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# EXTENDED COVID-19 LEARNING PLAN

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2020-2021 School Year



SEPTEMBER 22, 2020  
FAXON ACADEMY  
26275 Northwestern Highway, Southfield, Michigan 48075



## Faxon Academy Extended COVID-19 Learning Plan

Address of School District: 26275 Northwestern Highway, Southfield, Michigan 48075

District Code Number: 63926

Building Code Number(s): 01364

District Contact Person: Rachel Turner

District Contact Person Email Address: r.turner@globalpsychology.net

Local Public Health Department: Oakland County Health Division: South Oakland Health Center

Local Public Health Department Contact Person Email Address: whitakera@oakgov.com

Name of Intermediate School District: Oakland Intermediate School District

Name of Authorizing Body: Saginaw Valley State University

Date of Adoption by Board of Directors: Tuesday, September 22, 2020

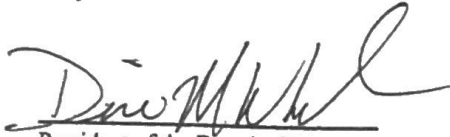


## Assurances

- 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-confirms 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

Tuesday, September 22, 2020



## Introduction and Overview

### **Introduction**

Faxon Academy's Extended COVID-19 Learning Plan (ECLP) is being submitted to meet the mandated Michigan Department of Education (MDE) and Faxon authorizer requirement. Our ECLP ensures that we deliver a consistent instructional model that engages both our remote and in-person student population. Our daily schedule is designed to provide the needed learning for optimal student achievement.

Faxon Academy School District has one school, Faxon Academy. Faxon serves kindergarten through eighth-grade students. Excluding our 2019-2020 kindergarten and first-grade data, our average class size is 15 students. Faxon moved from its Farmington Hills, Michigan location to its new Southfield, Michigan location on July 1, 2020. Faxon occupies the school building on the campus of Hope UMC. Southfield is a city in Oakland County. Its population was 71,739 at the time of the 2010 census. It is a northern suburb of Metro Detroit. The population of Southfield is very well-educated relative to most cities and towns in the nation. Whereas the average community has 21.84% of its adult population holding a 4-year degree or higher: 38.73% of adults in Southfield have a bachelor's degree or advanced degree. The city is home to the Southfield Town Center complex, which includes five interconnected office buildings. The tallest of these, 3000 Town Center, stands at 402 feet (122.5 m) tall; it is the second-tallest building in the state outside of the city of Detroit. Source: (Wikipedia.org, July 26, 2020) To learn more about the city of Southfield, Michigan, please click on the following link:

[City of Southfield Information](#)

To ensure that students receive the best remote education possible, Faxon Academy has partnered with the Michigan Department of Education (MDE), Oakland Intermediate School District (OISD), Google Incorporated, Atlas Rubicon, Oakland County Health Division: South Oakland Health Center – Southfield Office, and Wayne County Health Department.

### **Overview**

Faxon Academy, like other school districts, reopened based on the current phase of the region – Phase 4. To ensure the safety of our students, staff, and families, our opening of school was based on the guidance of Governor Whitmer's MI Safe Start and MI Safe Schools Return to School Roadmap. Our chief goal is for our school building to be "COVID-Free" as Health & Safety is our number one priority.



Based on our parent and student surveys, we know that our families are genuinely concerned about the safety and wellness of their family, community, Michigan, the United States, and the world. To ease the safety and wellness concerns of our families, we are performing our 2020-2021 school year COVID-19 cleaning, disinfecting, social distancing, large group meetings, remote learning protocols until Michigan is in Phase 6. Facial coverings are mandated until Michigan has relaxed this component of the MI Safe Start Plan and MI Safe Schools Roadmap. We included ALL Strongly Recommended

and Recommended protocols in ALL Phases of our COVID-19 Preparedness and Response Plan. Our resolve ensures that families feel safe in school and online for the entire 2020-2021 school year. We are confident that our Faxon Family appreciates our effort to comfort them by operating in a cautious manner. This is an uncertain time!



## Educational Goals

Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) will be administered three times (fall, winter, and spring) during the 2020-2021 school year to enable our data team to measure each student's school year academic progress. 'MAP Growth is the most trusted and innovative assessment for measuring achievement and growth in K–12 math, reading, language usage, and science. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.' "MAP Growth." *NWEA/MAP Website*. 25 September 2020, <https://www.nwea.org/map-growth/>. Lesson plans and the delivery of instruction will be continuously modified based on the MAP assessment results.

Parents/Guardians, and students will receive MAP growth reports in January, and May to inform parents/guardians of their child's expected and observed growth for each testing cycle. Fall 2020 to Winter 2021, and Winter 2021 to Spring 2021 growth reports will be given to parents/guardians. Parents/guardians will receive professional development (PD) on how to interpret the results. The parent/guardian PD sessions will be offered during the school day and after school to enable parents/guardians to select the best time for their family. The in-person PD sessions will be provided at Faxon Academy and the remote teleconferencing PD sessions will be provided via Zoom.

*Subgroup notation.* As of September 30, 2020, Faxon's current per grade level enrollment does not have more than ten (10) students in any ethnic, grade, gender, Economically Disadvantaged (ED), or Special Education subgroup. Subgroup M-STEP and MAP data disaggregation will still occur even though each subgroup has less than ten (10) students.

### **Michigan Student Test of Educational Progress (M-STEP) Educational Goals**

- Students (Black or African American, male, female, Economically Disadvantaged, and Special Education subgroups) in grades 3 thru 7 will show a 15 % increase in their grade level M-STEP Spring 2021 ELA and math assessments using baseline data from the M-STEP 2019.
- Students (Black or African American, male, female, Economically Disadvantaged, and Special Education subgroups) in grades 5 and 8 will show a 15 % increase in their grade level M-STEP Spring 2021 social studies assessment using baseline data from the M-STEP 2019.



- Grade 8 students (Black or African American, male, female, Economically Disadvantaged, and Special Education subgroups) will show a 15 % increase in their M-STEP Spring 2021 social studies assessment using baseline data from the MSTEP 2019.
- Grade 8 students (Black or African American, male, female, Economically Disadvantaged, and Special Education subgroups) will show a 15 % increase on their PSAT Spring 2021 Evidence-Based Reading and Writing and Math assessments using baseline data from the PSAT 2019.
- Students in grades (Black or African American, male, female, Economically Disadvantaged, and Special Education subgroups) 5 and 8, taking the M-STEP Spring 2021 science assessment, do not have any prior baseline data. Prior M-STEP science assessments were administered to grades 4, 7, and 11. Therefore, science goals using the M-STEP will not be established. Faxon Academy does not assess science using the MAP. Science goals will not be established using the MAP.
- Faxon Academy will outperform host/comparable districts on the state-identified proficiency test (M-STEP). The MI School Data website was used to download data from neighboring school districts to determine which neighboring school districts had comparable demographics (ethnicity, Economically Disadvantaged, and Special Education subgroups). Six school districts have comparable demographics based on the M-STEP 2019 data. These six school districts will be used as Faxon Academy's comparable districts for the M-STEP 2021. No M-STEP 2020 data is available for comparison due to the closure of all in-person Michigan schools, beginning on April 13, 2020, for the remainder of the 2019-2020 school year.

#### **Measures of Academic Progress (MAP) Educational Goals**

- Using the 2020 NWEA Growth Norms, 50% of students (Black or African American, male, female, Economically Disadvantaged, and Special Education subgroups) will meet or exceed their individual reading and math projected proficiency MAP targets from Fall 2020 to Winter 2021 (mid-year growth).
- Using the 2020 NWEA Growth Norms, 50% of students (Black or African American, male, female, Economically Disadvantaged, and Special Education subgroups) will meet or exceed their individual reading and math projected proficiency MAP targets from Fall 2020 to Spring 2021 (annual growth).
- Kindergarten through eighth-grade students' (Black or African American, male, female, Economically Disadvantaged, and Special Education subgroups) median MAP Fall 2020 to Spring 2021 reading and math Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher (compares like students, with similar scores – not grade specific).





- Faxon Academy does not assess science and social studies using the MAP. Science and social studies goals will not be established using the MAP.

## **2 Two-Way Interactions (T-WI) Goals**

Faxon Academy will meet our 2 Two-Way Interactions (TWI) weekly requirement.

- Our 2 T-WI goal will be tracked via MISTAR on a weekly basis.
- Our 2 T-WI goal will be reported out monthly at our school board meetings.



## Instructional Delivery & Exposure to Core Content

### Instruction

Faxon Academy's 2020-2021 school year core content is aligned to the Michigan Common Core State Standards (CCSS). To ensure that students receive the best remote education possible, Faxon Academy has partnered with the Michigan Department of Education (MDE), Oakland Intermediate School District (OISD), Wayne Regional Educational Service Agency (Wayne RESA), Google Incorporated, Atlas Rubicon, Oakland County Health Division: South Oakland Health Center – Southfield Office, and Wayne County Health Department. Lessons are presented remotely (online) for students selecting the remote learning option. In-person instruction is being provided for students selecting to come to school for instruction. Teachers are delivering the same content to both remote and in-person students using a hybrid approach. Teachers are using both the synchronous and asynchronous teaching models, on a daily basis, to ensure that ALL students are receiving the standards on an equitable basis.

We understand that during these challenging times, health and family needs are likely to change over the course of the year. By delivering instruction according to a consistent calendar, staff and students can stay connected and on track whether participating remotely or in person. All students are completing an *Educational Development Plan* (EDP). 'EDPs are plans created by all students about career goals and action plans for reaching their goals. EDPs help students think about long-term education and career plans before entering high school. By going through this process, students learn more about themselves, consider different options for their future, and develop a more specific path for preparing for their career choice.' Family Matters: MDE Office of Special Education Fact Sheet

Each student's teacher of record will be available each day to deliver quality instruction, social and emotional support, and to answer questions. Faxon's teachers will make weekly contact with our families (parents/guardians and students) via telephone calls, emails, Faxon website notices, Google Meet (2-way interaction), and Google Classroom posts (all 2-way interactions). Faxon staff will consistently communicate with our families using various modes of communication, to show that we sincerely care about their well-being and the education of their child(ren). Students, parents, and guardians will be invited to remotely join our school-wide meetings to keep our families informed about Faxon Family Matters!

Video, audio, small group, one-on-one instruction, and project-based assignments will be incorporated into our core and elective classes. Some hard copy emailed instructional packets will supplement our remote learning program.



The data team will monitor the online learning data to evaluate the level of participation and skill attainment (achievement) of each student. Teachers will adjust a student's learning path if the data team's analysis indicates that online learning needs to be adjusted if a student has difficulty with the lessons. Pupil progress toward mastery of the K-8 standards will be graded in-person or via Google Classroom submitted assignments. Teachers will communicate pupil progress to parents, twice per marking period, and will provide a report card at the end of each marking period.

### **Synchronous and Asynchronous Learning**

Live, personal interaction with peers and teachers is an important part of the learning process and student development. Whether learning in a hybrid or fully remote learning environment, a balance related to screen time and physical movement is an important aspect of instructional design. Health professionals agree that it is not prudent nor healthy for students or staff to spend a full school day online and in front of a screen. Within the daily schedule, a portion of the time is spent in synchronous (live) interaction with teachers and peers, and a portion is spent in asynchronous (offline), independent practice, and application of the lesson content. This includes assignment completion, responding to prompts, delving deeper into learning through independent viewing or reading of materials, etc. During synchronous and asynchronous instruction, teachers monitor students, and their time on task, during the participation in and completion of synchronous and asynchronous lessons. We understand that in a hybrid setting, the provision of live instruction for both in-person and remote groups of students presents some challenges. We're beginning our third week of school on Monday, September 14, 2020. We have enhanced our broadband capacity which has allowed for more capability in streaming our instruction. A model requiring limits to the number of students physically in the classroom space requires our creativity and flexibility. In our current hybrid model, social distancing has been achieved.

### **Hybrid Instructional Model**

In a hybrid instructional delivery model with a portion of students physically present and a portion engaging remotely, the classroom teacher provides synchronous (live) instruction to the class (for both groups), simultaneously. In this model, the teacher opens a live video conference at the start of the lesson, projects the live conference on the classroom screen. Students participating remotely will stay engaged for the first portion of the live lesson and during the asynchronous independent practice. Remaining online enables the remote student to ask questions and seek teacher guidance. Students physically present will engage in learning as normal. Class discussions can take place with both groups simultaneously and may occur with the physically present students separately from those participating remotely. In this model, when we are authorized to return safely to an in-person instructional model, student and staff schedules will not need to change. A seamless transition can take place.



Student schedules are the same for all Phases of our plan. Families' time schedule will not be impacted by the movement from one Phase to another.

### **Intervention Opportunities**

Students that qualify for additional support will receive the support needed.

- The schedule for instruction includes daily opportunities for students to connect with teaching and support throughout the day. A Tiered Delivery of Intervention services is provided for students that qualify based on data. An Individualized Reading Intervention Plan (IRIP) and/or Individualized Math Intervention Plan (IMIP) will be created and implemented for students receiving Title I support.
- Special Education services and support will continue according to the student's IEP.
- 504 services and accommodations will continue according to the student's 504 Plan.



## Equitable Access

### Access to Internet Service

Faxon Academy students require access to the Internet to fully access learning for the 2020-21 school year. We will continue to seek innovative and effective ways to continue this support through different service providers and share this information with our families as we communicated in the spring of 2020.

Faxon Academy's administration surveyed our Faxon families in March, June, and July 2020 to assess the level of Internet connectivity and technology devices. During the initial school closing that began on March 16, 2020, each Faxon family had Internet connectivity and a technology device. Faxon loaned twelve families an iPad during the March to June school closure. Based on our most recent survey (August 2020), all returning and new students for the upcoming 2020-2021 school year have Internet connectivity. We currently have 25 iPads that have been checked out for students during Phase 4 of remote learning. Families signed our technology release form for tracking purposes. Currently, as of September 18, 2020, we do not have any student without a computing device or an Internet connection. All students with disabilities have been provided with the same opportunities and are meeting their appropriate hours as scheduled on their IEP.

Faxon Academy has contracted a new IT services company. The company has

- set up wi-fi at our new location.
- created a routine to remove malware and fix standard issues, including screen, keyboard, or battery replacement.
- established an asset tracking tool.
- repaired, replaced, and sanitized our technology devices for the 2020-2021 school year.

Faxon's instructional staff

- received technology PD.
- has learned how to navigate the Google Suite (Classroom, Meets, and Slides), Atlas Rubicon, Go Math, and MISTAR platforms.
- Has become proficient with using their assigned technology device to enable them to teach online.

Faxon Academy

- will ensure that every student has access to the appropriate technology and connectivity needed to continue learning.



- has ensured that technology-driven curriculum and instruction accommodate the needs for personalization and differentiation among ALL students (Special Education, 504, ELL, etc.).
- has designated its new IT services company as its single point of contact for technological needs.
- developed a district technology plan that includes guidance for teachers. Teachers are currently receiving G Suite for Education professional development. Teachers will receive additional curriculum and instruction PD to assist with writing lesson plans and delivering instruction remotely.
- has identified its new IT services company to support teacher technology use.
- will recruit a cadre of parents and guardians to act as liaisons to support our technology communication system.
- has a district-wide procedure for the return and inventory of district-owned technology devices as part of a return to school technology plan. Faxon and its IT services company have and will continue to
  - safely pack technology devices collected at Faxon.
  - sanitize the technology devices before repair or replace.
  - order needed accessories.
  - maintain Faxon's technology devices.
- will develop a technology support plan for families.
- will continue to monitor device usage and compliance with online learning programs by reviewing the online platform usage reports.
- will ensure that EACH student can submit assignments and be evaluated accordingly. During teachers' first four weeks of remote teaching, teachers will complete the technology checklist that includes each student's ability to
  - login to the online software,
  - navigate the online software,
  - locate, download, complete, and submit assignments and
  - properly log out of the online software.
- has scheduled and will continue to schedule teacher PD sessions related to technology, curriculum, teaching and learning, and Social-Emotional Learning (SEL), etc.
- will review and update relevant technology policies, including privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.



Staff's technological and instructional depth and breadth are needed to differentiate instruction in a remote or hybrid classroom environment. All online software usernames and passwords have been securely emailed to staff, parents/guardians, and students. Staff have and will continue to

receive additional Google Suite, Go Math, Atlas Rubicon, and MISTAR PD as needed throughout the school year.

#### **Consistent Communication**

The abrupt shift to online learning this past spring 2020, due to COVID-19, illustrated the need for consistent, district-wide methods for schools to communicate with students, staff, and families. We will continue to communicate weekly through our Faxon Academy Newsletter on Mondays. Information will be sent on other days based on the sensitivity and nature of the communication. Families received teacher contact information and logins to access Google Suite modules (Meet, Classroom, Jamboards, Gmail, etc.).

#### **Common Learning Platform**

Our goal is to support students in accessing and managing their learning in any environment, whether in-person or remotely. To ensure that the process is as easy as possible, each teacher uses the Google Suite Management System for their classes' teaching and learning hub. Information was shared, and the necessary professional development was provided to families to enable them to access and navigate all instructional platforms.