



Return to In-Person Instruction & Continuity of Services Plan
September, 2022

Address of School District/PSA: 1480 S Sheridan Rd, Stanton, MI

District/PSA Code Number: 59125

District/PSA Website Address: www.central-montcalm.org

District/PSA Contact and Title: C. Martin James, Superintendent

District/PSA Contact Email Address: mjames@central-montcalm.org

Name of Intermediate School District/PSA: Montcalm Area Intermediate School District

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

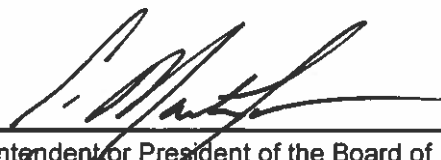
Assurances

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 September 15, 2022.
2. 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 20, 2022, 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 2022-2023 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. **Benchmark Assessments:** The District/PSA will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - 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 2022-2023 school year and again not later than the last day of the 2022-2023 school year.
4. If delivering pupil instruction virtually, the District/PSA 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 the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2022-2023 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:
 - 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. The District/PSA assures that
 - o instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2022-2023 school year,
 - o the District/PSA will reconfirm how instruction will be delivered during the 2022-2023 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - o 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.

7. 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.

8. 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 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 2022-2023 school year.



District Superintendent or President of the Board of Education/Directors

9/7/22

Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why a Return to In-Person Instruction & Continuity of Services Plan is necessary to increase pupil engagement and achievement for the 2022-2023 school year.

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

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 and the 20-21 school year, we anticipate that students will come to school in the fall of 2022 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 Central Montcalm plans to begin the school year in a face to face learning environment as well as a virtual option, 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

- **Please outline and describe** the educational goals expected to be achieved for the 2022-2023 school year. The District/PSA must establish all of its goals no later than September 15, 2022. 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 2022-2023 school year and not later than the last day of the 2022-2023 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.

Educational Goals established on September 15, 2022

District benchmark assessments in reading and mathematics will be administered to all students 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 available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on benchmark assessment results.

Table A: CME Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
Middle of the Year Reading Goal	By winter of 2023, the number of students K-2 that are at benchmark on the Acadience composite score will increase by 5% from fall to winter.
End of the Year Reading Goal	By spring of 2023, the number of students K-2 that are at the benchmark on the Acadience composite score will increase by 10% from fall to spring.
Middle of the Year Mathematics Goal	By winter of 2023, the number of students K-2 that are in the Lo percentile ranking (below the 21st percentile) as measured by NWEA will decrease by 5% from fall to winter.
End of the Year Mathematics Goal	By spring of 2023, the number of students K-2 that are in the Lo percentile ranking (below the 21st percentile) as measured by NWEA will decrease by 10% from fall to spring.

Table B: CMUE Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
Middle of the Year Reading Goal	By winter of 2023, the number of students in grades 3-5 that are at benchmark on the Acadience composite score will increase by 5% from fall to winter.
End of the Year Reading Goal	By spring of 2023, the number of students 3-5 that are at the benchmark on the Acadience composite score will increase by 10% from fall to spring.
Middle of the Year Mathematics Goal	By winter of 2023, the number of students in grades 3-5 that are in the Lo percentile ranking (below 21st percentile) as measured by NWEA will decrease by 5% from fall to winter.
End of the Year Mathematics Goal	By spring of 2023, the number of students in grades 3-5 that are in the Lo percentile ranking (below the 21st percentile) as measured by NWEA RIT score will decrease by 10% from fall to spring.

Table C: CMMHS (Grades 6-8) Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
Middle of the Year Reading Goal	By winter of 2023, the number of students in 6-8 grade that are in the average, hi average, or hi range (above 40 percentile) as measured by NWEA Reading will increase by 5%.
End of the Year Reading Goal	By spring of 2023, the number of students in 6-8 grade that are in the average, hi average, or hi range (above 40 percentile) as measured by NWEA Reading will increase by 7%.
Middle of the Year Mathematics Goal	By winter of 2023, the number of students in 6-8 grade that are in the average, hi average, or hi range (above 40 percentile) as measured by NWEA Math will increase by 5%.
End of the Year Mathematics Goal	By spring of 2023, the number of students in 6-8 grade that are in the average, hi average, or hi range (above 40 percentile) as measured by NWEA Math will increase by 7%.

Table D: CMMHS (Grades 9-12) Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth as required by law (MCL 388.1698b)
Middle of the Year Academic Goal	By winter of 2023, the number of students in 9-12 grade that are in the average, hi average, or hi range (above 40 percentile) as measured by NWEA Reading will increase by 5%.
End of the Year Academic Goal	By spring of 2023, the number of students in 9-12 grade that are in the average, hi average, or hi range (above 40 percentile) as measured by NWEA Reading will increase by 7%.
Middle of the Year Academic Goal	By winter of 2023, the number of students in 9-12 grade that are in the average, hi average, or hi range (above 40 percentile) as measured by NWEA Math will increase by 5%.
End of the Year Academic Goal	By spring of 2023, the number of students in 9-12 grade that are in the average, hi average, or hi range (above 40 percentile) as measured by NWEA Math will increase by 7%.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2022-2023 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).

Mode of Instruction

To start the school year, all K-12 students will attend school every day for face-to-face instruction.

Students 6-12 also have the option to sign up for our virtual program called Hornets from Home. We are providing the curriculum through Edgenuity. All students are assigned a highly qualified mentor from Central Montcalm.

- **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.

Central Montcalm maintains a current scope and sequence of the Michigan Standards for all subject areas. Students who are attending our virtual program, Hornets from Home, are accessing the curriculum using Edgenuity. Each course in Edgenuity aligns to the same course standards that are being provided to students learning in-person. A student's core classes in Edgenuity are the same as their core class schedule in the district's LMS Powerschool.

Should a family choose to move from in-person to a virtual learning environment or come back to school in-person from a virtual learning environment, they should have been exposed to the same standards regardless of which learning environment they started in.

- **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

Central Montcalm bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

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 in grades 4-12. 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 parents report cards at the end of each semester.

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.

Technology

Central Montcalm 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. Central Montcalm's system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the instructional plan found at

- **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

When school starts, students' IEPs, IFSPs, and 504 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.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has 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 objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

