

MONTHLY EXTENDED COVID-19 LEARNING PLANS ("ECLP") ACTIONS

RICHFIELD PUBLIC SCHOOL ACADEMY (the "Academy")

A regular/special meeting of the Academy Board of Directors was held on the 24th of February, day 2021 at 5:00 pm.

The meeting was called to order at 5:05 p.m. by Board Member, Robert Wright.

Present: Robert Wright, Trudy Cook, Sharon Williams, Jaquetta Moore.

Absent: NONE

Prior to review and board action, the Academy Board, as required, solicited public comment from parents or legal guardians of the pupils enrolled at the Academy with regard to its ECLP. The following preamble and resolution were offered by Board Member Trudy Cook and supported by Board Member Jaquetta Moore.

BACKGROUND

Pursuant to extended COVID-19 learning plan ("ECLP") legislation, "thirty days after the approval of the plan ... , and every month thereafter, ... at a meeting of the board or board of directors, ..." the Academy Board is required to take specific actions with regard to how instruction is going to be delivered during the 2020-2021 school year, solicit public comment, and publicly announce weekly interaction rates.

THE ACADEMY BOARD THEREFORE RESOLVES THAT:

- 1. The Academy Board is reconfirming that instruction shall be delivered as follows during the 2020-2021 school year:
 - ✓ No changes to the Academy's delivery of instruction.
 - or
- 2. The Academy Board, during this meeting, solicited public comment from the parents or legal guardians of the pupils enrolled in the Academy.
- 3. The Academy Board has publicly announced its weekly two-way interaction rates¹ as follows, during this monthly reconfirmation meeting and shall make these rates accessible through the transparency reporting link located on the Academy's website.

Week Ending	January 15, 2021	88.75%
Week Ending	January 22, 2021	88.67%
Week Ending	January 29, 2021	89.0%
Week Ending:	February 5, 2021	88.0%
Week Ending:	February 12, 2021	90.75%

Ayes: Robert Wright, Sharon Williams, Trudy Cook & Jaquetta Moore
Nays: NONE

Resolution declared adopted.

Dated: February 24, 2021

Trudy Cook

Print Name: Trudy Cook
Secretary, Academy Board

¹ Defined as the percentage of students enrolled in the Academy that have two (2) two-way interactions with the student's teacher or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress. The Academy shall ensure that 2 two-way interactions occur between a student enrolled in the Academy and the student's teacher or at least one of the district employees during each week of the school year for at least 75% of pupils enrolled in the district.

Extended COVID-19 Learning Plan

Version: Strict Adherence to Legislation

Goal Reporting

Required by February 1, 2021 and by End of 20/21 School Year

Date:

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	The median Student Growth Percentile for students in grades 2 nd through 8 th grade will be at or above the 50 th percentile on NWEA's Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.
End of the Year Reading Goal	The median Student Growth Percentile for students in grades 2 nd through 8 th grade will be at or above the 50 th percentile on NWEA's Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.
Middle of the Year Mathematics Goal	The median Student Growth Percentile for students in grades 2 nd through 8 th grade will be at or above the 50 th percentile on NWEA's Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.
End of the Year Mathematics Goal	The median Student Growth Percentile for students in grades 2 nd through 8 th grade will be at or above the 50 th percentile on NWEA's Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.

Achievement or Growth on Benchmark Assessment

Reporting Category	By February 1		Before End of Year	
	Reading	Math	Reading	Math
All Students	35%			
Econ. Disadvantaged				
Special Education	179.3	182.5		

English Learner				
Female	186.1	185.9		
Male	183.0	185.7		
African American	172.9	175.9		
Caucasion	187.3	192.5		
Race/Ethnicity 3				
Hispanic/Latiino	Sample size too small			