



# Covenant House Academy Grand Rapids Extended COVID-19 Learning Plan

Address of School District: [50 Antoine SW Grand Rapids, MI 49507](#)

District Code Number: [41900](#)

Building Code Number(s): [02075](#)

District Contact Person: [Chris Gray](#)

District Contact Person Email Address: [cgray@chayvs.org](mailto:cgray@chayvs.org)

Local Public Health Department: [Kent County Health Department](#)

Local Public Health Department Contact Person Email Address: [Joann Hoganson](mailto:Joann.Hoganson@kentcountymi.gov)  
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Name of Intermediate School District: [Kent ISD](#)

Name of Authorizing Body: [Grand Valley State University](#)

Date of Adoption by Board of Directors: [9/28/20](#)

## 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:
  - o COVID-19 Cases or Positive COVID-19 tests
  - o Hospitalizations due to COVID-19
  - o Number of deaths resulting from COVID-19 over a 14-day period
  - o COVID-19 cases for each day for each 1 million individuals
  - o The percentage of positive COVID-19 tests over a 4-week period
  - o Health capacity strength
  - o 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.

  
President of the Board of Directors

9/28/2020

Date



## Introduction and Overview

Covenant House Academy exists to provide a safe school where high school dropouts, aged out, homeless, and at-risk youth in our community ages 16-22 can earn a high school diploma, improve their life skills, and form the academic foundations necessary to continue to higher education or postsecondary skills training. To accommodate busy schedules, sometimes challenging living arrangements, and other barriers to education, students work at their own pace via a combination of the Edmentum and Rosetta Stone online curriculums, direct in class instruction, and, pre-COVID, attend class five hours a day, year-round. Our online curriculum allows students the opportunity to complete classes at their own pace with the assistance of a highly qualified teacher. As the students work, self-paced through the Edmentum online curriculum, our staff is available to help motivate and assist students while monitoring their progress. The online curriculum also allows the students to earn credits immediately upon completion of their classes. Whereas in the traditional schools, credit attainment is limited to the standard quarterly or semester-based school schedule, students at CHA can accelerate course completion as they work towards the requirements for graduation.

Our staff has found that the most important step in improving student engagement and achievement is through a strong and systematic approach to building relationships with our students through daily interactions and direct instruction. Our intervention, ESL, and/or Special Education staff members will work with students identified through the MTSS process as needing remediation to increase student academic and behavior competencies.

This focus and approach did not change with the closure of school in mid-March. Covenant House Academy Grand Rapids has worked tirelessly to support students working remotely. From our initial ***Continuity of Learning and COVID-19 Response Plan*** in April to our ***Return to Learn COVID-19 Preparedness and Response Plan*** established in August, our focus has always centered on the unique needs of our students. We have supported our students through providing continuous updates and information about GRPS meal sites, weekly academic wellness check-ins by our staff, counseling support, and access to social service resources. When we transitioned to online remote learning we worked to provide every student that needed a device a Chromebook. Students in need of internet access were given assistance up to the point they gained internet access or they were given a school supplied HotSpot.

During the COVID-19 shutdown, all instructors held regular office hours and were able to implement the use of video conferencing (Zoom and Google) to assist students who were



working from home. Many staff members worked with students outside the normal school day, often into the night and on weekends. Students wishing to continue their learning during their summer vacation were supported by a small team of teachers and support staff.

Now that we are at the point where in-person instruction is permitted with the required safety protocols in place, we have determined through multiple surveys and student check-ins that many students and their families need more than one educational option this school year. We also believe that due to the many barriers to regular attendance that our students face under normal circumstances, a remote option will be necessary this year if we want to continue to increase student engagement and achievement. For the 20-21 school year, students will have the option to attend school in-person or work remotely.

To serve the needs of students and their families who wish to continue working remotely during the 20-21 school year and to prepare for potential short and long term COVID related closures, we are establishing this Extended COVID-19 Learning Plan.

Markeith Large  
Principal  
Covenant House Academy Grand Rapids

## Educational Goals

### GVSU Educational Goals Overview

Each student enrolled at CHA will be annually classified by the school into one of three phases (0, 1, 2) based on **Attendance**, **Engagement**, and **Academic Progress**. Each of the three phases have goals associated with them: **Student Growth**; **Student Progress for High School Students**; **Student Engagement**; and **Phase Movement**. A final evaluation will be used to assess the overall success of all three phases by looking at overall **NWEA Student Growth**, **Student Progress**, and **Student Engagement**.

Domain	Phase 0 Target	Phase 1 Target	Phase 2 Target
<b>Student Growth</b>	Not factored into goal calculation	65% of students show positive RIT growth in reading and math, as measured by the NWEA MAP Growth	65% of students meet their annual RIT growth target in reading and math, as measured by the NWEA MAP Growth
<b>Student Progress for High School Students</b>	65% of students earn at least 2.0 credits during the academic year.	65% of students earn at least 3 - 5.5 credits during the academic year or graduate.	65% of students earn 6.0 or more credits during the academic year or graduate.
<b>Student Engagement</b>	70% of students engage at a rate between 25% and 49%. Engagement may include in-person attendance, participation in the school's online course platform, if any, or otherwise participating in support systems offered by the school.	70% of students engage at a rate between 50% and 79%. Engagement may include in-person attendance, participation in the school's online course platform, if any, or otherwise participating in support systems offered by the school.	70% of students engage at a rate greater than 80%. Engagement may include in-person attendance, participation in the school's online course platform, if any, or otherwise participating in support systems offered by the school.
<b>Phase Movement</b>	65% of students move up at least one phase during the academic year, maintain Phase 2 status, and/or graduate.		

### Educational Goal Definitions

- **Attendance:** Attendance for the 20-21 school year will be based on a combination of 2-way interactions with teachers for students while working remotely and a traditional attendance model for those attending in-person.
- **Engagement:** Engagement will be assessed for students working remotely based on their total online usage hours and student/teacher contacts.

- **Academic Progress:** Academic progress is defined as, minimally, being on pace to earn 4 credits or more per school year.
- **NWEA Student Growth:** Students show positive RIT growth in Reading and Math as measured by NWEA MAP Growth. The initial assessment will be given within the first 9 weeks of school and again at the end of the academic year.

### Educational Goal Expectations

1. **Student Growth:** 65% of all students will move up at least one phase during the academic year, maintain Phase 2 status, and/or graduate. **Mid-Year goal** and **End of Year goal**.
2. **Student Progress:** 65% of all students show positive RIT growth in Reading and Math as measured by NWEA MAP Growth for the phase they are classified. **End of Year goal**.
3. **Student Engagement:** 65% of all students meet student progress targets for the phase they are classified. **Mid-Year goal** and **End of Year goal**.

### Educational Goal Timeline

1. **Initial Phase Placement:**
  - a. Upon enrollment at CHA, all students will be assigned to one of three phases as defined in the GVSU Educational Goals (**Attendance, Engagement, and Academic Progress**).
  - b. **Returning Students** will be classified based on their preceding End of Year phase placement
  - c. **New Students** will be assigned a phase based on their performance in the first 9 weeks of enrollment.

Phase 0 student	Phase 1 student	Phase 2 student
<ul style="list-style-type: none"> <li>● Student has enrolled at the school, but has little to no live attendance (&gt;20%).</li> <li>● Student has either not engaged or had minimally engaged in the school's online course platform, if any.</li> </ul>	<ul style="list-style-type: none"> <li>● Student sporadically attends the school (20 - 65%).</li> <li>● External barriers sometimes negatively affect academic success.</li> </ul>	<ul style="list-style-type: none"> <li>● Student regularly attends the school (66% or more).</li> <li>● Student is earning credits at a pace of 4 credits/year or more.</li> <li>● Student regularly engages in and completes coursework through the school's online course platform, if any.</li> <li>● Students exhibits positive behaviors, mindsets that align with academic success regardless of external barriers.</li> </ul>

**2. Mid-Year Phase Progress:**

- a. Students’ initial phase status will be reevaluated at the end of the first semester (January 15).
- b. The school will be evaluated based on its progress towards achieving the annual charter contract goals.
  - i. Data points:
    - 1. **Student Growth** - 65% of students identified as Phase 1 and Phase 2 have completed the initial NWEA Reading and Math assessments
    - 2. **Student Progress** - 65% of students identified as:
      - a. Phase 0 have earned at least 1 credit
      - b. Phase 1 have earned at least 1.5 credits or have graduated
      - c. Phase 2 have earned at least 3 credits or have graduated
    - 3. **Student Engagement** - 70% of students identified as:
      - a. Phase 0 have engaged at a rate between 25-49%
      - b. Phase 1 have engaged at a rate between 50-79%
      - c. Phase 2 have engaged at a rate at or greater than 80%

**3. End of Year Phase Evaluation:**

- a. Students’ final phase status will be reevaluated within 4 weeks of the end of the second semester (June 29).
- b. The school will be evaluated based on the stated annual charter contract goals (Schedule 7-1).

Domain	Meets	Partially Meets	Does Not Meet
<b>Student Growth (NWEA MAP Growth)</b>	School meets growth targets for all phases.	School meets growth targets for the majority of the phases.	School does not meet growth targets for the majority of phases.
<b>Student Progress</b>	School meets student progress targets for all phases.	School meets student progress targets for the majority of phases.	School does not meet student progress targets for the majority of phases.
<b>Student Engagement</b>	School meets student engagement targets for all phases.	School meets student engagement targets for the majority of phases.	School does not meet student engagement targets for the majority of phases.



## **Educational Goal Updates and Reporting**

- Every 30 days a data update will be prepared for the School Board to recertify or amend the Extended Covid Learning Plan.
  - The data update will include the following areas:
    - Phase Assignment
    - Attendance
    - Engagement
    - Academic Progress
    - NWEA assessment [Y/N]
  - A summary of the data based on the three phases
- The End of Year data update will be used by the School Board to evaluate the success of the annual charter contract goals (Schedule 7-1).

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

## **Academic Instructional Delivery**

To serve the needs of students and their families who wish to continue working remotely during the 20-21 school year and to prepare for potential short and long term COVID related closures, we are going to offer both in-person instruction with the required safety protocols in place and a remote Extended COVID-19 Learning Plan option.

Our classroom/computer labs are divided by subject area into six computer labs: Science, Math, Social Studies, English, Spanish/Electives, and ESL. The content of our classes are delivered asynchronously via a combination of the Edmentum and Rosetta Stone online curriculums and synchronous direct in class instruction. All core content labs, whether the student is working in-person or working remotely, have two certified teachers and most also have a paraprofessional or interventionist who are there to help motivate and assist students while monitoring their progress. Furthermore, these main labs are supported by a Special Education Resource Room, English Language Learner Support, and an Assessment Lab which are all able to assist students working in-person or remotely via video conferencing.

## **Core Academic Content**

Students working in-person or remotely experience the same content and curriculum. All of the Edmentum classes start with a research-based, 21st approved instructional design layout. The course content is based on the most up-to-date state and national standards. When standards are updated the content is updated by Edmentum. For each Edmentum class there



are Teacher Guides which include curriculum maps and pacing guides that our teachers use when planning offline work and/or remediation. The online curriculums also contain support materials to assist students. For example, each class includes Guided Notes which have helped our students better identify what they should be studying and paying attention to within the lessons and tutorials. The Guided Notes also allow students to study and work offline.

### **Content Assessment**

The course assessments Edmentum creates are aligned to the Michigan Merit Curriculum standards. The major assessments are either proctored at school by a highly qualified teacher or requested to be opened one at a time by students working remotely. Teachers also have the opportunity to modify or flex assessments if necessary to meet curriculum standards while also meeting the learning needs of our students.

Teaching and paraprofessional staff are trained on how to run reports on Edmentum and Rosetta Stone and PLC teams meet weekly for data centered progress monitoring reviews and problem solving. All of the course data can be provided to students and parents or guardians upon request or via the parenteral portal.

## **Equitable Access**

### **Technology and Internet Access**

Our Technology Team, through an initial needs assessment upon enrollment and via the advocate each student is assigned, will make sure that all students and families have adequate internet access and a working device so students are able to successfully engage in and complete class assignments. Hotspots and Chromebooks were purchased to assist those students without a device or internet access.

To assist students and their families with any technology issues we have created a central point of contact, the GR Tech Team, which will function as the device and/or general technology support lead. The contact information for the GR Tech Team will be posted on both the website and on the student's Clever portal page.

### **Students with Disabilities**

Our IEP team will be following the guidance of Kent ISD's evaluation of the Michigan Safe Schools Road Map as it relates to students with disabilities. The IEP team meets weekly to collaborate and purposefully plan how CHA can implement the provisions of student's IEPs to the maximum extent possible. This will be achieved through parent collaboration, data collection, and drafting and implementation of individualized Contingency Learning Plans



during the 20-21 school year for each IEP student. To support IEP students working remotely, our IEP team will utilize video conferencing (Zoom or Google Meet) to assist students and parents during virtual office hours. Staff will also be able to organize on-site assistance for students needing individual-related service provisions.

### **English Language Learners**

English Language learners will continue to receive academic support from their ELL teacher and paraprofessionals in collaboration with their content teachers whether they are attending school in-person or working remotely. To support ELL students working remotely, our ELL teacher will utilize video conferencing (Zoom or Google Meet) to assist students and parents during virtual office hours.

### **Supporting Students Experiencing Homelessness**

Our McKinney-Vento Homeless Liaison is available to support the physical and mental needs of our student population experiencing housing issues both in-person and while working remotely. They serve as a liaison for the students to help them navigate all of the student support services available at CHA whether it be academic, technology, transportation, food, or accessing the Covenant House Youth Homeless Shelter.