



**George Crockett Academy
Extended COVID-19 Learning Plan**

Address of School District: 4851 14th St, Detroit MI 48208

District Code Number: 82937

Building Code Number(s): 82937

District Contact Person: Thomas Goodley, Jr.

District Contact Person Email Address: thomas.goodley@leonagroup.com

Local Public Health Department: Detroit Health Department

Local Public Health Department Contact Person Email Address: dhealth@detroitmi.gov

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Northern Michigan University

Date of Adoption by Board of Directors: September 14, 2020

Assurances

- The Academy will administer an 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.
- Within thirty days after the approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter, the Academy, at a meeting of its board of directors, will re-confirm how instruction is delivered during the 2020-2021 school year and will solicit public comment, at a public meeting, from the parents or legal guardians enrolled in the Academy.
- If delivering pupil instruction virtually, the Academy will 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 Academy had planned for that exposure to occur for in-person instruction.
- If delivering pupil instruction virtually, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- The Academy 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.
- The Academy, in consultation with a local health department, and district employees, 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. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:
 - o COVID-19 Cases or Positive COVID-19 tests
 - o Hospitalizations due to COVID-19
 - o Number of deaths resulting from COVID-19 over a 14-day period
 - o COVID-19 cases for each day for each 1 million individuals
 - o The percentage of positive COVID-19 tests over a 4-week period
 - o Health capacity strength
 - o Testing, tracing, and containment infrastructure with regard to COVID-19
- If the Academy determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the Academy.
- The Academy will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Academy 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 Academy. The

Academy will publicly announce its weekly interaction rates at each Academy Board meeting where it re-confirm how instruction is being delivered , beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The Academy will make those rates available through the transparency reporting link located on the Academy website each month for the 2020-2021 school year.

- The Academy will create and make available on its transparency reporting link located on the Academy'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 Academy expected would be achieved by the end of the school year.



President of the Board of Directors

September 14, 2020

Date

Introduction and Overview

- 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.

Academy Statement:

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.

George Crockett Academy plans to begin the school year in a hybrid 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.

Educational Goals

- **Outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. It is the expectation of your authorizing body that your educational goal is aligned to the educational goal within your charter contract. The Academy must establish all of its goals by 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 must 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 goals must select a benchmark assessment or benchmark assessments that are aligned to state standards and an assurance that the Academy shall administer the benchmark assessment or benchmark assessments to all pupils to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) The goals must be measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the Academy shall administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

George Crockett Academy 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.

George Crockett Academy 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.

The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all grade K-8 students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool that has been used consistently by George Crockett Academy for approximately 7 years.

Educational Goals

- **Goal 1** - George Crockett Academy's School Conditional Growth Percentile on K-8 aggregate and by subgroup will achieve "typical" growth in Reading as defined by NWEA's "About Average" effectiveness as described on the Student Growth Summary Report at both the middle and end of the year testing windows.
- **Goal 2** - George Crockett Academy's School Conditional Growth Percentile on K-8 aggregate and by subgroup will achieve "typical" growth in Math as defined by NWEA's "About Average" effectiveness as described on the Student Growth Summary Report at both the middle and end of the year testing windows.

Instructional Delivery & Exposure to Core Content

- **Describe** how and where instruction will be delivered during the 2020-2021 school year. (E.G., in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).
- **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 Academy had planned for that exposure to occur for in-person instruction.
- **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.

Mode of Instruction

We planned for our students to all be online; however, we had several parents requesting hybrid classes. With that in mind we offer both hybrid and online models. Our hybrid model runs two days per week and allows for more personalized schedules. With this model, all students will attend core academic classes and elective classes two days per week from 8:00 am - 2:30 pm. The other days students will be working remotely following the same schedule. We also have a fully online model that runs 4 days from 8:00 am - 2:30 pm Monday - Thursday with Friday being intervention, checkin and office hours.

Curriculum and Instruction: Academic Standards

George Crockett Academy's curriculum for core academic areas is aligned to state standards and housed in common pacing per content area and by grade level. As teachers navigate the wider than usual range of competencies expected this fall, they will use these the existing Instructional

Learning Cycle to build quality lessons, meaningful assessment, analyze student data, reteach according to feedback, reassess and reflect on how best to meet student needs moving forward. The Academy's [Description of Educational Program](#) remains intact in a "big picture" sense. Minimal adjustments will be made regarding cooperative learning strategies, to support the physical distancing and safety of students.

Our elective teachers supports the general education teacher as they work collaboratively to engage students remotely, they will use best practices for remote learning:

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

Assessment and Grading

George Crockett Academy 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, Powerschool Parent Portal, 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, **describe** how the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- **Describe** how the Academy 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.

Technology

George Crockett Academy 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 academy has established a system for maintaining student access to technology devices and the internet and it is described in the Continuity of Learning Plan, and again in the Emergency and Crisis Plan

https://drive.google.com/file/d/1eecB2UX7NPAT35D1dUkIqosdg_ESs649/view?usp=sharing

Students with identified special needs

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 who are identified with special needs, 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. Resources to consider: Alt+Shift consultation or web resources at -

<https://www.altshift.education/resources/remote-learning-resources>

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.

The academy's full instructional plan addresses ways all learners are supported and can be found in the Emergency and Crisis Plan

https://drive.google.com/file/d/1eecB2UX7NPAT35D1dUkIqosdg_ESs649/view?usp=sharing