

## **Jalen Rose Leadership Academy Extended COVID-19 Learning Plan**

Address of School District: 15000 Trojan Detroit, MI 48235

District Code Number: 82728

Building Code Number(s):00758

District Contact Person: Wendie Lewis

District Contact Person Email Address: lewisw@jrladetroit.com

Local Public Health Department: Detroit Health Department

Local Public Health Department Contact Person Email Address: dhealth@detroitmi.gov

Name of Intermediate School District: Jalen Rose Leadership Academy

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 9/14/2020



October 01, 2020 [via email]

Ms. Wendie Lewis  
Jalen Rose Leadership Academy

Re: Approval of Extended COVID-19 Learning Plan (“Extended Learning Plan”)

Dear Ms. Lewis:

I am pleased to inform you that the Extended Learning Plan for Jalen Rose Leadership Academy (“Academy”) has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University. The Center will transmit the Extended Learning Plan to the State as soon as an appropriate mechanism to do so is made available. The Extended Learning Plan is effective as of the date indicated in the document.

To fulfill one of the required assurances, immediately add a copy of the approved Extended Learning Plan to the Academy’s Transparency Page of its website. An approved copy of the Extended Learning Plan is attached and can be found in Epicenter. The approved Extended Learning Plan constitutes a Charter Contract amendment and remains in effect as long as the Extended Learning Plan remains in effect.

Thank you for all your efforts to keep student learning moving forward in these trying times. If you have any further questions or need additional support, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive, flowing style.

Corey Northrop  
Executive Director

cc: Jalen Rose, Board President  
Elizabeth Ruiz, Board Corresponding Agent

Attachment: Approved Extended COVID-19 Learning Plan

## **RESOLUTION APPROVING THE EXTENDED COVID-19 LEARNING PLANS ("ECLP") AND APPROVAL OF CHARTER CONTRACT AMENDMENT**

Jalen Rose Leadership Academy (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 14th day of September, 2020, at 3PM.

The meeting was called to order at 3:01P p.m. by Board Member Greg Boll \_\_\_\_\_:

Present: Greg Boll, Jalen Rose, Dennis Archer, Jr., Wendy Jackson, Leigh Chandler, Jason Langwell, John James, Dean Brody, Chris Brochert

Absent: \_\_\_\_\_

The following preamble and resolution were offered by Board Member Dean Brody and supported by Board Member Chris Brochert:

### **BACKGROUND**

On August 20, 2020, in response to the novel coronavirus (COVID-19) pandemic affecting our state, Governor Whitmer signed into law certain amendments to the State School Aid Act of 1979, as amended, MCL 388.1601 et seq. ("Back to School Laws"). The Back to School Laws include additional requirements for all Michigan schools as they plan for a return of preK-12 education for the 2020-2021 school year. Under the Back to School Laws, a public school academy must provide for instruction under an extended COVID-19 learning plan ("ECLP") that is approved by its authorizing body ("Authorizer"). ECLPs includes many of the same subject matters addressed in a public school academy's charter contract, including measurable educational goals to be achieved by all subgroups in the school, measurement of those educational goals by one or more benchmark assessments, a description of how the educational program, including instruction, will be delivered, a description of the school's curricula and specific reporting requirements for the 2020-2021 school year. Under the Back to School Laws, schools retain the flexibility to tailor and adjust their ECLPs to meet the needs of their students and the community they serve.

The Back to School Laws require, among other things, that each public school academy do the following:

- (1) Establish educational goals required to be included in the ECLP no later than September 15, 2020.
- (2) Approve an ECLP and submit it to their respective authorizing body ("Authorizer") for approval by October 1, 2020. If approved by the Authorizer, the ECLP is transmitted by the Authorizer to the Superintendent of Public Instruction and the State Treasurer.
- (3) Make an ECLP accessible through the transparency reporting link on the school's website by October 1, 2020.
- (4) Within the first nine weeks of the 2020-2021 school year, administer 1 or more benchmark assessments from the list approved by the Michigan Department of Education (MDE)<sup>1</sup>, a benchmark assessment provided by MDE, or local benchmark assessments, or a combination of the above, to pupils in grades K-8 to measure math and reading proficiency. In addition, by the last day of the 2020-2021 school year, administer another benchmark assessment to pupils in K-8 to measure proficiency in the same subject matter. The Back to School Laws require schools to use the same benchmark assessment(s) used in the 2019-2020 school year, if applicable.
- (5) Provide each pupil's data from the benchmark assessment or benchmark assessments, as available, to the pupil's parent or legal guardian within 30 days of administering the benchmark assessment(s).

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<sup>1</sup> MDE has approved four providers of benchmark assessments and continues to assess additional providers. See [https://www.michigan.gov/documents/mde/Benchmark assessments 700077 7.pdf](https://www.michigan.gov/documents/mde/Benchmark_assessments_700077_7.pdf)

(6) Not later than February 1, 2021, create a report that addresses the progress made in meeting the educational goals in the ECLP that the academy expected would be achieved by the middle of the school year and make the report available on the transparency reporting link on a public school academy's website.

(7) Not later than the last day of the 2020-2021 school year, create a report concerning progress made in meeting the educational goals in the ECLP and make the report available on the transparency reporting link on a public school academy's website.

(8) No later than June 30, 2021, send the aggregate academy-level data from a benchmark assessment(s), excluding data from a local benchmark assessment or local benchmark assessments, to a regional data hub that is part of the Michigan data hub network that shall compile the data and send it to the Center for Educational Performance and Information (CEPI).

(9) Thirty days after approval of the ECLP, the Board shall meet monthly to re-confirm how pupil instruction is being delivered at the school and whether it is consistent with the ECLP and to ensure that 2 2-way interaction, as defined in the Act, is occurring between students and teachers each week of the school year for at least 75% of students enrolled in the school. At each meeting, the Board shall: (a) publicly announce its weekly interaction rates of 2 2-way interaction since its last meeting; (b) allow for public comment on the ECLP; and (c) discuss whether changes to the method of delivery for pupil instruction under the ECLP are necessary.

**THE ACADEMY BOARD THEREFORE RESOLVES THAT:**

1. The actions taken by Academy representatives to prepare and submit the Academy's ECLP to Authorizer are ratified.
2. The ECLP, as approved by the Authorizer, is approved by the Academy Board as the ECLP and as the ECLP Amendment to the Contract.
3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.
4. The Academy will deliver from time to time such information regarding the implementation of the Academy's ECLP as the Authorizer or Michigan Department of Education may reasonably request.
5. Any Board policies or provision of Board policies that prohibit or impede the Academy's compliance with ECLP are temporarily waived, suspended or altered.
6. This Resolution shall take immediate effect and continue through the end of the 2020-2021 school year. If the Back to School Laws are amended, and such amendments requires additional Board action relative to the ECLP, the Board may take such action to comply with existing law.

Ayes: 9

Nays: \_\_\_\_\_

Resolution declared adopted.

  
Dennis Archer, Jr (Sep 18, 2020 14:44 EDT)

Print Name: Dennis Archer, Jr.  
Secretary, Academy Board

## 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 scholars 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.



## JALEN ROSE LEADERSHIP 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.

Jalen Rose

Board President

Board approved: 09/14/2020



## **Introduction and Overview**

The COVID-19 global pandemic is impacting our JRLA community in a number of ways: we are experiencing a traumatic event, many scholars 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 scholars had during the remote learning portion of the 19-20 school year, we anticipate that scholars will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many scholars will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine scholar work and determine what comes next in the learning for each scholar.

As JRLA plans to begin the school year in a virtual learning environment, we will need to ensure that there are structures in place to ensure scholar 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 scholars and staff.



## Educational Goals

### Quality Evidence-Based Assessment Practices

JRLA 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.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual scholar learning. Rather, JRLA 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 scholars 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 scholars to accelerate their learning and progress and gives us a more complete picture of what our scholars know and are able to do.

### Educational Goals

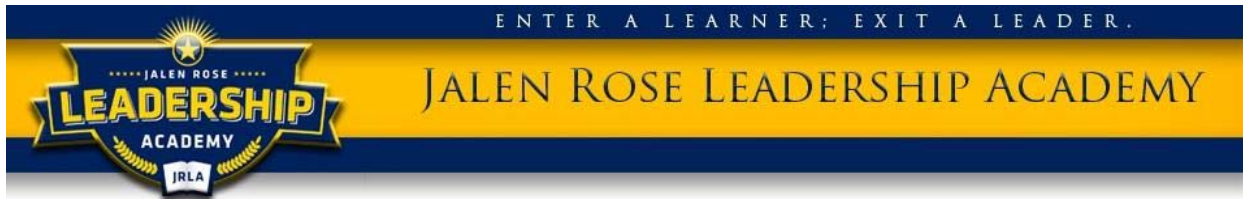
The PSAT/SAT will be administered to all scholars three times: once in the first nine weeks of the school year, once midway through the year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June. Since PSAT/SAT assessments were not given last Spring, we do not have typical growth data to set a goal for this coming year. We will however review PSAT/SAT results in the Fall and work with stakeholders to establish targets for mid-year and end of year assessments.

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.

Additionally, we have included goals below for this year outside of formative assessment.

<b>Jalen Rose Leadership Academy Proposed 2020-2021 Performance Metrics</b>	
<b>Metric</b>	<b>Completion Date</b>
65% of scholars earn a Semester 1 GPA that is higher than their cumulative GPA. 65% of scholars earn a Semester 2 GPA that is higher than their cumulative GPA.	February 2021 June 2021
40% of all scholars earn a GPA of 3.00 or higher by the end of Semester 1 and Semester 2, respectively.	February 2021 June 2021
75% of scholars finish the 2020-2021 school year with on-track (90% or better) attendance.	June 2021
75% of scholars enrolled will receive two (2), 2-way interactions from their teacher each week.	Monthly





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

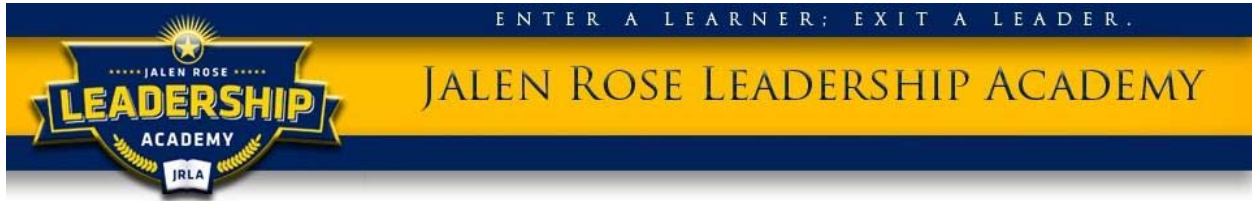
We anticipate a gradual return to the physical buildings and classrooms beginning at some point during the 2020-21 school year. This gradual return will take place in 6 phases consistent with the MI Safe Schools Roadmap, which in turn is consistent with the 6 phases of the MI Safe Start Plan. We are 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.

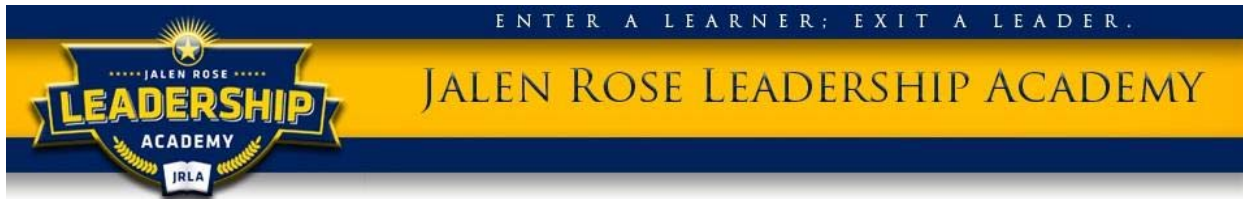
**Exposure to Grade Level Content:** In order to create a relevant curriculum that meets scholars where they are, we will assess scholars early and often to ensure grade level learning targets are being met and are scaffolded where needed. Leadership attended professional development this summer to create 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 scholars 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.