



St. Clair County Intervention Academy

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Troy Peyerk, Administrator

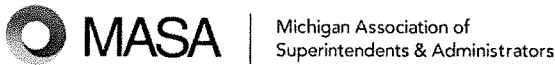
St. Clair County Intervention Academy Extended COVID-19 Learning Plan *as Described in Public Act 149, Section 98a*

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. **A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.**

The ISD or Authorizing Body will **approve Extended COVID-19 Learning Plans no later than October 9, 2020** and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district's website by not later than **October 4 12, 2020**.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



St. Clair County Intervention Academy Extended COVID-19 Learning Plan

Address of School District/PSA: 1170 Michigan Rd., Port Huron, MI 48060

District/PSA Code Number: 74911

District/PSA Website Address: <http://www.intervention-academy.org/>

District/PSA Contact and Title: Troy Peyerck, Director

District/PSA Contact Email Address: tpeyerck@intervention-academy.org

Name of Intermediate School District/PSA: St. Clair County RESA

Name of PSA Authorizing Body (if applicable): Port Huron Area School District

Date of Approval by ISD/Authorizing Body: 09.28.2020

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 4 12, 2020.
2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
 - a. **The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
 - b. **The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**
3. 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.
4. Benchmark Assessments: The District/PSA will
 - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b. 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.
5. If delivering pupil instruction virtually, the District/PSA will
 - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b. 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.

6. 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:
 - a. COVID-19 Cases or Positive COVID-19 tests
 - b. Hospitalizations due to COVID-19
 - c. Number of deaths resulting from COVID-19 over a 14-day period
 - d. COVID-19 cases for each day for each 1 million individuals
 - e. The percentage of positive COVID-19 tests over a 4-week period
 - f. Health capacity strength
 - g. Testing, tracing, and containment infrastructure with regard to COVID-19

7. 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.

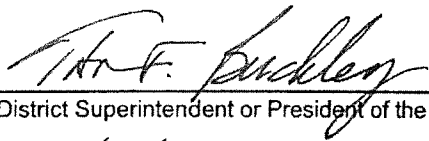
8. The District/PSA assures that
 - a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c. the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and ~~every 30 days~~ **each month** thereafter at a meeting of the Board, and
 - d. **For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
 - i. **the instructional delivery method that was reconfirmed;**
 - ii. **how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
 - iii. **whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
 - e. 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.

9. 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.

10. 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, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** 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.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress**, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled **or relevant to the pupil's overall academic progress or grade progression**. Responses, as described in this subdivision, must be to the communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil**, and not some other action taken.



District Superintendent or President of the Board of Education/Directors

10/5/2020

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, most of our students have significant gaps in their learning, and as a school with almost all students considered at-risk, equity issues will likely be more pronounced.

As we return to school in the fall, our first priority will be to ensure the safety and well-being of our entire school community. We recognize that our students perform best in a face-to-face setting and that the remote learning portion of the 19-20 school year is likely to have resulted in our students arriving in the fall of 2020 with a wider than usual range of competencies. We expect that students will need unique opportunities to support and accelerate their learning in an effort to close learning gaps. 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 the St. Clair County Intervention 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 the safety and well-being of staff and students and closing learning gaps.

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.

Quality Evidence-Based Assessment Practices

The St. Clair County Intervention Academy believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in academic performance and to identify effective instructional programs. We believe it can provide direction for standardizing or adjusting curriculum and instruction.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, the St. Clair County Intervention 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.

Educational Goals

To evaluate student progress towards goals in math and reading, the St. Clair County Intervention Academy will use the benchmark assessment it has been using for the past several years, the Renaissance Star assessments in reading and mathematics. These Renaissance Star assessments will be administered to all students in grades 6 – 8 at least twice: once within the first 10 days of the school year or their enrollment, and again prior to the last day of school. Student progress in the

social studies and science content areas will continue to be measured using assessments from Edgenuity. 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.

To promote continuous improvement in teaching and learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process. This professional learning will mostly take place through Professional Learning Communities.

Goal 1 - Students (grades 6-8) will improve performance in reading by at least 1 grade level equivalency from Fall to Spring as measured by Renaissance Star Reading.

- Teachers will use the formative assessment process to make decisions regarding adjustments to teaching, intervention strategies, and learning to support meaningful student progress towards mastery of reading academic standards.
- Data from the Star Reading benchmark assessments, local Reading/English summative assessments, and formative assessments will be continuously discussed and analyzed by staff individually and collaboratively.

Goal 2 - Students (grades 6-8) will improve performance in math by at least 1 grade level equivalency from Fall to Spring as measured by Renaissance Star Math.

- Teachers will use the formative assessment process to make decisions regarding adjustments to teaching, intervention strategies, and learning to support meaningful student progress towards mastery of mathematics academic standards.
- Data from the Star Math benchmark assessments, local Math summative assessments, and formative assessments will be continuously discussed and analyzed by staff individually and collaboratively.

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).

Note: The St. Clair County Intervention Academy's full instructional plan can be found on our website: http://www.intervention-academy.org/documents/SCCIA_PreparednessandResponsePlan.pdf

Mode of Instruction

To start the school year, all students (grades 6-12) will participate in hybrid mode of instruction. Students will be placed into group 1 or group 2. Each group will attend every other day Monday – Thursday for face-to-face instruction with Fridays having students attend who need additional supports such as intervention, IEP services, or additional work towards meeting daily percentage goals on Edgenuity courses. Within each group, there will be subgroups to prevent students from co-mingling. When students from either group are working from a remote location, they will be able to call in via phone, video in via Zoom or Google Hangouts, and/or email their teacher for support. The Intervention Academy does not require elective courses and only requires students to work on courses that count towards the Michigan high school graduation requirements. Students will eat lunch in their classroom. A hybrid model will allow for a more personalized schedule while being able to more effectively implement the safety measure outlined in our preparedness and response plan.

- **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.

Note: The St. Clair County Intervention Academy's full instructional plan can be found on our website: http://www.intervention-academy.org/documents/SCCIA_PreparednessandResponsePlan.pdf

Curriculum and Instruction: Academic Standards

The St. Clair County Intervention Academy's curriculum for core academic areas is aligned to state standards. Whether we are delivering instruction using a virtual, hybrid, or face-to-face model, our students will be working on Edgenuity courses with support from a highly qualified teacher. The most significant challenge for our students when working virtually will be a lack of in-person support from their teacher and communication. To help teachers navigate the many challenges of this new learning environment, teachers will continue focusing on resources for curriculum, instruction (for both face-to-face and virtual), and assessment for guidance to help inform instruction, intervention, and prioritizing instructional standards for the 2020-2021 School Year. Those types of resources can help 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 for multiple ways for students to demonstrate understanding/mastery, assess and provide instruction in the core content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL (Social-Emotional Learning)/trauma-informed practices into instruction.

For our teachers working to engage students remotely, they will:

- Utilize the clinical supports offered by the Day Treatment Night Watch Program we work alongside
- 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

- **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

The St. Clair County Intervention Academy's bases its assessment system on the Michigan Standards. We assess students daily, weekly, and monthly to determine if they are making progress toward meeting those standards. Because of our small class sizes, we gather formative assessment data quickly. This gives the teacher important information to promptly adjust instruction, interventions, and the learning process to meet each student's needs, which helps students progress in all core content areas, especially reading and math, at an accelerated rate to close learning gaps.

Because of the online learning platform our students use, each student progresses at their own pace and summative assessments are on-going. These are taken at the end of each unit and serve as an evaluation of what has been learned and are part of our grading process. This same process is used for students receiving intervention support. The assessments within Edgenuity are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

To increase parent-involvement in their child's learning progress, we encourage parents and legal guardians to sign up for Edgenuity's Parent Portal account, which allows them to see their children's grades at any time. Real-time information on student grades is available in this system. Additionally, we send progress reports to our parents and guardians monthly. 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 via phone. Finally, we send out daily and weekly progress reports to the county's clinical staff that we work with daily.

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 St. Clair County Intervention 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 St. Clair County Intervention Academy plan for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the http://www.intervention-academy.org/documents/SCCIA_PreparednessandResponsePlan.pdf

- **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 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 receiving 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: <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 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. More information on this section can be within our plan: http://www.intervention-academy.org/documents/SCCIA_PreparednessandResponsePlan.pdf

- **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 St. Clair County Intervention Academy's full instructional plan addresses ways all learners are supported and can be found on our website: http://www.intervention-academy.org/documents/SCCIA_PreparednessandResponsePlan.pdf