

**Southfield Public Schools**  
*Continuity Learning Plan*  
**Fall 2021- Current**



# Introduction to the SPS Continuity of Learning Plan

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## SPS Vision of Learning Plan

The SPS Continuity Learning Plan is intended to communicate the approach to providing ongoing high-quality academic, social-emotional, and wellness support for students and families from spring 2020 present day.

Southfield Public Schools remains committed to creating learning environments that foster creative thinking, a culture of caring, and personal connections. Through our Distance Learning Plan, SPS will provide students with diverse learning experiences that prepare them for academic success as teachers creatively challenge and inspire their students with engaging and meaningful learning activities. The Southfield Public School District will develop socially responsible and culturally sensitive citizens empowered to meet the challenges of a rapidly changing global and technologically advanced society, characterized by care, curiosity, creativity, critical thinking and the ability to effectively communicate, collaborate, and contribute to society.

As we have developed our Continuity Learning Plan our students will continuously develop and apply skills as communicators, collaborators, ethical and global citizens, creative and critical thinkers, and goal-oriented and resilient individuals. The Southfield Public School District educates all students in a collaborative, safe, supportive and high-quality, student-centered environment, and prepares dynamic, innovative learners to compete within the global society.

To continue with our learning plan, teachers and school-based staff are receiving professional development in techniques and strategies to maintain and strengthen student relationships and to address the academic needs of individual learners. Our school-based educators who are not in the classroom as well as our SPS central staff are committed to supporting both our teachers and students with resources to provide a safe environment to experience learning in new ways.

Additionally, we recognize that schedules for planning and instruction need to be flexible enough to provide choice within structured and independent time for students, families, and staff. We are particularly mindful of health and wellness issues, including the amount of screen-time that is developmentally appropriate for students in different grade levels.

Finally, our plan reflects our belief in taking a community-wide approach that supports the unique needs of students, teachers, and families. The district has continued this learning plan effective beginning in the 2022-23 school year.

## Strategic Plan

**The Southfield Public Schools District has established the following overarching strategic objectives that provide the foundation and direction for the work included in the strategic plan.**

1. Strengthen and sustain the climate and culture of our district to focus on the unique academic and non-academic needs of each student in a way that is culturally sensitive and embraces the unique identity of each student.
2. Develop an aligned strategic infrastructure to focus the entire organization on teaching and learning in a way that supports all stakeholders to perform at the highest level of quality.
3. Align resources (time, people, money, materials) to students need assuring the equitable, but not equal, allocation and access of those resources to maximize student growth and achievement.
4. Create an ethos of nurturing support that ensures all students can reach their highest potential through a system that prohibits any student to flounder or fail.
5. Through collective responsibility, establish a physical and operational environment of safety, cleanliness, innovative spaces and high expectations, partnering with parents, families, community and industry to ensure the highest level of performance by all stakeholders.
6. Establish an environment of high expectations and opportunities for college and career preparedness through awareness and exploration.
7. Prepare students to compete in a global society with opportunities to express a variety of modalities, including self-expression through the fine and performing arts.

# Michigan Integrated Continuous Improvement Plan (MICIP)

## District's Goal

To bolster district wide systems of support designed to increase student academic achievement by 7% by June 30, 2023 and build the capacity of social emotional learning for all stakeholders.

## District-Wide Student & Staff Check-Survey

The district has developed a Student and Staff Check-in Survey to assist in identifying the academics and social-emotional needs of individuals in the community. The survey is being used to assist individuals that are in need of mental health services. The purpose of these surveys is to provide the district with data that will assist with decision making as well as to provide data on whether we are meeting our MICIP Goal within the district.

## The main focus areas are as follows:

- Multi-Tiered Systems of Support (MTSS) Framework
- Academic Performance
- Restorative Practice
- Mindfulness and Social Emotional Learning

## SPS Instructional Infrastructure Guiding Principles

The Instructional Support Network builds the capacity of district administrators to provide leadership in making connections between planning for instruction and planning for professional development. It is these connections that provide the foundation for continuous school improvement.

## SPS Leadership Focus on Whole Child

The State of Michigan has emphasized that it is dedicated to serving the Whole Child, and the Michigan Department of Education has committed to using the [Whole School, Whole Community, Whole Child \(WSCC\) Framework](#) as guidance in future school improvement efforts (ASCD, 2020). In the development of our Distance Learning Model, Southfield Public Schools remained aligned to this framework and committed to serve the Whole Child as decisions are made and systems are developed that keep our children safe, healthy, engaged, supported and challenged.

It is necessary to see the work in the moment as well as plan for the near and far future. A “minimum standard of care” and a focus on short-term work is a priority.

SPS leadership is continuously planning and re-evaluating how we can elevate current efforts to meet the needs of students and families and mobilize for long-term work. Here is a framework for our approach:

- Decisions must support all student populations.
- Be reasonable, flexible and ready to adapt when needs arise.
- Keep it simple by encouraging the use of materials, resources and platforms that are already in use.
- Instructional models may be a blending of non-technology and virtual platforms.
- To the extent possible, support and training for all essential staff should occur prior to implementation of the school’s program and throughout the duration of the remaining school year.
- Systems and processes must be created and disseminated to support student/family needs, both including and beyond academics.
- Extend grace to all in these unique and trying times.

**Southfield Public Schools Leadership remains committed to:**

- Fair and equitable access to curriculum for all students and the continuous auditing of equitable practices and policies among and across school-community efforts
- Providing academic assistance to students/parents/caregivers.
- Strategizing outreach to parents and caregivers of special needs children to discuss how to best facilitate learning for all children.
- Strategic community and family partnerships and coordination.
- Utilizing the district provided social emotional learning resources and training for students, staff, and families.
- Provide trauma-informed professional learning that is relevant and responsive to the needs of students, families and school-communities.
- Partnerships with local agencies to check on students who may be at-risk or families who you know may need additional support.
- Planning for quality over speed and taking the necessary time to ensure that there is clarity and thoughtfulness in what we plan to do.
- Public statements that align with our principles for outreach. Long range planning done to include possible future school shutdowns to address any new community health issues.

## Assessments

Southfield Public School District understands test-taking is a complex and challenging process where many students, including high-achieving students, struggle. What is most important is how students perform over time. Test data is used to inform instruction and highlight student needs.

Testing measures continue to become increasingly challenging and decrease in performance may not reflect performance regression, but the increasing complexity of a specific test.

Standardized test scores provide a snapshot of student content competency levels at a specific time, and they are important, as are letter grades. However, educational trends are shifting, and standardized test results are just a part of a student's overall portfolio.

Southfield Public Schools is committed to working with and elevating the excellence and capability of the whole child. The district continues to refine its instructional infrastructure, intense student support network and talent management systems to create holistic opportunities for students to be college and career ready.

### List of Assessments

- Michigan Literacy Progress Profile K-3 (Fall & Spring)
- i-Ready Grades K-8 (Fall, Winter, Spring)
- NWEA Grades 9-12 (Fall, Winter, Spring)
- M-Step Grades 3rd - 8th, 11th (Spring)
- PSAT 8/9 Grades 8th and 9th (Fall & Spring)
- PSAT 10- Grades 10th (Spring)
- PSAT NMSQT Grades 10th & 11th (Fall)
- SAT- Grades 11th (Spring)
- ACT Workkeys 11th (Spring)

## Addressing Learning Loss

We recognize that recovering learning will require a researched-based approach to increasing instructional time, increasing coaching of instructional staff and providing research based professional development. Below are the ways in which we are addressing learning loss

- Continued training to establish a districtwide MTSS process (at-scale) for all tiers of instruction, including a district level liaison to directly support schools in implementing these protocols with fidelity
- Structured opportunities for additional academic and social-emotional support beyond the school day to create a strong foundation for our learners by implementing a targeted *approach* that is skill-based in reading and mathematics in grades K-8.
- Renew and utilize our i-Ready & NWEA Subscription for all K-8 and 9th-12th students to continue progress monitoring and evaluating our student's growth during school and afterschool programs
- Provide opportunities for our 8th-11th grade students to take the Fall PSAT Assessments
- Develop after school programs to address learning loss and credit recovery for students in grades 9-12.
- Provided engaging literacy, math, stem and multicultural academic workshops for students and families
- K-12 master schedules to include Professional Learning Communities (PLCs) for continuous data collection, analysis, collaboration, implementation and monitoring of research and evidence-based instructional strategies.
- Review K-5 master schedules to determine designated instructional time for mathematics; intentional and consistent learning walks with admin/central office to observe teaching during this instructional time. Work with leadership teams to create a school level plans to address these issues.
- Sustained professional development for teachers with specific districtwide strategies and support to address learning priorities and behavior.
- Identify, implement and support district wide data protocol.
- District Math Coach will work with classroom teachers in assisting with the full implementation and monitoring of the district's adopted math program in response to intervention needed for student growth and achievement.
- District Literacy Coaches will provide direct coaching and other professional development support to K-8 teachers that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices through literacy initiatives, resources and training.
- Develop district process for program evaluation.

- District training in diversity, equity and inclusion to ensure students have a safety net and individual needs and accommodations are addressed to ensure equitable access to curriculum, resources, and support.
- Analyze/Dissect all K-12 curriculum resources for ELA and Math to identify gaps and determine supplemental resources needed to support learning. Based on findings, purchase resources accordingly and create action plans and protocol for implementation.
- Build capacity in school leaders with strategies to have consistent courageous conversations with teachers related to academic data, instructional practice, professional goals and educational beliefs that support all learners.
- Purchase engaging, research-based curriculum resources that address learning gaps, as well as accelerate the learning of our students
- Ongoing Professional Development on curriculum resources, MTSS, Restorative Practices, mindfulness, and data analysis.

SPS is committed to improving student learning and accelerated learning, provide quality interventions and evidence-based instructional strategies, and implement professional learning communities throughout the district.

## **Summer School Program**

SPS has created a summer school program that enriches student learning as well as focus on closing academic gaps. This 5-week program provides students in K-8 with additional academic instruction focused on individual student needs beyond the regular school year. The goal of the summer programs is to mitigate learning disruption and continue to engage students in academic, specials and electives, and social-emotional support, while also narrowing focus to students with the greatest need to close the achievement gap.

Families were provided with a Summer School Video to go over the Summer School Program in detail. The video explains everything you need to know for this year's summer school including dates, times, locations, needed materials, and how to register. [Click the link to view.](#) Families were also provided a summer school Learning Manual. [Click Here to view](#)

## **Intense Student Support Network (ISSN)**

### **Core Beliefs**

All students receiving intense student support services are general education students who:

- Receive collaborative instruction in the least restrictive environment



- Have opportunities for specific specially designed instruction tailored to meet their individual needs
- Have access to high-quality, rigorous, and individualized instruction

## **ISSN Policies and Procedures Manual**

### [ISSN Policies and Procedure Manual](#)

The purpose of the manual is to provide all SPS Staff with a practical guide containing policies, procedures and general best practices when providing special education services.

**\*Coordination of services** - The ISSN works collaboratively with administration, teachers, counselors, social workers, central office staff, and all stakeholders to identify students and families in need of support services and develops plans and resources to address those needs.

## **English Language Learners (ELL)**

The ELL Department recognizes the unique needs of English Learners (EL) and their families. As always, our mission is excellent service for all English Learners and families social, emotional and academic needs. English Learners will receive access to the same high-quality grade-level instruction as all SPS students.

ELs will participate in grade-level instruction and activities as well as engage in daily English Language Development (ELD) activities to simultaneously develop English language proficiency, content understandings, and access to graduation requirements. It is important for students to read, write, speak, and listen to English every day. It is equally important that families encourage reading, speaking, writing, and interacting in their preferred home language while they are learning the English Language.

## **Student Support Network**

### **Who Are We**

The Student Support Network is an advocate and mediator for students who need additional resources for academic and non-academic support, social emotional well-being and resources to address the whole child in and beyond the classroom environment. SPS leadership is continuously planning and re-evaluating how we can elevate current efforts to meet the needs of students and families and mobilize for long-term work. Such as:

- Providing academic assistance to students/parents/caregivers.
- Strategic community and family partnerships and coordination.
- Understanding the Social Emotional Learning (SEL) [CASEL Framework](#)

- [Trauma-informed approaches](#) that are relevant and responsive to the needs of students, families and school-communities.
- Partnerships with local agencies to check on students who may be at-risk or families who know need additional support.
- Planning for quality over speed and taking the necessary time to ensure that there is clarity and thoughtfulness in what we plan to do.

## Physical, Mental and Emotional Health

During these uncertain times, it is understandable that adults are experiencing high levels of anxiety, however, children are feeling stressed too. We have connected our community to some thoughtful resources that offer in-person and remote sessions, as needed. This is an opportunity to augment how we are connected to each other, how we rely on each other, how important self-care and self-compassion is to our mental health; and how we need to help each other and ourselves in order to have a mentally healthy community.

### Easter seals

For current individuals accessing Easter seals services, Easter seals is offering telehealth. This can be completed through a smartphone, tablet or computer. For those individuals that do not have access to the internet, Easter seals is offering telephonic services. This may be done on a case-by-case situation. People can call 248-475-6300 to get set up for an appointment.

For new individuals, they may call the Easter seals office at 248-475-2150 to get scheduled for intake. Easter seals will offer intake using telehealth and will continue to provide services using a telehealth platform. For those individuals that are utilizing their psychiatrist/doctors, they are using telehealth as well. People can call 248-475-6300 to get scheduled.

**Administrators:** Please don't hesitate to reach out should you have more questions. If you have a family that is in need of services, please complete the referral form and email it back to Ms. Jennifer Thayer at Easter seals.

**Contact:**

Jennifer Thayer, LMSW, CAADC  
Program Manager  
Office: 248.475.6307 | Fax: 248.475.6370  
jthayer@essmichigan.org  
Easter seals Michigan  
2399 E. Walton Blvd., Auburn Hills, MI 48326  
www.EastersealsMichigan.com

## Ascension Michigan School-Based Health Centers

Ascension Michigan School-Based Health Center is located within our comprehensive high school, Southfield High School for Arts & Technology, and offers medical and mental services to students. The medical services available are as follows: COVID-19 symptoms, follow up visits, medication refills, rash, acne, allergies/ sinusitis/ URI, pediatric constipation, asthma refills, contact dermatitis, eye complaint, fever, influenza, pediatric gastroenteritis, headache, insect bites, nose bleeds, Otitis Externa, skin infection, and health education sessions). The mental health services provided are: treatment for anxiety, trauma, grief, behavioral/mental health education, psychoeducation, mindfulness, coping skills, and depression. Parents will need to provide verbal or written consent for services.

## Career & Technical Education Programs

SPS will continue to offer and expand the variety of courses within each program that students can select from within our Career and Technical Education program. Each program has an Advisory Board made up of business and organizational leaders. The purpose of the advisory is to provide us with current knowledge and skill sets that business and industry leaders are looking for in employees. We also have post-secondary partners for each program. They are:

- Ferris State - Radio and TV Broadcasting
- U of M Ann Arbor, Baker College and OCC/Walsh - BMA
- Lawrence Technical University and OCC - CAD
- Schoolcraft College - Culinary Arts
- U of M Ann Arbor, Baker College and OCC - Finance
- Baker and OCC/Walsh - Marketing

Our Southfield students also attend the Oakland Schools Technical Campus SE where they take Career and Technical Education courses that we do not offer. Southfield students make up 25% of the campus population of the twelve school districts that feed into these programs. The programs that are offered there are:

- Agriscience and Natural Resources
- Construction Technology
- Teacher Cadet
- Health Sciences
- Cosmetology
- Transportation Technology
- Visual Imaging Technology

Career and Technical Education helps to prepare students for post-secondary education. All of our programs will offer certifications in the near future so students can become employed as they

work towards a degree. CTE programs provide opportunities for students to meet our graduation requirements through rigorous coursework while gaining the knowledge and skills required by business/industry leaders. The programs are designed and our staff is dedicated to helping students reach their potential!

## **Dual Enrollment**

### **PROGRAM OVERVIEW**

The purpose of this program is to supplement and enrich the educational experience by allowing your scholar to pursue coursework which otherwise would not be available during his or her high school career. Students enrolled in the district Dual Enrollment program are expected to complete all high school graduation requirements, as outlined by the Michigan Merit Curriculum (MMC) and the Southfield Public Schools Board of Education. Students admitted to this program are granted full college/university privileges, including use of the library and recreational facilities.

### **COURSE LIMITATIONS**

Students are permitted to take academic courses that are eligible for tuition support from the State of Michigan Department of Education. However, courses that are a hobby, craft, recreational, or a course that is in the areas of physical education, theology, divinity, or religious education, are not eligible for tuition support.

## **WHO IS ELIGIBLE TO DUAL ENROLL?**

- Students who are enrolled in at least one course at Southfield High School for the Arts and Technology or University High School Academy.

## **Credit Recovery: Saturday School & SHSAT After-School Program**

### **PROGRAM OVERVIEW**

#### **High School Students Only:**

Southfield Public Schools' "High School Credit Recovery Program" is designed to help high school students who have failed a class the opportunity to retake a course and earn credits for coursework they need in order to graduate. Classes will be held on Saturdays from 8 a.m. to 1 p.m. at Southfield A&T High School.

#### **High School Credit Recovery Registration:**

- Saturday School / Grade Replacement is for district high school students ONLY

- The Grade Replacement option can only be exercised four times in a high school students' career
- Students MUST have a counselor recommendation form prior to registration

A new credit recovery program has been established beginning in the 2022-23 school year for students to recover graduation credits in the afterschool program at Southfield High School for Arts & Technology. This provides flexibility for students who work on weekends or have other obligations on Saturdays and another opportunity to reach their academic goals.