



Extended Learning Plan
2022-2023

(1) Opening Statement

1a_Please 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.

MISSION STATEMENT

The Covenant House Academies provide at-risk youth in our communities with new opportunities to earn a high school diploma, improve their life skills, and the academic foundation to continue on to higher education or postsecondary skills training. Aided with a compassionate and caring staff, the schools prevent poverty, underachievement and homelessness while offering hope, encouragement and a better chance for future success.

Since the closure of school buildings in March of 2020, Covenant House Academy has worked tirelessly to keep students supported both inside and outside of the classroom. Every student who chose to work remotely during the 2020-2021 school year received a Chromebook to continue working in our online curriculum. During the 2021-2022 school year we worked to safely bring students that felt safe back into the classroom under the guidance of the Kent County Health Department (KCHD) and CDC recommendations.

All of our curricula are online and students are able to access it 24-7. Last year coming out of COVID we allowed students a remote option which about 30% of them took advantage of, about 30% attended school hybrid (remote and in-person), and the remaining 40% attended fully in-person. This year we have taken an even more aggressive approach to assist our remote students by forming a district-level virtual team with our 4 Detroit schools to implement how we will better serve our remote students in the 22-23 school year. Each student has an advocate who communicates with remote and in-person students a minimum of one time a week (successful two-way communication) and tracks their daily engagement each week.

In addition to our more focused virtual program, another major shift to address learning loss was increasing our school calendar. This year, our calendar increased from 197 days to 202 days so we could assist students that need help during the summer months. During July and August, we are open 5.5-hours a day, Tuesday through Thursday for students. Starting August 22nd, we have a 5.5-hour day, Monday through Friday, which allows students to work around their jobs and/or family obligations. The shortened day also allows for 1.5 hours of after-school help Monday through Thursday for students that need extra work time or assistance.

(2) Educational Goals

2a_Please outline and describe the educational goals expected to be achieved for the 2022-2023 school year. The District/PSA must establish all of its goals no later than September 15, 2022. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.

The evaluative components of both our GVSU Charter Contract goals and our MICIP goals measure success by tracking class completions, days of positive engagement, graduates, unit test averages, and NWEA growth.

GVSU Educational Goals Overview

Each student enrolled at CHA will be annually classified by the school into one of three phases (0, 1, 2) based on **Attendance**, **Engagement**, and **Academic Progress**. Each of the three phases has specific goals: **Student Growth**; **Student Progress for High School Students**; **Student Engagement**; and **Phase Movement**. A final evaluation will be used to assess the overall success of all three phases by looking at overall **NWEA Student Growth**, **Student Progress**, and **Student Engagement**.

Educational Goals for Students Based on their Initial Phase Level

Domain	Phase 0 Target	Phase 1 Target	Phase 2 Target
Student Growth	Not factored into goal calculation	65% of students show positive RIT growth in reading and math, as measured by the NWEA MAP Growth	65% of students meet their annual RIT growth target in reading and math, as measured by the NWEA MAP Growth
Student Progress for High School Students	65% of students earn at least 2.0 credits during the academic year.	65% of students earn at least 3 - 5.5 credits during the academic year or graduate.	65% of students earn 6.0 or more credits during the academic year or graduate.
Student Engagement	70% of students engage at a rate between 25% and 49%. Engagement may include in-person attendance, participation in the school's online course platform, if any, or otherwise participating in support systems offered by the school.	70% of students engage at a rate between 50% and 79%. Engagement may include in-person attendance, participation in the school's online course platform, if any, or otherwise participating in support systems offered by the school.	70% of students engage at a rate greater than 80%. Engagement may include in-person attendance, participation in the school's online course platform, if any, or otherwise participating in support systems offered by the school.
Phase Movement	65% of students move up at least one phase during the academic year, maintain Phase 2 status, and/or graduate.		

Educational Goal Definitions

- **Attendance:** Attendance will be based on being physically present at school or completing an activity in the courseware if working remotely.
- **Engagement (Days of Positive Engagement):** A Day of Positive Engagement will be assessed for students who: (1) Physically Attend School; (2) Complete an activity in the courseware or as assigned by their teacher of record; (3) Usage in the courseware; and/or (4) Successful Two-Way Interaction with a staff member.
- **Academic Progress:** Academic progress is defined as, minimally, being on pace to earn 4 credits or more per school year. Every class is worth .5 credits.
- **NWEA Student Growth:** Students show positive RIT growth in Reading and Math as measured by NWEA MAP Growth between the Fall and Spring assessments. The initial assessment will be given in the Spring or within the first 9 weeks of school.

Educational Goal Expectations

1. **Student Growth:** 65% of all students will move up at least one phase during the academic year, maintain Phase 2 status, and/or graduate. Goals will be measured and posted on the website both **Mid-Year** and at the **End of Year**.
2. **Student Progress:** 65% of all students show positive RIT growth in Reading and Math as measured by NWEA MAP Growth for the phase they are classified. Goals will be measured and posted on the website both **Mid-Year** and at the **End of Year**.
3. **Student Engagement:** 65% of all students meet student progress targets for the phase they are classified. Goals will be measured and posted on the website both **Mid-Year** and at the **End of Year**.

Educational Goal Timeline

1. **Initial Phase Placement:**
 - a. Upon enrollment at CHA, all students will be assigned to one of three phases as defined in the GVSU Educational Goals (**Attendance**, **Engagement**, and **Academic Progress**).
 - b. **Returning Students** will be classified based on their preceding End of Year phase placement
 - c. **New Students** will be assigned a phase based on their performance in the first 9 weeks of enrollment.

Initial Phase Placement

Phase 0 student	Phase 1 student	Phase 2 student
<ul style="list-style-type: none"> ● Student has enrolled at the school but has little to no live attendance (>20%). ● Student has either not engaged or had minimally engaged in the school's online course platform if any. 	<ul style="list-style-type: none"> ● Student sporadically attends the school (20 - 65%). ● External barriers sometimes negatively affect academic success. 	<ul style="list-style-type: none"> ● Student regularly attends the school (66% or more). ● Student is earning credits at a pace of 4 credits/year or more. ● Student regularly engages in and completes coursework through the school's online course platform, if any. ● Students exhibit positive behaviors and mindsets that align with academic success regardless of external barriers.

2. Mid-Year Phase Progress:

- a. Students' initial phase status will be reevaluated at the end of the first semester (January 15).
- b. The school will be evaluated based on its progress toward achieving the annual charter contract goals.
 - i. Data points:
 1. **Student Growth** - 65% of students identified as Phase 1 and Phase 2 have completed the initial NWEA Reading and Math assessments
 2. **Student Progress** - 65% of students identified as:
 - a. Phase 0 have earned at least 1 credit
 - b. Phase 1 have earned at least 1.5 credits or have graduated
 - c. Phase 2 have earned at least 3 credits or have graduated
 3. **Student Engagement** - 70% of students identified as:
 - a. Phase 0 have engaged at a rate between 25-49%
 - b. Phase 1 have engaged at a rate between 50-79%
 - c. Phase 2 have engaged at a rate at or greater than 80%

3. End of Year Phase Evaluation:

- a. Students' final phase status will be reevaluated within 4 weeks of the end of the second semester.
- b. The school will be evaluated based on the stated annual charter contract goals.

Domain	Meets	Partially Meets	Does Not Meet
Student Growth (NWEA MAP Growth)	School meets growth targets for all phases.	School meets growth targets for the majority of the phases.	School does not meet growth targets for the majority of phases.
Student Progress	School meets student progress targets for all phases.	School meets student progress targets for the majority of phases.	School does not meet student progress targets for the majority of phases.
Student Engagement	School meets student engagement targets for all phases.	School meets student engagement targets for the majority of phases.	School does not meet student engagement targets for the majority of phases.

Data to be posted on the Website at Mid-Year and End-of-Year

1. **Goal #1: Phase Movement Goal** - 65% of students move up at least one phase during the academic year, maintain Phase 2 status, and/or graduate
Initial Phase 0 students (Phase movement; enrollment status)
Initial Phase 1 students (Phase movement; enrollment status)
Initial Phase 2 students (Phase movement; enrollment status)
2. **Goal #2A: Student Growth** - 65% of students identified as Phase 1 and Phase 2 have completed the initial NWEA Reading and Math assessments by the end of the Fall Assessment Period.
3. **Goal #2B: Student Growth** - 65% of students show growth in both Reading and Math as measured by the NWEA Reading and Math assessments after the Spring Assessment Period.
4. **Goal #3: Student Progress** - 65% of students identified as:
Phase 0 have earned at least 2 credits or have graduated
Phase 1 have earned at least 3+ credits or have graduated
Phase 2 have earned at least 6+ credits or have graduated
5. **Goal #4: Student Engagement** - 70% of students identified as:
Phase 0 have engaged at a rate greater than 25%
Phase 1 have engaged at a rate greater than 50%
Phase 2 have engaged at a rate at or greater than 80%

(3) Instructional Delivery & Exposure to Core Content

3a_ *Please describe how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).*

Covenant House Academy operates as a brick-and-mortar school with an asynchronous online curriculum platform that allows students to work at their own pace. For the 2022-2023 school year, CHA is providing in-person learning for all students with an additional option for students to learn virtually based on district-created expectations and requirements. Upon enrollment, students will declare whether they want to attend classes in person or remotely. Whether students work in person or remotely, they will be supported by highly qualified teachers and paraprofessionals providing direct instruction, 1:1 support, remediation, and accommodation as needed. The remote students are supported by a dedicated staff who just focus on their needs in the remote setting.

Academic Expectations for All Students (Virtual and In-Person):

- Students are all assigned five classes upon enrollment and they work on a minimum of three of them at a time—one per scheduled period.
- For each class, students are expected to take notes. The notes will be turned in as part of their final grade for each class
- Students are expected to communicate with both their subject teachers and their advocate a minimum of once a week.
- Students are expected to check in with their teachers and/or their advocate a minimum of once a week to discuss their specific classes, graduation progress, or other needs.
- When students complete a class they are expected to contact their teacher who will assist the students along with Student Services in getting a new class
- Students are expected to complete the NWEA Reading and Math test upon enrollment (Fall Assessment) and again in the Spring to determine growth.
- Students are expected to complete all required State of Michigan Assessments based on their grade level (PSAT-09, PSAT-10, and the 11th-grade MME (WorkKeys, M-Step, SAT with Essay)).
- Students are required to work in the Exact Path program as part of their final grade for each class. The Exact Path program, based on students' NWEA scores, will either remediate or accelerate students' Math and Reading skills based on their individual needs.
- Students will have 24/7 tutoring available through Varsity Tutors for nights and weekends as needed.

In-Person Program Specific Expectations

- Students are able to take Pre-Tests to test out of content in their courses
- Students are expected to participate in 10 minutes of direct instruction each period. Topics will vary by class and semester.

Virtual Program Specific Expectations

- Students are expected to attend weekly live remote sessions with their teacher for each of their core classes unless there is an unavoidable conflict.
- Teachers will have set Google Meet office hours where students can ask live questions and share screens with their teachers
 - Unit Tests and Final Exams must be taken in-person or supervised using GoGuardian on a school-issued Chromebook; Tests and Exams may include verbal component

Modes of Instruction for All Students:

All content will be delivered via the Edmentum and Rosetta Stone courseware platforms. Both platforms are engaging standards-aligned asynchronous learning models where the students work independently under the guidance of highly qualified subject area teachers. All students will be assigned a minimum of five classes upon enrollment and they will work on a minimum of three classes at a time. As classes are completed, new classes will be assigned.

3b_Please 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 District/PSA had planned for that exposure to occur for in-person instruction.

- All students will be assessed during the first few weeks of school using the NWEA MAP Growth assessments in Math and Reading which can be done remotely to accommodate remote students.
- All students' progress will be monitored by Student Advocates and subject area teachers who will monitor student use of the online curriculum usage statistics and progress.
- All curriculum will be delivered via the Edmentum and Rosetta Stone platforms. Both platforms are engaging standards-aligned asynchronous learning models where the students work independently under the guidance of highly qualified subject area teachers. Subject-area teachers are available during school hours to work with and assist students within the online curriculum. After school hours, students will have 24/7 tutoring available through Varsity Tutors for nights and weekends as needed.
- All of the Rosetta Stone and Edmentum courseware follows the Michigan Merit Curriculum and graduation requirements. The courseware is the same grade-level instruction and high-quality, standards-aligned instructional materials for both our in-person and remote students.
- All of the Rosetta Stone and Edmentum courseware has been audited by district-level curriculum teams to identify the power standards in order to focus, prioritize, and accelerate instruction.

3c *Please 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.*

The evaluative components of both our GVSU Charter Contract goals and our MICIP goals measure student success by tracking class completions, days of positive engagement, graduates, unit test averages, and NWEA growth. Class completions and unit test averages are tracked through our Edmentum courseware, weekly for class completions and monthly for unit test averages. Positive Engagement is tracked weekly by looking at students' online usage, assignments completed, Two-Way interactions with staff, and physical attendance at CHA. And finally, NWEA growth is assessed by our two growth assessments in Reading and Math (Fall and Spring) and by students' progress through the Exact Path remediation program.

Students in both the in-person and virtual programs are required to check in with their teachers a minimum of once a week to assess their progress. Parents and Guardians are able to sign up for access to check on their student's grades and progress 24-7 via the parent portal. Parents and Guardians are officially updated twice a year at conferences and are encouraged to check in with their teachers whenever they have questions or concerns.

(4) Equitable Access

4a *If delivering pupil instruction virtually, please describe how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.*

To ensure every virtual student has access to the appropriate technology and connectivity needed for learning, staff will go over what is required to work remotely in our new student orientation. All students have access to Chromebooks which they can use to access the online courseware. Students without internet access can work with their advocate to sign up for Comcast's Internet Essentials Program where they can get High-speed Internet service (25/3 Mbps). If a student has a device that no longer functions, he or she will coordinate with their advocate to set up a replacement device.

4b *Please describe how the District/PSA 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.*

Our 504 coordinator and special education staff will coordinate, communicate, and collaborate with general education teachers for students in their class that may require learning accommodations in the remote setting based on their IEP or 504 plans. Students with IEPs will have their IEP amended to indicate the student has chosen to work remotely. The IEP Amendment will reflect SE programs and services will be provided in a remote/virtual setting and will also include accommodations and/or behavior support (PBSP), should either be

specified on the IEP. Special education teachers will also work with itinerant staff to develop a continuation of services plan for students needing occupational, physical, and/or speech-language therapy and/or school social work services.

4c_ Optional Considerations for District/PSA Extended COVID-19 Learning Plans:

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.*
- 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.*

1. Both engagement and achievement are improved by building relationships with our students through daily interactions and direct instruction for both remote and in-person students. As the students work, self-paced through the Edmentum online curriculum, our staff is available to help students and monitor their progress. Upon enrollment, all students are given an NWEA Reading and Math assessment. Their NWEA scores then give students a Learning Path in our Exact Path program. Students are required to work in the Exact Path program as part of their class grade and as a completion requirement. The Exact Path program, based on the NWEA score, will either remediate or accelerate students' Math and Reading skills based on their individual needs.

In addition, students can be identified through the MTSS (Child Find) process as needing academic or behavioral intervention. Those students that are identified through the MTSS process as needing remediation do so through a combination of the Exact Path targeted instruction which is designed using students' NWEA Reading and Math scores, flex assignments, and small group work. Once students are identified, our Title I and 31A staff will work to increase student academic and behavior competencies through remediation. Finally, our Social Worker will guide or conduct a quick mental health screening for all students upon enrollment to help identify mental health red flags.

Our English language learners, whether students work in person or remotely, are supported by highly qualified subject area teachers and ELL-endorsed teachers who provide direct language development instruction, 1:1 support, remediation, and accommodation as needed.

2. All students, both in-person and remote, attending CHA have continued access to CTE programs offered through Kent ISD.