



Renaissance Public School Academy **Extended COVID-19 Learning Plan**

Address of School District: 2797 South Isabella Road
Mount Pleasant, MI 48858

District Code Number: 37901

Building Code Number(s): 08314

District Contact Person: Lisa Bergman

District Contact Person Email Address: lbergman@renaissancepsa.com

Local Public Health Department: Central Michigan District Health Department

Local Public Health Department
Contact Person Email Address: mderoche@cmdhd.org

Name of Intermediate School District: Gratiot-Isabella RESD

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 09/21/2020



October 01, 2020 [via email]

Ms. Lisa Bergman
Renaissance Public School Academy

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

Dear Ms. Bergman:

I am pleased to inform you that the Extended Learning Plan for Renaissance Public School 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 fluid and cursive, with the first name "Corey" and last name "Northrop" clearly legible.

Corey Northrop
Executive Director

cc: Mark Smith, Board President
Brandy Reihl, 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**

Renaissance Public School Academy (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 21st day of September, 2020, at 4:00 p.m.

The meeting was called to order at 4:00 p.m. by Board Member Mark Smith:

Present: Mark Smith, Lisa Diaz Sytsema, Sherry Knight, Nicholas Belletre

Absent: None

The following preamble and resolution were offered by Board Member Lisa Diaz Sytsema and supported by Board Member Nicholas Belletre:

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), 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).

(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-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: -

Resolution declared adopted.

DocuSigned by:

Sherry knight

34FA2A584D11406...

Sherry knight

Print Name: _____

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



- 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.

A handwritten signature in black ink, appearing to read "Mark Smith", written over a horizontal line.

Mark Smith, President of the Board of Directors

9-21-20

Date



Introduction and Overview

Renaissance Public School Academy is a vibrant and engaging school community focused on the development of over 430 kindergarten through eighth grade students. The mission of Renaissance PSA is to engage every student in becoming confident, creative, and collaborative builders of their future. Our vision is for Renaissance students to find their passion to live fulfilled lives and make a difference in the world.

We believe that safety and respect are the foundations for a positive learning environment among all members of our diverse school community. We foster collaboration for students and staff while guiding them to take responsibility for their individual contributions. We empower our students and staff to be independent thinkers, problem solvers, and lifelong learners. We engage in rigorous learning opportunities for students to apply in real life experiences.

We have established four Defining Practices to communicate the priorities and processes we use to help us achieve our mission and vision. These practices are also guiding our planning and decision making as we develop this preparedness plan.

- We value connections with students to inform our personalized practices at varying levels of complexity depending on the individual.
- We honor student voice and encourage student choice through self directed, individual student selected projects.
- We use inquiry based approaches to guide students through Project-Based Learning experiences as well as content deep dives.
- We believe in the power of ongoing, innovative, rigorous, professional growth.

Renaissance Academy has developed this Extended COVID-19 Learning Plan to articulate our instructional practices as required by the Michigan Return to Learn legislation. This document is a companion to our [COVID-19 Preparedness and Response Plan](#), which details our safety practices as well as our in person and virtual learning options.

We realize the COVID-19 pandemic has impacted our school community in a variety of ways, and disruptions to the typical school year in the spring of 2020 may have created greater learning disparities among students. We intend to assess all students to determine current levels of understanding. We will use this information to plan project-



based instruction focused on the foundational content area skills articulated at each grade level.



Educational Goal

Renaissance Academy has used the NWEA MAP Growth assessment for several years to inform instructional planning and measure student academic progress. We will continue to use this assessment, in combination with classroom formative assessments, to identify students' beginning of the year understandings. The NWEA MAP Growth assessment will be repeated in the middle and the end of the year to measure student learning gains.

All teachers will use the formative assessment process to support adjustments to teaching and learning, and to support meaningful student progress towards mastery of English Language Arts (ELA) and Mathematics academic standards. Results from benchmark assessments and formative assessments will be continuously discussed and analyzed by Renaissance staff members.

Renaissance Academy has worked in partnership with our charter authorizer, The Governor John Engler Center for Charter Schools at Central Michigan University, to establish our educational goal. This goal aligns with the goals established in our charter contract.

Educational Goal

The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades K to 8 on reading and math NWEA Growth tests will be at or higher than 50.



Instructional Delivery & Exposure to Core Content

Families were given two choices for instruction this school year. Students can attend face to face, with appropriate safety measures in place. Or, students can attend virtually by connecting with Renaissance teachers from their homes. Renaissance in-person and virtual teachers have common planning time each week to review student progress and plan lessons. Families can adjust the learning choice for their student(s) in January, if desired.

Renaissance Academy curriculum guides are based on Michigan Content Standards and identified foundational skills. During the unit launch, teachers clarify for students the intended learning expectations and outcomes. These learning targets are aligned to our assessment rubrics and revisited frequently as teachers check for student understanding. Teachers have participated in professional development utilizing timely and effective feedback practices to help students maximize learning gains and clarify misconceptions.

We strive to help students discover how knowledge and skills in one content area connects to skills in other areas. We want students to be successful in applying the information they have learned in new contexts. To facilitate these connections, we have identified the Renaissance Mission and Vision Essential Skills:

- live the 7 habits of highly effective leaders
- think critically about situations, using a Driving Question to guide their thinking
- analyze information from various sources
- consider many possible solutions to one scenario
- justify their choices and ideas while considering alternative options
- be innovative
- think outside of conventional boundaries when shaping new ideas
- present ideas and learning in a meaningful way
- present to audiences with poise and confidence
- use feedback from others to build upon and improve their ideas
- collaborate with others in a successful and meaningful way
- make and keep agreements about team expectations when working with others
- take responsibility for their own learning
- advocate for themselves about their passions and what they want to learn



Students will receive frequent feedback on their progress from classroom teachers. Students and their classroom teacher will have a conference at least weekly to review goals and discuss progress. Additional feedback opportunities happen daily and are embedded in instruction. Teachers and students keep parents informed of student learning using the Seesaw communication app. Specific details of student progress toward mastery of the content standards are shared with students and parents or guardians on the narrative progress report prepared at the conclusion of each trimester.



Equitable Access

Each student participating in virtual instruction has been provided a school-issued Chromebook in order to connect with their classroom teachers and engage in learning. Renaissance will assist families in obtaining internet access if needed so that students may fully participate in instruction.

We have designated three consecutive Wednesdays as hybrid learning days. This will allow all in person students to practice connecting from home in case a transition to remote learning is needed. This will allow us to identify potential challenges and implement solutions proactively so that transitions to remote learning can take place seamlessly. Additional Chromebooks have been ordered using CARES Act federal funds and are expected to be delivered in mid-September. We will then have a Chromebook available for every student, both virtual and in person. Spare Chromebooks will be available when repairs are needed to minimize interruptions to student learning.

The resource room teachers and special education director are working closely with students and their families to revise Individualized Education Plans (IEPs) to reflect current needs. The teachers are using the first weeks of school to assess students on their current goals. IEP meetings are being held with all families to recommit to those goals or make adjustments needed to provide instruction and accommodations that support student growth in learning. Students with disabilities and their families have equal access to choosing in person or virtual learning, and specific plans will be designed to support students in their chosen format. Our Dean of Students is working in partnership with the special education department at the Gratiot-Isabella RESD to ensure compliance with applicable state and federal laws, rules and regulations.

Renaissance Academy ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IEP. Renaissance also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.