

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Center City PCS

LEA Head of School Name: Russ Williams

LEA Type: Pre-K;Elementary;Middle School

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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. Center City is making arrangements to accommodate all students in-person five days a week.

b. Center City plans to be fully staffed.

c.

- i.
 - 1. Center City will host learning distribution days for the purposes of students/families collecting all school related supplies and technology needed to complete their school work virtually.
 - 2. To the extent possible, distribution materials will be emailed. If a parent needs to come to the campus to pick up materials, they will be able to do so.
 - 3. Distribution will take place outside and PPE will be worn by both staff and parents.
 - 4. 5-day meal kits will also be available for students to take home.
 - 5. IF staff need to quarantine, any school materials will be emailed or delivered via courier as to ensure distancing.
 - 6. The students of that teacher will return to distance learning (if they were exposed). Otherwise, they will be given a substitute teacher until the staff person is cleared to return to work.

ii.

- 1. Center City will host learning distribution days for the purposes of students/families collecting all school related supplies and technology needed to complete their school work virtually. Each Center City campus will have distribution materials individually prepared for each student and will meet parents outside to hand out. Specific pickup windows will be established to limit the number of parents picking up materials at a time.
- 2. 5-day meal kits will also be available for families dealing with food insecurity.

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.**

Students will receive live instruction via livestream video access to the in-person class. Students will follow the same daily schedule as their grade-level peers who are learning in person. During class time, they will receive real-time instruction from their classroom teacher over video streaming, which allows us to provide a “concurrent” model of virtual and in-person instruction. Virtual students will follow along as their teacher provides in-person instruction to the rest of the class.

When students are working independently, the teacher will check in with her virtual students via Zoom. They will have access to all of their assignments via Google Classroom, Seesaw, or InSync, the online platform that houses our Math and Humanities curriculum documents. During small group time, which is identified in every core block, the teacher will be able to meet with her virtual students. These students will continue to have access to all of our tech platforms for individualized review (such as Edmentum and IXL). Schools will also provide tutoring for virtual students.

- **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;**

Center City will provide each student who participates in distance learning with a Chromebook. If a family indicates that they do not have Internet access, we will provide them with a mifi hotspot device. Families of

students who are learning virtually will be provided a scheduled time to pick up the necessary materials before the first day of school. Materials will include a Chromebook, mifi (if requested), all student workbooks, texts, mathematics manipulatives (if needed), and other general school supplies. As we did in 20-21, we will continue to keep parents informed about opportunities to obtain free Internet if/when they are offered throughout the district.

- **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**

Center City will provide each student who participates in distance learning with a Chromebook. If a family indicates that they do not have Internet access, we will provide them with a mifi hotspot device. Families of students who are learning virtually will be provided a scheduled time to pick up the necessary materials before the first day of school. Materials will include a Chromebook, mifi (if requested), all student workbooks, texts, mathematics manipulatives (if needed), and other general school supplies. As we did in 20-21, we will continue to keep parents informed about opportunities to obtain free Internet if/when they are offered throughout the district.

- **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.**

Center City will provide each student who participates in distance learning with a Chromebook. If a family indicates that they do not have Internet access, we will provide them with a mifi hotspot device. Families of students who are learning virtually will be provided a scheduled time to pick up the necessary materials before the first day of school. Materials will include a Chromebook, mifi (if requested), all student workbooks, texts, mathematics manipulatives (if needed), and other general school supplies. As we did in 20-21, we will continue to keep parents informed about opportunities to obtain free Internet if/when they are offered throughout the district.

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.**

Center City is in the process of hiring additional district-level staff (Social worker, Behavior Specialist) to support school counselors in providing direct mental and behavioral health services to students. These staff will provide coaching to teachers as needed, as well as support implementation of SEL curriculum, provide

small group or individual counseling, and connect students with outside resources. Campus counselors (one per campus) will oversee the screening and referral process for mental and behavioral health concerns; they will work closely with school and district staff to ensure students are properly screened and directed to services as needed. Center City will use data from the SY20-21 Student Well-Being survey and conduct an additional universal screener in the fall to gauge Tier 1 needs, as well as students in need of specific or additional services. Staff will also use targeted observations as appropriate to further determine needs. Students may also be referred for mental and behavioral health services by students, staff, and parents. The overall referral process for supplemental supports is described in the student-family handbook for parent reference. Staff are trained in the referral process during BOY training, and counselors discuss the campus-specific student mental/behavioral health self-referral option during whole-group presentations.

Center City has four Department of Behavioral Health clinicians who work parttime to provide direct students referred through the processes above. Center City counselors further utilize the Wendt Center Training Institute which offers workshops, certification programs, and other services on a variety of topics related to grief and trauma.

- 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.**

In the fall, Center City will intentionally focus on building relationships with students and getting to know them as people, as well as continue to use restorative practices as the foundation for culture and discipline. Staff will attend professional development as appropriate on restorative practices, trauma-informed practices, and non-violent crisis intervention. This professional development will strengthen and further develop their ability to meet student needs.

- 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.**

Center City's breakfast and lunch program will continue to be available to all students regardless of their learning environment. Meal kits will be available to students in a virtual program.

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.**

Center City has gathered staff survey data to determine trends in needs; additional survey data will be collected in the fall and throughout the year. We are currently planning to continue and/or implement a variety of supports including optional access to teletherapy, intentional administrator-staff check-ins, professional development on mindfulness and self-care, access to district mental health/social emotional resources, staff Wellness Wednesday, professional development on trauma-informed approaches, and we are

currently exploring broadening programming and services with current community organization partners in support of staff well-being.

Teletherapy is a benefit available through our healthcare provider and available to all employees. Center City staff have access to support services through our healthcare provider's online portal. Through our monthly Wellness Wednesday program, staff will receive reminders and notifications of support offerings. Staff have access to the DC Educator Wellness Center.

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.**

a. Center City solicits student and family feedback through surveys and focus groups.

b. Center City will post the plan on its website and alert families via email, social media and robocalls.

Family and student feedback will be solicited through surveys, focus groups and our online question submission form on our website. Feedback will be evaluated quarterly and incorporated into the plan as appropriate. All of our feedback systems are available in the 3 primary languages (English, Spanish, and Amharic) of our community, as well as, will be translated in a family's language of preference (if noted as different from the 3 primary).

c. Student performance on LEA-selected assessments will be reviewed with families at SLCs/parent-teacher conferences and student reports will be sent home quarterly with report cards.

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.

Center City has been closely monitoring chronic absenteeism and utilizing internal and external mechanisms to determine root causes for absenteeism. Please note, Center City defines students who are "consistently less engaged" as students who are considered chronically absent (<90% attendance rate). Center City will continue to use district attendance tracking tools and each campus has an attendance team that will work with families to identify barriers and engage resources to address those barriers. Additionally, schools follow protocols outlined in the our Student and Family handbook to address attendance issues and to communicate with families about the identified students' attendance concerns. The central office leadership team reviews chronically absent students quarterly with each school to analyze data and evaluate success of strategies.

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;**

- PK3-PK4: Every Child Ready assessments (Language, Literacy, Math, SEL)
- Grades K-8: NWEA MAP assessments (Math and Reading)
- Grades K-3: DIBELS/TRC (foundational literacy CBM)
- Grades 1-8: curriculum pre-assessments before every module in Math and

Humanities

- Grades 5-8: FOSS curriculum pre-assessments before every module in 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);**
 - Every Child Ready assessments will be administered three times per year (end of Aug/Early Sept; January, and May-June)
 - NWEA MAP assessments will be administered in the fall (late Aug/early Sept) and spring (end of May/early June)
 - DIBELS/TRC assessments will be administered three years a year (end of Aug/Early Sept; January, and May-June)
 - Math, Humanities, and FOSS curriculum pre-assessments will happen throughout the year before each module.
- **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**

Yes, we set goals for non-state summative assessments (NWEA MAP and ECR).

i. Some of these goals are set by assessment provider (ECR provides growth goals from fall to spring and MAP provides national percentiles & growth percentiles). In reading and math, we expect students in grades K-8 to exceed typical growth norms on MAP (median growth percentiles above 55 or 60). After the fall assessment cycle, we will review student performance to identify where students/grade levels/content areas require the most support.

ii. Our focus next year is primarily on student growth and/or closing the achievement gap that may have been created because of this last year. Given that we did not administer MAP last year, we will analyze and compare student performance data from previous fall administrations, as well as the data we did collect in the 20-21 school year. We will also use the pre-module assessments to help determine what additional gaps may exist in some classes/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

In the fall, we will triangulate the data collected in the fall with 20-21 data. Given that all of the 20-21 data was collected remotely, we want to get a true baseline of student performance and identify discrepancies and investigate additional questions we may have after collecting baseline data. In reading and math, we expect students in grades K-8 to exceed typical growth norms on MAP (median growth percentiles above 55 or 60) from fall to spring. After the fall assessment cycle, we will review student performance to identify which students/grade levels/content areas have the lowest median achievement percentiles and require additional support to better allocate resources accordingly (tutoring, reading/math specialists, interventionists). Pre-module assessments will be used to adjust curriculum and teaching practices based on students' 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.**

In addition to attending MDT meetings and discussing student programming/progress with schools and parents, Center City has been in communication with non-public schools regarding their distance learning and hybrid programs this school year, including service delivery, student progress, and methods of data collection. The non-public schools have provided Center City with their data collection plans for 21-22 which includes ways in which students will be assessed and how the team will discuss additional supports to address any impact of interrupted instruction.

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.

Center City will continue to draw upon guidance from TNTP and Student Achievement Partners to accelerate learning for all students. As described above, we have a robust assessment plan that includes pre-assessments that will allow teachers to gauge in real-time where unfinished learning has occurred. We are currently working on scope-and-sequence documents that include additional flex days for reteaching content and that prioritize the major work of each grade level, as indicated by Student Achievement Partner's guidance.

During District Professional Development days (which occur about once every six weeks) and in grade-level PLC's (which take place at least once per month), teachers will receive direct support from the district Curriculum & Instruction specialists on how to interpret and respond to data from our pre assessments, Edmentum diagnostics, DIBELS/TRC (in K-3), and NWEA MAP. Our instructional schedule includes extended blocks for Math and Humanities which will allow teachers to have additional time to provide in-class interventions and small group instruction in response to unfinished learning. Principals and assistant principals also regularly engage in planning and data meetings with all teachers, and this expectation will continue into next year.

Additionally, each campus has at least one dedicated Interventionist, and our Tier 2 campuses have at least two in addition to a reading or math specialist. These individuals will have a flexible schedule that is responsive to the data acquired from our assessments. They will work directly with students in small groups

within the instructional block and/or in dedicated intervention times that are embedded in the content block.

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.**

ADJUSTED SCHEDULING: Center City already had an extended school day in place prior to the COVID 19 pandemic. We will continue to serve students from 8:30-4:00, with an after-care program option for families who need it. For 2021-22, we have extended the school year by 10%. Rather than the typical 180 day school year calendar, we have created a 198 day calendar that begins on August 9, 2021 and ends on June 24, 2022. Despite the shorter summer break, two of our schools are offering summer programming in July 2021. All six of our campuses will be required to provide summer programming in Summer 2022.

INSTRUCTIONAL CHANGES: We are adopting a new, comprehensive literacy program in grades K-2 in 2021-22. For foundational literacy, we are adopting Wilson Foundations, a phonics and skills program that is based on the science of reading. For knowledge building, we are adopting Wit & Wisdom. For guided reading and small group support, we are adopting Geodes. Through this complete literacy program, we are aligning our instruction with research-based methods in structured literacy, which will ensure that our students leave K-2 with the ability to transition from learning-to-read to reading-to-learn. Prior to the pandemic, we had planned on moving in this direction anyway. Our prior curriculum was Core Knowledge Language Arts (CKLA), and though this program was robust, it lacked the coherence between skills, knowledge-building, writing, and reading that our new direction will provide. Great Minds has partnered with Wilson Foundations to ensure that there is alignment between all of these pieces. Now that COVID has interrupted learning, we feel even more compelled to move in this direction, as Wilson Foundations is a research-based program that aligns with interventions we had only previously used in small groups. All teachers in K-2 have already received training in Wit & Wisdom this year, and they were able to pilot one module this spring. During our Inservice in July, they will receive training in Wilson Foundations and in Geodes. We have partnered with Wilson to provide continuing support to our teachers throughout the year, and Great Minds will provide additional professional development in Geodes and Wit & Wisdom.

As described above, we have District Professional Development days built into our academic calendar. These days will be devoted to ongoing work in accelerated learning and responding to data, and are run by the district Curriculum & Instruction and Student Support Services teams. Our teachers in K-2 will receive support in accelerating learning in our new curriculum on these days as well.

STAFFING AND RELATED SUPPORTS: We are using funds from ESSER II to add three reading specialists to our staff to be housed at our campuses in highest needs areas. We are also sourcing for a Social Worker, Behavioral Specialist, and Psychologist to our district staff. As described above, we are also partnering with Wilson Foundations and with Great Minds to provide professional learning around our curricular shifts.

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.

As described above, we have district professional development days built into our calendar. Throughout the 20-21 school year, reflecting on “lesson learned” has been a running theme in our professional learning plans. This included training on new tech platforms and on accelerating learning due to school closures last year at the start of the pandemic. At our last district PD day of the year, teachers showcased the number of ways that they have used new platforms to deliver instruction this year, and how they plan to continue to use them to provide more individualized and engaging instruction to students once we are back in person next year. Throughout the year, we have continually revised our professional learning plans to respond to the needs of our staff. We have largely focused on building community and engagement via distance learning while emphasizing a thorough understanding of foundational standards as a means to accelerate learning.

As we continue to collect data from focus groups and from end of year student assessments, we will refine our professional learning plan for SY 21-22. Currently, we have six district-wide professional development days built into the calendar and two weeks for Inservice prior to the start of the school year. These days are coordinated and facilitated by members of the district Curriculum Team (which includes four Curriculum & Instruction Specialists and the Director of Curriculum & Instruction) and the Student Support Services team (which includes a Special Education Coach, Special Education Coordinator, ESL Manager, and the Director of Special Education). Inservice sessions will be divided into groups of new and returning teachers by grade and content. We are in the process of drafting our session plans, but our current vision is that we will focus primarily on how to use DATA and FOUNDATIONAL STANDARDS to support accelerated learning. Teachers will dig into our accelerated scope-and-sequence documents and will be introduced to our assessment platforms (as described above). We will also incorporate specific community and relationship building strategies into our sessions to model how SEL strategies can be incorporated into instruction.

We will use feedback data from Inservice, data from focus groups, and data from beginning-of-year students assessments to continue to refine our professional learning plans throughout 21-22.

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

We plan to continue to use several of the tech platforms we utilized for distance learning. For example, NearPod allowed teachers to create really innovative and interactive independent work for students, and

Kami allowed teachers to go paperless. Google Classroom became an excellent tool for both teachers and students to organize materials. Several teachers created interactive videos with EdPuzzle that allowed students to engage in a read-aloud in small groups. These are all methods that will allow us to further differentiate instruction and create targeted small groups next year.

Many of our teachers have reported a higher rate of parent participation in conferences by having them virtually over Zoom. We plan to continue to provide this option to families next year. As is the case in many LEA's across the country, we have found that meetings with families - and even with each other - are much easier to coordinate when we can hop on Zoom rather than commute across D.C. For these reasons, we will be continuing to purchase Zoom licenses for all instructional staff in 21-22.

Additionally, during distance learning, we modified our grading and reporting practices for our K-2 students. Instead of averaging and providing letter grades, we created K-2 report cards that provided DIBELS and TRC scores, progress on Edmentum Exact Path, and qualitative comments around how much work students were completing and how they were progressing on curricular-aligned tasks. We felt that this was a more thorough description of how students were adapting to virtual learning and how their learning was progressing. Rather than go back to the traditional way of grading in SY 21-22, we plan to further enhance the approach we took this year by adding a "progress on standards" component.

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.**

All students will be assessed with the same schedule and assessment(s) based on their grade level, regardless of whether they have an IEP. The data of students with IEPs will be compared to their non-disabled peers to determine whether the impact of their interrupted instruction falls within typical limits or whether they faced more significant impact. Within the first six weeks, progress towards IEP goals will further be monitored through IEP progress reports and monitoring specific to IEP goals. That information, along with the data collected as part of the universal screener used for grade-level standards, will be used to determine whether additional supports (goals, specialized instruction hours or setting, accommodations) are needed to ensure access to accelerated learning.

Center City will use universal screeners and data collection specific to IEP goals to gauge the impact of interrupted education and distance learning for students with disabilities. Parents will be offered the opportunity to attend a collaborative MDT meeting to review student data and proposals to increase IEP services to address any needs beyond what is being offered at Tier 1. This may include increasing specialized instruction hours in the general education classroom, adding or adjusting IEP goals, or students participating in specific intervention programs to target a specific area of need. Parents will be informed of Tier 1 acceleration plans verbally during MDT meetings along with written communication noting acceleration plans. The special education team will call parents who do not attend MDT meetings to discuss acceleration plans and will also provide written communication through email.

In all cases, Center City will work to ensure services are being delivered in a student's least restrictive environment. Intervention/flex time has been built into the master schedule to allow for teachers to target acceleration and recovery within the general education setting. Students will receive formal interventions (e.g. Wilson) or lessons based on specific instructional needs as based on data and/or IEP. If necessary, students may receive additional instruction hours outside the general education setting, but only if the MDT determines that specific goals or services are best approached in a more restrictive environment. When mastered or otherwise determined by the MDT, hours/services outside the general education setting will be eliminated, reduced, or transitioned to inside the general education setting.

Should a student with an IEP require distance learning through a verified medical waiver as outlined by OSSE, Center City will ensure that student has home access to a chromebook and hotspot to access IEP and general education services. Parents will continue to be provided with training as needed to access internet and virtual platforms to access services.

Parents with disabilities who indicate specific needs are provided with accessible materials as needed. Parents are asked preferences for mode of communication, preferred language, and/or any other communication needs. Front office staff and teachers are sensitive to parent needs and adapt as needed to ensure they are included appropriately in all aspects of their child's education. We have previously contracted with ASL interpreters to support parents for live sessions, and have offered calls/meetings/audio recordings for parents who cannot access written content for whatever reason.

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.**

a. In SY21-22, Center City will use state-approved English Language Proficiency screeners to identify any incoming students who do not currently have a valid English Proficiency screener score as well as re-screen students who were screened using the provisional identification guidelines issued by the OSSE during the COVID-19 school closure. Center City will provide parent notification of these results and the corresponding program eligibility to families within 30 days of enrollment. For students who have already been identified as

English Learners, Center City will continue to use the English Learner Plan <> English Learner Progress Report system to design intentional language instruction for students related to language goals using the most up-to-date data available in each domain, analyze student products using WIDA resources, monitor progress towards those goals and report progress on those goals to families quarterly. Center City will adjust these English Learner Plans according to these results so that we can ensure that students are receiving the most appropriate language support possible to meet their changing needs.

b.

Center City will continue to implement its EL program model with fidelity across in-person, distance learning, and hybrid environments. Each student at Center City who is identified and found eligible for ESL programming receives an individualized English Learner Plan (ELP). These plans are customized for each student and include goals in the language domains of listening, speaking, reading, and writing based on current progress in each language domain. In order to maintain the fidelity of the implementation of this plan, Inclusion teachers will communicate these goals to general education teachers, special educators (when applicable), administration, and parents. To ensure that language instruction is implemented during in-person, hybrid, or distance learning, Inclusion teachers will design instructional tasks that explicitly align to the goals outlined on each English Learner’s ELP. Instruction related to these goals is collected in students’ portfolios, or ‘Wonder Pages’, when appropriate. Speaking and Writing samples are scored against both content rubrics and language rubrics provided by WIDA. Progress on these goals is communicated quarterly on each English Learner’s English Learner Progress Report. During distance learning in SY 20-21, Inclusion teachers used these plans to gauge progress on language development and language regression using this system. Inclusion teachers revised their instruction accordingly and gave additional supports and scaffolds and/or accelerated language learning by consistently monitoring these targets. In the Spring/Summer of 2022, these goals will be revisited upon receipt of ACCESS in order to determine whether or not students met their goals and what changes/supports are necessary for the upcoming year. To implement this instruction whether in person or virtual, Center City will continue to ensure that all students in K-8th grade who are identified and placed into the ESL program will receive English Language instruction and/or English Language Arts instruction through an inclusion model. English Learners receive varying levels of support, or ESL Service Hours, that are determined by the students’ grade and proficiency level.

ESL Service Hours According to English Proficiency Level

1 unit of study = 45 Minutes per week

LEVEL	BEGINNING (LEVEL 1 or 2)	INTERMEDIATE (LEVEL 3 or 4)	ADVANCED (LEVEL 5+)
Pre-K	ESL services provided through Appletree curriculum	ESL services provided through Appletree curriculum	ESL services provided through Appletree curriculum
Grades K-2	1 ESL 1 CONTENT	2 CONTENT	1 CONTENT
Grades 3-8	2 ESL 1 CONTENT	2 CONTENT	1 CONTENT

This will ensure that students are receiving support that both provides language instruction (ESL

Instruction) and academic content support (ELA Instruction). English as a second language instruction is designed to develop skills in speaking, listening, reading, and writing in English through the integration of academic content appropriate for the grade level and language proficiency of the student. Inclusion teachers will provide English Language instruction in the form of pull-out services (if in person) and/or 1:1 or small group virtual instruction (if distance learning) for Level 1 and 2 ELs and/or push-in services (if in person) and/or targeted language development support via virtual co-teaching (if distance learning) for level 3, 4 and 5 students via instruction that targets student's ELP goals in Listening, Speaking, Reading or Writing. English language arts instruction is provided to the students in the general education setting, with the EL student receiving grade-level sheltered-content instruction with the support of the Inclusion teacher via the Center City content curriculum. Collaboration between the general education teacher and the Inclusion teacher occurs in grade level/content classes where both teachers provide supports, scaffolds, and accommodations so all students have access to content instruction. This will remain constant regardless of in-person or virtual scenarios.

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.

We are currently conducting focus groups with community stakeholders to inform our ESSER III application. Spending in this area will prioritize evidence-based programming to address unfinished learning. More details will be included in the final ESSER III application once we receive all stakeholder feedback. Spending to address learning loss may be prioritized in the following areas:

- Robust summer programming for Summer 2022 and 2023
- High-dosage tutoring that is delivered in partnership with a community organization or utilizing our own staff.
- Materials and staffing for after-school programming that allows students to receive additional interventions
- Ongoing professional learning for staff around acceleration and trauma-informed practices
- Additional staff to address foundational gaps, particularly in the early grades (for example, additional instructional assistant in 2nd grade classrooms, where currently we have none, or additional learning specialists).

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.

At least 20% of allocated funds will be spent as described above; however, we expect that some programming will require that we spend a greater percent of our allocation to address unfinished learning. We anticipate shifting another 30-40% of our allocation to address specific student needs, and the final 10% will be spent on safely reopening schools. All of this is pending our review of data from focus groups, student

assessments and surveys, and an assessment of building/facilities needs.

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.

At least 20% of allocated funds will be spent as described above; however, we expect that some programming will require that we spend a greater percent of our allocation to address unfinished learning. We anticipate shifting another 30-40% of our allocation to address specific student needs, and the final 10% will be spent on safely reopening schools. All of this is pending our review of data from focus groups, student assessments and surveys, and an assessment of building/facilities needs.

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.

Our ESSER III application will be informed by community focus groups (which are currently taking place) and by data from spring assessments, the Student Well Being survey, and from our annual family survey which will allow us to make strategic spending decisions and to develop systems/metrics to track impact.

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.