



Cole Academy Extended COVID-19 Learning Plan

Address of School District: **1915 W Mount Hope Ave Lansing, MI 48910**

District Code Number: **33901**

Building Code Number(s): **08211, 03324**

District Contact Person: **Mrs. Stacey Johnson**

District Contact Person Email Address: **johnsons@coleacademy.org**

Local Public Health Department: **Ingham County Health Department
Mid-Michigan District Health Department**

Local Public Health Department Contact Person Email Address:

**Mid-Michigan District Health Department
Dr. Jennifer Morse, MD, MPH, FAAFP, Medical Director
jmorse@mmdhd.org**

**Ingham County Health Department
Linda S. Vail, MPA, Health Officer
517-887-4311**

Name of Intermediate School District: **Ingham Intermediate School District**

Name of Authorizing Body: **Central Michigan University**

Date of Adoption by Board of Directors: **09/17/2020**



October 01, 2020 [via email]

Ms. Stacey Johnson
Cole Academy

Re: Approval of Extended COVID-19 Learning Plan (“Extended Learning Plan”)

Dear Ms. Johnson:

I am pleased to inform you that the Extended Learning Plan for Cole Academy (“Academy”) has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University. The Center will transmit the Extended Learning Plan to the State as soon as an appropriate mechanism to do so is made available. The Extended Learning Plan is effective as of the date indicated in the document.

To fulfill one of the required assurances, immediately add a copy of the approved Extended Learning Plan to the Academy’s Transparency Page of its website. An approved copy of the Extended Learning Plan is attached and can be found in Epicenter. The approved Extended Learning Plan constitutes a Charter Contract amendment and remains in effect as long as the Extended Learning Plan remains in effect.

Thank you for all your efforts to keep student learning moving forward in these trying times. If you have any further questions or need additional support, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive style with a large, stylized "C" and "N".

Corey Northrop
Executive Director

cc: Tara Ferguson, Board President
Amy Gilmore, Board Corresponding Agent

Attachment:
Approved Extended COVID-19 Learning Plan

**RESOLUTION APPROVING THE EXTENDED COVID-19 LEARNING PLANS
("ECLP") AND APPROVAL OF CHARTER CONTRACT AMENDMENT**

Cole Academy (the "Academy")

A [regular/ special] meeting of the Academy Board of Directors was held on the 17th day of September, 2020, at 5:45 pm.

The meeting was called to order at 5:49 [p.m.] by Board Member Ferguson :
Present: Ferguson, Harding, Gilmore, Marentette
Absent: None

The following preamble and resolution were offered by Board Member Ferguson and supported by Board Member Harding :

BACKGROUND

On August 20, 2020, in response to the novel coronavirus (COVID-19) pandemic affecting our state, Governor Whitmer signed into law certain amendments to the State School Aid Act of 1979, as amended, MCL 388.1601 et seq. ("Back to School Laws"). The Back to School Laws include additional requirements for all Michigan schools as they plan for a return of preK-12 education for the 2020-2021 school year. Under the Back to School Laws, a public school academy must provide for instruction under an extended COVID-19 learning plan ("ECLP") that is approved by its authorizing body ("Authorizer"). ECLPs includes many of the same subject matters addressed in a public school academy's charter contract, including measurable educational goals to be achieved by all subgroups in the school, measurement of those educational goals by one or more benchmark assessments, a description of how the educational program, including instruction, will be delivered, a description of the school's curricula and specific reporting requirements for the 2020-2021 school year. Under the Back to School Laws, schools retain the flexibility to tailor and adjust their ECLPs to meet the needs of their students and the community they serve.

The Back to School Laws require, among other things, that each public school academy do the following:

- (1) Establish educational goals required to be included in the ECLP no later than September 15, 2020.
- (2) Approve an ECLP and submit it to their respective authorizing body ("Authorizer") for approval by October 1, 2020. If approved by the Authorizer, the ECLP is transmitted by the Authorizer to the Superintendent of Public Instruction and the State Treasurer.
- (3) Make an ECLP accessible through the transparency reporting link on the school's website by October 1, 2020.
- (4) Within the first nine weeks of the 2020-2021 school year, administer 1 or more benchmark assessments from the list approved by the Michigan Department of Education (MDE)¹, a benchmark assessment provided by MDE, or local benchmark assessments, or a combination of the above, to pupils in grades K-8 to measure math and reading proficiency. In addition, by the last day of the 2020-2021 school year, administer another benchmark assessment to pupils in K-8 to measure proficiency in the same subject matter. The Back to School Laws require schools to use the same benchmark assessment(s) used in the 2019-2020 school year, if applicable.
- (5) Provide each pupil's data from the benchmark assessment or benchmark assessments, as available, to the pupil's parent or legal guardian within 30 days of administering the benchmark assessment(s).

¹ MDE has approved four providers of benchmark assessments and continues to assess additional providers. See [https://www.michigan.gov/documents/mde/Benchmark assessments 700077 7.pdf](https://www.michigan.gov/documents/mde/Benchmark%20assessments%20700077%207.pdf)

(6) Not later than February 1, 2021, create a report that addresses the progress made in meeting the educational goals in the ECLP that the academy expected would be achieved by the middle of the school year and make the report available on the transparency reporting link on a public school academy's website.

(7) Not later than the last day of the 2020-2021 school year, create a report concerning progress made in meeting the educational goals in the ECLP and make the report available on the transparency reporting link on a public school academy's website.

(8) No later than June 30, 2021, send the aggregate academy-level data from a benchmark assessment(s), excluding data from a local benchmark assessment or local benchmark assessments, to a regional data hub that is part of the Michigan data hub network that shall compile the data and send it to the Center for Educational Performance and Information (CEPI).

(9) Thirty days after approval of the ECLP, the Board shall meet monthly to re-confirm how pupil instruction is being delivered at the school and whether it is consistent with the ECLP and to ensure that 2 2-way interaction, as defined in the Act, is occurring between students and teachers each week of the school year for at least 75% of students enrolled in the school. At each meeting, the Board shall: (a) publicly announce its weekly interaction rates of 2 2-way interaction since its last meeting; (b) allow for public comment on the ECLP; and (c) discuss whether changes to the method of delivery for pupil instruction under the ECLP are necessary.

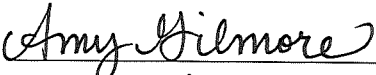
THE ACADEMY BOARD THEREFORE RESOLVES THAT:

1. The actions taken by Academy representatives to prepare and submit the Academy's ECLP to Authorizer are ratified.
2. The ECLP, as approved by the Authorizer, is approved by the Academy Board as the ECLP and as the ECLP Amendment to the Contract.
3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.
4. The Academy will deliver from time to time such information regarding the implementation of the Academy's ECLP as the Authorizer or Michigan Department of Education may reasonably request.
5. Any Board policies or provision of Board policies that prohibit or impede the Academy's compliance with ECLP are temporarily waived, suspended or altered.
6. This Resolution shall take immediate effect and continue through the end of the 2020-2021 school year. If the Back to School Laws are amended, and such amendments requires additional Board action relative to the ECLP, the Board may take such action to comply with existing law.

Ayes: 4

Nays: 0

Resolution declared adopted.



Print Name: Amy Gilmore

Secretary, Academy Board



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.

Tara Ferguson
Board President

Board Approved: 09/17/2020



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, 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 2019-2020 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 Cole Academy plans to begin the school year, we are offering our students full day, five days a week in-person instruction or 100% virtual instruction. This schedule will run as specified in the 2020-2021 Board-approved District calendar. Cole Academy families will have these two options for each trimester of instruction during phase 4 and 5 according to the [MI Safe Schools: Michigan's 2020-2021 Return to School Roadmap](#).

The first trimester began on August 24, 2020 and will conclude on Friday, November 20, 2020. Students opting for in-person learning for the second trimester will return to the building on Monday, November 30, 2020. The third trimester officially begins on Monday, March 8 and will conclude on the last day of the 2020/2021 school year on June 9, 2020.

Currently, 50% of our students' district-wide chose virtual learning, while 50% chose in-person learning for the first trimester. 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. Cole Academy's overall goal remains that our graduates will be, "equipped with the necessary skills to excel in middle school, high school and college."



Educational Goals

Quality Evidence-Based Assessment Practices

Cole Academy School District 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.

The NWEA MAP assessment 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. Students in grades 3-6 will take the NWEA MAP in the winter as well. Formative assessments will also 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-6) will improve performance in Reading/ELA from 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 6th Grade on reading NWEA Growth tests will be at or higher than 50.
- 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-6) will improve performance in Mathematics from 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 6th Grade on math NWEA Growth tests will be at or higher than 50.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Grade(s)	Measure	Achievement Targets
K-6	The percentage of students achieving scaled scores meeting or surpassing national norms on the NWEA MAP reading and math tests administered in the Spring.	At least 50% of eligible students will produce scaled scores that meet or surpass the grade-level nationally normed benchmarks identified in this schedule.



NWEA MAP 2020 National Norms

Grade	Winter Benchmark in	
	Reading \geq RIT score below	Math \geq RIT score below
K	146.28	150.13
1	165.85	170.18
2	181.20	184.07
3	193.90	196.23
4	202.50	206.23
5	209.12	214.70
6	213.81	219.56

Grade	Spring Benchmark in	
	Reading \geq RIT score below	Math \geq RIT score below
K	153.09	157.11
1	171.40	176.40
2	185.57	189.42
3	197.12	201.08
4	204.83	210.51
5	210.98	218.75
6	215.36	222.28



Instructional Delivery & Exposure to Core Content

Note: Cole Academy School District full instructional plan can be found in the [COVID-19 Preparedness and Response Plan](#).

Mode of Instruction

To start the school year, all K-6 students were given the option to attend in-person learning full time, 5 days a week; or participate in 100% virtual learning. Families will be surveyed at the end of each trimester to either change their learning option or reconfirm their previous learning choice. A student learning in-person may choose to go virtual at any time. However, once a student is participating in virtual learning, they must continue until the end of the trimester. Student and staff health and safety will be addressed by follow strict guidelines outlined by the Health Department and in Cole Academy's COVID-19 Preparedness and Response Plan.

Curriculum and Instruction: Academic Standards

Cole Academy School District curriculum for core academic areas is aligned to state standards and outlined in the [Educational Program](#) section of our Charter Contract. As teachers navigate the wider than usual range of competencies expected this fall, they will follow best practices such as use results from pre-assessments to inform instruction, plan for differentiation of content, and prioritize K-6 instructional standards for the 2020-2021 School Year.

Teachers will also implement virtual instruction for core academic areas using student engagement strategies tailored for virtual learning. Grade level classroom teachers will be providing instruction with the support of an additional teacher dedicated to virtual learning. All classroom curriculum will be taught in-person and recorded for virtual students to participate in the following day. This will allow virtual learners to have the same opportunities to access the curriculum and master the standards.

In-person classroom teachers will provide core instruction while the virtual teacher will facilitate virtual social interactions, social emotional check ins, interventionism and on-demand support for virtual students. Each in-person classroom teacher will have set office hours where they can assist students in their learning. In addition, the virtual teacher will have evening office hours to assist students in their learning. Each student will fill out an Educational Development Plan with their learning coach (parent) at the start of virtual learning. This plan will provide families to communicate each student's learning needs and goals. This plan will be used by the classroom teacher to plan appropriate instruction.

SEL/trauma-informed practices will also be imbedded into instruction both in person and virtually. Teachers will use best practices to address the adverse effects of COVID-19 and emergency school closure such as:

- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities
- Social Emotional Check Ins



- Streamlined process to identify at risk students

Assessment and Grading

- Cole Academy School District 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 that 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 parents' report cards at the end of each marking period.



Equitable Access

Technology

Cole Academy School District ensures all students will be provided equitable access to technology and the internet as described in our previously Board-approved [COVID-19 Preparedness and Response Plan](#). Cole Academy's has surveyed family's access to technology and connectivity in relation to virtual learning instructional demands. Those in need are provided with District issued devices and support. Systems have been out in place to help maintain student access to technology devices and the internet throughout the school year. If technology demand increases faster than devices can be made available, distribution will give priority to those identified as high risk. Virtual families are also provided with hands on paper packets weekly.

Students with Disabilities

District wide, 32% of students with a disability are learning virtually and 68% of students with a disability are learning in-person. Students with IEPs and 504 plans will be updated with accommodations and goals to reflect their type of learning. An updated Continuation of Service plan will include accessibility and assistive technology accommodations for students learning virtually with an IEP. Progress towards their goals will be monitored throughout the year and service times will reflect their needed level of support.

Services provided will adhere with federal and state laws, rules and regulations.