it remains current, engaging, and aligned with the evolving educational landscape.

Equitable Access

Technology

Mattawan Consolidated School has Chromebooks available to all 6-12th grade students. All K-5th grade classrooms have access to iPads and/or Macbooks.

Students with Identified Special Needs

Ensuring equitable access for all students, including those in special education, is a foundational principle in our educational philosophy. We are committed to creating an inclusive learning environment where every student has the opportunity to thrive academically, socially, and emotionally.

Building teams review students' IEPs, IFSPs, and 504 plans according to the standard yearly schedule. This review is conducted collaboratively with parents, and general and special education teachers or providers, with a



focus on addressing any data-driven accommodations and services required due to identified changes in students' needs.

English Learners

Providing equitable education extends to English Language Learners (ELL), recognizing the importance of supporting their unique linguistic and academic needs. To enhance the learning experience for ELL students, we are actively increasing ELL teacher access for students. Mattawan Consolidated School is seeing an increase in the number of students needing support.

Comprehensive professional development programs, resources, and ongoing training for educators specializing in ELL instruction is available. By equipping teachers with the tools and knowledge necessary to address the diverse needs of English Language Learners, we aim to ensure that every student receives an education that is inclusive, culturally responsive, and tailored to their language proficiency level.

Extended Opportunities

We recognize the importance of extended opportunities beyond regular school hours, aiming to create a holistic and enriching learning experience. Our commitment to academic excellence extends into various programs designed to offer students additional support and engagement.

During the summer, we provide a K-8th grade summer learning camp experience that allows students to explore new subjects, reinforce foundational skills, and engage in hands-on learning experiences. This is tailored to accommodate diverse learning styles and bridge any potential gaps in understanding. Our 9-12th grade summer learning camp is focused toward acquisition of credits to move towards completion of graduation requirements.

Mattawan Consolidated School also provides extended learning in our before and after-school academic programs. These sessions are designed to provide students with additional time for tutoring and enrichment activities.

In parallel, our extracurricular programs offer students opportunities to pursue their passions beyond the traditional classroom setting. Whether it's in sports, arts, or other areas of interest, these activities contribute to a well-rounded education by nurturing talents, fostering teamwork, and instilling valuable life skills.

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Health and Safety

Mattawan Consolidated School will fulfill our goal of academic success for all students by providing an equitable, safe, and engaging learning environment, mindful of social and emotional well-being for the entire school community. We will continue to partner with the Van Buren County Health Department to ensure that protocols are implemented to maintain a healthy and safe learning environment for all.

2023-24 Goal Actions

Mattawan Consolidated School has established several action items to work on for the 2023-2024 school year. These action items will help to continue making progress toward the goals established in the district's dynamic strategic plan.

- English Language Arts curriculum review and adoption
- Review and implementation of new academic programming (World Language offerings)
- Demonstrating a 2% increase on reading proficiency across the district
- Demonstrating a 5% increase in emotional regulation by all students across the district.
- Demonstrating a 2% increase on math proficiency across the district
- Continued implementation and enhancement of Capturing Kids' Hearts in all classrooms.
- Continued alignment of content area curriculum through vertical team structures.
- Growth of implementation fidelity of Professional Learning Communities by all school teams.
- Launch and passing of 2024 Bond Initiative