



## **Hanley International Academy Extended COVID-19 Learning Plan**

Address of School District: 2400 Denton Street, Hamtramck, Michigan 48212

District Code Number: 82986

Building Code Number(s): 09606

District Contact Person: Steve Paddock

District Contact Person Email Address: SPaddock@TheRomineGroup.com

Local Public Health Department:  
Wayne County Health Department  
33030 Van Born Road  
Wayne, MI 48184

Local Public Health Department Contact Person Email Address:  
Sergio Dinaro, MBA  
sdinaro@waynecounty.com

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors: September 24, 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 re-confirm 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 re-confirm 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.

A handwritten signature in cursive script, appearing to read 'John M. Leib', is written over a horizontal line.

President of the Board of Directors

9/24/2020

Date



## **Introduction and Overview**

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.

As Hanley International Academy plans to begin the school year in a virtual/face to face 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 equity for all learners and the well-being of students and staff.



## Educational Goals

### **Quality Evidence-Based Assessment Practices**

The Hanley International Academy 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.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Hanley International 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.

“The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades kindergarten to eighth grade on reading and math NWEA Growth tests will be at or higher than 50.”

### **Educational Goals**

The NWEA assessments in reading and mathematics will be administered to all students three times. Once in the first nine weeks of the school year, once in the winter and again prior to the last day of school. 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.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

Additionally, we will continue to engage stakeholders in the district’s balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

**Goal 1** - All students (K-8) will improve performance in Reading/ELA from fall-to-winter and fall-to-spring as measured by NWEA. The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades kindergarten to eighth grade on reading and math NWEA Growth tests will be at or higher than 50.



- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

**Goal 2** - All students (K-8) will improve performance in Mathematics from fall-to-winter and fall-to-spring as measured by NWEA. The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades kindergarten to eighth grade on reading and math NWEA Growth tests will be at or higher than 50.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

## **Instructional Delivery & Exposure to Core Content**

### **Mode of Instruction**

To start the school year, all K-8 students will attend school every day for virtual instruction with the goal to transition to face-to-face instruction. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day. There will be synchronous learning available each day for each subject area. There will also be asynchronous learning assignments throughout the week for each of the core content areas.

Elective courses will be taught remotely for all students according to their individual grade level schedules. This schedule attends to health and safety by minimizing the number of passing times needed and eliminating the lunch period.

### **Curriculum and Instruction: Academic Standards**

Hanley International Academy curriculum for core academic areas is aligned to state standards and housed in our lesson plan creator tool. As teachers navigate the wider than usual range of competencies expected this fall, to provide guidance to help them design new (or best utilize



existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-8 instructional standards for the 2020-2021 School Year. The CIA Toolkits will 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 students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

### **Assessment and Grading**

Hanley International Academy bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system, Powerschool, which allows them to see their children's grades 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 parent's report cards at the end of each marking period.

### **Standards-Aligned Curriculum and High Quality Instructional Materials**

Our current curricular resources are accessible digitally for staff. Additional digital resources are being utilized to enhance student engagement and the formative assessment process. Our teachers have a strong command of curricular resources and have received professional development on the district-adopted curriculum as part of the normal process of doing business. Focus and professional learning has shifted to following standards-aligned resources, with a special emphasis on prioritized standards to accelerate learning based on pre-assessment of student skills and knowledge. We are using Google Classroom and Seesaw as our Learning Management System (LMS) for all students in grades pK-8.



**Hanley International Academy will:**

- Survey families to discern interest in either in-person instruction or virtual learning.
- Following the results of the survey given to families, offer two modes of instruction for students starting in the fall.
  - Families may choose in-person instruction, which will be 5 full days in the classroom, following strict social distancing, hygiene and safety protocols.
  - Families may choose fully virtual instruction. Each grade level will have a certified teacher leading virtual instruction through either Zoom or Google Meet platforms.
- Revise the Continuity of Learning Plan to provide for more rigorous virtual learning.
  - Teachers will be providing synchronous learning in content area blocks to students. Students will be given opportunities for break out sessions to complete classwork in small groups with the teacher assisting.
- Share the school’s remote learning plan with all involved stakeholders in case of a return or chosen option to remote learning.
- Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation.
- Consult MDE for high-quality digital resources.
- Make expectations clear to teachers around remote instruction that will include:
  - Best practices for remote learning
  - Grade-level proficiencies
  - Modes of student assessment and feedback
  - Differentiated support for students
  - Inclusion of social-emotional learning
  - Guidance around daily instructional time and workload per different grade levels to ensure consistency for students.
- Continue to embrace and lead with our Vision Statement in mind. “Educating your child like our own.” Whether that may be with in person instruction or virtual learning.
- In conjunction with our school Vision Statement, set an instructional vision that ensures that:
  - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject
  - Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using all assessments (W-APT, DRA, NWEA, WIDA.)
  - Every student’s academic and social-emotional needs will be addressed.
- Revise students’ IEPs and 504 plans in coordination with general and special education teachers to reflect the child’s evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.



### **Communications and Family Supports:**

*Hanley International Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap*

- Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
  - Expectations around their child’s return to school;
  - Clear information about schedules and configurations, if hybrid;
  - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
  - Plans for each of the different school opening scenarios.
- Provide resources that demonstrate schools value parents as partners in their child’s education. Offer family supports that provide families with:
  - Training about how to access and use the school’s chosen digital systems and tools;
  - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
  - Opportunities to build their digital literacy; and
  - Strategies to support their child’s learning at home.

### **Hanley International Academy will:**

- Give communications regarding:
  - Expectations around their child’s return to school
  - Clear information about schedules and configurations
  - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies
  - Plans for each of the different school opening scenarios
- Communications given by Edulink will be given on a needs basis.
- Communication to parents through Classroom Dojo is done on a daily basis.
  - Teachers are required to provide daily communication through their own classroom pages with their individual classroom families.
  - Administration communicates frequently (on a weekly basis) with all Hanley families through the Classroom Dojo portal as well. Methods include, but are not



- limited to, the following:
  - Direct Person-to-Person Telephone Calls when applicable
  - Robo Calls utilizing Edulink
  - Regular US Mail – information mailed to families
  - Email
  - Class Dojo
  - Text Messages
  - Flyers/Newsletters
  - Social Media posting(s)
  - Website posting

**Professional Learning:**

***Hanley International Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap***

- Provide adequate time for schools and educators to engage in:
  - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
  - Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student’s growth and needs with students’ assigned teacher(s) for the 2020-2021 school year;
  - Identify students who potentially need additional support; and
  - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training, with goals to:
  - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
  - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
  - Build school leaders’ and teachers’ capacity to design and develop blended and remote learning experiences that are equitable and engaging.



## **Professional Learning:**

### **Resources To Support The School Community**

Hanley International Academy will compile and regularly update comprehensive lists of wellness resources available to our school community that can be provided in conjunction with screening activities, and that reference school and community wellness resources. These will be placed on our website, ClassDojo, and social media so that everyone has quick and easy access to them.

We will provide regular communication to our school community and parents, *via* a variety of channels: school website, social media channels, and our school newsletter. It is important that we provide information about the return to school transition that destigmatizes COVID-19; understanding normal behavioral response to crises; general best practices of talking through trauma with children; and positive self-care strategies that promote health and wellness.

We will maintain a wellness resource page on our website. Our school social worker will create and cultivate content in collaboration with community agencies to ensure the list is comprehensive.

## **Professional Learning Structures:**

### **Professional Learning Communities (PLCs):**

The primary purpose of this work is to ensure learning through Response to Intervention (RTI) where teachers collaborate around the following questions:

- *What do we want our students to learn?*
- *How will we know if they have learned it?*
- *What will we do if they haven't learned it yet?*
- *What will we do if they already know it?*

To answer these questions, these teacher-led groups will engage in:

- Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed.
- Identifying students who did not engage in remote learning and develop a plan to provide additional support, if needed. (Will need to work with teachers from 2019-20 to share data and concerns about each student's growth and needs.)
- Identifying students who potentially need support – and plan supports for them.
- Monitoring student work and progress throughout the year, and planning next steps in the learning for students.



**Resources that support this work:**

- [Collaborative Inquiry Toolkit](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [Assessment Guidance Planning Document](#)
- [Formative Assessments in Distant Learning framework](#)
- [Formative Assessment Tips for Remote Learning webinars](#)
- [Grading for Learning: Guidelines for Creating Student Success](#)
- [MSU Reframing Assessments as Tools for Student Support](#)

**Virtual when necessary:**

We believe that the best professional learning happens when educators can be in a room together – and that part of the time is spent observing classrooms and students in action. For the 2020-21 school year, in addition to classroom observations – we will instead use video where appropriate. We will also be flexible and open to conducting any session virtually as necessary– whether we are open or closed.

**Time:**

Some professional learning will be offered asynchronously and some will be synchronous. The following times will be reserved for synchronous professional learning:

- Week of August 17-21, 2020, Week of August 24-28, 2020
- Daily common planning time for teachers
- Last Friday each month Full Day PD for Staff
- School staff meetings reserved for every other Wednesday as needed

**Professional Learning Topics:**

- **Well-Being:** Social-emotional learning, trauma-informed best practices, identification of students at risk and proper referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma
- **Equity:** Restorative supports for educators and learning around equity, implicit bias, and culturally responsive education
- **Remote/Hybrid Teaching and Learning:**
  - Use and effectiveness of digital tools and resources that support remote learning
  - Design and development of blended and remote learning experiences that are equitable and engaging - and are aligned to our deep learning strategic plan priority
- **Safety protocols:** PPE, hygiene, social distancing, movement, screening, responding to symptoms, cleaning, medically vulnerable students



## **Resources that Support Professional Learning in these Topics:**

### **Well-Being Resources**

- COVID-19: [Talking to Children about COVID-19](#), [Helping Children Cope during COVID-19](#), [Educator's Guide to Supporting the Social Emotional Needs of Students: COVID-19 Information](#)
- Trauma: see pages 24 to 28 in [Guidelines for Reopening Schools: An Opportunity to Transform Public Education](#) and [Tips for Survivors of Disaster or Other Traumatic Event](#), [How Trauma Effects Kids in School](#)
- [Social Emotional Learning](#), [Mindfulness for Children](#)

### **Equity Resources**

- Equity and implicit bias: [Talking to Children About Racism](#), [Changing Minds to Address Poverty in the Classroom](#)

### **Remote Learning Resources**

- [Best Practices for Remote Teaching](#) provides six strategies for working remotely with students
- [Best Practices for Remote Learning in the Content Areas](#), [\(PBIS\) Teaching Matrix for Remote Instruction](#) This provides concrete strategies in a concise rubric that help foster a positive classroom culture in a remote learning context
- [National Institute for Excellence in Teaching \(NIET\) Rubric for Virtual Learning](#) is an extensive and detailed rubric that describes ways that strong teaching practice translates to the remote learning environment
- [Learning at a Distance Matrix](#)
- [Flipped Learning Conference](#)

### **Other Resources**

- [Asynchronous Professional Learning Modules](#)
- [Michigan Virtual Remote Learning Training for Teachers](#)
- [Edupaths Professional Development for Educators](#)



## **Equitable Access**

### **Technology**

The Hanley International 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. All students will be offered a chrome book, tablet, laptop or other suitable means to access the virtual content. In addition, we will identify any family/student in need of internet connectivity and assist them with acquiring it.

### **Students with identified special needs**

When school starts, students' IEPs, IFSPs, 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 from birth to five, those with identified special needs, and those attending CTE programming, 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.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or 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.