



Oakland International Academy Extended COVID-19 Learning Plan

Address of School District: 8228 Conant St. Detroit, MI 48211

District Code Number: 63912

Building Code Number(s): 08743, 09314, 09830, 02212

District Contact Person: Dr. Azra Ali

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Local Public Health Department: Wayne County Health Dept.

Local Public Health Department Contact Person Email Address: Lukas Ayers

734-727-7076 layers@waynecounty.com

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Saginaw Valley State University

Date of Adoption by Board of Directors: September 15, 2020



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.

Dr. Ahmed Elbohy (COVID19)

President of the Board of Directors

September 15, 2020

Date



Introduction and Overview

Oakland International Academy has engaged the school community through various Town Hall meetings and surveys to collect feedback on Return to School Plans. The Academy has been collecting information with its families on their plans for returning to school using mail-in and google form surveys. Families also received phone calls and remote support to help complete these surveys. Based on this data, The Academy has confirmed that 40% of its families are interested in bringing their students back to the building for face-to-face instruction. However, 60% of the families prefer the remote learning platform due to their personal preferences regarding health and safety of their children. Therefore, there is a need for an extended plan that would be versatile and ready to fit the needs of its community members. An extended Covid-19 learning plan is necessary to increase student engagement and achievement for the 2020-2021 school-year in response to the community's request for greater "choice" in how their children will learn this year. While Michigan remains in a declared State of Emergency due to the pandemic, many families are hesitant in sending their students back to school in-person and would like an online/remote option due to health and safety concerns. The Academy also has several families who are willing and ready to send their students back to school in-person. To balance both requests and accommodate these students' needs, starting October 1st, Oakland International Academy will offer the following options to its families:

1. K-5 Face-to-Face (5 days of the weeks for 5 hours each day) or Remote Only with synchronous and asynchronous options.
2. 6-12 Hybrid (two days in school and 3 days online) Or Remote Only with synchronous and asynchronous options.

The School Leaders are confident that they will reach 100% of its families with the multiple options that are offered. This will guarantee a viable and equitable program for its K-12 students at Oakland International Academy during the Covid-19 schoolyear, designed to increase student engagement and achievement.



Educational Goals

Goal to Be Achieved:

The Academy is committed to offering a K-12 Program which will prepare the students academically for success in high school, college, work and life.

Standard 1: The Academy shall, at a minimum, demonstrate to the Authorizer that its students, including all subgroups, are making sufficient progress to meet state-identified proficiency targets in each tested content area and grade level.

*If the federal waiver is granted, the Academy may be exempt from administering state assessments. However, the Academy is prepared to assess students on the MSTEP and WIDA assessments if these will be required.

Standard 2: The Academy shall outperform host district/comparable district on the state-identified proficiency test.

The Academy is committed to meeting this goal if standardized assessments from the state will continue in Spring 2021.

Standard 3: Using a recognized norm-referenced test, the Academy shall demonstrate that all students', including all subgroups, fall-to-spring growth demonstrates measurable progress toward grade level targets (closing the gap—bringing students closer to grade-level); and Students' medial fall to spring Student Conditional Growth Percentile will be at the fiftieth percentile or higher.

Standard 4: Using a recognized norm-referenced test, the Academy shall demonstrate that: All students, including all subgroups, will achieve scores equal to or greater than the grade-level reading and math college/career readiness target and the percent of students meeting their projected score will average 60% (1 year's growth in 1 year's time).

Using NWEA assessments all students will demonstrate measurable growth based on: "The median growth percentiles reflecting fall-to-spring scaled score growth in grades K to 8 on reading and math NWEA Growth tests will be at or higher than 50" OR "75% of the students in the subgroups (male/female, ethnicity, special education, disadvantaged students, and English Language Learners) will meet their projected growth targets from fall to spring on NWEA assessment. Mid-year benchmarks include at least 50% of the students will meet their fall to winter growth targets in ELA and Math on the NWEA assessments. Students will take the NWEA assessments starting October 2. The window for testing will close on November 3rd. Students who cannot attend school physically in person will have access to remote testing options. Students in K-11 will take the NWEA assessments during fall, winter and spring. Students in 12th grade will take the SAT assessments with their parents' approval. The



Academy is committed to assessing all its students in fall, winter and spring to monitor and reach its educational goals.

Instructional Delivery & Exposure to Core Content

K-5 Program of Delivery

Option 1 Face-to-Face (students will have an Ipad/Chromebook access if they do not have access to a device at home for homework purposes)

Based on parent choice, The Academy will provide an in-person/face-to-face instructional program for 5 hours a day at Oakland International Academy's physical campus. Each certified teacher will have a maximum class size of 16 students and will provide standard-based instruction to students in all core subject areas. Students' desks have been set-up to be at least 6 feet apart and all other unnecessary furniture has been removed from the classroom. Students will have access to hand sanitizer and frequent handwashing schedules will be in place. Students in K-5 will be encouraged to wear their masks or at least a face shield while in the classroom. Students will be required to wear a mask when they are in the hallways, bathrooms and major entry ways. Breakfast/lunches will be provided to the students in the classroom. Students who attend face-to-face instruction will receive grade-level curriculum with a block of time available for skill-gap interventions.

Option 2 Remote Only K-5 (students will have an Ipad or Chromebook access)

All K-5 students whose surveys indicated that they needed a device on a loan shall be given one from the school. These devices were distributed to students during the weeks of August 25-September 8th. The Academy will be receiving few additional devices that are currently on back-order which will ensure that ALL students will have a device from the school by Oct. 1st. The school will maintain records on the deployment of all devices ensuring a 1:1 student:device ratio. Remote learning students will receive at least 2.5 hours of synchronous instruction via Zoom from a certified teacher daily. Each certified teacher will provide standard-based instruction to remote learners in all core subject areas. Students will complete additional 2.5 hours of asynchronous instruction using PearDeck and additional resources on a daily basis. Asynchronous instruction will include follow-up activities after the synchronous instruction is completed. Students will have access to paraeducators during asynchronous instruction to help with more one-one support. During asynchronous instructional time, teachers may rotate and support students who need extra help. Teachers will remain available to assist students for 1098 hours during the schoolyear to ensure effective delivery of the Academy's board approved standards-based curriculum content.



6-12 Instructional Program Delivery

Option 1 Hybrid Program (students will have an Ipad or Chromebook access)

Based on parent choice, The Academy will provide an in-person/face-to-face hybrid instructional program for 2 to 4 days per week, 5 to 5.5-hours a day at Oakland International Academy. On the remaining days, students will work online via synchronous and asynchronous instruction. Students who are working from home on their non-face-to-face days can log in to a live classroom feed for synchronous learning opportunities. For 6-8 Program, the Core Subject teacher will lead classroom instruction in front of a camera and a shared screen for 5.5 hours each day and will provide standard-based instruction to students in all core subject areas.. Another certified co-teacher or a paraeducator will moderate the online students to ensure that students are on track with their learning goals and engaged during the lesson. For 9-12, teachers will teach in-person for students who are interested in the Hybrid model for 30 minutes. Online students will join the session and the teacher will teach another 30 min to the online students while the in-person students complete their work. There will be a formal closing for each lesson with all the students. Master teachers may teach the entire period with live feed for remote students and in-person for those students who are physically present. 9-12 hybrid students will come to school for in-person instruction 4 days of the week. Two days they will attend 4 of their core classes and other two days they will attend 3 of their other core classes. On the fifth day (Friday) all students will receive online instruction. Students will receive asynchronous instruction each day for the course that they didn't receive synchronous instruction for. For example, on Mon./Wed a student may attend the first 4 periods for live/remote synchronous instruction and then complete the asynchronous activities for the last 3 periods for a total of 7 periods of synchronous and asynchronous instruction. Each certified teacher will have a maximum class size of 16 students. Students' desks have been set-up to be at least 6 feet apart and all other unnecessary furniture has been removed from the classroom. Students will have access to hand sanitizer and frequent handwashing schedules will be in place. Students will be required to wear a mask when they are in the classroom, hallways, bathrooms and major entry ways. Breakfast/lunches will be provided to the students in the classroom. Students who attend face-to-face instruction will receive grade-level curriculum with a block of time available for skill-gap interventions.

Option 2 Remote Only (all 5 days) students will have an ipad or chromebook access)

Students will work online via synchronous and asynchronous instruction. Students in K-5 will be working with a dedicated Remote Learning teacher for synchronous instruction for at least 2.5 hours daily. Each certified teacher will provide standard-based instruction to remote learners in all core subject areas. In addition, 2.5 hours of asynchronous instruction will be provided to K-5 students using weekly packets, Google Classroom assignments, PeadDeck activities, Youtube



broadcasted lessons and Zoom support for small group intervention. 6-8 students who select remote only for all five days will have access to live classroom feed for 5.5 hours each day. A dedicated online moderator along with the certified teacher will provide services to these students. Students in grades 6-8 who are working from home on their non-face-to-face days can log in to a live classroom feed for synchronous learning opportunities. Students will be offered asynchronous instruction to supplement their learning which include recorded lessons and Google Classroom activities. 9-12 remote students will receive synchronous lessons for 4 periods each day and asynchronous for 3 periods and vice-versa the next day. The online synchronous instruction will be via Zoom and asynchronous instruction using Google Classroom and other resources. Certified teachers will ensure that a two-way interaction is taking place on a daily basis. 9-12 students will have the same certified teachers accessible to them whether they are choosing Hybrid or remote only. Teachers will work with remote learners via Zoom for a live feed or teach 30 minutes to online students while in-person students complete their work independently. Students who attend remote instruction will receive grade-level curriculum with a block of time available for skill-gap interventions.

Remote learning students will be exposed to all the Powerstandards using our existing curriculum through daily two-way interactions using synchronous or asynchronous learning opportunities. A certified teacher is working directly with the students to ensure that they are progressing towards their learning targets. Remote learning students will have access to an Ipad/Chromebook and consumables to help complete their course requirements.

Google Classroom

The teachers have completed their Google Educator level 1 certification, and received Google Classroom PD. All teachers have set-up their Google Classroom. Students will receive all their work in Google Classroom and can complete and upload their work for teacher feedback in this portal. Teachers will submit weekly lesson plans to their principals and create interactive Google Slides using Pear Deck add-ons for each of their lessons. These lessons will be available in Google Classroom for later viewing and reviewing purposes.

Zoom Lessons

The Academy has provided teachers with Zoom Academy PD and is in the process of setting up upgraded professional accounts. This will allow teachers to use break-out rooms, control and manage classroom settings and record/save larger size videos.

Scope and Sequence; Grading and Evaluation

The Academy is committed to assessing and evaluating the readiness levels of all the students in light of the Covid-19 closures. The Academy has been collecting data on what was taught fully



and what was left out from the previous year's curriculum due to Spring closing and its shortcomings from CLP teaching initiatives. The skill-gap analysis will be essential to recover any loss of learning that may have occurred. The Academy is committed to the delivery of the existing curriculum using Rubicon Atlas with compacting strategies to ensure that equitable access is in place for face-to-face, remote and hybrid learners. The Academy faces the difficult challenge of recovering the skill gaps and still continue with the grade-level standards. To overcome this challenge, the Academy will incorporate the use of PowerStandards based approach to compacting the curriculum. PowerStandards are standards that are essential to students' success in the future grade level. These standards were selected based on their endurance, leverage and readiness of the students. Teachers have worked in PLCs to determine Powerstandards and essential objectives to help the students succeed in the Michigan Academic Standards. The Academy is using a standards-based approach to formatively report students' progress in each of these Powerstandards with the school administration. Parents will receive formative data on cognitive and behavior processes of their children using Class Dojo. In addition, teachers will use grace and guidance-based approach to grading students. Although, The Academy will continue using A-E report cards for student evaluations, it has removed the possibility of any student receiving an "F". Instead students will receive "incompletes" which will allow for teachers, paraeducators and interventionists to work with students closely to get work completed. Parents will receive progress reports (after 4 weeks) and report cards at the end of the quarter. A strong emphasis is being placed on provided intense support to ensure that students complete their work by using all of the resources available. High School students who do not meet the minimum expectations to complete their courses will receive incomplete and credit will be only granted when the student has completed the coursework. The school Guidance Counselor and Academic Dean will closely monitor students progress in the high school to ensure that they meet the graduation requirements. A post-secondary transition plan that was described in the Covid-19 preparedness plan will be implemented.

The Academy intends to and have a plan in place to help communicate with the parents more routinely than in the past. Teachers have received PD on communicating with parents and have the resources available to make this work. Finally, the Academy will continue to monitor students with interim assessments using local tools and standardized instruments such as Fountas and Pinnell, EasyCBM, common assessments and unit/chapter tests. The Academy has structured PLCs this year where teachers are coming together to have more conversations around data and monitoring practices to ensure students' mastery in the respective skills.

The Academy is committed to providing a safe environment for students and will continue to implement PBIS programming with the students. The Academy will collect qualitative data through the use of surveys to monitor student discipline. In addition, students will have access to restorative justice practices and Social and Emotional Health programming. The Academy will continue to track discipline data to engage in respective reporting and compliance practices when



students are physically in the building. School administrators will contact parents when and if the need arises. The Academy will incorporate progressive discipline strategies and ensure that students' physical, mental and social health perspectives are integrated in decision-making, discourse and recourse.

Equitable Access

Oakland International Academy is committed to providing equitable access to internet and technology necessary to help students learn remotely. Here are some things that the Academy has done to ensure equitable access to technology:

1. Parent surveys were conducted to determine the “needs” for devices and internet accessibility.
2. Ipads and Chromebooks were ordered from the CARES Grant.
3. To date, the Academy has distributed 350 chromebooks to the High School students, 195 chromebooks and Ipads to the Middle School Students and 200 Ipads to the Elementary Students. This is total of 745 devices. Current enrollment is 812 students. 92% of students have already been provided with a device. Additional devices, if needed, will be purchased from the Educational Equity Funding or the Governors Emergency Education Relief Fund.
4. Parents who do not have internet access can request a Verizon Jet Pack Hot Spot. The Academy has distributed 50 so far. Additional devices, if needed, will be purchased from the Educational Equity Funding or the Governors Emergency Education Relief Fund.
5. Students who needed a device were loaned a device from the school.
6. Devices were distributed to students during the week of August 25-Sept. 8. There are 50 more devices on back-order which will be provided to K-1 students. Meanwhile, K-1 students have access to weekly packets, phone lesson support from teachers, Zoom recorded lessons available on Youtube and learning pods.
7. Textbooks have online subscriptions that were released to all the students.
8. Wifi routers were installed in the school parking lot that covers a quarter mile radius. This provides additional internet access to all families who live in close proximity to the school.
9. Low-cost and free internet options were shared with the parents.
10. School staff has been helping parents learn to use basic features of the Ipads/Chromebooks to help their children at home. Translators have been supporting parents remotely and one-one in the buildings on things related to internet and technology questions.
11. The Academy has created self-help Arabic tutorial for parents and students to access from home. The Bangla translated videos are in development.

Oakland International Academy will continue to provide ELL services remotely and face-to-face for the LEP students. Parents who have agreed to bring their children to the school will continue



to take the WIDA screeners on a one-one basis using social distancing protocols. ESL coaches and Paraeducators will continue to support students through push-in and pull-out services using remote platforms such as Zoom and phone conferences for remote learners and in-person for hybrid and face-to-face learners. Teachers will be using PearDeck in their lesson plans and embedding translation features using audio recordings from translators and/or Google translate/Slido platforms.

Oakland International Academy's IEP students have received an Ipad or a Chromebook. The Academy has a confirmation from more than 80% of these families that they have reliable home internet. The Special Education Teacher, SSW, Speech Pathologist and other respective auxiliary team members have a schedule for remote learning using Zoom to engage with students in a two-way interaction. In addition, the Academy will be offering one-on-one, face-to-face instruction and conduct assessments with those students who are willingly and able to come to the physical classroom in the school. The Special Education team has started to work with the families on developing Contingency of Learning plans for all students who have an IEP and those who were in the evaluation process before the Spring pandemic. Students will receive adaptive technology and assistive tools per their IEP guidelines. Curriculum and instruction will continue to be modified in accordance with each student's individual IEP. The Academy remains committed to continue the RTI process using a team-based approach through the Child Study Teams. The Academy has dedicated PLCs to ensure that Special Services Program staff are communicating with general education teachers and paraeducators to deliver the highest quality of services. All Special Education and auxiliary members will complete weekly activity logs and two-way interaction/communication logs to ensure and guarantee that all IEP students receive an equitable technology, instruction and accommodation as per the IEP. The Academy will specifically ensure that students with disabilities will be accommodated per their IEP requirements in person or via online means of instruction.