

Frankfort-Elberta Area Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 543 11th Street, Frankfort, MI 49635

District/PSA Code Number: 1025

District/PSA Website Address: www.frankfort.k12.mi.us

District/PSA Contact and Title: Jeffrey Tousley, Superintendent

District/PSA Contact Email Address: jtousley@frankfort.k12.mi.us

Name of Intermediate School District/PSA: Traverse Bay Area Intermediate School District (TBAISD)

Name of PSA Authorizing Body (if applicable): Traverse Bay Area Intermediate School District

Date of Approval by ISD/Authorizing Body:

Fankfort-Elberta Area Schools Extended COVID-19 Learning Plan Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA'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 District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
 - o select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - o administer the 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 and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
 - o provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - o 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 District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department 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. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA 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
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

7. The District/PSA assures that
 - o instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - o the District/PSA will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - o public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.

8. The District/PSA 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.

9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA 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 District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

Michael Poache

 District Superintendent or President of the Board of Education/Directors

Jeff Jones FEAS Superintendent

7/28/2020

 Date

Learning Plan Narrative

Opening Statement

- Please 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.

Frankfort-Elberta Area Schools (FEAS) recognizes that the COVID-19 pandemic has impacted the local area and our students in many ways. As we return to school, our first priority is to check-in on our students' social emotional states, and to address the needs the pandemic trauma has caused. We further recognize there will be gaps and deficiencies in their learning, due to the issues encountered by students in their personal experiences with remote learning. We recognize students will need to have interventions and other services to address the deficiencies in their learning due to the pandemic.

At FEAS, we began the year in a hybrid learning environment to reintroduce students to the learning environment and to ensure safety protocols were sufficient for student and adult health. As we begin a more traditional daily schedule, we will ensure there are structures in place for equitable learning for all students as we address the skill deficits students may have.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **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 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 District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

FEAS believes benchmark assessments will provide critical data for addressing the learning needs of students. The initial testing data will provide information to create individual learning interventions to help students meet benchmark goals set by the district. Initial NWEA testing data will be used for Tier I and Tier II interventions to be implemented in the general education classroom (Tier I) and for targeted interventions such as Title I (Tier II). All students, whether face-to-face or virtual, will be tested and needed interventions provided regardless of the mode of schooling families have selected. However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning in isolation. Rather, our district will continue the use of (and provide professional learning around said use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe our students' growth and achievement to inform instruction. The Traverse Bay Area Intermediate School District has provided high quality professional learning in formative assessment. It has been an area of focus for TBAISD, creating an environment from which FEAS teachers have benefited

Formative assessments, the use of which is supported by ample research, provides data for teachers and students in a timely manner. It provides

information for adjusting instructional practices more quickly and effectively than waiting for summative assessments.

NWEA assessments in reading, language and mathematics will be administered to all students three times: before October 1, the week of January 24, 2021, and the last week of May, 2021. Teachers will use formative assessments to provide information to inform their instruction to meet the goals over the course of the school year. Progress

Frankfort-Elberta Area Schools Extended COVID-19 Learning Plan 5 reports will be posted on the district's website (www.frankfort.k12.mi.us) in February and June, to show continuing growth from one NWEA administration to the next.

To ensure all students have the opportunity for growth, teachers will be trained in differentiation and formative assessment techniques and strategies.

Results related to student growth will be shared at regular intervals to all stakeholders, including local School Board meetings, parent-teacher conferences, and in school building training and discussion related to student growth.

Goal 1 - All students (K-8) will improve performance toward grade level achievement in reading and language from Fall to Spring as measured by NWEA.

- All teachers will use differentiation and formative assessment techniques to support meaning student progress towards mastery of grade appropriate reading and language academic standards.
- Data from the NWEA benchmark assessment will be continuously analyzed by staff members for appropriate shifts in interventions to meet students' needs. • FEAS recognizes that within student grade groups, there will be significant gaps, and narrowing learning gaps within those grades will be a focus of the district's work.

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

- All teachers will use differentiation and formative assessment techniques to support meaning student progress towards mastery of grade appropriate mathematics academic standards.
- Data from the NWEA benchmark assessment will be continuously analyzed by staff members for appropriate shifts in interventions to meet students' needs. • FEAS recognizes that within student grade groups, there will be significant gaps, and narrowing learning gaps within those grades will be a focus of the district's work.

Goal 3 - All students (K-8) will be identified for social emotional needs based on survey data (parents), assessment data (SEL Web), and anecdotal evidence (parents and staff members).

- Students will be provided social and emotional services individually or in groups as deemed necessary by parents, staff, mental health practitioners, and from benchmark data from the SEL Web Assessment.
- Students in grades K-8 will participate in the SEL Web Assessment for identifying students who need assistance in this area.

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- FEAS recognizes that the social emotional well-being of students is not able to be measured in the same ways academic growth is with testing.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Frankfort-Elberta Area School began the school year with two instructional models. Students began the school year either in a hybrid, face-to-face model (see www.frankfort.k12.mi.us - front page) or a 100% virtual school model. The “FEAS Soft Start” divided students into A and B student groups, who attended the first week, one day, the second week two days, and the third week groups A and B joined for full time, face-to-face instruction.

The virtual students attended an orientation on Wednesday, September 9, and began benchmarking testing on September 15. The pathways for learning were provided to students on September 21 for their virtual school year to begin, with instructional plans based upon their initial NWEA benchmark data. For the elementary level and high school level, certified teachers will support the students and provide necessary interventions based upon their testing data. The district has created two part-time virtual support positions as an investment in supporting the virtual learners and their growth over the 2020-2021 school year.

- **Please 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 District/PSA had planned for that exposure to occur for in-person instruction.

Note: the Frankfort-Elberta Area Schools full instructional plan can be found in the My Safe Schools Roadmap at www.frankfort.k12.mi.us.

Each student in the face-to-face environment will be exposed to the appropriate grade levels Core Knowledge Languages Arts (K-5) and Engage New York ELA (5-8) programs, and Expressions Math (K-6) and Pearson Mathematics (7-8). Formative assessment instructional techniques of pre-assessment, mid-and post-assessment will be used to determine student understanding and achievement of standards. Teachers will use mid- and post-assessment data to differentiate for students.

Each student in the 100% virtual environment will receive Michigan State Content Standards asynchronous instruction in Math and English/Language Arts in the aligned courseware provided by PathBlazer/Edgenuity. FEAS teachers will offer support as well as the specific virtual instructors in order to ensure success for all learners. Formative assessment is embedded in the virtual content provided to students, with post-assessment data for use in remediating students struggling with content. PathBlazer/Edgenuity use differentiated instruction based upon NWEA assessment scores.

FEAS understands virtual learning is different than traditional face-to-face environments. FEAS is committed to engaging students through virtual meetings to elicit conversation with instructors and other students. Virtual students will have opportunities to participate in activities with other virtual students, and will have occasional inclusion with face-to-face learning environments. FEAS intentionally provides opportunities for virtual students to be a part of the FEAS community of learners.

- **Please 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.

Frankfort-Elberta Area Schools will monitor pupils' progress toward mastery of the standard described within this section in a variety of ways. Students will receive formative assessment in the classroom. This may vary, from informal non-written assessments to more formal quizzes, tests, and writing samples. Teachers will use these formative assessments to monitor learning and inform instruction, including providing accommodations and differentiations to individual students. Teachers will provide timely feedback to students and parents (via electronic grading portals and

one-to-one communications) as well as opportunities to revise work. All assessments and assignments are aligned to state standards. Teachers will communicate with parents via apps, email, traditional mail, and telephone calls. Teachers will provide progress reports at midpoints of marking periods, as anytime student performance requires such progress reporting.

All virtual work will be automatically graded and scores recorded. Students and parents will have instant feedback. Virtual instructors will also track student work and progress, and will provide support to ensure students complete work at high levels. In addition, all virtual students will have two-way communication, at least two times per week with instructors.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Frankfort-Elberta Area Schools has addressed equitable access to technology and the internet necessary for participation in instruction in the MySafeStart Roadmap, FEAS Preparedness Plan located on the district website, www.frankfort.k12.mi.us.

The district is a one-to-one device district, so students have ipads or chromebooks available to them for virtual and remote learning. Since the development of the Preparedness Plan, the district has worked with parents to provide hotspots at no- or low-cost to families for virtual and remote learning.

All certified staff have completed remote learning training through Communications by Design in order to move more fluidly and effectively to remote learning, should it become necessary due to Covid-19.

Virtual students have received hotspots and devices, and attended virtual orientation. Technical staff have worked with parents regarding connectivity, passwords, and login difficulties to assist students' learning. Virtual students will receive two-way communication two times per week with instructors to identify problems with virtual learning and to support students in timely and successful completion of courseware.

- **Please describe** how the District/PSA 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.

All Individualized Education Plans and 504 plans are being reviewed and amendments created to address specific changes to learning environments for face-to-face and virtual students who

have IEPs or 504 plans. Parents, teachers, and (where appropriate) students are collaborating in plan revisions.

All IEPs are presently current. Special education teachers are in the process of reviewing all students' plans to identify which students need to have IEPs opened and supplemental amendments created to meet their requirements.

504s are being revised at the beginning of the 2020-2021 school year. Many 504 accommodations are not relevant for the virtual environment, but any that must be adjusted for virtual will have changes made.

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• **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

- 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

English-language learners will be supported through TBA-ISD and our consortium to support ELLs.

The Pre-K program is located in Frankfort Elementary School, and the staff works to support face-to-face and virtual fledgling learners and families.

All other populations are addressed in the District's Preparedness Plan, located at www.frankfort.k12.mi.us.