

Flat River Academy
Extended COVID-19 Learning Plan

Address of School District: 9481 Jordan Rd. Greenville, MI 48838

District Code Number: 41911

Building Code Number(s): 09312

District Contact Person: Hilary Karnatz

District Contact Person Email Address: hkarnatz@flatriveracademy.org

Local Public Health Department: Mid-Michigan Health Department
MMDHD Administrative Services
615 N State Street Suite 2
Stanton MI 48888-9702
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Local Public Health Department Contact Person Email Address:

Jennifer Johnson, RN
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(989) 831-3615
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Name of Intermediate School District: Montcalm ISD

Name of Authorizing Body: Saginaw Valley State University

Date of Adoption by Board of Directors:

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:
 - o COVID-19 Cases or Positive COVID-19 tests
 - o Hospitalizations due to COVID-19
 - o Number of deaths resulting from COVID-19 over a 14-day period
 - o COVID-19 cases for each day for each 1 million individuals
 - o The percentage of positive COVID-19 tests over a 4-week period
 - o Health capacity strength
 - o 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-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.

- 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.

Jennifer Gibson

President of the Board of Directors

9/29/2020

Date

Introduction and Overview

Academy Statement:

Flat River Academy is committed to providing an excellent and equitable education for all students. Located in Greenville, Michigan, our charter school serves 120 students in kindergarten through 8th grade. We believe that an excellent education includes a high-quality curriculum, hands-on learning, differentiated instruction taught by a qualified and dedicated educators in a safe environment. In keeping with these important factors, Flat River Academy prioritized aspects of our Extended COVID-19 Learning Plan to emphasize access, equitability, and quality assurance. This plan was developed in collaboration with all stakeholders. Since March, Flat River Academy maintained open lines of communication with teachers, staff members, school board members, students, parents and the community. We regularly checked in through emails, phone calls and surveys to guide our planning. Through these methods we found that our teachers and staff, along with most parents, wanted in-person schooling this fall. An initial proposed plan was developed with teachers, staff and a volunteer school board member. These plans were then released to the community via a video presentation for public feedback. Community members were invited to share comments and ask questions about the proposed plan. Parents and community members were also encouraged to attend a special board meeting held on July 21st 2020 to discuss and share ideas about the proposed plan. All comments and questions were heard by the board and addressed. The board approved the original Preparedness Plan with consideration of all stakeholders. In continuance with our promise to provide as much in-person instruction as possible, Flat River Academy began 5 days a week in-person instruction K-8th grade on August 26th.

The COVID-19 global pandemic has and will continue to impact our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced. As we return to school in the fall, our priorities will be to ensure the well-being of all members of our school community and address gaps in learning. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to close the achievement gap. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student. Student schedules were developed to allow for individualized goals and learning for every student. Flat River Academy will continue to monitor student well-being and academic growth so we can respond appropriately to meet the needs of our school community.

Educational Goals

Quality Evidence-Based Assessment Practices

Flat River Academy will use a combination of benchmark assessment, teacher collected data, and individualized progress monitoring to develop a plan for student growth.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to K-8 students 3 times a year: once in the first nine weeks of the school year, again in the winter (approximately half way through the year), and again prior to the last day of school. For students that fall below the 33rd percentile additional diagnostic assessments and monitoring will occur. Student conditional growth percentile (gains percentile) for the NWEA Reading and Math (grades 1-8) will be above the 50th percentile.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.
- Additional diagnostic assessments will be given to students that are below proficiency in the area of reading.
- Progress monitoring will be kept to ensure students are making progress between benchmark assessments.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.
- Progress monitoring using curriculum-based assessments will be kept to ensure students are making progress between benchmark assessments.

Goal 3 (mid-year goal) - All students (K-8) will improve performance in Mathematics and ELA Fall to Winter as measured by the NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.
- Additional diagnostic assessments will be given to students that are below proficiency in the area of reading to provide additional instructional support.
- Progress monitoring using curriculum-based assessments and intervention will be kept to ensure students are making progress between benchmark assessments.

Instructional Delivery & Exposure to Core Content

Note: Flat River Academy's full instructional plan can be found in the [Return to Learn Plan here](#).

Academy Statement:

Mode of Instruction

To start the school year, all K-8 students will attend school every day for face-to-face instruction. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day. Flat River Academy will provide Chromebooks for every student and use Google Classroom daily during in-person learning to teach students how to use the technology in case of a required closure. If warranted due to health and safety concerns, Flat River Academy may temporarily close for in-person instruction. This may happen in response to an executive order, local outbreak or necessary quarantining of students or staff. Flat River Academy will maintain every effort possible to safely have in-person school if possible. Our intent is to close temporarily, only as necessary.

Flat River Academy will use the same curriculum as in the previous year to teach all grade-level content standards to students. In the event that the school is closed or a class is in quarantine, remote learning will be provided. Students will be sent home with their assigned Chromebooks and will learn via online tools, materials sent home and video recorded teacher instruction that is complemented with synchronous meetings. All teachers will be preparing students to access their learning through Google classroom. The teachers will continue to offer the same curriculum as they would if they were in-person learning to provide a seamless approach to instruction throughout the school year.

Curriculum and Instruction: Academic Standards

Flat River Academy's curriculum for core academic areas is aligned to state standards and will be provided by highly qualified teachers through face-to-face learning. Teachers are prepared to navigate the wider than usual range of competencies. The Academy has provided teachers with additional professional development in the area of literacy interventions and differentiation. All students are issued a chromebook. Each classroom teacher has a Google Classroom where students check-in daily and complete assignments. In the event a classroom needs to quarantine, the transition will be seamless as students and teachers are using the technology on a daily basis. In the event quarantining is necessarily, students will complete assignments in google classroom just as they are during face-to-face instruction. Whole group , small group, and interventions will also continue to be provided to students via Google Meet.

Assessment and Grading

Flat River Academy uses standards based grading for K-5 based on the Michigan Standards/Common Core. Middle school teachers will base assessment on Michigan Standards and Common Core as well, while assigning letter grades for mastery. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

Students are progress monitored in reading based on running records, phonics/reading assessments and NWEA. Students are assessed every six weeks to ensure adequate progress is being made. If adequate progress is not made, student interventions are intensified. Students are progress monitored in math based on daily exit tickets as well as frequent formative assessments and NWEA. Formative data is used to provide students small group instruction when needed. Students that are not making adequate progress toward their learning goals will be provided interventions.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

For K-5 standards based grading, each marking period parents will be apprised of their student's progress toward mastery of each standard at grade level (and previous standards learned to scaffold) and any above grade level standards worked on. For Middle School students, parents will be provided a report card at each marking period with assigned letter grades for mastery in each subject.

Equitable Access

Academy Statement:

Technology

The Academy is delivering face-to-face instruction. All students are issued a chromebook. Each classroom teacher has a Google Classroom where students check-in daily and complete some assignments. In the event a classroom needs to quarantine, the intent for the transition is to be seamless as students and teachers are using the technology on a daily basis. Students will continue to receive instruction and assignments in the same curriculum content, sequence and pacing as in-person learning. Students will be provided with their assigned chromebook. The Academy will provide hotspots to a limited number of students that are unable to access the internet.

Parents/guardians will also be given information regarding where they can access internet locally.

Students with identified special needs

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teacher and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

To ensure students with IEPs and 504s are receiving services and accommodations, the special ed team will meet monthly to discuss services and ensure students are actively engaged and not falling behind. The special ed teacher will also meet with each grade level teacher to ensure instruction and assessments are meeting the needs of their caseloads. Continuity of service plans will be implemented for students by their caseworkers and the IEP team for students during times of remote learning in instances where the regular IEP cannot be fully implemented due to time or physical constraints. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.