



**Washington-Parks Academy: Washington-Parks Campus, Adams-Young
Academy Campus, Lincoln-King Academy Campus**

Extended COVID-19 Learning Plan

Address of School District: 11685 Appleton, Redford, MI 48239

District Code Number: 82719

Building Code Number(s): 00132, 00133, 03724

District Contact Person: Kalyani Bhatt

District Contact Person Email Address: kalyani.bhatt@cegschools.org

Local Public Health Department: Wayne County

Local Public Health Department Contact Person Email Address:
returntoschool@resa.net

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors: September 30, 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 reconfirm 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 reconfirms 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

Date



Introduction and Overview

Necessity of the Extended COVID-19 Learning Plan to Increase Pupil Engagement and Achievement for the 2020-21 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.

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.

Cornerstone schools will begin the 2020-21 school year fully remote until at least November 15. This online instruction will be more rigorous than the eLearning instruction implemented in the Spring of 2020. Students will receive grade level content and instruction that is standards driven, in accordance with Michigan Department of Education requirements. The goal is to continue a student's learning progression, while supporting any individual needs they may have. This instruction is designed for students to achieve grade level proficiency. As in a face-to-face setting, students will receive instruction, have opportunities to work with peers, complete grade level assignments and projects, and will be assessed based on grade level standards. Students will receive grades for completed assignments and assessments. High school students will earn credit for courses completed based on their completion of course requirements. Graduation requirements will be observed. Students that receive intervention, Special Education and 504 services will continue to receive services in accordance with their individual plans.

We will continue to monitor and refine the plan for a return to in-person learning as the year progresses. We will gather parent feedback and monitor public health data. We will hold monthly Board of Director meetings to monitor plan progress. During Phase 4, if the public health situation allows, we will transition into in-person instruction. Currently we are all remote; if we open on-site we will be allowing parents to choose and all efforts will be taken to honor their choice. We will make changes based on the demand and the situation at the time. If need be we will go the route of an enrollment lottery. We will also examine the possibility of learning labs at select campuses. In the learning lab setting, students may come on-site to receive academic support, but will continue to receive their instruction virtually (remotely). Phase 4 safety protocols will be observed in the learning lab setting.

Cornerstone has a team of leaders that are responsible for bringing these core values to life. The goal is to prepare the whole child, including academics, character and career. The team is working together for programming that accomplishes the mission and stays true to the core



values. In addition, specific instructional emphasis is placed on our founding fathers and the foundational documents of our country.

For Fall 2020, we are planning on an approach that allows us to:

- **Be Flexible** - the COVID landscape will continue to change. We are always receiving new information that may force us to change or add to our plan
- **Be Safe** - the approach considers the preferences of our families, students and staff and their comfort levels with on-site or remote instruction
- **Work Together** - the success of our school year relies heavily on our parents, staff and students doing their part to keep themselves and their peers healthy and on-track for learning.

Educational Goals

Cornerstone 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.

The assessments in reading and mathematics will be administered to all students three times: once in the first nine weeks of the school year, mid-year and again prior to the last day of school. Progress reports will be available on our website in February and June. Additionally, we will continue to engage stakeholders in the district’s assessment system, including publicly sharing aggregate and student subgroup performance reports on benchmark assessment results.

The following academic goals are based on Spring 2019 state assessment data and growth trends seen in Fall 2019 to Winter 2020 district assessment data. These data sets were used to develop academic goals for the 2020-2021 school year. The growth ranges in proficiency are low due to the extended amount of time students spent without academic instruction from teachers during the COVID-19 pandemic stay-at-home order, which caused schools to remain closed since mid-March 2020. Academic goals will be adjusted accordingly once additional district assessment data can be obtained.

WPA K-8 Goals

Goal Category	Goal Related to Achievement or Growth on Benchmarks
Middle of the Year Reading Goal	By February 2021, proficiency will increase by 3 percentage points in reading as demonstrated by the district benchmark assessment of i-Ready.
End of the Year Reading Goal	By June 2021, proficiency will increase by 5 percentage points in reading as demonstrated by the district benchmark assessment of i-Ready.
Middle of the Year Mathematics Goal	By February 2021, proficiency will increase by 3 percentage points in math as demonstrated by the district benchmark assessment of i-Ready.
End of the Year Mathematics Goal	By June 2021, proficiency will increase by 5 percentage points in math as demonstrated by the district benchmark assessment of i-Ready.

For the State of Michigan M-STEP Goal, the GVSU Charter Contract states:

Academic Achievement

As measured by the state assessment, the school's percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready as reported by the Michigan Department of Education will meet or exceed the select peer schools' mean reported percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.

Academic Growth

As measured by the state assessment, the school's mean student growth percentile rank in English language arts and math will meet or exceed the select peer schools' mean student

growth percentile rank. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.

WPA K-8 Reading	Fall 2019	Winter 2020
On or Above Grade Level	13%	25%
One Grade Level Below	38%	37%
Two or More Grade Levels Below	50%	37%

WPA K-8 Mathematics	Fall 2019	Winter 2020
On or Above Grade Level	6%	12%
One Grade Level Below	47%	51%
Two or More Grade Levels Below	47%	36%

AY & LKA Goals

Goal Category	Goal Related to Achievement or Growth on Benchmarks
Middle of the Year Reading Goal	By February 2021, proficiency will increase by 2-5 percentage points in reading as demonstrated by the district benchmark assessment of i-Ready.
End of the Year Reading Goal	By June 2021, proficiency will increase by 3-7 percentage points in reading as demonstrated by the district benchmark assessment of i-Ready.
Middle of the Year Mathematics Goal	By February 2021, proficiency will increase by 2-5 percentage points in math as demonstrated by the district benchmark assessment of i-Ready.
End of the Year Mathematics Goal	By June 2021, proficiency will increase by 3-7 percentage points in math as demonstrated by the district benchmark assessment of i-Ready.

For the State of Michigan M-STEP Goal, the GVSU Charter Contract states:

Academic Achievement

As measured by the state assessment, the school's percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready as reported by the Michigan Department of Education will meet or exceed the select peer schools' mean reported percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.

Academic Growth

As measured by the state assessment, the school's mean student growth percentile rank in English language arts and math will meet or exceed the select peer schools' mean student growth percentile rank. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.

LKA K-8 Reading	Fall 2019	Winter 2020
On or Above Grade Level	13%	25%
One Grade Level Below	38%	37%
Two or More Grade Levels Below	50%	37%

LKA K-8 Mathematics	Fall 2019	Winter 2020
On or Above Grade Level	6%	12%
One Grade Level Below	47%	51%
Two or More Grade Levels Below	47%	36%

The Academy will administer the same benchmark assessment that it administered to pupils in previous years.

Section 104(9) requires that the Michigan Department of Education (MDE) approve at least four but no more than five providers of benchmark assessments to meet the requirements of this legislation. Two of the approved providers that Cornerstone will utilize are:

- NWEA (9-12)
- Curriculum Associates (i-Ready, K-8)

The assessments are internet-delivered and include a standards-based assessment using a computer-adaptive model to target the instructional level of each pupil. They provide information on pupil achievement with regard to learning content required in a given year or grade span, provides immediate feedback to pupils and teachers, are nationally normed, and provides multiple measures of growth and provide for multiple testing opportunities.

Instructional Delivery & Exposure to Core Content

Instructional Delivery

In both our in person and virtual options, students will receive a full day of instruction. **All students will receive virtual instruction until late November.** We will continue to monitor the public health situation and re-evaluate the safety of returning to in-person instruction at that time. We will examine the possibility of some students remaining in remote instruction for the whole year. Parent surveys will be administered to determine preference.

When we return to in-person instruction, a cohorting model will be used for our elementary and

middle schools for students. Our high school schedule has been adjusted to minimize mingling between students while allowing for choice in course options. Because we built the system for both remote and in-person using online resources and platforms, we can seamlessly transition into 100% remote regardless of the phase (even if not in phase three). After returning to in-person instruction, if students or teachers become ill or quarantine, students can still access instruction. Our system must be nimble in order to accommodate all needs.

The remote teacher will provide a schedule for live instruction sessions offered during the week. At each level, teachers will include grade-level instruction and high quality, standards-aligned instructional materials for online and off-line learning activities for each day of the week. Students, including students in both general education and special education, joining remotely will log into a scheduled, remote teacher session, broadcast through a virtual platform. A supplemental staff member may partner with the teacher to moderate the chat feature and incorporate students who are asking questions or needing further assistance. Students will also work in small groups with the teacher, determined by data for each grouping. Students will work on assignments assigned in Seesaw, Google Classroom or Blackboard, and assignments off-line. If students are unable to attend live instruction, they can access it through recordings. Students will be loaned a device to access the remote instruction. Once we return to on-site instruction, parents/guardians may continue to choose the remote option. They must choose this option on a full trimester or semester basis. Parents must complete a request form to return to in-person instruction.

- Remote (K-12, fully online)
 - Instructional time must follow state requirements for length of school day, which includes time spent on a device or engaged in other related activities.
 - MS/HS students view the instruction and complete an activity in each of 6 classes
 - Elementary students view the instruction and complete an activity in each content area
 - “Activities” include documented attendance in a virtual course where synchronous (live) instruction occurred with the teacher; documented completion of a course assignment; documented proof that student accessed a lesson, not just logged in
 - All students K-12 must have minimally two weekly two way interactions (can be facilitated by parents for elementary students) with their teacher/mentor teacher
 - Students will engage with their teachers and peers on a regular basis via an online conferencing tool (Zoom/Google Meet) at designated times. When students are unavailable during this time, recorded lessons will be provided to the students.
 - Not all classes will be available through this format. Some electives may be via recorded video only.
 - Students will still participate in any district and state testing for their grade level

When Cornerstone returns to in-person, it will be in our school buildings, with all students who choose this option present. We would move back to remote learning for the students that choose this option if the public health situation worsens or if the public health department deems it necessary.

- Onsite
 - All students in the building at the same time, following a cohorting model.

- Appropriate safety measures will be implemented as recommended by state and county health officials.
- Students will have access to specials classes
- Class sizes will be limited to 20

Instruction for Core Academic Areas

Deep learning and student engagement are top priorities for our instructional vision - whether our learning environment is in person or remote. During the 2019-20 school year, our content area lead teachers developed visions of high quality instruction for each content area. In Spring 2020, the content leaders then identified the priority standards. In August 2020, the content leaders learned how to unpack content standards. They will then support their building teams in unpacking and planning, keeping the rigor of the standards in the forefront. Our Professional Learning Community (PLC) structure provides opportunities for teachers to examine student work and make meaningful instructional decisions in a collaborative, systemic way. The PLC work, either virtual or in person, throughout the year, will be focused on the standards, assessments, and monitoring student growth and achievement. In addition, leaders are participating in the Wayne RESA How to Grade for Learning book study. There are also leadership teams participating in FAME (Formative Assessment for Michigan Educators). Individual Student Learning Plans (ISLPs) were created for every student and all instructional and ancillary staff members will be assigned a case load to monitor, assist and support students with their academic needs, for those students who do not achieve grade level proficiencies. We will continue to use the Tier 2 and 3 intervention programs we have in place for literacy and math in grades K-12 (leveled literacy instruction, Title I services). We recognize that additional support may be necessary for students as we determine their needs in the first weeks of school. Our PLCs will keep a close eye on student needs and communicate needed intervention support to their building principals.

The District has outlined the main online learning resources that will be used to deliver content in person or virtually.

- Online current curriculum and textbook material resources K-12
- Seesaw K-2, Google Classroom 3-8, Blackboard 9-12
- i-Ready K-8
- Illuminate K-12
- IXL K-12
- Zoom K-12
- BookNook K-5

Pupil Progress Toward Mastery of the Standards

Teachers in grades K-6 will create an Individualized Student Learning Plan (ISLP) for every student. Teachers in 7-12 will support EDPs (Educational Development Plan). The purpose of the plans to continue growth by working on foundational skills. These plans are made to reflect the individual needs of students and help them master standards. Staff members will be monitoring these plans and progress towards the mastery of standards.. Students will work on regular class assignments while being provided with other enrichment activities to help build these skills. We are working through what we learned in Spring 2020 to create a more usable high school ISLP process that incorporates the requirements of the EDP. The components include basic student information, recent test scores, skills to be addressed in each content area, activities to support that learning, and documentation to track evidence of mastery of that skill. There is also an area for listing social-emotional supports and credit recovery needs (if needed for high school students). The plans will be updated on an ongoing basis throughout

the year. Student progress toward ISLP/EDP goals will be communicated to parents on a quarterly/trimester/semester basis. At that time, each student's goals will be updated to reflect their progress and support needed.

School staff will provide feedback and grades on student work through Google Classroom, Blackboard and Seesaw. For remote students, staff will be available for student calls and emails during regular office hours, specified during scheduled times, with calls being routed through district digital phones (Jive), thus providing protection to staff who do not wish to use personal devices. Teachers will have designated hours in which they will be accessible for calls and online. Teachers will also be equipped (to the extent possible) with webcams, software and training to record instructional videos and post those so students are able to listen and learn, should they be absent from a live, remote session, despite the phase we are in. The District will continue to use existing communication sources like ClassDojo, MISTAR, Facebook, website, and parent emails.

Equitable Access

Description of Equitable Access to Technology

The District will ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. Students will be assigned a device at the beginning of the school year that will stay with that student for the duration of the year. Every device will be equipped with ClassLink, a single sign on program will allow for each child to have access to all digital programs used in the district. Parents will only need support with one login per child.

Each school is equipped with an outdoor router and wireless access point, allowing every student who needs access to the internet to come onsite, without entering the school building, to access the online programs.

The district will continue to utilize our ISSN to log issues on connectivity and/or hardware issues to keep students connected. The Dean of Students will monitor all submitted issues and forward them to the IT ticket system for resolution.

Devices have been ordered for all Cornerstone students to have 1:1 device access. In the case of devices not arriving by September 8 due to a national device shortage, instructional packets will be provided for students until the Chrombooks can be distributed.

Students who will be online and who do not have access to Chromebooks or other such devices will be given instructional learning packets to complete at home until a device is available. This academic work will include all learning content areas of study. Students and their families will be given a schedule guide for their studies to pace their learning for the full day of work. Once the student work is completed, the parents are to return the student's work to the school so that teachers can grade it. We will have a team of Advisors available by appointment to help students with the packets. The process of dropping off the work for grading will include new academic work to be given to parents for the next week learning. All student work will be graded and grades will be submitted into MISTAR. Once the ordered Chromebooks arrive, all students who are currently doing instructional learning packets will be transitioned to online instruction.

For those students who will receive their education online with synchronous instruction, the Chromebooks will be distributed to them grade by grade in an equitable manner.

Access for Students with Disabilities

The district will conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.

Our district recognizes the support and needs of our children with disabilities that take part in the programming for special education and associated services including occupational, physical, and/or speech and language therapy, as well as social work. Whether through in-person or remote learning, it is our aim that the programs and services for our children with disabilities will be provided to ensure FAPE is consistent with students' needs to the maximum extent possible. While taking into consideration the various need of students, the IEP teams will analyze the needs of each student's Individualized Education Program (IEP) through assessments or screenings, and in consultation with parents, the IEP teams will determine the services and support needed to respond to the data-driven outcomes for effective accommodations and/or services that will allow continues progress toward individual goals and objectives.