



Superior Central Schools Extended COVID-19 Learning Plan

Address of School District/PSA: Superior Central Schools

District/PSA Code Number: 02080

District/PSA Website Address: www.superiorcentralschools.org

District/PSA Contact and Title: William T. Valima, Superintendent/K-12 Principal

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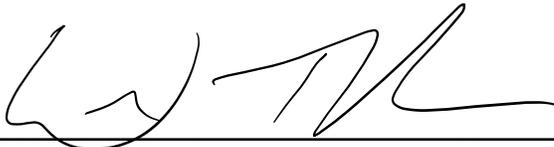
Name of Intermediate School District/PSA: MARESA

Date of Approval by ISD/Authorizing Body: 9/15/2020

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 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 re-confirmed 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 ISD 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.



District Superintendent

9/15/2020

Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

We finished up in-person instruction last year on March 13th after a literal Eleventh hour closing by the Governor. At first, we were told it would just be an extended Spring Break. That Spring Break ended on September 1st of this year. Over the 2019-2020 shutdown, the target was never clear. We weren't supposed to introduce new material, but we were supposed to keep kids engaged. We tried multiple approaches to deliver material both online and with packets. It was difficult as students and parents knew that they weren't really going to be held accountable. Our staff did a phenomenal job and I am very proud of them. I feel we did everything that we could to deliver content to kids; including going to their homes. We can dwell on the shutdown, but what's the point? We will move forward, because that is what we do.

As we entered the 2020-21 school year, we knew that things would have to be different than last spring. We used the Roadmap as our guide over the summer and planned for multiple scenarios and Phases. We were excited that the Upper Peninsula stayed in Phase 5 and that we were able to offer in-person instruction. We knew that some parents and students would be apprehensive about returning, whether it be a concern about contracting the disease or not wanting to follow the procedures like wearing a mask and applying hand sanitizer. We knew that not everyone would be happy. I feel that our safety plan is suitable to our district.

Over the summer we partnered with Edgenuity to create the Superior Central Online Academy. We wanted to ensure that students who were not physically in our building were participating in a structured learning environment where they could achieve academically. While I know there will be some wrinkles early in the online experience, I am confident they will get worked out.

As we return to school, we anticipate that students will be coming into the 2020 school year with gaps. We fully expect that many students will be behind and will need opportunities to catch up. We have discussed this with our teachers, and they will be given opportunities to collaborate with each other to determine how to fill the gaps.

Superior Central's COVID-19 response can be found on our website at <https://www.superiorcentralschools.org/covid-19--76>

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Superior Central believes that benchmark assessments are important. If you are a school who doesn't believe this, I'm not sure you should be in operation. If while reading these goals, you are finding that schools are only benchmark assessing because of this learning plan I believe an extended COVID Learning Plan is the least of that schools worries. Benchmark assessment data provides evidence that can be used to monitor and evaluate patterns and trends to guide instruction. We believe the use of formative assessments provides real time data for our teachers, administrators, students, and parents. It's why educators for years and said that summative assessments like the MEAP, MME, M-STEP are not valuable to instruction. They provide no timely feedback.

The NWEA assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, 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.

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 to Spring as measured by NWEA.

- 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 to Spring as measured by NWEA.

- 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

- **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).

Superior Central School will be starting the school year with in-person instruction. Student and staff health will be addresses through our “Return to School Safety Protocols” which can be found on our website at

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/846123/Superior_Central_Return_To_School_Safety_Protocols.pdf

As mentioned earlier, we have created the Superior Central Online Academy for students who are not returning for in-person instruction. Through a partnership with Edgenuity, students in our online academy will be accessing content online through an asynchronous format. All students have a Superior Central teacher associated to them as a mentor who will be checking in with them.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Like the curriculum at Superior Central is aligned to the State Standards so is the online curriculum through Edgenuity.

- **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.

Superior Central will continue to base our classroom assessments on the standards set by the State of Michigan. We assess students through conversation, in class work, out of class work, quizzes, essays, tests, projects, and semester exams. We know that formative assessments are critical to the learning and teaching experience. Both students and teachers gain from constant assessment.

We also utilize PowerSchool to keep our parents/guardians in the know of how their student is doing. Teachers and parents are constantly talking, whether over the phone or via email. Report cards are also sent home every 9 weeks.

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.

Superior Central will continue to follow our previously submitted Continuity of Learning Plan regarding technology.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/666083/Superior_Central_COVID19_Continuity_of_Learning_Plan.pdf

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Students' IEPs and 504 plans are 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.

Superior Central 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.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited

to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

Superior Central will continue to support all learners as laid out in our Continuity of Learning Plan.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/666083/Superior_Central_COVID19_Continuity_of_Learning_Plan.pdf