



**Westfield Academy
Extended COVID-19 Learning Plan**

Address of School District:

Westfield Charter Academy K-6 Campus: 27201 W Chicago, Redford Twp., MI 48239
Westfield Preparatory High School 7-10 Campus: 23750 Elmira St., Redford Twp., MI 48239

District Code Number: 82766

Building Code Number(s):

Westfield Charter Academy K-6 Campus: 03623
Westfield Preparatory High School: 03608

District Contact Person:

Westfield Charter Academy K-6 Campus: Ira Kleiman
Westfield Preparatory High School 7-10 Campus: Aquan Grant

District Contact Person Email Address:

Westfield Charter Academy K-6 Campus: 111.ikleiman@nhaschools.com
Westfield Preparatory High School 7-10 Campus: agrant@westfieldprephs.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: Grand Valley State University

Date of Adoption by Board of Directors: September 16, 2020

Assurances

- The Academy will administer an approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year.
- Within thirty days after the approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter, the Academy, at a meeting of its board of directors, will re-confirm how instruction is delivered during the 2020-2021 school year and will solicit public comment, at a public meeting, from the parents or legal guardians enrolled in the Academy.
- If delivering pupil instruction virtually, the Academy will expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the Academy had planned for that exposure to occur for in-person instruction.
- If delivering pupil instruction virtually, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- The Academy will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
- The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
- If the Academy determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the Academy.
- The Academy will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Academy and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the Academy. The Academy will publicly announce its weekly interaction rates at each Academy Board meeting where it re-confirm how instruction is being delivered, beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The Academy will make those rates available through the transparency reporting link located on the Academy website each month for the 2020-2021 school year.

- The Academy will create and make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the Academy expected would be achieved by the end of the school year.


President of the Board of Directors

Date September 16, 2020



Introduction and Overview

Westfield Charter Academy K-6 Campus

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.

Westfield Preparatory High School 7-10 Campus

Westfield Prep is implementing a Hybrid instructional model for 2020-21 to provide a productive and effective learning environment that also prioritizes health and safety. Our instructional program is described in the Instructional Delivery & Exposure to Core Content and our Preparedness & Response Plan.

Our goals for 2020-21 remain aligned with our charter contract goals per our Authorizer. While the 2020-21 school year presents the most challenging environment in living memory for staff, students, and families, we are confident in our ability to meet and exceed these goals.

Educational Goals

Westfield Charter Academy K-6 Campus

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 grade level will increase from fall to winter and fall to spring.
K-2	Reading	aimswebPlus (Fall, Winter, Spring)	Using aimswebPlus 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 winter and fall to spring.
3-8	Math & Reading	NWEA (Fall) NHA Interim 1, 2, 3 (Winter, Spring)	Using NWEA as the district-selected benchmark for grades 3-8 in math and reading, the percent of students projected to score proficient or above on the state test will increase from fall to winter and fall to spring (based on the fall NWEA alignment study and the percent of students at/above a 3.0 on NHA interims).

Westfield Preparatory High School 7-10 Campus

Our school's educational goals for 2020-21 are aligned with those of the charter contract:

Academic Achievement

As measured by the state assessment, the school's percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready as reported by the Michigan Department of Education will meet or exceed the select peer schools' mean reported percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.

Academic Growth

As measured by the state assessment, the school's mean student growth percentile rank in English language arts and math will meet or exceed the select peer schools' mean student growth percentile rank. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.

Date: 2/13/19


Board President/Vice President Signature

Secretary's Certification:


I certify that the foregoing resolution was duly adopted by the Westfield Charter Academy Board of Directors at a properly noticed open meeting held on the 13th day of February, 2019, at which a quorum was present.


Board Secretary

Accordingly, Westfield Prep will utilize *leading* and *lagging* indicators of performance in 2020-21 to assess performance against the charter contract goals:

<u>Leading Indicators</u>		
Measure / Subject	Timeframe	Goal
<i>Proficiency</i> NWEA MAP Reading and Math	Fall Proficiency <i>September-October 2020</i> Winter Proficiency <i>February 2021</i>	The percentage of 7th-10th students proficient in Winter (as defined by at or above the 50th percentile nationally) will increase relative to Fall baseline.
<i>Growth</i> NWEA MAP Reading and Math	Fall to Winter Growth <i>February 2021</i>	At least 50% of 7th-10th students will meet or exceed their fall-to-winter NWEA MAP growth targets in Reading and Math.
<i>Progress</i> Semester 1 Grades English and Math	9/8/20 - 1/21/21	<ul style="list-style-type: none"> ● 20% of 7th grade students will achieve at or above a 3.0 (A-) in Semester 1 of <u>English I</u>. ● 5% of 7th grade students will achieve at or above a 3.0 in Semester 1 of <u>Integrated Math I</u>. ● 30% of 8th grade students will achieve at or above a 3.0 in Semester 1 of <u>English II</u>. ● 10% of 8th grade students will achieve at or above a 3.0 in Semester 1 of <u>Integrated Math II</u>. ● 25% of 9th grade students will achieve at or above a 3.0 in Semester 1 of <u>English 9</u>. ● 20% of 9th grade students will achieve at or above a 3.0 in Semester 1 of <u>Algebra 1</u>. ● 25% of 10th grade students will achieve at or above a 3.0 in Semester 1 of <u>English 10</u>. ● 20% of 10th grade students will achieve at or above a 3.0 in Semester 1 of <u>Geometry</u>. <p>Progress on specific Priority Standards will be assessed more frequently in each course through Formative Assessments.</p>

Lagging Indicators		
Measure / Subject	Timeframe	Goal
Proficiency (College-Readiness) PSAT/SAT* Reading/English and Math	Spring 2021	The percentage of students <u>college-ready</u> , and the median <u>growth percentile</u> , will both exceed that of Select Peer Schools . See <i>charter goals</i> .
Proficiency NWEA MAP Reading and Math	Spring Proficiency <i>May 2021</i>	The percentage of [7th/9th]-10th students <u>proficient</u> in Spring (as defined by at or above the 50th percentile nationally) will increase relative to Fall baseline and Winter interim benchmark.
Growth NWEA MAP Reading and Math	Fall to Spring Growth <i>May 2021</i>	At least 50% of [7th/9th]-10th students will meet or exceed their fall-to-spring NWEA MAP <u>growth targets</u> in Reading and Math.
Progress Semester 1+2 Grades English and Math	1/21/21 and 6/18/21	<ul style="list-style-type: none"> ● 20% of 7th grade students will achieve at or above a 3.0 (A-) in Semester 1 of <u>English I</u>. ● 5% of 7th grade students will achieve at or above a 3.0 in Semester 1 of <u>Integrated Math I</u>. ● 30% of 8th grade students will achieve at or above a 3.0 in Semester 1 of <u>English II</u>. ● 10% of 8th grade students will achieve at or above a 3.0 in Semester 1 of <u>Integrated Math II</u>. ● 25% of 9th grade students will achieve at or above a 3.0 in Semester 1 of <u>English 9</u>. ● 20% of 9th grade students will achieve at or above a 3.0 in Semester 1 of <u>Algebra 1</u>. ● 25% of 10th grade students will achieve at or above a 3.0 in Semester 1 of <u>English 10</u>. ● 20% of 10th grade students will achieve at or above a 3.0 in Semester 1 of <u>Geometry</u>. <p>Progress on specific Priority Standards will be assessed more frequently in each course through Formative Assessments.</p>



** Note: The PSAT and SAT are administered in the spring and results are available to the school in June. The PSAT and SAT were not administered in spring 2020 due to the statewide school closure; thus, one-year growth data is not available for 9th, 10th, and 11th grade students. College Board will provide students, families, and the school with data regarding students' progress toward or attainment of the College-Readiness Benchmarks based on available data; these data will inform the continuous updates to the PrepNet educational program.*

Ultimately, charter contract performance will be measured against Select Peer Schools, representing statistically similar schools.

These results will be made available to us by the Authorizer sometime in the 2021-22 school year (for the 2020-21 school year) on the Contract Performance Report.

Instructional Delivery & Exposure to Core Content

Westfield Charter Academy K-6 Campus

Instructional Delivery

While in-person instruction is our strong preference, the safety of our staff and students remains our number one priority. Therefore, currently, Westfield Charter Academy is operating in a hybrid learning environment. This decision was made by a partnership of 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 or necessary, the school is prepared to transition to a remote or full in-person instructional model. Students and families also have a choice to enroll 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.

In this hybrid learning model, students are divided into two separate groups – Group A and Group B. Group A will receive in-person instruction two days per week– for example on Monday and Tuesday, and Group B will receive in-person instruction on Thursday and Friday. All students will be remote on Wednesday. Families will be grouped together. We may modify the specific days each cohort attends to best meet the needs of our school community, but will ensure separate and distinct cohorts remain intact. Below is an example Hybrid schedule for our school.

Sample Hybrid Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	In-School	In-School	Remote	Remote	Remote
Group B	Remote	Remote	Remote	In-School	In-School

Content in both our remote and hybrid learning environments remains the same, only the mode of delivery shifts. In a hybrid environment, the mode of delivery will shift from synchronous small groups to in-person instruction. When in class, students will receive individualized and small group instruction focusing on their specific needs. When at home, students will connect with their teacher online, who will guide their learning by using an assignment schedule, high-quality instructional videos, and other learning resources based on their needs. The hybrid model will also continue to prioritize student engagement, consistency, and differentiation opportunities.

NHA has spent three years rolling out high quality and thoroughly vetted resources. These resources will continue to be utilized even when students are in a remote learning setting.

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 and he/she would during in-person instruction.

Our teachers will be provided with information about best practices for blended learning, grade-level proficiencies, modes of student assessment and feedback, differentiated support opportunities for students, and guidance around daily instructional time. Teachers will continually monitor and assess students’ connectivity and accessibility, attendance, and student work.

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 help teachers identify learning gaps, inform 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.

Virtual Select Option

Virtual select learning is a form of remote learning for students who will not be attending in-person classes for a portion, or all, of the school year. Students participating in virtual select learning are held to the same academic standards for their state as students attending school in-person.

A student's day will not be 100% with the virtual classroom teacher, but the virtual teacher will set the weekly schedule and pace for virtual learners. All virtual learning will include real-time small group instruction from the teacher (at least) five times a week using a video conferencing tool. When the student is not participating in small group time with the teacher, there will be assignments posted in Google Classroom to work on independently. Children with an Individualized Education Program (IEP) or Section 504 Plan will have appropriate accommodations provided.

Exposure & Mastery of Core Content

The virtual learning program is paced by the classroom teacher so learning milestones are achieved throughout the year, just as they are for in-person instruction. All assignments are expected to be turned in on, or before, the posted due date. Assignments are tracked and counted towards daily participation and can be used for attendance purposes. Unless the child is ill, or there are other approved circumstances, all work is to be submitted on time. Students who are participating in Virtual Select will be exposed to core curricular content and assessed in the same manner (although entirely virtually) as those participating in our hybrid environment. More detail is available in the section above titled "*Exposure & Mastery of Core Content.*"

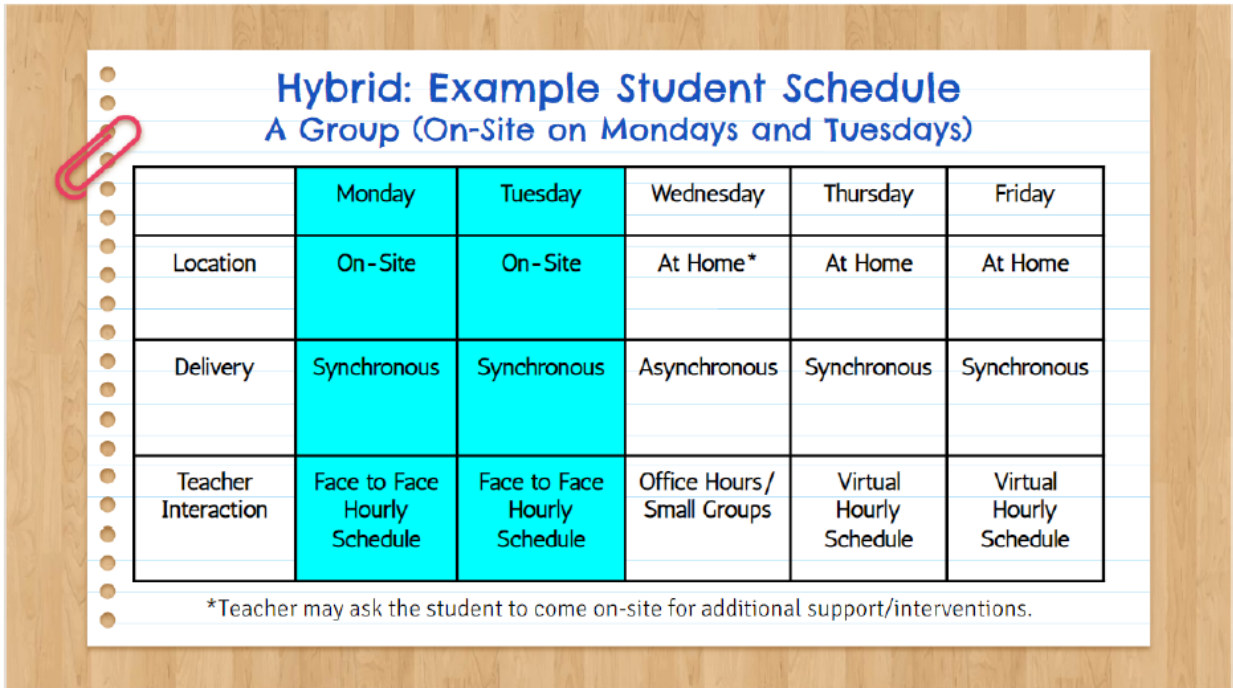
Westfield Preparatory High School 7-10 Campus

Instructional Delivery

Prior to the pandemic, the school was already implementing a 1:1 Chromebook program and utilizing Google Classroom and other digital platforms in in-person instruction. In the time between the statewide school closure (March 13) and the start of the Continuity of Learning Phase (April 20), school leadership and teachers worked to align and optimize the PrepNet curriculum for distance learning; this process continued through the summer in anticipation of a less-than-normal return to instruction in the fall.

The school is implementing a **Hybrid format** where in-person instruction occurs once each week, but all students will be required to attend class remotely both synchronously and asynchronously on the other days in the school calendar. With the hybrid model, teachers will be able to build relationships, support students and provide differentiated instruction in person at least once each week with all students, and more frequently with students who request and/or require additional in-person support.

As depicted in the graphic below, students will have the opportunity to attend class in-person one day per week (assigned to either a Monday, Wednesday, or Friday cohort) and will attend synchronous virtual instruction on the other days. On Tuesdays and Thursdays, students engage in asynchronous instruction and live virtual small groups and/or 1:1 "office hours" with the teacher. To the extent possible and necessary, at-risk students will have the opportunity to attend more often in-person. Families also have the option of attending 100% virtually (e.g. attending the designated in-person instructional day virtually instead of in the building).



Hybrid: Example Student Schedule
A Group (On-Site on Mondays and Tuesdays)

	Monday	Tuesday	Wednesday	Thursday	Friday
Location	On-Site	On-Site	At Home*	At Home	At Home
Delivery	Synchronous	Synchronous	Asynchronous	Synchronous	Synchronous
Teacher Interaction	Face to Face Hourly Schedule	Face to Face Hourly Schedule	Office Hours / Small Groups	Virtual Hourly Schedule	Virtual Hourly Schedule

*Teacher may ask the student to come on-site for additional support/interventions.

Our Hybrid model exceeds the minimum requirements of:

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.

As conditions improve, and at the guidance of local and state officials, additional in-person days may be possible in the 2020-21 school year. This would not change the instructional sequence of the curriculum; students would simply attend more days in-person than currently scheduled.

Core Academic Standards, Scope and Sequence

There are no changes to the core academic standards or scope and sequence in transitioning to the Hybrid model compared to the traditional in-person status quo before the pandemic. All Priority Standards (aligned to state and College Board standards) in the PrepNet curriculum are included in the Hybrid model of synchronous in-person and virtual instruction and asynchronous virtual instruction. The standards and scope and sequence are also included in the 100% Virtual option families may opt into (or the entire program may go entirely virtual if in-person instruction is ended in 2020-21 by local or state authorities).

Pupil Progress Toward Mastery

There is little change to the school’s interim assessment model. Formative Assessments will be administered frequently during in-person instruction days and will inform teachers of students’ progress toward mastery of the Priority Standards. As has always been the case, students and parents/guardians have access to student progress through the Infinite Campus Parent Portal; the school will also send midterm and semester progress reports twice per year (each). Academic Specialists will be assigned to students previously or newly identified as academically at-risk to work more closely with the student and teacher and facilitate an even greater degree of open communication between the family and the school.

Equitable Access

Westfield Charter Academy K-6 Campus

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.

Westfield Preparatory High School 7-10 Campus

Equitable Access to Technology

All students have been issued a school Chromebook or have provided their own device (a Chromebook, laptop, PC, phone, video game system, tablet, etc.); we are a 1:1 district. Students will need access to the internet to engage virtually. Through surveys and other outreach, we have found that only a handful of families have internet access issues. For such families, we have and will continue to work to connect them to one of many free or discounted internet services available, assisting students with identifying publicly available wifi access points, installing WiFi broadcast points which cover areas of the parking lot (allowing students to connect without having to leave their vehicles), and procuring individual hot spots.

Students with Disabilities

Student's IEPs will be implemented in alignment with the school's offer of a free, appropriate public education (FAPE). Students with disabilities will continue to have access to special education programs and services in a hybrid or virtual model that meets their specific, individualized needs. These services may be delivered in-person, remotely, or a combination of both depending on the school's current operational model and/or the student's chosen model. Schools will develop a Contingency Learning Plan (CLP) for students with disabilities, as recommended by the Michigan Department of Education, to document the programs and services provided when the school is operating in a non-typical method (hybrid or virtual). The school's special education department will follow all local, state, and federal guidance as it regards the provision of programs and services for students with disabilities.

Social-Emotional Support

Students will have access to a variety of online resources. School social workers have developed an online resource bank for students and families.

Social workers, academic specialists, and other student support staff will continue to check in with students on their caseloads. Parents of students who are not currently on the caseload can and should contact their school social worker should their student need social/emotional/mental health support. Social workers will work to address each student's needs and to connect families/students with community services/agencies that can further assist them, if necessary. Additionally, if teachers identify the need for additional support for students, teachers will coordinate the school's resources to address student needs.