



## **Escuela Avancemos! Academy Extended COVID-19 Learning Plan**

Address of School District: 2635 Howard St

District Code Number: 82744

Building Code Number(s): 82744

District Contact Person: Stephanie Yassine

District Contact Person Email Address: [Syassine@theEAacademy.org](mailto:Syassine@theEAacademy.org)

Local Public Health Department: Detroit Health Department

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

Name of Intermediate School District: Wayne Resa

Name of Authorizing Body: Central Michigan University

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



October 01, 2020 [via email]

Ms. Stephanie Yassine  
Escuela Avancemos!

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

Dear Ms. Yassine

I am pleased to inform you that the Extended Learning Plan for Escuela Avancemos! (“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: Cristina Stamatina, Board President  
Shan'Ta Johnson, 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**

Escuela Avancemos (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 22 day of September, 2020, at 6:30 p.m.

The meeting was called to order at 6:30 p.m. by Board Member Cristina Stamatin:

Present: Cristina Stamatin, Andreea Bordeianu, Monica Barbour, Linda Chittum and Mariva Gonzalez

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

The following preamble and resolution were offered by Board Member Linda Chittum and supported by Board Member Monica Barbour:

**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).

---

<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

Nays: 0

Resolution declared adopted.

Print Name: Monica Barbour



---

Board Secretary



## 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.

Cristina Stamatina  
Board President

Board approved: 09/22/2020



## **Introduction and Overview**

As a school by and for the people, we have to acknowledge that 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 will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

The mission and vision of the academy was the driving force behind all decision making. Coinciding with our mission and vision, we developed the following priorities for fall instruction:

- **Health and safety of students and staff**
- **Rigorous, high-quality instruction for all**
- **Equity and access**
- **Family preference of instructional delivery mode (90% reported remote learning preference)**
- **Teacher and staff preference of instructional delivery mode**

Given these priority areas and the reality of COVID-19's spread in our community, Escuela Avancemos! Academy plans to begin the school year in a full remote learning environment. Simultaneously, families have had the opportunity to opt-in to learning labs for working families that allow for students to be monitored at the building while attending their virtual classes. We will need to ensure that there are structures in place to promote 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**

Escuela Avancemos! Academy believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, we will continue the use of (and professional learning around the use of) the formative assessment process 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.

### **Educational Goals**

The NWEA assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, and again prior to the last day of school. Formative assessments, alongside iReady data and the provided individual learning paths will provide timely and relevant data to inform our progress toward our goals over the course of the year. Student goal setting worksheets will assist teachers and students in knowing where we are on track. Progress reports linking iReady progress to NWEA goals will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process and use of reports to progress monitor through iReady. This program will provide actionable data for teachers to use in real time to address gaps in student learning. This program will give teachers and leaders continuous feedback on students reaching goals.

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.

**Goal 1** - The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades K to 7 in Reading NWEA Growth tests will be at or higher than 50.





- All teachers will use the formative assessment process and iReady progress reports to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

**Goal 2** - The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades K to 7 in Math NWEA Growth tests will be at or higher than 50.

- All teachers will use the formative assessment process and iReady reports to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

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

Note: The Escuela Avancemos! Academy's full instructional plan can be found in the [Return to School Plan](#) Document.

### **Mode of Instruction**

K-7 students will participate in remote online learning during phase 4. All students will have access to live, synchronous instruction Monday-Thursday and asynchronous learning and assignments on Fridays. EA is also prioritizing differentiation and formative assessment by scheduling small group/1:1 live sessions with all students Monday through Friday, with additional time allotted to special populations (at risk, ELL, Special Education). Through this model, all students will have access to core academic classes throughout the day, taking into account age and developmental level when determining class length.

For students unable to participate in remote instruction from their home, "learning labs" will be available at the school in a small group, socially distanced format. These students will still connect to their online classmates and teachers in the same way that those from home are able to connect. All required and recommended safety protocols will be followed for students and staff who are in the building.

As our teachers work to engage students remotely, they will use [Best Practices for Remote Learning](#):



- Utilize Maslow's Hierarchy of Needs
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

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

Escuela Avancemos! Academy's curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use these [Curriculum, Instruction, and Assessment Toolkits](#) to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize instructional standards for the 2020-2021 School Year. The CIA Toolkits will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

### **Assessment and Grading**

Escuela Avancemos! Academy bases its assessment system on the Michigan 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. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

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 school's grading process. For example, our teachers deliver summative assessments at the end of each unit of study 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.



We make available to our parents and legal guardians a web-based system (Powerschool) 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 during each marking period. 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 send out to parents report cards at the end of each marking period

## **Equitable Access**

### **Technology**

Escuela Avancemos! Academy conducted an initial survey in Spring 2020 to collect baseline data on the numbers, types, and conditions of devices accessible to our students at home. 50-60% of our families indicated that they had access to a reliable device and wifi connectivity to participate in virtual learning.

Based on survey results and overall parent feedback, Escuela Avancemos!, with the support of community partners such as the Detroit Children's Fund, have made purchases to provide each teacher and student enrolled in the academy a loaned Chromebook to support both virtual and in-person learning. Escuela Avancemos had great success supporting individual families as they navigated the application for programs such as Internet Essentials. This will continue to be the first approach to connecting families with internet connectivity. School staff will continue to be available to assist families in navigating the program's application process including providing translation support as needed. To date, many of our families have been approved to receive affordable high-speed internet. The Academy has a limited inventory of hotspots that will be provided to families in a full virtual setting who may be ineligible for these internet programs.

Devices have been ordered to provide 1:1 technology for all students enrolled at Escuela Avancemos. As devices arrive, school purchased devices are logged in our central inventory by Model, Serial Number, and Purchase Date. Assignment/Location is tracked through the district's Mobile Device Management Systems appropriate to the device (i.e. Chromebooks through Google Admin). When a device is removed from service, that is logged on the inventory with the date and reason.

The Academy has disseminated technology to all students who have opted-in to virtual learning. All parents picking up a computer will receive a brief technology tutorial facilitated by our school staff members. This tutorial will include basic knowledge of how to log their child in, accessing google applications such as email, classroom, drive and basic troubleshooting techniques. In addition, our support staff including paraprofessionals will receive training on basic IT and technology challenges to service families real-time through a phone call and/or video during virtual class periods.



### **Students with identified special needs**

The Academy ensures a continuation of services for students receiving special education services including resource room, speech and language, occupational therapy, and/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.

Escuela Avancemos will consider the need for recovery services for individual students with an IEP, IFSP, and 504 plan due to the impact forgone learning may have had on this special population. When determining whether recovery services may be warranted for students with IEPs, the IEP team (special and general ed. staff, parents, students) will consider whether there has been a regression in skills and the extent to which the student failed to make adequate progress toward their IEP goals and general education curriculum.

The IEP will determine regression and need for recovery services by:

- Considering the individual student's progress compared to the progress of same grade peers during the interruption of instruction due to COVID-19 pandemic. In the event of the student's regression being at the same rate of the regression of all students, no further consideration for recovery services is warranted.
- Examining the individual student's progress on IEP goals from the last source of data before the interruption of instruction due to the COVID-19 pandemic and compare data to the student's current level of performance based on teacher feedback, formative assessments, and i-Ready data.

All students receiving services in a virtual setting will have a Student Continuity of Learning Plan implemented, provided through the IEP amendment process by no later than December, 2020. The IEP team including parents/guardians will participate in the amendment process.

Escuela Avancemos will use [guidance](#) provided by MDE's office of Special Education to inform the process and documentation when determining individualized need for recovery services. We will continue to work with MDE to implement requirements related to compensatory education as information becomes available

To the extent feasible and safe, students opted-in to remote learning will have the option to receive in-person special education services at a scheduled date and time. This may be conducted in a 1:1 or small group setting with the special education provider. If in-person services are not allowable and/or parents unable to bring their students, services will be provided through video conferencing platforms and/or phone calls.



## **English Language Learners**

Escuela Avancemos! services a high percentage of English Language Learners each year. Special considerations around bilingual support and EL best practices in the virtual classroom will be made a focal point in coaching and professional development, ensuring equitable access for all learners. In particular, Escuela Avancemos! will implement an ELL strategies professional learning community (PLC) with the purpose of identifying and sharing researched EL differentiation skills and best practices in remote learning. Bilingual paraprofessionals are scheduled to push into live teaching and What I Need (WIN) blocks to provide additional small group support to EL students. In addition, teachers with the support of a translator will be facilitating weekly meetings with families to review previous learning and assist parents with additional strategies to support their EL learners at home.