Fostering Leadership Academy Extended COVID-19 Learning Plan

Address of School District: 26645 W 6 Mile Rd. Redford, MI 48240

District Code Number: 82772

Building Code Number(s): 03853

District Contact Person: Abby Stewart

District Contact Person Email Address: astewart@mchsmi.org

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address: Carol Austerberry, causterb@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 28, 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 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.
- 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.

Zackery Hugg
President of the Board of Directors

  September 30, 2020
Date

Introduction and Overview

Pupil engagement is a top priority at FLA. Instructors will ensure that students, whether in person or virtual, will receive high quality engagement. An Extended COVID-19 Learning Plan provides a framework to ensure that students receive a high quality of engagement which will ensure achievement. Pupil engagement is critical to their social and emotional health. By ensuring that a plan is in place, students will receive the support they need. When students receive adequate support they have a better chance of meeting their achievement goals.

Educational Goals

The following Educational Goals have been developed by GVSU in collaboration with FLA and were adopted by the FLA Board of Directors on June 3, 2020. Goals are differentiated for the various needs of students, and phases will be used to track goals over time. Each student enrolled at the school shall annually be classified by the school based on the phase of learning that the student is in. Phases are defined as follows:

Phase 0	Phase 1	Phase 2
● Student has enrolled at the school, but has not little to no live attendance (>20%). ● Student has either not engaged or has minimally engaged in the school's online course platform, if any.	● Student sporadically attends the school (20-65%). ● External barriers sometimes negatively affect academic success.	● Student regularly attends the school (66% or more). ● Student is earning credits at a pace of 4 credits/year or more. ● Student regularly engages in and completes coursework through the school's online course platform. ● Student exhibits positive behaviors, mindsets that align with academic success regardless of external barriers.

Steps for Phases:
- Each student will be classified into one of the above mentioned phases. Determinations will be made from analyzing student attendance and participation within the classroom. Determinations will be made by analyzing data and input from teachers, administration, Special Education, and the School Social Worker.
- Phases will be examined and reconfigured a total of three times throughout the school year: initially in October, once mid-year, and another at the end of the year.

Phase Goals

Phase Goals. The following goals are established for each phase of student learning:

Domain	Phase 0 Target	Phase 1 Target	Phase 2 Target
Student Growth	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
Student Progress	Not factored into goal calculation	Not factored into goal calculation	50% of students meet or exceed the proficiency levels in English Language Arts and Math as measured by NWEA MAP.
Student Engagement	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	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	70% of students engage at a rate of 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.	participating in support systems offered by the school.	participating in support systems offered by the school.
Phase Movement	65% of students move up at least one phase during the academic year, and/or maintain Phase 2 status.		

Evaluation. The rubric that will be used to assess these goals is as follows:

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

<u>Middle & End of Year Goals</u>

Middle of Year:
- Growth
  - 33% of Phase 1 students show positive RIT growth in reading and math, as measured by the NWEA MAP Growth.
  - 33% of Phase 2 students meet their annual RIT growth target in reading and math, as measured by the NWEA MAP Growth.
- Progress

- 25% of Phase 2 students meet or exceed the proficiency levels in English Language Arts and Math as measured by NWEA MAP.
- Engagement
  - 35% of Phase 0 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.
  - 35% of Phase 1 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
  - 35% of Phase 2 students engage at a rate of 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.
- Movement
  - 33% of students move up at least one phase from the beginning of the year, and/or maintain Phase 2 status.

End of Year:
- Growth
  - 65% of Phase 1 students show positive RIT growth in reading and math, as measured by the NWEA MAP Growth.
  - 65% of Phase 2 students meet their annual RIT growth target in reading and math, as measured by the NWEA MAP Growth.
- Progress
  - 50% of Phase 2 students meet or exceed the proficiency levels in English Language Arts and Math as measured by NWEA MAP.
- Engagement
  - 70% of Phase 0 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 Phase 1 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 Phase 2 students engage at a rate of 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.

- Movement
  - 65% of students move up at least one phase from the beginning of the year, and/or maintain Phase 2 status.

Instructional Delivery & Exposure to Core Content

FLA will deliver both in-person and remote online instruction for students who have opted for this format:

In-Person: Students will attend in-person class Mon-Fri from 8:00am-3:30pm. They will have four core academic classes (Math, ELA, Science, and Social Studies) and daily PE/Health. Academic advisory time will start and end each day in addition to two breaks during the day for Social Emotional Skills and meditation.

Remote: Students who have opted for remote learning will receive individual Chromebooks as well as any learning materials (notebooks, workbooks, etc.) needed for their classes. Students will receive a virtual learning schedule, which designates which times online classes will be held, as well as dedicated time for Special Education and Social Work support. This schedule ensures students are face-to-face with a core academic teacher at least twice a day for synchronous learning. Asynchronous learning will be facilitated through Google Classroom, where teachers will post daily assignments meant to be completed independently by the students. FLA currently follows a curriculum map aligned with Michigan Common Core Standards. Both in-person and virtual students will follow this scope and sequence. Pacing may differ between in-person and virtual instruction, however the assignments posted on Google Classroom will reflect the same standards as those given during in-person instruction. Teachers will utilize the online Pearson platforms, as well as other approved online programs to engage students in grade-level work.

FLA will use standards-based grading to track and communicate student progress towards mastery. Teachers will designate 4-5 key standards within their content each quarter to assess. Student progress reports will reflect progress towards mastery of the standards using a 1-4 scale (1=Emerging, 2=Approaching, 3=Proficient, 4=Advanced). FLA will hold quarterly parent-teacher conferences to communicate student progress and discuss next steps.

Equitable Access

All students attending Fostering Leadership Academy will receive a Chromebook. WiFi hotspot resources will be provided to families who do not have the internet. The School Social Worker will collaborate with families and communicate resources in regards to locating areas with wireless internet.

Equitable Access for Students with Disabilities

In-Person: Students will attend in-person class Mon-Fri from 8:00am-3:26pm. All students with an active Individualized Education Plan will continue to receive programs and supports in accordance with their IEP.

Remote: The team will create Individualized Contingency Learning plans for each student with an active Individualized Education Plan in order to ensure that all students receive accommodations and modifications to ensure Free and Appropriate Public Education (FAPE).

The Contingency Learning plans will enable each child to:
1.	Advance appropriately toward attaining his/her annual IEP goal.
2.	Be involved in and make progress in the general education curriculum (in this instance, the district's Continuity of Learning Plan).
3.	Participate in extracurricular and other nonacademic activities.
4.	Be educated and participate with their nondisabled peers to the maximum extent appropriate in all of these activities, or in this instance, participate in the Continuity of Learning Plan along with their nondisabled peers.