

Continuity of Learning and COVID-19 Response Plan (“Plan”) Assurances

Date Submitted:

Name of District: Hope of Detroit Academy

Address of District: 4443 N. Campbell, Detroit, MI 48210

District Code Number: 82957

Email Address of the District: ali.abdel@leonagroup.com

Name of Intermediate School District: Wayne County RESA

Name of Authorizing Body (if applicable): Ferris State University

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

Continuity of Learning and COVID-19 Response Plan (“Plan”)

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted:

Name of District: Hope of Detroit Academy

Address of District: 4443 N. Campbell, Detroit, MI 48210

District Code Number: 82957

Email Address of the District Superintendent: ali.abdel@leonagroup.cpm

Name of Intermediate School District: Wayne County RESA

Name of Authorizing Body (if applicable): Ferris State University

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.

District/ PSA Response:

Elementary:

- Students will access eLearning content daily.
- eLearning content includes a daily minimum 20-30 minute virtual lesson via Google Meet or Zoom in addition to a daily recorded video lesson
- Curriculum and daily practice will be delivered via Freckle.
- eLearning content and paper packet lessons are designed to align to appropriate standards for Quarter 4 as determined by the Hope of Detroit Elementary pacing guides in accordance with Common Core State Standards
- Parents will be provided an opportunity to pick up Chromebooks on April 20, 2020.
- Parents have been provided opportunities to pick up Chromebooks on March 19, 2020 and March 27, 2020.
- Students who are unable to access virtual lessons are provided a daily prerecorded lesson via Remind, Facebook, and the Hope of Detroit website. A Robocall announcement will be made when the information has been posted.
- Students who are unable to access eLearning have the opportunity to access learning via a Freckle packet. Based on the phone call survey (and follow up digital survey that could be taken on phone), it is estimated that approximately 30 families across the district will need the Packet Lessons. Packet lessons mirror virtual eLearning lessons and standards. The packets will be mailed to the individual students each 2 weeks.
- Special Education students receive additional learning opportunities. The resource teacher will join the lesson with the classroom teacher. An additional Google Classroom has been created for the special education parents. Students have a designated meeting time each day and then have office hours. Meetings with parents are scheduled weekly. The resource teacher has access to the classroom teachers plans to modify plans for their students. The LRE Aides have meetings with their students to offer extra support.
- ESL students are receiving additional services as well. Students who are new to the country are being worked with individually via phone calls and video conferencing. Students with Spanish speaking parents are called so that a Spanish speaking staff member can assist with technology requirements for online learning. All other ESL students are receiving additional small group support and lessons by ESL staff members under guidance from the ESL teacher.

Middle/High:

- Students will access eLearning content daily through Google Classroom. Students will be enrolled into the Google Classrooms based on their regular schedule.
- eLearning content includes a daily minimum 30-45 minute virtual lesson and office hours through Google Hangouts or Zoom as well as supplemental material shared through Google Classroom

- Curriculum and daily practice will be delivered via Google Classroom, Freckle, Reading Plus, NewsELA, and Khan Academy. Plato is being used by high school for credit recovery and 9th/10th grade social studies.
- Parents will be provided an opportunity to pick up Chromebooks on April 20, 2020.
- Parents have been provided opportunities to pick up Chromebooks on March 19, 2020 and March 27, 2020.
- Students who are unable to access virtual lessons are provided an opportunity to watch the recorded video lesson through Google Classroom.
- Students who are unable to access eLearning have the opportunity to access learning via a packet provided by their teacher. Packet lessons mirror virtual eLearning lessons and standards. Based on the phone call survey (and follow up digital survey that could be taken on phone), it is estimated that approximately 30 families across the district will need the Packet Lessons.
- Special Education students receive additional learning opportunities. The resource teacher will join the English Language Arts and mathematics lesson with the classroom teacher. An additional Google Classroom has been created for special education students. Students have designated resource room hours each day to support students in their learning. The resource teacher has access to the classroom teachers plans to modify plans for their students. The LRE Aide has meetings with their students to offer extra support.
- ESL services will be given through small group enrichment sessions and office hours through the ESL teacher. The ESL teacher will also monitor lesson plans to ensure ESL students are getting the support they need.
- Intervention services will be given through small group enrichment sessions and office hours through our paraprofessionals. Paraprofessionals will sit in English Language Arts and mathematics lessons to support students who are struggling in the classroom.

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

District:

- The district has and will make calls to students assessing their needs both technological, socio-emotional, and physical needs including food.
- Teachers will connect with students twice daily via scheduled virtual lessons and daily standing office hours
- Hope of Detroit will continue to reach out to students and parents via Remind, Robo Call, and the Hope of Detroit Facebook page

- All families were called individually to respond to a technology survey. The purpose of the survey was to discover the overall needs and access to the internet and technology. In addition, the survey was posted on Remind so that any families who did not answer the phone calls could have the opportunity to complete the survey on their phones.
- The Special Education team conducted a separate survey to the parents of their students. The teachers also had tutorial sessions for parents in order to assist them in accessing the Special Education Google Classroom. This classroom provides the students with a daily check in at 9:00 AM each day that is strictly to check on mental welfare and preparation for the day.
- A team of translators has been put together to assist all families with any questions and tutorials as the Plan has been put together.
- Families have been given 2 days to check out a chromebook for use at home. An additional day will be provided the week of April 20, 2020.
- The district Social Workers have created a website to help provide students and parents with ideas and assistance with mental health concerns. They have also created a detailed plan (see question 13) to reach the students on their caseloads.
- A partnership with the YMCA is being completed to help provide families additional support including additional meals for families over the weekend.

3. Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

Elementary:

While we are making every effort possible to reach most students electronically (as mentioned above), Hope of Detroit is aware that not all students are able to have consistent access to the internet.

Therefore the elementary is taking these measures to ensure equitable access to all our learners:

- eLearning work assigned will also be printed in packets
- Learning packets will be provided weekly and mailed to select students
- During daily office hours, teachers will call and connect with those students to check on their progress, go over any questions the student may have, and complete a brief formative assessment of the standard covered during the weekly lesson and practice.
- Special Education and ESL students are given additional opportunities to ensure they are being serviced to the best of our ability. A special Google Classroom has been created which will provide the students and families with extra opportunities to meet and check in with their teacher and paraprofessionals. Extra phone calls, recorded videos, tutorials

and individual support is given in addition to the opportunities that all students are provided.

Middle/High:

While we are making every effort possible to reach most students electronically (as mentioned above), Hope of Detroit is aware that not all students are able to have consistent access to the internet.

Therefore the middle/high is taking these measures to ensure equitable access to all our learners:

- eLearning work assigned will also be printed in packets
- Learning packets will be provided bi-weekly and mailed to select students
- During daily office hours, teachers will call and connect with those students to check on their progress, go over any questions the student may have, and complete a brief formative assessment of the standard covered during the weekly lesson and practice.
- Special Education teachers will support classroom teachers creating the packet and check in with their students according to their IEP. The ESL teacher will support classroom teachers creating the packet and check in with their students to ensure understanding.

4. Please describe the district's plans to manage and monitor learning by pupils.

District/ PSA Response:

Elementary:

Hope of Detroit Elementary Academy has selected specific online formats (such as Freckle, Splash Math and Raz Kids) to use in conjunction with the Google Hangout or Zoom lesson. These platforms offer the opportunity to monitor and give feedback to the students in an efficient method. As mentioned above, for those students who require a packet, the teacher will call them during the scheduled office hours to go over selected questions to monitor the students' progress.

Therefore monitoring will be done in this manner to ensure equity to all our learners:

- Students using the eLearning formats will be monitored through daily attendance in virtual classroom meetings
- Weekly participation will be recorded, but formal attendance will not be recorded. Students not in meetings will be contacted by the teacher during office hours.
- Students using Freckle and Raz Kids will be monitored to ensure that they are using the platform with success. Feedback on specific assignments will be shared weekly.

- Monitor formative assessments done via office hours or virtually. Informal assessments will be done virtually during class lessons and phone class. Formative assessments are done through the eLearning platform. Students without access to technology will complete formative assessments with teachers through phone calls to review participation and completion of paper packets.
- Students using packets will be given feedback weekly during teacher office hours as described previously.
- Special populations will be monitored additionally by the resource teacher.

Middle/High:

Hope of Detroit Middle/High has selected specific online formats (such as Google Classroom, Freckle, Reading Plus, NewsELA, Khan Academy, and Plato is being used by high school for credit recovery and 9th/10th grade social studies) to use in conjunction with the Google Hangout or Zoom lesson. These platforms offer the opportunity to monitor and give feedback to the students in an efficient method. As mentioned above, for those students who require a packet, the teacher will call them during the scheduled office hours to go over selected questions to monitor the students' progress.

Therefore monitoring will be done in this manner to ensure equity to all our learners:

- Students using the eLearning formats will be monitored through weekly attendance based on participation in lessons and completion of work
- Attendance will be tracked through a log based on attendance expectations of participation in lessons and completion of work
- Students using Google Classroom, Freckle, Reading Plus, NewsELA, Khan Academy, and Plato (for high school credit recovery and 9th/10th social studies) will be monitored to ensure that they are using the platform with success. Feedback on specific assignments will be shared weekly.
- Students using packets will be given feedback weekly during teacher office hours as described previously.
- Special populations will be monitored additionally by the resource teacher.

- Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response:

	Purpose	Quote
Staples	Printing and mailing packets	Estimate \$10,000 - \$15,000

- Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response:

District:

Hope of Detroit Academy is a team oriented entity. All decisions are made with multiple inputs provided and considered. At the onset of our Plan, our Instructional Coaches and administrators reviewed the documents provided by the State and Wayne RESA. A student and teacher schedule was then put together by the coaches. They also reviewed the Pacing Guides and identified standards deemed essential for advancement for each grade level. This information was then presented to the District Leadership Team. This team includes Administrators, Instructional Coaches, Special Education Leads, Social Workers, and Office Managers. This plan was also reviewed by the Academic team at the Leona Group. An additional meeting with the Special Ed lead was held to ensure that the regular ed and special ed staff working to support each other.

After approval of the Plan by the Leadership Team, the Instructional Coaches have shared the plan with the teachers and paraprofessionals at their weekly grade level meeting. The teams decide by grade level the pacing and Common Core State Standards taught for the remainder of the year and share any ideas or concerns.

The Plan will then be presented to the board president before being submitted to Ferris State University. The Plan will be presented for approval of the entire board at the next scheduled meeting.

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response:

District:

A Virtual Town Hall meeting is planned for Thursday, April 16, 2020 on Facebook Live. In addition, the plan will be posted on Remind, Facebook, and the district website as well. A robocall will be placed to inform parents to be sure to check these locations to view the plan. Students will be introduced to specifics of the plan regarding remote schedules, daily assignments, office hours, intervention groups, packet distribution, and monitoring with each individual teacher.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2008.

District/ PSA Response:

District:

The district is prepared to begin the plan in its entirety the week of April 20, 2020. However, learning will continue as planned for the week of April 13, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-202 school year.

District/ PSA Response:

District:

Hope of Detroit Academy currently has eleven students in 11th and 12th grade that are taking dual enrollment classes. All classes have been moved online through Henry Ford Community College. We have reached out to families to ensure that students have the technology and resources available to complete the class they were enrolled in. A couple of the families needed to pick up a Chromebook in our distributions mentioned above.

10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/ PSA Response:

District:

Hope of Detroit Academy is committed to ensuring that our students continue to have access to nutritious meals during this closure. Hope of Detroit will be serving breakfasts for the week on **Tuesdays from 10:30 AM to 11:30 AM**. Each person requesting breakfast will be given seven days worth of breakfast in a bag. Lunches will be served in the same fashion on **Thursdays from 10:30 AM to 11:30 AM**.

Pick up will be a one way drive up service through the staff parking lot at the Middle/High School. Cars must enter 35th St. from the Rich St. corner. They will pull into the lot and stop at the side door of the building. The driver will stay in the car and tell staff how many children will be receiving the meals. The meals will then be brought to the trunk of the car. The cars will then pull forward and exit out of the parking lot onto Junction street. Security will be on hand to help direct traffic and to ensure that safe distancing is being enforced to protect our families and our staff members.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

District:

All staff have and will continue to be paid with the understanding that they are given meaningful tasks by their department heads weekly. Lesson plans and logs will be submitted by 8 a.m. to and monitored by Instructional Coaches and Administration weekly. A scheduled check in via Google Classroom, email, or phone call will take place at 8:55 AM daily as staff check in and prepare for the day. Staff that are not complying will be given verbal warning or written documentation. This will be considered for contract renewal in the fall.

12. Provide describe how the district will evaluate the participation of pupils in the Plan.

District/ PSA Response:

District:

Hope of Detroit has been mindful that students may not have equitable access to technology for remote learning.

Therefore, with that caveat in mind, the elementary campus will:

- Monitor completeness of eLearning and packets.
- Monitor attendance in virtual class sessions
- Monitor and note follow-up phone calls during office hours that count as attendance for students unable to access eLearning
- Monitor formative assessments done via office hours or virtually. Informal assessments will be done virtually during class lessons and phone class. Formative assessments are done through the eLearning platform. Students without access to technology will complete formative assessments with teachers through phone calls to review participation and completion of paper packets.
- Students will be assigned a complete or incomplete based on participation and completeness
- Anecdotal notes will be used as further evidence of student participation and progress

13. Please describe how the district will provide mental health support to pupils affected by a state of emergency or state of disaster prompted by COVID-19..

District/ PSA Response:

District:

Mental Health Service Provision

A. Focus of mental health supports

1. Provide mental health supports and services in a way that is accessible to parents but does not put additional burdens on them in an already stressful time
2. Mental health supports will be provided at Tiers 1, 2, and 3

B. Tier 1 (school-wide, universal supports)

1. Tier 1 services are being provided via the Social Work website and school-wide parent needs assessments
 - a) The Social Work website offers families community resources, strategies for working with kids at home, as well as mental health supports and activities. The website is continuously updated with additional information and resources.
 - b) Website features a student and parent survey to assess for needs and supports that is sent directly to the social workers
 - c) As main office contacts all families, social workers and school staff are reaching out to provide needed supports and resources

C. Tier 2 (students receiving or referred for targeted support)

1. Teachers will be informed to contact social workers (“refer” students) with any students in need of additional support
2. Once referred, the consent process listed below will begin, and students will be added to Google Classroom to participate in activities and check-ins, unless more specific services are necessitated.
3. All Tier 2 and 3 services and parent communications will be documented in student logs.

D. Tier 3 (students receiving direct, individualized support)

1. Google Classroom Sites
 - a) Elementary: For SpEd students, social work would be provided through the main SpEd Google Classroom. Additional classrooms will be created for GenEd students, but same materials will be posted to both.
 - b) MS/HS: Grade-level Google Classrooms
2. Weekly virtual check ins by grade level
 - a) Sessions would **not** be recorded as it is not HIPAA compliant
3. Post weekly social-emotional activities for students to be completed (would not be graded, technically “optional” but parents would be informed this is how we are providing social work services).
4. Possible daily mindfulness/coping challenge or activity
5. Getting parent consent
 - a) Create a letter to send to parents with information about virtual services
 - (1) Create “business card” with contact information and times of office hours/check ins, Google Classroom code
 - b) For students with pre-existing consent: discuss virtual services, benefits/limitations, and confidentiality issues with parents via Google Voice. Gain verbal consent and document.
 - c) For newly added students who do not have pre-existing consent: Use consent form provided by Leona Group for parents to sign- can be emailed or mailed. Once received back, upload to Google Drive to file.

(1) Would be followed up with individual parent contacts via Google Voice

6. All Tier 2 and 3 services and parent communications will be documented in student logs.

E. Section 504 (in process of finalizing this portion)

1. All parents will be contacted to assess need for additional support
2. Any classroom-based 504 plan accommodations that translate to remote learning will continue to be implemented as applicable (i.e. extended time, etc.)
 - a) Parents will be reminded of additional accommodations that they can implement at home as well (i.e. chunking assignments, etc.)
3. Any students with social work services as part of their 504 plan will continue to receive these services as outlined above.

As a necessary component of eLearning and remote learning, HODA will provide Resource Room academic services for students with special needs.

- Remedial services per IEP goals, accommodations, and modifications via direct specialized instruction and academic remediation by resource teachers, LRE aide, and independent paraprofessionals.
 - Remedial services will occur in small groups and one on one.
 - ELearning for students with Wifi and technology will include google classroom, hangout, zoom, and other resources to do face to face contact. It will not be limited but all encompassing live, recorded, site reference classes with accompanying links to related resources tools that are focused on the student individualized learning style and needs.
 - Remote learning for students without access to WiFi and technology will occur through conference call, email, and other sources.
 - Parental components for large groups, small groups, or one one one per their preference will include resource teacher's assisting parents in familiarity with eLearning, remote learning, curriculum, and resources necessary for their student to excel academically.
14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

District/ PSA Response:

District:

Hope of Detroit Academy is prepared to work with the Wayne County RESA if called upon to assist with disaster relief child care centers.

Optional question:

15. Does the District to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2019-202 school year?

District/ PSA Response:

District:

Hope of Detroit Academy will not be adopting a balanced calendar for the 2019-2020 or the 2020-2021 school year.

Schedules And Templates

HODA Teacher Schedule				
Adhere to suggested daily minimum and maximum instructional time (K: 30-90 min., 1/2: 45-90 min., 3-5: 60-120 min)				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>ELA Lesson</p> <p>K-9:30-10:00 1-10:00-10:30 2:10:30-11:00 3:11:00-11:30 4:11:30-12:00</p> <p>*ELA Freckle Assignment-15 mins</p>	<p>Math Lesson</p> <p>K-9:30-10:00 1-10:00-10:30 2:10:30-11:00 3:11:00-11:30 4:11:30-12:00</p> <p>*Math Freckle Assignment</p>	<p>ELA Lesson</p> <p>K-9:30-10:00 1-10:00-10:30 2:10:30-11:00 3:11:00-11:30 4:11:30-12:00</p> <p>*ELA Freckle Assignment-15 mins</p>	<p>Math Lesson</p> <p>K-9:30-10:00 1-10:00-10:30 2:10:30-11:00 3:11:00-11:30 4:11:30-12:00</p> <p>*Math Freckle Assignment</p>	<p>Science, Social Studies, SEL, STEM project</p> <p>K-9:30-10:00 1-10:00-10:30 2:10:30-11:00 3:11:00-11:30 4:11:30-12:00</p>
<p>Share a link to a Math Video Lesson</p> <p>K: 5 mins 1: 10 Mins 2:10 mins 3: 15 mins 4: 15 mins</p> <p>*Math Freckle Assignment -15mins</p>	<p>Share a link to a ELA Video Lesson</p> <p>K: 5 mins 1: 10 Mins 2:10 mins 3: 15 mins 4: 15 mins</p> <p>*ELA Freckle Assignment</p>	<p>Share a link to a Math Video Lesson</p> <p>K: 5 mins 1: 10 Mins 2:10 mins 3: 15 mins 4: 15 mins</p> <p>*Math Freckle Assignment</p>	<p>Share a link to a ELA Video Lesson</p> <p>K: 5 mins 1: 10 Mins 2:10 mins 3: 15 mins 4: 15 mins</p> <p>*ELA Freckle Assignment</p>	<p>Catch up on any Math and ELA Assignments or Redos</p>
<p>Teacher Office Hours: 2:00-3:00</p>	<p>Teacher Office Hours: 2:00-3:00</p>	<p>No Office Hours due to staff</p>	<p>Teacher Office Hours: 2:00-3:00</p>	<p>Teacher Office Hours: 2:00-3:00</p>

(Call ins, Zoom Open Meeting, Emails) Extra:Raz-kids, Specials	(Call ins, Zoom Open Meeting, Emails) Extra:Raz-kids, Specials	meeting Extra:Raz-kids, Specials	(Call ins, Zoom Open Meeting, Emails) Extra:Raz-kids, Specials	(Call ins, Zoom Open Meeting, Emails) Extra:Raz-kids, Specials
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Grade Level	Minimum	Maximum
9-12	Class: 30 minutes/day	Class: 45 minutes/day

HIGH SCHOOL: Digital Media					
Adhere to suggested daily minimum and maximum instructional time					
	Monday	Tuesday	Wednesday	Thursday	Friday
Live Lessons Platform: Google Hangout, Zoom, etc. Recordings of Live Lessons are to be posted on Google Classroom after the lesson is completed.	ELA Live Lesson: 9th: 9am 10th: 10am 11th: 9am 12th: 10am AP: 11am Electives Live Lesson: Art Techniques: 11am Studio Art & Design: 12pm Digital Art: 1pm	Math Live Lesson: Algebra: 9am Geometry: 10am Algebra II: 9am PreCalc: 10am Consumer Math: 10am Electives Live Lesson: AP CS: 11am Computer Science: 10am Forensic Science: 11am Intro to Robotics: 12pm ESL Enrichment: 1pm	Social Studies Live Lesson: American History: 9am World History: 10am Economics: 9am 20th Century: 10am APUSH: 11am Electives Live Lesson: Intro to Business: 11am Entrepreneurship: 12pm Yearbook: 1pm	Science Live Lesson: Biology: 9am Physical Science: 10am Earth & Space: 9am Environmental: 10am Electives Live Lesson: Spanish: 11am Spanish II: 12pm ESL Enrichment: 1pm	Electives Live Lesson: Band: 9am Video Production: 10am News Broadcasting: 11am Health: 11am Team Sports: 12pm Strength Conditioning: 1pm
Office Hours Platform: Google Hangout, Zoom, etc.	MacLean: 1pm	ELA Office Hours: 9th: 10am 10th: 9am 11th: 10am 12th: 9am Langwald: 12pm Marini: 1pm	Math Office Hours: Algebra: 10am Geometry: 9am Algebra II: 10am PreCalc: 9am Consumer Math: 9am Moreno: 1pm	Social Studies Office Hours: American History: 10am World History: 9am Economics: 10am 20th Century: 9am APUSH: 11am Wonch: 11am Badih: 1pm	Science Office Hours: Biology: 10am Physical Science: 9am Earth & Space: 10am Environmental: 9am
Student Support Platform: Google Hangout, Zoom, etc.	ELA Resource Room: 9-10: 11am 11-12: 11am Math Resource Room: 9-10: 12pm 11-12: 12pm	ELA Resource Room: 9-10: 11am 11-12: 4pm Math Resource Room: 9-10: 12pm 11-12: 5pm	ELA Resource Room: 9-10: 11am 11-12: 11am Math Resource Room: 9-10: 1pm 11-12: 1pm	ELA Resource Room: 9-10: 11am 11-12: 4pm Math Resource Room: 9-10: 12pm 11-12: 5pm	ELA Resource Room: 9-10: 11am 11-12: 11am Math Resource Room: 9-10: 12pm 11-12: 12pm

	<p>Rodriguez: ELA: 9am Resource: 11am-1pm</p> <p>Ceballos: ELA: 9am Resource: 11am-1pm</p> <p>Williams: LRE Support: 1pm</p>	<p>Rodriguez: Math: 9am ELA Office Hours: 10am Resource: 11am-1pm</p> <p>Ceballos: Math: 10am</p> <p>Williams: LRE Support (MS): 12pm-2:30pm</p>	<p>Rodriguez: US History: 9am Math Office Hours: 10am Resource 11am-1pm</p> <p>Ceballos: Econ: 9am 20th Cent: 10am Resource: 11am Resource: 1pm</p> <p>Williams: LRE Support: 1pm</p>	<p>Rodriguez: Biology: 9am Spanish: 10am Resource: 11am-1pm</p> <p>Ceballos: Earth & Space: 9am Environmental: 10am</p> <p>Williams: LRE Support (MS): 12pm-2:30pm</p>	<p>Rodriguez: Video Production: 10am Health: 11am Resource: 11am-1pm</p> <p>Ceballos: Resource: 11am-1pm</p> <p>Williams: LRE Support: 1pm</p>
<p>Intervention Support Platform: Google Hangout, Zoom, etc.</p>	<p>Gresham: 9am Attending LIVE LESSON: ELA 9th: 1st half of LIVE ELA 11th: 2nd half of LIVE</p> <p>10am Attending LIVE LESSON: ELA 10th: All of LIVE</p> <p>Office Hours: 12-2 (All Students)</p> <p>----- -</p> <p>Acuna: 9am Attending LIVE LESSON: ELA 9th: 1st half of LIVE ELA 11th: 2nd half of LIVE</p> <p>10am Attending LIVE LESSON ELA 10th: 1st half of LIVE ELA 12th: 2nd half of LIVE</p> <p>Office Hours: 12-1 (All ESL Students)</p>	<p>Acuna: 9am Attending LIVE LESSON: Algebra: 1st half of meeting Algebra II: 2nd half of meeting</p> <p>10am Attending LIVE LESSON: Geometry: 1st half of meeting PreCalc: 2nd half of meeting</p> <p>Office Hours: 12-1 (All ESL Students)</p>	<p>Gresham: Office Hours: 12-2 (All Students)</p> <p>----- -----</p> <p>Acuna: Office Hours: 12-1 (All ESL Students)</p>	<p>Acuna: Office Hours: 12-1 (All ESL Students)</p>	<p>Gresham: Office Hours: 12-2 (All Students)</p> <p>----- -----</p> <p>Acuna: Office Hours: 12-1 (All ESL Students)</p>
<p>Educational Postings Platform: Google Classroom</p>	<p>On the three days that a teacher is not doing a Live Lesson or Office Hours, they are expected to post support or other educational postings through Google Classroom. This includes weekly Do Now, Discussion, Independent Work, and Exit Ticket.</p>				

7/8 MIDDLE SCHOOL: Digital Media

Adhere to suggested daily minimum and maximum instructional time

Go Back and revisit after two weeks

	Monday Do Now, Live Lesson, Exit Ticket	Tuesday Live/Pre-recor ded Mini Lesson, Independent	Wednesday Do Now, Live Lesson, Exit Ticket	Thursday Live/Pre-recor ded Mini Lesson, Independent	Friday Discussion/H angout/Answ er Questions etc.
<p>Live Lessons Platform: Google Hangout, Zoom, etc.</p> <p>Recordings of Live Lessons are to be posted on Google Classroom after the lesson is completed.</p>	<p>ELA Live Lesson 7A: 10:00-10:30 7B: 10:45-11:15 7C: 11:30-12:00</p> <p>SS Live Lesson 7A: 12:10-12:40 7B: 12:45-1:15 7C: 1:30-2:00</p> <p>Math Live Lesson 8A: 12:10-12:40 8B: 12:45-1:15 8C: 1:30-2:00</p> <p>Science Live Lesson 8A: 10:00-10:30 8B: 10:45-11:15 8C: 11:30-12:00</p> <p>Art Video/Independent 8th Grade</p> <p>Outdoor Activity 7th Grade- 3:00-3:30</p>	<p>Art Live Work Period 8th: 9:00-9:30</p>	<p>Math Live Lesson 7A: 10:00-10:30 7B: 10:45-11:15 7C: 11:30-12:00</p> <p>Science Live Lesson 7A: 12:10-12:40 7B: 12:45-1:15 7C: 1:30-2:00</p> <p>ELA Live Lesson 8A: 12:10-12:40 8B: 12:45-1:15 8C: 1:30-2:00</p> <p>SS Live Lesson 8A: 10:00-10:30 8B: 10:45-11:15 8C: 11:30-12:00</p> <p>Art Live Instruction 7th Grade</p> <p>Outdoor Activity 8th Grade- 3:00-3:30</p>	<p>Art Live Work Period 7th: 9:00-9:30</p>	<p>ELA 7th: 12:00-12:30 8th: 10:00-10:30</p> <p>Math 7th: 10:00-10:30 8th: 12:30-1:00</p> <p>Science 7th: 10:30-11:00 8th: 12:00-12:30</p> <p>Social Studies 7th: 11:30-12:00 8th: 11:00-11:30</p> <p>ART 7th/8th 12:30-1:00</p> <p>Catch up on any Assignments or Redos</p>
<p>Office Hours Platform: Google Hangout, Zoom, etc.</p>	<p>Teacher: Office Hours 2:00-3:00</p>	<p>Grading and Feedback Teacher: call</p>	<p>Teacher: Office Hours 2:00-3:00</p>	<p>Grading and Feedback Teacher: call</p>	<p>Teacher: Office Hours 1:00-2:00</p>

	Vargas Office Hours: 1:00-3:00	check-ins or Office Hours 9:00-11:00	Vargas Office Hours: 2:00-3:00	check-ins or Office Hours 9:00-11:00 MS Meeting 1:00-2:00	Interventionist, Special Ed, Title 1, ESL Office Hours (Will join in on sessions with their grade level) 1:00-3:00p
Student Support Platform: Google Hangout, Zoom, etc.		Special Ed: Small group lessons (Vargas) 7th/ELA: 10:30-11:30 8th/Math: 12:00-1:00 Special Ed: Small group lessons (Williams) 7th/SS: 12:00-1:00 8th/Science: 1:30-2:30 Speech		Special Ed: Small group lessons 7th/Math: 10:30-11:30 8th/ELA: 12:00-1:00 Special Ed: Small group lessons (Williams) 7th/Science: 12:00-1:00 8th/SS: 1:30-2:30 Speech	
Intervention Support Platform: Google Hangout, Zoom, etc.		ESL: 30 min Small Group 7th: 11:00-11:30 Interventionist: 30 min Small group lessons 7th/ELA -Quiles: 9:30-10:00 8th/Math-Watkins-Lamb: 9:30-10:00 Tier 3: 30 min Small group lessons 8th:		ESL: 30 min Small Group 8th: 9:00-9:30 Interventionist: 30 min Small group lessons 8th/ELA-Quiles: 9:30-10:00 7th/Math-Watkins-Lamb: 9:30-10:00 Tier 3: 30 min Small group lessons 7th:	

5/6 MIDDLE SCHOOL: Digital Media

Adhere to suggested daily minimum and maximum instructional time

	Monday Do Now, Live Lesson, Exit Ticket	Tuesday Do Now, Live Lesson, Exit Ticket	Wednesday Live/Pre-reco rded Mini Lesson, Independent	Thursday Live/Pre-record ed Mini Lesson, Independent	Friday Discussion/Han gout/Answer Questions etc.
<p>Live Lessons Platform: Google Hangout, Zoom, etc.</p> <p>Recordings of Live Lessons are to be posted on Google Classroom after the lesson is completed.</p>	<p>Reading Live Lesson 5A: 10:00-10:30 5B: 10:45-11:15 5C: 11:30-12:00</p> <p>SS Live Lesson 5A: 12:10-12:40 5B: 12:45-1:15 5C: 1:30-2:00</p> <p>Reading Live Lesson 6A: 12:10-12:40 6B: 12:45-1:15 6C: 1:30-2:00</p> <p>SS Live Lesson 6A: 10:00-10:30 6B: 10:45-11:15 6C: 11:30-12:00</p> <p>Outdoor Activity 5th Grade</p>	<p>Art Lesson/ Video/Begin Ind. Prac. 5th/6th: 10:00-10:30</p> <p>6th Grade Student Meeting 12:00 - 1:00 PM</p> <p>5th Grade Teacher Meeting 8:00 - 9:00 AM</p> <p>5th/6th Grade Department Meeting 1:30 - 3:00 PM</p>	<p>Math 5A: 10:00-10:30 5B: 10:45-11:15 5C: 11:30-12:00</p> <p>Science 5A: 12:10-12:40 5B: 12:45-1:15 5C: 1:30-2:00</p> <p>Math 6A: 12:10-12:40 6B: 12:45-1:15 6C: 1:30-2:00</p> <p>Science 6A: 10:00-10:30 6B: 10:45-11:15 6C: 11:30-12:00</p> <p>Outdoor Activity 6th Grade</p>	<p>Art Live Work Period 5th/6th: 10:00-10:30</p> <p>6th Grade Teacher Meeting 12:00 - 1:00 PM</p>	<p>ELA 5th: 11:00-11:45 6th: 11:00-11:45</p> <p>Math 5th: 10:00-10:45 6th: 10:00-10:45</p> <p>Science 5th: 9:00-9:45 6th: 9:00-9:45</p> <p>Social Studies 5th: 12:00-12:45 6th: 12:00-12:45</p> <p>ART 5th/6th - 1:00-1:30</p> <p>Catch up on any Math and ELA Assignments or Redos</p>
<p>Office Hours Platform: Google Hangout, Zoom, etc.</p>	<p>Teacher: Office Hours 2:00-3:00</p> <p>Snead Office Hours:</p>	<p>Grading and Feedback Teacher: call check-ins or Office Hours 9:00-11:00</p>	<p>Teacher: Office Hours 2:00-3:00</p> <p>Snead Office Hours:</p>	<p>Grading and Feedback Teacher: call check-ins or Office Hours 9:00-11:00</p>	<p>Teacher: Office Hours 1:00-2:00</p> <p>Interventionist, Special Ed, Title 1,</p>

	1:00-3:00		1:00-3:00		ESL Office Hours (Will join in on sessions with their grade level) 1:00-2:00p
Student Support Platform: Google Hangout, Zoom, etc.		Special Ed: 30 min Small group Reading lessons 5th: 9:00-9:30 6th: 10:30-11:00 Speech		Special Ed: 30 min Small group Math lessons 5th: 9:00-9:30 6th: 10:30-11:00 Speech	
Intervention Support Platform: Google Hangout, Zoom, etc.	ESL: 30 min Small Group 5th: 9:30-10:00	Interventionist: 30 min Small group lesson 5th/ELA-Montes: 9:30-10:00 6th/Math-Bragg: 9:30-10:00 Tier 3: 30 min Small group lessons 6th: 10:30-11:00	ESL: 30 min Small Group 6th: 9:00-9:30	Interventionist: 30 min Small group Math lessons 6th/ELA-Montes: 9:30-10:00 5th/Math-Bragg: 9:30-10:00 Tier 3: 30 min Small group lessons 5th: 10:30-11:00	

HODA Interventionist Schedule

*You will need to join one of the teacher Zoom Lessons everyday with the grade level you are assigned to.

Adhere to suggested daily minimum and maximum instructional time (K: 30-90 min., 1/2: 45-90 min., 3-5: 60-120 min)

Monday	Tuesday	Wednesday	Thursday	Friday
ELA Lesson	Math Lesson	ELA Lesson	Math Lesson	Science, Social Studies, SEL, STEM project
K-9:30-10:00 1-10:00-10:30 2:10:30-11:00 3:11:00-11:30 4:11:30-12:00	K-9:30-10:00 1-10:00-10:30 2:10:30-11:00 3:11:00-11:30 4:11:30-12:00	K-9:30-10:00 1-10:00-10:30 2:10:30-11:00 3:11:00-11:30 4:11:30-12:00	K-9:30-10:00 1-10:00-10:30 2:10:30-11:00 3:11:00-11:30 4:11:30-12:00	K-9:30-10:00 1-10:00-10:30 2:10:30-11:00 3:11:00-11:30 4:11:30-12:00
No Interventions	Interventionist: 20 min Small group ELA K-12:00-12:20 1st Galvan-12:30-12:50 2nd Angel-12:50-1:10 3rd Billy Moore-1:10-1:30 4th Fykes & Haney-1:30-1:50	Interventionist: 20 min Small group Math K-12:00-12:20 1st Galvan-12:30-12:50 2nd Angel-12:50-1:10 3rd Billy Moore-1:10-1:30 4th Fykes & Haney-1:30-1:50	Interventionist: 20 min Small group ELA K-12:00-12:20 1st Galvan-12:30-12:50 2nd Angel-12:50-1:10 3rd Billy Moore-1:10-1:30 4th Fykes & Haney-1:30-1:50	Interventionist: 20 min Small group Math K-12:00-12:20 1st Galvan-12:30-12:50 2nd Angel-12:50-1:10 3rd Billy Moore-1:10-1:30 4th Fykes & Haney-1:30-1:50

**Hope of Detroit Academy
Lesson Plan 2019-2020**

Teachers: Grade Level: Week of: April 20, 2020
Zoom Daily Lesson

		Monday ELA	Tuesday Math	Wednesday ELA	Thursday Math	Friday Science/ SS/ or Stem
Common Core State Standards		<ul style="list-style-type: none"> RI.4.2/RL Determine main idea 		<ul style="list-style-type: none"> RI.4.2/RL Determine main idea 		
Learning Objectives	Content Objectives	I can identify main idea.		I can identify main idea.		
	Language Objective	I can discuss with a partner the main idea of the text.		I can discuss with a partner the main idea of the text.		
Required Materials – (books, interactive materials, manipulatives, activities, etc.)						
Key Vocabulary						
Mini-lesson/ Launch / Lesson Activity 1. Building Background and Explicit Instruction (I Do) 2. Guided Practice (We Do) 3. Practice/Application (You Do) 4. Wrap-Up Activity (Ticket Out)						
Wrap Up/Lesson Conclusion/Closing/Debrief						
Checks for Understanding/ High Level Questioning						
Assessment/ Evaluation/ Homework/Classwork						

Student Modifications/ Accommodations/ Graphic Organizers/ Differentiation/ Intervention					
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Daily Recorded Video Lessons

		Monday Math	Tuesday ELA	Wednesday Math	Thursday ELA	Friday
Common Core State Standards						
Learning Objectives	Content Objectives					
Required Materials – Link and assignment Either teacher recorded video or other teaching video you have found related to content objective						

Interventions

Hope of Detroit Academy
Categorically Funded Activity Log 2019-2020

Interventionist:

Date:

***Make a copy and adjust for your remote learning times**

Monday

Friday

Time	Teacher/ Grade	Student Names	Objectives/Activity	Curriculum Materials
7:30am- 8:05am				
8:05am- 8:10am				
8:10am- 8:15am				
8:15am- 9am				
9:05am- 9:45am				
10am- 10:45am				
10:50am- 11:20am				
11:40am- 12:05pm				
12:05pm- 12:40pm				
12:40pm- 1:00pm				
1:05pm- 1:50pm				

1:50pm- 2:30pm				
2:30pm- 3pm				
3pm- 3:05pm				
3:05pm- 3:10pm				
3:10pm- 3:30pm			UPDATE AND REVIEW LOGS, SEEK RESOURCES AND MANIPULATIVES TO ASSIST STUDENTS AND UPDATE FOLDER/NOTES	UPDATE AND REVIEW LOGS, SEEK RESOURCES AND MANIPULATIVES TO ASSIST STUDENTS AND UPDATE FOLDER/NOTES
3:30pm- 4pm			UPDATE AND REVIEW LOGS, SEEK RESOURCES AND MANIPULATIVES TO ASSIST STUDENTS AND UPDATE FOLDER/NOTES	UPDATE AND REVIEW LOGS, SEEK RESOURCES AND MANIPULATIVES TO ASSIST STUDENTS AND UPDATE FOLDER/NOTES

PLC and GL Recording Notes

Date:

Grade:

Agenda:

Data Discussed:

Professional Development Shared (if applicable):

Notes:

Next Steps:

Name of District Leader Submitting Application: Ali Abdel

Date Approved: 4/20/2020

Name of ISD Superintendent/Authorizer Designee: **David Eisler, President, Ferris State University**

Date Submitted to Superintendent and State Treasurer: 4/21/2020

Confirmation approved Plan is posted on District/PSA website: