



**Battle Creek Area Learning Center/Calhoun Community High School**

**Extended COVID-19 Learning Plan**

Address of School District: 765 Upton Avenue, Springfield, MI 49037

District Code Number: 13904

Building Code Number(s): 08854

District Contact Person: Tim Allard

District Contact Person Email Address: [tallard@calhounhs.org](mailto:tallard@calhounhs.org)

Local Public Health Department: Calhoun County Health Department

Local Public Health Department Contact Person Email Address: [vbuck@calhouncountymi.gov](mailto:vbuck@calhouncountymi.gov)

Name of Intermediate School District: Calhoun Intermediate School District

Name of Authorizing Body: Bay Mills Community College

Date of Adoption by Board of Directors: Ugr vgo dgt "37."4242



## 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.

A handwritten signature in black ink, appearing to read 'D. Horn', is written over a horizontal line.

President of the Board of Directors

9/15/2020

Date



## **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.

An extended COVID 19 Learning Plan is necessary to have a system in place that ensures the opportunity for ALL students to have the best possible chance for increased student engagement and achievement. When the Governor’s executive order (in March) required schools to “stay home and stay safe,” we had very little time with which to connect, plan, and implement engaging lessons with the necessary rigor to increase/improve achievement. In fact, as an alternative high school, we already struggle to have strong communication between students and teachers as well as parents and teachers and/or support staff. For several of our students, we lost touch completely as they are transient or simply not willing to respond/reply to us. Thus, this extension to our current learning plan is being designed to ensure (to the best of our ability) that our students start with engagement and stay engaged throughout the 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 school year, we anticipate that students will come to school in the fall of 2020 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 Battle Creek Area Learning Center (BCALC)/Calhoun Community High School (CCHS) plans to begin the school year in a virtual learning environment, 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

- **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.

### **Quality Evidence-Based Assessment Practices**

BCALC/CCHS believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels for our school, and district.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, BCALC/CCHS will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in

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the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

## Educational Goals

*As a charter school of Bay Mills Community College we start with this goal first:*

### *Educational Goal:*

*The median Student Growth Percentile for students in grades 9 and 10 will be at or above the 50<sup>th</sup> percentile on NWEA's Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.*

*The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all grade 9-10 students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.*

*Academy will make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the education goals not later than February 1, 2021 for fall-to-winter goal and not later than the last day of school of the 2020-21 school year for the winter-to-spring goal.*

The NWEA assessments in reading and mathematics will be administered to all students three times: once in the first nine weeks of the school year, again in the 3<sup>rd</sup> quarter, 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 (through Google Classroom by a Google Certified Trainer), 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 NWEA results.

**Goal 1** - All students (9-12) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA\*.



- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of 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 (9-12) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of 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**

- **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).

Note: BCALC/CCHS's full instructional plan can be found in the BCALC board approved Return to Learn Plan located here: <file:///C:/Users/tallard.CCHS/Downloads/Board-Approved-COVID-19-Preparedness-and-Response-Plan-2020-08-10-Part-5FN80ABattleCreekAreaLearnCenter.pdf>

### **Mode of Instruction**

To start the school year, students may have chosen to work virtually from home with a fulltime schedule (4 classes) or, all 9-12 students will work virtually from school every day for face-to-face instructional support in either an A.M. session or a P.M. session. Student and staff health and safety will be addressed through a model that only requires one class change. Students will eat breakfast or lunch in a cohort group.



High school students will begin the year a virtual model (as is indicated within the EEM) but may work within the building (for support) that allows for more personalized support and enhanced instruction. With this model, all students may attend academic support classes in the morning with two 85 minute support class periods or in the afternoon with two 85 minute support class periods. Elective courses will be taught virtually/remotely for all students in the opposite mornings or afternoons. This schedule attends to health and safety by minimizing the number of passing times needed and eliminating the use of the cafeteria for breakfast and lunch. Students will eat with their cohort in the classroom if they choose to attend within the building for instructional support.

- **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.

Note: BCALC/CCHS's full instructional plan can be found in the BCALC board approved Return to Learn Plan located here: <file:///C:/Users/tallard.CCHS/Downloads/Board-Approved-COVID-19-Preparedness-and-Response-Plan-2020-08-10-Part-5FN80ABattleCreekAreaLearnCenter.pdf>.

### **Curriculum and Instruction: Academic Standards**

BCALC/CCHS's curriculum for core academic areas is aligned to state standards and housed in Epicenter. As teachers navigate the wider than usual range of competencies expected this fall, they will use State Benchmarks along with student assessed prior knowledge (as determined by NWEA MAP testing) to provide guidance to help them design new curriculum and instruction. They may also use (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize 9-12 instructional standards for the 2020-2021 School Year. Google classroom and blended learning approaches will guide instructional practices to meet the wide range of student needs as they return to school in the fall. CCHS teachers will identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

Be it in person or virtually, our high school elective will strive to work to engage students remotely, they will use [Best Practices for Remote Learning](#):

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices





- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

**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**

BCALC/CCHS 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. 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 out to parents report cards at the end of each marking period.

### **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.



### Technology

BCALC/CCHS will provide ALL students with a Chromebook for the 2020-2021 school year. We are essentially one-to-one. Furthermore, ANY student who requires internet access will be provided a wifi aircard (from Verizon) at no charge to the student/family. No student will be denied access for either equipment or internet.

BCALC/CCHS 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. BCALC/CCHS's system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the <file:///C:/Users/tallard.CCHS/Downloads/Board-Approved-COVID-19-Preparedness-and-Response-Plan-2020-08-10-Part-5FN80ABattleCreekAreaLearnCenter.pdf>.

- **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.

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. Resources to consider: Alt+Shift consultation or web resources at - <https://www.altshift.education/resources/remote-learning-resources>



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.