



PLYMOUTH EDUCATIONAL CENTER

Plymouth Educational Center | Extended COVID-19 Learning Plan

Address of School District:

Plymouth Education Center- 1460 East Forest Avenue, Detroit, MI 48207

District Code Number:

PEC: 82904

Building Code Number(s):

PEC: 08255

District Contact Person: Cassie Williams

District Contact Person Email Address: cwilliams@distinctiveschools.org

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address:

Mary Roman mroman@waynecounty.com

Nnenna Wachuku nwachuku@waynecounty.com

Lukas Ayers layers@waynecounty.com

Name of Intermediate School District: Wayne Regional Educational Service Area

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: September 15, 2020



October 01, 2020 [via email]

Ms. Schranda Battle
Plymouth Educational Center Charter School

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

Dear Ms. Battle:

I am pleased to inform you that the Extended Learning Plan for Plymouth Educational Center Charter School (“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: Celia Thomas, Board President
Scott Fraunheim, 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

Plymouth Educational Center (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 15th day of September, 2020, at 12 p.m.

The meeting was called to order at 12:10 p.m. by Board Member Celia Thomas :

Present: Celia Thomas, Rev. Nick hood, Deierdre Weir, Redic Grant

Absent: None

The following preamble and resolution were offered by Board Member Redic Grant and supported by Board Member Deierdre Weir :

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.

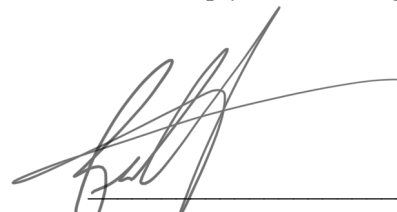
THE ACADEMY BOARD THEREFORE RESOLVES THAT:

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: _____ 4

Nays: _____ 0

Resolution declared adopted.



Print Name: _____ Redic Grant

Secretary, Academy Board



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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.



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- 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.

Celia Thomas

Board President

Board approved: 09/15/2020



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Introduction and Overview

The 2020/21 school year requires additional planning for teaching, learning, engagement, and achievement. The Distinctive Schools (DS) and Plymouth Educational Center's leadership teams have designed a plan to address the uniqueness of the upcoming school year.

Plymouth Educational Center is committed to creating a community of care that fosters a sense of hope, joy, belonging, and safety for students, families, and staff. Students will engage in remote learning for September and pending Board approval, the month of October and potentially beyond. Family feedback from the spring indicated that common challenges to remote learning were wifi issues, supervision needs, and a safe place to work. The Community Care Plan provides an opportunity for students to complete remote learning at school with supervision, wifi, breakfast and lunch, and a place of belonging. Initial feedback has been positive and families appreciate the opportunity to have an option of where to engage in remote learning.

High-expectations and a combination of strong academic and social-emotional learning experiences will continue to be key this fall. Students will return to school with a variety of learning needs, strengths, and opportunities for growth. School leaders have designed structures that foster teacher collaboration, data analysis, and designing learning experiences to meet student needs.

Additional details of the Academy instructional plan can be found in the:

- Staff/Authorizer: [Distinctive Schools At-A-Glance Remote Teaching and Learning Playbook](#).
- Family Guide: [Community Care and Remote Learning Guide for families](#)



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Educational Goals

Plymouth Educational Center made some strides in their first year with Distinctive Schools. Our emphasis on improving technological infrastructure and increasing blending learning capacities will support continued academic growth and achievement. Still, to date, our school achievement to date has been low, though comparable to similar schools in the region. To measure progress towards our improved achievement we will administer the following assessments.

Plymouth Educational Center will administer the NWEA MAP Growth & Fluency Assessments three times during the 2020/21 school year: Fall, Winter, and Spring administration windows. The assessments will be administered online, remotely at least for the Fall term, under the norms and standards recommended by NWEA and our Authorizer Central Michigan University.

Kindergarten - 2nd Grade Benchmark Assessments

- Math: NWEA MAP Growth Math
- Literacy: NWEA MAP Fluency

3rd - 8th Grade Benchmark Assessments

- Math: NWEA MAP Growth Math
- Literacy: NWEA MAP Growth Reading

Emphasis on a rigorous core curriculum with many opportunities for skill development and support will impact students as follows:

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

All teachers will use the core curriculum and the formative assessment process to support adjustment to teaching & learning and to support meaningful student progress towards mastery of academic standards. An intervention block will be used to provide personalized pathways to support student growth and skill mastery. Results from benchmark, unit/module, digital program and formative assessments will be collected, analyzed, and used to plan next steps by grade level, school, and network teams.



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Instructional Delivery & Exposure to Core Content

Plymouth Educational Center's instructional plan can be found at [Distinctive Schools At-A-Glance Remote Teaching and Learning Playbook](#). The [Community Care and Remote Learning Guide for families](#) provides a broad overview of the Distinctive Schools' plan.

Mode of Instruction

All K-8 students will engage in remote learning and the daily school schedule and hours remain the same as a typical in-person school year. Distinctive Schools is committed to providing a high-quality learning experience in a remote environment that mirrors the core elements of the DS Instructional Model such as providing whole-class and small group structures with a combination of synchronous and asynchronous learning.

Teacher teams should prioritize synchronous learning as much as possible. This promotes student-to-student and student-to-teacher interaction, and personalized instruction with limiting feelings of isolation for students. Below is a sample breakdown of synchronous and asynchronous learning opportunities throughout the day.



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Synchronous Learning	Learning in Action	Asynchronous Learning
<p>Teachers and students are engaged in “live” learning at the same time with the teacher &/or peers. The teacher provides learning resources and tasks through Zoom during a scheduled and specific time.</p> <p>Examples: Morning & Afternoon Community Meetings Whole Group Instruction Small Group Instruction Mentor Sessions or Student Check-in Individual Feedback DSMS Workshops Independent Work within Whole Group lesson Summative & Formative Assessment</p>	<p>Sample Schedule</p> <p>30: AM Community Mtg 30: Whole Group Math Lesson 20/40: Small Group Lesson (3 x 20 min rotations) Morning Break 30: Whole Group Reading Lesson 20/40: Small Group Lesson (3 x 20 min rotations) Lunch/Recess 30: Whole Group Reading/Writing 20/40: WIN Small Groups (3 x 20 min rotations) Afternoon Break 45: Enrichment 15: PM Community Mtg</p> <p><i>Total:</i> 4 hours Synchronous 2 hours Asynchronous 1.5 hours other (lunch, recess, breaks)</p>	<p>Instruction and learning do not happen at the same time for all learners. Teachers design learning activities and assignments to complete independently within a given timeframe.</p> <p>Examples: Pre-Recorded Lessons with follow-up Self-Guided Modules Self-Directed Learning Digital Programs like ST Math & Core5 Independent Work (when not engaged in teacher-led small group)</p>

Academic Standards

The core DS model, curriculum, tools and instructional strategies will continue to be used in a Remote Learning environment. Teams should continue to execute curriculum to fidelity; maintaining high expectations, executing engaging lessons, and providing grade level assignments that all students deserve. Core academic areas continue to be aligned to the Michigan Academic Standards for each grade level and teachers will design lessons to support students in mastery of these standards.

Curricular Resources

Teachers will have access to high-quality curricular resources that are aligned to state standards. To support the unique needs of students, i-Ready was purchased for all 2nd-8th grade students. This provides a personalized pathway for students to support individual growth and support any gaps in learning. All curricular resources are designed for implementation in a remote, in-person, or hybrid environment.

Kindergarten - 5th grade

- Move this World, social-emotional learning curriculum
- Benchmark Advance, core literacy program



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- Lexia Core5, personalized digital program to support early literacy and comprehension
- EngageNY, core math program
- ST Math, personalized digital math program
- School-wide Intervention: i-Ready (2nd-5th), digital math and literacy
- Reading in Motion, early literacy program
- Foundations, early literacy program

6th - 8th grade

- Move this World, social-emotional learning curriculum
- Summit Learning Program, core English, History, Science, and Social Studies
- IXL, math digital program
- School-wide intervention: i-Ready for math and literacy

Scope and Sequence

Daily instructional minute recommendations, scope, and sequence was provided for each grade level and content area. The scope and sequence for each grade level is designed to support mastery of grade level standards. Pacing guides provide checkpoints for teachers and students to stay on track and ensure time for core content. Teachers design the daily, weekly, and unit schedule and lesson plans based upon the needs of the students. A combination of independent, small group, and whole class activities are embedded in the instructional blocks.

Prioritized Standards are those that have been identified as most essential to a particular grade level, content area, or course and have been determined most significant in preparing students for their next grade level. Although it is still important to teach standards that are not deemed prioritized, teachers should devote significant time and resources to ensuring that prioritized standards are mastered.

Plymouth Educational Center is prepared to address unfinished learning of previous grade level standards and concepts that:

- teachers did not directly teach nor assess prior to students entering the next grade
- students did not demonstrate proficiency in prior to entering the next grade

DS will maintain the practice of grade level standards for all supported by whole class and small group instruction and targeted skill development. To address unfinished learning, teachers and teams should prioritize just-in-time instruction where diagnostic, pre, and formative assessments identify what students know, understand, and are able to do so that teachers/teams can inform a plan for supporting equitable learning recovery. Next, teachers provide the just-in-time review or teaching of prerequisite skills and learning recovery for the students whose data indicates a need.



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Grading and Reporting

Grading and feedback expectations will remain the same as a traditional school year. Plymouth Educational Center will continue to use a standards-based grading system where student growth and progress is measured against the standard, not peers. Teachers provide multiple opportunities and ways in which students can learn, relearn, and demonstrate growth and proficiency towards year-end goals. Parents will have access to three Family Conferences and quarterly progress report and report card. Real-time grades will be available for middle school students in the Summit Learning Platform. A Quarter 4 conference was added to the 19/20 calendar during remote learning. This will be determined as the year progresses.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Listening Conference Progress Report Report Card	Fall Conference Progress Report Report Card	Winter Conference Progress Report Report Card	Progress Report Report Card

Assessment is an essential part of teaching and learning. Without it, teams cannot measure what students know, and what they need to learn next. Focusing too closely on one assessment and the limitations on what it can measure can lead to plans for future instruction that omit important “triangulation” on multiple sources of information. At Distinctive Schools, multiple measures of both formal and informal assessment are used to get a picture of a student’s current progress, preferences and challenges so that we can design instruction that is student-centered.

Teachers should continue to use a variety of strategies, tools, and assessments to determine student strengths and opportunities for improvement and instruction. Formative assessments are tools for discovering what students know while they're still in the process of learning and will be key in the return to school this fall. Diagnostic, formative, and end of unit/module/concept assessment will be key during the 20/21 school year.



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Equitable Access

Plymouth Educational Center's instructional plan can be found at [Distinctive Schools At-A-Glance Remote Teaching and Learning Playbook](#). The [Community Care and Remote Learning Guide for families](#) provides a broad overview of the Distinctive Schools' plan.

Equitable Access

The Community Care Plan was specifically designed to address equitable access to technology, internet access, and other barriers that families faced in the spring. Plymouth Educational Center offers 1:1 devices to students that can be used at home and at school during remote learning. Hot spots have been made available for families without internet access. Families also have an option to engage in remote learning in Community Care on campus where they have access to high-speed internet, meals, a safe place to work, and supervision during school hours. This option addressed many of the barriers that families faced in the spring.

Students with Disabilities

Students with disabilities will have instruction, supports, accommodations, and auxiliary services that are consistent with the individualized education plans in the remote learning environment. Related services for students with IEP services will be provided by remote tele-therapy during remote learning. Students will continue to receive education in the least restrictive environment in accordance with federal and state laws. Special Education Lead Teachers, in partnership with the Distinctive Schools Regional Director of Student Services will review student IEPs and get feedback from families and staff regarding Contingency Learning Plans. Plymouth Educational Center will adhere to timelines for annual IEP meetings and required evaluations.