



Pontiac Academy for Excellence Extended COVID-19 Learning Plan

Address of School District: 196 Ceasar E. Chavez Ave Pontiac, MI 48342

District Code Number: 63906

Building Code Number(s): 08433

District Contact Person: Dr. Mark Gable

District Contact Person Email Address: gablem@pontiacacademy.org

Local Public Health Department: Oakland County Health Division

Local Public Health Department Contact Person Email Address: ochd-k12schools@oakgov.com

Name of Intermediate School District: Oakland County ISD

Name of Authorizing Body: Saginaw Valley State University

Date of Adoption by Board of Directors:



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. If deemed safe, within one week, we will phase in grades 6-8. Our last phase would include grades 9-12 one week later.

- If the Academy determines that it is safe to provide in-person instruction to pupils, K-12 instruction will be provided to pupils 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.

Mary Richardson (COVID-19)

President of the Board of Directors

September 15, 2020



Introduction and Overview

- 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 mission of Pontiac Academy for Excellence is to provide students and families a safe, nurturing environment and challenging educational experience that will foster the strength of character necessary to succeed in career and life. Our desire to keep our scholars, staff, and families safe while maximizing the learning opportunity perpetuated the need for the Extended COVID 19 Learning Plan. The Center for Disease Control reported an average of 576 new cases per day with a total 117, 000 confirmed cases of COVID 19 in Michigan. Oakland County alone reported 18, 762 confirmed cases, which is one of the highest tolls in the State of Michigan. In addition to statistics from the CDC, staff and parent survey data were used to guide the Pontiac Academy for Excellence Board of Directors' unanimous vote to provide online instruction. Pontiac Academy for Excellence remains committed to providing high quality, rigorous curriculum, with multi-tiered systems of support in our online platforms. To increase pupil engagement, every child will receive the following: access to a Chromebook in grades 4th -12th, a tablet in K-3rd, a quarterly distribution of school supplies, and access to free meals. To monitor students' progress and our educational program, benchmarks assessment will guide our students' educational learning experience. We are committed to ensuring 1.5 years' worth of growth in reading and math for all students during these unprecedented times.

This plan was created collaboratively between building administration and central office administrators for the school district.



Educational Goals

The educational goals of the academy are aligned with those outlined in the academy's charter contract with Saginaw Valley State University, the charter authorizer, and are as follows:

NWEA:

- All students K-5 will show 1.5 years' worth of growth in Reading and Math as measured by NWEA.
- African American K-5 will show 1.5 years' worth of growth in Reading and Math as measured by NWEA.
- White K-5 will show 1.5 years' worth of growth in Reading and Math as measured by NWEA.
- Economically Disadvantaged K-5 will show 1.5 years' worth of growth in Reading and Math as measured by NWEA.
- ESL K-5 will show 1.5 years' worth of growth in Reading and Math as measured by NWEA.
- All students 6th – 11th will show 2 years' worth of growth in Reading and Math as measured by NWEA.
- African American 6th – 11th will show 2 years' worth of growth in Reading and Math as measured by NWEA.
- White 6th – 11th will show 2 years' worth of growth in Reading and Math as measured by NWEA.
- Economically Disadvantaged 6th – 11th will show 2 years' worth of growth in Reading and Math as measured by NWEA.
- ESL 6th – 11th will show 2 years' worth of growth in Reading and Math as measured by NWEA.

M-STEP

- Increase student proficiency by 20 percentage points in Math and ELA as measured by M-Step.
- Increase student growth by 20 percentage points in Math and ELA as measured by M-Step.
- Increase student proficiency by 20 percentage points in Science as measured by M-Step in 7th grade.
- Increase student proficiency by 20 percentage points in Social Studies as measured by M-Step in 8th grade.
- African American students will increase proficiency by 20 percentage points in Math and ELA as measured by M-Step.
- ESL students will increase proficiency by 20 percentage points in Math and ELA as measured by M-Step.



- Economically Disadvantaged students will increase proficiency by 20 percentage points in Math and ELA as measured by M-Step.
- White students will increase proficiency by 20 percentage points in Math and ELA as measured by M-Step.
- African American students will increase proficiency by 20 percentage points in Math and ELA as measured by M-Step.
- ESL students will increase proficiency by 20 percentage points in Math and ELA as measured by M-Step.
- Economically Disadvantaged students will increase proficiency by 20 percentage points in Math and ELA as measured by M-Step.
- White students will increase proficiency by 20 percentage points in Math and ELA as measured by M-Step.
- African American students will increase proficiency by 20 percentage points in Science as measured by M-Step in 7th grade.
- ESL students will increase proficiency by 20 percentage points in Science as measured by M-Step in 7th grade.
- Economically Disadvantaged students will increase proficiency by 20 percentage points in Science as measured by M-Step in 7th grade.
- White students will increase proficiency by 20 percentage points in Science as measured by M-Step in 7th grade.
- African American students will increase proficiency by 20 percentage points in Social Studies as measured by M-Step in 8th grade.
- ESL students will increase proficiency by 20 percentage points in Social Studies as measured by M-Step in 8th grade.
- Economically Disadvantaged students will increase proficiency by 20 percentage points in Social Studies as measured by M-Step in 8th grade.
- White students will increase proficiency by 20 percentage points in Social Studies as measured by M-Step in 8th grade.



High School

- Increase student proficiency by 20 percentage points in Math and English Language Arts as measured by ACT, PSAT and M-Step.
- African American students will increase student proficiency by 20 percentage points in Math and English Language Arts as measured by ACT, PSAT and M-Step.
- White students will increase student proficiency by 20 percentage points in Math and English Language Arts as measured by ACT, PSAT and M-Step.
- ESL students will increase student proficiency by 20 percentage points in Math and English Language Arts as measured by ACT, PSAT and M-Step.
- Economically Disadvantaged students will increase student proficiency by 20 percentage points in Math and English Language Arts as measured by ACT, PSAT and M-Step.
- There will be a decrease in the number of students required to complete Credit Recovery classes.

Mid-Year Goal Achievement Expectations:

- High School
 - There will be a decrease in the number of students required to complete Credit Recovery classes.

End-of-Year Goal Achievement Expectations:

All goals listed in the aforementioned paragraphs are expected to be attained by the academy by the end of the 2020-21 school year, with the exception of those identified as mid-year goals.

The Academy ensures that the following for the educational goals described in this section:

- Goals include increased pupil achievement
- Growth on a benchmark assessment (NWEA) in the aggregate and for all subgroups of pupils
- The benchmark assessment (NWEA) is aligned to the State of Michigan standards
- The benchmark assessment will be administered to all pupils to determine whether meaningful progress is being made towards mastery of standards
- The aforementioned goals are measurable through the benchmark assessment



The Academy ensures the following for the benchmark assessment being used:

- Is approved by the Michigan Department of Education
- Is one of the most commonly administered benchmark assessments in the state
- Complements the M-STEP
- Is aligned to the content standards of the state
- Is internet delivered and includes standards-based assessment using a computer-adaptive model to target the instructional level of each pupil
- Provides immediate feedback to pupils and teachers
- Is nationally normed
- Provides measures of growth and provides for multiple testing opportunities

The Academy has used the NWEA assessment since 2017.



Instructional Delivery & Exposure to Core Content

- Describe how and where instruction will be delivered during the 2020-2021 school year. (E.G., in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).
- 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 Academy had planned for that exposure to occur for in-person instruction.
- 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.

PAE Semester Calendar

The 2020-21 school year will be structured according to semesters for elementary, middle and high school. The schedule of semesters will be:

- Semester 1: August 31, 2020 - January 15, 2020
- Semester 2: January 16, 2020 - June 11, 2020

The district will announce any changes in the fall. HS Counselor will communicate with all students who may be impacted by any changes to graduation requirements.

PAE Virtual Learning with Opportunities for On site and/or Virtual Teacher Supports

Pontiac Academy for Excellence will implement a 100% Virtual Learning model with direct on site and virtual supports for the 2020-2021 School year. Students will learn virtually online three days per week with their respective teachers. Additionally, PAE will pre-schedule and open four computer labs for students to utilize in two hour intervals by appointment to complete their virtual lessons if they need access to technology, or just a quiet space to work for a few hours per week.

Reading and Math is absolutely essential to the academic growth and development of elementary students. Pontiac Academy for Excellence will exceed the State requirement for two days per week. Students in K- 12th grade will participate in direct/ whole group instruction on Monday, Wednesday and Friday. On Tuesday and Thursday, students will have the opportunity to participate in small groups as well as independent practice on site and/or virtually. Teachers will facilitate office hours daily. We are confident that increasing the instructional time will maximize our student's potential. Staff will also have designated times to engage in professional learning community meetings will take place every Thursday and/or Friday targeting instructional progress, student progress, instructional/professional development and support needs facilitated by the PAE Leadership and Teaching Teams.



Instructional Scope and Sequence (Virtual/Remote Learning)

- **Tier 1 Instruction**
 - Tier 1 instruction and pacing of lessons will be aligned across grades and courses online using the Michigan Common Core Standard/Michigan Merit Curriculums as paced and aligned in the **Oakland Schools Atlas Rubicon Lesson Management System** for the areas of math, reading, social studies. Michigan's Next Gen Science Standards will be taught according to grade level. Teachers and instructional leaders will unpack standards to align them directly with the most recent M-Step data and NWEA Learning Targets to ensure that instruction is meeting students where they are academically and intentionally pushing them toward grade level proficiency.
 - Differentiated instruction/intervention will support Tier 1 grade level instruction. These interventions will be implemented by the classroom instructor minimally two days per week with fidelity in the forms of remote, technology based instructional programs that are directly aligned to the students' learning levels based on NWEA data. Those tier 1 based technology support programs include a combination of; (K-5) Study Island, Khan Academy, RAZ Kids and Vocabulary City. (Grades 6-12) Study Island, Khan Academy, Edgenuity and (Kaplan for 9-12 only).
- **Tier 2 Instruction**
 - Tier 2 foundational skill building instruction will be implemented daily by PAE's Academic Intervention Team, which consists of math/reading tutors. They will service 5-6 identified students per class hour based on the most recent NWEA Learning Continuum data, math/reading performance in class and attendance. Students will receive services to fill academic gaps based on the data in order to become stronger and closer to grade level proficiency. An hour dedicated to academic intervention will be created and embedded into each schedule, daily. Therefore, students will not be pulled from grade level instruction for tutoring. They will practice foundational skills while still learning their grade level content. Assessments will be administered weekly and/or bi-weekly for progress monitoring purposes. All students will be evaluated after 8-10 weeks to determine if their progress dictates they return to Tier 1 differentiated instructional programs with their teachers, or if they continue with Tier 2 tutoring, or if they should be referred to tier 3 academic interventions due to their severe lack of progress. These programs utilize small group direct instruction with tutors and IXL math/reading technology based instruction.
- **Tier 3 Instruction**
 - Tier 3 foundational skill building instruction will take place daily with PAE's Academic Intervention Team, which consists of math/reading certified specialists. They will service smaller groups of 3-4 identified students per class based on the most recent NWEA Learning Continuum data, math/reading performance in class, attendance and maybe tier 2 progress. Students will receive services to fill academic gaps based on the data in order to become stronger and closer to grade level proficiency. An hour dedicated to academic intervention will be created and



embedded into each schedule daily. Therefore, students will not be pulled from grade level instruction for tutoring. They will practice foundational skills while still learning their grade level content. Assessments will be administered weekly and/or bi-weekly for progress monitoring purposes. All students will be evaluated after 8-10 weeks to determine if their progress dictates they return to Tier 2 tutoring, or if they should be referred to a special education testing due to their severe lack of progress. These programs utilize small group and/or individualized direct instruction with specialists and IXL math/reading technology based instruction.

- **Special Education**

- The special education program will continue in accordance with special education rules and regulations both remotely and/or face to face during teacher assigned office hours. Individual goals and objectives will be addressed and monitored weekly and/or monthly. All instructional hours per students' IEP's will be strictly adhered to and progress monitored by the PAE Special Education Director, School Admin Team and Special Education Instructional Teams. Monthly reports will be created and shared with the PAE Leadership Team and PAE School Board. All evaluations scheduled during the 2019/2020 school closure will be conducted early in the 2020-2021 school year. Evaluation team members will determine if it is necessary to proceed with in-person evaluations or if there is sufficient data to determine eligibility without additional face to face evaluations. Initial evaluations will be determined by best practice, referral concerns and based on the REED.

Contingency Plans will be created for every PAE Special Education Student in compliance with MDE recommendations.

- **ESL Program**

- The ESL educational program will continue in accordance with ESL compliances remotely and/or face to face during teacher assigned office hours. ESL Students will receive direct daily instruction for a designated time period by an ESL Instructor. Additionally, students in the ESL Program will receive foundational skill building instruction by ESL Tutors during their assigned academic intervention hours to fill language barrier gaps bringing them closer to grade level proficiency based on Michigan Common Core Standards/Michigan Merit Curriculums. The ESL Tutoring programs utilize small group and/or individualized direct instruction with specialists and IXL math/reading technology based instruction. Student progress will be monitored by the PAE ESL Education Coordinator, School Admin Team and ESL Instructional Teams. Monthly reports will be created and shared with the PAE Leadership Team and PAE School Board.



Progress Monitoring Plan of Action

The PAE Leadership Team will ensure that all tiers are implemented with fidelity using the following processes:

1. Documented observations/walkthroughs via Zoom and Google Classroom
2. Weekly lesson plan review and documented feedback
3. Student progress report discussions (teachers, leadership, parents)
4. Weekly monitoring of grade inputs (minimum of two grades per subject area per week is the expectation)
5. Weekly monitoring and reporting of Tier 1 technology based program support usage (Minimum of 100 minutes per week of Study Island is the minimal district wide expectation per student beginning in October)
6. A set PLC meeting cycle for progress monitoring, teacher development and strategic planning:

PAE District Wide Staff Meeting Cycle 2020-21 School Year

1. **First Thursday**- Full school staff meeting, then break-out staff meetings (K-5), (6-12), and intervention support team meetings to discuss student progress who are referred to an intervention program, or being monitored in class to determine if further supports are needed.
 2. **Second Thursday**- Tier 1 PLC (look at student work, assessments, pacing, collaborative planning, etc. facilitated by school leaders. Also, Culture/Climate PLC to discuss SEL strategies, student progress/needs, attendance, etc. facilitated by Behavior Coach/Dean of Culture/Climate, home school liaisons and/or parent liaison.
 3. **Third Thursday** - ½ Day professional development (Leadership Team and/or outside educational partners).
 4. **Fourth Thursday**- Tier 1 PLC (look at student work, assessments, pacing, collaborative planning, etc. facilitated by school leaders. Tiers 2-3 PLC check-ins with teachers to discuss student progress in Tiers 2-3 academic intervention programs facilitated by the K-12 Intervention Coordinator and/or academic intervention tutors/specialists.
- Leadership Cabinet consisting of; District Level Leadership, Building Level Leadership, Special Education Director, K-12 Academic Intervention Director, School Board Liaison and Athletic Director will take place every week to discuss program progression.



- District Level Leadership consisting of Dean of Academics, Program Director and Program Coordinator will take place twice per week to share meeting agendas/minutes (academics and operations) for alignment checks, for reference and record-keeping purposes.

PAE Family Communication Plan- Student Progress Reports will be shared with students/families for K-12:

1. One official report card per quarter will be issued.
2. One official progress report per quarter will be issued.
3. Parents will be signed up for Mi-Star Parent Connect to check student's weekly progress (minimum of two grades per subject area per week is expected per teacher).
4. Class Dojo offers teachers the opportunity to communicate with parents daily, typically used by the K-5 team.
5. One formal parent/teacher conference is scheduled per quarter for K-12.
6. Teacher office hours are 2 days per week where parents can check students' real time progress and/or teachers can reach out to share students' real time progress.
7. Google Classroom platform is used daily to share instructional progress information with students and parents . Administrators will have direct access to each teachers' Google Classroom to view daily communications.





Equitable Access

- If delivering pupil instruction virtually, describe how the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- Describe how 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.

Equitable Access to Technology

The Pontiac Academy For Excellence School District will ensure that all currently enrolled students have the appropriate equipment and access to technology in order to successfully engage academically utilizing the assigned virtual platforms. PAE's Covid-19 Extended Learning Plan Technology Supports for students include; 1:1 tablets for grades K-3, 1:1 Chrome books for grades 4-12, Hot Spots for families who do not have home internet access, Daily open computer lab hours on campus and teacher on site and small group support hours where technology can be accessed based on the support needs of the students being serviced.

Student Support Services

PAE will make a good faith effort to the extent practicable to provide equal access to alternative modes of instruction to students within our K-12 special education program. In addition to general education, students with IEP and their families will be provided with modified activities and materials to be utilized in the home setting. To the degree feasible students with disabilities and ESL students will be provided with online instruction, devices and internet access, software applications (such as Google docs, Google Classroom, Study Island, Edgenuity, Class Dojo and Kahn Academy), video recordings, hands on activities or projects, instructional packets, email, instructional videos and/or video conferencing, and optional learning experiences. In addition, all students with disabilities will have access to grade-level resources to complete their work.

The bilingual paraprofessionals will work in collaboration with the general education teachers to interpret texts and assist students with classwork. Once a week bilingual staff will post read aloud on our website and Facebook page in Spanish for students.

