

Houghton Lake Community Schools

4433 West Houghton Lake Drive • Houghton Lake, Michigan 48629
Ben Williams, Superintendent
(989) 366-2031

Extended COVID-19 Learning Plan as described in Public Act 149, Section 98a

November 11, 2024

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.

Since that time, MDE and Michigan have lifted the requirement that districts continue to update their COVID learning plans, however, it is important to note that **federal requirements for *Continuity of Learning Plans* are still in place and districts are still required to provide an update or feedback to their communities.**

Houghton Lake Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: **Houghton Lake Community Schools**

District/PSA Code Number: **72020**

District/PSA Website Address: **www.hlcsk12.net**

District/PSA Contact and Title: **Ben Williams, Superintendent**

District/PSA Contact Email Address: **williamsb@hlcsk12.net**

Name of Intermediate School District/PSA: **COOR ISD**

Name of PSA Authorizing Body (if applicable): **N/A**

Assurances

1. Benchmark Assessments: The District/PSA will
 - o select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - o 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 2024-2025 school year and again not later than the last day of the 2024-2025 school year.
2. The District/PSA assures that
 - o instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2024-2025 school year.
3. 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

November 11, 2024

Date:

Educational Goals

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-11) 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-11) 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.

In addition to the two goals above, all students in grades 9-12, as well as other subject areas in grade K-8 not measured by NWEA, will be expected to demonstrate at least 60% mastery of established course content for each assigned course (passing, earning credit). This achievement will be measured through regular assignments, quiz scores, interim assessments, and/or a comprehensive final exam according to the district's grading policies and procedures. The collective passing rate for these courses will be reported mid-year and at year's end to measure progress.

Instructional Delivery & Exposure to Core Content

Modes of Instruction

All K-12th grade students will attend school face to face 5 days per week.

Assessment and Grading

Houghton Lake Community Schools 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.