



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

Address of School District: 3000 Vivian Road, Monroe, MI 48162

District Code Number: 58902

Building Code Number(s): 09452

District Contact Person: Nicole Graves

District Contact Person Email Address: 56.ngraves@nhaschools.com

Local Public Health Department: Monroe County Health Department

Local Public Health Department Contact Person Email Address: kim_comerzan@monroemi.org

Name of Intermediate School District: Monroe

Name of Authorizing Body: Bay Mills Community College

Date of Adoption by Board of Directors:

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

1-20-21

Date

Introduction and Overview

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

Educational Goals

Grade Band	Subject	Proposed Benchmark	Proposed Goal
K-1	Math	NHA Numeracy Assessments (Fall, Winter, Spring)	Using the local NHA Numeracy Assessments as the district-selected benchmark for grades K-2 in math, the percent of students at or above a 3.0 (grade level) will increase from fall to spring, and progress will be measured using the winter assessment.
K-1	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 spring, and progress will be measured using the winter benchmark assessment.
2-8	Math & Reading	NWEA (Fall, Winter, Spring)	The median Student Growth Percentile for students in grades 2nd through 8th grade will be at or above the 50th percentile on NWEA's Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.

The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all grade 2-8 students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.

The Academy will make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the education goals not later than February 1, 2021 for fall-to-winter goal and not later than the last day of school of the 2020-21 school year for the winter-to-spring goal.

Instructional Delivery & Exposure to Core Content

Instructional Delivery

Triumph Academy began the school year on August 25, 2020 in a Hybrid Learning Model. On October 26, 2020 the school transitioned to an in-person learning model.

Consistent with our charter, we believe that the best learning environment for our students includes regular, day-to-day, in-school instruction provided by a teacher. Our goal is to have a traditional, in-school learning environment for our students as long as this can be accomplished while keeping students and staff safe and healthy. We will look to guidance from the CDC for best practice in mitigating the spread of COVID-19.

Our school focuses on college preparation with a rigorous and challenging curriculum. Consistent with our charter and applicable law, courses in each core subject area are aligned with state standards. Each grade-level subject area has a defined scope and sequence to ensure students are exposed to grade appropriate content. In addition, the moral focus program infuses character development into the instructional program to help students evolve into caring and responsible citizens.


Exposure & Mastery of Core Content

Instruction is designed to promote high achievement and meet the needs of all learners within the classroom. Throughout instruction, teachers ensure that the formative assessment process is implemented with fidelity and that classrooms exemplify engagement, clarity of instructional intent, and rigor.

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.

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 traditional in-person environment. More detail is available in the section above titled "*Exposure & Mastery of Core Content.*"

Equitable Access

Technology

It is our commitment that students will receive a quality education regardless of the learning environment(s) we find ourselves in throughout the school year. In anticipation of possible interruptions to in-person instruction, National Heritage Academies is providing a Chromebook or laptop device to each student. This investment in technology is being made to ensure a seamless transition between models, as necessary.

Students with Disabilities

The school will comply with the IDEA and state regulations and every student identified as having a disability will be provided an Individual Educational Program (IEP) designed to address their unique needs. All required components of the IEP will be addressed including but not limited to: a description of the student's present level of academic achievement and functional performance including disability related needs, goals and objectives, supplementary aides and services, program services, ancillary services, extended school year, etc. All students with disabilities are considered general education students first. Each IEP is designed to assure that eligible students receive a free appropriate public education (FAPE) and specialized instruction delivered by highly qualified special education staff within the least restrictive environment (LRE). Prior to the opening of school, registration forms are reviewed to identify students with current IEPs from previous schools attended. The parents are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by the IEP Team. This team has required participant's which minimally includes, general and special education providers and administrators. Parents are also encouraged to be a member of the IEP Team.

The school is committed to educating students with disabilities in the least restrictive environment (LRE) in order to meet their educational needs as determined by the student's IEP Team. This means that to the maximum extent appropriate, children who are disabled are educated with children who are nondisabled and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In an effort to meet with the LRE requirements, the school must ensure that a continuum of placement options is available to students with disabilities, including: services provided within the general education classroom; pull-out services; special classes; home instruction; instruction in hospitals and institutions; and in unique circumstances, access to programs and services located in settings outside the school. Placement decisions are the determination of the Individualized Education Program Team (IEPT).