

George Washington Carver Academy's Extended COVID-19 Learning Plan

Address of School District: 14510 Second Ave, Highland Park, MI 48203

District Code Number: 82963

Building Code Number(s): 02484 and 02488

District Contact Person: Sylvia Brown, MA, M.Ed Superintendent

District Contact Person Email Address: sbrown@gwcarveracademy.org

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address: ???

Name of Intermediate School District: Wayne Resa

Name of Authorizing Body: Bay Mills College

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:
 - 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
- 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



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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.

Theresa Johnson

Theresa Johnson (Sep 16, 2020 08:10 EDT)

President of the Board of Directors

9-16-2020

Date



Introduction and Overview

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.

As George Washington Carver Academy's plans to begin the school year in a hybrid 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

Quality Evidence-Based Assessment Practices

George Washington Carver Academy believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in GWCA's 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 high-stakes instructional decisions about individual student learning. Rather, George Washington Carver will continue the use of common assessments, instructional coaches and 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.

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-8) 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-8) 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.



Charter Contract Educational Goal

- The median Student Growth Percentile for students in grades 2nd through 8th grade will be at or above the 50th percentile on NWEA's Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.



Instructional Delivery & Exposure to Core Content

Mode of Instruction

To start the school year, all K-5 students will begin the year with a hybrid model for K-8th graders and a 100% virtual model for Pre-K-8th graders.

All K-5th grade Hybrid scholars will attend A and B day with a pattern of AA/BB. They will attend school 2 days in a row and will participate in virtual learning the remaining 3 days of the week. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day. This schedule attends to health and safety by minimizing the number of passing times needed and providing lunch in the classroom. All hybrid scholars have PE as an elective to provide an opportunity for exercise and fresh air when the weather permits.

All K-5th grade 100% Virtual scholars will attend face to face for four ½ days. They will attend 3 core classes per day. They will use an ABAB pattern attend school every day for face-to-face with a teacher via zoom. They will use an ABAB pattern by attending 2 core classes on one day (ELA and Math, for example), and then the other 2 core classes the next day (Science and Social studies). Elective courses will be taught remotely for all students in the afternoons

All 6-8 scholars will begin the year with a hybrid model or 100% virtual that allows for more personalized schedules. With this model, all scholars will attend core academic classes in the morning with 2 hour block class periods. They will use an ABAB pattern by attending 2 core classes on one day (ELA and Math, for example), and then the other 2 core classes the next day (Science and Social studies). Elective courses will be taught remotely for all students in the afternoons who are virtual and in person on A or B days for Hybrid learners.

[MI Safe Schools Roadmap – GWCA District Preparedness Plan.](#)

Curriculum and Instruction: Academic Standards

George Washington Carver Academy's curriculum for core academic areas is aligned to state standards and housed in Atlas Rubicon. As teachers navigate the wider than usual range of competencies expected this fall, they will use these [Curriculum, Instruction, and Assessment Toolkits](#) 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 2020-2021 School Year. The CIA Toolkits will guide teachers to implement instructional approaches to meet the range of student needs as they return



to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our elective teachers work 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 Washington Carver 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. K-8th grade level will select 6 umbrella standards for ELA/Math/Science and Social Studies (K-5 will select 3 standards for Science/Social Studies) to teach for mastery each quarter. Scholars will be graded on mastery of the standards with a common assessment each quarter to assist in identifying gaps and measuring achievement. 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 (Power School) 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 every 5 weeks to our parents and guardians during each marking and a report card every 10 weeks at the end of each marking period. Any scholar receiving less than a C in their core classes will receive a weekly progress report to communicate progress to parents/guardians. 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 every scholar will be assigned a mentor to check in and monitor their academic progress and aid in ensuring their success and actively engage in removing any barriers that impede their success on a weekly basis.



Equitable Access

Technology

George Washington Carver Academy ensures all scholars will be provided equitable access to technology and the internet.

To ensure equitable access to technology and the internet to participate in instruction, K-8th grade scholars will receive a district provided technology device. In addition GWCA has partnered with Comcast internet, and GWCA will provide internet to all families who are in need of services. Scholars who are awaiting access to the internet and/or technology devices will have access to the technology lab and be provided in school opportunities to complete assignments.

GWCA will also offer phone conference sessions for virtual learners to offer assistance with assignments while awaiting internet access. Sessions will be provided during mentoring sessions and teacher office hours.

Students with identified special needs

To ensure that scholars with disabilities will be provided with equitable access to instruction and accommodations the following will occur: Schedules and structures will be set up with Special Education Case Managers, General Education Teachers and parents of the scholar who is receiving special education and/or services. This will allow for collaboration on delivery methods of instruction as outlined in the scholars' IEP and/or 504 Plan. This will also allow the team to identify if any academic or instructional gaps exist.

Each scholar will have a Contingency Learning Plan put in place and referenced in their current IEP and/or 504 Plan. This Contingency Learning Plan will indicate how programs and/or services and accommodations will be provided, including the frequency and durations of the aforesaid services. Instructional accommodations will be documented by classroom general education teachers on an accommodation log on a monthly basis and shared with the special education case manager.

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>



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GWCA ensures 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.

