



Weston Preparatory Academy Extended COVID-19 Learning Plan

Address of School District: 22930 Chippewa St. Detroit, MI. 48219

District Code Number: 82943

Building Code Number(s): 08641

District Contact Person: Farrah Adams

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Local Public Health Department: Detroit Health Department
100 Mack Ave.
Detroit, MI 48201

Local Public Health Department Contact Person Email Address: youngke@detmi.gov

Name of Intermediate School District: Wayne RESA

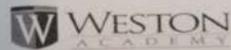
Name of Authorizing Body: Oakland University

Date of Adoption by Board of Directors: September 17, 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 reconfirm 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 reconfirms 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 no 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.

Carney Bradford 9/21/20
Carney Bradford, President of the Board of Directors Date



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Steve Perakis, President of the Board of Directors Date



Introduction and Overview

From the beginning of the pandemic, every decision that our district has made has been based on science, facts, and the law, with respect for the safety and well-being of our students and staff at the forefront. We have been working in collaboration with our school board, our authorizer, management company, our families, and community partners to plan for the safe reopening of our campuses in the new school year.

Reopening of school is critical during the COVID-19 pandemic, when many children and families are experiencing additional economic hardships, social isolation, and other stressors. These past several months have served as a reminder of the important role that schools play in ensuring an equitable education for all students. Schools create an atmosphere that cultivates life skills, knowledge and reasoning, social-emotional awareness and control, and community engagement, which serve people over the course of a lifetime. Schools themselves also function as tools and resources for public health intervention by addressing core needs such as nutrition, access to health and social support services, and engagement and support of families and the community as a whole.

An Extended COVID-19 Learning Plan is necessary, because new evidence shows that the shutdowns caused by COVID-19 could exacerbate existing achievement gaps. These circumstances will not be taken lightly, nor dismissed, in our efforts to ensure the enduring culture of high expectations that has been such an integral part of the success of our students. It is important that the entire Weston Preparatory Academy family which includes parents, students, educators, and community members stand together so that students continue to flourish academically, socially and emotionally.

Educational Goals

Educational Goal:

The median Student Growth Percentile for students in kindergarten through eighth grade will be at or above the 50th percentile on NWEA's Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.

The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all grade K-8 students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.



After each of these assessments, the academy will conduct a data dig in which grade level teams and the entire staff meet to focus on the learning trends we see, which students need more intensive Tier 2 or Tier 3 interventions in the classrooms or with interventionists, and what best-practices can be implemented to ensure that all of our students are showing growth and moving towards their personal growth goals and their grade level goals of proficiency and mastery of the Common Core State Standards.

The Academy will make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the education goals not later than February 1, 2021 for fall-to-winter goal and not later than the last day of school of the 2020-21 school year for the winter-to-spring goal.

Instructional Delivery & Exposure to Core Content

WPA has set an instructional plan that continues its high expectations for all students.

- WPA will be offering a hybrid option for students which includes 2 days face-to-face instruction and 3 days remote instruction. The hybrid option will be broken into two cohorts – Cohort A and Cohort B. Cohort A, students will attend classes in person Monday and Tuesday, with distance learning occurring Wednesday, Thursday, and Friday. Cohort B students will attend class in-person on Wednesday and Thursday, and distance learning will occur Monday, Tuesday, and Friday. Parents will also have the option for their students to receive remote instruction 5 days per week.
- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. WPA will be using Restorative Circles daily to incorporate and encourage open dialogue and discussions about how to deal with trauma as well as talk about underlying feelings that intrude into the classroom and disrupt learning.
- Quality of student work and teacher feedback will be provided to students and families on a regular basis. The WPA regular grading scale will be implemented. A standards-based grading scale is in place for grades K-2 and a letter based grading scale is in place for grades 3-8. Report cards will be mailed at the end of each quarter and discussed during virtual parent-teacher conferences.

Instructional expectations include best practices for all options, confirmation of grade-level proficiencies, implementation of various modes of student assessment and feedback, the continuation of differentiation, and inclusion of social-emotional learning. To ensure consistency across grade bands, guidance around planning daily instructional time, and differences between



grade bands. The School Leadership Team will ensure the implementation of grade-level curricula aligned to Michigan K-8 standards. Support will include the use of WPA's Power Standards representing the major work of the grade. This will provide a map for teachers to focus, prioritize, and accelerate instruction.

PHASE LEVELS

PHASE 1-3: Virtual Learning – School is closed to in-person instruction. Virtual Learning for all students due to the increased threat of COVID-19 and/or mandated closure. Asynchronous virtual instruction will be delivered through Google Classroom, Compass Learning, Math Seeds, Reading Eggs, BrainPop and Study Island. Teachers will provide synchronous instruction through Google Meet/Classroom.

PHASE 4: Blended Model - School is open to in-person instruction for a Hybrid schedule to accommodate for lowered class capacities to allow for social distancing. Increased threat of COVID 19 and/or reduced capacity mandated

- The Blended model would consist of two days of in-person instruction and three-days of on-line instruction. (Cohort A; Monday and Tuesday, Cohort B; Wednesday and Thursday)
 - Cohort A in-person on Monday and Tuesday.
 - Cohort A students will have synchronous virtual instruction and assignments on Wednesday- Thursday, and asynchronous on Friday.
 - Cohort B in-person on Wednesday and Thursday.
 - Cohort B students will have asynchronous virtual instruction and assignments on Friday and synchronous virtual instruction on Monday, and Tuesday.

PHASE 5: Traditional Learning - School is open for in-person instruction, Monday through Friday.

Rigorous learning and student engagement are top priorities for our instructional vision. Our Professional Learning Community (PLC) structure provides opportunities for teachers to examine student work and make meaningful instructional decisions in a collaborative, systemic way. Our instructional vision will always be upheld no matter what phase we are in.

In all phases, teachers will work on the power standards that were not taught in depth in the traditional face-to-face instructional capacity of the classroom in the spring. Teachers worked together in vertical planning sessions to discuss how to scaffold the standards from the previous school year. During small group instruction, formative assessments will be used to determine mastery. Teachers differentiate and scaffold utilizing the MTSS process.

Our [WPA District Assessment Plan](#) provides K-8 teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Our emphasis



on formative assessment fuels our PLC structure with many examples of student work to consider as teachers work together to plan the next steps in instruction. To begin the year, the NWEA MAP diagnostic will be administered to every student. The MAP test assesses the students' understanding of prerequisite skills and grade-level proficiencies. Teachers will analyze classroom and individual data to identify individual student learning gaps and provide a basis for additional individual interventions. Teachers will also use this data to identify students ready for the grade level and beyond instruction. Student learning gaps will be addressed by differentiated instruction within the classroom by the teacher. Interventionists will work with students identified as having the most severe learning gaps, as identified by the MAP assessment and data review. The School Leadership Team will track students' data of formal and informal assessments, teacher input, and service provider logs to document what interventions and programs are being utilized for intervention and the result of the intervention.



Equitable Access

Meeting the needs of all WPA learners, especially those disproportionately impacted by school closures or learning loss, was especially important during this time. The KEY STEPS TO ENSURING EQUITY DURING COVID-19 are as follows:

- Meet Student Needs First
 - Prioritize the physical and social-emotional needs of particularly vulnerable students. Ensure safety, belonging and mental health as a foundation for learning.
- Ensure Equitable Access and Adequate Supports
 - Achieving equity in virtual learning is more complex than simply providing equality in access to learning resources and technology. Insufficient support for families and students may widen disparities instead of narrowing them.
- Centralize Communication to ALL Families
 - Be mindful of the needs of vulnerable student groups including early learners, English learners, students experiencing homelessness, economically disadvantaged students, and students with disabilities.
- Develop and Implement a Return to Learning Equity Audit
 - The impact of sustained learning loss during this period of school closures combined with disparities in implementation of continuity of learning models has the potential to increase previously existing gaps in student achievements. Begin identifying students experiencing learning gaps now and developing strategies to mitigate the longer-term impact of school closures on these students.

In order to prepare a successful and equitable start to the school year, we needed to ensure that all of our students had access to a device. We surveyed all families through phone calls and/or surveys to confirm their needs. We then took an inventory of our resources and determined our purchasing needs. We held device pick up days four times in a two week time span where we distributed devices to ensure students had them prior to our virtual open house and the start of the academic year. This ensured all of our students had equitable access to the resources needed to fully participate in instruction.

Before school started, students' IEPs, and 504 plans, were revised in coordination with the general and special education teachers to address any data-driven accommodations and/or services that were needed due to known changes in students' needs.

Each student received a revised contingency learning plan, per MDE, to address the needs of the 2020-2021 school year. All students will be provided with all programs and services as outlined in their most recent IEPs. Services will continue in-person for students participating in the blended model, while following the CDC guidelines. Service providers will utilize Google Meet and Google Classroom to meet 1:1 and/or in small groups for students participating in the virtual model.



General and special education teachers will collaborate through Google Meet meetings, email, and phone communication on a weekly basis to discuss students' individual needs and adjust students' plans and services accordingly based on their current needs. Assessments and instruction will be provided based on what the school district has available to the student body.