Flagship Charter Academy
Extended COVID-19 Learning Plan

Address of School District: 13661 Wisconsin St, Detroit, MI 48238

District Code Number: 82997

Building Code Number(s): 09785

District Contact Person: Nicole Woods

District Contact Person Email Address: 74.nwoods@nhaschools.com

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address: causterb@waynecounty.com

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: CMU

Date of Adoption by Board of Directors:

A PUBLIC CHARTER SCHOOL MANAGED BY NATIONAL HERITAGE ACADEMIES
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October 01, 2020 [via email]

Ms. Nicole Woods
Flagship Charter Academy

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

Dear Ms. Woods

I am pleased to inform you that the Extended Learning Plan for Flagship Charter 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,

Corey Northrop
Executive Director

cc: Emanuel Haley, Board President
     Julie Stapleton, 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

FLAGSHIP CHARTER ACADEMY (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 16th day of September 2020, at 5:15 p.m.

The meeting was called to order at 5:15 p.m. by Board Member Emanuel Haley.

Present: Arleen Bonello, Valarie Foulks, Emanuel Haley, Melia Howard, Charlene Mallory

Absent: None

The following preamble and resolution were offered by Board Member Valarie Foulks and supported by Board Member Charlene Mallory:

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).

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[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

(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: 5

       Nays: 0

Resolution declared adopted.

Arleen Bonello

Print Name: Arleen Bonello

Secretary, Academy Board

<u>Assurances</u>

- 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

9-16-20
_____
Date

Introduction and Overview

Due to COVID-19, the 2020-2021 school year will look much different than previous school years, but our commitment to students and families remains the same. To best ensure a continuity of learning and to comply with PA 149 of 2020, our school has created a COVID-19 Preparedness & Response Plan and this Extended COVID-19 Learning Plan. Throughout the school year we may update our plans to best meet the needs of our school community and in accordance with applicable law.

Educational Goals

Grade Band	Subject	Proposed Benchmark	Proposed Goal
K-2	Math	NHA Numeracy Assessments (Fall, Winter, Spring)	Using the local NHA Numeracy Assessments as the district-selected benchmark for grades K-2 in math, the percent of students at or above a 3.0 (grade level) will increase from fall to spring, and progress will be measured using the winter assessment.
K-2	Reading	DIBELS Next (Fall, Winter, Spring)	Using DIBELS Next as the district-selected benchmark for grades K-2 in reading, the percent of students at or above the 25th percentile (Tier 1) will increase from fall to spring, and progress will be measured using the winter benchmark assessment.
3-8	Math & Reading	NWEA (Fall, Winter, Spring)	The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades 3 to 8 on reading and math NWEA Growth tests will be at or higher than 50.

Instructional Delivery & Exposure to Core Content

Instructional Delivery
While in-person instruction is our strong preference, the safety of our staff and students remains our number one priority. Therefore, currently, Flagship Charter Academy is operating in a remote learning environment. This decision was made by a partnership of the school leadership, National Heritage Academies, and the school Board, and will be reevaluated as we continue to monitor the COVID-19 situation closely. Families were sent a survey at the end of the 2019-2020 school year that asked about their remote learning experience, how they felt about returning to school in the fall, and if they had regular internet access at home.

When possible, the school is prepared to transition to a hybrid or full in-person instructional model. If this happens, students and families will still have a choice to remain in our virtual select program if they do not feel comfortable returning to in-person learning. Leaders selected staff for the virtual learning program by first understanding staff interests in the various learning models. During planning or professional development, staff have the opportunity to share feedback to help inform, and potentially adjust, processes and procedures throughout the school.

After much research and new learning, the school in partnership with NHA has prioritized five key components for remote learning:

1.   Ensuring Regular Teacher/Student Connections
    o   The school recognizes, that even in a remote setting, teachers play the most important role in growing our students.
2.   Provide Opportunities for Student Discourse
    o   We know that students learn more when they are the ones doing the thinking and speaking.
3.   Allow for Flexibility in Scheduling
    o   Our school may need to adjust plans as needs change in our community.
4.   Encourage Engagement and Participation
    o   Students learn best when actively engaged.
    o   The types of learning opportunities we provide and the technology tools that we choose help ensure active engagement and participation.
5.   Utilizing Rigorous Instructional Materials
    o   NHA has spent three years rolling out high quality and thoroughly vetted resources. These resources will continue to be utilized even in a remote learning setting.

As we work to transition our instructional vision to a remote model and develop a plan for remote learning, we prioritize three learning types for our students.

1.   **Synchronous Small Groups:** Live, pre-scheduled lessons provided by a teacher directly to a student or group of students.
    o   By prioritizing small group instruction, we can ensure that teachers and students are able to connect regularly. We are allowing opportunities for student discourse, engagement, and participation. Our same high-quality resources are being utilized within our synchronous small groups.
    o   Scheduling
        1.   Math Small Groups will meet two times per week (e.g., on Mondays and Wednesdays).

Flagship Charter Academy Extended COVID-19 Learning Plan

2. ELA Small Groups will meet two times per week (e.g., on Tuesdays and Thursdays).
3. Science & Social Studies Groups will vary by week.
2. **Asynchronous Learning:** Activities such as content specific instructional videos, independent practices, and digital tools, that students can complete on their own to learn or practice a skill.
   o Pre-recorded Lessons
   o Independent Practices
3. **Office Hours**
   o Office hours are another opportunity for teacher-student connections. Teachers can provide feedback, offer assistance or support with an assignment, and/or address remediation/extension opportunities.
   o Office hours also provide an opportunity for a parent touchpoint.

Below are examples of what a weekly schedule would look like in this environment.

Sample Student Week at a Glance — NATIONAL HERITAGE ACADEMIES

	Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous	8:15: Moral Focus Core Activity #1 2:15 Math Small Group	10:00 Shared Reading Small Group	8:15: Moral Focus Core Activity #2 1:00 SS Summary Table Discussion Small Group 2:15 Math Small Group	10:00 Shared Reading Small Group	10:00 Math Small Group 1:00 Science Summary Table Discussion Small Group
Moral Focus					Core Activity #3 Complete: Start Small Like a Seed Activity and Share Out in Online Classroom
ELA	Watch: Read Aloud Day 1- Thunder Cake Complete: Read "MVP" and answer questions	Watch: Read Aloud Day 2- An A from Miss Keller Complete: Constructed Response for "MVP"	Watch: Read Aloud Day 3 - An A from Miss Keller Complete: Read "A Sudden Slice of Summer" and answer questions	Complete: Constructed Response for "A Sudden Slice of Summer"	Complete: Weekly Quiz Week 1 Complete: Persuasive Essay: "Persuade your parents to let you travel to another country."
Math	Complete: Daily Practice: Addition & Subtraction Mixed Review	Watch: Math Story 2.1 Complete: Home Connection: The Pet Store	Complete: Daily Practice: Fruits & Stamps	Watch: Math Story 2.2 Watch Bridges Mini Lesson & Complete: More Groups of Stamps	Watch: Workplace Loops and Groups Introduction Complete: Play 1 round of Loops and Groups

Sample Student Week at a Glance — NATIONAL HERITAGE ACADEMIES

	Monday	Tuesday	Wednesday	Thursday	Friday
Science	Watch: STEMscopes: Investigative Phenomenon Complete: Online Entry for Hook	Complete: Explore Activity #1 and Summary Table	Watch: Explore Activity #2 Complete: Student Questions and Summary Table	Watch: Identify and Interpret Introduction Video Complete: Identify and Interpret Activity	Complete: Pre-Reading Linking Literacy Activity
Social Studies	Complete: Types of Government Reading and Summary Table	Watch: Video on US Government and Summary Table Complete: US Government Article Reading and Summary Table	Complete: Democratic Process, Justice and Equality Readings and Summary Table	Watch: The Common Good and Summary Table Fundamental Value Scenarios Complete: The Rule of Law Reading and Respond to	Complete: Online Discussion Post and CER Writing Assignment
Ongoing Assignments	1. Read for 15 minutes daily and complete Reading Log 2. Complete 2 ELA lessons in iReady 3. Spend 30 minutes on math digital learning tool				
Office Hours		2:30 – 3:30 pm	9:00 am – 10:00am	2:30 – 3:30 pm	9:00 am- 10:00 am

The table below shows suggested time-on-task for various academic subjects by day. Please note that these times are flexible and may be adjusted, as needed. Teachers will continue to reinforce this flexibility during their weekly communication with families.

Content Area	Time-On-Task
ELA	75 minutes
Math	60 minutes
Science/SS	30-90 minutes
Moral Focus	15 minutes
Specials	30 minutes

Exposure & Mastery of Core Content
When schools were closed in March of 2020 due to the onset of the COVID-19 pandemic, NHA's Curriculum and Instruction Team immediately began to digitize all the necessary curricular components usually delivered via in-person instruction. This included all subject and grade-level specific scope and sequence documents and the litany of resources available to help our teachers and staff scaffold learning via a virtual instructional model. The resources are now available to our staff, and all staff at NHA-partner schools via NHA's "Staff Virtual Learning Hub." We will use these resources and our online platforms to ensure that students are receiving the same exposure to content and academic standards as he/she would during in-person instruction.

For all content areas, including Moral Focus, the school has examples to instruct teachers on how to translate in-person learning to the remote format. For Math and ELA, a weekly schedule like the above will be provided for every week of the year.

Teachers will actively provide feedback throughout the day via Google Classroom. The work is submitted in Google Classroom via Google Forms or Classkick assignments. Teachers will provide feedback to students weekly.

During times of remote instruction, all instructional staff will provide daily activities/assignments. Teachers will develop Google Meetings to support student understanding and mastery of the daily lessons and will maintain "office hours" multiple times throughout the week in addition to the Google Meeting times. The Google Meetings can be one-on-one with students, with a small group, or the whole class as needed. It is the expectation that the teacher provides materials for each student daily but may not have daily direct interaction.

Classroom teachers will monitor mastery of curricular content, as measured through classroom assessments that are administered as part of the school's formative assessment program. The formative assessment process is designed to provide a mechanism for monitoring all students' academic needs and will allow teachers to adapt instructional methods and materials as necessary to optimize learning opportunities. We will use regular formative assessments, weekly quizzes, unit assessments every 3-4 weeks, interim assessments every 9 weeks, and benchmarking to demonstrate student mastery of subject matter. Instructional groups will be fluid, based on data. Our instructional model is to assess, analyze data as a team, plan, and teach. This is a continuous cycle as depicted below.

Students will complete standards aligned curriculum assessments (weekly quizzes, unit assessments, interim assessments) through EdCite, an online platform compatible with our Gradebook and student information system. EdCite allows our students to complete assessments virtually, or by paper/pencil method. Assessment results will integrate directly into our school's Gradebook, and NHA's Information and Analytics teams are currently undertaking an effort to eliminate the need for classroom teachers to manually enter scores upon completion of student assessments.

We know students will have extensive needs due to learning loss from school closures in the 2019-20 school year. These assessments will inform our formative assessment process by helping teachers identify learning gaps, highlight for teachers and school leaders of what standards may need to be re-taught in each grade level, and aid in designing paths of individualized instructional needs.

Our school actively engages parents/guardians in their children's learning. Prior to each school year, we make parents and each student aware of grade-level performance expectations. Student progress against those goals are communicated to parents regularly through direct teacher communication, progress reports, report cards, and parent-teacher conferences. This information is also available via our online parent portal, which is automatically updated as teachers add grades into our online Gradebook. Our use of online tools like Gradebook and Parent Portal allow us to seamlessly communicate with families on student progress regardless of our mode of instruction.

Equitable Access

Technology and Internet Access
At the end of the 2019-20 school year, NHA conducted a survey to our families regarding at-home access to reliable and effective Internet as well as internet connected devices. While most of our families indicated they have these necessities, it is imperative that *all* our students have reliable access to learning opportunities when receiving instruction virtually.

To best facilitate remote and virtual learning, during the 2020-21 school year, NHA will be providing each student with a Chromebook or laptop device. In addition, if any of our families do not have a home internet connection, we will use a few strategies to get those families connected. If a family is exploring high-speed internet options, we have recommended they use cabletv.com, smartmove.us, or EveryoneOn to find the best affordable internet or cable provider for their area. EveryoneOn also identifies internet access locations, such as public libraries, that offer free internet access. To use this tool, families simply enter their zip code into the search bar and click enter. We also shared with families that many providers offer discounted home internet service, if applicable, through Lifeline, a federally subsidized program. Eligible customers can get a discounted rate towards their bill. If families are unable to get internet connection through one of the means above, or other community resources, NHA has a limited supply of internet cellular hotspots for those who qualify.

Our Library Technology Specialist (LTS) will be the school's technology support lead. Families will have the contact telephone number and email for the LTS. Additionally, NHA will support each individual school with a 1-800 hotline number for additional technology support. To safely manage device repairs/replacements during period of remote instructions, our LTS has received training on the safe handling of returned materials, has cleaning/disinfection supplies provided by NHA/Aramark, and has procedures to follow for the packaging of devices for replacement.

Students with Disabilities
Students who are identified with a disability under IDEA or Section 504 will be provided with a free and appropriate public education (FAPE). Students with disabilities that require the support of an IEP or Section 504 Plan will access the same learning opportunities that are offered to general education students. In collaboration with the parents/guardians and as school re-opens, for students with IEPs, contingency Learning Plans (CLPs) will be completed and as necessary, revisions to the IEP, as directed by state guidance, to ensure provision of a FAPE. If the IEP cannot be implemented as written, a CLP will be developed and/or revised to describe how the team will provide the necessary support and services, given the child's unique needs, in the environment they are accessing their education. Individualized accommodations, as identified in the student's IEP/CLP or Section 504 plan will be shared with classroom teachers to ensure provision of accommodations and modifications (when appropriate) that allow students to access learning opportunities. School to home communication is as vital as ever, and special education providers will work diligently to establish ongoing two-way communication with families/guardians.

Child Find responsibilities remain in effect in all learning environments. If a student is suspected of having a disability under IDEA or Section 504, school staff will follow typical procedures to determine eligibility. Safety precautions will be in place while conducting necessary evaluations of students.