



# FERRIS STATE UNIVERSITY

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CHARTER SCHOOLS OFFICE

## HURON ACADEMY

**Extended  
COVID-19  
Learning Plan  
Fall 2020**



HURON ACADEMY

**Prepared for the Ferris State University  
Charter Schools Office**



Choose an item.

## **Extended COVID-19 Learning Plan**

**Address of School District:** Huron Academy - 11401 Metropolitan Parkway, Sterling Heights, MI 48312

**District Code Number:** 50903

**Building Code Number(s):** 08725 and 03028

**District Contact Person:** Mark S. Talbot

**District Contact Person Email Address:** talbotm@huronacademy.org

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**Local Public Health Department:** Macomb County Health Department

**Local Public Health Department Contact Person Email Address:**  
diseasecontrol@macombgov.org

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**Name of Intermediate School District:** Macomb Intermediate School District

**Name of Authorizing Body:** Ferris State University

**Date of Adoption by Board of Directors:** September 23, 2020

Choose an item.

### 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.

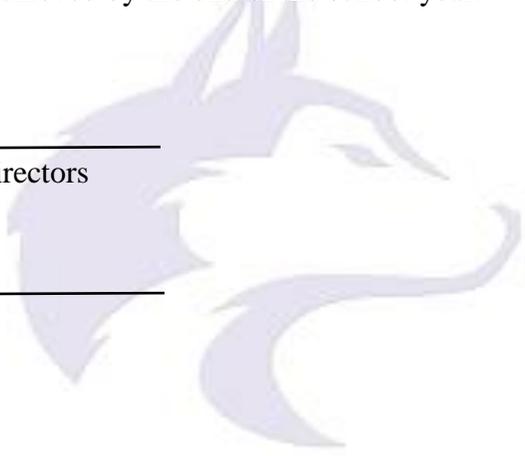
- The Academy will ensure that two (2), two-way interactions occur between a pupil enrolled in the Academy and the pupil's teacher, or at least one (1) of the pupil's teachers, during each week of the school year for at least 75% of the pupils enrolled in the Academy. The Academy will publicly announce its weekly interaction rates at each Academy Board meeting where it will 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.

Jeffery Duchene

President of the Board of Directors

September 23, 2020

Date



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Choose an item.

## **Introduction and Overview**

- 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.

### **Academy Statement:**

Huron Academy is a charter school established in 1999 as a Public School Academy chartered by Ferris State University. Located in Sterling Heights and Clinton Township MI, the school is North Central Accredited (Cognia) and has been honored with many state and national awards. With innovative programs and initiatives, Huron Academy and its leadership has been recognized as one of the best public school academies in the state. Our goal is to provide a safe environment that provides a quality education for all students as well as instruction in character development. As a public school of choice, we accept children from throughout the geographic region. For the past two decades the school has grown in diversity to be fully representative of the cultural and ethnic multiplicity found in central Macomb County.

The school mission is simple: *“Huron Academy’s mission is to be a leader in the areas of academic excellence and safety, while developing the character of our students.”* The visionary statements attached to this mission guide us to the realization of the mission - The school seeks to lead public charter elementary schools in Michigan and traditional public elementary schools in Macomb County, in academic excellence as measured on state and national tests. The school seeks to promote the development of character in our students, as measured by a safe and orderly environment, where all children are accepted and can learn. These ideals have guided us for over two decades and they continue to be the principles that propel us through the decision making in this Extended COVID-19 learning plan.

This extended learning plan is necessary to increase student engagement and achievement for the 2020-21 school year. We have selected face to face instruction and synchronous live instruction with students who are home virtually as the platforms for learning. To provide safe, self-contained, socially distanced classroom in accordance with our mission – this plan is necessary. To assure rigorous student learning and achievement in both platforms – this plan is necessary.

## Educational Goals

- **Outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. It is the expectation of your authorizing body that your educational goal is aligned to the educational goal within your charter contract. The Academy must establish all of its goals by no later than **September 15, 2020**.
- **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 must 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 goals must select a benchmark assessment or benchmark assessments that are aligned to state standards and an assurance that the Academy shall administer the benchmark assessment or benchmark assessments to all pupils to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) The goals must be measurable through a benchmark assessment or benchmark assessments.
- **Ensure** that the benchmark assessment used to measure progress toward attainment of the goals is approved by the Michigan Department of Education and meets all of the following: (a) Is one of the most commonly administered benchmark assessments in the state; (b) Is aligned to the content standards of the state; (c) Complements the state's summative assessment system; (d) Is internet-delivered and includes a standards-based assessment using a computer-adaptive model to target the instructional level of each pupil; (e) Provides information on pupil achievement with regard to learning content required in a given year or grade span; (f) Provides immediate feedback to pupils and teachers; (g) Is nationally normed; and (h) Provides multiple measures of growth and provide for multiple testing opportunities.
- To the extent practicable, the Academy shall administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

**Academy Statement: The Academy will establish educational goals using the nationally normed and recognized NWEA-MAP assessment and the Michigan MSTEP exam.**

The Academy will focus its student learning goals around academic growth, student achievement, and progress toward state standards proficiency. We will incorporate benchmark assessments used in previous years and align these expectations with contractual goals established by our authorizer Ferris State University. Our measuring metrics will be NWEA-MAP and the state's M-STEP assessment.

We will strive to attain the following goals by the middle of the 2020-21 School Year

The fall to winter growth rate in reading and math sections of each grade and subject area for all groups of pupils will fall at or above the 40th percentile. The metric of measurement is the average percent of growth or gains percentile for reading and math sections for all grade levels assessed; this will be at or above the 40th percentile.

The average national achievement percentile for both math and reading will be at the 40th percentile. The metric of measurement is the average of the national percentiles for all students taking the NWEA-MAP test in math and reading at Huron academy.

We will strive to attain the following goals by the end of the 2020-21 School Year.

The fall to spring growth rate in reading and math sections of each grade and subject area for all groups of pupils will fall at or above the 50th percentile. The metric of measurement is the average percent of growth or gains percentile for reading and math sections for all grade levels assessed; this will be at or above the 50th percentile.

The average national achievement percentile for both math and reading will be at the 50th percentile. The metric of measurement is the average of the national percentiles for all students taking the NWEA-MAP test in math and reading at Huron Academy.

Finally, in the spring we will look at adequate growth percentiles on the M-STEP ELA and Math sections such that the data will indicate students are making adequate progress towards becoming or remaining proficient.



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## **Instructional Delivery & Exposure to Core Content**

- **Describe** how and where instruction will be delivered during the 2020-2021 school year. (E.G., in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).
- **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 Academy had planned for that exposure to occur for in-person instruction.
- **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.

**Academy Statement: Huron Academy will offer two platforms for instructional delivery; face to face in person instruction and real time synchronous virtual instruction.**

The Academy will be open to provide face-to-face instruction while maintaining safety protocols established in the Preparedness and Response Plan approved by its School Board and accepted by the State of Michigan. These protocols will ensure social distancing, proper use of PPE, health department and communication protocols, etc....so that all stakeholders will be safe to attend school using previous years bell schedules.

If required due to exposure of COVID-19 a face to face classroom can be temporarily quarantined for a specified period of time as recommended by the local health department. In such a case, the Academy will continue the delivery of instruction through virtual platforms. All attempts will be made to emulate the strategy of instruction available to students who had selected online school in the first place but other methods of instruction such as instructional packets may be incorporated to fill the gap for those unable to access virtual instruction. In extreme cases entire grade levels may be quarantined and if need be a temporary quarantine of a campus or the entire school.

Simultaneously, the Academy will provide live synchronous instruction for those students whose families prefer the "stay at home" option. These classes will be taught by licensed teachers who will deliver the instruction over the internet, transmitted from the classrooms at the school. Class times, schedule, curriculum, and expectations will mirror that of instruction delivered within the school.

**For all students learning (virtual and face-to-face) Huron Academy will:**

- Ensure that every student:
  - Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning
  - Is assessed to determine student readiness to engage in grade-level content
  - Is offered scaffolds and supports to meet their diverse academic and social emotional needs

- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Conduct a review of each student's IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, in order to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
- Student Work:
  - Teachers will assess the quality of student work and provide feedback to students and families
  - Students will self-assess the quality of work, reflect on teacher feedback, and learning progress

## **Alignment of core academic in-person instruction with online learning and virtual instruction**

Students have always been the focus and center of everything we do at the Academy. We move forward with a remote learning plan with that in mind. We will continue to provide our students with a multitude of different learning opportunities that are diversified to meet the needs of all students. Feedback and communication, as it is in the classroom setting, will be a focus here in the remote setting. Students will know that their teacher still cares about them through the daily interactions and continued support of their efforts. We will incorporate Google Classroom and video conferencing to provide a regular direct link for interaction between teachers and students. Students must enroll in our virtual program for a minimum of one card marking. The virtual program takes place every day and students are expected to be online every day. Our virtual program will follow our published school calendar for the 20/21 school year, which includes full day instruction Monday through Friday, with the exception of our previously scheduled half days and holidays. The virtual program will be staffed by Huron Academy teachers who will use our academy curriculum. Just as in the classroom, our virtual teachers 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 those students receiving face to face instruction.

## **Assessing progress toward mastery of the standards**

The Academy will incorporate most of the traditional forms of assessment to determine students' progress toward mastery. Since the virtual platform will be synchronous with that of face to face instruction in the classroom, we expect to deliver the various accountability pieces at the same time and in the same manner whenever possible. We will develop traditional testing and quiz formats for virtual students such that the real time format of such pieces will discourage student dishonesty.

Grading for all students will continue to utilize the PowerSchool programs that both students and their parents have become familiar with. Parents will be able to access the Parent Portal feature of the program to glean information about student progress. We will distribute standards based report cards to all students regardless of learning platform at the designated dates established on the school calendar. Teachers, administrators, and other staff will be available for conference and feedback at any point in the school year.



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## Equitable Access

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

**Academy Statement: We will provide equitable access to technology when needed. We will provide instructional accommodations when needed by our students.**

Since a choice we are offering to our families is virtual instruction, we have secured ample Samsung Chromebooks to loan to students who require technology equipment to be successful. We will inform families in need of community partnerships with internet service providers who will provide internet connectivity free of charge for qualifying families. We will work with everyone to attain equitable access to technology and the internet necessary to participate in instruction.

**Technology Support:** We will designate a general technology support lead for each campus to ensure every student has access to the appropriate technology and connectivity needed to continue learning. Other duties may include: securing training and support for educators to adapt remote learning for the classroom; serve as a family technology liaison to support communication regarding the use of technology; oversee procedures for the distribution; safe return and inventory of school-owned devices; provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access; and monitor device usage and compliance with online learning programs.

**Special Education/504/DLL/Students Needing Additional Support:** Students will have access to Resource/Intervention providers. Students signing up for face to face instruction will see little change in this type of service. For all Special Education students with IEP's using the virtual platform the local MISD has indicated that we are to rewrite all IEP's to define what services can be offered online. In some cases, these definitions will look very different from those receiving services in the school, acknowledging that the virtual platform may not be the best for at risk students. Still, we will do our very best to provide all the services we can for all the students we can whenever it is possible.

### • Special Instruction specifics

Based on student needs, the student support team (Social Worker, Special Education Teacher, ELL, Student Support Staff, Speech Pathologist, and the School Leaders) will reach out to individual students and families to provide support. Along with working with students who are reporting for face to face instruction the student support team will help connect virtual families to outside agencies to help meet their needs. While general education teachers are making weekly progress, they will monitor and assess the needs of

at risk students and families. If a need is presented, the teacher will communicate that need to the student support team to make the necessary follow-up.

The Social Worker, Speech Pathologist, Special Education Teachers, Student Support Teachers and paras will continue to provide services to students in school and through virtual meetings for online students, based on their current IEP or 504 plan. We will primarily be using video conferencing software to host these meetings. The student support team will also utilize Google Classroom, Google Hangout, Emails, texts and phone calls to support students at home. Students may also reach out to support staff through their regular teacher or through school email. We will utilize all of our resources to continue services defined in IEP's and 504 plans as best as we can; of course this will look different for face to face and virtual students, but every effort will be made to meet the goals and objectives that are outlined for each student. Some specialized services are provided by the ISD, to ensure our students receive the needed academic and social-emotional support; the student schedule times may be adjusted to allow for interventions to occur.



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