
Williamston Community Schools COVID-19 Learning Plan

Williamston Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 418 Highland Street Williamston, Michigan 48895

District/PSA Code Number: 33230

District/PSA Website Address: www.gowcs.net

District/PSA Contact and Title: Dr. Adam Spina, Superintendent

District/PSA Contact Email Address: spinaa@gowcs.net

Name of Intermediate School District/PSA: Ingham Intermediate School District

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 12, 2020.

2. By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:

a. The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.

b. The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.

3. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.

4. Benchmark Assessments: The District/PSA will

a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.

b. administer the 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 and again not later than the last day of the of the 2020-2021 school year.

5. If delivering pupil instruction virtually, the District/PSA will

a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and

b. 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 District/PSA had planned for that exposure to occur for in-person instruction.

6. The District/PSA, in consultation with a local health department 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. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:

- a. COVID-19 Cases or Positive COVID-19 tests
- b. Hospitalizations due to COVID-19
- c. Number of deaths resulting from COVID-19 over a 14-day period
- d. COVID-19 cases for each day for each 1 million individuals
- e. The percentage of positive COVID-19 tests over a 4-week period
- f. Health capacity strength
- g. Testing, tracing, and containment infrastructure with regard to COVID-19

7. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

8. The District/PSA assures that
- a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c. the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and **each month** thereafter at a meeting of the Board, and
 - d. **For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
 - i. **the instructional delivery method that was reconfirmed;**
 - ii. **how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
 - iii. **whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
 - e. public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
9. The District/PSA 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.
10. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress**, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled **or relevant to the pupil's overall academic progress or grade progression**. Responses, as described in this subdivision, must be to the communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil**, and not some other action taken.

District Superintendent or President of the Board of Education/Directors

Date

06-01-2021

Learning Plan Narrative

Williamston Community Schools

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The purpose of the extended learning plan is to address needs that have developed as a result of the COVID-19 pandemic. When our schools were closed in mid-March, WCS students had a range of experiences with the Continuity of Learning Plan (CLP). While the CLP encouraged student engagement, participation was optional, and grades were not able to reflect the progress that students did or did not make during the final weeks of the school year.

As we begin the new school year, our focus is on reestablishing positive connections with learners and supporting them with academic growth and wellness. We intend to use benchmark assessments and other assessments to determine the individual needs of learners and to offer additional supports when indicated.

Williamston Community Schools began the year with remote instruction. A proposed hybrid plan was then developed and approved on October 19th by our Board of Education. Specifically, for Discovery and Explorer Elementary, students will return in November in small am or pm cohorted groups five days per week. At least one teacher per grade level will be assigned to teach students who will remain fully remote. Daily in-person academic focus will be literacy and math. Multi-tiered System of Supports and special education services will also be provided during this time. Science, Social Studies, and ARC will be continued to be provided through remote instruction.

Secondary students who attend Williamston Middle School and Williamston High School will return in a hybrid asynchronous/synchronous model that will follow identical block schedules as was utilized during remote instruction. All students will continue to be provided asynchronous learning in the morning, with in-person synchronous sessions during the afternoons. On days that students are not in the classroom, they will attend synchronous learning remotely.

As of March 1, 2021, Discovery and Explorer Elementary students who have been in-person will resume a full-day in-person schedule with their same classroom teacher. Students will remain cohorted for Area Related Curriculum (ARC) classes and What I Need (WIN) interventions. Students will be provided and consume lunch in their classrooms. Recess will be held outdoors unless there is poor weather, in which case it will take place in the classroom. Over 20 hours of In-person learning opportunities are offered weekly. Transportation will be provided.

As of March 1, 2021, Williamston Middle and High School students will be offered a minimum of 20 hours of in-person learning opportunities. A remote learning option will continue to be offered through proper coordination with school administration.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

Williamston Community Schools will continue to administer aimswebPlus to students in grades K-1 and NWEA to students in grades 2-8. This benchmark data allows us to monitor and evaluate patterns and trends in academic performance and can provide guidance for adjusting instruction.

When coupled with formative assessments, benchmark data assists us with understanding where students are with their learning and informs instructional planning at both the individual and whole class/grade levels.

We believe in the evidence-based practice of embedding formative assessments into daily instruction as it provides valuable feedback to teachers and students which informs instruction and promotes learning. Our assessment practices involve triangulating data from multiple sources, including frequent formative assessments, performance on summative assessments, as well as the results of benchmark assessments such as aimswebPlus and NWEA. Together, these sources provide a more complete picture of what our students know and are able to do.

Educational Goals

Benchmark assessments (aimswebPlus or NWEA) will be administered to all students in grades K-8 in the first nine weeks of school and prior to the end of the school year. Formative and summative assessment data will continuously inform our progress toward goals throughout the year. Progress toward our goals will be available on the district website in February and June.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by benchmark and/or district assessments.

- All teachers will use the formative assessment process to support adjustment to teaching and learning, to promote meaningful student progress towards mastery of the Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading /ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by benchmark and/or district assessments.

- All teachers will use the formative assessment process to support adjustment to teaching and learning, to promote meaningful student progress towards mastery of the Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Williamston Community Schools will begin the 2020-2021 school year with remote instruction. A description of the remote learning plan is available on pages 4-5 of the [WCS COVID-19 Preparedness and Response Plan](#).

Students will receive standards-aligned instruction in all core content areas and will also receive instruction in elective and/or ARC classes. Daily schedules include both live (synchronous) and recorded (asynchronous) instruction. Schedules also include opportunities for support via office hours and tiered supports for academic and social-emotional needs.

When the opportunity for face to face learning occurs, students will continue to receive daily standards-aligned instruction along with access to tiered supports.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Curriculum and Instruction: Academic Standards

All district curriculum is aligned with the State of Michigan Standards and is appropriately paced to support learning.

At the elementary level, grade level teams have developed common asynchronous lessons for all students to view. During live instruction, classroom teachers will support and individualize instruction to meet the needs of learners. As they do during in-person instruction, teachers will meet regularly to monitor and adjust pacing, scope, and sequence to ensure that students are exposed to critical grade level standards.

At the secondary level, teachers provide recorded instruction and/or assigned learning tasks, and also meet with students in live sessions to utilize effective differentiated instructional practices and provide guided live instruction. Secondary teachers regularly monitor progress and ensure that students are exposed to the critical learning standards for their course.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Assessment and Grading

Our district assessment system is based on the Michigan Standards. Daily formative assessment is a key component that supports feedback to learners and also guides and informs each teacher's instruction. District developed and/or core program summative assessments are administered at the end of a period of learning such as at the completion of a unit of study. This allows us to monitor student learning, skill acquisition, and academic performance.

Our grading system remains the same during periods of virtual instruction and in-person instruction. Progress reports are sent home to families at the end of each marking period. In addition, PowerSchool, emails, phone calls, and other communications are used to share information and to address celebrations as well as concerns.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Williamston Community Schools has provided access to technology through the distribution of Chromebooks to students who needed them. The district recognizes that not all families have access to the internet in their home. To support the fact that the district has a limited number of hotspots available for distribution, we have opened school buildings to allow students to access the wifi. Each building has a process for students/families to schedule this opportunity. Students entering buildings for internet access are expected to follow all safety protocols outlined in the district's Preparedness and Response Plan including maintaining social distancing and wearing a mask.

- **Please describe how the District/PSA 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.**

Students with identified special needs

Specially designed instruction will continue for all special education students during the period of remote instruction. Case managers will contact parents to address concerns and needs related to specific goals and objectives as well as their progress in the general education curriculum. A schedule will be developed to ensure appropriate support from special education teachers. Case managers will coordinate schedules with general education teachers to promote success for learners.

Benchmark assessments and progress monitoring will be administered to all students with IEPs. The IEP team will utilize data to determine the goals and supports appropriate to the needs of the learner. Case managers will develop a Contingency Learning Plan (CLP) for skill and goal attainment.

IEPs will be amended to include virtual learning statements that are tied to the CLP. Accommodations that are still appropriate for virtual learning will be included in the CLP. These will be implemented in both the general education and special education settings. Case managers will include synchronous and asynchronous learning daily. Small group and individual instruction will be available throughout the week to meet the needs of learners. In person opportunities will be offered for students who cannot obtain needed services through virtual learning. Speech and language, social work, Occupational Therapy and Physical Therapy will be provided to all students that have the need indicated on their IEP.

Progress reports will be sent home at regular reporting times. Communication between the special education teacher and parent will occur on a regular basis via email and/or phone.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**
- **1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student**

populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

Optional Considerations

In addition to students with IEPs, other students in our district benefit from supplementary assistance. District staff, including teachers, counselors, social workers and administrators, regularly engage in a team problem solving process aimed at supporting academic, behavioral and social-emotional needs. This work will continue to take place whether we are in a period of remote or in-person learning.

Our district continues to support students with access to programs that include early childhood, CTE, Early-Middle College, Dual enrollment, and AP coursework.