



## **Holly Academy Extended COVID-19 Learning Plan**

Address of School District: Holly Academy

District Code Number: 63911

Building Code Number(s): 08734

District Contact Person: Julie Kildee

District Contact Person Email Address: [kildeej@hollyacademy.org](mailto:kildeej@hollyacademy.org)

Local Public Health Department: Oakland Health Department

Local Public Health Department Contact Person Email Address: [murphym@oakgov.com](mailto:murphym@oakgov.com)

Name of Intermediate School District: Oakland Schools

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: September 23, 2020



## 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-confirm 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.

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President of the Board of Directors

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Date



## **Introduction and Overview**

On March 12, 2020, Governor Whitmer closed all Michigan schools for in-person instruction. Holly Academy staff immediately changed our mode of instruction to that of remote learning. On March 17, 2020, we began what would be our Continuity of Learning Plan. We provided instruction to our students via Google Classroom, Zoom class meetings, and paper/pencil work packets.

The 2020/2021 school year presents challenges for teaching and learning as our state and nation still battles the impact of COVID-19. While our Continuity of Learning Plan in the spring provided instruction of power standards and assessment of those standards, this plan was not as rigorous as our Academy's normal curriculum delivery.

This Extended COVID-19 Learning Plan will ensure that Holly Academy is meeting our mission, "To provide individual academic success through a positive family/school/community partnership." To this end, our students are engaged in standards-based lessons that provide rigor for all our students. All Holly Academy families have committed to a mode of learning for the 20/21 school year: full time in-person learning, blended learning (M/W/F, in-person, T/Th remote), or 100% virtual (through Husky Virtual Academy). Each mode ensures that our students are engaged in lessons that are aligned with the Michigan Academic Standards and provide the academic rigor that is the hallmark of Holly Academy.



## Educational Goals

Holly Academy's educational goal is to prepare students academically for success in college, work, and life. We are dedicated to providing rigorous academics that close any learning gaps that occurred due to school closings in spring, 2020.

Whether families chose remote learning, blended, or full time in-person learning for the 20/21 school year, Holly Academy will ensure that every student:

1. Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning
2. Is assessed to determine student readiness to engage in grade-level content
3. Is offered scaffolds and supports to meet their diverse academic and social-emotional needs

All Holly Academy students will participate in NWEA testing in fall, winter, and spring during the 20/21 school year. This benchmark assessment is approved by the Michigan Department of Education and meets all the requirements necessary for this Learning Plan. HA has used the NWEA reading and math assessments to determine our academic goals for 10+ years.

Academic **growth** in reading and mathematics will be assessed using the following measures and targets in grades K-8:

Measure – the median student growth percentiles reflecting fall to winter and fall-to-spring scaled score growth on the reading and math NWEA tests.

Target - the median growth percentile will be at or above the 50th percentile.

Results of fall NWEA testing will be used to differentiate instruction based on students' RIT bands. Students who fall below the 35th percentile rank for the grade level will be placed in tier 2 intervention for targeted support in small groups within the classroom. Students who fall below the 25th percentile rank for the grade level will be placed in tier 3 intervention, which is one-on-one targeted support outside the classroom. Typically, students below the 10th percentile are either brought forward to administration for a child study, or have an IEP and are serviced by the special education department. This process is repeated after winter results and spring results.

Holly Academy adheres to the beginning, mid-year, and end of year mean norms published by NWEA. The norms provide baseline targets for achievement and growth from fall to winter and winter to spring. These targets determine the level of differentiation that must take place



within tier 1 instruction, or if additional interventions are necessary, per student. Holly Academy's goal is for all students to make one year or more growth in each academic year, based on fall to spring assessment results. The following are the scaled score norms by grade level for beginning, mid, and end of year assessments:

**READING:**

	Beginning	Mid	End
Kindergarten	136.7	146.3	153
First	155.9	165.9	171.4
Second	172.4	181.2	185.6
Third	186.6	193.9	197.1
Fourth	196.7	202.5	204.8
Fifth	204.5	209.1	210.9
Sixth	210.2	213.8	215.3
Seventh	214.2	217	218.4
Eighth	218.0	220.5	221.7

**MATH:**

	Beginning	Mid	End
Kindergarten	139.6	150.1	157.1
First	160	170.1	176.4
Second	175	184.1	189.4
Third	188.5	196.2	201.1
Fourth	199.6	206.1	210.5
Fifth	209.1	214.7	218.8



Sixth	214.8	219.6	222.9
Seventh	220.2	224.	226.7
Eighth	224.9	228.1	230.3

Immediately after test results are available, grade level teams including special education teachers and MTSS interventionists, and administration meet to discuss data to determine a course of instruction for each student. Students are targeted for a child study, intervention services, or accelerated services based on this data. Parents are also sent the assessment results and a document explaining intervention services or accelerated services, if necessary.

This data driven, team approach to student achievement ensures that Holly Academy's mission is met for all learners.



## **Instructional Delivery & Exposure to Core Content**

Holly Academy will provide instruction during the 2020/2021 school year by offering the following learning formats:

1. Full time in-person learning.
2. Blended learning: in-person on Monday/Wednesday/Friday, remote learning on Tuesday/Thursday.
3. Full time remote learning via Husky Virtual Academy.

Full time in-person, remote, and blended students in grades Y5 through 2<sup>nd</sup> will be provided instruction in a synchronous format. All core subject area teachers will provide instruction for remote learners through Google Classroom, videos, and the Big Ideas math curriculum in real-time, while they are providing instruction for their in-person students. All instruction will be recorded and linked in Google Classroom. All core subject area courses are aligned with the Michigan Academic Standards and weekly lesson plans must provide the standards covered. Scope and sequence materials document the attainment of all grade level standards for the school year. Grading for all Y5-2<sup>nd</sup> grade students will be completed by the in-person teacher for the subject. Grades will be uploaded to Skyward (school/parent portal) weekly. Each quarter students will receive report cards documenting progress for that term.

Specials for Y5-2<sup>nd</sup> grade students include P.E. and music, which are aligned to standards. These courses are uploaded to Google Classroom for remote and blended learners. In-person students receive instruction in these subjects on a M/T, W/Th and every other Friday basis. Grading occurs by the content area teachers and is uploaded to Skyward weekly.

Instructional resources in the form of paper/pencil assignments will be provided electronically for remote students through Google Classroom. These resources will be available in paper form weekly to those remote families that cannot print the materials.

Students in grades 3<sup>rd</sup> through 8<sup>th</sup> will be provided instruction in both synchronous and asynchronous formats. The Odysseyware virtual platform is the main instructional format for our 100% remote learners as well as our full time in-person students and blended students. Students will be provided instruction as follows:

1. Third grade:
  - Odysseyware scope and sequence for ELA and science (all learners)
  - Big Ideas scope and sequence for math linked through Google Classroom (all learners)





- Teacher created curriculum and resources for social studies\* (all learners)
  - Teacher created curriculum and resources for Spanish\* (all learners)
  - Teacher created curriculum and resources for PE\* and music\* (all learners)
2. Fourth grade:
- Odysseyware scope and sequence for ELA and science (all learners)
  - Big Ideas scope and sequence for math linked through Google Classroom (all learners)
  - Teacher created curriculum and resources for social studies\* (all learners)
  - Teacher created curriculum and resources for Spanish\* (all learners)
  - Teacher created curriculum and resources for PE\* and music\* (all learners)
3. Fifth grade:
- Odysseyware scope and sequence for ELA and science (all learners)
  - Big Ideas scope and sequence for math linked through Google Classroom (all learners)
  - Teacher created curriculum and resources for social studies\* (all learners)
  - Teacher created curriculum and resources for Spanish\* (all learners)
  - Teacher created curriculum and resources for PE\* and music\* (all learners)

Beginning November 2, 2020, 3<sup>rd</sup>-5<sup>th</sup> grade students will be provided instruction in a synchronous format. All core subject area teachers will provide instruction for remote learners through Google Classroom, videos, and the Big Ideas math curriculum. All instruction will be recorded and linked in Google Classroom while they are providing instruction for their in-person students. All core subject area courses are aligned with the Michigan Academic Standards and weekly lesson plans must provide the standards covered. Scope and sequence materials document the attainment of all grade level standards for the school year. Grading for all 3<sup>rd</sup>-5<sup>th</sup> grade students will be completed by the in-person teacher for the subject. Grades will be uploaded to Skyward (school/parent portal) weekly. Each quarter students will receive report cards documenting progress for that term.

The move to Google Classroom for grades 3-8 was determined by the Curriculum Director, Special Education Director, and the Director. The Google Classroom platform provided a more seamless approach to synchronous teaching and learning so our virtual students could access the same lessons and instruction provided to in-person students. In addition, the Odysseyware platform proved to be difficult for elementary students to navigate. Approval for this change from Odysseyware to Google Classroom was obtained at the October 28, 2020 Board of Directors meeting.



4. Sixth grade:

- Odysseyware scope and sequence for ELA and science (all learners)
- Big Ideas scope and sequence for math linked through Google Classroom (all learners)
- Teacher created curriculum and resources for social studies\* (all learners)
- Teacher created curriculum and resources for Spanish\* (all learners)
- Teacher created curriculum and resources for PE\* (all learners)
- Teacher created curriculum for the following electives (in-person learners):
  - SRT (Student Resource Time)
  - Study Skills
  - Pan Jams
  - Telehistorias
  - Public Speaking
  - Advanced Conditioning
  - Horticulture

5. Seventh grade:

- Odysseyware scope and sequence for ELA, social studies, and science (all learners)
- Big Ideas scope and sequence for math linked through Google Classroom (all learners)
- Teacher created curriculum and resources for Spanish\* (all learners)
- Teacher created curriculum and resources for PE\* (all learners)
- Teacher created curriculum for the following electives (in-person learners):
  - SRT (Student Resource Time)
  - Pan Jams
  - Horticulture
  - Careers
  - Advanced Conditioning
  - Telehistorias

6. Eighth grade:

- Odysseyware scope and sequence for ELA, social studies, and science (all learners)
- Big Ideas scope and sequence for math linked through Google Classroom (all learners)
- Teacher created curriculum and resources for Spanish\* (all learners)
- Teacher created curriculum and resources for PE\* (all learners)
- Teacher created curriculum for the following electives (in-person learners):



- SRT (Student Resource Time)
- Careers
- Telehistorias
- Public Speaking
- Digital Music

\*Courses uploaded to the Odysseyware platform.

The Odysseyware virtual platform will house all courses (other than math and electives) for 3<sup>rd</sup>-8<sup>th</sup> grade Holly Academy students. In-person and blended students will receive instruction on the units of study that align with the lessons accessed by remote learners. Blended students will work remotely on Odysseyware lessons as well as teacher created lessons. All subject area courses are aligned with the Michigan Academic Standards and weekly lesson plans must provide the standards covered. Scope and sequence materials document the attainment of all grade level standards for the school year. Grading for all 3<sup>rd</sup>-8<sup>th</sup> grade students will be completed by the in-person teacher for the subject. Grades will be uploaded to Skyward (school/parent portal) weekly. Each quarter students will receive report cards documenting progress for that term.

### **Equitable Access**

In August 2020, families were surveyed to determine their preferred mode of learning for their students in the 20/21 school year. At that time, families were also surveyed to determine which students would need a device to access remote learning and if internet capability was needed. Holly Academy provided one-to-one devices for all students who requested a device. All HA families reported that they had internet capabilities necessary to access remote learning.

In collaboration with our Director of Special Education, Holly Academy will review/revise all learners' IEPs and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly. Staff will:

- Commence intervention and support services. Plans must include all programs and learning environments (in-person, blended, remote).



- Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Remain connected with MDE about policies and guidance.
- HA's Director of Special Education will develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by the school psychologist and social worker.