

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Howard University Middle School of Mathematics and Science PCS

LEA Head of School Name: Kathryn Procope

LEA Type: Middle School

Date Generated: 08/24/2021

Background and Purpose

The Office of the State Superintendent of Education (OSSE) asked all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a **Safe Reopening, Student and Staff Well-Being,** and **Accelerated Learning.** For LEAs receiving ESSER III-ARP funds, the CEPs also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds. **The plan below has been approved for these purposes.**

The CEP application was closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

LEAs receiving ESSER III-ARP funds must update their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. LEAs not receiving ESSER III-ARP funds may choose to periodically update their plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:

- **a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and**
- **b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and**
- **c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:**
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and**
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.**

a) We will deliver five days of in-person learning to all students in our current physical space.

b) We will increase our staffing levels to accommodate all students. We will add 9 new staff members (3 math teachers, 3 SPED teachers, 1 Science teacher, 1 PE Teacher, 1 Dedicated Aid)

c) To provide distance learning in situations where a student is excluded from school due to confirmed or suspected COVID-19 exposure or any other exclusionary criteria in the DC Health and OSSE Guidance

i) Students will follow the same schedule as in-person students follow. In-person teachers will have the ability to concurrently provide instruction to students who are distance learning using Summit Learning (our school's LMS), Microsoft Teams which will be set up for each class being taught, and the OWL Video conferencing system that has been set up in each classroom. All students in our school are issued take-home technology as part of our instructional plan. This practice will continue. When staff members are excluded due to negative testing, based on their health status, the following will be in place:

1. If health issues prevent a staff member from teaching, a substitute teacher will be in place to provide instruction to students
2. If the staff member's health allows them to continue teaching, then technology will be provided and the teacher will be able to continue to instruct and interact with students virtually

ii) Should the entire campus be closed due to an outbreak, distance learning for all students and staff will be implemented using Summit Learning. All students and staff have take-home technology which will be used to deliver instruction. Summit Learning contains the curriculum map, teacher lesson plans, student resources, guided practice, self-directed learning activities for students and teachers.

2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

- **a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):**

- The LEA itself
- Another District LEA (please select name)
- One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)

- **b. How the LEA will deliver its distance learning program (select one):**

- Centrally at the LEA level
- By campus/at the school level
- Both (please describe the LEA's approach)

- **c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.**

Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.

Students who are participating in distance learning will follow the same schedule as students who are learning in person. Distance learning students will follow their normal school schedule and have the same teachers. Teachers will teach in person in the classroom using the OWL video conferencing camera. Teachers will log into Microsoft Teams and so will distance learning students. Students who are participating in distance learning will be able to interact with their teacher and the class. Distance learning students will receive the appropriate support from their teacher and if the students have IEPs, they will continue to receive the support required from the special educator. The distance learning school day is the same as the in-person learning school day.

- **d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;**

All students in our school receive take-home technology at the beginning of the school year. Our technology team monitors the take-home tablets to ensure that students have access to all the apps and documentation that they need in class. We have implemented a help desk system that is used by parents, teachers, and students so that any issues

that they experience with technology while at home, can be immediately addressed. If a tablet is broken or stops functioning, a parent can return it to the school for a replacement. In some cases, our social workers, deans, and counselors will bring the technology to the students' homes. Any family that does not have access to broadband internet is provided with a hot spot if requested.

- **e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and**

Our school will continue to provide resources to families of students with medical certifications to support distance learning, through the Summit Learning platform. Our learning management system contains all materials a student in class and students' distance learning will need to be successful. Our teachers provide Summit Onboarding training for all students at the beginning of the school year to ensure that every student is able to access the platform, understands how to complete and submit work, request feedback, set goals, connect with their mentor, complete assessments, and submit projects. The take-home technology that is provided to students is set up the same as the technology that the student uses in school so the transition to distance learning is seamless.

- **f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.**

The model for the distance learning program for students with medical certifications will be based on the distance learning field guide for Summit Learning, our learning management system. The guiding principles are as follows:

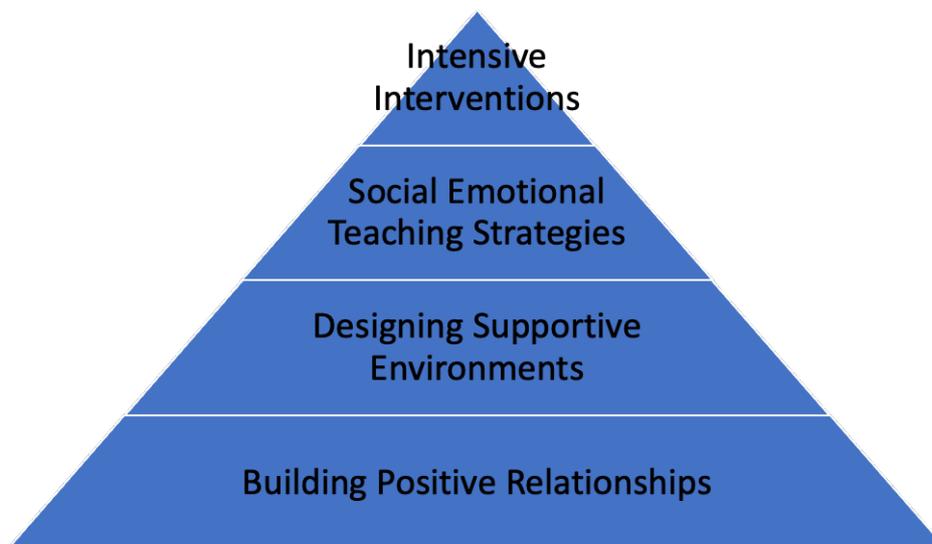
1. **Minimize the change.** To reduce stress and disconnection, maintain a normal schedule and familiar experiences as much as possible.
2. **Narrow the focus.** Concentration on what matters most for students will include cognitive skills growth, content knowledge acquisition, and improving habits of success.
3. **Connections and relationships.** This is a time that can be incredibly isolating. We will utilize technology and phone calls to continue building connections and relationships with students and families.
4. **Teaching and Learning:** students will split their time between Power Focus Areas, Projects, and preparing for and participating in 1:1 mentoring.
5. Lesson plans, lessons, curriculum resources are a part of the Summit Learning platform and will be available to students who are distance learning

Student and Staff Well-Being

2.A: Whole Child Supports

3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:
- a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;
 - b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and
 - c. How the LEA will provide direct mental and behavioral health services for students in need.

The LEA's plan for supporting students social-emotional, mental, and behavioral health needs during continuous learning and school recovery is as follows:



Our social-emotional program focuses heavily on building positive teacher/peer relationships and building a positive environment. This is done through the following: Teaching social skills and behavior expectations, acknowledging student's positive behaviors, providing individual and constructive feedback, helping with daily goal-setting through our daily/weekly mentoring program.

Additionally, through our mentoring program, we are able to identify and support students that are in need of SEL, mental, and behavioral health. services.

How will the LEA provide opportunities for social-emotional learning, relationship building, and mental health awareness for all students;

In our master schedule, we allocated every Wednesday as a day of mentoring. During this time students are put into smaller groups and mentored by staff members. Staff members are then able to assess student needs and filter them to 1 of 2 counselors and/or 1 of 2 social workers. Students will then be reassessed by trained staff to understand the need. Once identification is made a series

of supports are put in place.

b. How will the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and

The LEA will have a team of professionals that will play a key role in students' ability to succeed in school, have rewarding relationships with family members and friends, and lead productive and happy lives. To this, we will offer Behavioral Health Screening (BHS), a social/emotional wellness check-up, for all students enrolled at our middle school. The Behavioral Health Screen is an evidenced-based program developed by Children's Hospital.

The school counselors, social workers and/or administrative team will be responsible for administering the program. It will take place during school hours in a private setting at the school. Children will **not** be screened without parent permission. This online tool will ask students several questions about feelings, behaviors, relationships, school, and safety. All screening results will be kept confidential. The results will not be shared with the teaching staff. There are four steps to the screening procedure:

Step One: Students complete a 10-to-15-minute computer-based questionnaire.

Step Two: All students will check out with a school counselor and/or social worker. Students whose answers indicate they are not in need of additional assistance will briefly meet their counselor and/or social worker to answer any questions they may have after completing the screening.

Step Three: Students whose answers reveal a potential concern will individually meet with a trained mental health professional who will conduct a brief mental health assessment to determine if further evaluation is needed.

Step Four: The parent will be contacted by a school counselor and/or social worker **only** if the child needs further evaluation and/or additional mental health supports. If this is the case, the school counselor and/or social worker will share the overall results with the parent and discuss ways they can get help for their child.

Parents will not be contacted if their child is not found to need additional mental health services unless otherwise specified by the parent.

Referral pathways are communicated to families in the following ways throughout the school year

- SST meetings - if during a student support meeting, it is determined that a student needs to be referred for support, a teacher can notify the grade level counselor or social worker who will then contact the parent to refer the family to outside services or bring together a counseling session in the school
- School Counselor - Our school counselors meet regularly with our students and determine if additional services are needed. Counselors contact parents and refer them to additional services
- School Social Workers - our school social workers are licensed clinicians and are able to provide services to families and students. They also refer students and families to outside supports when needed
- Catholic Charities - Our school works with Catholic charities

and we provide their information to our families when referred by a staff member, a teacher, counselor, social worker.

- Mentors - All students have a mentor in the building that they meet with at least weekly. If the mentor feels based on their conversations that the student needs additional counseling, they can contact the counselor, or social worker to create a process for additional referral for assistance.

4. Describe the LEA's proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

Q4 - Describe the LEA's proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

Positive Behavior Intervention System

(MS)² Protocol

WHAT IS PBIS?

Positive Behavior Interventions and Supports

describes methods used to identify and support desired behaviors in the school setting. The goal of PBIS is to create a positive [school climate](#), in which students learn and grow.

WHY PBIS?

Many students are not coming to school with the social and emotional skills they need to be successful in the classroom. Punitive measures and zero-tolerance policies are not effective in the long term. But in an environment in which positive behaviors are taught and recognized, students can develop into solid citizens, both at school and in the community.

“If a child doesn’t know how to read, we teach.

If a child doesn’t know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we... teach? ...punish?

Why can't we finish the last sentence as automatically as we do the others?"

Tom Herner

BENEFITS OF PBIS?

- Improves school culture
- Builds social skills
- Reduces office discipline referrals
- Reduces suspensions
- Increases instructional time
- Improves social and emotional development
- Improves school safety
- Increases student engagement
- Improves academic performance
- Increases family involvement
- Improves faculty retention
- Improves classroom management

Kickboard - A PBIS Tool

WHEN GIVING POINTS IN THE CLASSROOM:

1. **MAKE IT COUNT.** Give students credit for only ONE core value at a time (5 pts each). Use the attached flyer to help you identify appropriate behaviors. *When multiple categories are selected without an explanation, the points may be deleted from the student's account.*
2. **MAKE IT MEAN SOMETHING.** You may only give points to students for "Showing PRIDE" (10 points) when they go above and beyond. This is the goal behavior, and should only be given to those students who display all five core values during the class period. You must provide a comment/explanation to justify giving these points (while encouraging the student to continue those behaviors). *When "Showing PRIDE" is selected without an explanation, the points may be taken back from the student.*
3. **MAKE IT STICK.** Explain how the student exhibited the core value to reinforce their understanding of it. *Writing a quick note to explain why you are giving the points goes a long way.*
4. **CONTINUE TO HOLD THEM ACCOUNTABLE.** Follow the behavior progression guidance to maintain classroom norms. Identify students who are having trouble following the rules and refer them to the Dean for additional intervention.
5. **CONTINUE TO DOCUMENT.** A referral should be written for inappropriate behaviors so that Deans can make decisions about taking additional points based on the number and intensity of referrals.

OTHER WAYS TO EARN POINTS

1. Cafeteria support
2. Trivia or other competitions
3. Attendance
4. Uniform compliance
5. Turning in Cell Phone Daily



Preparation

- Have all materials ready and organized.
- Keep up with all of your belongings.
- Be on time for school and class.

Respect

- Follow teacher directions the first time.
- Move to your destination/seat quickly and quietly.
- Be considerate of others' personal space and property.

Integrity

- Be honest at all times.
- Do your own work.
- Accept responsibility for your actions.

Determination

- Be an active participant in all your activities.
- Take actions on set goals.
- Don't give up! Revise goals/assignments after grading and feedback.

Excellence

- Submit all assignments by the due date.
- Do your absolute best.
- Submit quality work.



Kickboard Behaviors Explained

Positive Behaviors

Quick Label	Behavior Description	When to Use
CellPhones	Cell Phone	Arrival team only, daily cell phone collection
Uniform	Uniform Check	Deans only, random uniform checks
Prepared	On-time, prepared, organized	When students display the characteristics listed, teachers and staff may give these points. Please try to leave a brief note with details on what the student did to earn these points.
Respect	Polite, considerate & mannerable	
Integrity	Honest, fair & responsible	
Determined	Purposeful, active, & don't give up	
Excellence	Leadership, Awareness & High Quality	
PRIDE	Above & beyond	Use discretion when using this label! Only students who display all 5 core values should earn these points. Staff must write a note to justify giving points in this category.

**Deans may add additional positive behaviors or targeted behaviors at the team's discretion.*

Negative Behaviors

Quick	Behavior Description	When to Use

Label		
Defiance	Openly disobedient/Resistant to redirection	After using the behavior ladder, write a referral when students refuse to follow directions, despite prompting and/or when you have attempted multiple redirections, but students continue to exhibit the same behaviors.
Tech Usage	Inappropriate Usage of Technology	Playing games, watching inappropriate videos, throwing/breaking school technology
Profanity	Obscene language	When students curse or use inappropriate language.
Horseplay	Rough, boisterous play	After redirection, when students play in ways that could be dangerous to themselves or others
Skipping	Skipping class/Out of location	When students do not report to class, play in the hallways after transition, out of location during lunch/mid-day, walk out of class without permission
Assault	Assault on a student or staff	Physical harm to another person or threats of physical harm
Fighting	Fighting with injury/weapon	Document physical altercations resulting in harm to one of the involved parties
	Possession of drugs/paraphernalia	
	Possession/Use of a weapon	

Other Behaviors

Category	Behavior Description	When to Use
Restorative Practices	Mediation	To document mediations between students in crisis
Restorative Practices	Proactive Circle	To document circles designed as a Tier 1 intervention
Restorative Practices	Responsive Circles	To document circles designed as a Tier 2 intervention
Restorative Practices	Restorative Conversation	To document conversations designed to restore a negative interaction
Student Support	Academic Meeting	To document meetings held to address academic concerns
Student Support	Attendance Meeting/Intervention	To document meetings held to address attendance concerns/create an attendance intervention plan
Student Support	Data Talk	To document discussions with students about their data, notate any barriers to success and any goals/plans that students make
Student Support	Progress Report	To acknowledge students who return their progress reports
Student Support	Social Emotional Meeting	
General	Note	Miscellaneous notes
General	Phone Call	Call logs
General	Refusal of Services	To document when a student chooses not to participate in

		services outlined in IEP or other intervention plan
General	Unexcused Absence	Notate and document unexcused absences from class
General	Unexcused Tardy	Notate and document when a student is tardy to class without an excuse note

PBIS IMPLEMENTATION

SCHOOL-WIDE

Pop-Up Store/Events

Students who meet different benchmarks will have access to special events and activities sponsored by the Dean team.

Dress Down Passes

Students who are consistently in full uniform will have opportunities to earn Dress Down passes so that they can periodically wear their plain clothes.

GRADE LEVEL

Field Trips

At the end of each quarter, students who meet the criteria (agreed upon by the team & Dean) will be invited to attend a FUN field trip that celebrates their progress and their commitment to showing PRIDE at school. *There is only ONE field trip per quarter!*

Events/Activities (Kickboard Kickbacks)

Teams may coordinate **up to 1 major event per month** to encourage students to continue to exhibit our core values and celebrate their progress.

Previous events include:

- Student socials (food, games, music)
- Movie days
- Game/Field days

NOTE:

Criteria for field trips & events/activities will include:

- Attendance
- Behavior referrals
- Kickboard totals

FIELD TRIP PLANNING DOCUMENT

Use this document as a guide to plan your field trip **at least 2 weeks in advance**.

Copy and paste into a separate document to share with Ms. Baskerville to confirm your trip logistics.

✓	Task	Notes
	<p>DATE/TIME</p> <p>Bus Departure Time _____</p> <p>Event Time _____</p> <p>Bus Pick-Up Time _____</p> <p>Estimated Return Time _____</p>	
	<p>CHAPERONES</p> <p>10:1 preferred, identify a lead chaperone</p>	
	<p>COST?</p>	
	<p>LUNCH?</p> <p>Do students need lunch or is it provided?</p>	
	<p>COVERAGE?</p> <p>Are there any teachers who will miss classes?</p>	

	<p>NOTICE TO STUDENTS</p> <p>Inform students in a town hall, and/or via email of their participation</p>	
	<p>NOTICE TO PARENTS</p> <p>Provide details to the main office and confirm with Ms. Baskerville that the notice has gone out at least 1 week in advance</p>	
	<p>TRANSITION PLAN</p> <p>Ex:</p> <ul style="list-style-type: none"> • 9:00 am: Students dismiss from class, gather coats, put belongings in locker, report to auditorium • 9:03 am: Chaperones meet students in the auditorium ready to depart • 9:10 am: Lead chaperone takes attendance (submit to front desk upon departure) • 9:15 am: Load bus/departure 	
	<p>NOTICE TO TEACHERS/STAFF</p> <p>Send trip date, time, transition plan, list of students to Ms. Metts for approval, main office will send notice to all staff</p>	

PBIS ACTIVITY CHECKLIST

Deans use this checklist to confirm plans for any PBIS events/activities. All events must be confirmed/approved at least 2 weeks in advance.

✓	Task	Deadline
	Submit a request for PBIS event/activity with description to Ms. Metts and Mr. Houston via email.	At least 2 weeks in advance
	Confirm location/venue with Ms. Metts/Ms. Baskerville Prerequisite requirements must be mentioned to the students during town halls.	At least 1 week in advance Data in Kickboard must support the decision.

	<p>Submit flyer request to Ms. Baskerville with:</p> <ul style="list-style-type: none"> • Name/description of the event • Date/Time • Criteria for participation 	<p>At least 2 weeks in advance (Flyer will be ready at least 1 week in advance)</p>
	<p>Submit supply requisition to Mr. Houston for review via email</p>	<p>At least 2 weeks in advance</p>
	<p>Provide a list of requested snacks/refreshments to Mr. Houston (if applicable) via email.</p> <ul style="list-style-type: none"> • \$100 budget • Reach out to parents to request donations 	<p>At least 2 weeks in advance</p>
	<p>Communicate with the main office, grade level team and teachers who will be impacted</p>	<p>At least 5 business days in advance</p>
	<p>Create a list of students who are eligible to participate, submit to the following: ms_teachers@hu-ms2.org and ms2_staff@hu-ms2.org leaders@hu-ms2.org</p>	<p>At least 3 days in advance using</p>
	<p>Create transition plan and confirm coverage (if applicable) to communicate with team</p>	<p>At least 2 days in advance</p>

PBIS WEEKLY/BI-WEEKLY INCENTIVE

(Kickboard Kickbacks)

<p>Time Frame:</p>	<p><i>How long will this event take place?</i></p>
<p>Location:</p>	<p><i>Where will this event take place?</i></p>
<p>Start Time:</p>	<p><i>When will this event begin?</i></p>
<p>Transition Time(s):</p>	<p><i>What transitions will be done?</i></p>

End Time:	<i>When will this event end?</i>
School Needs:	<i>What do you need from the school/administrators?</i>
Participating Staff/Roles - Expectations: <i>What do you want the staff to do?</i>	
<ul style="list-style-type: none"> 1. Staff A 2. Staff B 3. Staff C 4. Staff D 	<p><i>Stand by this door and don't let students out.</i></p> <p><i>Stand at this stairwell and</i></p> <p><i>Go to the cafeteria and do</i></p> <p><i>Located in room 201 and restoring</i></p>
Student Roles/Expectations: <i>Students located in the cafeteria will be</i> <i>Students in room 201 will be....</i>	
VIP List – <i>These are students that have accumulated the highest amount of kickboard dollars the grade.</i>	
Restorative List – <i>These are students that have displayed tier 3 behaviors and/or have two or more incidents documented.</i>	

5. **For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.**

Our school meal service provides meals both breakfast and lunch to all families regardless of whether they are learning in-person or distance.

In-person learning meals are provided directly to students in the school. Breakfast is provided upon arrival in the morning and is available to students up until lunch service. All students are provided with free lunch and breakfast at our school.

For students who are distance learning, their families have two options for receiving meals for their children. Families living in wards that are a significant distance from our school have the option of having meals delivered to their homes. Our meal service provider collects the appropriate information and provides meals directly to their homes. Those families that live closer to our school have the option to pick up meals for the week at our school. Our meal service provider delivers meals on Wednesdays and meals are available for pickup Monday - Wednesday.

Occasionally these options don't work for our families. Our student support team stays in contact with our families to determine those for whom we need to deliver food ourselves to avoid food insecurity.

2.B: Educator Wellness

6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:

- a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and**
- b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.**

We have set up a staff helpline where staff is able to request referrals. Our staff has access to a form where they can request assistance based on their individual need. The staff has the option of expressing their thoughts, grief counseling if they just need to talk. Staff indicates the best time to be reached and a therapist will contact them for a brief session prior to determining if a further referral is necessary.

We host wellness Wednesdays for all staff to participate in activities designed to provide physical and mental relaxation and to ease stress.

As part of our health insurance, EAP referrals are available to all participating staff, and professional development is provided to help staff understand how to contact and utilize these services.

Our school website has teacher resources page that provides teachers with information on mental and physical health resources

2.C: Family Engagement

7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:

- a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;**
- b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including**

how the LEA will reach families who speak a language other than English; and

- **c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.**

We conduct family meetings virtually twice per month to provide our families with a status on our reopening, updates to facilities, updates on programs for their students, and happenings in the community.

We share our school information with the Ward 1 Education Council so that it can be disseminated to the families in the Ward 1 community.

We provide school updates on our school website and post announcements on social media (Facebook and Instagram) Our CEP will be posted on our school Website for family feedback and review.

We solicit family feedback through surveys that are sent out monthly to get feedback from families on our school programs.

We host a monthly breakfast with the principal where families can come and chat about their concerns and provide suggestions to our school program

We encourage our families to sit in on classes and see how their child is learning

We provide progress reports to parents every two weeks on their child's progress. Parents receive a report from NWEA after each administration of the assessment that shows their child's progress, what the progress means to their child's growth, and an explanation of how our school is supporting that growth. The explanation will include how instruction is being structured in mathematics and English classes to address any gaps or challenges that their child may have.

For families who speak a language other than English, the following translation services will be provided:

1. All documentation that is mailed will be available in Spanish, Amharic, and Mandarin. (These languages were chosen based on our student population and information provided by our families.)
2. Our website has a translation feature that can be translated into up to 10 languages
3. In person translation services are provide in the school by school staff who speak Spanish, French, Amharic and Mandarin.

2.D: Attendance and Re-Engagement

8. **Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.**

LEA's approach to identifying, conducting individual outreach, and re-engaging students who were consistently less engaged with distance learning in the school year 2020-2021

- a) Students who were less engaged during the 2020-2021 school year were identified based on their attendance

during distance learning. Our learning management system provided daily attendance information, letting teachers know who had logged in, who had attempted to access the resources or completed assignments. Our school counselors and deans of culture were notified by teachers if there were students who were not engaged or chronically absent. Family contact was made via email, phone calls, and sometimes home visits.

b) Students were re-engaged by being assigned a mentor who consistently called and made sure the student was in class, completing assignments. The mentor checks on the child's personal, emotional and physical health as well and included the counselor and social worker where applicable.

c) Student support team conducted SST meetings to discuss students were not engaged in classes to create a support plan for the student and their families.

d) Deans of culture, social workers, teachers, and counselors conduct are conducting individualized outreach to students and families to reengage them in learning in the school year 2021-2022. This is being done thorough phone calls, small group meetings, letters, emails encouraging re-enrollment and making sure that the families know how welcome their child is at school. The school will conduct a Summer Bridge program for all students to reacclimate them to in-person learning. Families will be invited to attend and get acclimated to the school also.

Accelerated Learning

3.A: Set Clear Goals and High Expectations for All Students

9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence
- Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- Adjusted types of assessments administered
- Adjusted assessment administration schedule and/or frequency
- Adjusted use of assessment data for planning instruction

10. Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:

- **a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year?**

- English language arts (ELA)
- Math
- Science
- English language proficiency

- **b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;**

The assessment tools we will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools includes, but is not limited to the following

- a) **Summit Learning, diagnostic and short cycle assessment based on the unit taught in all content areas**
- b) **End-of-course, and end-of-year assessments in all content areas**
- c) **NWEA Measures of Academic Progress in the fall and in the Spring in ELA, Math, and Science**

- **c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);**

Timelines are as follows:

- a) **Summit Learning, diagnostic and short cycle assessment based on the unit taught in all content areas - these assessments are based on when the unit is taught.**

- i) **For all content areas Content and short cycle Assessments will begin on 8/30/2021 and end on 6/10/2022**

- b) **End-of-course, and end-of-year assessments in all content areas**

- i) **8th Grade Algebra 5/31.22 - 6/1/2022**

- ii) **8th Grade Spanish 5/31/2022 - 6/1/2022**

- iii) **Math, English, Social Studies, Science EOY assessments 6/6/2022 - 6/10/2022**

- c) **NWEA Measures of Academic Progress in the fall and in the Spring in ELA, Math, and Science**

- i) **NWEA Fall 10/4/2021 for ELA, Math, Science**

ii) NWEA Fall 10/4/2021 for ELA, Math, Science

- **d. Whether you set goals³ for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

Whether these goals are set by the assessment provider or are determined by the LEA

The Goals are set by the assessment provider NWEA MAP

ii. How you set and track these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades

The goals are set by NWEA MAP and are tracked within the system. During the school year (2021-22), no new approaches or procedures, or processes are being introduced and there are no differences for specific student groups or grades

- **e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and**

How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas, and/or grades?

NWEA is a computer-adaptive assessment used to measure our student's achievement level and growth over time. Teachers can use MAP Growth results to differentiate instruction, identify student strengths and weaknesses, and tailor classroom lessons to meet their students' needs. The overall score for a subject based on a Rasch Unit (RIT) scale that indicates how your child performed in a subject area. Achievement: How well a student has learned skills in a subject compared to similar students nationwide. Growth: A measure of a student's progress over the year.

Based on the achievement data, teachers will design responsible instructional plans by integrating standards, MAP Growth data, and the Summit Learning curriculum and Identify instructional resources you can use to target diverse learning needs

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

For students in non-public schools, our special education team collaborates to create learning plans that align with the standards for the grade level. The plans include assessments and activities that can be used to gauge student progress. The non-public schools share their assessment plans and collaborate with our school's special education team to make sure that the goals align with the students' IEP.

3.B: Employing Intentional Strategies for Accelerating Learning

11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

a) Overall approach to address interrupted instruction and learning and to accelerate student learning include but are not limited to the following:

i) **Mentoring - each student has a mentor who** supports their students in their progress towards their short-term and long-term academic and personal goals

ii) Power Hour - weekly focused small group academic sessions where teachers reteach content as need and students focus on completing power focus areas (formative assessments in Summit Learning)

iii) High Dosage Tutoring - Students from Howard University are paired with our students and provide after school tutoring based on student need as identified by data from Summit Learning

iv) Saturday School - Parents sign students up for 90 minute one-on-one sessions with teachers where students receive individual tutoring and assistance to help them accelerate learning.

b) Collect, analyze and use data from multiple sources to inform instruction

i) Data is collected from Summit Learning that includes Formative Assessments On Track, Overdue Projects, Cognitive Skills Above 85%, Completed Math Units Above 80%

ii) NWEA data collected includes student achievement in mathematics strands that correspond to Common Core State Standards - Geometry, Measurement and Data, Statistics and Probability, Real and Complex Number systems, Operations, and Algebraic Thinking.

iii) NWEA data collected includes student achievement in reading strands that correspond to Common Core State Standards - literature, informational text, foundational skills, and vocabulary

iv) The data is analyzed through data meetings with teachers and the results used to inform instruction

12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):

• a. Adjusted Scheduling

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming
- School break/holiday programming
- Weekend programming (e.g., Saturday school)

• b. Instructional Changes

- High-dosage tutoring
- New curriculum purchase
- New intervention program or support
- New uses of staff planning time for accelerated learning
- New professional development for staff on accelerated learning

• c. Staffing and Related Supports

- Additional staffing
- Additional vendor and/or community partner support
- New hardware purchase
- New software purchase

- **d. Other**

- **e. In the space below, please describe in detail the LEA’s approach to implementing each strategy selected above and how it will accelerate student learning.**

Afterschool programming – in collaboration with Howard University our school will provide afterschool programming for our students that includes academic support. Howard University students will tutor our students in mathematics, reading, and science. Tutors will each have no more than two students, a minimum of 3 days after school for 1 hour each day. Tutors will collaborate with our school’s teachers to ensure that tutoring is focused on individual student needs

Longer school day – Our school day begins at 8:15 and ends at 4 pm giving students 6.5 hours of instruction time with .5 hours for lunch. This longer school day allows for additional instruction time and in-school tutoring. There are brain-breaks built into the day to support students and to prevent fatigue

Summer programming – In collaboration with NSSI, the National Summer School Institute, our children participate in a summer program that is led by master teachers who teach from a content-rich curriculum using an innovative in-person and virtual model that is focused on growing core ELA and math competencies and encouraging learning. Our summer programming includes an enrichment program that features choices including science, civics, art, and movement. The program allows our students to focus on preparing for the fall, making up for lost learning due to the pandemic.

Weekend programming – Each Saturday, parents can sign their students up for Saturday Academy which is an hour of one-on-one tutoring and mentoring with their teacher. Parents can choose the teacher that they want to support their child, based on their current academic performance. During Saturday Academy students with IEPs receive support from Special Educators who provide support based on the students’ accommodation requirements. Students have the ability to take assessments, monitored by their teacher, and complete any overdue assignments.

High Dosage Tutoring will be provided in mathematics and reading for all students. During their tutoring block each day, students will meet in small groups with their math or ELA teacher. During these sessions, teachers will administer a diagnostic to students and tailor the tutoring around the results which indicate the skill level of the student. As part of the tutoring sessions, students will set goals and monitor the completion of the goals. Goals will be set every Monday and progress towards goals monitored at the end of each week.

New intervention program or support – We will implement Read 180 and Math 180 as intervention support for students who are performing below grade level. READ 180 and Math 180 helps students who are two or more years behind becoming active, accomplished readers. By bringing teachers, families, and adaptive technology together, it meets students on their unique paths to provide a truly personalized experience, whether in a traditional classroom or a hybrid learning environment.

13. Describe the LEA’s approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

Our approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. is as follows:

1. Summit Learning professional development during the summer will be divided into two cohorts - new teachers who are new to the platform will not only learn about how to use the platform but will also learn about how to effectively implement Summit Learning for distance learning. The second part of the training is a refresher course for returning staff members providing them with updates on the effective implementation of the platform for distance learning. We learned that scheduling projects strategically within the units created more opportunity for student success and during this training, teachers will look at the unit plans and adjust the projects in each unit to position all students for success

2. Training for restorative justice and positive behavior interventions will help staff members implement a school culture that is inclusive and supportive. During the pandemic, staff members learned the importance of reinforcing support and developing connections with students. We learned that students needed to feel supported when they were participating in distance learning so they didn't feel like they were alone. This professional development will reinforce the importance of connections with students and their families and the importance of recognizing student achievements, no matter how small they may seem. Staff members will develop schedules for celebrations, and become familiar with (new staff) and get a refresher on KickBoard, our system for positive behavior intervention

3. Mentoring training will provide all staff members with a playbook for mentoring sessions that will happen for each student weekly. School-based mentors will learn how to create mentoring sessions for each individual student, log mentoring notes in the Summit Learning platform, provide support to students in helping them achieve their goals. During the pandemic, we learned that our mentoring sessions were key to student success and we will ensure that we continue this process during the coming school year

4. During the pandemic, we implemented our morning inhale where the entire staff gathered for 15 minutes to receive any school-related news and to celebrate staff accomplishments. In the afternoon there was a 15 minute exhale where staff members were encouraged to recognize each other's accomplishments. Professional development will be implemented around conducting these meetings during the school year. Each Thursday, afternoon, professional development on a variety of topics was conducted for staff members based on a staff survey. We will continue to survey staff regarding their needs for training so that we are responsive to every staff member's development.

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students' academic and/or social-emotional progress.

How the LEA plans to extend effective practices introduced during distance learning to enhance student's academic and/or social-emotional progress.

During the pandemic, we implemented whole-school mentoring on Wednesday, as part of the school day. Each student had a 1 on 1 session with their mentor during which they discussed their concerns and goals both academic and social-emotional goals. Mentors helped students log their goals in the Summit Learning platform. Mentors support their students in their progress towards their short-term and long-term academic and personal goals. Through this process, students experienced academic progress and mentoring provided social-emotional support during difficult times. We will expand this practice during the school year and continue to provide whole school mentoring time for all students on Wednesday, as part of the school day.

15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

N/A

3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:

- a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;
- b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;
- c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;
- d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and
- e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.

Plans to serve students with disabilities including students placed in non-public special education schools

- Our school will continue to maintain the IDEA timelines with regards to the delivery of both instructional and related services.
- When necessary, multiple attempts through a variety of modalities are used to establish contact with parents/guardians and the students. Parents are provided the opportunity to participate in meetings remotely which help our school maintain IDEA timelines.
- All students with disabilities have been assigned a case manager with whom they receive one-to-one support with regard to their academic needs.
- Additionally, both related service providers and case managers log their contacts with the students on a weekly basis and that information will be provided to parents in a bi-weekly progress report
- Quarterly IEP progress reports will be distributed to parents that illustrate their child's progress as it relates to the individualized educational plan.
- Students and families will have the opportunity to participate in in-person setting inside

the school

- The providers who provide services to students who are placed in non-public education schools will collaborate with our case managers to review IEPs and make sure that students are receiving the instruction and support that is outlined in their IEP. The staff at the non-public placement will provide a monthly update on student progress to the school and to the parent

The steps the LEA is taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their student's learning; and

Ensuring Family Members with Disabilities Can Support Student Learning

- We provide support to family members with disabilities through the support of the student with a disabilities case manager who will readily assist families with accessing content to support their students' learning through "People first language".
- Families will have access to the student's case manager and the Special Education Coordinator to assist with helping the families to engage within the learning process with their scholars.
- Assistive technology is available to families to assist them in support their students learning including but not limited to:
 - Head-phones
 - Text to Speech Technology
 - Braille Technology

The manner in which LEA deliver related services for students in distance learning;

Providing Related Services

- We will obtain verbal consent from the parent in order to engage in related services outside of the school building in compliance with HIPAA laws
- For students who are participating in distance learning, related services will be executed through Teletherapy, using Zoom and/or phone, depending on the related service that is being provided. Students who are learning in person will meet with their related service providers during the school day
- For our students with disabilities, their current related service needs include Occupational therapy, Behavioral health services, and Speech/Language therapy.
- Students will have the opportunity to participate in in-person therapy within the school when applicable per the DC Department of Health guidelines.

The manner in which the LEA will support parent training for students receiving related services through distance learning;

Parent Training for Students Receiving Related Services

- Upon consent of the parent to engage in Teletherapy the related service provider will provide the parents with the tools and resources necessary to assist with the process.
- Students will have the opportunity to participate in in-person therapy within the school when applicable per DC Department of Health guidelines. Parents will receive training on how services will be provided to their child and they will have the opportunity to meet with the therapist and understand the services that will be provided to their child.

Ensuring equitable access to educational opportunity across learning environments, including ensuring

that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments

- Throughout the entire distance learning process and prior to, we have continuously monitored student progress. All students are taught in an inclusion model and receive accommodations based on their need
- All students, including students with disabilities, will complete NWEA testing at the beginning of the school year to determine if there was learning loss
- The assessment results along with the student's individualized educational plan will be used to determine appropriate accommodations to be provided.
- Data from the beginning of the year assessment will be compared with the end of the year assessment that was administered in June 2020. If there is a significant difference we will, in collaboration with the parent/guardian determine if further, more intensive testing is required.
- In addition, we will convene an amendment meeting if necessary, to amend goals to reflect the students' current level of mastery.

Please provide information on how your LEA will ensure that students are assessed upon return to school to collect data to determine appropriate accelerated learning strategies, and how your LEA will ensure IEPs are updated as appropriate to support accelerated learning implementation. All students upon return to school are administered the NWEA Measures of Academic Progress to assess their progress in mathematics and reading. The results of this assessment are used to adjust IEP goals and provide the necessary interventions and services.

Please provide information on how your LEA will ensure that implementation of accelerated and distance learning strategies do not result in segregation of students with disabilities from their nondisabled peers. **Our school is full inclusion in all grade levels. Classes that have students with disabilities are co-taught by a general educator and special educator. Intervention classes include inclusive with students with and without disabilities.**

17. For correctional facilities only: Describe the LEA/State Public Agency's plan to serve students with disabilities in correctional facilities, including:

- **a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;**
- **b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;**
- **c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning;**
- **d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;**
- **e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and**
- **f. The manner in which the LEA/State Public Agency delivers specialized instruction and related**

services for students across all settings.

N/A

English Learners

18. For LEAs serving PK-12 grades: Describe the LEA's plan to serve English learners, including students participating in distance learning, including:

- a. The LEA's approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and
- b. The LEA's English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.

Support for ELL Students

- We will utilize the same model of the Special Education program where English Language learners will be taught within an inclusion setting with the support of their case manager, when permissible in person, as well as through distance learning where applicable.
 - The case manager will maintain the student's language proficiency goals across the four language domains as necessary to fully access the general education curriculum and grow in their English proficiency.
 - During distance learning and in-person learning, case managers are able to work with EL students on a one-to-one basis to assist further with challenges that may arise during the learning process using the Summit Learning platform.
 - Parents/guardians will receive quarterly progress reports of how their scholar is progressing with their academics via Summit learning and language goals.
 - Within the Summit Learning Platform for students with English language needs, there are accommodations (including translations, etc.) that will be implemented to assist English learners to achieve academic success.
 - Students and families will have the opportunity to participate in in-person setting inside the school when applicable per CDC guidelines.
-
- **The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency;**
 - We will first identify, through enrollment surveys if a student and/or family has English as a second language.
 - We will utilize the WIDA Online Screener to determine if the potential EL student is in need of language instruction across the four language domains
 - **The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and**
 - We will utilize the language goals that were set as a result of the data from the Access test results in order to determine the level of language instruction across the four

language domains and provide accommodations necessary for the student to in order to fully access and progress within the general education curriculum.

- **The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.**
 - EL students will be included in the Summit Learning platform classes providing access to academic content by their grade and proficiency level.
 - We will continue ongoing student monitoring in order to determine an English language learners needs and construct instruction, utilizing the differentiation tools available in the Summit Learning platform specifically for ELL students

In part A, the LEA must state its English language proficiency screening procedures and state, if applicable, how it will re-screen students screened provisionally during distance learning. The WIDA ACCESS for ELLs annual assessment must not be used as a screener. Additionally, the LEA must describe how it notifies parents of their child's placement in the LEA's EL program

1. For all students who have enrolled in a DC school for the first time and are enrolling in our school, we will begin with administering the OSSE Home Language Survey, a questionnaire completed by parents of all students at the time of enrollment. The OSSE Home Language Survey does not need to be administered to a student who is re-enrolling in a DC school.
2. If a parent indicates a language other than English, we will administer the WIDA Online Screener to screen students.
3. ELs take ACCESS during the spring ACCESS administration window. Provisional ELs will be rescreened within 30 days of stage 5 enrollment per English Learner Identification in the 2021-2022 School Year

Effective Use of Funds in the 2021-22 School Year

19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Our school will use the ESSER funds to implement mitigation strategies as follows:

- 1. All students will take the NWEA MAP so that teachers can determine the extent of learning loss as a result of the pandemic. Instruction and interventions will be implemented based on the need of the students**
- 2. Intervention will include an additional math class for every student, that addresses foundational understanding and addresses lost learning as a result of the pandemic. This will require additional staff**
- 3. Evidence-based interventions will be purchased to assist students who are behind in mathematics and reading**
- 4. To reopen the school, we will implement weekly COVID testing for all staff members and students (with parental consent) on a weekly basis**

5. The school will continuously purchase PPE to keep all staff members safe. PPE will include but is not limited to face masks, gloves, hand sanitizer, plexiglass screens, bins to hold student belongings, protective gowns for nursing staff

20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions⁶ to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions⁷ to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

Our school will utilize at least 20% of its allocation to implement the following programs:

1. Evidence-based interventions for reading and mathematics to address students who are at least two grade levels below in mathematics as measured by NWEA MAP will purchase and implement Read 180 for students who are 2 or more grade levels below in reading and mathematics.
2. Summer enrichment program through NSSI (National Summer School Program) will provide students who have experienced learning loss with support in mathematics and reading. They will be taught by master teachers who are trained in the NSSI curriculum that utilizes student Lexile scores to scaffold instruction in ELA and Dreambox to scaffold instruction in mathematics. Teachers spend a week training on the curriculum and instructional practice and for 7 weeks, students attend the summer enrichment program 5 days per week from 9 am - 3 pm. This program is open to all students in all grade levels.
3. We will implement a comprehensive after-school program that includes tutoring with Howard University students through the Capstone 21st Century CCLC program where college students meet 4 afternoons per week with students to provide support in all content areas. Our students have individual tutors who develop relationships with them and are able to work on specific student needs as well as provide mentoring.

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁷ of the funding.

Our LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses of the funding as follows:

1. Additional staffing to support students in mathematics and reading
2. PPE purchase for all staff and students
3. Cleaning and sanitation regimen for the building daily with deeper cleaning on the weekends
4. Furniture purchases to address maintaining appropriate distance during lunches and in classrooms
5. Professional development for staff members as they support students who have experienced learning loss

6. Social-emotional supports for teachers and students that include counseling sessions, individual and group), other mental health resources that address the needs of staff and students as a result of the pandemic

7. High dosage tutoring during the school day requiring the hiring of tutors and other staff for students.

22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

1. The impact of the pandemic on student academic levels will be determined through NWEA MAP assessment. Student progress will be compared with their level at the start of the school year. Incoming students will also be assessed so that instructional supports can be designed to fill in the gaps in their learning.

2. Surveys and individual meetings with our counselors and social workers will provide insight into the social and emotional needs of our students. Our deans of culture will also have an understanding of student emotional and social needs through their weekly mentoring sessions. Grade level teams conduct SST meetings to determine student need and supports are provided based on the agreements of the team

3. 73% of our student population are considered low-income families, 100% of our student population are students of color, 5% of our student population are ELL students, 10% of our students are experiencing homelessness and 14% of our students are students with disabilities. Because of the makeup of our student population, our interventions will address those students who are disproportionately affected by the pandemic.

SY 2021-22 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding delivery of instruction:

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.
- The LEA attests to completing the ELA curriculum materials survey coinciding with the submission of the CEP.

The LEA attests to the following statement regarding 2021-22 school year attendance:

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2021-22.

The LEA attests to the following statement regarding graduation and promotion for 2021-22:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 220310 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements regarding serving students with disabilities, including students in non-public special education school settings (please check all boxes):

- Students with disabilities have equitable access to distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

The LEA attests to the following statements regarding serving English learners (please check all boxes):

- The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
- The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,
- The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

The LEA attests to the following statement regarding technology:

- The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding family, stakeholder and public engagement (please check all boxes):

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA has taken comments of the above-named groups into account in the development of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

The LEA attests to the following statement regarding locally administered assessments:

- The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.