



Washtenaw Educational Options Consortium WEOC-WIMA

Address of School:

WEOC

301 W. Michigan Avenue, Suite 405

Ypsilanti, MI 48197

WEOC Code Number: N/A

WEOC Website Address: www.weoc.info

WEOC Contact and Title: David Dugger, Executive Director

WEOC Contact Email Address: weoc2013@gmail.com

Name of Intermediate School District: Washtenaw Intermediate School District

Name of PSA Authorizing Body (if applicable): N/A

Date of Approval by ISD:

Assurances

1. WEOC will make their ISD approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on WEOC's website no later than October 1, 2020.
2. WEOC will create and make available on its transparency reporting link located on WEOC's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan no 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 WEOC expected would be achieved by the end of the school year.
3. Benchmark Assessments: WEOC will
 - Use NWEA as its benchmark assessments that is aligned to state standards.
 - Administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades 6 to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the 2020-2021 school year.
4. If delivering pupil instruction virtually, WEOC will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as WEOC had planned for that exposure to occur for in-person instruction.
5. WEOC, in consultation with a local health department, has developed guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that is based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at WEOC its WIMA partner Ypsilanti Community Schools. Key metrics that WEOC 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
6. WEOC assures that

- instruction will be delivered as described in this plan and re-confirmed by Ypsilanti Community Schools Board as one part of the YCS Extended COVID-19 Learning Plan,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
7. WEOC 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.
8. WEOC will ensure that two (2), 2-way interactions occur between a pupil enrolled in WEOC 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 WEOC. WEOC will make those rates available through the transparency reporting link located on WEOC website each month for the 2020-2021 school year.



Executive Director

September 24, 2020

Date

Learning Plan Narrative

Opening Statement

The COVID-19 global pandemic is impacting Washtenaw Educational Options Consortium WIMA program in a number of ways: we are experiencing a traumatic and historical event that is impacting students in a myriad of ways from increasing learning gaps in students, access to school and learning supports and general issues of equity and equality.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As WEOC-WIMA plans to begin the school year in an online learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Educational Goals

Quality Evidence-Based Assessment Practices

The WEOC-WIMA believes that benchmark assessment evidence, if used appropriately, can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. Likewise, appropriate formative and summative assessments can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, WEOC will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, WEOC-WIMA will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

2020-2021 WIMA Educational Goals

The 2020-2021 educational goals at WIMA for grades 6-8 will be actualized through the monitoring of current local formative assessments within the context of the International Baccalaureate (IB) Middle Years Program (MYP) and NWEA summative assessments and progress monitoring and reporting to our families and community.

The NWEA assessments in reading and mathematics will be administered to all students at WIMA for grades 6-8 in the 2020-2021 school year twice: once in the first nine weeks of the school year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be reported to student families for educational goal achievement within a month of each NWEA assessment with aggregate performance information available on our website in February and June.

We will continue professional development in, and commit to: the use of multiple formative assessment avenues with this process within the context of IB and MYP programming, engage stakeholders with communication regarding layered progress monitoring regarding formative and summative local assessment progress and NWEA achievement, and publicly share aggregate and student subgroup performance reports on NWEA results.

Goal 1 - All students at WIMA (6-8) will improve performance in Reading/ELA from Fall to Spring in the 2020-2021 school year as measured by NWEA results.

- WIMA teachers will use progress monitoring from IB/MYP formative assessment results to support the progress of all students toward the mastery of Reading/ELA academic standards.
- Results from local MYP ELA formative, summative and benchmark assessments, will be continuously utilized for student progress monitoring.

Goal 2 - All students at WIMA (6-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- WIMA teachers will use progress monitoring from IB/MYP formative assessment results to support the progress of all students toward the mastery of Mathematics academic standards.
- Results from local MYP Math formative, summative and benchmark assessments, will be continuously utilized for student progress monitoring.

Instructional Delivery & Exposure to Core Content

Note: The WEOC COVID instructional plan can be found in [INSERT LINK](#)

Mode of Instruction

For the 2020-2021 School year, all 6-8 WIMA students will attend school every day through online synchronous instruction for the first quarter (through October). With this model, all students will attend core academic classes with 80 minute class periods. They will use an ABAB pattern by attending 4 core classes on one day, and then the other 4 core classes the next day. Wednesdays will have a modified half-day schedule to allow for staff learning and student support. This schedule attends to health, safety and support by allowing for all students and staff to maintain no-contact through remote learning and allowing for supportive scaffolding for success.

1. On M, T, Th, F, Teachers will deliver daily live, synchronous, direct instruction on zoom for the first 30-40 minutes of class and facilitate 30-40 minutes of collaborative and/or independent work time for each class meeting.

2. On Wednesday afternoons, Teachers will meet with students in the afternoon to check in on academic progress.
3. Teachers will be available for office hours every day during office hours to answer student and family questions.

Students will also have an option to come for one day of week in-person instruction and support. During this time of instruction and support, students and staff will follow strict safety guidelines such as: maintaining contact with only one small group of students, social distancing in all areas, required mask wearing and safety entrance and exiting protocol.

WEOC and WIMA will continue to monitor the health and safety status of Washtenaw County with guidance from the CDC and state health department. Additional plans for instructional delivery will be made with input from these health resources and in collaboration with Consortium partner districts.

Note: The WEOC COVID instructional plan can be found here: [WEOC COVID-19 Response Plan](#)

Curriculum and Instruction: Academic Standards

The WIMA-WEOC staff was engaged in professional learning throughout the summer and with dedicated time during the fall to focus upon delivering engaging, student-centered, relationship-focused, equity-driven instruction online aligned with International Baccalaureate (IB) curriculum and assessments within our online context.

Our goal is for all students to be successful in learning, despite the unprecedented circumstances, and we will offer student and family support throughout the year. This Remote Learning plan was developed in collaboration with students, families, and staff and will continue to be adapted to meet the needs of students through the ongoing crises of COVID-19.

The WEOC/WIMA curriculum for core academic areas is aligned to state and International Baccalaureate curriculum and instruction standards and requirements. As teachers navigate the wider than usual range of competencies expected this fall, they will have ongoing support and guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize 6-8 instructional standards for the 2020-2021 School Year. The guidance from the state, NWEA and IB will guide teachers to implement instructional approaches to meet the range of student needs as they navigate instruction within all content areas and through a variety of deliveries: virtual, hybrid/blended models and face-to-face learning. Our goal has and will continue to be to support students with social, emotional, mental health, and academic needs.

Assessment and Grading

WEOC-WIMA bases its assessment system on the Michigan and International Baccalaureate Standards. We regularly assess students to determine how they are making progress toward meeting those standards. We utilize formative assessment consistently in the instructional process to allow for students to receive timely feedback which supports ongoing growth and achievement. The formative assessments also give the teacher important information to know how to adjust the teaching and learning process to meet each student's needs. All assessments are based on IB and state standards in the subject area that focus on a related group of skills and disciplinary knowledge.

WIMA-WEOC Commits to the following assessment practices below to support student growth and achievement for the 2020-2021 School year:

- All [Standards Based Learning \(SBL\) policies and practices](#) will remain in place.
- Student work will be assessed based on International Baccalaureate (IB) standards and rubrics with a grade which will contribute to GPA.
- All students will have the opportunity to reassess per SBL policies and practices

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

Equitable Access

Technology

WEOC-WIMA ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. The WEOC-WIMA system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [MI Safe Schools Roadmap--Sample District Preparedness Plan](#).

Students with identified special needs

Student IEPs, 504 and support plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

WEOC and WIMA have established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and, when needed, with objectives which need special consideration regarding assistive technology and accessibility.

WEOC and WIMA, in partnership with their consortium districts, ensure a continuation of services for students receiving ancillary services within their IEP within the current context of accessibility.

WEOC-WIMA, in partnership with their consortium districts, also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.