



Sigma Academy for Leadership & Early Middle Extended COVID-19 Learning Plan

Address of School District: 49 Candler Street; Highland Park, MI 48203

District Code Number: 82770

Building Code Number(s): 03668

District Contact Person: Dr. Reginald Kirkland

District Contact Person Email Address: r.kirkland@sigmalaemc.org

Local Public Health Department: Wayne County Department of Health & Human Services

Local Public Health Department Contact Person Email Address: Diane Rushlow/
drushlow@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 26, 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



SIGMA ACADEMY FOR LEADERSHIP

Σ EARLY MIDDLE COLLEGE

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.

A handwritten signature in black ink, appearing to read "Loren Glover", written over a horizontal line.

Mr. Loren Glover, President of the Board of Directors

A handwritten date "09/28/2020" written in black ink over a horizontal line.

Date



Introduction and Overview

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

As we enter a new school year, our first priority is to ensure that our families are provided with the resources they need, a high level of instruction and safety for our school community. Due to the various forms of instruction that were delivered during the remote learning in the previous year, we recognize that students will arrive with differing levels of competency and skills for the 2020-2021 school year. Our expectation is to provide more individualized instruction, tutoring, parent collaboration and resources to bridge the learning gap that resulted from the 2019-2020 remote learning experience.

Sigma Academy for Leadership and Early Middle College enters the year in a remote learning environment. However, structures will be put in place that align with the state standards in increase student engagement and achievement for our students. Our plan will focus on delivering differentiated instruction, individualized assessments, equitable opportunities to promote optimal success for each student and provide a safe delivery of instruction in context of the COVID-19 Pandemic. World class education is our expectation.

Educational Goals

Will administer the benchmark assessment to all students in kindergarten through 8th grade within the first nine weeks of the school year, at midyear (February) for progress monitoring, and by the last day of the school year, to measure proficiency in reading and mathematics. The median Student Conditional Growth Percentile for students in grades K-8th will be at or above the 50th percentile on NWEA's Measure of Academic Progress. The fall-to-spring testing period will indicate a minimum of average growth for Reading/ELA and Mathematics. The fall RIT scores will be used as the baseline and February scores will serve as progress monitoring and growth. Students who are not progressing will be identified for academic support. The scores will be used to determine expected growth and gauge mastery for state standards.

Instructional Delivery & Exposure to Core Content

Parents and students will be kept at the center of educational activities by ensuring that they are advised of the plan (in writing, telephonically, texts, and via website). provided multiple opportunities to provide feedback and recommendations, and through weekly wellness conducted check by school administrative team members. Additionally, teachers and



instructional staff will use the online communication tools embedded within the Edgenuity platform. Parents/Guardians and students will receive reports of students' progress toward mastery of curriculum standards by receiving progress reports by the fourth week of every quarter, and they will receive report cards at the conclusion of each quarter. Additionally, the families have been given access to a Parent/Student portal that provides "real-time" data relative to student progress toward the curriculum standards in mathematics, English language arts/reading, social studies, science and their electives. SALEMC teachers and instructional staff will make calls to students and parents with an emphasis upon building relationships and maintaining connections. The principal will send a weekly automated call to parents keeping them informed of any updates and/or additional information. This information will also be posted on each teacher's calendar within the LMS. Finally, students will be assigned opportunities to write letters to classmates, teachers, and the principal as a means for remaining connected and encouraged during the time away from one another. Our learning management system offers a digital curriculum, benchmark assessments and supplemental learning resources that are directly aligned to the common core state standards. Additionally, live tutoring is also available is available on a daily basis.

In order to facilitate the effective delivery of content in multiple ways to ensure equitable access to learning opportunities, students will be grouped in accordance with their ability levels across the various subject areas. Additionally, students will receive specified instruction in targeted foundational areas in order to increase student academic performance. Teachers will meet weekly in the LMS and/or Zoom meetings professional learning communities in order to make instructional adjustments, and transition. Students will receive progress reports and grades quarterly.

Professional learning communities in order to make instructional adjustments, and transition students to new groupings as they master desired skills. The SALEMC team will rely upon students' NWEA performance data, along with teachers' knowledge of students' performance to establish the initial student groups. Also, students will be provided access to learning tools that are embedded within the LMS. Students will receive instruction in the subject areas of social studies and science in accordance with the grade level expectations as specified within the Common Core State Standards. Teachers will infuse a focus on increasing students' capacity to master informational literacy.

Informational reading, in the context of science and social studies is a focus. Additionally, students will receive explicit instruction in writing within the content areas of science and social studies as well. Finally, a significant element of the instructional delivery will include virtual field trips and experimentation. Students that currently receive academic support in the form of a 504-accommodation plan and special education services will continue to receive special education services in accordance with their IEPs and/or 504 plans.

- The SALEMC Board of Directors determined that students would begin the 2020-21 academic year by receiving instruction online. Every 30 days, in accordance to the new legislation, the board will re-evaluate determine if instruction will continue to be

delivered online, or if conditions will allow for faculty to transition to hybrid or in person delivery. The board will be advised by faculty and leadership in order to make the best decision on behalf of students and faculty.

- Tablets and/or Chromebooks will be distributed to each student. Training and tutorials will be provided to both parents and students.
- We will facilitate discounted internet access for those families who request such support. Furthermore, school staff will survey families to ensure that internet access is available for students at home.
- Students will be able to review the instruction along with the students that are attending in person.
- Student will be required to complete all assignments as outlined by student receiving face-to-face instruction.
- Students will have access to all curriculum tools that students receiving face-to-face instruction.
- Attendance will be taken, and students will be responsible for completing all assignments.
- Grades and progress reports will be generated from assessments and completion of work.
- Online students will participate in all district and state testing.
- Students are required to regularly attend classes online in accordance with the Michigan Compulsory School Attendance Law (MCL 380.1561 Compulsory attendance at public school).

Equitable Access

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Students' IEPs, IFSPs, and 504 plans are revised in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.

- Commence intervention and support services. Plans must include all programs and environments
- Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.