



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

**Address of School District/PSA:**

13550 Virgil Street, Detroit, MI (PreK-8)

5845 Auburn Street, Detroit, MI 48228 (HS)

**District/PSA Code Number:** 82722

**District/PSA Website Address:** <http://www.detroitleadership.org>

**Building Code Number(s):** 00334, 02222

**District/PSA Contact and Title:** Kerri Smith, *Superintendent*

**District/PSA Contact Email Address:** [ksmith@eqeducation.org](mailto:ksmith@eqeducation.org)

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

**Local Public Health Department Contact Person Email:**

[nancea@detroitmi.gov](mailto:nancea@detroitmi.gov)

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

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

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



October 01, 2020 [via email]

Ms. Kerri Smith  
Detroit Leadership Academy

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

Dear Ms. Smith:

I am pleased to inform you that the Extended Learning Plan for Detroit Leadership 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: Mark Lezotte, Board President

Attachment:  
Approved Extended COVID-19 Learning Plan

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

[Detroit Leadership Academy] (the "Academy")

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

The meeting was called to order at 6:04 [a.m. / p.m.] by Board Member \_\_\_\_\_:

Present: Lezotte, Gipson, Piepszowski, Florence

Absent: \_\_\_\_\_

The following preamble and resolution were offered by Board Member Piepszowski and supported by Board Member Gipson:

**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: 4

Nays: 0

Resolution declared adopted.

Alvina M. Gipson  
Alvina M. Gipson (Sep 29, 2020 16:10 EDT)

Print Name: Alvina Gipson

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 re-confirmed 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 ISD 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.

Mark Lezotte  
Board President

Board approved: 09/23/2020



## Learning Plan Narrative

### Opening Statement

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students' learning gaps have widened and need further opportunities for grade-level and remediated instruction. Teachers will need opportunities to collaborate with each other and instructional coaches as they prioritize instruction of grade-level standards while identifying key skills and knowledge left untaught from the '19-20 school year critical to mastering current grade-level expectations, all the while sustaining strong classroom culture in a virtual setting.

As Detroit Leadership Academy has chosen to begin the school year in a virtual setting for most students, we need to ensure that the structures we've designed to meet student and adult needs are being implemented with fidelity, in order to result in student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.



## **Educational Goals**

### **Quality Evidence-Based Assessment Practices**

Detroit Leadership Academy believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional practices. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts as well as informing teacher coaching needs and goals.

While Detroit Leadership Academy will continue its use of (and professional learning around the use of) our benchmark assessments, the formative assessment process will continue to be leveraged as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do, leading up to mastery of grade-level standards and the skills and knowledge assessed on benchmark assessments.

### **Academic Goals**

The NWEA assessments in reading and mathematics will be administered to all K-8 students during the 2020-2021 school year. Formative assessments will provide data to inform progress towards our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching and learning, all teachers will receive professional development in, and commit to the use of, the EQUITY Education and Detroit Leadership Academy formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

#### **Kindergarten through Grade 8 Goal**

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.





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

Note: The full Detroit Leadership Academy instructional plan can be found in the [MI Safe Schools Roadmap - Detroit Leadership Academy Preparedness Plan](#).

### **Mode of Instruction**

Based upon local health data and survey feedback from families and staff, the Academy has opted to deliver instruction virtually until at least the end of Quarter 1 (September 8-November 6) for all K-12 students. Students with significant learning needs or without access to required resources to participate in virtual learning have the opportunity to attend school in-person by request.

A full day’s learning schedule takes place daily for all K-12 students, which includes set times for synchronous and asynchronous instruction. Students participate in all courses, including core content, specials, and electives through synchronous instruction delivered by a certified teacher (staffed by EQUITY Education). On Wednesdays, additional asynchronous instructional hours are set to allow for teacher coaching and professional development. All teachers maintain daily Office Hours for students and families in addition to responding to email and phone calls within 24 hours of receipt.

### **Curriculum and Instruction: Academic Standards**

All curriculum for core academic areas is aligned to state and/or national standards and has been vetted by the Network Academic Team. Teachers are provided with a district-created Scope and Sequence aligned to grade-level standards, from which they create an Instructional Calendar and then aligned weekly lesson plans that are reviewed by instructional coaches, revised as needed ahead of instructional delivery to ensure quality and alignment of the lesson’s standards, objectives, formative assessment, materials, and teacher modeling. Remediated instruction is provided through Edmentum Exact Path. The chart below identifies approved curriculum by grade and subject area:

<b>Virtual Learning for 2020-2021 School Year &amp; Core Curriculum</b>			
	<b>K-2</b>	<b>3-8</b>	<b>9-12</b>
<b>Modes of Instruction</b>	Google Classroom Live Zoom Classes	Google Classroom Live Zoom Classes	Google Classroom Live Zoom Classes



<b>ELA</b>	Core Knowledge Language Arts (CKLA)  K-3 Guided Reading will implement Springboard Collaborative	Expeditionary Learning	Expeditionary Learning
<b>Social Studies</b>	Embedded in CKLA	Oakland Schools	Oakland Schools
<b>Math</b>	Eureka Math	Eureka Math	Eureka Math
<b>Science</b>	Phenomenal Science	Full Option Science System (FOSS)	9th - CPO Physics & RESA Chemistry 10th- Model Based Biology 11th and 12th- New Visions Earth Science
<b>Specials/ Electives</b>	Art: Oakland Schools PE: EPEC Health: MMH Technology: TechnoKids	Art: Oakland Schools PE: EPEC Health: MMH Technology: TechnoKids	Spanish: Oakland Schools Art: Oakland Schools PE: EPEC Health: MMH 21st Century Skills: TechnoKids

*\*Additional supplemental curricular resources will be approved by Academic Team Leadership and School Administration*

### **Assessment and Grading**

Detroit Leadership Academy bases its assessment system on the Michigan Standards and/or national standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment and growth-based feedback. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve mastery of a skill or knowledge. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs in real-time.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study or module in our curriculum. These assessments are based on a coherent set of standards in the



subject area that focus on a related group of skills and disciplinary knowledge. The table below outlines the varied, balanced methods of assessment used at the Academy:

<b>Monitoring the Progress of Student Learning during Virtual Instruction</b>				
	<b>Do Now/ Exit Tickets</b> <i>Administered Daily through Google Forms</i>	<b>Unit/Module Assessments</b> <i>Administered through Google Suite</i>	<b>Interim Assessments</b> <i>Administered through Mastery Connect Online</i>	<b>Academic Approach (8-11)</b> <i>Administered Online</i>
<b>Teacher Use</b>	Delivers daily to drive towards mastery of scope/sequence of skills /knowledge for content/grade	Teacher delivers at end of Unit or Module to gauge mastery of grade level standards and progress towards proficiency on high stakes testing	Teachers deliver 3x/year; informs re-teach plans and identifies extent to which kids are meeting grade-level mastery	Teachers deliver 1x a year in the Fall to lift up key standards to focus on between Fall and P/SAT
<b>Director of Academics / Instructional Coach Use</b>  (and Principal knowledge of)	Examines results w/teachers during Coaching Meetings about content and student progress	Examines results w/teachers during Coaching Meetings about content and student progress  Support teachers with scaffolding assessments during coaching meetings and PLCs  Make direct connection with college readiness	DOAs/IC will support teachers during PLCs in analyzing results and creating re-teach plans  DOAs/ICs need to know mastery by grade/content to know the pulse of progress.	DOAs/IC will support teachers during PLCs in analyzing results and planning next steps  DOAs/ICs need to know mastery by grade/content to know the pulse of progress.
<b>Director of STEM Director of Humanities Chief Schools Officer Use</b>	Examines results w/teachers during Coaching Meetings and PLCs about content and student progress	Examines results w/teachers during Coaching Meetings or PLCs about content and student progress  Make direct connection with college readiness  Support teachers with scaffolding assessments during coaching meetings and PLCs	Will use to monitor overall level of mastery, identify adjustments to scope/sequence needed, or informing PLCs, Network PD, or Coaching	Will support teachers and DOAs/IC during PLCs in analyzing results and planning next steps.  Need to know mastery by grade/content to know the pulse of progress.



We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians throughout each quarter. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we provide report cards to families at the end of each quarter through Family Conferences.

### **Technology**

Detroit Leadership Academy ensures all students will be provided equitable access to technology and the internet as described in our state and authorizer-approved Preparedness Plan. The Academy will support this through coordination of site- and district-based operations support with the contracted IT support. Parents and students will receive technology updates from the Academy's website, Social Media sites, Remind101 and direct phone calls. IT support is available to be conducted over the phone and in-person as needed. The Academy's system for maintaining student access to technology devices and the internet is described in the [MI Safe Schools Roadmap - Detroit Leadership Academy Preparedness Plan](#).

### **Students with Identified Special Needs**

Prior to the start of the school year, students' Individual Education Plans and 504 Plans were reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students from K-12, those with identified special needs and receiving intervention and support services, those services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives. The table below outlines supports in place for students with academic IEP goals, specifically:



Equal Access for Students with Disabilities during Virtual Instruction		
Planning	During Instruction	Following Instruction
<ul style="list-style-type: none"> <li>• General Education and Special Ed teachers meet weekly</li> <li>• General Education teacher brings reviewed lesson plan and any student concerns affecting the learning</li> <li>• Special Ed teacher brings knowledge of the student caseload and appropriate accommodations/modifications for their students</li> </ul>	<ul style="list-style-type: none"> <li>• General Education Teacher will ensure that accommodations and modifications are implemented per students' IEPs</li> <li>• As determined by lesson plan review</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education Teachers will provide office hours for students who need additional support with asynchronous work</li> </ul>
<ul style="list-style-type: none"> <li>• General education teacher walks away with strategy for specific special ed students</li> <li>• Special Education teacher walks away with what skills are being taught and how to support the lesson</li> <li>• Additionally, office hours for general education teachers who need additional support (identifying specific days/time blocks when SPED teachers are available in Zoom together for open conversations with teachers)..build into campus' weekly schedules</li> <li>• Prior to class, students are provided with necessary learning materials, as outlined in IEP</li> <li>• Special Education Teacher will provide students with hard copies of lesson materials as needed or as requested by student or family</li> </ul>	<p>in planning meeting, Special Education Teachers will join break-out rooms during class time to support learning for students with disabilities</p>	<ul style="list-style-type: none"> <li>• Special Education teachers will log interactions and attendance with students</li> <li>• General Education and Special Education teachers will collaborate following class as needed to address any concerns of the students or either of the teachers</li> </ul>

The Academy ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.