Flint Cultural Center Academy Extended COVID-19 Learning Plan

Address of School District: 1200 Robert T Longway Blvd. Flint, MI 48503

District Code Number: 25919

Building Code Number(s): 03576

District Contact Person: Eric Lieske

District Contact Person Email Address: elieske@fccacademy.org

Local Public Health Department: Genesee County Health Department

Local Public Health Department Contact Person Email Address: kvanslyke@gchd.us

Name of Intermediate School District: Genesee Intermediate School District

Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors: September 14, 2020

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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 6 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.

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- 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

10-2-20
Date

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Introduction and Overview

- 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.

Due to the COVID-19 health pandemic, an extended learning plan is necessary to meet the needs of our students, families, and staff. Ensuring that the social, emotional, and academic needs are being met during this pandemic is critical to the health and welfare of our school community.

As we returned to school in August, our priority was to ensure the well-being of all members of our school community. The state mandated closure created a crisis mode as we attempted to provide a continuation of learning for students in a virtual setting. This remote teaching/learning platform provided students with vast experiences and we expect that many students will be behind and will need opportunities to catch during the 2020 school year.

Providing families and staff the choice of a face to face or a virtual instructional experience has proven successful over the first four weeks of school, although revisions continue to be developed. We will need to continue to monitor and revise our educational plans to ensure student engagement, achievement and growth occurs for our student body.

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Educational Goals

- **Outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. It is the expectation of your authorizing body that your educational goal is aligned to the educational goal within your charter contract. The Academy must establish all of its goals by no later than September 15, 2020.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals must include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The goals must select a benchmark assessment or benchmark assessments that are aligned to state standards and an assurance that the Academy shall administer the benchmark assessment or benchmark assessments to all pupils to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) The goals must be measurable through a benchmark assessment or benchmark assessments.
- **Ensure** that the benchmark assessment used to measure progress toward attainment of the goals is approved by the Michigan Department of Education and meets all of the following: (a) Is one of the most commonly administered benchmark assessments in the state; (b) Is aligned to the content standards of the state; (c) Complements the state's summative assessment system; (d) Is internet-delivered and includes a standards-based assessment using a computer-adaptive model to target the instructional level of each pupil; (e) Provides information on pupil achievement with regard to learning content required in a given year or grade span; (f) Provides immediate feedback to pupils and teachers; (g) Is nationally normed; and (h) Provides multiple measures of growth and provide for multiple testing opportunities.
- To the extent practicable, the Academy shall administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Educational Goals:

The Flint Cultural Center Academy will use the NWEA assessments in reading and mathematics to administer students three times a year: once in the first nine weeks of school, again in the winter, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward educational goals over the course of the year.

Creating a school culture that is eager and accepting of the use of data to drive instruction will be a focus this school year through professional development. Additionally, we will continue our focus on effectively implementing learning targets along with formative assessments.

Goal 1: Students meeting their "NWEA 2019-2020 Winter Percent Projected Growth" measurement in Reading/ELA will increase by 10% from fall of 2020 to winter 2021.

- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessments will be continuously discussed and analyzed by staff.
- All teachers will use the formative assessment process and posted learning targets to guide and direct instructional planning to support student progress towards mastery of Reading/ELA academic standards.

Goal 2: Students meeting their "NWEA 2019-2020 Winter Percent Projected Growth" measurement in Mathematics will increase by 10% from fall of 2020 to winter 2021.

- Results from Math benchmark assessments, local Math summative assessments, and formative assessments will be continuously discussed and analyzed by staff.
- All teachers will use the formative assessment process and posted learning targets to guide and direct instructional planning to support student progress towards mastery of Math academic standards.

Goal 3: Students meeting their "NWEA 2020-2021 Winter Percent Projected Growth" measurement in Reading/ELA will increase by 10% from winter 2021 to spring 2021.

- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessments will be continuously discussed and analyzed by staff.
- All teachers will use the formative assessment process and posted learning targets to guide and direct instructional planning to support student progress towards mastery of Reading/ELA academic standards.

Goal 4: Students meeting their "NWEA 2020-2021 Winter Percent Projected Growth" measurement in Math will increase by 10% from winter 2021 to spring 2021.

- Results from Math benchmark assessments, local Math summative assessments, and formative assessments will be continuously discussed and analyzed by staff.
- All teachers will use the formative assessment process and posted learning targets to guide and direct instructional planning to support student progress towards mastery of Math academic standards.

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Instructional Delivery & Exposure to Core Content

- **Describe** how and where instruction will be delivered during the 2020-2021 school year. (E.G., in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).
- **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 Academy had planned for that exposure to occur for in-person instruction.
- **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.

Note: The Flint Cultural Center Academy full instructional plan can be reviewed in the COVID-19 Preparedness and Response Plan.

The Flint Cultural Center Academy welcomed students back to school in face to face or a virtual instructional platform for the 2020-2021 school year. Parents could select the instructional method they determined was best for their child and their family. Students are in school on either platform five days a week. The virtual students interact synchronously each day and asynchronously.

All curriculum and curriculum materials (approved by the FCCA Board of Directors) are being delivered by FCCA staff member, both the face to face and virtual classrooms. Microsoft Teams is the LMS being used to deliver instruction, turn in assignments, provide for two-way communication, and provide feedback to students/parents. Curriculum planning, scope and sequence is being monitored by grade level teachers to keep pace and relevancy. Early release days have been scheduled throughout the school year for teachers to be provided with professional development and for Professional Learning Communities to take place further developing on our approved curriculum and the alignment of academic standards.

The Flint Cultural Center Academy uses a standards-based assessment system aligned to the Common Core State Standards. Regular assessments (both formal and informal) are routinely completed to determine if students are making progress toward meeting those standards. Formative assessment and learning targets steer our instructional approach to individualize instructional strategies.

Our partnership with EL Education and the implementation of Eureka Math provides numerous literacy and mathematic assessment opportunities for end of lesson/unit/module/course. These assessments are used to both drive instruction as well as provide for reporting to parents (progress reports and report cards) using Synergy as our Student Information System. Teachers utilize Class Dojo to communicate frequently to parents concerning individual student matters as well as whole class updates.

Equitable Access

- If delivering pupil instruction virtually, **describe** how the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- **Describe** how 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.

Note: The Flint Cultural Center Academy full instructional plan (including equitable access to technology and for students with disabilities) can be reviewed in the COVID-19 Preparedness and Response Plan.

The Flint Cultural Center Academy ensures that all students have access to a school owned device for their use. If students require internet access then a mobile hotspot or other support will be provided by the Academy.

Students with disabilities will be provided equitable access to instruction and accommodations in accordance with applicable state and federal laws, rules and regulations. Students that are attending school in a face to face setting and have an IEP/504 plan will continue to receive all accommodations as outlined in the plan. The Academy will do everything feasible to assist students that are virtual and have an IEP/504 plan or develop a continuity of learning plan when the entire accommodations are not able to be provided.