

West Village Academy Extended COVID-19 Learning Plan

Address of School District: 3530 Westwood, Dearborn, MI 48124

District Code Number:82959

Building Code Number(s):08733

District Contact Person: Carletta Counts

District Contact Person Email Address: ccounts@westvillageacademy.org

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address:

Name of Intermediate School District: West Village Academy

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 09/15/2020



October 01, 2020 [via email]

Ms. Carletta Counts
West Village Academy

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

Dear Ms. Counts:

I am pleased to inform you that the Extended Learning Plan for West Village 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 distinguishable.

Corey Northrop
Executive Director

cc: Carla Hogan, Board President
Vanessa Gulley, 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

West Village Academy (the "Academy")

A [regular/ special] meeting of the Academy Board of Directors was held on the 15th day of September, 2020, at 8:30 [a.m. / p.m.]

The meeting was called to order at 8:30 [a.m. / p.m.] by Board Member Carla Hogan :

Present: Carla Hogan, Robert VanEvery, Randall Piner

Absent: Kerri Hill

The following preamble and resolution were offered by Board Member Randall Piner and supported by Board Member Robert VanEvery :

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_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: 3

Nays: 0

Resolution declared adopted.


Carla Hogan (Sep 16, 2020 08:18 EDT)

Print Name: Carla J. Hogan Carla J. Hogan
President, Academy Board

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan no later than February 1, 2021, for goals it 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 District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the 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 and again not later than the last day of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - 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 District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that is based on local data that are based on key metrics. *Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion.* Key metrics that the District/PSA 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
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
7. The District/PSA assures that
 - instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,

- the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
- the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
- public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.

8. The District/PSA 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.

9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA 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 District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

Carla Hogan
Board President

Board approved: 09/15/2020

Introduction and Overview

West Village Academy is closely monitoring COVID-19. The Academy has worked diligently with all stakeholders to ensure the safety of all. As a result of COVID-19, the Academy surveyed the parents and asked for feedback from all stakeholders throughout the plan development process. The Leadership team was able to use the survey data, feedback, and self-reflections to pre-plan for the Fall re-opening. The team meets weekly to consider the Governor's directives, MDE policy updates, and in consultation with the Wayne County Health Department. The team convened to investigate and/or create opening plans for remote/virtual learning, hybrid, and in-person learning environments. The Academy is invested in advocacy for student learning and will implement the “Flipped Classroom” in conjunction with “Learning Cycles” as the learning model for the 20/21 school year.

It was decided that West Village Academy will only offer Remote & Virtual learning for the first quarter, ending November 10, 2020. During the first quarter, the Academy will survey parents, assess current COVID-19 status, reference the Michigan Safe Start Plan, and rely on recommendations from the CDC, MDE, and other vested organizations to make a determination regarding the second quarter of school, by October 23, 2020.

This Extended COVID -19 Learning Plan is to address the Academy’s plan to offer Remote and Virtual Learning for the 20/21 school year.

Educational Goals

West Village Academy is committed to offering academic programs and learning opportunities which will prepare students academically for success in college, work and life. In addition, the Academy will strive towards the terms of the current Charter Contract (Schedule 7b-1) to achieve or demonstrate measurable progress for all groups of pupils towards the achievement of the educational goals identified in the schedule.

The Academy will continue to use the NWEA Map assessment and will administer it 3 times a year (Fall, Winter, Spring) to monitor progress towards reaching our educational goals.

- The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades 3-8 on reading and math NWEA Growth tests will be at or higher than 50.

In addition to NWEA MAP, instructional staff will administer “Standards-Based Assessments” to students at the beginning and end of every “Learning Cycle”. This assessment protocol will provide ongoing data to verify student growth and/or academic attainment on a learning standard.

Instructional Delivery & Exposure to Core Content

Although the Academy responded well with the remote learning, the parents reported being frustrated with “teaching” their children. Therefore, the Academy decided to engage the “Flipped Classroom” learning model and Student Learning Cycles. A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to be completed by the students independently at home. In this blended learning approach, face-to-face interaction is mixed with independent study—usually via technology. In a common Flipped Classroom scenario, students might watch pre-recorded videos at home, then come to school (Virtual Zoom or Goggle Meet) to do the homework, armed with questions and at least some background knowledge.

Students who are learning remotely will “meet” with their classmates at dedicated times to maintain their connection with classmates as well as to participate in the live delivery of instruction and lesson presentation. Independent work will be assigned, and teachers will maintain office hours for remote learners.

Instructional Model

Flipped Classroom: Process of instruction that requires students be exposed to the objective and lessons prior to official direct instruction from the teacher.

Online/ Virtual: Coursework activities that would be traditionally provided in person will be given to students and parents online. A designated schedule for remote face-to-face instruction as well as coursework will be provided with deadlines. Assessments will also be assigned for completion virtually. “Virtual” and “online” will be interchangeable.

At-Risk Group: These groups are defined by West Village Academy’s designation of “At Risk.” The NWEA percentile scale was broken into five categories:

- At Risk Group 1 (ARG 1) 0 - 30 percentile
- At Risk Group 2 (ARG 2) 31 - 45 percentile
- At Risk Group 3 (ARG 3) 46 - 61 percentile
- At Risk Group 4 (ARG 4) 62 - 77 percentile
- At Risk Group 5 (ARG 5) 78 - 99 percentile
(K-5 based on ELA & 6th-8th based on Math M-STEP, NWEA and/or district assessment scores)

Learning Cycles: The timeframe in which a particular set of lessons will be given at a particular time during the week based on the At-Risk Group designated in the Flipped Classroom schedule.

- Cycle 1 - View **video** lesson; review “look fors” outline prior to watching the video, complete comprehension questions or academic vocabulary
- Cycle 2 - Discuss video, **comprehension** questions and academic vocabulary; complete pre-assessment
- Cycle 3 - Complete **guided practice** in person or during video conferencing. This cycle will be completed in small groups online if working virtually. Students will be meeting in small groups once a week, if we are in a hybrid format. Times to be determined.

- Cycle 4 - Completion of **independent work** that ties to the guided work. Practice exercises vary based on the subject area.
- Cycle 5 - **Assessment** given and taken.
- Cycle 6 - **Review** student progress through PLC conversations with the principal. It also falls under the communication with parents and teachers, as students progress through each cycle. Parents will be required to review student progress and sign off at completion. This cycle will serve as an instructional checkpoint with school leaders around curriculum and instruction and assist in the continuous monitoring of student progress, specifically honing in on the progress of students in need of additional support.

Curriculum Pacing/Course Scheduling

West Village Academy has established a virtual school day schedule. Core instruction will be scheduled between 8:00 am and 12:00 pm. Intervention will occur from 1:00 pm to 3:00 pm and will include services such as, but not limited to, Special Education, 504, ELL and/or intervention support. Instructional staff will work with principals to determine priority standards for core content areas: math, ELA, science and social studies. Staff will adhere to the following pacing chart guidelines as they develop lessons to meet the needs of all students.

Standards Required Per Quarter

Grade Level	Subject	Q1	Q2	Q3	Q4
K-8	ELA	6	6	6	6
K-8	Math	6	6	6	6
K-5	Science	3	3	3	3
6-8	Science	6	6	6	6
K-5	Social Studies	3	3	3	3
6-8	Social Studies	6	6	6	6

Parents will be apprised of student progress at the end of each “Learning Cycle” and with student standardized test scores (NWEA). In addition, students and parents will be able to observe student work completion and performance using Google Classroom and teacher interactions.

Students will still be responsible for taking class quizzes and tests, as well as the district benchmark assessments throughout the year. Quizzes will be used as a formative assessment throughout the school year. Students will have the opportunity to retake quizzes to improve their understanding of the content. Formative assessments will be used to improve instructional

methods and student feedback throughout the teaching and learning cycle process. Likewise, students and parents are able to monitor their progress as it relates to their advancements within the learning cycles, levels of performance, and personal learning goals.

West Village Academy will establish and track two-way communication daily using Google Classroom and/or MISTAR.

Equitable Access

West Village Academy ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state.

The Academy will ensure all students have the technology needed to support their virtual learning experience. The Academy has purchased an additional 250 Chromebooks to be distributed during the 20/21 school year. All returning families were able to keep their district-issued Chromebook over the summer to participate in formal and informal learning opportunities. Students will continue to have access to the district's take-home devices, as the Academy is striving to have a one-on-one device assigned to each student. The Academy will tag and track all devices using our tracking forms.

Currently, the district has not purchased Hot Spots for families; however, the Academy has developed a process to request Hot Spots as the need arises.

Lack of technology should not hinder a student's ability to participate and be successful in remote/virtual learning. Therefore, it is up to the teacher to have a system in place for students that do not have technology/internet at home. However, the Academy will be available to provide new and replacement devices at a mutually agreed time for parents. We will also adhere to protocols of sanitizing the devices.

During Phases 1-3, students will not be allowed in the building at all. However, in Phase 4, students who are still experiencing technology problems will also have the option of coming to school.

Students with Disabilities/ English Language Learners

Students with disabilities will have instruction, supports, accommodations, and auxiliary services that are consistent with the IEP and/or 504 plans in the virtual learning environment. Students will continue to receive education in the least restrictive environment. All related services for students with disabilities will be provided virtually and in person as needed. SPED teachers, Principals, Special Education Consultants/Supervisors, and classroom teachers will collaborate to review students' IEP's, ELL and 504 plans to reflect on student needs based on assessment data, parent feedback, and will design accommodations and match the services accordingly. The Academy will adhere to all timelines for annual IEP and 504 meetings and required evaluations.

The Academy will provide special education programs and services according to the student's IEP or Section 504. If the offer of a FAPE or Section 504 cannot be fully implemented, a Contingency Learning Plan (CLP) will be developed with parent input. The special education team will be monitoring students' abilities to determine if recovery services are needed.

English Language Learners will be provided with support as needed. ELL students will be provided with multiple ways to demonstrate knowledge and understanding, based upon student English proficiency levels.