Hope Academy

Extended COVID-19 Learning Plan

July 2021

Address of School District: 12121 Broadstreet Ave. Detroit, Michigan 48204

District Code Number: 82942

Building Code Number(s): 08637

District Contact Person: Ricky Fountain

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Local Public Health Department: Detroit Public Health Department

Local Public Health Department Contact Person/Email Address:

Denise Z. Fair, MBA, MPH, FACHE, Chief Public Health Officer, Detroit Health Department, faird@detroitmi.gov

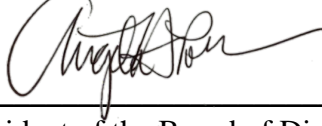**Name of Intermediate School District:** Hope Academy

Name of Authorizing Body: Eastern Michigan University

Date of Adoption by Board of Directors: _____July 20, 2021_____

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.

President of the Board of Directors

July 20, 2021

Date

Introduction and Overview

> - 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.

An Extended Covid-19 Learning Plan is necessary to increase pupil engagement and achievement for three primary reasons. First, an Extended Covid-19 Learning Plan provides real time updates regarding pupil engagement and achievement based on measurable information, which can include student participation in online learning, student work submission, and student participation in the interim assessment process. Secondly, the Extended Covid-19 Learning Plan addresses the academic and non-academic needs of students and staff; in fact, the plan explicitly addresses resource equity and supports. Thirdly, the Extended Covid-19 Learning Plan emphasizes the role of instructional quality, instructional delivery, and instructional impact during 'pandemic learning.'

One of the tenets of our Return to Learn plan is to provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. Therefore, Hope Academy provided all staff a full day on May 7, 2021, of self-directed professional development that focused on socioemotional development and self-care based on research practices. In June, all staff were offered to participate in a year end celebration to bolster staff morale.

Additionally, the ECLP plan was developed to ensure students had a mix of synchronous, asynchronous, technological, and non-technological options for educational access. During the 2020-2021 school year, all Hope Academy students have had access to synchronous, asynchronous, technological, and non-technological options for educational access. All students have had access to onsite interim and/or standardized testing during the 2020-2021 school year. All students have been allowed to support academic work online or in-person (based on need and convenience). All students and parents have had access to teachers for support during designated office hours.

Educational Goals

- **Outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. It is the expectation of your authorizing body that your educational goal is aligned to the educational goal within your charter contract. The Academy must establish all of its goals by no later than September 15, 2020.
- **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 must 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 goals must select a benchmark assessment or benchmark assessments that are aligned to state standards and an assurance that the Academy shall administer the benchmark assessment or benchmark assessments to all pupils to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) The goals must be measurable through a benchmark assessment or benchmark assessments.
- **Ensure** that the benchmark assessment used to measure progress toward attainment of the goals is approved by the Michigan Department of Education and meets all of the following: (a) Is one of the most commonly administered benchmark assessments in the state; (b) Is aligned to the content standards of the state; (c) Complements the state's summative assessment system; (d) Is internet-delivered and includes a standards-based assessment using a computer-adaptive model to target the instructional level of each pupil; (e) Provides information on pupil achievement with regard to learning content required in a given year or grade span; (f) Provides immediate feedback to pupils and teachers; (g) Is nationally normed; and (h) Provides multiple measures of growth and provide for multiple testing opportunities.
- To the extent practicable, the Academy shall administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

2020 Reading Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

Academic Goals

Grade Level	NWEA Assessment	Fall	M.O.Y	Spring	E.O.Y Educational Goals
	Reading and Math		+2/+4 RIT Math +2/+4 RIT ELA	+2/+4 RIT Math +2/+4 RIT ELA	+4/+8 RIT Math +4/+8 RIT ELA
1st	Reading and Math	R—161 M—168	R—181 M—193	R--180 M--187	+19 +19
2nd	Reading and Math	R—163 M—163	R—170 M—174	R—170 M—174	+7 +11
3rd	Reading and Math	R—176 M—171	R—180 M—185	R—180 M—182	+4 +11
4th	Reading and Math	R—185 M—187	R—195 M—191	R—194 M—194	+9 +7
5th	Reading and Math	R—196 M—195	R—196 M—199	R—195 M—198	-1 +3
6th	Reading and Math	R—201 M—203	R—204 M—205	R—203 M—205	+2 +2
7th	Reading and Math	R—209 M—200	R—208 M—206	R—202 M—206	-7 +6
8th	Reading and Math	R—210 M—209	R—212 M—213	R—212 M—216	+2 +7

The 2020-2021 academic goals set for Hope Academy outline the B.O.Y (Beginning of Year), M.O.Y (Middle of Year), and E.O.Y (End of Year) expectations for student performance on the

NWEA assessment. During the Spring NWEA testing session, 1st-8th grade students participated in the testing cycle. All designated students took the NWEA assessment, which is internet-delivered and is a standards-based assessment that uses a computer-adaptive model to target the instructional level of each pupil. The NWEA assessment meets all of the required criteria outlined in the educational goals expectation aforementioned. Hope Academy students took the Spring NWEA test in May/June and the students' performance results have been inserted in the ECLP.

These specific numeric targets consider instructional and learning factors impacted by COVID closure, current learning structures, access to technology, as well as student engagement and school re-acclimation. These targets highlight the expectation on continuous performance growth based on NWEA performance in RIT score, which is used to outline a student's R.O.G (Rate of Growth) in the academic areas assessed (Math and ELA for this metric).

All Hope Academy students took the NWEA assessment remotely—save for specific students who need(ed) to test onsite. The NWEA data results reflect the impact of COVID closure as well as summer learning loss combined. The NWEA results will be used by teachers and leaders to facilitate targeted academic supports for students in core content areas. NWEA performance results will be shared with families as well as resources to access to support student performance growth.

Students have met the internal performance growth goals set in most grade grades in reading and math as reflected in the academic goals chart.

Instructional Delivery & Exposure to Core Content

- **Describe** how and where instruction will be delivered during the 2020-2021 school year. (E.G., in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).
- **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 Academy had planned for that exposure to occur for in-person instruction.
- **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.

Instruction was delivered remotely for all students during the 2020-2021 school year. However, students who received specialized services had access to face-to face support, testing, and accommodations based on their Individualized Education Plans (IEP). During the month of June (2021), students were able to re-enter school on designated days to participate in standardized

assessments (Early Literacy, MSTEP, and PSAT). Classroom teachers continued to provide students access to academic and non-academic support during virtual office hours. Pre-K students began face to face instruction on April 5th, but the spike in Covid infection rates in Detroit impacted face to face instruction being offered for all grades. Instructional delivery was assessed by the instructional leadership team on a weekly basis and teachers are given feedback regarding instructional quality and impact.

Instruction will expose pupils to the academic standards that apply to each student's grade level or course. Each instructor will follow the academic standards as outlined by the state of Michigan and executed through the curricular materials utilized.

According to the Michigan Department of Education standards, "serve to outline learning expectations for Michigan's students and are intended to guide local curriculum development. They should be used as a framework by schools for curriculum development with the curriculum itself prescribing instructional resources, methods, progressions, and additional knowledge valued by the local community. Furthermore, these standards provide a platform for state assessments, which are used to measure how well schools are providing opportunities for all students to learn the content outlined by the standards." Instructors will utilize pacing guides as identified grade level content expectations. However, teachers will make needed adjustments to instructional pacing based on student acquisition of core content knowledge. Additionally, parents will have access to curriculum guides that will help support a deeper understanding of and greater access to curriculum and pacing expectations.

Student progress towards mastery will be reported to parents in multiple ways. First, parents have participated in virtual progress report meetings. Secondly, parents will receive student interim assessment reports from NWEA, which will specifically highlight normative student performance within the targeted core content areas. Thirdly, pupil progress will be progressed-monitored through formative and interim assessments. Fourthly, parents will receive student report cards in the month of June 2021.

Equitable Access

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

Students were taught virtually during the month of June. Hope Academy utilized a survey and a call process to accurately identify the technological needs of all students. In late January 2021, Hope Academy received 300 chromebooks to ensure that the technological needs of students were met. The Hope Academy leadership team began computer distribution for students on February 3, 3021. Hope Academy continues to provide devices to students in need to ensure access to the learning process(es). Currently, based on survey results gathered, 99% of Hope families have access to technology to support learning; conversely, 1% of families have needs in this area.

Hope Academy has leveraged GEER (Governor's Emergency Educational Relief) funding to close the technological gap at the school. Hope Academy purchased and distributed 25 chromebooks to families the week of October 20 to support the instructional infrastructure. Additionally, during the month of October, Hope Academy signed a contract with Macroconnect, an educational technology support company, to ensure all technical needs are met for students and staff on a daily basis. Hope Academy currently has a trouble ticket system to improve response times for students and staff.

Students with disabilities will engage in remote learning but have access to face to face support based on their IEP. Hope Academy has also ensured that these students have access to technological devices to participate in equitable learning. Students will have access to their Resource teacher on a daily basis for academic and non-academic needs. Resource teachers will participate in some remote classes, to assist students on their caseload with direct instruction and activities/assignments. This will also allow them to provide classroom teachers with guidance on how to accommodate individual student work. Resource teachers will also schedule and meet with students individually based on specific needs and IEP plans. All students with disabilities will have a Contingency Learning Plan to ensure that their accommodations, services and supports are met based on their IEP.