



POTTERVILLE PUBLIC SCHOOLS

District/PSA Template for the Extended COVID-19 Learning Plan as Described in [Public Act 149](#), Section 98a

September 7, 2022

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 2022-2023, 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, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.

Potterville Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 422 N. High Street, Potterville, MI 48876

District/PSA Code Number: 23090

District/PSA Website Address: <https://pottervillepublicschools.squarespace.com/>

District/PSA Contact and Title: Mr. Kevin Robydek Ed.S., Superintendent

District/PSA Contact Email Address: RobydekK@ppsvikings.org

Name of Intermediate School District/PSA: Eaton Regional Education Service Agency

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

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 no later than October 1, 2020.
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, 2021, 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 2022-2023 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 2022-2023 school year and again not later than the last day of the of the 2022-2023 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 2022-2023 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 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 2022-2023 school year,
 - the District/PSA will re-confirm how instruction will be delivered during the 2022-2023 school year thirty days after ISD 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 2022-2023 school year.



District Superintendent or President of the Board of Education/Directors

9-7-2022

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 2022-2023 school year.

Note: Pottersville Public Schools' Board of Education has adopted a revised [Continuity of Learning Plan](#) and [Preparedness and Response Plan](#) on July 10, 2020.

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 first 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 19-20 school year, we anticipate that students will come to school in the fall of 2020 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.

Pottersville Public Schools is offering one option for our models of instruction: face-to-face. Currently, our Board of Education voted to have all students attend school face-to-face under all controllable circumstances. The only way in which the district will not remain face-face-face is if there are circumstances out of the district's control that force a change.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2022-2023 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 2022-2023 school year and not later than

the last day of the 2022-2023 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.

Quality Evidence-Based Assessment Practices

Pottersville Public 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 the district.

Pottersville Public Schools 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 also understand the importance of better reaching our students through differentiated instruction that provides meaningful and intentional educational experiences that focus on students' needs.

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. Likewise, setting appropriate and challenging goals for students allows for us to celebrate their progress and embed a growth mindset.

Educational Goals

Pottersville Public Schools has an extensive MTSS framework that fosters high levels of collaboration to better meet students' needs. The district has a solid foundation of supports and processes to identify, monitor, and evaluate students' achievement and progress with our Child Study Team, Student Support Staff (Academic/Behavior Coaches, Guidance Counselor, and Social Worker), Data Review Days, benchmark assessments, and SMART goals. We then continuously progress monitor throughout the school year to make any necessary adjustments that may impact student achievement.

The NWEA assessments in reading and mathematics will be administered to all students during the fall, winter, and spring. Formative assessments will provide information to inform our progress toward our goals over the course of the year. 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 (Middle of the Year Reading Goal)- After the winter benchmark NWEA assessment, our average RIT scores per grade level in Reading will increase by two points from the fall assessment average.

- Teachers will use progress monitoring assessments to provide ongoing feedback about the effectiveness of instruction, determine students' progress toward important and meaningful goals, and make timely decisions about changes to instruction so that students will meet those goals.

Goal 2 (End of the Year Reading Goal)- After the spring benchmark NWEA assessment, our average RIT scores per grade level in Reading will increase by four points from the winter assessment average.

- Teachers will use progress monitoring assessments to provide ongoing feedback about the effectiveness of instruction, determine students' progress toward important and meaningful goals, and, make timely decisions about changes to instruction so that students will meet those goals.

Goal 3 (Middle of the Year Math Goal)- After the winter benchmark NWEA assessment, our average RIT scores per grade level in Math will increase by two points from the fall assessment average.

- Teachers will use progress monitoring assessments to provide ongoing feedback about the effectiveness of instruction, determine students' progress toward important and meaningful goals, and, make timely decisions about changes to instruction so that students will meet those goals.

Goal 4 (End of the Year Math Goal)- After the spring benchmark NWEA assessment, our average RIT scores per grade level in Math will increase by four points from the winter assessment average.

- Teachers will use progress monitoring assessments to provide ongoing feedback about the effectiveness of instruction, determine students' progress toward important and meaningful goals, and make timely decisions about changes to instruction so that students will meet those goals.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2022-2023 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).

Note: Potterville Public Schools' Board of Education has adopted a revised [Continuity of Learning Plan](#) and [Preparedness and Response Plan](#) on July 10, 2020.

Mode of Instruction

Potterville Public Schools is offering one option for our models of instruction: face-to-face. Currently, our Board of Education voted to have all students attend school face-to-face under all controllable circumstances. The only way in which the district will not remain face-to-face is if there are circumstances out of the district's control that force a change.

- **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.

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The Pottersville Public Schools' curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use effective instructional strategies as provided in Dr. John O'Connor's book, "Great Instruction, Great Achievement" 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 2022-2023 school year.

As our teachers work to engage students face-to-face, this cycle provides a model in Dr. O'Connor's book that promotes practice turns and feedback:

- **Teacher models and/or provides prompt.** The teacher can model how to solve a word problem, summarize a text, write an introductory paragraph, solve a chemistry equation or any other skill, or he/she can give a prompt so students can jump in without an initial model. The prompt might be to write pros and cons of a policy, make a prioritized list, make a prediction about a novel or any other action that propels them into the day's instruction.
- **Students write.** Each student works on their own. This can take just anywhere from 1-10 minutes depending on the task. Their attempt should involve writing (in the largest sense of the word). It can include solving an equation, highlighting a text, developing a visual organizer, summarizing the most important points of the teacher-led discussion, or any other way to document their work on paper (or device).
- **Students explain their work.** Students should show and explain their work to one or more peers.
- **Students write again.** Students update, add to, revise, or expand upon their own work based on the feedback and discussion from other students.
- **Teacher debriefs and models.** The teacher debriefs the short assignment with the class, seeking input from students, answers questions and models when appropriate.

This circular sequence then continues and should take place several times during a lesson.

- **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

Potterville 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

Potterville Public Schools is offering one option for our models of instruction: face-to-face. Currently, our Board of Education voted to have all students attend school face-to-face under all controllable circumstances. The only way in which the district will not remain face-face-face is if there are circumstances out of the district's control that force a change.

- **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

Potterville Public Schools is offering one option for our models of instruction: face-to-face. Currently, our Board of Education voted to have all students attend school face-to-face under all controllable circumstances. The only way in which the district will not remain face-face-face is if there are circumstances out of the district's control that force a change.

The district's goal is to ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services (speech and language, occupational therapy, physical therapy, social work services and teacher consultant) identified in the student's IEP, IFSP or a plan developed under Section 504.

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.

The district has established structures for general and special education teachers and/or providers 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.

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Pottersville Public Schools has an extensive MTSS system that is evident throughout the district. Our efforts to ensure that all students have the resources and supports needed to be successful will remain intact during the school year. Our students with disabilities, vulnerable students, and at-risk students all have equal access to these resources and supports. We will use our MTSS system and teams to ensure that all of these students will still be identified and supported throughout the school year. As a district we also provide numerous opportunities to our students that include but are not limited to dual enrollment, High School Advantage, Career and Technical Education (CTE).