



Extended COVID-19 Learning Plan as Described in [Public Act 149](#), Section 98a

September 3, 2020 Clarifications

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.

Henry Ford Academy Extended COVID-19 Learning Plan

Address of School District/PSA: 20900 Oakwood Blvd. Dearborn, Mi 48124

District/PSA Code Number: 82926

District/PSA Website Address: www.hfa-dearborn.org

District/PSA Contact and Title: Cora J Christmas

District/PSA Contact Email Address: cchristmas@hfa-dearborn.org

Name of Intermediate School District/PSA: Wayne County RESA

Name of PSA Authorizing Body (if applicable): Wayne County RESA

Date of Approval by ISD/Authorizing Body:

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 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 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 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 are 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 reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD 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.



District Superintendent or President of the Board of Education/Directors

Date: September 14, 2020

Henry Ford Academy Reopening Planning Team

Cora Christmas, Principal/Superintendent
Mike Flannery, Assistant Principal
Dan Graves, Curriculum Director John
Mari Kisch, Director of Finance and Operations
Cherice Redwine, School Counselor (11-12)
Shatangela Gibbs, School Counselor (9-10)
Pamela Clemons, Special Education Coordinator
Jennifer Kuhowski, Technology Coordinator
Tim Kumbier, Grants Coordinator
Matt Pazur, Teacher
Ray Lebert, Teacher
Jeff Koslowski, Teacher
Brittany Osborne, Teacher
Tammy Goodman, Teacher
Robert Hannah- Facilities Director The Henry Ford
Alec Jerome- Building and Construction The Henry Ford
Kevin Cubberly- ITS Director The Henry Ford
Lee Ward- Director of Food Service The Henry Ford
Parent - Kristen Van Andel
Parent - Patrice Stringer
Student - Zane Alami
Student - Amr Brown

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being and safety of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

Because of safety concerns within our school community based on surveys of parents and in response to changing conditions in the community with COVID-19, Henry Ford Academy is delivering a 100% online experience. Based on research and surveys, parents have indicated they want more virtual instruction time, a single LMS, and increased tech support. Teachers have spent Professional Development time in advance of school opening studying Best Practices in virtual instruction, technology resources and tools for instruction, and adapting their curriculum standards from in-person instruction to the virtual environment. Pupil engagement has been stressed as a primary focus for virtual instruction. Student achievement is a priority and the same expectations as we would have in the physical environment in terms of teaching content, expectations, and curriculum will exist in the virtual delivery of instruction.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

Henry Ford Academy believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts. Henry Ford Academy will deliver the Renaissance STAR assessment three times in the course of the school year.

As a high school, the STAR test does not tell the entire story for students' achievement. In regular, face to face instruction each teacher gives a pre and post test in his/her course (Biology, Algebra II, Spanish, etc), to measure student growth against standards and to evaluate teacher effectiveness. In the virtual setting this practice becomes difficult. Instead, teachers are asked to measure mastery of standards on Unit Tests and Unit Assessments/Projects. These will be used to evaluate learning against standards. All ELA students will take teacher-assessed writing assessment with a common rubric as well. Finally, HFA, as always, promotes a curriculum rooted in deeper learning, authentic assessment, project based curriculum, and higher order thinking skills. This means often focusing on Power Standards and taking fewer standards, to deeper levels of understanding.

Henry Ford Academy will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The STAR assessments in reading and mathematics will be administered to all students three times: once in the first nine weeks of the school year (Fall), again in the winter (Winter) soon after the Trimester change, and again prior to the last day of school (Spring). This test has been administered in previous years. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available to students in conjunction with Parent Teacher Conferences and Report cards are given three times per year.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on STAR results.

Goal 1 - All students (9-12) will improve performance in Reading/ELA from Fall to Winter (middle) and Winter to Spring (End of Year) as measured by STAR. Data will be also analyzed for sub groups.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 - All students (9-12) will improve performance in Mathematics from Fall to Winter (middle) and Winter to Spring (End of Year) as measured by STAR. Data will be also analyzed for sub groups.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

PSA Contract Goals:

1.) Improve Pupil Achievement by providing a new organization of knowledge (project-based curriculum), multiple learning strategies, and an extensive integration of technology. **Henry Ford Academy has set the above academic achievement goals. It will continue to employ a focus on PBL (Project Based Learning), Instructional Delivery that is engaging to all**

learners, and utilize the latest technology in the virtual, digital environment - and expect students to work with and develop technology skills in the virtual environment.

2.) Stimulate Innovative Teaching Methods which incorporate the resources of a learning community which includes students, educators, families, post-secondary education, industry, museums, and community-based organizations. **HFA has done extensive surveying of stakeholders over the spring and summer of 2020. We have developed a learning plan for all phases of instruction based on this feedback; our 6-day staff institute has focused on primarily best practices in instructional delivery, teaching and learning, and on-line instruction. HFA continues to put college and career front and center and has continued to invest a full time College and Career Adviser as well as two counselors and a full, multi-year, career-focused Senior Mastery Process.**

3.) Serve as an educator development site that provides internships for student teachers who will be expected to support an innovative learning process. **Henry Ford Academy continues to work with University of Michigan - Flint, University of Michigan - Ann Arbor, and University of Michigan - Dearborn to host students for the first phase of observational learning and as student teachers. Many of them are hired as first year instructors. Even during this pandemic year, we have a social studies intern and we hired a new science teacher who worked with us as an intern last year.**

4.) Serve as a model for replication and utilize technology to disseminate information about innovative educational practices.

The Henry Ford Academy has been replicated in three cities: Detroit, Chicago, and San Antonio over the past two decades. The superintendent/principal sits on the Board of Directors for the school in San Antonio to help provide oversight and guidance. Lessons learned from opening the school and working within a museum setting has been shared with scores of stakeholders interested in starting up a school. Administrators, counselors, and teachers make it a practice to present at conferences.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Instruction at Henry Ford Academy will take place in a combination of synchronous and asynchronous remote format. This format will be evaluated midway through the first trimester

of the school year to determine if in-person learning will be conducted based on safety recommendations and student academic growth. Monday, Tuesday, Thursdays and Fridays students will attend each of their five scheduled classes remotely in a synchronous format. Students will attend class meetings with instructors via google meets and zoom from 9:00am to 1:50pm on synchronous day's with teacher office hours to meet with students from 2:00pm to 4:00pm. Wednesdays of each week, students will have asynchronous class meetings during scheduled class periods along with a face to face study hall period from 9:00am to 4:00pm. Asynchronous classes will include video lessons and student work time. Each trimester student will be engaged in one face to face grade level learning experience on campus. The day long experiences are designed to keep students connected to campus and provide for authentic learning experiences.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Henry Ford Academy Teachers spent two weeks prior to the start of school making unit plans that identified standards and learning targets to ensure students meet the goals that align with our district curriculum standards. Professional development also focused on instructional strategies and the use of technology to enhance online learning such as, Moodle, Google Suite, use of videos, and a vast assortment of programs. Instruction will utilize password-protected Moodle as the Learning Management System (LMS) for content delivery, as well as password-protected Google Meets for synchronous (virtual) instruction. Teachers will customize HFA curriculum resources, novels, and projects to the on-line environment, utilizing the highly regarded Florida Virtual School (FLVS) resources. HFA will have a virtual "Bell Schedule" with required, attendance-monitored course meetings and direct instruction. Additionally, teachers will schedule Academic Coaching hours for one-on-one or small group instruction in addition to other regularly scheduled, required forms of communication such as phone or email. These two-way communications will be recorded in Mentor Logs by teachers and school staff. Other technology is often embedded in courses such as Kahoot!, Khan Academy, Newsela, and Flipgrid for formative assessment and best virtual practices. Additionally, some students have existing scheduled courses in Edgenuity, an on-line course content provider. Edgenuity will be used for credit recovery in addition to online coursework. Some students are engaged in on-line learning through Henry Ford College or Eastern Michigan University (dual enrollment). Henry Ford Academy communicates with students and families using MISTAR-Q email supported by Wayne RESA, Intouch K-12, and Remind. Families who report lack of access to technology or internet and cannot procure a device or internet, will have a device or internet options offered to them. All students will receive a full schedule of 5 courses and complete an EDP for the year. The alternative modes of instruction highlighted here also apply to our special education population, and all IEPs will be implemented.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

The use of daily participation rubrics are posted in MiStar and are available for parents and students to view. Assignments are submitted via Moodle, graded by the teacher, and posted to MiStar as well. Parents and students can see the student's grade using the parent/student portal at any time. The results from the STAR test, administered three (3) times per year will be mailed to the parents. This test will show progress toward the standards assessed on the exam. Teachers have identified standards and power standards for each curricular unit based on instruction from previous years and will develop unit and end of course assessments to determine mastery of skills and content.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Henry Ford Academy has and will make available chromebook devices for students who do not have access to technology at home. The process for reaching families in need of access include all school mass email to families, parent meetings and posting of technology information on the school website. In addition, while contacting students who are not present for classes and in teacher interactions students who do not have access to technology will be identified. Once identified, students in need of technology arrangements will sign out the requested technology. Henry Ford Academy has purchased several mobile wifi hotspots and are in process of ordering more to assist in providing internet to students who do not have access. As of this writing we have issued over 150 chromebooks and 4 hotspots.

- **Please describe** how 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.

Henry Ford 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 by adhering to the guidance set forth by the Michigan Department of Education and Wayne RESA. All Individualized Education Plans will be reviewed annually, implemented and followed. Contingency Learning Plans will be written and implemented during phases where students are not receiving face-to-face instruction to ensure that accommodations, services and supports are being provided. All students with disabilities will and have been provided with tools and resources necessary to be successful in completing their classes and the goals reflected in their IEPs.

• **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

- 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

English Learner:

Henry Ford Academy participates in the English Learner Consortium administered by Wayne RESA. Through the Consortium, HFA receives assistance in providing services to our English Learners. During the remote learning portion of the 19-20 school year, EL Services were delivered virtually to students by the WRESA EL consultant. This will continue as we operate in an online learning environment in the 20-21 school year. However, this year we have the additional capacity for limited face-to-face interaction on campus on Wednesdays, the “asynchronous” day in our schedule. Upon resumption of in-person learning, the EL program will resume full face-to-face interaction.

In addition to supporting students through the EL program, HFA supports communication with parents/families of EL students through the use of Arabic and Spanish translators.

504 and At-Risk:

Henry Ford Academy will continue to provide for students with a 504 plan, which is part of the U.S. Rehabilitation Act of 1973, by developing plans to meet their needs, and involving parents/guardians, teachers and administrators. Teachers will monitor these students, and provide the listed accommodations, which can be revised or renewed as needed, or on an annual basis. Whether a student has a physical or mental impairment, these individual plans ensure that these students are given the services they need to be successful in a general education classroom.

At risk students in Henry Ford Academy's ASAP (Academic Support Attendance Program) group will be monitored on a weekly basis through in-person or virtual meetings to ensure their progress. Parents/Guardians will be involved in their child's academic progress through emails, phone calls and virtual meetings.

Dual Enrollment:

In partnership with Henry Ford College (HFC), Henry Ford Academy students will continue to take online and/or in-person college courses. Via our contract with HFC, dual enrollment students are expected to login, attend online/in-person courses, complete the courses as instructed by the HFC professor, and scheduled by Henry Ford Academy. Dual enrollment students have access to all of the services provided at HFC including the professors office hours and on campus services should they need assistance.

Henry Ford Academy's Dual Enrollment Coordinator will continue to work closely with key HFC staff to answer any questions students might have as well as communicate any next steps to complete the semester. Dual enrollment students are expected to check their HFC email regularly about any campus and course related updates. In addition, the Dual Enrollment Coordinator will communicate with students via email and/or by phone to answer any questions and ensure that students have all of the necessary materials needed to complete their course(s).

Homeless: Henry Ford Academy will continue to provide assistance to identified homeless families and unaccompanied youth during virtual learning. The federal No Child Left Behind Act emphasizes the McKinney Vento Homeless Assistance Act as an integral part in aiding students and families in these situations to prevent academic failure and promote success through graduation.

Advanced Placement: Henry Ford Academy will continue its AP courses, AP Computer Science and AP Literature and Composition and is actually adding a new course for 20-21 in Advanced Placement US History. These courses are supported by AP Training and are able to be delivered in the virtual environment, including tests as they were taken virtually in 19-20.