



Muskegon Covenant Academy
Extended COVID-19 Learning Plan

Address of School District: 125 Catherine Ave, Muskegon MI 49442

District Code Number: 61906

Building Code Number(s): 02490

District Contact Person: Amanda Acker

District Contact Person Email Address: aacker@covenantacademiesfoundation.org

Local Public Health Department: Muskegon County Public Health

Local Public Health Department Contact Person Email Address:

Kathy Moore

231-724-6246

kmore@co.muskegon.mi.us

Name of Intermediate School District: Muskegon Area ISD

Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors: September 29, 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.


President of the Board of Directors

9/29/2020
Date

Introduction and Overview

Given Covid-19 and a lack of vaccine the school has developed a plan within legislature requirements to address safety and the provision of educational services for students. To maximize services & meet our mission of serving students, Muskegon Covenant Academy is working to ensure student/staff safety, provide a mission based environment to eliminate barriers, promote parent-first relationships between staff and students, and ensure academic progress leading to post-secondary goal attainment.

The benefits of an Extended COVID-19 Learning Plan include:

- ~Continuation of teaching and learning services to respond to any potential disruptions resulting from moving between the various phases identified within the Roadmap.
- ~Planning for short term and long term closures and/or absences.
- ~Building from within our academy using resources, people, curriculum, programs, etc.
- ~Incorporation of MDE policies and a variety of resources for Pandemic Learning.
- ~Building in multiple formats to support learning, in addition to an online platform, including assessments being put in place to monitor student learning and progress - both formal and informal assessments.
- ~Looking at all populations of the whole school community.
- ~Continued assessment of the ECLP with continued training to support continued teaching and learning for teachers and students.

Educational Goals

Phases -

Each student enrolled at Muskegon Covenant Academy shall annually be classified by the school based on the phase of learning that the student is in.

Phases are defined as follows:

| Phase 0 | Phase 1 | Phase 2 |
|---|--|--|
| <ul style="list-style-type: none"> • Student has enrolled at the school, but has not little to no live attendance (>20%). • Student has either not engaged or has minimally engaged in the school’s online course platform, if any | <ul style="list-style-type: none"> • Student sporadically attends the school (20-65%). • External barriers sometimes negatively affect academic success. | <ul style="list-style-type: none"> • Student regularly attends the school (66% or more). • Student is earning credits at a pace of 4 credits/year or more. • Student regularly engages in and completes coursework through the school’s online course platform, if any. • Student exhibits positive behaviors, mindsets that align with academic success regardless of external barriers |

Mid-year Goals by January 30, 2021:

| Domain | Phase 0 Target | Phase 1 Target | Phase 2 Target |
|------------------|--|--|---|
| Student Growth | Not factored into goal | 33% of students show positive RIT growth in reading and math, as measured by the NWEA MAP Growth | 33% of students meet their annual RIT growth target in reading and math, as measured by the NWEA MAP Growth |
| Student Progress | 65% of students earn at least 1.0 credits during the academic year | 65% of students either earn 1.5 - 3.0 credits during the academic year or graduate. | 65% of students either earn 3.0 or more credits during the academic year or graduate. |

End of the year Goals by June 30, 2021:

| Domain | Phase 0 Target | Phase 1 Target | Phase 2 Target |
|------------------|--|--|---|
| Student Growth | Not factored into goal | 65% of students show positive RIT growth in reading and math, as measured by the NWEA MAP Growth | 65% of students meet their annual RIT growth target in reading and math, as measured by the NWEA MAP Growth |
| Student Progress | 65% of students earn at least 2.0 credits during the academic year | 65% of students either earn 3-5.5 credits during the academic year or graduate. | 65% of students either earn 6.0 or more credits during the academic year or graduate. |

Instructional Delivery & Exposure to Core Content

When in Phases 1-3 educational services will be provided to all students virtually. During Phases 4 and 5, students are provided the options of attending school virtually or in-person to complete online courses.

When in person - Students are placed in cohorts to support transitioning back into the building to assure all health and safety procedures are appropriately implemented. When in person, education will be delivered by highly-qualified, grade level teachers through Edgenuity. Edgenuity is an online learning platform that is aligned to the Michigan Merit Curriculum that is available 24/7. Teachers will work with students on the courses that they are taking. Students take one class at a time and once they earn credit they are moved to the next course on their Educational Development Plan (EDP).

When virtual - Synchronous and Asynchronous instruction will be delivered by highly-qualified, grade level teachers through Edgenuity. Edgenuity is an online learning platform that is aligned to the Michigan Merit Curriculum that is available 24/7. Instruction will be offered using Edgenuity, Google Classroom, GoGuardian, and also social media, phone calls, text messaging, and other modes of communication that teachers and students communicate utilize. Teachers will continue to reach out to students to discuss the course content, to review their progress or investigate their lack of progress, and provide assistance to promote learning, development, and course completion.

Both in person and virtual -
Morning Session (7:40 AM-12:00 PM)*

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- Academic learning
 - Teachers provide core content instruction in a family-like classroom
 - Teachers build parent-like relationships
 - Mission team provides love, care, support, and encouragement to eliminate barriers so students can attend school

Afternoon Session (12:00 PM-3:30 PM)

- Advocate/Family groups meet
- 1 classroom open for academic learning to support students who can only attend in the PM
- Teachers provide targeted instructional interventions to support progress and reading
- Teachers identify missing students and call/connect or make home visits to support Two-Way Interaction
- Mission team provides love, care and solutions to remove barriers so students can progress
- Specialized support for students with children
- Meetings are held, including case conferences, support services, IEPs, restorative practices, etc.

The Academic Acceleration Special Forces Team will complete a deep dive into the curriculum for each core area and look at how to best scaffold the curriculum to assure the scope and sequence of each course is rigorous and appropriate and aligned with state standards. When/if a student does not meet proficiency through Edgenuity, the teacher will work with the student to address gaps and, possibly, demonstrate content mastery using alternative, authentic methods.

Progress will be reported to students and parents, when appropriate, on a daily basis per live updates in Edgenuity.

Student progress within each Edgenuity course is available to students and parents daily within Edgenuity.

Equitable Access

All students will have connectivity and access to digital learning. Muskegon Covenant Academy has provided Chromebooks and HotSpots for students based on identified needs. These devices remain available to all current and newly enrolling students based on need.

Special education programs, services, and accommodations will be implemented consistent with student IEPs and Contingency Learning Plans in either a virtual and/or face-to-face setting.

~IEPs, 504s, and EL Plans will be reviewed and current levels assessed.

~IEPs will be revised as needed based on data and consistent with state and federal requirements.

~Time will be built into the schedule to allow collaboration between general education and special education teachers to ensure IEP compliance.

~When necessary, assistive technology will be provided.

~Outside agencies will continue to be collaborated with to secure supports for students who are transitioning to postsecondary.