

WHITE CLOUD PUBLIC SCHOOL DISTRICT
Extended COVID-19 Learning Plan
as Described in [Public Act 149](#), Section 98a

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2021 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2021 for approval. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.



White Cloud Public School District Extended COVID-19 Learning Plan

Address of School District/PSA: 555 Wilcox Ave., White Cloud MI, 49349

District/PSA Code Number: 62090

District/PSA Website Address: www.whitecloud.net

District/PSA Contact and Title: Ed Canning, Superintendent

District/PSA Contact Email Address: canninge@whitecloud.net

Name of Intermediate School District/PSA: Newaygo County RESA

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website.
2. 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-5, 6-8, and 9-12 of the of the 2021-2022 school year.
3. If delivering pupil instruction remotely or 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.
4. 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.
5. 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-5, 6-8, and 9-12 who are enrolled in the District/PSA.
6. The District/PSA assures that
 - instruction will be delivered as described in this plan and re-confirmed 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
 - 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.
7. 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.

District Superintendent or President of the Board of Education/Directors

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 COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 2019-20 and 2020-21 school years, we anticipate that students will return to in-person instruction in the fall of 2021 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

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, 2021. 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) and formative assessments are aligned to state standards and will be administered to all pupils K-5, 6-8, and 9-12 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 formative 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.

Quality Evidence-Based Assessment Practices:

The White Cloud School District 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.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, White Cloud School District will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

September 14, 2021

White Cloud Elementary School and Junior High School 2021-22 Educational Goals
Grade K-8

The NWEA assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Special Education Goal:

Some students with disabilities participate in the MI-Access assessment and will not be able to participate in the benchmark assessments administered by their local school district. The scores for the assessments below will be included in the district report of the educational goal as required by Public Act 149. It is not a requirement that the data be reported to the regional data hubs.

Goal:

75% of the alternative curriculum students will make progress towards their IEP goals.

White Cloud High School 2021-22 Educational Goals
Grades 9-12

White Cloud High School Semester Exam assessments in Reading/ELA and Math will be administered to all students at the end of each semester. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on semester examinations.

Goal 1 - All students (9-12) will improve performance in Reading/ELA from start to end of each semester as measured by semester examinations.

- **All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.**
- **Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.**

Goal 2 - All students (9-12) will improve performance in Mathematics from start to end of each semester as measured by semester examinations.

- **All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.**
- **Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.**

Special Education Goal:

Some students with disabilities participate in the MI-Access assessment and will not be able to participate in the benchmark assessments administered by their local school district. The scores for the assessments below will be included in the district report of the educational goal as required by Public Act 149. It is not a requirement that the data be reported to the regional data hubs.

Goal:

75% of the alternative curriculum students will make progress towards their IEP goals.

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).

Mode of Instruction:

To start the school year, all K-5, and 6-8 students will attend school every day for in-person instruction.

9-12 students will begin the year with in-person. Students will be able to maintain their normal schedules and allow them to have access remotely during the year if they are sick or quarantined.

- **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: Academic Standards:

The White Cloud Public School District curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2021-22 School Year. Teachers will implement instructional approaches to meet the range of student needs as they return to in-person instruction in the fall of 2021, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face classroom environments, and incorporate well-being and SEL/trauma-informed practices into their instruction.

- **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 Grading:

White Cloud Public School District bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

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.

Technology:

The White Cloud School District ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. The White Cloud Public School District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan.

- **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.

Students with identified special needs:

Although White Cloud Public School District operates programs for students from Kindergarten to 12th grade (or to 26 years of age), for goals and benchmark assessment as required by this legislation. The White Cloud Public School District remains committed to addressing the needs of all learners every day.

Educational Goals:

Some students with disabilities participate in the MI-Access assessment and will not be able to participate in the benchmark assessments administered by their local school district.

Instructional Delivery & Exposure to Core Content

Mode of Instruction:

Students with disabilities are offered in-person instruction for all classes.

Curriculum and Instruction: Academic Standards

The curriculum taught in non-diploma bound classes is aligned to state common core standards and the state alternate content standards.

Assessment and Grading:

Each special education program has an established system and timeline for reporting progress to pupil's and the pupil's parent or legal guardian. This progress is typically reported in the form of a progress report of the Individualized Education Plan (IEP) goals and objectives and is delivered in a paper format at the same rate as students without disabilities receive progress reports.

Equitable Access or Students with identified special needs:

The White Cloud Public School District will consider the unique technology supports a family with a student with disabilities. Technical support will be offered to families to support their learning needs to access and utilize accessibility features on the device or in the learning platforms required for their child to engage in learning. The district recognizes that providing technical support to families may be different for the families with a student with disabilities in their home and will work with the special education teacher or provider to evaluate and determine what additional supports are needed.