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## **Detroit Innovation Academy Extended COVID-19 Learning Plan**

Address of School District/PSA: 18211 Plymouth Road. Detroit, MI 48228

District/PSA Code Number: 82739

Building Code Number: 01170

District/PSA Website Address: [www.diachampion.org](http://www.diachampion.org)

District/PSA Contact and Title: Calvin Sims, Director of Student Achievement

District/PSA Contact Email Address: [calvin@aceroed.org](mailto:calvin@aceroed.org)

Local Public Health Department: Detroit Health Department

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

Name of Intermediate School District/PSA: Wayne Regional Educational Service Agencies

Name of PSA Authorizing Body (if applicable): Central Michigan University

Date of Adoption by Board of Directors: 09/22/2020



October 01, 2020 [via email]

Mr. Calvin Sims  
Detroit Innovation Academy

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

Dear Mr. Sims:

I am pleased to inform you that the Extended Learning Plan for Detroit Innovation 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, flowing style.

Corey Northrop  
Executive Director

cc: Ehrlich Crain, Board President  
Linda Previch, 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**

DETROIT INNOVATION ACADEMY (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 22<sup>nd</sup> day of September, 2020, at 6:00 p.m.

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

Present: Crain, Johnson, Turner, Quince, Herring \_\_\_\_\_

Absent: None \_\_\_\_\_

The following preamble and resolution were offered by Board Member Johnson \_\_\_\_\_ and supported by Board Member Herring \_\_\_\_\_:

**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: (5) Crain, Johnson, Turner, Quince, Herring

Nays: (0)

Resolution declared adopted.

Cynthia Quince

Print Name: Cynthia Quince

Secretary, Academy Board



## Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA'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 District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
  - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - administer the 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 and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
  - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - 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 District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department 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. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA 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
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.



7. The District/PSA assures that
  - instruction will be delivered as described in this plan and approved by the District/PSA Board,
  - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
  - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. The District/PSA 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.
9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA 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 District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

*Calvin Sims*

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District Superintendent or President of the Board of Education/Directors

*9/15/20*

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## Learning Plan Narrative

### Opening Statement

An extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year due to the unexpected closure that students encountered in March. At the time of the closure many students' learning was put on pause or not continued to the best extent possible. It is our hope that through this plan we will be able to create meaningful and productive goals that will engage our students virtually, and those students who are not engaged we can have a specific plan in place to better assist them. We expect students to have learning loss from lack of academics during the closure, and this plan will help to address some of the learning loss so that it does not impact further academic achievement.



## **Educational Goals**

Goals:

In keeping aligned with our charter contract, our district goals are:

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

Detroit Innovation will administer the NWEA, as well as other approved benchmark assessments to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards.

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

Teachers and other staff members will be able to provide instruction to scholars through virtual methods from both Detroit Innovation Academy, as well as from a different remote location such as their own home, office, etc. Instruction will also be provided digitally, through printed work packets that can be emailed or picked up from the school, or assigned to the students on our virtual platforms. Instruction will be also provided through a combination of synchronous and asynchronous methods. Teachers will provide instruction via zoom and/or google meets; scholars will also receive asynchronous learning through Edgenuity and/or Moby Max.

Students will receive instruction in all core content area classes, and all will engage in learning activities that are Common Core and Michigan K-12 standards-aligned. Students in middle school will also use EngageNY/Eureka Math and Wit and Wisdom. Science instruction and learning will use Foss, and Social Studies will use a variety of online curriculum resources with a focus on reading and writing as well Middle school students will also use interactive notebooks to take notes and complete assignments in all subjects.

DIA students will participate in at least four hours of core instruction daily via asynchronous and synchronous learning based on each student's grade





level. That will consist mostly of live instruction with their teachers and classmates, supplemented by digital and print curriculum resources, online learning platforms, and independent work. Students will access assignments through the Google Classroom online learning platform.

We are providing a daily structure for consistency that our students and families expect from a “normal” school day. For our students in K – 6, we created AM and PM sessions of core subject areas, and special classes (gym and art) that all students will attend. Last spring, we learned that although our middle school students (7-8th grade) are more self-sufficient, they needed more consistency in their daily schedule. As a result, we will create a “virtual” daily bell schedule that looks like a normal day, as if they were in the building.

In terms of learning and instruction, all K-8 students will be given a combination of online and hard copy assignments to complete. This will demonstrate learning and progress towards their goals, and proficiency, in key subject areas such as ELA and Math. Below are some of the strategies that will be utilized in order to deliver high quality, Common Core and Michigan K-12 standards aligned, curriculum and activities:

- Parents are given training on all online platforms, learning expectations and technology use.
- Students complete written/physical work guided by/along with teacher
- Teachers will make copies of packets for mailing and home delivery when necessary. Parents will be able to download the personalized packets from Email, Google classroom and will be able to pick them up weekly from the school building
- Teachers will conduct “virtual” office hours twice per week to assist any students who need additional support. Teachers will also conduct parent support sessions once per week. This will allow students or parents’ time to contact staff for assistance regarding coursework or to discuss any concerns.
- Students will use Interactive Notebooks to take notes and complete assignments

All of our curriculum can be accessed remotely, and assessment tools are embedded to assist with monitoring student growth. We will use our rigorous Common Core and Michigan K-12 standards aligned ELA curriculum,



Core Knowledge Language Arts (K-2) and Wit and Wisdom (3-8). Teachers are required to follow the district provided academic pacing guides to ensure that the curriculum is followed with fidelity. To encourage and engage students in reading, we will use the online platform such as Raz Kids and Edgenuity, to track students' reading. This will allow us to determine student needs in order to differentiate, ensuring that students are making growth and moving towards proficiency.

Students will be engaged in high quality, rigorous content using a variety of instructional methods. Students will explore learning through activities that are Common Core and Michigan K-12 standards aligned lessons, for math through EngageNY or Eureka Math. Our students will be able to review math lessons with Knowledge on the Go videos and complete activities assigned by their teacher delivered through an online learning platform or other digital means (MobyMax, Edgenuity).

For our Middle School students, their school day will also look and feel very familiar to when they are in the building for in-person instruction. They will follow a "virtual" bell schedule with classes ranging from 45-90 minutes in length. Students will follow their own schedule and attend classes as they normally would in the building, with breaks between classes, lunch, and specials, etc.

Progress and growth will be monitored for all students through formative and summative assessments in order to ensure that our students are getting the differentiated and rigorous content necessary to reach proficiency. For Math and ELA, standards-based grade level common assessments will be used as a formative and summative assessment tools through Wit and Wisdom and EngageNY/Eureka Math to ensure students are making progress towards their growth and proficiency goals. We will use a variety of tools for our formative assessments. Sites such as Kahoot, Edgenuity, Mobymax, RAZ Kids, and Google Forms all have the capability to support our students and teachers remotely.

Teachers will also provide daily academic feedback and students will receive grades based on their academic progress and mastery of the subjects in which they are instructed. Families will receive biweekly progress reports, quarterly report cards as well as NWEA reports after testing sessions. Progress reports and report cards will be shared with parents in various



methods, such as printed to be picked up, emailed, or discussed via a virtual method. In addition, families are always able to access their individual power school accounts to see their scholars progress at their convenience.

Kindergarten through third grade families will receive quarterly reading benchmark reports indicating their benchmark reading level progression. Students on Individualized Reading Improvement Plans will be regularly monitored throughout the year to gauge reading growth. Parents of students on IRIP's will receive regularly scheduled reports based on the student's individualized needs.

### **Equitable Access**

DIA has done the following to provide pupils with equitable access to technology and the internet:

- Provided parents in need who completed our technology survey with laptops and/or Chromebooks
- We have taken initiative to order additional laptops to provide 100% of students in need with devices.

We have provided some other options for parents as well:

- Teachers will provide academic work packets for pickup every Thursday as another option in case families have issues with their internet and/or computer. Packets will include teacher PowerPoint presentation, notes, assignments, readings, and all other information that they will receive online.
- All core teacher's classes will be video recorded, so if students miss a session they can always go back and watch the classroom recordings later on during the day, or during the week.
- We let families know that Google classroom/meetings can always be accessed from a smartphone device if one is available to the student.
- We also provided parents with the option of having their scholar go to a local library to join their classes from the public library's computers if ever there is internet and/or tablet issues.
- We also are allowing our parents to call and/or come to the school if they experience technology issues.
- Provide information to families regarding resources for free/reduced internet service.



Students with IEPs will participate equally with their non-disabled peers in the general education curriculum. In general, students will receive instruction in the Common Core State Standards in the four core subject areas of ELA, math, science, and social studies. Public health data will be considered when planning for the instruction and delivery of ancillary services for students with disabilities and serve as the basis for deciding if instruction will be in person, in a hybrid format, or in a remote learning platform. Special education programs and services currently include a resource program, speech and language therapy, social work services, and occupational therapy; however, the continuum of services offered will remain as responsive and flexible as possible depending on student need.

Special education programs and services will provide specialized instruction in face-to-face formats; for example, in person or through synchronous live-streamed platforms. Sessions for specialized instruction or for services will comply with the number and duration indicated in each student's IEP. Paper-and-pencil packets and recorded video sessions will be used only as resources but not as primary means of instruction. IEP annual goals and objectives will remain the targets of specialized instruction in all learning platforms, presented reasonably and safely in person or through synchronous live-streamed sessions and/or in-person by appointment by the parents' request. In general, students with IEPs will participate in individual or small group sessions each week to address ELA and math goals and objectives. Duration of sessions will depend on service hours indicated in individual IEPs. Each student's IEP will be reviewed no later than December 2020 to ensure that it reflects the student's current level of performance and that IEP goals, supplementary aids and supports, and programs are appropriate for a traditional, for a hybrid, or for a remote learning platform.

Decisions regarding revisions to students' IEPs will be based on data relative to students' current levels of performance. Likewise, decisions regarding the provision of recovery services will be based on data relative to the performance levels of students with IEPs in relation to their grade-level peers. Recovery services, if required, will begin in January 2021.

Child Find, Procedural Safeguards, and Discipline Procedures will remain in place as indicated in the IDEA for all learning platforms. Assessments for initial and three-year re-evaluations will be conducted in person with the



appropriate health and safety protocols followed or through a qualified virtual environment (e.g., approved Pearson assessments). Initial and re-evaluation assessments will be prioritized based on required timelines. Special education staff will document the provision of services indicated in IEPs through daily or monthly service logs. Student progress toward annual goals and objectives will be monitored regularly and reported quarterly with report cards.

The optional considerations that will be provided for students by the district in response to the Extended COVID-19 Learning Plan:

- Small group student supports sessions will be offered to all students at least twice weekly by the classroom teacher
- Office hours for parents/guardians to provide assistance with virtual learning
- Weekly small group academic sessions with teachers
- Small group reading sessions provided by the reading interventionist for selected students in second and third grades
- Multi-Tiered System of Support (MTSS) in order to provide timely and systematic support to students who are struggling in one or more areas of learning. MTSS will seek to improve academic outcomes through early intervention and frequent progress monitoring. We will embed MTSS at all levels and coach teachers to utilize a Student Achievement Team system to support this process.

Prior to the closure Detroit Innovation Academy did not offer programs such as Early Childhood, CTE, Early-Middle College, Dual Enrollment, and Advance Placement. Therefore, programs such as these will not be provided.