

**Battle Creek Montessori Academy
Extended COVID-19 Learning Plan**

Address of School District: 399 North 20th Street, Springfield MI 49037

District Code Number: 13900

Building Code Number(s): 01964

District Contact Person: Jessica Eldridge

District Contact Person Email Address: JessicaEldridge@choiceschools.com

Local Public Health Department: Calhoun County Health Department

Local Public Health Department Contact Person Email Address:
EPessell@calhouncountymi.gov

Name of Intermediate School District: Calhoun County ISD

Name of Authorizing Body: Ferris State University

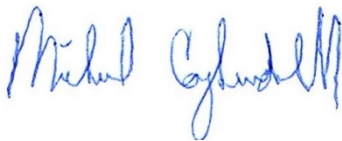
Date of Adoption by Board of Directors: September 24, 2020

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 re-confirm 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 re-confirm 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 not 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.



Michael Coykendall
President of the Board of Directors
Battle Creek Montessori Academy
Date: 09-24-2020

Introduction and Overview

- 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.

Academy Statement:

Battle Creek Montessori Academy (BCMA) prioritizes high quality instruction and high engagement in learning and will prioritize K-5 in-person learning. Due to the ongoing COVID-19 pandemic BCMA will be providing the options of either in-person or online instruction and learning. This will allow parents/students the option that they are most comfortable with. The enrollment in virtual or in-person options will be provided to parents twice during the school year, once in August 2020 and again in January 202. BCMA will be working to support parents and students through daily synchronous and asynchronous learning for our online learners and through daily in-person instruction.

Educational Goals

- **Outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. It is the expectation of your authorizing body that your educational goal is aligned to the educational goal within your charter contract. The Academy must establish all of its goals by no later than **September 15, 2020**.
- **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 must 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 goals must select a benchmark assessment or benchmark assessments that are aligned to state standards and an assurance that the Academy shall administer the benchmark assessment or benchmark assessments to all pupils to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) The goals must be measurable through a benchmark assessment or benchmark assessments.
- **Ensure** that the benchmark assessment used to measure progress toward attainment of the goals is approved by the Michigan Department of Education and meets all of the following: (a) Is one of the most commonly administered benchmark assessments in the state; (b) Is aligned to the content standards of the state; (c) Complements the state's summative assessment system; (d) Is internet-delivered and includes a standards-based assessment using a computer-adaptive model to target the instructional level of each pupil; (e) Provides information on pupil achievement with regard to learning content required in a given year or grade span; (f) Provides immediate feedback to pupils and teachers; (g) Is nationally normed; and (h) Provides multiple measures of growth and provide for multiple testing opportunities.
- To the extent practicable, the Academy shall administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Academy Statement:

We will use our contractual goals as outlined by FSU. These goals will be reviewed and shared after the Fall 9 week testing window, through a February 1 progress report, and at the end of the 2020/2021 school year and will be available through a transparency reporting link located on the Academy's website.

K-8 learners who will be testing using NWEA in Fall, Winter, and Spring and have used this assessment for the past 7 years. The assessment provides a nationally normed

mean achievement and growth percentile which were recently updated in the summer of 2020. Our instructional and administration team can utilize the data to impact instruction immediately after finishing the assessment as well as use it to guide and support school improvement goals. Students in grades K-8 will participate in this assessment and complete the Math and ELA assessments.

Students in grade 8 will participate in the College Board Assessment PSAT 8/9 in the spring.

Measure: Student Growth Towards Achievement Goals for Grades K-8

Improved academic achievement for all students in grades K-8 regardless of each student’s achievement level. On average, all students, regardless of academic ability, will meet or exceed national average growth benchmarks.

Grade(s)	Goal	Metric
Grades K-8	The Fall to Spring growth rate for all students in Reading and Math of each grade and subject area as measured by the CSO designated nationally norm-referenced test will fall at or above the 50 th percentile.	Average percent of growth (gains percentile) as measured by the CSO designated nationally norm-referenced assessments for each grade level and subject area** NWEA assessment will be used for Fall to Winter growth, and Fall to Spring growth

Instructional Delivery & Exposure to Core Content

- **Describe** how and where instruction will be delivered during the 2020-2021 school year. (E.G., in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).
- **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 Academy had planned for that exposure to occur for in-person instruction.
- **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.

Academy Statement:

With support from Choice Schools Associates, Ferris State University, feedback from families, teachers, technology and facilities, we have created an instructional plan that meets the needs of our students and also addresses the goals in our mission statement. In this process, we determined the safety protocols necessary to host students, determine resources to better support the unique needs of the year and enhanced our remote learning experience.

We have elected to provide two methods of instruction to meet the needs of our students while monitoring their concern for safety. We have students on campus Monday through Friday, while also maintaining remote learning as an option. This decision was based on consulting with the Board of Directors and evaluating survey results of both staff and parents.

- The virtual method will utilize Google Classroom. This new program was not evaluated during the Spring closure due to the lack of time, financial resources and training required for staff and families. After demos from the company, aligning financial support and utilizing the summer to train staff and families, we will be fully implemented prior to the start of school on August 24.
- Google Classroom will serve as a hub for the student's classwork for all students enrolled at Battle Creek Montessori Academy. Resources and assignments will be shared through the platform. Assignments will be submitted through the site, graded and feedback will be shared. The perk of Google Classroom is it helps organize thinking for students and staff that will support families when they are learning from home. In addition, our programming will allow for multiple family dynamics that could affect traditional learning. One feedback we got was that every family was different and following a traditional model was challenging.

- Classroom videos or online resources that address priority standards will be shared with students on a weekly basis. These resources will come with assignment dates to ensure students are following along with our modified priority standard expectations. Assignments stemming from these videos and resources will be used to measure growth and ensure students are getting the essential skills needed for the particular subject/grade level.
- To assist with remote learning students, Battle Creek Montessori Academy staff will utilize the Zoom tool to provide enrichment experiences. Staff will host zoom calls for their to support students with their assignments and content explanation. All calls will be available to be recorded and shared with all remote learners in the class. These platforms can be accessed through a phone number as well as a chromebook. Elementary students will be assigned a designated remote teacher to provide instruction and feedback. Teaching Assistants will check in with the performance of the students, answer questions and serve in a mentoring capacity. Classroom teachers will lead instruction and address content related questions.

Priority Standards:

- Our best approach to uncertainty going into the year was to work backwards with our instructional staff. During the summer we investigated and evaluated the most essential standards and skills needed in each subject and course. Through this process we were able to have discussions into best methodology of delivery and best practices. Determining grade-level proficiencies, feedback practices, and resources needed, staff will have a full understanding of the essential standards. Staff worked on aligning Montessori lessons to essential standards by outlining the school year linking essentials to lessons. These will be revisited throughout the course/year to ensure full understanding before advancing to the next grade/course.
- Academic growth will be communicated with parents during October 2020, March 2021, and again at the end of the school year in June 2020 through parent teacher conferences, NWEA reports, and report cards.

Equitable Access

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

Academy Statement:

Technology Access:

- All parents have been contacted to complete a survey to inform Battle Creek Montessori Academy team members of the technology access in the student's home. Chromebooks have been purchased to provide each student a technology tool to use for online learning in the classroom, we have a limited supply of Chromebooks to offer to students at home. Whether families have online access was determined through the survey. If the internet is not available in the home, we are connecting families with low cost options, library, or making our parking lot WIFI accessible. We hope to remove any technology barriers that may exist for each and every student.
- Parents and students have access to a dedicated staff member Monday through Thursday who is available to help them troubleshoot any technology issues and who can provide 1:1 help if needed.
- Families are able to pick up a Chromebook for their students during business hours or contact the office for alternative arrangements.

Special Populations

- The Academy will provide special education programs and services according to the students IEP or Section 504. If the offer of a FAPE or Section 504 cannot be fully implemented, a Contingency Learning Plan (CLP) will be developed with parent input. Students that require specialized instruction and accommodations will have their needs met according to their IEP. Programs and services will be offered virtually if a student has chosen the online learning environment. Digital assessments have been purchased to evaluate virtually if needed. Our online teaching team is aware of accommodations that are needed for students and will be compliant in providing those. The special education team will be monitoring students' abilities to determine if recovery services are needed.

