



## **District/PSA Template for the 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. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

# **North Star Academy**

## **Extended COVID-19 Learning Plan**

Address of School District/PSA: 3030 Wright St, Marquette, MI 49855

District/PSA Code Number: 52901

District/PSA Website Address: [www.northstaracademymqt.com](http://www.northstaracademymqt.com)

District/PSA Contact and Title: Andrea Ballard, Superintendent

District/PSA Contact Email Address: [aballard@nsacd.com](mailto:aballard@nsacd.com)

Name of Intermediate School District/PSA: Marquette-Alger RESA

Name of PSA Authorizing Body (if applicable): Northern Michigan University

Health Department Contact: Kathy Mell

Health Department Contact Email Address: [kmell@mqtco.org](mailto:kmell@mqtco.org)

Date of Adoption by Board of Education/Directors: October 1, 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.



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President of the Board of Education/Directors

9-23-2020

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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 has impacted our school community in a number of ways, including the loss of instructional time which may result in significant gaps in student learning, along with trauma caused by the increased level of social and emotional hardships experienced by students and staff. Therefore, our greatest priority this school year is to ensure the well-being of all of our students and staff.

North Star Academy will begin the school year in a hybrid learning environment, by offering both an in-person option and a fully virtual option for all of our students. We will work diligently to ensure that the necessary structures are in place to maximize student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

The extended COVID-19 learning plan is necessary to determine how effective our educational support plan is in providing academic and social/emotional support for all of our students whether they are attending school in person or virtually. This plan will serve as an opportunity for our administrative team and board of directors to review the plan monthly and determine which components of the plan are successful and which components need revising. The plan will also assist in providing an opportunity to develop educational goals and monitor the success of these goals, and review the virtual participation percentages of our students.

## 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-12 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

North Star 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. Therefore, we 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 and support individual learning needs.

The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all grade K-12 students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool that has been used consistently by North Star Academy for approximately 8 years.

North Star Academy's NWEA MAP assessment (MDE approved benchmark assessment) will be administered to all pupils in grades K-12 between September 14, 2020 through October 16, 2020.

As of October 1st, 2020, our plan for the Mid-year and End-of-year MAP testing windows are as follows: Mid-year MAP assessment between December 7, 2020 through January 15, 2021 and the end-of-the-year MAP assessment between April 5, 2021 through May 27, 2021.

### **Educational Goals**

**Goal 1** - North Star Academy's School Conditional Growth Percentile by aggregate, grade-level, and applicable subgroup(s) will achieve typical growth in Reading as defined by NWEA's "About Average" effectiveness as described on the Student Growth Summary Report at both the middle and end of the year testing windows.

**Goal 2** - North Star Academy's School Conditional Growth Percentile by aggregate, grade-level, and applicable subgroup(s) will achieve typical growth in Math as defined by NWEA's "About Average" effectiveness as described on the Student Growth Summary Report at both the middle and end of the year testing windows.

## **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).

### **EDUCATIONAL OPTIONS:**

For the 2020/21 school year, North Star Academy will offer two educational options for our students, including an in-person and fully virtual option.

#### **In-Person Montessori Classroom Education**

- In-person learning and engagement with small class sizes daily from 8:30 am to 3:40 pm
- Fully implemented Montessori instruction using Montessori materials made accessible in a safe and sanitary environment
- Social interaction with peers and staff
- Students will still receive instructional time in art, music, technology, and physical education.
- Students will travel throughout the building with a single cohort. For example, students will participate daily in outdoor recess with only the students from their classroom
- The Polar Bear Online Academy will be introduced to connect all teachers, students, and parents for seamless learning transitions during short-term absences and/or mandated Distance Learning

#### **Virtual Polar Bear Online Academy**

- NSMA will partner with an online learning platform Edgenuity (K-12th Grade)
- Supervised by NSMA teachers with weekly ZOOM meetings
- Adaptable online program that can be individualized for each child's learning needs
- Completely online, flexible, accessible anywhere, aligned with NSMA standards
- Video based explicit instruction, supported and independent practice, standards aligned assessments
- Students are responsible for maintaining recommended course content pacing



- Progress monitoring along with grading of completed assignments, and assessments will be used to determine term grades
- The online academy will be rigorous and include daily requirements for content completion and participation

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| <ul style="list-style-type: none"> <li>● <b>Please describe</b> 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.</li> </ul> |
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### **Curriculum and Instruction: Academic Standards**

The North Star Academy curriculum for core academic areas is aligned to state standards and supported through the use of the Montessori philosophy and materials. As teachers navigate the wider than usual range of competencies expected this fall, they will use Tier 2 and Tier 3 supports to emphasize individualized learning and to prioritize K-12 instructional standards for the 2020-2021 School Year. Teachers will implement instructional approaches to meet the varying ranges of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways for both face-to-face and virtual environments, while simultaneously working diligently to incorporate well-being and SEL/trauma-informed practices into instruction.

As our virtual teachers work to engage students remotely, they will use the following practices when implementing remote learning:

- 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**

North Star Academy bases its assessment system on the Michigan Standards. We regularly assess students to determine if they are making progress toward meeting those standards. We place an emphasis on formative and authentic assessment models, which are embedded in weekly lessons and instructional practices. These assessments are critical in the instructional process so that students and teachers receive timely feedback that helps them know what they need to do to improve the teaching and learning process.

We make available to our parents and legal guardians a web-based program, PowerSchool, that allows them to see their children's grades and assignment completion at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

## Equitable Access

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

## Technology

North Star Academy ensures that 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. For those students that have internet access, but don't have a device, laptops will be made available. Students without internet access will be supported in obtaining internet access through various sources. If internet access is still unobtainable, students will have access to instructional materials through a weekly instructional packet along with a laptop and external storage device containing pre-recorded lessons.

- **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. Upon review of all IEPs, contingency learning plans may be developed and implemented when the full offer of a FAPE cannot be provided. Teachers will ensure that all returning students with an IEP have a current and deliverable offer of FAPE, with consideration given to his/her learning environment (virtual and/or in-person).

North Star Academy will continue to implement 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. The district also ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IEP or 504 plan. The district continues to maintain a method for identifying and evaluating students suspected of having a disability as well as those requiring re-evaluation.

