

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: Feb. 12, 2024

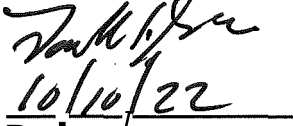


Assurances

- 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 2022-2023 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 2022-2023 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 2022-2023 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 or 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 2022-2023 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, 2023 for goals it expected would be achieved by the middle of the school year and not later than the last day of school of the 2022-2023 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

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 during 2020 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 were behind and needed opportunities to catchup during the subsequent school years.

Providing families and staff the choice of a face to face or a virtual instructional experience has proven successful since the onset of the global pandemic. Revisions continue to be developed and the Academy continues to monitor and revise its educational plans to ensure student engagement, achievement and growth occurs for the student body.

Educational Goals

Educational Goals:

The Flint Cultural Center Academy will continue to use the NWEA assessments in reading and mathematics to administer students three times a year: once in the first thirty (30) days 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. We will also use EL Education literacy benchmarks when appropriate to further assess literacy skills.

Creating a school culture that is eager and accepting of the use of data to drive instruction continues to be a focus each school year through professional development. A new mission/vision statement will be shared with staff members prior to the start of the school year and unveiled to students upon their arrival. The development, understanding and implementation of the mission/vision will be a high priority for the 2022-2023 school year. 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 2022 to spring 2023.

- 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 2021-2022 Winter Percent Projected Growth" measurement in Mathematics will increase by 10% from fall of 2022 to spring 2023.

- 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 2021-2022 Winter Percent Projected Growth" measurement in Reading/ELA will increase by 10% from winter 2023 to spring 2023.

- 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 2021-2022 Winter Percent Projected Growth" measurement in Math will increase by 10% from winter 2023 to spring 2023.

- 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.

Instructional Delivery & Exposure to Core Content

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 an in-person instructional platform for the 2021-2022 school year. If, and when, a need arose to transition to virtual instruction due to the health pandemic all students had access to synchronous instruction daily provided through Microsoft Teams.

All curriculum and curriculum materials (approved by the FCCA Board of Directors) are being delivered by FCCA staff members, 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

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.

To support social, emotional and academic needs of students (and families) the Flint Cultural Center Academy has implemented the following positions:

- **Instructional interventionists**
- **Counselor**
- **Dean of Students**
- **Literacy Specialist/Coach**
- **Social, emotional, behavior student liaison**
- **Cyclone Success Interventionist**
- **Two (2) building level guest teachers to support students and teachers impacted by the challenges of COVID-19**
- **Staff participation and engagement in Restorative Practices training**

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.