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## **Creative Montessori Academy Extended COVID-19 Learning Plan**

Address of School District/PSA: 12701 McCann St., Southgate, MI 48195

District/PSA Code Number: 82969

Building Code Number: 08853

District/PSA Website Address: [creative-montessori.com](http://creative-montessori.com)

District/PSA Contact and Title: Laura Moellering, Area Superintendent

District/PSA Contact Email Address: [lauramoellering@choiceschools.com](mailto:lauramoellering@choiceschools.com)

Name of Intermediate School District/PSA: Wayne RESA/Creative Montessori Academy

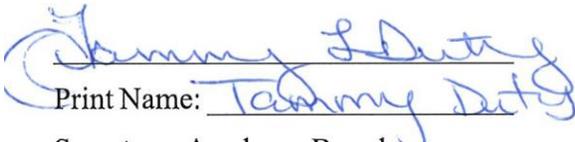
Name of PSA Authorizing Body (if applicable): Wayne RESA

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 1, 2020.
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 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.
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 2020-2021 school year and again not later than the last day of the of the 2020-2021 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 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:
  - 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. 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.

7. 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 2020-2021 school year,
  - o 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 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.
  
8. 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.
  
9. 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 2020-2021 school year.

  
Print Name: Tammy Deth

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District Superintendent or President of the Board of Education/Directors

September 17, 2020  
Date

## **Learning Plan Narrative**

### **Opening Statement**

CMA moved quickly to ensure that our students engaged in learning opportunities when the State closed down to ensure the health and safety of citizens on March 13th. Even though CMA did an amazing job communicating and connecting with families and students to make sure they were safe, healthy, and working on learning objectives, and were able to maintain fairly consistent communication, we nevertheless recognize that student learning was not at an ideal level.

This plan recognizes the need to increase student engagement and learning while recognizing parent's and family's needs for safety.

## Educational Goals

CMA is confident in its pedagogy and is buoyed by the response it has received from families about our approach to “pandemic learning” and therefore confidently proposes a goal of 70% of students who attend regularly (i.e., not missing more than 10% of expected attendance) will meet the Reading School Growth Norms from Fall-to-Winter; Winter-to-Spring and Fall-to-Spring based on NWEA 2020 Reading School Growth Norms:

2020 Reading School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
<b>K</b>	9.63	1.43	6.81	1.07	16.45	2.49
<b>1</b>	9.92	1.47	5.55	1.10	15.47	2.57
<b>2</b>	8.85	1.44	4.37	1.08	13.22	2.52
<b>3</b>	7.28	1.23	3.22	0.92	10.50	2.14
<b>4</b>	5.82	1.21	2.33	0.91	8.16	2.11
<b>5</b>	4.64	1.15	1.86	0.86	6.50	2.01
<b>6</b>	3.64	1.02	1.55	0.77	5.19	1.79
<b>7</b>	2.89	1.02	1.27	0.76	4.16	1.78
<b>8</b>	2.51	1.18	1.14	0.88	3.65	2.06

Similarly, we propose a goal of 60% of students who attend regularly will meet the Mathematics School Growth Norms from Fall-to-Winter; Winter-to-Spring and Fall-to-Spring based on NWEA 2020 Mathematics School Growth Norms:

2020 Mathematics School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
<b>K</b>	10.57	1.36	6.97	1.02	17.54	2.38
<b>1</b>	10.13	1.44	6.22	1.08	16.35	2.52
<b>2</b>	9.03	1.30	5.35	0.97	14.38	2.27
<b>3</b>	7.75	1.21	4.85	0.91	12.60	2.12
<b>4</b>	6.50	1.16	4.46	0.87	10.96	2.02
<b>5</b>	5.56	1.39	4.05	1.04	9.61	2.42
<b>6</b>	4.81	1.28	3.32	0.96	8.13	2.24
<b>7</b>	3.83	1.19	2.69	0.89	6.52	2.08
<b>8</b>	3.20	1.38	2.18	1.04	5.38	2.42

## **Instructional Delivery & Exposure to Core Content**

Parents were given the option of choosing 100% in-person or online learning. 50% of students are in the building and 50% are online. Instruction is happening both asynchronously for remote learners, and synchronously as they log in to live lessons with their teachers. Students who are in-person are also logging in for instruction to prepare them for remote learning if the entire school or their classroom or cohort are required to be at home. This allows learning to continue regardless of circumstances.

Because Montessori classrooms are already multi-age and students work on individual work plans, students will have numerous opportunities to work on grade level work as well as exposure to work that is beyond their current grade level. Furthermore, teachers have planned a robust assessment schedule to determine whether students are meeting grade level benchmarks in each of the core areas. Creative Montessori Academy also employs Grade Assessment Tests that are a part of the Montessori Albanesi curriculum that are used to assess student progress on grade level content and to devise interventions and extensions for students.

Parents will be apprised of student progress using progress reports, parent teacher conferences (remote or in-person), and student standardized test scores (NWEA) which provides grade level approximations as well as the likelihood of students being success on a Michigan grade level assessment. The parent portal in MiStar is still accessible for parents to check student grades which are being reported on a regular basis. Virtual parent teacher conferences will be held in October as well.

## **Equitable Access**

All students who have needed access to technology have been provided with a Chromebook and the Academy acquired hotspots for any families who might need internet access.

The Academy will provide special education programs and services according to the student's 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; however, some students may choose times to be in-person to receive interventions that are best delivered in-person. 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.