

# Return to School Plan



April 2024

## **In-Person Instruction**

The following structures and protocols will be implemented to ensure a rigorous, engaging, and academically sound hybrid learning program:

- A concise expectations matrix that details roles and responsibilities for Principals, Teachers, Support Staff, Students, and Parents will be communicated and disseminated.
- Teacher professional development will focus on strategies that promote best practices for blended and/or remote learning.
- Social and emotional learning will be integrated into daily instruction and practices.
- An Intervention Inventory which details all of the intervention programs that the Academy offers to students with an identified achievement gap will be provided to families.
- A student learning guide that references strategies by grade level bands and content area for students to use during independent practice to accelerate learning will be distributed to each student.
- Instructional staff will scaffold lessons to ensure that all learning styles and readiness level are being met.

High-Quality Instruction and Engagement – Old Redford Academy has implemented and/or established the following instructional protocols to ensure the delivery of standards-aligned curricula through best practice strategies that promote student engagement, consistency, and differentiation.

- The Academy will continue to utilize a Learning Management System to:
  - Facilitate the daily delivery of teacher's lessons
  - House important classroom information such as assignments, assessments, announcements, and student reference documents
  - Track student attendance and participation
  - Track and report student progress
- The Academy will utilize an Assessment Data Bank and Warehouse to house all of the Academy's Common Formative Assessment data as well as provide a platform for teachers to create and assess classroom formative and summative assessments. The platform will also serve a weekly data dashboard to report student progression.
- The Academy will continue to require weekly lesson plans submission from all instructional staff. Weekly lesson plans will be shared via each teacher's virtual classroom. Each weekly lesson plan provides the following:
  - Common Core Standard(s)
  - Objective
  - Direct Instruction
  - Student Practice
  - Student Demonstration
  - Modifications/Accommodations
- The Academy utilizes a K-12 comprehensive curriculum alignment for all core subjects. The Chart below details each curricular resource by subject area including if the resource has online component and/or consumables.

	ELA/English	Mathematics	Science	Social Studies	MTSS
<b>Grade K</b>	CKLA 2018 Edition OL / Cons	Engage NY Math 2016 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill- Networks Edition 2014 OL / Cons	MyMath- Math CKLA- ELA OL
<b>Grade 1</b>	CKLA 2018 Edition OL / Cons	Engage NY Math 2014 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill- Networks Edition 2014 OL / Cons	MyMath- Math CKLA- ELA OL
<b>Grade 2</b>	CKLA 2018 Edition OL / Cons	Engage NY Math 2016 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill – Networks Edition- 2014 OL / Cons	MyMath- Math CKLA- ELA OL
<b>Grade 3</b>	CKLA 2018 Edition OL / Cons	Engage NY Math 2016 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill- Michigan / Networks Edition 2016 OL / Cons	MyMath- Math CKLA- ELA OL
<b>Grade 4</b>	CKLA 2018 Edition OL / Cons	Engage NY Math 2019 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill- Michigan / Networks Edition 2016 OL / Cons	MyMath- Math CKLA- ELA OL
<b>Grade 5</b>	Engage NY ELA 2016 Edition OL/ Novels	Engage NY Math 2014 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum- MC3 2012 Edition OL	Mapskils ELA and Math OL
<b>Grade 6</b>	Engage NY ELA 2019 Edition OL/ Novels	Engage NY Math 2016 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum- MC3 2012 Edition OL	Mapskils ELA and Math OL
<b>Grade 7</b>	Engage NY ELA 2018 Edition OL/ Novels	Engage NY Math 2016 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum- MC3 2012 Edition OL	Mapskils ELA and Math OL
<b>Grade 8</b>	Engage NY ELA 2018 Edition OL/ Novels	Engage NY Math 2016 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum- MC3 2012 Edition OL	Mapskils ELA and Math OL
<b>Grade 9</b>	Engage NY ELA 2016 Edition OL / Novels	Engage NY Math Algebra I 2016 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum- MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL
<b>Grade 10</b>	Engage NY ELA 2016 Edition OL / Novels	Engage NY Math Geometry 2016 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum- MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL

<b>Grade 11</b>	Engage NY ELA 2016 Edition OL / Novels	Engage NY Math Algebra II 2018 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum-MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL
<b>Grade 12</b>	Engage NY ELA 2015 Edition OL / Novels	Engage NY Math Pre-Calculus or Finance 2016 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum-MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL

\*OL – Online Component or Digital Suite

\*Cons – Consumables

#### Assessment of Each Student’s Academic Readiness Level – The Academy will implement the following Week One Diagnostic Plan

- In the subjects of ELA and Math, for grades K-12, week one of instruction will focus on diagnostic instruction through both grade-level screener exams as well as informal, formative assessments.
- Two weeks prior to the start of school, the Academy will send ongoing communication to families to not only inform them of the diagnostic exams, but also explain the purpose and importance of them. Likewise, this information will be shared on the Academy’s website as well as Social Media sites.
- Building Leadership Teams will share individual student data with parents digitally. For students who have been identified below grade level, the Building Leadership Team along with the classroom teacher(s), and parents, and when appropriate the student, will meet virtually to discuss an individualized plan of instruction to address the identified gaps.
- All core teachers will utilize both the individual and grade level data to heavily inform their quarter 1 instructional focus.

Review of IEP, IFSP, and 504 Plans – The Academy’s Academic Leadership Team in conjunction with the Director of Special Education and Wrap Around Services will collaborate to ensure that the appropriate modifications and/or accommodations are being made to all general education lesson plans and instruction. Likewise, Resource Room teachers will collaborate with general education teachers to ensure alignment in instruction when delivering services as detailed in a student’s IEP, IFSP, or 504 plan(s).

Support for Students Transitioning to Postsecondary – The Academy’s High School Leadership Team and Counseling Department will offer the following supports to students transitioning to postsecondary:

- External partnerships with community-based organizations focused on assisting students with the process of applying for college, applying for scholarships and financial aid, and completing and submitting college admission applications
- Organizing virtual college tours
- Organizing virtual onsite college admission fairs

Instructional Monitoring and Compliance – The Academy will utilize the following instructional monitoring and compliance protocol:

- Weekly, the Academy’s Leadership Team will meet virtually to discuss and ensure compliance with all MDE policies and guidelines.
- Weekly, lead teachers will ensure that each teacher on their team has submitted lesson plans that comply with their respective pacing guide and indicate to Building Leadership any missing plans or plans that require feedback and/or follow-up.

- Weekly, the Instructional Coordinator will monitor virtual instruction of K-12 teachers and provide feedback on instructional strategies, virtual best practices, and curricular pacing. Virtual instruction will be monitored on a tier-system based on subject area being taught, teacher effectiveness rating, and years of teaching.
- Bi-weekly, the Data Coach will virtually meet with teacher grade level or content area teams. Prior to the administration of the upcoming Common Formative Assessment, the meeting will focus on reviewing the assessment and ensuring that instruction is aligned to the assessment. After the assessments have been scored, the meeting will focus on data trends and individual student deficits.
- Bi-weekly (for a total of 4 times per quarter), Building Leadership Teams will conduct a gradebook audit for each teacher. The purpose of the audit is to ensure that teachers have assigned and scored a minimum of two entries per week, and a minimum of one entry per category by the quarter's midpoint and a minimum two entries per category by the quarter's end.
- Common Formative Assessments – For grades K-12, in the subject areas of ELA and Math, the Academy has designed grade level pacing guides that details the required common formative assessments for each quarter or learning. These assessments not only drive instruction, but also provide vital data points around student proficiency.

Support for Students Needing Wrap Around Services - The Academy's Academic Leadership Team in conjunction with the Director of Special Education and Wrap Around Services will collaborate to ensure that any student needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers will be accommodated in accordance to the individualized recommendations outlined for the student.

### **Communication and Family Supports**

The Academy is committed to maintaining frequent communication with all families through various modes of communication such as phone calls, emails, text messages, home visits, newsletters, and social media.

The Academy will use the above stated modes of communication to share information on the following topics:

- Important dates relating to school closures and reopening
- Grade-level proficiencies
- Common formative assessments
- Daily instructional times
- Teacher office hours
- Administration office hours
- Quarter and Semester start and end dates
- Progress Report and Report Card posting dates
- Family Support and Engagement
  - Directions for accessing the Parent Portal for our SIS
  - Directions for accessing the Parent Resource Center (including grade-level enrichment for home activities)
  - Virtual trainings on digital literacy

### **Professional Learning**

The Academy utilizes various professional development modes to ensure the continues growth and improvement of our instructional staff and leadership. These modes are as detailed below:

- Weekly Internal Professional Development (60 Minutes) – Topics are based on lesson plan and instructional monitoring feedback and include areas such as but not limited to management, learning strategies, student engagement, re-teaching, and pacing.
- Internal Professional Development: Early Release Wednesdays (2.5 Hrs.) – Topics are centered on standardized test prep and data results.

- Professional Learning Communities (60 Minutes) – Each teacher participates in a weekly PLC by grade-level for K-5 and Content Area for grades 6-12. The focus of the grade level and content area PLC work is centered on the Academy’s Common Formative Assessment protocol.
- 1:1 External Professional Development – Teachers, support staff, and building administration are encouraged to seek external professional development opportunities that are specific to their area of expertise and submit a request for participation. Requests are granted on an individual basis. Additionally, The Academy’s Academic Leadership Team regularly recommends specific external professional development to teachers, support staff, and building administration based on district initiatives (as aligned to our School and District Improvement Plans), personal improvement plans, and pilot programming.
- Group Level External Professional Development – The Academy is committed to ensuring that each building has training in the areas of culturally responsive education, social and emotional learning, restorative practices, and virtual instruction.

### **Monitoring**

The Academy has ensured that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork by implementing a one to one student laptop program. Further, through family survey data, the Academy will provide internet hotspots for any households that demonstrate need.

The Academy’s protocol for monitoring student attendance will be as follows:

- Daily, each teacher will record student attendance for each class/course, as indicated by a student’s login to our Learning Management System.
- Teachers will track student attendance weekly and report/submit it to their building leadership team.
- Weekly, the building leadership teams will report student attendance by grade level, providing both a ratio and percentage of positive attendance.
- Any grade level with less than 90% attendance will be analyzed for individual student attendance.
- Students with more than 1 absence per week of 2 absences per month will be monitored by building leadership.
- Students with chronic absenteeism will be asked to attend a virtual meeting to discuss the impact of attendance on student progression. Likewise, both parents and students will be asked to sign an attendance contract agreeing to significantly reduce the student’s number of absences moving forward. After the meeting, the student’s attendance will continue to be monitored weekly.

Student Work – Weekly, teachers will ensure that a minimum of two new entries have been scored and recorded in their grade book. Each parent has individualized access to the parent portal to review their student’s progress at any time. In addition to weekly gradebook updates, the Academy will generate a Progress Report for each student at the midpoint of each quarter and a Report Card for each student at the end of each quarter. Lastly, and for the purposes of self-reflection, students will complete a Student Self-Evaluation Form for each Common Formative Assessment. Students are required to keep their SSEFs in their academic portfolio to serve as visual of academic progression throughout the year.

### **An Important Note to Hybrid Instruction**

- Additional Staffing is Required – Hybrid instruction provides a structure where a percentage of the students learn in-person while the remaining students learn remotely. As it pertains to in-person instruction, and due to social distancing protocols, the number of students that can be instructed during a single lesson will be reduced from an average of 25-28 to an average of 12-15. The smaller class sizes will create the need for additional sections and/or instructors for each course. Likewise, during 100% remote instruction, we utilized a minimal approach to staffing in an effort to be fiscally

responsible while meeting the academic needs of our students. Therefore, a number of classes across the district were consolidated. Moving back to in-person instruction will require a reduction in our remote student to teacher ratio. Thus requiring additional instructional staff.

## **Operations**

Old Redford Academy takes the health and safety of all students, staff, and visitors seriously. We are committed to reducing the risk of exposure to COVID-19 by providing a healthy and safe environment for all employees, students, and visitors.

**Old Redford Academy continue to follow local health department, Wayne RESA and Michigan Department of Education guidelines.**