



**Charlevoix Montessori Academy for the Arts:  
Extended COVID-19 Learning Plan**

Address of School District: 115 W Hurlbut St, Charlevoix, MI 49720

District Code Number: 15902

Building Code Number(s): 08340

District Contact Person: David Harwood

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Local Public Health Department: Charlevoix Health Department Lisa Peacock  
lpeacock@bldhd.org

Local Public Health Department Contact Person Email Address:

Name of Intermediate School District: CHAR-EM ISD

Name of Authorizing Body: Saginaw Valley State University

Date of Adoption by Board of Directors: September 9, 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 officially 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.

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President of the Board of Directors

September 9, 2020



## **Introduction and Overview**

Charlevoix Montessori Academy believes it is necessary to have an Extended COVID-19 Learning Plan. This plan, in addition to the Preparedness Plans will ensure that all students have systems and resources in place to increase pupil engagement and achievement for the 2020-2021 school year.

CMA is aware of the importance of establishing educational goals that can be monitored and measured using benchmark assessments. As we have outlined the logistics of health, safety, operations, and social emotional wellness, it is imperative that our top priority remain the academic progress and achievement of our students.

The Extended COVID-19 Learning Plan is a commitment to our students and families on what they can expect regarding instruction and assessment. All students regardless of the instructional delivery that they select, can expect an assessable, equitable, and standard aligned academic program.



## Educational Goals

The educational goals for CMA pupils for the 2020-2021 school year align with our charter contract and school improvement goals.

### **Description of Educational Program Standards from Charter Contract**

**Standard 1:** The Academy shall, at minimum, demonstrate to the Authorizer that its students are making sufficient progress to meet state-identified proficiency targets in each tested content area and grade level.

**Standard 2:** The Academy shall outperform host district/comparable district on state-identified proficiency test.

**Standard 3:** Using a recognized norm-referenced test, the Academy shall demonstrate that:

- Students' fall-to-spring growth demonstrates measurable progress toward grade level targets (narrowing the gap – bringing students closer to grade level); and
- Students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher (compares like students, with similar scores – not grade specific).

**Standard 4:** Using a recognized norm-referenced test, the Academy shall demonstrate that:

- Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target; and
- The percent of students meeting their projected score will average 60% (1 year's growth in 1 years' time).

### **2020-2021 Educational Goals as aligned to the School Improvement Plan**



### **Goal 1 – Reading (ELA)**

All students across K-11 grade will demonstrate growth (appropriate to grade level) in reading by Spring 2021 NWEA Assessment.

**Measurable Objective 1:** 50% of all students will increase growth 50% or greater in Reading by 02/01/21 and 70% of all students will increase growth 50% or greater in Reading by 06/01/21.

After initial assessment of reading levels and needs, students will be supported through RTI small groups with Title 1 staff to increase reading skills. Additional progress monitoring and diagnostic test such as DRA's will be used to increase student achievement in English Language Arts for students in grades K-4. It will serve as a reading screener for grades K-4 and be administered within the first 30 days of school.

### **Goal 2 – Mathematics**

All students across K-11 grade will demonstrate growth (appropriate to grade level) in math by Spring 2021 as recorded by the NWEA Assessment.

**Measurable Objective 1:** 50% of all students will increase growth 50% or greater in Mathematics by 02/01/21 and 70% of all students will increase growth 50% or greater in Mathematics by 06/01/21. After initial assessment of mathematical skills and performance, Response to Intervention services will be provided to support tier 1 teaching and assign small group supports that may require additional tiers of time and intensity.

The two primary goals listed above measure increased pupil achievement and growth that can be validly and reliably measured using NWEA. NWEA is a consistent assessment that has been used by the academy, supported by our charter authorizer, and accepted by the Michigan Department of Education. Data from the aggregate and all subgroups of pupils will be measured and monitored. State standards are aligned with NWEA and will be used to drive instruction and tiers of support for all students in reading and mathematics. The



NWEA Learning Continuum will allow teachers the opportunity to use data to initially structure standard aligned lessons. Individual student goals will be set in the areas of Language Arts and Mathematics. Progress monitoring and diagnostic assessments will occur in between the Fall, Winter, and Spring NWEA assessments to ensure necessary services are provided at all levels to support student growth and achievement.

The Curriculum Director will analyze NWEA data to modify curriculum or curriculum delivery to ensure student success. Data will be analyzed in Reading, Math, Science and Social Studies and compared to national norms and projected state proficiency. Assessment data shall be prepared and presented to the Administrator and Board after each testing period in November, February, and June. This will be in addition to the monthly board meetings to evaluate the progress that pupils are making toward academic engagement, growth, and achievement.

Classroom Assessments will also be provided in each of the four core content areas (Math, ELA, Science and Social Studies) student progress toward CCSS and NGSS will be assessed each semester. Teachers will use local assessments aligned with their curriculum to ensure timely feedback and monitoring of weekly skills and concepts.



## Instructional Delivery & Exposure to Core Content



Charlevoix Montessori Academy for the Arts will deliver instruction both in-person and online. Students that choose online will be receiving live streaming instruction from the classroom teacher at Charlevoix Montessori Academy for the Arts. In addition to the lessons being live streamed, the lessons will be recorded and saved in the Google Classrooms with the specific classes.

### **Phase 1-3**

During Phase 1,2, and 3, Charlevoix Montessori Academy will provide remote instruction only and suspend all in person instruction for the safety and wellbeing of all students and staff. Charlevoix Montessori Academy of the Arts will have alternative modes of instruction while in-person instruction is suspended. Students will be able to access their Google Classrooms at home through their school Chromebook. Students will be able to watch lessons that the teachers at Charlevoix Montessori Academy for the Arts post on Google Classroom. Students will be able to submit their assignments they complete on Google Classroom. Students will be able to get feedback and support from teachers through Zoom phone contacts.

Charlevoix Montessori Academy for the Arts will follow the Michigan Merit Curriculum. To ensure that learning is continued during phase one, the students will be utilizing Google Classroom during face to face instruction. Therefore, students will be comfortable getting work and submitting work online. Teachers will also make contact via Zoom, Google Classroom, email, and text to ensure that students are provided with weekly opportunities for academic and social interaction.



The following materials will be needed by students during phases 1-3: Chromebook and internet access. Students will not have to purchase additional equipment. Students may use the school Chromebooks. Students will have to sign a technology agreement waiver. Students who do not have internet access can have biweekly packets sent to them and returned to the school. Charlevoix Montessori Academy will ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.

Charlevoix Montessori Academy for the Arts will have structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Charlevoix Montessori Academy for the Arts will consider students' needs around accessibility and provide assistive technologies, where possible. Structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs will be continue with consideration of students' needs around accessibility and assistive technologies, where possible. Continuation of service plans for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers will be provided to applicable students.

Students will be graded on their work. Students are expected to complete daily requirements (readings, videos, and projects) for teachers to check on students' progress. If students need additional assistance, student intervention will be utilized. Students then have one on one meetings with their teacher via phone or Zoom. Teachers will monitor and track students' online attendance daily and assess the quality of student work to provide feedback to students and families. Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

Remote learning programs will deliver standards-aligned curricula and high-quality instructional materials. Every student in grades pre-K12 will be assessed during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform



instructional decisions for teachers, students, and families. Online intervention and support services will be tailored to the needs of students.

Remote learning plans will be revised based on feedback and input from school leaders, educators, families, and students, and distributed to all involved stakeholders in their home language, creating opportunities for ongoing feedback. Monitoring will occur to ensure that students can submit assignments and are receiving timely feedback. The Academy will follow all the strongly recommended protocols identified when closing in-person Instruction as identified in “Michigan’s 2020-21 Return to School Roadmap.

#### **Phase 4 & 5**

Charlevoix Montessori Academy for the Arts will offer parents two instructional options: in-person instruction and hybrid. In-person instruction and hybrid instruction will be consistent with the grade level standards in core subjects for all learners and adapt to the needs of students who have individualized education plans. CMA students will start the year with access to grade-level instruction and high-quality standards-aligned instructional materials in every subject.

CMA teachers will assess every student on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics within the first weeks of school. Those assessments are outlined in the assessment portion of this document.

Special education staff will revise students’ IEPs, IFSPs, and 504 plans in coordination with general education teachers to reflect the child’s evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly. CMA general and special education teachers will collaborate on in- person and virtual delivery methods for assessments and instruction as outlined in IEPs. Students’ needs around accessibility and assistive technologies that are appropriate for different grade levels and the method of service delivery that parents have selected. Intervention programs and services available to students based on benchmark and progress monitoring data.



In-person instruction will occur 5 days a week at CMA during these phases. Students will continue to use Google Classroom to submit their assignments. Hybrid students will also use Google Classroom to receive and submit their assignments. Students will have the option of watching live lessons or recorded lessons of their teacher. They are expected to complete daily work and may transition from hybrid instruction to in-person instruction seamlessly because each option provides the same subjects, standards, and content.

\* Online students will have the same pacing and curriculum as in person students in the same grade. Online instruction will work with hybrid instruction and may include the use of Edgenuity as a learning platform depending on the grade level and student needs. A CMA staff member will contact the online students that are taking the Edgenuity at least twice a week.

Students will be given the option of selecting an online option at Charlevoix Montessori Academy for the Arts. Students who select this option will not have to go to the physical school facility. Students will be able to get all their assignments and submit their assignments on Google Classroom or through an online format designated by the teacher. Students that select online option must follow the requirements given by their teacher and be engaged daily to satisfy daily attendance. This option is for students and families who are not comfortable with the in-person or hybrid offerings. CMA understands that although the state may be in a place where face to face attendance is preferred, families may be experiencing circumstances that include illness that would prevent a student from physically accessing services.

Students will receive report cards 4 times a year. Progress reports will be sent out weekly, starting the first week of school. Progress reports will be generated using PowerSchool. Parents will have access to view reports and student progress throughout the semester. Elementary teachers will email or send home a weekly progress report.

Parent teacher conferences are scheduled for November 5th and March 25. All parents at CMA will be given options on how they prefer conferences: in-person, online, or by phone.



## Equitable Access

To ensure that students at the Academy will have equitable access to technology and internet the school conducted multiple surveys with families at the Academy to determine the needs of the families. Students that needed adequate technology were provided with CMA Chromebooks. Teachers met with families to develop alternative plans to support students with limited internet. Teachers will record video lessons so students can watch them at the times that best meet the students' needs and experiences. The teachers will be flexible with individual lessons with students. If an online format does not work for the families, then the teachers are able to print off packets and make phone conference calls. It is the goal of CMA to continuously adjust to find the right fit for all our students and families. Families will not be locked into a mode of instruction and have the flexibility to maintain access to content and services in all formats offered by the academy.

Charlevoix Montessori Academy for the Arts will consider students' needs around accessibility and provide assistive technologies, where possible. Structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs will be continued with consideration of students' needs around accessibility and assistive technologies, where possible. Continuation of service plans for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers will be provided to applicable students. Students will be graded on their work. Students are expected to complete daily requirements (readings, videos, and projects) for teachers to check on students' progress. If students need additional assistance, student intervention will be utilized.