



Presque Isle Academy Extended COVID-19 Learning Plan

Address of School District: Presque Isle Academy

District Code Number: 71902

Building Code Number(s): 08867

District Contact Person: Andrew Stibitz

District Contact Person Email Address: pia@presqueisleacademy.com

Local Public Health Department: District Health Department #4

Local Public Health Department Contact Person Email Address: hblack@dhd4.org

Name of Intermediate School District: Cheboygan, Otsego, Presque Isle ESD (COPESD)

Name of Authorizing Body: Bay Mills Community College

Date of Adoption by Board of Directors: 9/8/2020



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-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

Mark Schuler

Date

9/8/2020



Introduction and Overview

The goal of Extended COVID-19 Learning Plans is to ensure that all schools are providing, to the best of their ability, each student with valuable instruction to help them stay on pace in their learning. In the midst of the COVID-19 pandemic we are committed to the safety of our students and staff while also providing top-notch instruction and continuity of learning. At this time, we believe that in-person instruction is the best way to do that. This Plan is presented as a means to maintain and increase student engagement and achievement in the 2020-2021 school year. It is PIA's goal to expand learning opportunities, encourage valuable participation, provide adequate resources and accessibility, build proficiency and growth, and increase the percentage of students who graduate. Our staff will diligently monitor student progress to achieve that goal. Should our current situation change as the pandemic evolves, this plan will be revised accordingly.

Educational Goals

Educational Goal:

The median Student Growth Percentile for students in grades 9 and 10 will be at or above the 50th percentile on NWEA's Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.

The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all grade 9-10 students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.

Academy will make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the education goals not later than February 1, 2021 for fall-to-winter goal and not later than the last day of school of the 2020-21 school year for the winter-to-spring goal.

Measure 1: Student Achievement

The academic achievement of all students in grades 9-11 will be assessed using the following metrics and achievement targets:

GRADES	METRICS	ACHIEVEMENT TARGETS
Grades 9-11	The average grade-level scores in reading and math as measured by the Measure of Academic Progress by NWEA and average scores in	Students enrolled for two or more consecutive years will on average achieve scores equal to or greater than the college readiness



	all subjects as measured by SAT test.	achievement targets identified in this schedule.
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Measure 2: Student Growth

The academic growth of all students in grades 9-11 at the Academy will be assessed using the following metrics and growth targets:

GRADES	METRICS	ACHIEVEMENT TARGETS
Grades 9-11	Growth made by students from fall-to-spring in reading and math as measured by growth targets set for each student on the Measure of Academic Progress by NWEA.	Students enrolled for two or more consecutive years will on average achieve scores equal to or greater than the college readiness achievement targets identified in this schedule.

Achievement Targets

Grade	NWEA Reading End-of-Year Target	NWEA Math End-of-Year Target
9	222.9	236
10	223.8	236.6
11	Composite SAT Score - 990	

Instructional Delivery & Exposure to Core Content

Instruction - In-Person Instruction

Instruction will be delivered in-person as much as possible while keeping student and staff safety our top priority. PIA partners with the DNR and, in order to promote social distancing, we will split up our students so that one cohort is in the field and the other cohort is in the school building. Virtual/online resources will also continue to be provided to students and families as necessary.

PIA has set an instructional vision that ensures that every student has access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics. We have identified students who have had low engagement and developed plans to provide additional support to those students.



We continue to provide high quality digital tools and resources to our students and families and have integrated them into our daily in-person instruction to allow for ease of continued use at home if need be. In order to facilitate this, we have ensured that all students and families have adequate connectivity and devices necessary to successfully engage in and complete all schoolwork both while at school and at home.

PIA will manage and monitor student learning in a variety of ways. We will provide frequent grade and participation updates that include flagging missing assignments and mastery of content. Teachers will document in our student database that students have completed work and/or level of mastery. Teachers will assess the level of student participation each week. Participation and engagement reports will be provided to administrators on a regular basis. Students not meeting participation expectations will require additional outreach efforts. Further intervention to prompt participation will be utilized on a case-by-case basis. Our team will also call or email parents of students not engaging in learning activities and document it in our student database.

Our PIA teaching and administration team will meet to discuss and agree upon essential learning (skills and content), as well as activities to demonstrate mastery. Teachers will complete an overview that outlines the following: essential learning, rationale, academic and SES supports, and evidence of mastery. Teachers will also meet as necessary to discuss student data and adjust instruction as needed.

Students will receive grade reports at the end of the semester and will be awarded credit upon completion of each class's essential learning standards. Students who do not complete the activities and/or demonstrate mastery of essential learning standards will receive "incomplete" grades and will be given future support and opportunities to earn credit.

Equitable Access

PIA conducted a phone call survey prior to the 2020-2021 school year to determine the availability of Internet access and computing devices for each student. Most students have an Internet connection. Several families expressed a need for computing devices. Families were, and will continue to be, loaned ChromeBooks for the upcoming school year to enable them to learn via our online learning platform, whether they are in the classroom or at home. Presque Isle Academy administration will continue to survey families to ensure that every PIA family has a computing device. Video, audio, small group, and one-on-one instruction and project-based assignments are incorporated into our core and elective classes. In addition, in order to ensure student and family connectivity, we have ordered several internet hotspots from Verizon Wireless. In the event that a student does not have personal internet access, they may check out a hotspot for use at home.

Students with Disabilities

Students with IEPs or 504 Plans will access the same learning opportunities that are offered to



general education students. These learning activities and supports will address student needs identified within any IEP/504, to the extent appropriate. To accomplish this, special education providers will collaborate with general education teachers to ensure provision of accommodations and modifications (when appropriate) to allow students to access learning opportunities. In collaboration with the parent/guardian as school re-opens, we will revise IEPs and learning plans as necessary, as determined by state guidance, to ensure FAPE is being provided. Individualized accommodations for each student are shared with classroom teachers. School to home communication is as vital as ever, and we will work diligently to establish ongoing two-way communication with families. IEP teams will work collaboratively to ensure that FAPE is being delivered to each student with an IEP or 504 Plan.

The school will develop a continuation of services plan for any students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists/social workers.