

Gateway to Success Academy School District

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

***Final***

***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 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.

# **SAMPLE**

## **Gateway to Success Academy School District Extended COVID-19 Learning Plan**

Address of School District/PSA: **Gateway to Success Academy**

District/PSA Code Number: **53901**

District/PSA Website Address: **<https://www.g2sacademy.net/>**

District/PSA Contact and Title: **Jamie Bandstra, Superintendent**

District/PSA Contact Email Address: **[jbandstra@g2sacademy.net](mailto:jbandstra@g2sacademy.net)**

Name of Intermediate School District/PSA: **West Shore Educational Service District**

Name of PSA Authorizing Body: **West Shore Educational Service District**

Date of Approval by ISD/Authorizing Body: **October 1, 2020**

## 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 no 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 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 is 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
  - 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 2020-2021 school year,
  - o the District/PSA will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
  - o 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

9/30/2020

\_\_\_\_\_  
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 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. In accordance with the Michigan Safe Schools Roadmap and Executive order 2020-142, we are currently implementing the requirements and recommendations as detailed in our district's [G2S COVID-19 Preparedness and Response Plan](#).

Although this situation has brought a number of significant challenges, the staff at Gateway to Success Academy has worked very hard to use this situation to make us better. We have strived to create a more flexible learning environment that allows families and students to access their learning in the way that works best for them. We have also found new ways to offer students more individualized instruction and support, including providing advanced seminars for some students and remediation for others.

As Gateway to Success Academy 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

- **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 was administered to pupils in previous years.

### Quality Evidence-Based Assessment Practices

The Gateway to Success Academy School District 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, and the district.

We plan to use NWEA data and regular formative assessments carried out by classroom teachers to make ongoing instructional decisions about individual student learning. We believe the use of the formative assessment process, which is supported by research, provides useful data for both our teachers and students, and can be used to customize the learning processes to meet the needs of individual students.

## **Educational Goals**

The NWEA assessments in reading and mathematics will be administered to all students three times during the school year: once in the first nine weeks of the school year, a mid-year survey, 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.

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 (6-8) 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 (6-8) 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.

## **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**

Students receive instruction through a variety of methods, and we are implementing the requirements and recommendations that have been given to us, as specified in our [G2S COVID-19 Preparedness and Response Plan](#).

### **Learning Option #1: Virtual Face-to-Face Instruction (Access In-Person Instruction and Support as Needed)**

- Access in-person instruction and support in the building as needed
- Follows state requirements for safety related to COVID-19
- Taught by G2S teachers
- Offers additional time with G2S teachers through daily office hours
- Follows G2S curriculum and pacing
- Courses are organized using a digital tool called Trello
- Provides interventions and specialized supports

### **Learning Option #2: Virtual Classroom Instruction (Via Zoom)**

- Attend daily classes live via Zoom
- Taught by G2S teachers
- Offers additional time with G2S teachers through daily office hours via Zoom
- Follows G2S curriculum and pacing
- Courses are neatly organized using a digital tool called Trello
- Provides interventions and specialized supports
- District provides Chromebook
- District provides internet and mobile tech team when needed
- Will become learning option for Virtual Face-to-Face students if shutdown occurs

### **Learning Option #3: Remote Instruction**

- Self-paced program
- Complete coursework online independently
- Instructional support available through daily office hours with G2S teachers



- Uses G2S Curriculum, Edmentum, Khan Academy, and Customized PBL Courses
- Courses are neatly organized using a digital tool called Trello
- Provides interventions and specialized supports
- Flexible re-entry to Virtual Face-to-Face
- District provides Chromebook
- District provides internet and mobile tech team when needed

#### **Learning Option #4: Customized Plan**

- If necessary, G2S staff will meet with students and parents/caregivers to develop a customized plan that combines components of options #2 and #3.

Teachers will teach daily courses in a virtual classroom format (using Zoom), beginning September 8. We will follow a daily schedule Monday through Thursday, that provides four-forty minute periods of instruction in our core subject areas, with ten-minute breaks. These courses can also be done independently in a self paced manner. Daily instructional time will give staff regular interaction with students, and allow them to support and oversee the learning process in an effective manner.

Teachers will be available during office hours every day, from 9:00am to 10:30am, and students can use an app called Calendly to sign up for slots with their teachers. This enables students and staff to connect frequently for individual discussion, and allows staff to more effectively manage and monitor learning. Teachers will also meet with small groups of students during these times to provide specialized instruction where needed.

The District will utilize an LMS called Trello as the main platform for online learning. Trello is a professional project management software that we have purchased as a tool to organize learning. Our students have used Trello everyday in their normal school experience for the past three years. Although staff already use this platform, they are building courses in Trello specific to a completely online experience.

***Teachers will work to make two-way contact with all students regarding their learning at least 2 times per week.***

- **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.

### **Curriculum and Instruction: Academic Standards**

The Gateway to Success Academy School District curriculum for core academic areas is aligned to state standards and organized in a learning management system called Trello.

All courses, whether in-person, Zoom, or remote, will continue to follow the district's established curriculum scope and sequence. Students enrolled in these courses will access the same curriculum through Trello. The expectation is that students will continue to progress through the district's established curriculum at more or less the standard pace and remain on track with their learning cohort.

Virtual courses offered through Edmentum, have been aligned to deliver content, which meets the district's established curriculum. In some cases, the content may be delivered in a different sequence, but the same standards will be delivered within each course.

Our team is following the *common points* of best practice for online instruction, as recommended in the following documents.

[Learning at a Distance Guidance](#)

[The National Standards for Quality Online Learning](#)

[Ten Best Practices for Online Teaching](#)

[Effective Teaching Online](#)

[12 Best Practices in Online Teaching and Learning](#)

[Best Practices for Teaching Online](#)

[10 Best Practices To Be An Effective Online Teacher](#)

- **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**

Gateway to Success Academy School District bases its assessment curriculum and assessment 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.

Trello will be the means for managing and monitoring student work. Students will receive a Trello board for each course they are taking and the resources for that course will be laid out in that board. This will allow students to sequentially access their learning and provide the resources necessary to complete their work. Students will turn in activity/assignment cards to their teachers through Trello, and these assignments will be reviewed for completion. Teachers will provide feedback by making notes in their Trello cards each week. Grades will be issued to students based on completed work, proficiency, and participation.

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.

## 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.

### Technology

The Gateway to Success Academy 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 Gateway to Success Academy School District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [G2S COVID-19 Preparedness and Response Plan](#).

- **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.

### **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 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 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/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.

The Gateway to Success Academy School District full instructional plan addresses ways all learners are supported and can be found in the [G2S COVID-19 Preparedness and Response Plan](#).