

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: AppleTree Early Learning PCS
LEA Head of School Name: Mrs. Jamie Miles
LEA Type: Pre-K
Date Generated: 08/09/2021

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.

1.A Physical Health and Safety

- Please see the “Health and Safety Plan” beginning on page 19.

AppleTree Early Learning PCS will offer a five day per week full day in person learning environment for all students for the 2021-2022 school year.

- [school calendar](#)
- [sample student schedule](#)

- **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**

The physical space at AppleTree PCS can accommodate students in person five days per week and have sufficient staffing levels. Each classroom will be staffed with two full time teachers and a teaching assistant that will split their time between classrooms.

- **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.**

All DC Health and OSSE guidance will be followed to provide a safe environment for staff and students. All classrooms will be staffed with two full time teachers. Should a campus level outbreak of COVID - 19 or other public health conditions require the closure of the school campus, AppleTree is prepared to offer a virtual Early Childhood Learning experience with the help of an adult in the home serving as the co-teacher using our Every Child Ready virtual curriculum model. At the start of the year, learning devices will be provided to students who do not have access to a device at home. In addition, campus “home learning kits” will be assembled at the start of each unit and will be readily available for students to use at home to help ensure a smooth and safe transition to distance learning.

Students who have a confirmed or suspected exposure to COVID-19 will receive instruction via distance learning following most current criteria of OSSE and DC Health allowing them to quarantine under current suggested guidelines with a return to school after a negative COVID test. During this time, the students will participate in Morning Meetings, Read Alouds and Gross Motor activities virtually via Zoom with their in-person peers. They will receive small group instruction two to three times a week by their teacher. Students will receive assignments via Class Dojo, Noggin and Sparkler and will be expected to complete these activities with the help of an adult at home.

If a student is at school prior to the quarantine period, they will be sent home with an iPad (if needed) and the learning materials they will need to facilitate learning at home. If a student is not at school, resources will be available for the family or a representative from the family to pick-up through a curbside, contactless pick-up option. Students/families who are not able to come to the school safely will receive their supplies at their home. A designated staff member will take the items to the student's home and conduct a contactless drop-off.

In the event of a school-wide closure, our in-person schedule will translate to distance learning. Students will join their class and teacher on-line to participate in Morning Meeting, Read Aloud, Gross Motor activities, and small group instruction via Zoom. Students will receive assignments via Class Dojo, Noggin and Sparkler and will be expected to complete these activities with the help of an adult at home. Home learning kits prepared at the start of each unit will be available for families to pick-up at the school via a contactless, curbside pick-up. If a family is unable to pick up their home learning kits, they will be delivered to the student home.

Families will receive training at the start of the year. During this training they will be provided with user names, passwords and information they will need to help their students engage in learning at home.

In the event a staff member is excluded from school due to a confirmed or suspected coronavirus (COVID-19), as health permits and if the staff member is a teacher, the staff member will provide instruction virtually

with the second teacher facilitating in person instruction assisted by the instructional assistant as necessary. However, due to the fact that AppleTree's classrooms are staffed with two teachers and a teaching assistant, there will be no need for a teacher to facilitate instruction during their quarantine period if their co-teacher is in the classroom.

[Sample Virtual Schedule](#)

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.**

***Instructional Methods:** Monday through Friday, students will participate in a synchronous Community Connection meeting that will last 10-20 minutes and Read Alouds. Students will also participate in daily one-on-one/small group lessons with their teacher that will each last approximately 15 minutes, daily gross motor activities and weekly STEM lessons. These lessons will include a range of content areas, including*

social-emotional learning, language, literacy and math. In addition to synchronous learning, there will also be asynchronous lessons and activities provided to students. While these lessons will not be live, there will be opportunities for students to answer questions, read along with stories, etc. as they are watching teacher-created content.

Finally, students will be provided with daily activities that they can do with the support of a family member or caregiver. These activities will range from Journaling, to independent play to additional Read Alouds.

AppleTree designed the instructional day to allow some flexibility for families who will be expected to serve as their student co-teacher. Students are expected to spend approximately 30-40 minutes a day receiving live instruction, 10-15 minutes viewing pre-recorded lessons and 60-90 minutes engaging in guided at-home activities with a caregiver and a 20-30 minutes using the Noggin subscription for supplemental activities and skill-building opportunities. Additionally, families will receive a daily schedule that will provide suggestions on building in other early childhood routines such as nap, shared mealtimes, etc.

- **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;**

AppleTree Early Learning Public Charter School (AELPCS) will use the Every Child Ready Virtual Curriculum for SY21-22 for any student with a medical consent. The Every Child Ready curriculum is modified to support virtual learning and includes a combination of synchronous and asynchronous learning opportunities for students. The instruction will be facilitated by a full-time virtual teacher. AELPCS will use both Class Dojo and Sparkler to disseminate instructional videos and assignments. All live and pre-recorded lessons will be accessible via Zoom. The Every Child Ready Curriculum is broken down into 10 thematic units, each with its own unique set of materials. At the start of each unit, all families will receive a “unit kit” that will include all of the supplies needed to facilitate learning for that unit at home. Each student (if needed) will also receive an iPad mini at the start of the year to ensure that they have access to all online content. Hotspots will also be available if needed. Students/families may pick up their supplies and materials at the school or request technology and materials to be delivered to students’ homes. Our school social worker will work with families to provide recommendations of how to have an effective space for learning in their home. If needed, the school will provide a small desk/table to help families set-up an appropriate learning space. IT support will be available to families as needed.

- **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**

Materials: *All materials, including an iPad Mini will be distributed to students at the start of the school year. Prior to the start of each unit, new materials kits will be provided to families.*

- **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.**

Platforms: Class Dojo, Sparkler, and Zoom. Families will also receive a free subscription to Noggin.

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.**

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

AppleTree facilitates a [Tier 1 Positive Behavior Support process](#) that includes the direct teaching of behavioral and social emotional skills, the reinforcement of those skills, and responding restoratively when students need support with those skills. All principals and teachers receive professional development on these processes and coaching is offered throughout the school year through our Social Emotional Learning Specialist.

- 1. **Teaching:** Students receive small group social emotional learning lessons from the Every Child Ready curriculum three-five days per week as well as embedded social emotional learning opportunities during morning meetings and read aloud blocks. Teachers also have access to a social emotional learning [toolkit](#) that provides ideas and resources for how to incorporate social emotional learning opportunities throughout the school day. This toolkit is aligned to the Every Child Ready social emotional learning competencies, as well as CASEL’s core competencies. Teachers also have access to additional skill building opportunities through the participation in a social-emotional learning PLC, led by the social-emotional learning specialist.*
 - a. Students in need of extra support will receive either targeted classroom support from the school social worker or direct instruction in the Tier 2 Every Child Ready social skills curriculum.*
 - i. This extra support is determined by our screening process elaborated upon below.*
- 2. **Consultation:** Each campus will have access to an Early Childhood Mental Health Consultant who will consult with school leaders and classroom teachers on positive classroom culture approaches.*

- 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

- i. *AppleTree utilizes a behavior consultation approach to students in need of additional support as well as a universal screening procedure.*
 - ii. *If a teacher has a concern for a student, they can engage the school social worker in a structured [consultation process](#) to determine the appropriate level of support for the student (MTSS process).*
 - iii. *Additionally, four times each year, teachers complete a Positive Behavior Rating Scale, an Every Child Ready assessment tool, for all students; students with scores of concern are offered additional tiered accommodation or direct instruction support.*
- o How the LEA will provide direct mental and behavioral health services for students in need.
- i. *Social Work and Counseling*
 - ii. *A DC-licensed social worker or counselor (SW/C) is assigned to each AppleTree campus. Each clinician has a ratio of no more than 160 total students to one clinician, well below the School Social Work Association of America designation (220:1)*
 - iii. *The function of a SW/C is to alleviate barriers of access to learning for students. Within the space of recovery learning, this is centered on:*
 1. *Providing intensive family case management to ensure resources are procured to support equity in learning (e.g. groceries, internet access, school supplies, transportation to obtain provisions, government benefits support)*
 2. *Providing evidence-based direct in-person or tele-mental health services for special education and general education students*
 3. *Parent consultations regarding behaviors or social-emotional concerns noticed at home*
- iii. *Please see the section above regarding the referral process for social, emotional and behavioral support.*

2. Early Childhood Mental Health Consultation

- a. *Three Early Childhood Mental Health Consultants (ECMHC) will serve all AppleTree campuses for the 2021-2022 school year through all models of learning.*
- b. *The goal of ECMHC is to build teacher and school capacity to understand, prevent, and respond to the behavioral health needs of students.*
 - i. *Consultants will work to provide school-wide professional development on trauma-informed and mental health school-based practices, consult directly with teachers on classroom culture and climate practices, and consult with teachers and parents regarding individual student concerns.*

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.

- o *AppleTree facilitates a Tier 1 Positive Behavior Support process that includes the direct teaching of behavioral and social emotional skills, the reinforcement of those skills, and responding restoratively when students need support with those skills. All principals and teachers receive professional development on these processes and coaching is offered throughout the school year through our*

Social Emotional Learning Specialist, Positive Behavior Support Manager, and Early Childhood Mental Health Consultants.

- i. *Specifically, network-wide summer professional development will be delivered regarding ACEs and trauma-informed practices with a lens of the transition back to in-person learning.*
- ii. *Additionally, AppleTree utilizes a positive behavior Tier 1 approach that includes the use of [corrective and logical responses](#) to unexpected behaviors.*
 1. *AppleTree is also extending it's technical assistance contract with Restorative DC to pilot restorative justice approaches applicable to early childhood across the network for the 2021-22 school year.*
 2. *Principals also have access to a behavior decision making guidance [document](#).*
 3. *AppleTree does not engage in out-of-school suspensions per DC regulations.*

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.

AppleTree will contract with a vendor to provide family style meals to students. Meals will be delivered to the classroom each day and served by the classroom teacher. AppleTree will contract with their food vendor and use a food courier service to deliver weekly meals to families who are not able to access the in-person meal option.

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.**
 - i. *AppleTree campus principals receive professional development and support regarding the creation of campus staff wellness plans centered around the eight SAMHSA dimensions of wellness.*
 - ii. *Each campus has a staff wellness representative who oversees campus wellness initiatives and facilitates [survey-based](#) or in-person staff check-ins quarterly.*
 - iii. *Early Childhood Mental Health Consultants will continue to facilitate staff wellbeing initiatives such as Coffee with Colleagues and topical groups such as grief and loss (this is a continued service from SY20-21).*
- o How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.
 - i. *AppleTree will continue partnerships with Medstar Georgetown's clinical practice as well as the Wendt Center and our internal Employee Assistance Program.*

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.

The CEP will be available on our school website. Parents will also be invited to join one of two webinars that will be hosted for families prior to the start of the school year in late July and August to learn more about the plan, ask questions and provide feedback. All social media platforms and email will be used to announce these events to families.

Parents will be able to provide on-going feedback on these plans through monthly Parent at AppleTree (PAT) meetings. Each school is required to host monthly PAT meetings open to all families. In addition to the other topics discussed there will be a standing agenda item for CEP health and safety discussions and student academics. Weekly teacher and monthly school newsletters will be used to keep individuals informed.

To meet the needs of our diverse community, communication on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. Translation services will also be provided for families as needed.

Teachers at AppleTree. will communicate with families about their student's progress through 1:1 parent communication and quarterly in person or virtual parent teacher conferences, depending on the needs of each family.

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.

AppleTree re-engagement of students began in March with a gradual re-opening two days a week at two campuses. All students/families were eligible to participate. Priority placement was extended to families who needed in-person learning. Staff members also recommended students for in-person instruction based on poor attendance, engagement or difficulty attending.

This engagement continued this summer as AppleTree opened space for additional students five days a week at four out of six campuses. The goal of the summer program is to engage families and students, get them excited about learning, and help them to see that school is a safe place that they can return to in the fall.

Each campus has an attendance team, made up of the school principal, school social worker and at least one other staff member. This team actively monitors attendance and truancy and when a student is flagged for an attendance meeting, the team works collaboratively with families to develop plans to improve attendance. Students who are placed on attendance plans are actively monitored and the plan is adjusted if attendance continues to be a concern.

During the 2020-2021 school year, AppleTree launched monthly wellness calls. These calls were used as another way to engage with families to learn more about their needs, successes, challenges and how we can support them. AppleTree will continue these calls for the 2021-2022 school year.

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;**

AppleTree will use the Every Child Ready created assessments to assess students at BOY, MOY, and EOY. In order to assess mastery in between BOY, MOY, and EOY, teachers will use Every Child Ready created “Checks For Understanding” (CFUs) which are targeted skill-specific assessments. These CFUs will be given on an as needed basis (as part of an instructional and/or coaching cycle) to identify when students are ready to move to the next standard within the grade-level progression.

- **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);**

The CFUs will be given on an as needed basis between the BOY/MOY/EOY windows so could happen anytime October-January and February-May.

- **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**

Each CFU has an identified level of mastery required to “pass” onto the next standard. These goals are set by the assessment provider. AppleTree has not yet set a goal around how many an individual student needs to master as this is our first year of adoption. The Every Child Ready team is building a data tracking app to allow us to track student progress on the CFUs alongside students’ progress on the ECR:M and ECR:LL assessments. All students will be monitored using this system and student supports’ and interventions will be based on these data.

- 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

The Every Child Ready team is building a data tracking app to allow us to track student progress on the CFUs alongside students' progress on the ECR:M and ECR:LL assessments. All students will be monitored using this system and student supports' and interventions will be based on these data. Instructional Leaders and coaches will use these data to support teachers in creating targeted instructional plans to support small-group and whole-class instruction.

- 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.

N/A

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.

AppleTree will utilize Summer 2021 and extended day program programming to support student learning for the 2021-2022 school year, in addition to the implementation of its Every Child Ready Instructional Model. Data will be collected throughout the summer and into the school year through our ongoing checks for understanding and our traditional, Every Child Ready assessment, described in the Assessment section (3A). Using data from these sources will help to inform our instruction, particularly any needs for differentiation and additional intervention.

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 class schedule:** AppleTree is adjusting its class schedule to maximize learning while allowing for additional transition time, and outdoor activities. With an increased focus on social-emotional learning, the schedule will allow students time for peer-to-peer interaction, a critical educational element that will support accelerated learning in the 2021-2022 school year.*
- After-school programming / Summer School programming:** After-school and summer school programming will allow students additional instructional time to support accelerated learning. Our Summer School programming offers an additional thematic unit of instruction. The program provides*

an additional 4 weeks of instruction with lead teachers, which will create a space for students to hone academic, social-emotional skills in both small and whole group settings. Our after-school programming gives students increased peer-to-peer interaction and creates a space for continued social-emotional learning beyond the traditional school day. We expect both of these programs to enhance accelerated learning in the 2021-2022 school year.

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.

AppleTree's approach to reviewing and revising its staff professional learning plan include using student achievement data triangulated with student attendance data and staff satisfaction survey data to provide professional development that approaches the immediate needs of teachers and the foreseeable shifts in teaching and learning because of the pandemic. At the onset of the pandemic, AppleTree used student achievement and attendance data to determine the network and individual campus staff development themes. From those selected themes, the Teacher Effectiveness Team worked with the content team, the school leadership team, and the family engagement team to create relevant content to support our efforts to teach students virtually. As a result of this collaborative effort, AppleTree adopted an adaptive approach to providing our staff with professional development content, such as the creation of a choice learning system in which teachers choose from a variety of content areas in which they believe they need additional support. We have adopted and plan to continue to provide these wide ranges of content through virtual learning formats like Canvas. This format allows our teachers to learn at a pace that is more manageable and inclusive. In addition to the previously mentioned lessons learned, AppleTree will continue to provide more opportunities for teachers to learn from and support their peers through peer-to-peer professional learning communities and idea exchange roundtable discussions. Our satisfaction survey data shows that teachers most appreciate the opportunity to discuss best practices with each other because it is more practical and applicable.

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

- Increased focus on social-emotional learning. AppleTree will continue to add social-emotional lessons and skill building throughout the school day. Our curriculum includes lessons that specifically address the COVID-19 in an age-appropriate manner, as well as more general social-emotional learning.*
- Integration of technology into classroom instruction via our partnership with Nick Jr.'s Noggin / Sparkler. Building on the use of technology throughout the 2020-2021 school year, AppleTree will integrate technology, specifically iPads utilizing Noggin/Sparkler, for continued personalized instruction, into our classrooms. This integration will also allow for the practice of the technology skills that are critical for success in both school and life.*
- Fewer formal assessments, more ongoing, formative checks for understanding. See Assessment Section (3A).*

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.
- 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;
 - i. *Students with disabilities will be assessed using the Every Child Ready Assessment which assess students skills and progress monitors throughout the school year. Also, special education teachers and related service providers will conduct observational assessments while implementing the IEP and tracking student's progress.*
 - 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;
 - i. *Specialized instruction will be provided to students with disabilities through the itinerant consultation model where the special education teacher serves as a consultant to the general education teacher. Also, direct intervention services will be provided to students whose IEP has outside of general education services. Special Education Teachers will meet with the General Education Teachers to review data that was collected and determine if any adjustments are needed to the IEP and services.*
 - ii. *New and Returning students will have an IEP review meeting within 30 - 45 school days, allowing the IEP team an opportunity to provide intervention services and collect observational data. In the IEP meeting, the team will review observational data and ECR data in order to determine if changes and modifications need to be made.*
 - iii. *General Education Students who are assessed with ECR and placed into Tier II intervention*

groups that are not making expected progress will be referred to the Special Education Team to go through the eligibility process.

- iv. *The IEP team will communicate to parents regarding accommodations and modifications according to the IEP in the 30 day IEP review meeting.*
- 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;
 - i. *Students with disabilities are in the classroom with their non-disabled peers. AppleTree implements a Multi Tiered System of Support (MTSS) to all students and students are placed into small groups to receive additional academic support. Students with IEPs will be placed into groups with their non-disabled peers to address any learning gaps based on data from ECR and observational assessment. Those students that do not make expected progress will not be placed into a separate cohort away from their non-disabled peers. Interventions will continue and IEPs will be reviewed to ensure that supports are aligned to meet their needs.*
 - How the LEA will continue to support parent training for students receiving related services through distance learning as needed;
 - i. *As needed, related service providers will provide parent training through consultation to provide strategies and activities to be implemented at home to support IEP Goals.*
 - 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.
 - i. *On an individual case by case basis, school leadership will work with parents to ensure that they have the tools and resources needed to access content to support their students' learning.*

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.**
- 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
 - i. *AELPCS will be assessing all students with the Pre-IPT Language Proficiency Assessment for the 2021-22 school year.*
 - 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.
 - i. *Once identified as an EL, the student will receive language goals written by the Language Acquisition Manager or EL Teacher for the year. At that point, the student will begin receiving interventions that will support reading, writing, listening and speaking skills, the 4 domains of language. These interventions will be extensions of the student’s current classroom instruction with a focus on building vocabulary and following multi-step directions, among others. Student data will be tracked, and goals will be revisited every quarter for adjustments, if needed. Moreover, student data from the classroom along with teacher feedback will be noted in the student’s profile.*

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.