



## **Inkster Preparatory Academy Extended COVID-19 Learning Plan**

Address of School District: 22735 Woodsfield

District Code Number: 82762

Building Code Number(s): 82762

District Contact Person and Title: Shawn Hurt; Principal/Head of School

District Contact Person Email Address: [shurt@inksterprep.org](mailto:shurt@inksterprep.org)

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address: [mroman@waynecounty.com](mailto:mroman@waynecounty.com)

Name of Intermediate School District: Inkster Preparatory Academy

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 09/23/2020





October 01, 2020 [via email]

Mr. Shawn Hurt  
Inkster Preparatory Academy

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

Dear Mr. Hurt:

I am pleased to inform you that the Extended Learning Plan for Inkster Preparatory 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 fluid and cursive, with the first name "Corey" and last name "Northrop" clearly distinguishable.

Corey Northrop  
Executive Director

cc: Garnet Green, Board President  
Deb Rosebush, 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

[Inkster Preparatory Academy] (the "Academy")

A [regular/ special] meeting of the Academy Board of Directors was held on the 23 day of September, 2020, at 6:00 [ p.m.]

The meeting was called to order at 6:08 [p.m.] by Board Member Garnet Green :

Present: Garnett Green Delphine Oden and Ernestine William

Absent: Tonya Jenkins

The following preamble and resolution were offered by Board Member Delphine Oden and supported by Board Member Ernestine Williams :

### 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: 3

Nays: 0

Resolution declared adopted.

Erneline Williams

Print Name: Ernestine Williams

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.

Garnet Green  
Board President

Board approved: 09/23/2020





## Learning Plan Narrative

### Opening Statement

Inkster Preparatory Academy (IPA) is a K-6<sup>th</sup> grade reward school committed to our community and to our students during these uncertain times. IPA's school year starts September 8, 2020 and IPA understands the importance of putting safety first as the state of Michigan provides our Academy with guidance concerning the realities of COVID – 19 and how it will impact our students and community members. To the best of our ability, IPA is determined to provide high quality engaging instruction to meet the learning needs of all of our students regardless of whether the instruction is provided online or in person. We will continue to remain flexible as we work with our families in making sure that all our students (ranging from kindergarten through sixth grade) grow as leaders and have the tools they need to stay on pace in their learning.

The primary guiding principles that Inkster Preparatory Academy used when developing IPA's Extended COVID – 19 Learning Plan were based on information from: the *MI Safe Schools: Michigan's 2020 – 21 Return to School Roadmap*; ACCEL schools' options for reopening; ACCEL Employee SY20-21 Workplace Survey results; Inkster Preparatory Academy Modality survey results from IPA parents/guardians and *MI Safe Start*.

There are still significant unknowns about COVID – 19 and how it will impact our community. We feel confident that IPA's Extended COVID – 19 Learning Plan is the best plan for our district however, it is important to remember that conditions surrounding the spread of COVID-19 may change, and we should all be prepared for necessary adjustments to the Extended COVID – 19 Learning plan.

IPA's plan was developed by designated IPA administration, staff leadership, teacher volunteers and community members/parents of Inkster Preparatory Academy. IPA's team looked at the results from both the ACCEL Employee SY20-21 Workplace Survey and Inkster Preparatory Academy's Modality survey from IPA parents/guardians to get a gauge on what our community stakeholders wanted for the upcoming 2020 – 21 school year. The majority of IPA families and staff chose a Hybrid or Virtual Model, with a small group of parents opting for a traditional model. Considering the safety of IPA students, their families and staff members as a top priority, IPA's team relied on the recommended and strongly recommended instructions for reopening schools out of the *Michigan's 2020 – 21 Return to School Roadmap*. The phases are described below:

- Phase 1-3 (✓ Community spread of the virus is increasing and substantial. There is concern about health system capacity. Testing and tracing efforts may not be sufficient to control the spread of the pandemic. No in – person instruction, remote only);





- Phase 4 (The number of new cases and deaths has fallen for a period of time, but overall case levels are still high. Most new outbreaks are quickly identified, traced, and contained due to robust testing infrastructure and rapid contact tracing. Health system capacity can typically handle these new outbreaks, and therefore case fatality rate does not rise above typical levels. The overall number of infected individuals still indicate the need for distancing to stop transmission and move to the next phase. In – Person or Hybrid instruction with required safety protocols);
- and Phase 5 (New cases and deaths continue to decrease for an additional period of time. At this point, the number of active cases has reached a point where infection from other members of the community is less common. With widespread testing, positivity rates often fall much lower than earlier phases. Rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall. Schools open for in – person instruction with minimal required safety protocols).

### **Educational Goals**

All IPA students will take the NWEA MAP assessment three times during the school year (at the beginning of the school year, midway through the school year and at the end of the school year) at the start of school, in person (and remotely for students needing accommodations who are identified as having a high risk from severe illness due to COVID 19 concerns). This data will inform any changes in a student's academic progress prior to the start of COVID-19 in March 2020 and allow teachers to plan instruction for the student.

The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades KDG-6<sup>TH</sup> on reading and math NWEA growth tests will be at or higher than 50%.

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

#### **Modes of Delivering Instruction**

IPA is working hard to accommodate its families by offering three modes of instruction: Remote Instruction (where students are learning entirely online), Hybrid Instruction (where students come to the school for instruction two days out of the week and spend the rest of the week learning online); and Traditional Instruction (where students come to school for instruction during normal school hours).

#### **Remote Instruction**

IPA remote instruction will be provided primarily through the use of the AMP/Canvass learning platform in conjunction with Compass Odyssey and My Access (writing) to deliver common core standard aligned curricula and materials taught by staff trained in best practices for engaging, consistent and differentiated online instruction.







IPA Teachers will communicate with IPA students and their families through a variety of means including whole-class meetings through the Zoom platform. Individual check -ins will happen with children and families at least weekly through email, telephone calls, and virtual office hours, as part of 2-way communication requirements for progress reporting to virtual and hybrid parents. Additionally, IPA Student Support Services teachers and other service providers will set suggested structures for the remote completion of student academic work, this will follow guidance and be developmentally appropriate. Teachers will collaboratively create and share with families a weekly learning plan verbally, through email and through AMP platform to structure learning experiences for students.

- **Teacher to Student Communication:** Weekly work plan, email, Class Dojo, office hours, Learning Management System using AMP platform
- **Staff to Family/Community:** voice calls, emails, website updates, newsletters, Zoom meetings, Class Dojo and AMP platform sharing will happen at least weekly but may take place as often as necessary to ensure that families are aware of academic goals and updates.

IPA will use AMP platform and other online tools available (email, Video check ins, Compass Odyssey time stamps, as well as, PowerSchool) to track attendance on a daily basis.

IPA teachers will continually check the quality of student work and provide IPA students and families with frequent (at least once a week, but most times instantaneous) feedback so that students and families are highly aware of performance levels and progress through each subject area. IPA staff will also provide frequent opportunities for students and parents to give feedback regarding student performance and student progress.

## Hybrid Instruction

IPA's Hybrid learning program will be activated at scale using online platforms such as AMP/Canvass in conjunction with Compass Odyssey and MyAccess (writing) to deliver common core standard aligned high quality curricula during online learning and comparably high quality standard based instruction for in person learning. Both online materials and in person consumable materials (Journeys, Go Math, Science Fusion and Harcourt Social Studies) will be taught by staff trained in best practices for engaging, consistent and differentiated lessons both online and in person.

All IPA students will have access to IPA's Hybrid learning program that includes both online and hardcopy consumables:

- AMP/Canvass platform that houses grade level curriculum, pacing and assessments with a variety of supplemental educational tools to help support student learning such as, i Ready, Raz-Kids, Newsela, BrainPOP, IXL and Overdrive (<https://www.overdrive.com>) – Online with printable components





- Compass Odyssey (differentiation platform with pathways in math and reading for the individual child based on their MAP assessment RIT score) – Online
- MyAccess (a writing platform for grades 3<sup>rd</sup> and up) – Online
- Journeys (reading program) – Hard copy consumables with online component
- Go Math (math program) – Hard copy consumables with online component
- Science Fusion (science program) – Hard copy consumables with online component
- Harcourt Social Studies (social studies program) Hard copy consumables

IPA's Hybrid scheduling, assessment times, grade level proficiencies in core subjects, weekly targets and learning plans will be communicated to parents continuously throughout the year and through different means. In addition, this information can be found on the school's website and through the online platforms that will be used which include, but not limited to, – AMP/Canvass platform; Compass Odyssey learning; MyAccess Writing and Class Dojo. In addition, teachers will provide feedback to students and parents for reflection on a daily basis (many times instantaneously) or at least once a week.

IPA teachers will continually check the quality of student work and provide IPA students and families with frequent (at least once a week, but most times instantaneous) feedback so that students and families are highly aware of performance levels and progress through each subject area. IPA staff will also provide frequent opportunities for students and parents to give feedback regarding student performance and student progress both in the classroom and online.

### **In Person Instruction**

IPA's in person learning program will primarily use traditional face to face instruction and traditional hardcopy curriculum, with some online components to ease IPA students and families back into an in person model. The online platforms such as AMP/Canvass in conjunction with Compass Odyssey and MyAccess (writing) may be utilized to facilitate a common core standard aligned high quality curricula in conjunction with a traditional model. All materials, such as, consumable materials (Journeys, Go Math, Science Fusion and Harcourt Social Studies) will be taught by staff trained in best practices for engaging, consistent and differentiated lessons in person.

IPA students will return to a 100% in person (traditional) model where IPA will ensure that IPA students:

- have access to grade level instruction that is standard aligned
- are assessed for grade level readiness
- have support to meet their diverse academic and social emotional needs
- AMP (Accel Management Platform)/Canvass
- utilize Compass Odyssey (differentiation platform with pathways in math and reading for the individual child based on their MAP assessment RIT score) – while in school





- utilize MyAccess (a writing platform for grades 3<sup>rd</sup> and up) – while in school
- utilize Journeys (reading program) – Hard copy consumables with online component
- utilize Go Math (math program) – Hard copy consumables with online component
- utilize Science Fusion (science program) – Hard copy consumables with online component
- utilize Harcourt Social Studies (social studies program) Hard copy consumables

In addition, all IPA staff is expected to attend training and become proficient in delivering instruction using all hard copy materials and any materials with an online component, at a high level. Both online materials and in person consumable materials (Journeys, Go Math, Science Fusion and Harcourt Social Studies) are standard aligned and will be taught using best practices for engaging, consistent and differentiated lessons.





### **Equitable Access (Technology)**

IPA will conduct a second survey (IPA Readiness for Online Learning Survey) for IPA families to determine their readiness for virtual learning. Based on the data, IPA will provide devices for students who need them. Hotspots will be provided to students who do not have internet access.

IPA has a student device loan contract for IPA students and families that outlines appropriate use and care of device. Additionally, IPA has a parent sign out log to track devices that have been lent out to students. Besides communicating to students and parents regarding proper sanitization methods for devices, IPA will also develop a monitoring system for ordering accessories and conducting prepared maintenance.

### **Equitable Access (Special Education)**

IPA Students who receive support services and have Individual Educational Plans (IEPs), Individualized Family Support Plans (IFSPs) and 504 plans will have their plans reviewed by Student Support Service staff (or Special Education and Resource staff) and General Education Staff. In addition, IPA students/families who receive student support services will be provided with scheduled times and services as outlined in their individualized plans either in-person or virtually, based upon how instruction is being delivered. IPA Student Support Staff and General Education staff will have regularly designated times to plan, monitor progress and discuss the needs of students receiving student support services through Zoom conference meetings.

IPA Head of Schools and Director of Academics will work with teacher leaders and staff to create a feasible schedule that incorporates both online and in person instruction for daily instructional times, per subject, based on the needs of the students and their different grade level bands. Besides the NWEA growth assessments, staff will conduct grade level screeners, daily checks for understanding after each lesson, and weekly assessments. In this way IPA can collect updated data that helps IPA staff to better inform, adjust and differentiate instruction.

