



Genesee Stem Academy Extended COVID-19 Learning Plan

Address of School District: 5240 Calkins Rd., Flint, Michigan 48532

District Code Number: 25900

Building Code Number(s): 02031

District Contact Person: Vincent L. Price, Jr

District Contact Person Email Address: vincent.price@geneseestem.com

Local Public Health Department: Genesee County Health Department

Local Public Health Department Contact Person Email Address: Danielle Steplowski,
dsteplowski@gchd.us

Name of Intermediate School District: Genesee Intermediate School District

Name of Authorizing Body: Saginaw Valley State University

Date of Adoption by Board of Directors: September 17, 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.

Nicholas Morgan (covid19)

President of the Board of Directors

September 17, 2020

[DATE]



Introduction and Overview

- Provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

While the COVID-19 Pandemic runs its course and our local government is implementing measures that limit the number of people congregating in public places, we find it necessary to extend our COVID-19 Learning Plan. It is necessary to increase pupil engagement and achievement for 2020-2021 because we have a demographic of families who have not been tested, nor ability to be tested regularly. It is also necessary because we have worked on creating a routine where distance learning has become a normalcy for our students and we wouldn't want to disrupt engagement and instruction to switch gears once again. Online and phone call surveys indicate that our families are not yet comfortable with face to face schooling.



Educational Goals

- **Outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. It is the expectation of your authorizing body that your educational goal is aligned to the educational goal within your charter contract. The Academy must establish all of its goals by no later than September 15, 2020.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals must include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The goals must select a benchmark assessment or benchmark assessments that are aligned to state standards and an assurance that the Academy shall administer the benchmark assessment or benchmark assessments to all pupils to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) The goals must be measurable through a benchmark assessment or benchmark assessments.
- **Ensure** that the benchmark assessment used to measure progress toward attainment of the goals is approved by the Michigan Department of Education and meets all of the following: (a) Is one of the most commonly administered benchmark assessments in the state; (b) Is aligned to the content standards of the state; (c) Complements the state's summative assessment system; (d) Is internet-delivered and includes a standards-based assessment using a computer-adaptive model to target the instructional level of each pupil; (e) Provides information on pupil achievement with regard to learning content required in a given year or grade span; (f) Provides immediate feedback to pupils and teachers; (g) Is nationally normed; and (h) Provides multiple measures of growth and provide for multiple testing opportunities.
- To the extent practicable, the Academy shall administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.



The Academy is committed to achieving our Partnership and has been engaged in partnership efforts, we remain committed to our previously agreed goals.

Those goals are as follows:

PARTNERSHIP GOALS

- GOAL 1:** Our goal is that 50% of full academic year students in grades k-8 will meet or exceed growth targets based on the 2021 Spring NWEA Reading assessment.
- GOAL 2:** Our goal is that 50% of full academic year students in grades k-8 will meet or exceed growth targets based on the 2021 Spring NWEA Math assessment.
- GOAL 3:** In 36 months, the present of student in grade 3-8 scoring proficient in ELA on M STEP will increase by 4% from 2019 to 2021
- GOAL 4:** Students in grade 3-8 scoring proficient in MATH on M STEP will increase by 4% from 2019 to 2021
- GOAL 5:** Based on the most recent index score, the Academy will show a 4-point increase on the overall ELA proficiency index from 2019 to 2021.
- GOAL 6:** Based on the most recent index score, the Academy will show a 4-point increase on the overall MATH proficiency index from 2019 to 2021.
- GOAL 7 :** Based on the most recent index score, the Academy will show a 4-point increase on the overall ELA proficiency index from 2019 to 2021.

The academy will continue to use NWEA MAP assessments as the benchmark assessment tool for the Academy. The test will be administered in the first nine weeks of school and the data will be used as benchmark data for the school year and also as guidance for curriculum adjustments. Increased student achievement will be measured by middle of the school year administration of NWEA assessments. The goal is for the data to show a momentum of growth that will result in end of the year goal attainment. This will be measured by administering NWEA MAP assessments a third time before the last day of the school year. Local benchmark assessments and Edmentum Exact Path computer adaptive assessment system will be administered



throughout the school year to track student achievement and mastery. This program will be used to determine whether pupils are making meaningful progress toward mastery of standards. At the end of the school year, the academy will also administer M-STEP as required by the Michigan Department of Education (MDE).



Instructional Delivery & Exposure to Core Content

- **Describe** how and where instruction will be delivered during the 2020-2021 school year. (E.G., in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).
- **Describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the Academy had planned for that exposure to occur for in-person instruction.
- **Describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

During the 2020-2021 school year, the academy will deliver instruction using a combination of online, digital, and both synchronous and asynchronous formats.

Teachers will provide live instruction from the school building daily. Students will be engaged in the learning process online daily as well as required to complete standards based assignments outside of live instruction time. The plan is to expose all students to the standards, following SVSU SUPO curriculum pacing (the same as previous years). Benchmark and assessment data may dictate adjustments to the scope and pacing. The academy will also be using a new adaptive program that assesses and provides supplemental lesson sets to both expose students to the standards and also increase pupil progress toward mastery of the standards in ELA and Math. Teachers are required to grade no less than 2 assignments and one formative assessment per week. These grades are to be entered into Synergy gradebook weekly and available for pupils and parents/legal guardians to view.

Class Schedules are listed below:

Kindergarten

AM Session

8:00 - 8:30 Do Now and Morning Meeting

8:30-9:00 ELA

9:30-9:45 Brain Break



9:45-10:15 Exact Path Reading

10:15-10:20 Break

10:50-11:25 Eureka Math

11:25-12:00 Exact Path Math

12:00-12:30 Lunch

PM Session

12:30-1:00 Do Now and Community Meeting

1:00-1:30 ELA

1:30-1:45 Brain Break

1:45-2:15 Exact Path Reading

2:15-2:20 Break

2:20-2:50 Eureka Math

2:50-3:20 Exact Path

3:20-3:45 Planning

1st Grade

A.M. - ConnectED ELA M-Th.

8:30 Do Now/Get all tabs open and login for websites/Attendance/Restroom

8:45 GSTEMA Code /Positivity Project/ Growth Mindset from Class Dojo/7 Habits for Kids/Social-Emotional Check-In

9:00 ELA ConnectED Mini-Lesson

9:15 Leveled Instructional Groups-20 min each with 5 minute transitions for stretch/restroom

Approaching

On Level

Beyond

10:30 ELA-Tutoring and Choice Time-Interventionist-led activities/ Teachers have a Meet with individual students/ 30+ minutes of GSTEMA-approved sites (Study Island, ExactPath, etc.)

/ELA Projects/Paper packets/Read to self or partner (at home or in a breakout group)

[/getepic.com](http://getepic.com).



11:00 Accountability Check-In (Show paper packet; online work; number of Blue Ribbons; Written work for Reading Goal/Objective, etc.)

Social-Emotional Check-In

11:15 Brain Break/Restroom

11:30 Heggerty Phonics Program

Read Aloud

11:45 Whole Group Writing

12:00 Writing Accountability Check-In;

12:15 Lunch/Recess/Restroom/Choice

Teachers- 30 minute Prep and 30 minute Lunch

P.M.-Eureka Math M-Th.

1:15 Math Do Now/Directed drawing/Game/Art/login to all tabs/Social Emotional Check-In

1:30-1:45 Whole Group Math (*Recorded live for students to view at a later time.*)

1:45 Tiered Instructional Math Groups-20 min. each with 5 minute transitions for stretch/restroom.

Approaching

On-Level

Beyond

2:50 Math-Individual Tutoring and Choice Time- Interventionist-led activities/ Teachers have a Meet with individual students/ 30+ minutes of GSTEMA-approved Math sites (Study Island, Exactpath, etc.)/Math Projects/Paper packets with manipulatives.

3:10 Accountability Check-In-(Show paper packet; online work; number of Blue Ribbons; Written work for Math Goal/Objective, etc.)

Social-Emotional Check-Out

3:30 End of School Day

Fridays-Social Studies and Science

A.M. Social Studies - Fridays - (MAISA/MI Open Book Project/C3)

8:30 Do Now/Get all tabs open and login for websites/Attendance/Restroom

8:45 Positivity Project/ Growth Mindset from Class Dojo/7 Habits for Kids/ Social-Emotional Check-In

9:00 ELA Assessments

9:30 Whole Group Social Studies

10:00 Social Studies Project and/or Video



11:00 Individual Tutoring and Choice Time - Interventionist-led activities/ Teacher has a Meet with individual students/ 30+ minutes of GSTEMA-approved websites (Study Island, Exactpath, etc.)/Paper packets/Finish Project/Read Social Studies trade books/Discovery Education Social Studies videos

12:00 Accountability Check-In (Show paper packet; online work; number of Blue Ribbons; Written work for Social Studies Goal/Objective; Progress on project, etc.)

12:15 Lunch/Recess/Restroom/Choice

Teachers- 30 minute Prep and 30 minute Lunch

P.M. - Fridays - Science (STEMScopes/Discovery Education)

1:15 Do Now

1:30 Math Assessment

2:00 Science-Whole Group (*Recorded live for students to view at a later time.*)

2:15 Science Project and/or Video

2:45 Individual Tutoring and Choice Time-Interventionist-led activities/ Teacher has a Meet with individual students/ 30+ minutes of GSTEMA-approved websites (Study Island, Exactpath, etc.)/Paper packets/Finish Project/Read Science trade books//Discovery Education Science videos

3:00 Accountability Check-In (Show paper packet; online work; number of Blue Ribbons; Written work for Science Goal/Objective; progress on project, etc.)/Social-Emotional Check-Out

3:30 End of Day

2nd Grade

8:30-9:00am Morning Meeting

9:00-10:00am ELA/Social Studies Group A: Instructional Group B: Independent

10:00-11:00am ELA Small Groups Independent Work

11:00-12:00am ELA/Social Studies Group A: Independent Group B: Instructional

12:00-1:00pm Lunch

1:00-2:00pm Math/Science Group A: Instructional Group B: Independent

2:00-2:30pm Math Small Groups Independent Work

2:30-3:30pm Math/Science Group A: Independent Group B: Instructional

(Subjects are rotated into Independent work times and Instructional times by group.)

3:30-3:45pm Wrap-up/Check-Out

3rd & 4th Grades



8:30 -8:50 Morning Meeting/Daily Focus
8:50-9:00 Do now Assignment
9:00-10:00 ELA instruction and work time
10:00 - 10:30 Exact Path ELA
10:30-10:45 Brain Break
10:45- 11:45 Math instruction and work time
11:45 - 12:15 ExactPath Math
12:15 - 1:00 Lunch
1:00 - 1:20 DEAR reading time
1:20 - 1:45 Positivity Project
1:45 - 2:30 Social Studies
2:30 - 2:45 Brain Break
2:45 - 3:30 Science
3:30 -3:45 Reflection/Wrap up

5th & 6th Grades

Monday - Friday

8:30 - 8:45 Morning Meet/*Positivity Project*
8:45 - 8:50 *Daily Focus*
8:50 - 9:00 Do Now/5-A-Day Language
9:00- 10:00 Instruc. ELA (Reading $\frac{1}{2}$, Writing $\frac{1}{2}$)
M/W - 10:00 -10:30 *Small Grp Work*
10:30 -10:50 *Independent Reading/Epic Reading Selection/ExactPath*
10:50 - 11:00 *Brain Break/Restroom Break*
11:00 - 12:00 *Instruction Math*
12:00 - 12:30 M,W,-*Small Grp Work*
12:00 - 12:30 T,Th,F- *Math Learning Plan on ExactPath*
12:30 - 1:30 Lunch
M,W 1:30 - 2:30 *Individualized Learning Plan with ExactPath*
2:30 -3:00 *Social Studies* (Open Book Project, Discovery Ed, Study Island, Atlas Rubicon)
3:00 -3:30 *Science* (Supportive apps: STEMscopes, Discovery Edu)
3:30 -3:45 *Wrap up*
T,Th 1:30 - 2:30 *Math Instruction*
2:30 -3:00 *Small Group Work Independent Work*
3:00 -3:30 *Science*
3:30 -3:45 *Wrap up*



Middle/High 7th-12

2 hour Block schedules.

Monday/Wednesday 1st hour, 2nd hour, lunch, homeroom(college/career), 3rd hour

Tuesday/Thursday 4th hour, 5th hour, lunch, homeroom(college/career), 6th hour

Friday 7 period class schedule (55 minutes each with shorter homeroom time)



Equitable Access

- If delivering pupil instruction virtually, **describe** how the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- **Describe** how 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 is committed to providing all our students with a Chromebook and options for families in need of internet access. Families have been surveyed to determine their technology needs and our technology department has and will continue to provide them with support.

Students' IEPs, and 504 plans were reviewed and revised in coordination with general and special education teachers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs. Teachers and support staff have arranged times for push in and pull out services for special education students. The academy's distance learning program ensures equitable access for all students and instruction and accommodations are provided in accordance with regulations. We are also creating contingency learning plans for all students with disabilities during remote learning.