



Three Lakes Academy Extended COVID-19 Learning Plan

Address of School District: W17540 Main Street Curtis MI 49820

District Code Number: 49901

Building Code Number(s): 00130

District Contact Person: Rachel Bommarito

District Contact Person Email Address: rbommarito@eupschools.org

Local Public Health Department: LMAS Health Department

Local Public Health Department Contact Person Email Address: kott@lmasdhd.org

Name of Intermediate School District: EUPISD

Name of Authorizing Body: Bay Mills Community College

Date of Adoption by Board of Directors: 9/15/20



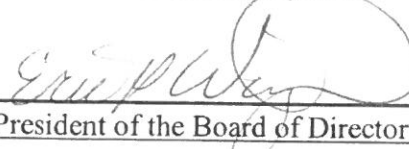
Assurances

- 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.


Eric P. Wey
President of the Board of Directors

9/16/20

Date



Introduction and Overview

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As Three Lakes Academy plans to begin the school year in a hybrid learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.



Educational Goals

Three Lakes Academy will utilize benchmark assessment evidence to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. Data collected from benchmark assessments will be utilized as a starting point, but regular classroom assessments and assignments will inform day to day instructional decisions.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students three times: once in the first nine weeks of the school year, once in January, and again prior to the last day of school. Classroom assessments will provide information to inform our progress toward our goals over the course of the year.

The median Student Growth Percentile for students in grades 2nd through 7th grade 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 2-7 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.

Goal 1 - All students (K-7) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 - All students (K-7) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.



- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.



Instructional Delivery & Exposure to Core Content

Mode of Instruction

To start the school year, all K-7 students will have the choice of attending school every day for face-to-face instruction or enrolling in online instruction. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day.

For online students, teachers will:

- Post developmentally appropriate material daily.
- Maintain contact with students and parents at least twice a week.
- Seek parental feedback.
- Use Classtag as a regular form of communication.
- PK teachers use Cor360 for communication.
- Post a combination of video & other materials in the Google Classroom.
- Establish office hours.
- Be polite and positive
- Check student participation in the Google Classroom regularly.

Curriculum and Instruction: Academic Standards

The Three Lakes Academy curriculum for core academic areas is aligned to state standards and housed in Google Drive.. As teachers navigate the wider than usual range of competencies expected this fall, they will use the Instructional Frameworks we developed and the High Quality Instruction Documents to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-7 instructional standards for the 2020-2021 School Year. The Frameworks and HQI documents will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As teachers work to engage students remotely, they will adhere to the following expectations:

- Post developmentally appropriate material daily.
- Maintain contact with students and parents at least twice weekly.
- Seek parental feedback.
- Use Classtag as a regular form of communication.
- PK teachers use Cor360 for communication.
- Post a combination of video & other materials in the Google Classroom.
- Establish office hours.
- Be polite and positive
- Check student participation in the Google Classroom regularly.



Oakland Schools Best Practices for Remote Learning will be followed.

Assessment and Grading

Three Lakes Academy bases its assessment system on the Michigan and Common Core Standards.. We regularly assess students to determine if they are making progress toward meeting those standards. We utilize Standards-Based Report Cards to show how students are performing on individual standards rather than just giving a letter grade. We place a heavy emphasis on formative assessment to ensure that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

Summative assessments are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

Our teachers keep up-to-date information on student grades in Illuminate, our Student Information System. Teachers will also give feedback and keep grades up to date in Google Classroom. Teachers will keep parents and guardians abreast of any concerns regarding a student's grade through emails, Zoom meetings and phone calls. Finally, we send out to parents report cards at the end of each marking period and hold parent-teacher conferences (virtually this year) in the fall and spring.



Equitable Access

Three Lakes Academy ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. The TLA system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan and again in the COVID-19 Preparedness Response Plan. All students with disabilities will be provided equitable access to instruction and accommodation in accordance with state and federal laws, rules, and regulations. IEP's and 504's will be followed.

[Exhibit 2: ECLP Contract Amendment]

EXTENDED COVID-19 LEARNING PLAN CONTRACT AMENDMENT

BETWEEN

BAY MILLS COMMUNITY COLLEGE
(AUTHORIZING BODY)

AND

THREE LAKES ACADEMY
(PUBLIC SCHOOL ACADEMY)

OCTOBER 1, 2020

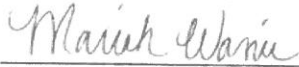
EXTENDED COVID-19 LEARNING PLAN ("ECLP") CONTRACT AMENDMENT

THREE LAKES ACADEMY

In accordance with Article IX of the Terms and Conditions, incorporated as part of the Contract to Charter a Public School Academy and Related Documents, issued by **Bay Mills Community College** ("College Board") and **THREE LAKES ACADEMY** ("Academy") on July 1, 20[insert date of Contract] ("Contract"), the parties agree to amend the Contract as follows:

1. The attached ECLP is incorporated into the Contract. Exhibit 1 [Attached ECLP approved by Authorizer]. The parties agree to suspend the following Contract provisions for the 2020-2021 school year to the extent that such Contract provisions are in conflict with the ECLP:
 - a. Schedule [7b]: Educational Goals;
 - b. Schedule [7c]: Educational Programs;
 - c. Schedule [7d]: Curriculum; and
 - d. Schedule [7e]: Method of Pupil Assessment.
2. Any revisions or changes to the ECLP, approved by the Academy Board, shall be added to this Contract amendment upon approval by the Charter Schools Office Director. The parties agree that amendments to the ECLP will be identified sequentially as "First Amendment to the ECLP Contract Amendment," "Second Amendment to the ECLP Contract Amendment," and so forth.
3. This Contract amendment shall remain in effect until the end of the 2020-2021 school year or termination by the parties, whichever occurs first.
4. In the event that is a perceived conflict between the ECLP and the Academy's Preparedness Plan, the parties agree to discuss implementation of both the ECLP and the Preparedness Plan to ensure that the Academy can meet all of its obligations under applicable law.

This Contract amendment is hereby approved by the College Board and the Academy through their authorized designees and shall have an effective date of the Academy's first day of school for the 2020-2021 school year.



By: Mariah Wanic, Director of Charter Schools
Bay Mills Community College
Designee of the College Board

Dated: October 1, 2020



By: Eric Wiegand, Board President
Three Lakes Academy
Designee of the Academy Board

Dated: October 1, 2020