



## **Barber Preparatory Academy Extended COVID-19 Learning Plan**

Address of School District: 45 E. Buena Vista, Highland Park MI 48203

District Code Number: 82749

Building Code Number(s): 03228

District Contact Person: Domini Nailer

District Contact Person Email Address: DNailer@BarbePrep.com

Local Public Health Department: Wayne County Department of Health, Human and Veterans Services

Local Public Health Department Contact Person Email Address: mroman@waynecounty.com

Name of Intermediate School District: Wayne RESA ISD

Name of Authorizing Body: The School District of the City of Highland Park

Date of Adoption by Board of Directors: September 25, 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



## **Introduction and Overview**

The COVID-19 global pandemic is impacting our BPA 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 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.

As BPA plans to begin the school year in a virtual learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.



## Educational Goals

### **Quality Evidence-Based Assessment Practices**

BPA believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school 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. This guidance is imperative as we work to help scholars master content that they were unable to master last year due to the COVID-19 pandemic. Results will be used to spiral in standards to the existing grade level content rather than reducing exposure to grade level content to increase mastery with prior grade level standards. These type of decisions lead to teachers focusing more on testing results and less on grade level curriculum that is the foundation for scholars being able to progress with standards in later grade levels.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, BPA 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 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 NWEA assessments in reading and mathematics will be administered to all students three times: once in the first nine weeks of the school year, once midway through the year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

Below we have provided both formative assessment goals and additional goals for this school year.

<b>Barber Preparatory Academy Proposed 2020-2021 Performance Metrics</b>	
<b>Metric</b>	<b>Completion Date</b>
On NWEA MAP Reading and Mathematics, the average percentile will increase by five points between Fall 2020 and Spring 2021 for scholars who complete both assessments.	June 2021
On NWEA MAP Reading and Mathematics, the average grade-level School Conditional Growth percentile will meet or exceed 60. Additionally, the minimum School Conditional Growth Percentile for each grade level will be no lower than 40.	June 2021
30% of all middle school scholars earn a GPA of 3.00 or higher by the end of Semester 1 and Semester 2, respectively.	February 2021 June 2021



48% of scholars finish the 2020-2021 school year with on-track (90% or better) attendance.	June 2021 Reported Monthly
75% of scholars enrolled will receive two (2), 2-way interactions from their teacher each week.	Monthly

**Instructional Delivery & Exposure to Core Content**

We anticipate a gradual return to the physical buildings and classrooms beginning at some point during the 2020-21 school year. This gradual return will take place in 6 phases consistent with the MI Safe Schools Roadmap, which in turn is consistent with the 6 phases of the MI Safe Start Plan. We are prepared to flexibly move in and out of these phases as COVID-19 circumstances may change throughout the 2020-21 school year:

- Phase 1-3: All Students Stay at Home (100% online learning)
- Phase 4: Two classroom cohorts will attend school Monday/Tuesday or Thursday/Friday and attend virtually other days. Wednesday is designated for a deep clean day, virtual learning, and remediation.
- Phase 5-6: 100% On site with increased safety guidelines. .

**Start of the School Year:** Within the Roadmap guidelines, schools have the autonomy to select their plans despite local designation of Phase from the State. We have surveyed staff and families, and at this time our community is most comfortable starting the school year 100% virtual, which will model our Phase 1, 2, 3 plan. We will continue to survey our stakeholders during Quarter 1 to determine if perspectives on being 100% virtual have shifted, and we will then determine if a change to hybrid is needed.

**Exposure to Grade Level Content:** In order to create a relevant curriculum that meets scholars where they are, we will assess scholars early and often to ensure grade level learning targets are being met and are scaffolded where needed. Leadership attended professional development this summer to create an equitable academic ready-to-learn plan that guards against the risk of over-remediation and gave them tools to leverage the shifting demands of teacher planning and instruction in order to create engaging learning environments that support students who have experienced interrupted schooling through COVID-19. Using MDE resources around power standards and learnings from that PD we have revised our curriculum pacing guides. A centrally located website will organize these documents, as well as other best practices from teachers and external resources.

Virtual grade level meetings, department meetings, and data team meetings will be held to review scholar data with teachers and create plans for re-teaching or acceleration where needed. Instructional delivery will be a combination of synchronous learning to ensure that scholars are delivered high quality grade level instruction, and asynchronous learning through projects and activities to support power standards while being able to work away from the computer. Virtual office hours will be utilized to help struggling scholars. Intervention programs will also be used



as needed during asynchronous instructional time that will be tailored to the specific needs of the scholar. We will offer all of our previous courses virtually.

**Communication to Families:** Communication will be sent to parents bi-weekly concerning scholar participation and academic progress. Families will also have access to see realtime data in the learning platform and PowerSchool. If additional intervention is needed for a scholar, the family will be contacted to arrange time in the day to facilitate these interventions.



### **Equitable Access**

**Equitable Access to Technology:** We will offer 100% of families access to technology (computers and hotspots) that want to participate in our virtual learning, while offering work packets to the remaining families through food pick up times, mailings, and home visits.

On site and virtual workshops designed to help the parent/guardian and scholars maximize their use of technology during virtual instruction were delivered at the beginning of the year, and will continue throughout the year as the need arises. Resources will be shared to help families create a schedule that works for the school and their specific family needs.

**Equitable Access for Scholars with Disabilities:** The Special Education team will conduct professional development for leaders and teachers around MDE guidance for this school year. Special education teachers and general education teachers will have additional planning time to review IEPs and create meaningful learning plans for each scholar that will be aligned with grade level curriculum maps and IEP goals. Leadership will leverage on-site small group work for Special Education scholars or Tier 2 and 3 scholars on our 100% Virtual Wednesday when appropriate.