



Lakewood Public Schools
2021/22 COVID-19 Learning Plan

Address of School District/PSA:	Lakewood Public Schools
District/PSA Code Number:	34090
District/PSA Website Address:	<u>www.lakewoodps.org</u>
District/PSA Contact and Title:	Steven C. Skalka, Superintendent
District/PSA Contact Email Address:	<u>stevenskalka@lakewoodps.org</u>
Name of Intermediate School District/PSA:	Ionia Intermediate School District
Name of PSA Authorizing Body (if applicable):	
Date of Adoption by Board of Education/Directors:	September 13, 2021

Assurances

1. The District/PSA will make their board approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2021.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2022, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2021-2022 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2021-2022 school year and again not later than the last day of the of the 2021-2022 school year.
4. If delivering pupil instruction virtually, the District/PSA 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/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2021-2022 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength

- Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
 7. The District/PSA assures that
 - instruction will be delivered as described in this plan and approved by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2021-2022 school year,
 - the District/PSA will re-confirm how instruction will be delivered during the 2021-2022 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
 8. The District/PSA 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.
 9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2021-2022 school year.


President of the Board of Education/Directors

9/13/21
Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2021-2022 school year.

The **mission** of the Lakewood Public Schools is to prepare our students for success. Its **vision**, as a community we will educate, empower, and equip our students for life. And its **promise** is to do these things for every student, every class, every day.

This mission, vision, and promise was developed as part of a strategic plan that guided the work of the district prior to the COVID-19 global pandemic and there is no reason it should not guide our work as we partner with our parents and community to educate our students in the midst of and on the other side of the pandemic.

As a result, this Extended Continuity of Learning Plan is a companion document to the Lakewood Public Schools strategic plan. Together the two documents provide the District guidance necessary to chart a course of action for the 2021-22 school year ensuring the District provides its students an educational program whose focus is both excellence and equity in a physically and emotionally safe environment.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2021-2022 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2021-2022 school year and not later than the last day of the 2021-2022 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

For the last several school years, the Lakewood Public Schools have administered the NWEA assessments in ELA/reading and mathematics so as to provide teachers and parents an understanding of the skills and knowledge their students have at the start of a school year and then develop over the course of it. Along with other local formative assessments, NWEA provided teachers with information to individualize instruction and target support where needed. Baseline results from September administration of the assessments will continued to be used in that manner.

2021-22 Benchmark Testing Goals

Goal #1

At least 80% of all students grades K-8, and those within identified subgroups, will demonstrate observable growth in math and reading between the baseline September benchmark testing and May end of year testing.

Goal #2

The percentage of students achieving their projected growth targets in math and reading from baseline September benchmark testing and May end of year testing will increase 3% over their previous school year's projected growth results per grade level (K to 1st, 1st to 2nd, etc).

The presentation of these goals to the Board of Education at their September 13, 2021 regularly scheduled meeting can be verified in the subsequently approved and posted meeting minutes.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2021-2022 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

The Lakewood Public Schools provided in-person instruction to between 80% (August, 2020) and 88% (May, 2021) of its students five days per week during the 2020-2021 school year. Students (and their families) that chose remote instruction during the 2020-21 school year were provided access to the curriculum and instruction from LPS teachers daily. To provide remote students with elective opportunities at the secondary level, third-party remote providers such as APEX and MiVHS were made available.

During the 2021-22 school year, all students will be expected to attend in-person five days a week following the published school calendar: [21/22 LPS Calendar](#)

The District will return to limited remote learning options based on offerings provided in school years prior to March, 2020, primarily at the secondary level for courses not offered in the Lakewood Public Schools or when there is a course schedule conflict outside the control of the student.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Curriculum and Instruction – The Lakewood Public Schools implements a continuous cycle of teaching and learning characterized by curriculum, instruction, and assessment aligned to state standards.

- Curriculum
 - Students learning in-person will follow the established curriculum as would have been delivered in previous school years
- Instruction
 - Lessons will reflect best practices including direct instruction, guided practice, independent practice, and reteaching based on students' demonstrated understanding
 - Differentiated instruction is expected. Students will be given benchmark and formative assessments the data of which will be used by teachers to develop specific scaffolds and interventions to help all students succeed
- Assessment
 - See next section

Curriculum, instruction, and assessment will be delivered consistent with a 180-day/1098-hour school year.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Assessment and Student Progress Monitoring/Reporting – Behind high levels of student achievement is a thorough understanding of how assessment results, specifically individual student data, inform teaching and learning. Daily formative assessments are the backbone of such an assessment program. They may take many forms, oral and/or written, but they provide teachers the information necessary to make in the moment instructional decisions, provide students timely feedback, and determine next steps instructionally for the following day's lesson.

Summative assessments, given at the end of each curricular unit or academic term, are developed in a manner of “backward mapping” from what it is that students should know and be able to do as a result of their engagement with the content standards and related instruction. Results of these assessments not only make up a significant portion of a student's “grade”, but are used by teachers of similar grade levels or content areas to adjust curriculum and instruction for future groups of students.

The District makes available to our parents access to their students' progress in real time through the Skyward web-based student management system. Teachers understand their responsibility to keep their electronic gradebooks up to date as well as contacting parents directly when students are not performing well so that they may work in partnership to help students be more successful. Written progress reports, “report cards”, and transcripts are also provided to document student progress.

State and national assessments are given throughout the school year. They provide additional information to the District for curriculum planning and instruction purposes as well as providing parents a snapshot in time of their student(s) in comparison to grade level peers outside the district. Copies of individual student reports provided by the state and national assessment administrators of these assessment are shared with parents.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Since schools were closed in March, 2020, the Lakewood Public Schools has invested a considerable amount of money to achieve one-to-one status for students with respect to District owned electronic learning devices. A one-to-one student device program will be implemented for the 2021-22 school year. Though students are expected to attend in-person, in the event of any individual, class, grade level, or school building isolation or quarantine, every student will have a school issued device to complete school work.

As a rural school district, it is understood that devices without connectivity is not sufficient. To address connectivity issues, the District has reserve of hotspots to issue, has installed equipment that extends its network signal beyond the interior of its school buildings to building parking lots, entered into a Letter of Agreement with its local teacher association to open school computer labs after school hours, and contacted community organizations, such as its churches, regarding availability of their facilities to assist students and their families.

- **Please describe** how the District/PSA 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.

Annual reviews of students' IEPs, IFSPs, and 504 plans are conducted in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

General, special education teachers, and/or providers continue to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**
- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.
- 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

District staff with ELL, Homeless, and other such special populations responsibilities have access to all the resources they previously had and the expectations for serving these populations during the 2021-22 school year have not changed.

With respect to students participating in academic programs offered by organizations with the whom the District partners (the ISD, a college/university, the College Board etc.), the District will work with said partners regarding their availability providing transportation when open, following their health and safety protocols when students are in attendance at their site, or even offering third-party providers such as APEX to meet the Advanced Placement needs of remote learners.

