



## **Old Redford Academy Extended COVID-19 Learning Plan**

**Address of School District:** 22122 W. McNichols Rd, Detroit, MI 48219

**District Code Number:** 82956

**Building Code Number(s):** 08723, 03434, 09481

**District Contact Person:** Sabrina Claude McGahee, Ed.D.

**District Contact Person Email Address:** [sclaude@oldredford.org](mailto:sclaude@oldredford.org)

**Local Public Health Department:** Detroit Health Department

**Local Public Health Department Contact Person Email Address:** [faird@detroitmi.gov](mailto:faird@detroitmi.gov)

**Name of Intermediate School District:** Wayne RESA

**Name of Authorizing Body:** Central Michigan University

**Date of Adoption by Board of Directors:** September 1, 2020



October 01, 2020 [via email]

Dr. Sabrina Claude McGahee  
Old Redford Academy

Re: Approval of Extended COVID-19 Learning Plan (“Extended Learning Plan”)

Dear Dr. Claude McGahee:

I am pleased to inform you that the Extended Learning Plan for Old Redford Academy (“Academy”) has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University. The Center will transmit the Extended Learning Plan to the State as soon as an appropriate mechanism to do so is made available. The Extended Learning Plan is effective as of the date indicated in the document.

To fulfill one of the required assurances, immediately add a copy of the approved Extended Learning Plan to the Academy’s Transparency Page of its website. An approved copy of the Extended Learning Plan is attached and can be found in Epicenter. The approved Extended Learning Plan constitutes a Charter Contract amendment and remains in effect as long as the Extended Learning Plan remains in effect.

Thank you for all your efforts to keep student learning moving forward in these trying times. If you have any further questions or need additional support, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive style with a long, sweeping underline.

Corey Northrop  
Executive Director

cc: Joyce Henderson, Board President  
Vanessa Gulley, Board Corresponding Agent

Attachment: Approved Extended COVID-19 Learning Plan

**RESOLUTION APPROVING THE EXTENDED COVID-19 LEARNING PLANS  
("ECLP") AND APPROVAL OF CHARTER CONTRACT AMENDMENT**

OLD REDFORD ACADEMY (the "Academy")

A special meeting of the Academy Board of Directors was held on the 1st day of September, 2020, at 6:00 p.m.

The meeting was called to order at 6:03 p.m. by Board Member JEFFERSON:

Present: JEFFERSON, MULLENS, BANKS-HALL, TYUS

Absent: HENDERSON

The following preamble and resolution were offered by Board Member BANKS-HALL and supported by Board Member MULLENS:

**BACKGROUND**

On August 20, 2020, in response to the novel coronavirus (COVID-19) pandemic affecting our state, Governor Whitmer signed into law certain amendments to the State School Aid Act of 1979, as amended, MCL 388.1601 et seq. ("Back to School Laws"). The Back to School Laws include additional requirements for all Michigan schools as they plan for a return of preK-12 education for the 2020-2021 school year. Under the Back to School Laws, a public school academy must provide for instruction under an extended COVID-19 learning plan ("ECLP") that is approved by its authorizing body ("Authorizer"). ECLPs includes many of the same subject matters addressed in a public school academy's charter contract, including measurable educational goals to be achieved by all subgroups in the school, measurement of those educational goals by one or more benchmark assessments, a description of how the educational program, including instruction, will be delivered, a description of the school's curricula and specific reporting requirements for the 2020-2021 school year. Under the Back to School Laws, schools retain the flexibility to tailor and adjust their ECLPs to meet the needs of their students and the community they serve.

The Back to School Laws require, among other things, that each public school academy do the following:

- (1) Establish educational goals required to be included in the ECLP no later than September 15, 2020.
- (2) Approve an ECLP and submit it to their respective authorizing body ("Authorizer") for approval by October 1, 2020. If approved by the Authorizer, the ECLP is transmitted by the Authorizer to the Superintendent of Public Instruction and the State Treasurer.
- (3) Make an ECLP accessible through the transparency reporting link on the school's website by October 1, 2020.
- (4) Within the first nine weeks of the 2020-2021 school year, administer 1 or more benchmark assessments from the list approved by the Michigan Department of Education (MDE)<sup>1</sup>, a benchmark assessment provided by MDE, or local benchmark assessments, or a combination of the above, to pupils in grades K-8 to measure math and reading proficiency. In addition, by the last day of the 2020-2021 school year, administer another benchmark assessment to pupils in K-8 to measure proficiency in the same subject matter. The Back to School Laws require schools to use the same benchmark assessment(s) used in the 2019-2020 school year, if applicable.
- (5) Provide each pupil's data from the benchmark assessment or benchmark assessments, as available, to the pupil's parent or legal guardian within 30 days of administering the benchmark assessment(s).

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<sup>1</sup> MDE has approved four providers of benchmark assessments and continues to assess additional providers. See [https://www.michigan.gov/documents/mde/Benchmark assessments 700077 7.pdf](https://www.michigan.gov/documents/mde/Benchmark_assessments_700077_7.pdf)

(6) Not later than February 1, 2021, create a report that addresses the progress made in meeting the educational goals in the ECLP that the academy expected would be achieved by the middle of the school year and make the report available on the transparency reporting link on a public school academy's website.

(7) Not later than the last day of the 2020-2021 school year, create a report concerning progress made in meeting the educational goals in the ECLP and make the report available on the transparency reporting link on a public school academy's website.

(8) No later than June 30, 2021, send the aggregate academy-level data from a benchmark assessment(s), excluding data from a local benchmark assessment or local benchmark assessments, to a regional data hub that is part of the Michigan data hub network that shall compile the data and send it to the Center for Educational Performance and Information (CEPI).

(9) Thirty days after approval of the ECLP, the Board shall meet monthly to re-confirm how pupil instruction is being delivered at the school and whether it is consistent with the ECLP and to ensure that 2 2-way interaction, as defined in the Act, is occurring between students and teachers each week of the school year for at least 75% of students enrolled in the school. At each meeting, the Board shall: (a) publicly announce its weekly interaction rates of 2 2-way interaction since its last meeting; (b) allow for public comment on the ECLP; and (c) discuss whether changes to the method of delivery for pupil instruction under the ECLP are necessary.

**THE ACADEMY BOARD THEREFORE RESOLVES THAT:**

1. The actions taken by Academy representatives to prepare and submit the Academy's ECLP to Authorizer are ratified.
2. The ECLP, as approved by the Authorizer, is approved by the Academy Board as the ECLP and as the ECLP Amendment to the Contract.
3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.
4. The Academy will deliver from time to time such information regarding the implementation of the Academy's ECLP as the Authorizer or Michigan Department of Education may reasonably request.
5. Any Board policies or provision of Board policies that prohibit or impede the Academy's compliance with ECLP are temporarily waived, suspended or altered.
6. This Resolution shall take immediate effect and continue through the end of the 2020-2021 school year. If the Back to School Laws are amended, and such amendments requires additional Board action relative to the ECLP, the Board may take such action to comply with existing law.

Ayes: JEFFERSON, MULLENS, BANKS-HALL, TYUS

Nays: NONE

Resolution declared adopted.

*Dr. Regina Banks-Hall*  
[Dr. Regina Banks-Hall \(Sep 30, 2020 07:02 EDT\)](#)

Print Name: DR. REGINA BANKS-HALL

Secretary, Academy Board



## 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.

Joyce Henderson

Board President

Board approved: 09/01/2020



## **Introduction and Overview**

The Extended COVID-19 Learning Plan at Old Redford Academy is critical to increasing pupil engagement and achievement for the 2020-21 school year. This Plan will ensure that learning expectations for all scholars continue remotely during a school closure. The Academy will offer scholars full access to interactive instructional materials, blended learning, and virtual instruction provided by teachers.

This Plan provides an opportunity for teachers and scholars to communicate online while scholars continue their learning from home. The goal is to ensure there is no disruption or lapse in the instructional day. In addition, this Plan is intended to address the following:

### ***Equity Gaps***

The Academy recognizes that many families do not have access to a computer or internet. The district will survey families to gather information on technology and connectivity issues in the household. Accommodations for students without access to the Internet, hardware, or software in their homes will be made. School administration, teachers, and other staff will continuously work with families to ensure equitable access to online learning resources by distributing “hot spots” or alternative resources.

In addition, families who express a demonstrated need will be provided with a laptop for use. This will help level the playing field for scholars.

### ***Move the Curriculum Forward***

All assignments provided to scholars will be aligned to the current unit of study and should move the curriculum forward.

### ***Whole Child Support***

While academics is important, the health and wellness of all scholars is equally important. This plan honors the Academy’s commitment to equity by providing students with the necessary supports and resources needed to succeed during this challenging time. Specifically, this plan prioritizes the social emotional wellbeing of students while also deploying resources to address the impact of trauma on families and students.

The District Support Team is in place to provide scholars and families with additional resources to meet the social, emotional, and financial hardship of this pandemic. This team makes a personal contact with students and families each week to conduct wellness checks, remain connected, and assess family access to important resources.



## **Educational Goals**

Goal – The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades K to 8 on reading and math NWEA Growth tests will be at or higher than 50.

The K-8<sup>th</sup> grade standardized benchmark assessment is approved by the Michigan Department of Education, aligned to the state’s content standards, complements the state’s summative assessment system, is internet-delivered and includes a standards-based assessment using a computer adaptive model to target the instructional level of each pupil, provides information on pupil achievement with regard to learning content required in a given year or grade span, provide immediate feedback to pupils and teachers, is nationally normed, and provides multiple measures of growth and testing opportunities. The Academy will administer the NWEA MAP three times during the 2020-2021 school year (fall, winter, spring).

## **Instructional Delivery & Exposure to Core Content**

Old Redford Academy will deliver virtual instruction to start the 2020-2021 school year. The Elementary School will run a two-group cohort schedule with direct instruction occurring on Monday, Tuesday, Thursday, and Friday. Wednesday is reserved for teacher office hours and 1:1 intervention. The Middle School will run a 5-period, direct instruction day on Monday, Tuesday, Thursday, and Friday, with Wednesday reserved for teacher office hours and 1:1 intervention. The High School will run a 6-period block schedule of direct instruction on Monday, Tuesday, Thursday, and Friday, with Wednesday reserved for teacher office hours and 1:1 intervention.

High-Quality Instruction and Engagement – Old Redford Academy has implemented and/or established the following instructional protocols to ensure the delivery of standards-aligned curricula through best practice strategies that promote student engagement, consistency, and differentiation.

- The Academy will continue to utilize a Learning Management System to:
  - Facilitate the daily delivery of teacher’s lessons
  - House important classroom information such as assignments, assessments, announcements, and student reference documents
  - Track student attendance and participation
  - Track and report student progress
  
- The Academy will utilize an Assessment Data Bank and Warehouse to house all of the Academy’s Common Formative Assessment data as well as provide a platform for teachers to create and assess classroom formative and summative assessments. The platform will also serve a weekly data dashboard to report student progression.



- The Academy will continue to require weekly lesson plans submission from all instructional staff. Weekly lesson plans will be shared via each teacher’s virtual classroom. Each weekly lesson plans provides the following:
  - Common Core Standard(s)
  - Objective
  - Direct Instruction
  - Student Practice
  - Student Demonstration
  - Modifications/Accommodations
- The Academy utilizes a K-12 comprehensive curriculum alignment for all core subjects. The Chart below details each curricular resource by subject area including if the resource has online component and/or consumables.

	ELA/English	Mathematics	Science	Social Studies	MTSS
<b>Grade K</b>	CKLA 2018 Edition OL / Cons	Engage NY Math 2016 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill- Networks Edition 2014 OL / Cons	MyMath- Math CKLA- ELA OL
<b>Grade 1</b>	CKLA 2018 Edition OL / Cons	Engage NY Math 2014 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill- Networks Edition 2014 OL / Cons	MyMath- Math CKLA- ELA OL
<b>Grade 2</b>	CKLA 2018 Edition OL / Cons	Engage NY Math 2016 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill – Networks Edition- 2014 OL / Cons	MyMath- Math CKLA- ELA OL
<b>Grade 3</b>	CKLA 2018 Edition OL / Cons	Engage NY Math 2016 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill- Michigan / Networks Edition 2016 OL / Cons	MyMath- Math CKLA- ELA OL
<b>Grade 4</b>	CKLA 2018 Edition OL / Cons	Engage NY Math 2019 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill- Michigan / Networks Edition 2016 OL / Cons	MyMath- Math CKLA- ELA OL
<b>Grade 5</b>	Engage NY ELA 2016 Edition OL/ Novels	Engage NY Math 2014 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum- MC3 2012 Edition OL	Mapskills ELA and Math OL
<b>Grade 6</b>	Engage NY ELA 2019 Edition OL/ Novels	Engage NY Math 2016 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum- MC3 2012 Edition OL	Mapskills ELA and Math OL



<b>Grade 7</b>	Engage NY ELA 2018 Edition OL/ Novels	Engage NY Math 2016 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum-MC3 2012 Edition OL	Mapskills ELA and Math OL
<b>Grade 8</b>	Engage NY ELA 2018 Edition OL/ Novels	Engage NY Math 2016 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum-MC3 2012 Edition OL	Mapskills ELA and Math
<b>Grade 9</b>	Engage NY ELA 2016 Edition OL / Novels	Engage NY Math Algebra I 2016 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum-MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL
<b>Grade 10</b>	Engage NY ELA 2016 Edition OL / Novels	Engage NY Math Geometry 2016 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum-MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL
<b>Grade 11</b>	Engage NY ELA 2016 Edition OL / Novels	Engage NY Math Algebra II 2018 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum-MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL
<b>Grade 12</b>	Engage NY ELA 2015 Edition OL / Novels	Engage NY Math Pre-Calculus or Finance 2016 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum-MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL

\*OL – Online Component or Digital Suite

\*Cons – Consumables

Assessment of Each Student’s Academic Readiness Level – The Academy will implement the following Week One Diagnostic Plan

- In the subjects of ELA and Math, for grades K-12, week one of instruction will focus on diagnostic instruction through both grade-level screener exams as well as informal, formative assessments.
- Two weeks prior to the start of school, the Academy will send ongoing communication to families to not only inform them of the diagnostic exams, but also explain the purpose and importance of them. Likewise, this information will be shared on the Academy’s website as well as Social Media sites.



- Building Leadership Teams will share individual student data with parents digitally. For students who have been identified below grade level, the Building Leadership Team along with the classroom teacher(s), and parents, and when appropriate the student, will meet virtually to discuss an individualized plan of instruction to address the identified gaps.
- All core teachers will utilize both the individual and grade level data to heavily inform their quarter 1 instructional focus.

Review of IEP, IFSP, and 504 Plans – The Academy’s Academic Leadership Team in conjunction with the Director of Special Education and Wrap Around Services will collaborate to ensure that the appropriate modifications and/or accommodations are being made to all general education lesson plans and instruction. Likewise, Resource Room teachers will collaborate with general education teachers to ensure alignment in instruction when delivering services as detailed in a student’s IEP, IFSP, or 504 plan(s).

Instructional Monitoring and Compliance – The Academy will utilize the following instructional monitoring and compliance protocol:

- Weekly, the Academy’s Leadership Team will meet virtually to discuss and ensure compliance with all MDE policies and guidelines.
- Weekly, lead teachers will ensure that each teacher on their team has submitted lesson plans that comply with their respective pacing guide and indicate to Building Leadership any missing plans or plans that require feedback and/or follow-up.
- Weekly, the Instructional Coordinator will monitor virtual instruction of K-12 teachers and provide feedback on instructional strategies, virtual best practices, and curricular pacing. Virtual instruction will be monitored on a tier-system based on subject area being taught, teacher effectiveness rating, and years of teaching.
- Bi-weekly, the Data Coach will virtually meet with teacher grade level or content area teams. Prior to the administration of the upcoming Common Formative Assessment, the meeting will focus on reviewing the assessment and ensuring that instruction is aligned to the assessment. After the assessments have been scored, the meeting will focus on data trends and individual student deficits.
- Bi-weekly (for a total of 4 times per quarter), Building Leadership Teams will conduct a gradebook audit for each teacher. The purpose of the audit is to ensure that teachers have assigned and scored a minimum of two entries per week, and a minimum of one entry per category by the quarter’s midpoint and a minimum two entries per category by the quarter’s end.
- Common Formative Assessments – For grades K-12, in the subject areas of ELA and Math, the Academy has designed grade level pacing guides that details the required common formative assessments for each quarter or learning. These assessments not only drive instruction, but also provide vital data points around student proficiency.



Support for Students Needing Wrap Around Services – The Academy’s Academic Leadership Team in conjunction with the Director of Special Education will collaborate to ensure that any student needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers will be accommodated in accordance to the individualized recommendations outlined for the student.

Student Work – Weekly, teachers will ensure that a minimum of two new entries have been scored and recorded in their grade book. Each parent has individualized access to the parent portal to review their student’s progress at any time. In addition to weekly gradebook updates, the Academy will generate a Progress Report for each student at the midpoint of each quarter and a Report Card for each student at the end of each quarter. Lastly, and for the purposes of self-reflection, students will complete a Student Self-Evaluation Form for each Common Formative Assessment. Students are required to keep their SSEFs in their academic portfolio to serve as visual of academic progression throughout the year. Student work will be graded using the following policy:

- **Participation:** 30% (1 entry per week): 5 points each day for a total possible of 25 points for each week.
- **Independent Practice:** 35% (Minimum of 2 entries per week): 20 points each. The baseline criteria are as follows:
  - 20pts (100% Exemplary) – Meets and/or exceed all criteria define by directions
  - 18pts (90% Proficiency) – Meets and/or exceed most criteria defined by directions
  - 16pts (80% Developing) – Meets some of the criteria defined by directions
  - 14pts (70% Emerging) – Meets at least one of criteria defined by directions
  - 12pts (60% Needs Support) – Failure to meet any define criteria by directions
- **Performance Task:** 35% (Minimum of 3 entries per quarter): 50 points each and must include a rubric. The baseline criteria for the rubric is as follows:
  - 50pts (100% Exemplary) – Meets and/or exceed all criteria define in rubric
  - 45pts (90% Proficiency) – Meets and/or exceed most criteria defined in rubric
  - 40pts (80% Developing) – Meets some of the criteria defined in rubric
  - 35pts (70% Emerging) – Meets at least one of criteria defined in rubric
  - 30pts (60% Needs Support) – Failure to meet any define criteria in rubric



## **Equitable Access**

### *Technology and Internet*

- During registration, the Academy will survey families to determine access to technology in the home along with Internet connectivity. The Academy will use this data to ensure that every student has access to the appropriate technology and connectivity that is necessary to continue learning in a remote learning environment.
- All students and parents are required to acknowledge the district's Acceptable Technology Use Policy which contains expected behaviors when using Academy technology or accessing online resources. This policy is relevant while students are at school and also applicable if learning occurs remotely while at home.
- Any student who borrows an Academy board-owned device will be required to fill out a device loaner agreement prior to being loaned the device. This process will ensure Board-owned technology is kept safe and returned in the manner in which it was provided.
- If students need access to devices while at home the Academy will provide a Chromebook. This process will be facilitated by District administration.
- Loaner devices will be tracked and inventoried upon return.
- When devices are returned they will be collected and moved to a storage location where they will be sanitized prior to re-deployment and evaluated for replacement or repair.
- When devices are collected or distributed, staff doing so will be provided and will wear proper PPE including a mask and gloves.

### *Students with Disabilities*

Review of IEP, IFSP, and 504 Plans – The Academy's Academic Leadership Team in conjunction with the Director of Special Education will collaborate to ensure that the appropriate modifications and/or accommodations are being made to all general education lesson plans and instruction. Likewise, Resource Room teachers will collaborate with general education teachers to ensure alignment in instruction when delivering services as detailed in a student's IEP, IFSP, or 504 plan(s).

Support for Students Needing Wrap Around Services – The Academy's Academic Leadership Team in conjunction with the Director of Special Education will collaborate to ensure that any student needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers will be accommodated in accordance to the individualized recommendations outlined for the student.