

Forest Academy

**Forest Academy Extended COVID-19 Learning Plan**

Address of School District: 5196 Comstock Ave, Kalamazoo MI, 49048

District Code Number: 39907

Building Code Number(s): 00843

District Contact Person: Meghan Watters

District Contact Person Email Address: [mwatters@fbrcs.org](mailto:mwatters@fbrcs.org)

Local Public Health Department: Kalamazoo County Health Department

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

Name of Intermediate School District: Forest Academy

Name of Authorizing Body: GVSU

Date of Adoption by Board of Directors: June 15, 2021

**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 reconfirm 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 reconfirms 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

6/15/21

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Date

## Forest Academy

### **Introduction and Overview**

Forest Academy is a small, K-8, public school academy located in Kalamazoo. Our student body consists of approximately 124 students. Our school prides itself on individualized instruction, weekly feedback for parents, core academics, and strong parent involvement. This plan was created to facilitate increased student engagement as well as achievement for our students for the 2020-2021 school year. Due to the unusual circumstances of the school year in relation to COVID we find it necessary to create this plan to best support our students and families as well as lay out educational goals to guide this effort. As we have in previous years, we will administer NWEA to all our students (fall/winter/spring) and use this data to assess growth and progress toward the educational goals we have created for this year. We understand that students, after a very unusual end to the 19/20 school year, will be presenting to us at a wide variety of levels. We plan to use NWEA data to target and individualize instruction for all students both in the classroom as well as with small group work. Initial NWEA assessments will take place within the first 6 weeks of school.

## **Educational Goals**

Forest Academy will have six educational goals, based on NWEA and MSTEP assessments, to guide the 20/21 school year. They are as follows:

1. By Winter (January) 2021 NWEA assessments, a minimum of 50% of our students will meet or exceed the NWEA grade level norms for mid-year in reading for all K-8 students.
2. By Spring (May/June) 2021 NWEA assessments, a minimum of 75% of our students will meet or exceed the NWEA grade level norms for end of year in reading for all K-8 students.
3. By Winter (January) 2021 NWEA assessments, a minimum of 50% of our students will meet or exceed the NWEA grade level norms for mid-year in math for all K-8 students.
4. By Spring (May/June) 2021 NWEA assessments, a minimum of 75% of our students will meet or exceed the NWEA grade level norms for end of year in math for all K-8 students.
5. As measured by the state assessment, MSTEP, the school's percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready will meet or exceed the select peer schools' mean reported percentage of total testing students in all tested grades identified as proficient in all tested subjects or identified as college ready.
6. As measured by the state assessment, MSTEP, the school's mean student growth percentile rank in ELA and MATH will meet or exceed the select peer schools' mean student growth percentile rank.

Forest Academy will monitor progress toward these goals through use of NWEA assessments in fall, winter and spring. Any student who does not meet the mid year NWEA goal(s) will be placed on a special service plan with needed remediation provided, these plans will be reviewed and updated a minimum of once a month. NWEA testing will be on site in phase 4-6 and will be done remotely in phases 1-3. All students are assessed K-8 in both reading and math, additionally 3-8 will be assessed in ELA. After the conclusion of each testing cycle, data will be compiled, shared with the board, staff and parents. Staff will use data to guide instruction, plan lessons, small groups, MTSS and individualized, targeted instruction for all students. The board will receive regular updates at meetings and as requested. Parents will receive detailed student reports after each testing cycle. Parents will also receive weekly reports of student progress toward curriculum goals. MSTEP testing will take place in spring of 2021, results will be reported to the board and parents as soon as available.

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

In phases 1-3 all instruction will be delivered online/remotely. This will be done with a combination of live instruction, pre-recorded lessons, and assignments through Google Classroom and will also be supported with printed packets of materials and textbooks as applicable. Additional details of planned instruction for phases 1-3 were provided in the COVID 19 Preparedness and Response Plan previously reviewed and approved.

During phase 4, full time, five day a week, in person instruction as well as a remote option will be offered. We will allow parents to select which option is a best fit for their families. Parents that elect the online option will have the opportunity at the end of each quarter to switch back to in-person learning given there is space available, however, once they are back in-person, they may not elect to go back online.

In phases 5-6 all instruction will be in person, full time, five days a week. In the event of a move from phase 4 to 5 during the 2020-2021 school year, only students already enrolled in the online program will be allowed to continue until the end of the school year, after which they will be transitioned to in-person instruction. All health and safety protocols as outlined in the MI Return to Learn Roadmap will be adhered to.

At the start of the school year each teacher/grade level creates a curriculum roadmap to guide and pace instruction throughout the year. They take the entire curriculum and map out into which quarter each learning objective will be taught. Every teacher also receives a pacing chart where they are expected to track each week the pace of material taught in every curriculum area over the course of the 41 weeks in the 20/21 school year. The pacing chart indicates for teachers what percent of each curricular area should be taught each week to ensure they progress through the entire curriculum in a year's time. For example it indicates that by Friday, November 6<sup>th</sup>, teachers should have presented/taught a minimum of 26% percent of the curriculum to be on track to finish the full year's course of instruction. This pacing chart can be modified to indicate the need for an accelerated pace as well. Administration monitors the pace of instruction weekly.

Teaching progress, material taught and student mastery are entered in our gradebook system, known as the Learning Management System (LMS), weekly and monitored by administration. Parents are provided preview reports each Monday outlining curriculum/learning objectives to be taught for the upcoming week and then are provided a weekly report each Friday assessing their child's mastery or progress toward mastery on every learning objective taught that week. These reports are provided via printed copies sent home, but can also be sent to parents electronically if needed. The LMS allows us to monitor grade levels, classes, and individual student progress in every area in real time. Special service plans for students needing either extra remediation or accelerated work can also be created and monitored within the Learning Management System (LMS). This gradebook system will be utilized in every phase of instruction 1-6.

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School administration/principal, may at their discretion move the school to remote learning during any phase of the plan for up to 4 weeks without further board action. Board would be notified prior to implementation and asked to reapprove any extension beyond 4 weeks.

### **Equitable Access**

Forest Academy will offer both in person instruction as well as a remote option during phase 4. We completed a technology survey with our families and will have devices and/or hotspots for those who need them. The need for assistance with technology was approximately 30% of families. Should we need to move to phases 1-3 to deliver remote instruction, all students who need devices to equitably access instruction will be provided one at no charge from the management company, The Foundation for Behavioral Resources. The technology survey will be repeated at the start of the new semester in January 2021 or as needed. The survey will also be given to any new students moving forward as they enroll.

Students with disabilities will be provided any assistive materials, including technology to be able to equitably participate in remote learning. All modifications and/or accommodations received through special education services will continue to be provided. All guidance in current IEP and 504 plans will be followed.