



Landmark Academy Extended COVID-19 Learning Plan

Address of School District: 4864 Lapeer Road Kimball, MI 48074

District Code Number:74903

Building Code Number(s):08701

District Contact Person: Debby Wilton

District Contact Person Email Address: wiltond@landmarkacademy.net

Local Public Health Department: St Clair County Health Department

Local Public Health Department Contact Person Email Address: amercatante@stclaircounty.org

Name of Intermediate School District: St Clair County Regional Educational Service Agency

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:
 - 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-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.

President of the Board of Directors

September 24, 2020



Introduction and Overview

The COVID-19 global pandemic is impacting 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 first priority is to ensure the well-being of all members of our school community. 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 catch up. 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.

As Landmark Academy begins the school year with in-person and fully virtual learning environments, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Educational Goals

Quality Evidence-Based Assessment Practices

Landmark Academy believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for adjusting curriculum and instruction across grade levels.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Landmark Academy will continue the use of the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students three times: once in the first nine weeks of the school year, at the end of the first semester, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will continue to use formative assessments in the classroom. This data, along with summative assessment data is discussed during Professional Learning Community (PLC) meetings and is used to drive instruction and remediation.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

Goal 1 - All students' (including all subgroups) reading median fall to spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher as measured by NWEA individualized annual growth goal.

- All students' (including all subgroups) reading median fall to winter Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher 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 Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff during PLC meetings.



Goal 2 - All students' (including all subgroups) math median fall to spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher as measured by NWEA individualized annual growth goal.

- All students' (including all subgroups) math median fall to winter Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher 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 Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff during PLC meetings.



Instructional Delivery & Exposure to Core Content

Elementary

Landmark Academy will offer both synchronous and asynchronous learning options. Students in grades K-5 will have two options for instruction; in-person or online. Teachers will use and continue to be provided with ongoing training for online platforms including Google Classroom, Raz Kids, Prodigy, and MyMath Digital (Grades 2-5). This will support in-person learning and provide a seamless transition into Phases 1-3 as determined by any future Executive Orders. All curricula are standards aligned with high quality instructional materials. Any special classes (Art, Music, etc.) or interventions will be done in the classroom to reduce the movement of students and interactions. Details for students who receive Special Education services are outlined in the “Special Education” section below.

Students will also have a fully virtual/online learning option through Odysseyware. A certified teacher will oversee the online platform and be available for communication. Courses in Odysseyware and SPARK are based on grade level State Standards, which are in line with our in-person instruction.

All families will be engaged in two-way communication with the teacher (both in-person and virtual learners). Skyward Family Access is utilized to report grades and progress to all in-person families. Odysseyware is utilized to report grades and progress, including assignment completion to all virtual learner families with students in grades 3-12. SPARK is utilized to report grades and progress, including assignment completion to all virtual learner families with students in grades K-2.

Middle and High School students

Landmark Academy will offer both synchronous and asynchronous learning options. Students in grades 6-12 will attend school 4 days a week if they choose in-person instruction. Students that choose in-person instruction will attend school on Mondays (M), Tuesdays (T), Thursdays (Th) and Fridays (F) utilizing a block schedule. Students will attend the first half of their scheduled classes on M and T and the second half of their scheduled classes on Th and F. Each subject will be held for 2 class periods. On Wednesdays, students will stay home from school and connect with their teachers through Google Classroom and video conferencing. This will reduce the amount of transition and exposure to others each day while maintaining students’ access to highly qualified and certified staff. Details for students who receive Special Education services are outlined in the “Special Education” section below.

Students will also have a fully virtual/online learning option through Odysseyware. A certified teacher will oversee the online platform and be available for communication. Courses in Odysseyware are based on grade level State Standards, which are in line with our in-person instruction.



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Special Education K-12

Educators will review all current Health Plans, 504 and IEP documents with regard to accommodations for students with special healthcare needs and update care plans to address decreased risk of exposure to COVID-19. For those students who are determined, through parent interview or physician referral, to be at high risk for severe illness due to COVID-19, an alternative plan for alternative learning environments or learning assignments will be developed on an individualized basis. Special Education Case Managers will identify the students who did not engage during remote learning and develop a plan to supply added supports if needed.

IEP and 504 Plans will be revised in collaboration with general and special education teachers to reflect the student's evolving needs, based on assessment data, and parent/student feedback. Accommodations and services will be matched and designed accordingly. Intervention and support services will commence simultaneously with learning opportunities for all students. A structure and communication system will be established for general and special education staff to allow for ongoing collaboration regarding delivery methods for assessments and instruction as outlined in updated IEP's. Needs in the areas of accessibility and assistive technology will be addressed.

Ancillary service (OT, PT, Speech, etc.) providers will administer needed assessments and screenings to determine current needs and interventions and these services will commence immediately, following necessary safety protocols for infection control and mitigation.

Parents will continue to have the option of online or phone call participation for IEP meetings. Initial evaluations and reevaluations will be addressed so that the necessary in-person assessment is completed efficiently and safely. Options are also being explored for potential virtual evaluations, if needed.

Equitable Access

Elementary

Students will also have a fully virtual/online learning option through Odysseyware and SPARK. A certified teacher will oversee the online platform and be available for communication. Elementary students will be provided a device if needed. Students will also be provided a MiFi unit if they do not have internet at home.

Middle and High School

Students will also have a fully virtual/online learning option through Odysseyware. A certified teacher will oversee the online platform and be available for communication. Students in grades 6-12 will have the opportunity to use a school device if they do not have their own device. Students will also be provided a MiFi unit if they do not have internet at home.

Special Education K-12

All Special Education case managers will review current IEP paperwork for each student in attendance. Student needs will be assessed with the following priorities: 1) Those with the most significant or multiple needs, 2) Those who have conditions that may have been affected by COVID-19 and/or the procedures in place for Return-to-School, 3) Those who did not engage during the remote learning period or who expressed (or have had a parent express) that they experienced significant struggles during this time period, 4) All other students with an active IEP.

Parent contact will be initiated for each student to determine the needs that arose during the recent closure of school (March 16, 2020 to end of academic year 2020-21) and these concerns will be noted, as well as recommendations or requests from parents/students regarding what would have made this period more productive or positive.

Case managers will meet with each student to present informal assessments of skill levels related to goals and objectives and note progress, regression, and new needs.

All IEP's that are due within the first two months of school will be scheduled and updated present levels will be included in these IEP's as well as additional needs that arose. All Supports and Services pages will be updated to include Contingency Learning Plans (CLP), including the conditions under which these will be implemented and the location in which the services will be provided. All annual review IEP's that are due November 2020 or later will be amended to include this addition of CLP to all Supports and Services pages, as well as any needed new goals or service times based on data and observations from informal assessments and any benchmark testing that has been completed.

Contingency Learning Plans will be developed based on the information gathered from parents and students, as well as the data collected. Those students whose families have chosen the



remote learning (Virtual platform: Odysseyware and SPARK) to start the school year will have these Contingency Learning Plans implemented immediately. Any student who has in-person learning interrupted due to COVID-19 (Executive Order or district decision, individual or class quarantine due to exposure or illness, family concern for health and safety, etc.) will have CLP implemented for the period of time that they are out of school. Any student who is participating remotely due to family choice related to health and safety concerns (and not active illness or confirmed exposure) will be offered the opportunity to come into the school building to receive special education services per IEP, as long as the building is open for staff and students. Students who are participating in the Virtual platform will also be contacted on a regular basis by case manager and will receive remote support to the fullest extent possible as outlined in the Contingency Learning Plan.