

SY 2022-23 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

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Background and Purpose

The Office of the State Superintendent of Education (OSSE) required all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2022-23 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being** and **accelerated learning**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services. LEAs receiving ESSER III-ARP funds must review and update (as necessary) their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. **The plan below has been approved as an update for these purposes.**

The CEP application is 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 situational preparedness, 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.

To inform the public of LEAs' responses, the CEPs will be publicly posted on OSSE's website and all LEAs and independent schools must share them directly with their families upon approval by OSSE. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Support Across Learning Environments

In the 2022-23 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning. Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly including but not limited to strains on a school's operational posture due to disease, inclement weather or other event and are ultimately up to each LEA's discretion. The following section is meant to engage and assess the LEA's ability to move to situational distance learning at any point in the school year. At a minimum, an LEA "ready" to transition to situational distance learning will have plans addressing the following listed provisions.

Q1. To be prepared for situational distance learning, the LEA has a plan for:

a. Provisions for learning

a. The provision of situational distance learning through either: (Select all applicable strategies below and complete only the questions associated with the selected options)

- 1. Provision of 1:1 learning devices.
- 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials.
- 3. Other

1. Provision of 1:1 learning devices

a1. As of the submission of this plan, the LEA has ___ learning devices.

350

a2. Distribution Strategy:

The devices are:

Are distributed to all students at the beginning of the school year.

a3. An accurate assessment of current student access to broadband internet/WIFI.

a4. Approximately ___% of our students have access to broadband internet/WIFI at their situational distance place of learning.

98%

a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently

have it in the event of the need to move to situational distance learning.

Our LEA has partnered with Verizon to provide broadband access to families through hotspots. we have secured 80 home devices for our families. We have notified all of our families of the availability of the hotspots for pickup.

Where necessary due to family situations, our staff members will deliver hotspots to students' homes.

a6. In the space below, please describe in detail the LEA's plan to distribute learning devices to students.

All returning students have devices at home. New enrolling students' families can pick up home devices Monday through Friday from 7:30 Am until 6:00 pm starting August 22nd. If there is a special request, staff members will deliver the devices to the students' homes.

2. Distribution of Non-Digital Materials

1. In the space below, please describe in detail the LEA's plan to distribute materials such as paper packets, manipulatives, or other supplies to students.

3. Other

Please describe, Other

b. Communication with Stakeholders

b. Communicating with all interested stakeholders, including:

i. Method for family engagement (including communication) during situational distance learning.

Describe the LEA's method for family engagement during situational distance learning in the space below.

We will conduct family meetings virtually per week to provide our families with a status on our reopening, updates on programs for their students, and happenings in the community. We provide school updates on our school website and post announcements on social media (Facebook and Instagram) We solicit family feedback through surveys that are sent out biweekly using POSSIP, to get feedback from families on our school programs. We encourage our families to sit in on classes virtually and see how their child is learning We provide progress reports to parents every two weeks on their child's progress through SMS. 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. Virtually, we will have a staff member provide translation services in Spanish, French, Amharic, and Mandarin. Our school has an app that works on IOS and Android that parents have on their phones. Students will receive information through the app daily. We use Remind and SwiftK12 to provide text and email messages to parents.

ii. Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner.

Describe the LEA's communication plan to alert students, educators and families of a move to situational distance learning in a timely manner in the space below.

Students are notified in a variety of ways. We use social media and notify through Facebook and Instagram. Notifications are put on the school website. Our school has an app that works on IOS and Android that students have on their phones. Students will receive information through the app daily.

c. Additional Considerations

i. Family training and support.

Describe the LEA's situational distance learning training and support for families in the space below.

Through Zoom parent meetings (that will be recorded and made available offline), families will receive a distance learning guide that provides a guide on what their child will be doing each day. The guide will contain the school day schedule including when the student is expected to log on, how to access Microsoft Teams, and how to access their classes. Parents will be provided with an overview of Summit Learning, our learning management system, that explains the work that their child will be expected to complete, how they complete it, and receive feedback. Parents will also be allowed to test out the platform to become familiar with viewing their child's progress. This orientation happens at the beginning of the school year with additional refreshers meetings each month.

ii. Teacher training on technology, tools, and remote instruction models before the school year.

Describe the training for teachers on the LEA's technology, tools, and remote instruction model in the space below.

All teachers attend a week-long training provided by Summit Learning in July. During this training, teachers plan their first unit, coordinate with their content level and grade level teams and familiarize or reacquaint themselves with the blended learning platform.

During preservice, teachers receive training on Microsoft Teams, and they set up teams for each of their classes, in the event they need to teach remotely. Our technology coach ensures that each teacher has access to the same array of tech tools that are used in the classroom when teaching in person. All teachers have iPads and laptops and receive instruction on how to conduct classes virtually so that all students receive the necessary attention in class.

iii. Articulation of clearly communicated student, teacher, and family situational distance learning expectations.

Describe the LEA's expectations in the space below.

1. A normal bell schedule will be maintained

Students will split their time between Power Focus Areas (content assessments), Projects and preparing for 1:1 mentoring.

- We will continue to use the same bell schedule and cadence as our normal school calendar.
 - Teachers would plan lessons for students on projects/focus areas and implement those lessons virtually through technology
 - Teachers would implement those lessons at the same time and with the same students as their normal class schedule.
 - For Projects
 - Provide clear agendas
 - Set expectations for work completion and all full-group, live discussions
 - Meet with students in breakout meetings as needed to support
- To allow for more peer-to-peer interactions, if technology allows, have students work in breakout rooms in pairs or small groups
- When students and teachers would typically have Self Directed Learning Time, teachers would proctor that time and support students in setting goals, studying content, and taking content assessments.
- Teachers would also continue to monitor the progress of students and communicate that progress to families.
 - Provide skills-aligned feedback on checkpoints (content assignments)
 - Teachers will use the Summit Learning platform data pages to provide additional support to specific groups of students

If parents are able to support students' learning during remote learning they will be asked to consider the options below.

1. Hold daily check-ins with their child and focus on progress on school-assigned work.
 - a. If you haven't already asked parents to set up their accounts on the Summit Learning Platform, (This will be done prior to closure to ensure parents have access.)
2. Directly support student learning.
 - a. Help students study from notes.
 - b. Help students study for assessments.
 - c. Help students work through project checkpoints

iv. Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.

Describe the LEA's schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.

1. All students will be expected to log into Microsoft Teams to begin learning at 8 AM each day. Students who log in to Microsoft Teams will be marked present
 - Counselors and Social workers will contact students who have not logged in by 10 AM
 - Students who have not logged in and have not provided an appropriate excuse will be marked absent for the

school day

Student and Staff Well-Being

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in SY22-23. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see [OSSE's 2022-23 Guiding Principles for Continuous Education](#) .

If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

- The LEA is interested in receiving additional technical assistance related to student and staff well-being.

2022-23 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining its approach to help prevent and respond to reduce the risk of COVID-19 transmission among students, staff and visitors in the 2022-2023 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools can be found [here](#) .

Q2. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of the COVID-19 virus in its facilities.

<https://hu-ms2.org/informations-resources>

Accelerated Learning

Employing Intentional Strategies for Accelerating Learning

Q3. 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

i. Adjusted class/block/bell schedules ; ii. After-school programming ; iii. Longer school day ; v. Summer programming ; vii. Weekend programming (e.g., Saturday school)

b. Instructional Changes

High-impact tutoring ; New intervention program or support ; New professional development for staff -accelerated learning

c. Staffing and Related Support

d. Any Other, Please Describe

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.

- Mentoring - each student has a mentor who supports students in their progress toward their short-term and long-term academic and personal goals
- Power Hour - weekly focused small group academic sessions where teachers reteach content as needed and students focus on completing power focus areas (formative assessments in Summit Learning)
- Collect, analyze and use data from multiple sources to inform instruction
- Data is collected from Summit Learning that includes Formative Assessments On Track, Overdue Projects, Cognitive Skills Above 85%, Completed Math Units Above 80%
- 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
- The data is analyzed through data meetings with teachers and the results are used to inform instruction
- 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 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.
- 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 become 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.

Q4. Describe the LEA's plan to ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.

Identify:

i. Any barriers that the LEA has in meeting these requirements

Potential barriers are parents' ability to attend initial or reevaluation meetings

ii. The LEA's plan to address those barriers

To address this barrier, parents will be provided with options to virtually attend meetings

The case manager will be in close contact with the family to determine any technology needs to facilitate a virtual meeting and the ability to sign appropriate documents

iii. The LEA's plan for communication with families to ensure completion of evaluation requirements.

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 in the learning process with their scholars.

Q5. Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.

- Our school will continue to maintain the IDEA timelines with regard 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 helps our school maintain IDEA timelines.
- All students with disabilities have been assigned a case manager with whom they receive one-on-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 biweekly 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.

a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families, and how the LEA plans to ensure the delivery of these services to students.

Special education teams will meet to review IEPs, student progress reports, and services provided.

If it is determined that compensatory hours are required, the following process will be implemented:

1. A plan will be developed to provide the hours that include the content area needed, the instructor to provide the services, and a tentative schedule
2. A parent meeting will be conducted to discuss the findings, solidify the plan (ensure that the parent is amenable with the plan)
3. The compensatory services will be provide to the student, monitored by the special education director with appropriate documentation

CEP Assurance Statements

Assurance Statement for Continuous Education Plans (CEPs) :

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 the following statement regarding 2022-23 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 2022-23.

The LEA attests to the following statement regarding graduation and promotion for 2022-23

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statement 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 situational 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 situational 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 situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- 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.

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 situational 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 (please check all boxes):

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

The LEA attests to the following statement 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 revision 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 2022-23 school year and provide families awareness of:

- An accessible, family-facing description of their continuous education plan for the 2022-23 school year, in an understandable and uniform format; and
- An accessible, family-facing description of their health and safety plan for the 2022-23 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.

Submission of the 2022-23 school year CEP is considered a six-month update of the LEA's 2021-22 CEP, consistent with requirements asked of LEAs receiving ESSER III-ARP funds. The LEA will update the 2022-23 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

Health and Safety Assurance

Assurance Statement for Health and Safety Plans :

The LEA ensures that it will adopt any required measures from applicable DC Health and OSSE COVID-19 guidance to help respond to and reduce the risk of COVID-19 transmission among students, staff, families and the community.