

District/PSA Template for the Extended COVID-19 Learning Plan *as Described in Public Act 149, Section 98a*

August 27, 2020

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.



[Martin Luther King, Jr. Education Center Academy]
Extended COVID-19 Learning Plan

Address of School District/PSA: 16827 Appoline

District/PSA Code Number: 82910

District/PSA Website Address: mlkecacademy.org

District/PSA Contact and Title: Constance Price, Ph.D. Administrative Director

District/PSA Contact Email Address: cprice6360@aol.com

Name of Intermediate School District/PSA: Wayne RESA

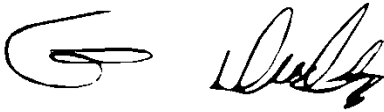
Name of PSA Authorizing Body (if applicable): Grand Valley State University

Date of Adoption by Board of Education/Directors: September 15, 2020

Assurances

1. The District/PSA will make their board 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 approved 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 re-confirm 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
 - 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.



President of the Board of Education/Directors

09/20/2020

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.

An Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year because of the sudden nature in which school closed on March 13, 2020 for the remainder of the 2019-2020 school year. Teachers were not fully prepared to deliver instructional content via distance learning, and many students were not fully prepared to engage in the same level of learning. This Extended COVID-19 Learning Plan establishes specific activities for teacher and student engagement that reflects the level of engagement experienced during pre-pandemic in person instruction.

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.

Extended Learning Goal 1 English Language Arts

MLKECA students will demonstrate at least a 10% increased proficiency in English Language Arts by WINTER 2021 as evidenced by MAP/NWEA assessment data.

MLKECA students will demonstrate at least a 14% increased proficiency in English Language Arts by SPRING 2021 as evidenced by MAP/NWEA assessment data.

Extended Learning Goal 2 Mathematics

MLKECA students will achieve at least 8% increased proficiency in mathematics by WINTER 2021 as evidenced by MAP/NWEA assessment data.

MLKECA students will achieve at least 12% increased proficiency in mathematics by SPRING 2021 as evidenced by MAP/NWEA assessment data.

Extended Learning Goal 3 Science

MLKECA students will achieve at least 8% increased proficiency in science as evidenced by Spring 2021 M-Step assessment data.

Extended Learning Goal 4 Social Studies

MLKECA students will achieve at least 11% increased proficiency in social studies as evidenced by Spring 2021 M-Step assessment data.

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).

Martin Luther King, Jr. Education Center Academy (MLKECA) will be open for in person instruction for the 2020-2021 school year. However a number of families have requested online instruction due to personal reasons, primarily a history of COVID related illness, or having infants, elderly, or ill persons in the home. MLKECA is offering a temporary online distance learning program for students with extenuating pandemic related circumstances.

The online format will be taught by certified MLKECA teachers, who will conduct their online classrooms from the MLKECA campus. Teachers will provide for synchronous instruction for at least 20 minutes within each 45 minute class period, with the remainder for the 45 minutes for asynchronous learning, individual or small group instruction, and parent conferencing.

- **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.

English Language Arts

Teacher Meetings - K-8 teachers will meet in grade level clusters to analyze classroom and assessment data, and discuss what every student is expected to know, how to know when students have mastered the skill, and how to help students who don't demonstrate mastery. Emphasis will be placed on inquiry and writing during the 2020-2021 school year. Meeting to include unit lesson planning, methods and instructional strategies (Differentiated Instruction, Response to Intervention, small group, individual tutoring/coaching).

Classroom Reading Builds Skills - K-8 classroom teachers will develop a classroom library of leveled, grade level appropriate books, both fiction and non-fiction. Students will read books daily based on teacher assignment and/or student interest. Students will respond to and share reading in a variety of ways, such as journaling, group discussion, presentation, and conversation.

Reading Intervention - Tier 2 students will meet with the Reading Interventionist 2-3 times/wk. for 30-45 min./session, utilizing phonics based explicit instruction. Attention will be focused on reading fluency, vocabulary, comprehension skills, and writing.

Classroom Reading Consulting - A literacy education coach & reading specialist will provide in-classroom consulting on methods & techniques for reading and writing, classroom management, working with urban youth in poverty, and dealing with challenging behaviors. This coach will work with all teachers K-8.

Student Technology - Classroom teachers and the educational technician will offer students opportunities to expand skills in ELA, math, keyboarding, word processing, research and inquiry, writing, and presentations using technology resources.

Increase Student Writing - Teachers will provide students with opportunities to write several times every day across content areas.

The following are strategies to address the needs of students in both English Language Arts and Mathematics

Individualized Instruction - Teachers will utilize individual student data provided by formative assessments to target individual academic needs.

Test Preparation - Students will work from online subscriptions to prepare for the MSTEP assessment.

Mathematics

Geometry Mastery - Teachers will evaluate math resources for the presence and quality of geometry instruction, and correlate resources directly to the Common Core State Standards for Mathematics. Teachers will seek additional resources as necessary. In addition teachers will employ a Concrete-Representational-Abstract approach to geometry instruction.

Visual Geometry Skills Practice - Teachers will employ the Concrete-Representational-Abstract approach to the teaching and learning of geometry. Students will use geometric manipulatives, drawings, and diagrams as visual instructional aids during classroom instruction in geometry. In addition, teachers will provide opportunity for project-based learning to reinforce classroom concepts, and expand skill and knowledge into practical context.

Small Group Instruction in Measurement & Data - K-8 teachers will implement daily small-group instructional strategies to focus on intensive and purposeful instruction in the goal area of Measurement and Data.

Learning through projects - Teachers will provide opportunity for project-based learning in Statistics & Probability to reinforce classroom concepts and expand skill and knowledge into practical context.

Small Group Instruction in Statistics and Probability - Teachers in Grades 6-8 will implement daily small-group instructional strategies to focus on intensive and purposeful instruction in the goal area of Statistics & Probability

Tutoring - Students projected by NWEA to be partially proficient or not proficient on the MSTEP summative assessment the following spring will receive small group academic support targeted toward individual student needs. Student needs are also identified by NWEA.

Science

Science Reading Comprehension - All students will receive science reading instruction utilizing the science units provided in the Imagine It! core reading program, and the science leveled readers available in classrooms. Instructions will include decoding, fluency, comprehension, vocabulary, and writing. Funds to be used for the purchase of student materials: vocabulary journals, folders, and journals.

Science Reading Intervention - Reading interventionist will provide support to students at risk of partial or non-proficiency in science understanding and/or vocabulary by providing in-school tutoring in small groups during reading intervention sessions, 2-3 times/wk., 30-45 min. per session, depending on student grade level.

STEM Based Activities - Teachers will use educational technology to support STEM based learning projects.

Social Studies

Social Studies Reading Comprehension - All students will receive social studies reading instruction utilizing the social studies units provided in the Imagine It! core reading program, and the social studies leveled readers available in classrooms. Instructions will include decoding, fluency, comprehension, vocabulary, and writing. Funds to be used for the purchase of student materials: vocabulary journals, folders, and journals.

Social Studies Reading Intervention - Reading interventionist will provide support to students at risk of partial or non-proficiency in social studies understanding and/or vocabulary by providing in-house tutoring in small groups during reading intervention sessions, 2-3 times/wk., 30- 45 min. per session, depending on student grade level.

- **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.

Martin Luther King, Jr. Education Center Academy distance learning teachers are required to keep weekly mentoring logs for each student where they will record the number of contacts with each parent and the conveyance of student progress. In-person and distance learning students will be graded per the regular MLKECA grading system.

Equitable Access

- If delivering pupil instruction distance learningly, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Martin Luther King, Jr. Education Center Academy has a Chromebook loan program for families without adequate devices for instruction. Low cost Internet service is available through Comcast.

- **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 disabilities will continue to receive services as provided for in Individual Educational Plans. Students will receive services either remotely, or in person by ap-

pointment if they are enrolled in the temporary distance learning education program. If students are enrolled for in person instruction, they will receive regularly scheduled services in the school building.

- **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.

[District/PSA Statement]