



Bradford Academy Extended COVID-19 Learning Plan

Address of School District: 24218 Garner Street, Southfield, MI 48033

District Code Number: 63917

Building Code Number(s): 09292

District Contact Person: Laura Moellering

District Contact Person Email Address: lauramoellering@choiceschools.com

Local Public Health Department: Oakland County Health Department

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

Name of Intermediate School District: Oakland Schools

Name of Authorizing Body: Bay Mills Community College

Date of Adoption by Board of Directors: September 9, 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.

Signature: Mark Baughman
Printed Name: Mark Baughman
Public School Academy: Bradford Academy

Vice President of the Board of Directors
Date: September 9, 2020



Introduction and Overview

Bradford Academy is a pre-k-12th grade school in Southfield, Michigan that serves primarily students from nearby Detroit. Upon the announcement of schools closing in Michigan effective Monday, March 16, Bradford chose to not have students on-site on Friday, March 13 to hastily train teachers in using tools like Google Classroom and hangouts, mobilize food service for delivery to drop off points, and allow teachers to take home any materials they might have needed. Throughout the remainder of the 2019-20 school year, we kept copious records of our interactions with our families and used our student advocates and aides to continually reach out to families to check in and get them services they might need.

From the start, we had supporting our students in their emotional needs as well as their educational needs at the forefront. Bradford's mission which "strives to instill the qualities of character, excellence, creativity and service into our students as they become prepared, global leaders" remained at the center of our decisions as did the school's values, Discovery of oneself through cultural experiences; Development of individual purpose that nurtures success; Leadership in personal responsibility, service and dignity, and; Achievement based on ethics and integrity. To meet these needs, teachers were assisted and worked together to provide hands-on learning activities and projects, and for older students, asked them to reflect on their experiences during the pandemic as it related to their own learning and development, both personally and as members of their households and communities. Because the pandemic coincided with the national demands for racial and social justice, we addressed these events in conversation with students as well as in their schoolwork. Bradford Academy has a student population that is 98.5% African American and it was important for the school to recognize and validate the experiences of our students.

Furthermore, the Bradford Community was hard hit by the virus, losing one of our bus drivers to the virus, having several staff who were ill, and numerous families who directly experienced the loss of family members to the virus. As a result, we are very sensitive to the needs of our families and have been amazed by the community's resilience and dedication to learning. We have surveyed our families several times, and have maintained weekly, or more, meetings with our staff, and continue to survey all stakeholders regarding their concerns and needs as traditional school reopening gets closer. In these surveys, parents reported that they liked live interactions with their teachers and that their children responded well to hands-on activities. Furthermore, the Academy has been engaged in a restructuring plan that includes strategic planning with the board that is specifically focused on delivering a 21st century education, one that concerns itself with the 4 C's: communication, collaboration, creative problem solving and critical thinking. As we have approached the development of this plan, we remain committed to those principles whether students are in-person or learning remotely.

In an effort to guarantee the safety of both staff and students during the start of school, where some schools have experienced COVID-19 outbreaks, we will begin the school year fully online. Teachers spent the summer learning how to teach online and amassing digital tools for their work.



Educational Goals

Educational Goal:

The median Student Growth Percentile for students in grades 2nd through 10th grade will be at or above the 50th percentile on NWEA’s Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.

The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all grade 2-10 students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.

Academy will make available on its transparency reporting link located on the Academy’s website, a report concerning the progress made in meeting the education goals not later than February 1, 2021 for fall-to-winter goal and not later than the last day of school of the 2020-21 school year for the winter-to-spring goal.

Instructional Delivery & Exposure to Core Content

As a result of a board decision on September 2, 2020, Bradford Academy will begin the school year completely online, to be reassessed for possible in-person instruction after the conclusion of the first quarter, which is November 12, 2020.

| Instruction Phase 1, 2 or 3 | |
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| Remote Instruction | <ul style="list-style-type: none"> Any students needing materials in their home language will be provided with those and assistance through Oakland Schools will be sought if necessary. Summer work has identified essential standards and is developing units using our current, evidence-based Math and ELA curriculum. Teachers are developing these units in Google classroom and planning for daily interactions with students as well as office-hours for struggling students or questions with parents. NWEA MAP will be used in the first several weeks of school in grades 2-10 to determine student readiness to learn. This |



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| | <p>assessment will be supplemented with local assessments.</p> <ul style="list-style-type: none">• IEP's and 504's will be reviewed and implemented either completely or through a contingency plan.• High school upperclassmen will develop postsecondary plans in accordance with advisors and the guidance counselor. We will work with colleges and universities to best position our students for success in their institution. All high school students will develop success plans in their advisory class that encompasses both their HS goals and their post-graduation plans.• A plan for common assessments that can provide feedback for individual students or course correction for the Academy is underway. A calendar that aligns these to the essential standards is in development. <p>Students who need additional supports such as OT, PT, Speech Path, etc., will continue to receive these services through their provider remotely in a one-on-one environment.</p> |
| Communication and Family Supports | <p>The Academy has numerous means of communicating with families including email, text messages, PowerSchool Messenger, Class Dojo, notices on our website, as well as Seesaw and Google Classroom. Parents and students have been attending orientations in accessing and using applications which will continue throughout September .</p> <p>In addition to regular notifications, parents will be advised about their student's current grade level proficiency, and the learning plans for each unit of instruction moving forward. The Academy views this year as an opportunity to revise grading and how it reports to parents on student learning in a way that supports growth and encourages participation. Moving to a descriptive narrative about student growth, as opposed to grades, seems most important considering the disruption to learning, but acknowledging that progress must be documented and reported for growth to continue and to involve parents genuinely.</p> |
| Professional Learning | <p>In August, teachers were trained in cultural responsiveness, implicit bias, and in the structural and systemic inequities that have been present in schooling preventing our students from achieving at a rate similar to their economically privileged peers.</p> <p>In addition to this, teachers will be trained in how the brain learns best, and how digital learning is most likely to succeed. Throughout the year, the use of digital tools and creating units of study that can be accessed</p> |



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| | <p>and assessed with parity during remote instruction will be the focus of on-going professional development throughout the year.</p> <p>Establishing what high quality instruction looks like in an online learning environment will be another aspect of teacher professional development, as well as learning to identify students who are struggling emotionally under these circumstances.</p> <p>As they did throughout the spring shut down, PLC's will continue, where teachers will evaluate student engagement and success and adjust plans accordingly. During PLC's teachers will share the results of their common assessments and adjust the following units accordingly.</p> |
| Monitoring | <p>Families have been and will continue to be surveyed about their technology needs and devices or internet access will be provided as needed. As of September 3, 2020, some technology is still on back-order but teachers have made contingency communication plans and instructional plans, often using phones, to supplement.</p> <p>Two-way communication will be logged in conjunction with expectations from pupil accounting at Oakland Schools.</p> <p>In addition to weekly office hours with teachers, parents will receive regular notifications about their students' progress on grade level assessments. Teachers will provide feedback on the grade level assessments, both interim and summative to determine next steps for students.</p> <p>The MTSS process will resume using data from common assessments and the tools within our Math and ELA curriculums, from which we have purchased digital tools and assessments.</p> |



Equitable Access

The Academy will soon be at a one-to-one device ratio for all pupils K-12. K-1 students will have tablets with touch screens to increase usage. All devices are equipped with GoGuardian security which prevents students from using the device for anything other than schoolwork.

Parents who request Internet access have several options available to them, which the school will provide at no cost for qualifying families.

Students who have IEP's will be provided accommodations both remotely and in-person. The Special education team, in conjunction with the ISD and a service provider, are arranging for in-person intervention times that can be done in socially-distanced, masked environments.