



Lincoln Consolidated Schools’ Extended COVID-19 Learning Plan as Described in [Public Act 149](#), Section 98a

August 27, 2020

[September 3, 2020 Clarifications](#)

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, 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.



Lincoln Consolidated Schools' Extended COVID-19 Learning Plan

Address of School District/PSA: 7425 Willis Road, Ypsilanti, MI 48197

District/PSA Code Number: 81070

District/PSA Website Address: LincolnK12.org

District/PSA Contact and Title: Robert Jansen, Superintendent

District/PSA Contact Email Address: jansenr@lincolnk12.org

Name of Intermediate School District/PSA: Washtenaw Intermediate School District

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 2020-2021 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 2020-2021 school year and again not later than the last day of the of the 2020-2021 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 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/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 2020-2021 school year,
 - the District/PSA will reconfirm how instruction will be delivered during the 2020-2021 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 2020-2021 school year.

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 2020-2021 school year.

The COVID-19 global pandemic is impacting our Lincoln school community in a number of ways: our students and staff are experiencing trauma, and many students will have substantial gaps in learning. Further, existing equity issues have been exacerbated by the pandemic.

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](#). [NWEA has already performed research which anticipates a substantial slow down and summer slide for our students](#). 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.

As Lincoln plans to begin the school year in a Blended Learning and Virtual learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff. In our Blended Model we will start the year remotely and will work to bring students face to face in a Hybrid Model when our team determines it is safe to do so.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 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 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/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.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all K-8 students three times throughout the school year: once in the first nine weeks of the school year, the second time in the winter, and the third time in May as they have been in previous years.

By using the NWEA as our assessment, we can ensure that:

- (a) there will be increased pupil achievement through growth as measured by the assessment
- (b) these benchmark assessment(s) are aligned to state standards and will be used to determine whether pupils are making meaningful progress toward mastery of these standards
- and (c) our educational goals are measurable

Based on the [NWEA research](#) that states on average, 50%-60% students nationwide meet or exceed their growth projections; our 3-year NWEA reading/math trend data, the [NWEA Covid-19 Slowdown/Summer Slide research](#), and [new research](#) that predicts the achievement gap will be widened based on the Covid-19 learning loss, Lincoln Consolidated Schools' District Improvement Team met to discuss our goals.

Goal 1 - All students and all subgroups (K-8) will increase their RIT growth (A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school) in Reading from Fall to Winter and Winter to Spring as measured by NWEA

- 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 and all subgroups (K-8) will increase their RIT growth (A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school) in Math from Fall to Winter and Winter to Spring as measured by NWEA

- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Progress reports on these goals will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will continue to receive professional development in effective pedagogy and assessments.

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).

Mode of Instruction

To start the school year, all Y5/K-12 students will attend school everyday in a virtual remote setting. The health and safety of our students are our priority. When it is safe to do so based on research in which the Covid-19 Steering Committee finds out, students will begin to return to school in a hybrid model. This model will begin with our youngest students returning first and then our older students. We will have two cohorts of students - cohort A and cohort B. Cohort A will attend school on Mondays and Tuesdays and Cohort B will attend school on Thursdays and Fridays. Wednesdays will be reserved for students to continue asynchronous work as well as get extra support from their teacher(s).

Due to starting virtually in a blended learning model, the transition from complete remote to hybrid, to complete face-to-face will be seamless. Students will still be using their device that they used in a remote setting in the classroom when they are face-to-face.

At the elementary level, the schedule will remain the same as it was during the remote setting with a morning meeting, reading lesson, writing lesson, and math lesson all being synchronous with times for students to complete their work asynchronously.

At the Middle and High school level, the schedule will also remain the same where students will have a block schedule and during the course of two days, they will attend all six classes with each class lasting 90 minutes.

When Covid-19 Steering Committee feels it is safe for students to return full face-to-face based on data, we will do so.

- **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.

Note: Lincoln Consolidated Schools' full instructional plan can be found in the [MI Safe Schools Roadmap--LCS' Covid-19 Preparedness and Response Plan](#).

Curriculum and Instruction: Academic Standards

Lincoln Consolidated Schools' curriculum for core academic areas is aligned to the Michigan Academic State Standards.

As a district, grade levels/content areas [created power standards](#). This means, as a collaborative team, grade levels/content areas reviewed all of their standards for their specific content (elementary reviewed math and ELA) and decided on which standards students need to master before moving on to the next grade level or subject area. When identifying the power standards, the REAL criteria was used. This means teams looked at Readiness - the essential content, knowledge, and skills necessary for success in the next grade or content area; Endurance - knowledge and skills that are useful beyond a unit; think real life application. Assessed - these standards will be assessed on a state or national assessment and Leverage - knowledge and skill that will be useful in another discipline.

Once the power standards were identified, teams created a pacing guide/scope and sequence so staff will know when the standards will be taught throughout the year. This will assist with providing a guaranteed and viable curriculum for our students.

At the beginning of the year, K-8 grade students will be assessed on the NWEA and 9-12 grade students will have a core content area formative assessment. These assessments will allow teachers to identify gaps in students' learning and provide guidance on how to differentiate their instruction to meet the needs of all of their learners.

As we continue to power standards work throughout the year, we will be deconstructing our power standards and creating learning targets/I can statements for our students. This will lead to success criteria, aligned activities and lessons, a shift in instructional

practices/strategies, and more effective formative and summative assessments which are all needed data pieces to help us make informed decisions that are in the best interest of our students. All of this work would be occurring if we were remote or face to face as the important work is needed to best educate our students.

Staff will also be receiving support throughout the school year on best practices for online pedagogy, engaging students, and how to best use the curriculum resources in a synchronous and asynchronous setting.

- **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

Lincoln Consolidated Schools' curriculum is based on the Michigan Academic standards and our assessments and grading are based on students' mastery towards those standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards through the use of formative and summative assessments.

Our formative assessments allow students to receive feedback from their teachers that help them know their areas of strength as well as areas that need improvement. These assessments also inform the teacher as to how to adjust their instruction based on the needs of their students.

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, are based on a group of standards/skills/knowledge from the pacing guide in the subject areas, and are part of our district's grading process.

Through PowerSchool, our parents at the secondary level are able to see their children's grades at any time. Our teachers keep up-to-date information on students' grades in this system. At the elementary level, we send home progress reports each marking period. At all levels, teachers are expected to keep parents and guardians abreast of any concerns regarding a student's grade through emails, phone calls, and parent/teacher conferences. At the end of the marking period, we also send out report cards to our 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.

The District has created both telephone and email hotlines for our families that are seeing barriers to access. We have staffed the hotlines to ensure prompt responses for families that are experiencing those barriers.

One to one devices:

As of September 17, 2020, we have deployed 2519 devices to the students in the district (about 75% of students). Some families are choosing to use their own devices at home. We continue to deploy devices to any family in need, and retain a stockpile of devices that would allow us to provide one to every student in need. Pre-k through 2nd grade students have received iPads, while 3rd through 12th grades have received Chromebooks. Working with the Transportation department the district schedules deliveries to families that lack the ability to pick up devices.

Internet at home:

The District is working with Comcast to provide Internet Essentials* (to qualified families), the district is sponsoring an initial **200** accounts to meet initial demands for internet access. As more families indicate their need, the District will increase the number of accounts it sponsors to provide its families six months of paid service. Lincoln has a fairly large rural community that this service is not available to; so we are going to provide another solution. Lincoln is planning to provide safe areas on campus that students can utilize educational spaces in order to provide Internet access to those families that do not have access at home.

With Verizon, the district purchased **400** Hot spots (with the ability to increase if needed) to provide the district families means for the Internet that are in areas not provided with service by Comcast. Verizon was the obvious choice based on coverage in our rural communities as many of the other service providers had little to no coverage available.

- **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.

Lincoln Consolidated Schools will implement IEPs and Section 504 plans, as written or amended, to ensure that students with disabilities receive equitable access to instruction. To the extent required by law, the Lincoln Consolidated Schools will provide accommodations, services, and supports, to ensure that students with disabilities who are eligible for an IEP receive educational opportunities that are reasonably calculated to enable the student to make progress appropriate in light of the student's circumstances. It is understood that COVID-19 and the resulting public health crisis is a unique circumstance that may impact each student's educational programming.

- **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.

Lincoln Consolidated School District's full instructional plan addresses ways all learners are supported and can be found in the [MI Safe Schools Roadmap--LCS' Covid-19 Preparedness and Response Plan.](#)

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.

At the beginning of the school year, our students are assessed in the NWEA K-8 as well as the MLPP for our youngest learners. When completed, these scores are reviewed and students with scores in the bottom 25 percentile receive Tier II support from our Title I interventionist, At-Risk interventionists, our EL coordinators, and/or the classroom teachers 2-4 times per week in small groups to help close the learning gaps in reading and/or math. One on one work could also occur with our most struggling learners up to three sessions per week.

Our support staff are also co-teachers in the google classroom by posting lessons in the teachers' google classroom, outreach to families communicating students' progress, and differentiate instruction to meet language and content target goals.

Students are regularly progress monitored throughout a six-week gap of time to gauge whether or not the intervention is effective or needs to be modified. The progress monitoring also lets the teacher know whether or not the student needs to continue with the intervention or if the student can be removed from the intervention group. As a district, we also offer after school tutoring for our students to receive academic support.

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.

During pandemic learning, our Early Childhood Program will continue to teach our youngest learners modifying their program based on MDE guidelines. For LCS' CTE programs, we are maintaining our partnerships with both SWWC (Saline) and the RCTC (Ypsilanti) and for Early-Middle College, we are maintaining our partnership with ECA at Eastern Michigan University. This year, students who are eligible for dual enrollment are enrolled in classes at Washtenaw Community College and Schoolcraft College. Our AP classes are continuing at our high school. Students can find the AP courses in the course catalog and the enrollment process is the same as it has been in the past. We are excited to offer AP Spanish this year for the first time.