

**Ishpeming Public School District No. 1**  
**319 East Division Street**  
**Ishpeming, Michigan 49849**

**Extended COVID-19 Learning Plan**  
**2020-2021**

Address of School District: [319 East Division Street, Ishpeming, MI 49849](#)

District Code Number: [52180](#)

District Website Address: [www.ishpemingschools.org](http://www.ishpemingschools.org)

District Contact and Title: [Carrie Meyer, Superintendent](#)

District Contact Email Address: [cmeyer@ishpemingschools.com](mailto:cmeyer@ishpemingschools.com)

Name of Intermediate School District: [Marquette-Alger RESA](#)

Date of Approval by ISD/Authorizing Body: [September 22, 2020](#)

## Assurances

1. The District 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 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 2020-2021 school year for goals the District expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District 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 2020-2021 school year and again not later than the last day of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District 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, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 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 Board's discretion. Key metrics that the District 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 determines that it is safe to provide in-person instruction to pupils, the District will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
7. The District assures that

- instruction will be delivered as described in this plan and approved by the District Board,
  - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - the District will reconfirm how instruction will be delivered during the 2020-2021 school year 30 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 during a public meeting described in PA-149.
8. The District 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 will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District 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. The District will publicly announce its weekly interaction rates at each District Board meeting where it re-confirms how instruction is being delivered. The District will make those rates available through the transparency reporting link located on the District website each month for the 2020-2021 school year.



\_\_\_\_\_  
District Superintendent

09.22.2024

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Date



\_\_\_\_\_  
President

09.22.2024

\_\_\_\_\_  
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 2020-2021 school year.

The COVID-19 global pandemic could impact the students of the Ishpeming Public School District in a number of ways. Concerns in which we anticipate with students include: gaps in learning, equality issues, and social/emotional issues.

As we return to school, 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 some 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 process for each student.

As the Ishpeming Public School District started school face-to-face for 80% of our student enrollment, we started the other 20% of our students in our on-line academy. This extended learning plan will ensure that there are structures in place to help ensure student engagement and achievement for all. The plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

### Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District must establish all of its goals no later than September 15, 2020.
- **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 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 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District’s educational goals are measurable through a benchmark assessment or benchmark assessments.

- To the extent practicable, the District will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

The Ishpeming Public School District Board of Education and staff 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 instructional decisions about individual student learning. Our educators will continue 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.

#### Birchview

Students will improve performance in Reading/ELA and Math from Fall to Winter, and from Winter to Spring. Student progress/growth will be measured through the NWEA test, and based on the 2020 grade level norms, as listed below:

	Fall	Winter	Spring
K	R 136.65 M 139.56	R 146.28 M 150.13	R 153.09 M 157.11
1	R 155.93 M 160.05	R 165.85 M 170.18	R 171.40 M 176.40
2	R 172.35 M 175.04	R 181.20 M 184.07	R 185.57 M 189.42
3	R 186.62 M 188.48	R 193.90 M 196.23	R 197.12 M 201.08
4	R 196.67 M 199.55	R 202.50 M 206.05	R 204.83 M 210.51

#### Ishpeming Middle School

The educational goals expected during the 2020-2021 school year relate to growth and progress. Anticipating that there will be a learning loss, teachers are expecting to

conduct remedial work at the beginning of the school year. Through NWEA testing at 3 separate points, pre and post assessments, etc, staff will be able to monitor growth of individual students and groups as a whole. Students will be assessed with the Reading and Math portions of the NWEA at the beginning, middle, and end of the school year. Student progress/growth will be measured based on the 2020 grade level norms.

#### Ishpeming High School

The educational goals expected during the 2020-2021 school year relate to growth and progress. Anticipating that there will be a learning loss, teachers are expecting to conduct remedial work at the beginning of the school year. Through NWEA testing at 3 separate points, pre and post assessments, etc, staff will be able to monitor growth of individual students and groups as a whole. Students will be assessed with the Reading and Math portions of the NWEA at the beginning, middle, and end of the school year. Student progress/growth will be measured based on the 2020 grade level norms.

### **Instructional Delivery & Exposure to Core Content**

- **Please describe** how and where instruction will be delivered during the 2020-2021 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 IPSD back to school plan is aligned to the state required protocol, and most of the strongly recommended protocol. In phase 5 our District goal is to teach all students, grades PreK through 12, face-to-face as much as possible by practicing strict safety guidelines at all times. During face-to-face instruction, all students and staff will be kept together for the entire regular school day.

For those students who do not feel comfortable coming back to school, our District will offer a State of Michigan aligned on-line curriculum which can be done at the students own pace at home. Each student will be assigned an in-house teacher mentor to monitor the students progress. At the start of school, we have 20% of our student enrollment taking advantage of our on-line academy.

#### Birchview

There will be 165 students receiving full time in-person instruction.  
There will be 66 students receiving full time remote learning instruction in an asynchronous format (Accelerate Education Curriculum via Canvas).

#### Ishpeming Middle School

Instruction will be delivered at the physical school by classroom instructors and online through Accelerated learning. In school students will also use platforms such as Google

Classroom in their daily work to ease the transition if students need to go online at any time. There are 38 middle school students opting for online learning through (Accelerate Education Curriculum via Canvas).

#### Ishpeming High School

Instruction will be delivered at the physical school by classroom instructors and online through Accelerated learning. In school students will also use platforms such as Google Classroom in their daily work to ease the transition if students need to go online at any time. There are 42 high school students opting for online learning through Odysseyware.

- **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 had planned for that exposure to occur for in-person instruction.

The Ishpeming Public School District will follow Michigan's Common Core Standards. In-person learners will be exposed to each standard with traditional methods, while also utilizing an electronic platform to prepare students for future distant learning. Our on-line students will be exposed to each standard through the online curriculum, Accelerate Education. As our in-house instructors engage students in the classroom or when engaging students remotely, they will use best practices for collaboration, engaging students, and creating equal opportunities.

- **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.

The Ishpeming Public School District bases its assessment system on the Michigan State Standards. We regularly assess students at the classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on daily classroom 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 so they will know how to adjust the teaching and learning process to meet each student's needs.

We also will administer formal assessments such as the NWEA to all in-house and on-line students. Students will improve performance in Reading/ELA and Math from Fall to Winter, and from Winter to Spring. Student progress/growth will be measured through the NWEA test, and based on the 2020 grade level norms

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. At the end of each marking period parents will also be provided an official report card, providing information on each class or curricular area. In addition, we have expectations that all teachers keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls.

## Equitable Access

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

The Ishpeming Public 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 District has surveyed families, using the data to provide ChromeBooks and/or provided internet service to those families who do not have adequate devices or access at home.

- **Please describe** how the District 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.

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

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 Ishpeming Public School 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 Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District 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 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.

At the start of school, all students will be assessed to determine special needs and qualifications such as: Title, Special Education, 504, At-Risk. Existing plans will be modified to address academic and/or social changes in accommodations. Title 1 teachers and Title aides will provide appropriate interventions/support to both in-person and remote learning students who are struggling in Reading and/or Math. If the ECSE or special Education programs are forced to move to distant learning, the students will be provided individual services which may include paper packets.