

## SY 2021-22 Continuous Education Plan (CEP)

**LEA Name: Carlos Rosario International PCS**

**LEA Head of School Name: Ms. Allison R. Kokkoros**

**LEA Type: Adult**

**Date Generated: 08/06/2021**

### 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.

## **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.**

Classroom teachers and students build strong relationships by design. This includes teachers and students engaging in culturally responsive activities to establish classroom norms, routines and a community of care and that each community member is valued and respected. Students share their goals, backgrounds through structured activities to support classroom rapport and relationship building.

The Student Services Department (SSD) offers mental health counseling services in four languages: English, Spanish, French and Amharic to accommodate our student population needs. Our counselors are licensed in the District of Columbia. Among the activities organized and facilitated by our mental health counseling team are the following:

- Regular in-class workshops on topics such as parenting, emotional resiliency and vocabulary, relationships, self-care, anxiety management (including test anxiety) and others.
- Safe Space conversations/Conversation circles: The counseling team will continue to offer at least once a month opportunities for students to “drop by” facilitated group conversations in Zoom meetings (in-person when applicable and on a very limited basis) to discuss topics related to mental health awareness and well-being. Many times these meetings have been a resource for students to contact our counselors directly to establish one-on-one weekly sessions for clinical mental health counseling;
- Dedicated spaces or events such as Welcome Back Day, offer students an opportunity to visit a counselor and learn about the importance of mental health support and stress management before a crisis occurs.

The Student Services Departments, one at each campus, employs multiple outreach strategies that help to meet the social and emotional needs of our students. Each team engages with the entire campus community of students at the beginning of each semester. These strategies include surveys where students can indicate specific needs for follow-up, in-class workshops, and virtual class visits to the departments. Our team members are knowledgeable in trauma-informed practices, which allows us to refer students within the department for other vital services. For example, a student seeking support with employment may also need support with affordable housing. In this case the student will be referred internally from the Employment team to the Case Management team.

The Student Services Department is staffed with a team of professionals that specialize in different areas to accommodate the varying needs of our student body. These areas include employment services, case management, career advising and other services required. The bilingual counselors

and mental health professionals will provide direct mental health services, in English, Spanish, Amharic and French, to students through one-one-one sessions, classroom workshops and group drop-in sessions

- 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.**

Our LEA monitors student behavior using a variety of positive, relevant and appropriate approaches for our adult students. This includes structured sharing of our student handbook in classrooms, welcome assemblies and classroom visits by the Student Services and Administration teams. In our adult education context, our students choose to come to the School for their unique learning goals and are leveraged to cultivate positive, asset oriented cultures and relationships.

As noted previously, we will be offering in-person, hybrid and virtual class options for students depending on the program of study in which the student is enrolled. Below is a list of behaviors that could result in a student being excluded from in-person, hybrid or virtual classrooms. (e.g., inappropriate conduct on virtual platforms);

- Possession of, distribution of, or sale of drugs, drug paraphernalia or alcohol in online environments
- Attending school or school event under the influence of drugs or alcohol
- Providing fake information for enrollment eligibility (i.e., DC Residency)
- Making threats
- Sexual harassment
- Cheating/plagiarism
- Profane language
- Disruptive behavior/willfully interruption the learning process
- Damage to school property
- Improper use of school equipment
- Solicitation
- Disrespect to any student or staff

## **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.

The School plans to continue to support teacher and staff social-emotional and mental health needs by continuing to make available a myriad of resources. The table below reflects some of the resources to include resource name, description, and examples:

Resource:	Description:	Examples:
<a href="#">Equitable - Employee Assistance Program (EAP)</a>	This no-cost program is available to all teachers and staff of the school. The program is voluntary and seeks to address a broad and complex body of issues affecting social-emotional and mental health.	<ul style="list-style-type: none"> <li>-Confidential emotional support</li> <li>-Work-life solutions</li> <li>-Financial resources</li> <li>-Identify theft services</li> <li>-Legal guidance</li> <li>-Online will preparation</li> <li>-Online/phone support</li> </ul>
<a href="#">TouchCare</a>	TouchCare members have a personal assistant in their pockets to answer healthcare and benefits questions. Members can access a myriad of services via computer, phone,	<ul style="list-style-type: none"> <li>-Benefit navigation</li> <li>-Bill negotiation</li> <li>-Cost comparison</li> <li>-Provider search</li> <li>-RxCare</li> </ul>
Carlos Rosario Health and Wellness Sessions  <a href="#">Sample</a>  <a href="#">Sample</a>	This initiative supported all teachers and staff of the school during the 20/21 School Year. Each session was developed by a team inclusive of arts integration, counseling, and professional development. Participation was voluntary and centered around the theme of Connect, Center, and Reflect. Sessions were also made available for both synchronous and asynchronous teaching and learning. The School will	<ul style="list-style-type: none"> <li>-Connect, center and reflect topics               <ul style="list-style-type: none"> <li>• Breathe, transform fear into love</li> <li>• Name what is most on your mind</li> <li>• Stress management and sense of control</li> <li>• How we live in uncertainty</li> <li>• Pausing for mental interruption</li> <li>• Mental stress/anxiety to your physical</li> <li>• Ujjayi breathing: The ocean breath</li> <li>• Virtual cooking sessions</li> </ul> </li> </ul>

	consider continuing this approach as we plan this summer for the return of staff in the fall semester.	
Professional Development and Instructional Coaching  <u>Sample</u> <u>Sample</u>	Using needs assessment data, the PD team designed sessions to support teachers. The team further provided articles, best practices, talk time, and opportunities to support overall wellness. Mentorship includes goal setting and support for personal and professional growth. The School will continue to have PD sessions that support teacher wellness.	-One hour session with school counselors to support teachers to unpack emotions from the school year.  -Resources provided via Schoology (LMS), weekly bulletins, and faculty/staff meetings.  -Book clubs  -Continuing education support for teachers and staff
<u>TicketsatWork</u>	Having fun, getting away, and saving money are important for the well-being of all teachers and staff. This cost-free benefit provides access to thousands of discounts.	-Hotels  -Theme parks  -Concerts  -Sporting events  -Movie tickets  -Rental cars  -Gift cards  -Restaurants  -Spas
All-Staff Meetings and Diversity, Equity, Inclusion, & Belonging (DIEB) Work	The School will continue to gather all staff periodically to foster a sense of community and disseminate information. Notably, the School commits to continuing to deepen our DEI to foster a shared sense of belonging.	-Racial literacy training  -All-Staff meetings inclusive of community building, collaborative work, and meaningful dialogue.

## 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.**

Over the course of SY 2020-21, the School has consistently solicited feedback from students regarding re-opening, class schedules, health and safety, and their learning. Our community of staff will continue to solicit and incorporate student and family feedback on these plans. The solicitation of feedback has occurred through the use of surveys and inviting students to attend student focus groups. Student focus groups met at the beginning, during, and at the end of the semester. The Carlos Rosario International Public Charter will continue soliciting student input and plans to facilitate two focus group discussions per semester with students for SY21-22.

We plan to conduct the first focus group at the mid-semester point of each semester in order to evaluate our instructional plans and inform where we need to make adjustments to best meet the needs of our students. The second focus group will occur at the end of each semester to solicit students’ input on the overall instruction throughout the semester. The information gathered by these focus groups will strongly inform programmatic decisions and instructional plans structured by the academic administrative team.

The school will also conduct at least one survey per semester in a similar timeline with the focus groups as a way to reach out to the whole student community. s. All of the above will be conducted in English, Spanish, Amharic, and French to cover our most dominant language groups within our school population. Feedback and results of these surveys will be communicated to school community through Remind, email newsletters from the CEO via their school issued email addresses, and reviewed with student government representatives at respective campuses.

**B.**

There are many methods by which the school communicates with students. Consistent and clear communication with students is vital for maintaining the health and safety of the school community. Our LEA plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently across many forms of media including the following: the school website, social media channels, and individual outreach.

The Carlos Rosario International Public Charter School’s website will be the location for general information about the School as well as specific details on program offerings and details relating to typical school operations:

- Current and prospective students will be able to find on the School’s web page information on how to contact school administration, express interest in attending class, and information about the School’s health and safety plans in regards to reopening.
- The School’s web page will contain select student resources items relating to registration and resources available through the Student Services Department.
- Distance learning resources will be made available to students via their Learning Management System (*Schoology*) course home page.
- The home page of the School’s website will always house information pertaining to emergency school

closures relating to COVID-19 or for any other health or safety related reason.

- The School's website is able to be translated into the language of a students' choice which will assist those students in obtaining important information.

The Carlos Rosario International Public Charter School robustly uses *Facebook* and *Instagram* in the following ways:

- To build broad awareness of the School and to engage the broader DC community (and country) of the successes of the Carlos Rosario International Public Charter School's students and staff.
- Facebook and Instagram are leveraged to communicate operating status, and updates on community activities and resources that are time-sensitive (i.e., learning packet pickups, student support giveaways, food drives, etc.).

The Carlos Rosario International Public Charter School's administrators and faculty utilizes a text messaging service (Remind) to communicate with students the following:

- high priority/whole school announcements.
- sensitive student related information.
- schedules for in-person, phone, or Zoom. meetings and classes.

To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. To achieve these ends, the School has under its employ across all functions a vast network of employees who are fluent in the three dominant languages of our student body (Spanish, Amharic, and French). All school departments produce materials relating to all facets of our school operations in multiple languages. Furthermore, as a long established adult education school with a focus on ESL programming, we have significant experience in communicating with English Language Learners impactfully in the following ways:

- the creation of image rich information materials with concise syntax and phrasing in our messaging
- slowing of cadence and clearly pronouncing words when producing audio materials amongst many other tactics and devices.

Lastly, our Student Services Dept. utilizes real time translation services for students who fall outside of our dominant languages through the company *Language Line Services, Inc.* when providing in-person or virtual services and support to our students.

### C.

Assessment at the School happens in a variety of formats and it is consistent at the beginning of, during, and at the end of a semester. The assessments used are formative, summative, school-designed, and standardized. These assessments provide a wealth of information on how instruction should be designed and implemented. Teachers are in continuous communication with students about their progress and performance.

English language learners are assessed in language proficiency tests at the beginning of the semester and at the end of the semester. These proficiency (reading, speaking and writing) tests were created at the

school and are based on the curriculum by which the students learn English. Their results are communicated to them through messaging, in-person conferences, or through the use of breakout rooms in a virtual setting. The assessments administered at the beginning of a semester informs instruction and how teachers design their lesson in order to meet students' needs. Formative assessments are strongly encouraged and used throughout a semester in order to gauge student progress. At mid-semester, teachers and students participate in one-on-one conferences where the teacher checks with a student about their progress. At the end of the semester, students are again assessed on their language proficiency in reading, writing, and speaking where growth is expected. The results of their status and progress are indicated to students through end of the semester conferences.

English language learner students are also assessed through *CASAS* standardized tests. The *CASAS* test provides testing of basic and academic for adults to assist in the transition to higher education and the workforce. This assessment is administered at the beginning of and at the end of the semester. Students are made aware of their performance through communication with their teacher through the various methods indicated above. Furthermore, students at the high intermediate and advanced proficiency levels of English also take a reading test in *Achieve 3000* to track their reading progress. Students upon taking such an assessment are immediately made aware of their performance due to the program being a digital program.

Digital literacy skills are crucial for students to be successful in their studies as well as in their work. In consultation with their teachers, students reflect on their digital literacy skills which are specific to their particular language level. Over the course of the semester students continuously track their progress with their teachers. Teachers also incorporate digital literacy activities in their lessons to help students build their skills.

For those students who are not English language learners, assessment comes in other forms. Spanish and English GED students demonstrate their progress in key subject areas by taking the *TABE* tests. Results of these tests are communicated to students through conferences with teachers. Both students and teachers, upon viewing and discussing results, will design a growth plan that will assist the student in making progress when they take the test at the end of the semester. GED students also use the *Achieve 3000* reading program to work on their reading and to build their skills in this area. With the program, students are also required to take a pre and post assessment.

Students in workforce classes take assessments specific to the career track for which they are enrolled in. These assessments include assessing their skills in technology, culinary arts, and nurse aide training. Their results are also conveyed through conferences between teacher and student

## **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.**

### ***Re-engagement:***

We will identify students as being consistently less engaged in their class based on the following behaviors: student attendance, student leave reporting by taking a leave of absence, student work completion rate, student responsiveness to outreach, activity online and participation during synchronous class time.

For the students who are consistently less engaged with their learning, the school will offer in person one-on-



one technical and multilingual support starting the first week of each semester. Spots are prioritized for students who need support that struggled to engage in the 2020-2021 school year with the navigation of the various online tools/platforms and need of english language support. Teachers refer students to tutoring sessions by appointments twice a week. If their disengagement is not related to their technological skills, they will be referred to the Student Services Department for support that will meet their needs.

For the purpose of tracking students who are consistently less engaged with learning in order to reach out to them proactively, the school uses the following channels:

- Teachers identifying students
- Referrals from Student Services
- LMS Schoology weekly reports that demonstrate synchronous/asynchronous engagement, performance and attendance.
- Students who did not demonstrate adequate growth as measured by lexile gains in our intermediate/advanced ESL classes and GED in English

The school uses a multidisciplinary approach to identify and support students who are consistently less engaged with learning. When a student is identified under this category a team formed by teachers, administrators, tutors, Student Academic Resource (SART), and Student Services staff work in collaboration to support the student.

Strategies include multilingual tutoring, counseling, case management, Targeted Reading Intervention Group (TRIG), Student Academic Resource Team (SART) and smaller class size. School is migrating to a new student information system that facilitates customization of weekly/monthly reports.

### ***Attendance:***

Schoology is the LMS for the Carlos Rosario School. Classroom teachers will monitor a combination of students' synchronous class participation and engagement via Schoology or Remind for daily submission of daily asynchronous work, such as discussion boards, assignment submission (could be a photo of work, engagement in a document, etc.) as appropriate.

Remind is the School's messaging tool where students, teachers, or other team members engage. Remind is an option for students to also receive instructional support and submit assignments.

- Examples of presence in distance learning may include online learning tools, such as Spark 3000, My English Lab, etc. (these vary by program and level)
- Examples of additional learning tasks include conversations or virtual meetings in small groups or one-on-one with instructional or support staff to discuss learning material
- Face-to-face engagement via zoom Completed exit tickets (Google form, etc.) after a student engages a pre-recorded lesson OR using software that provides demonstration of similar completion of work
- Email (using only school-provided and secure student and teacher email addresses), text or uploaded photos of completed assignments, projects, or videos of activities in a secure portal.

The Carlos Rosario School will implement the following steps to address absences:

- Teachers, support staff and administrators will collaboratively follow-up with absent students.
- Teachers will contact absent students via Remind, email, and phone to determine reason for absence and determine support needs for student future attendance.

*What constitutes sufficient engagement in the LMS for the student to be marked present?*

Adult learners have many competing priorities that can make attendance difficult at times. We seek to maintain high levels of engagement with each learner by maintaining constant communication with our learners at the classroom level. In alignment with our adult learner goals and present needs, students will be marked present for active participation in synchronous class session via the established instructional mode (virtual, hybrid, or in-person); engagement with teacher during office hours; or submission of class assignments or materials for a days' lessons when synchronous attendance is not possible, provided they have received prior approval from their teacher.

Marking a student present with sufficient engagement requires the student to attend synchronous class sessions and to complete and submit daily asynchronous work via LMS or other means established by the classroom teacher. Asynchronous work may include signing into the LMS to (1) responding to the day's posts (e.g., attendance, discussion, update, assignment) or accessing assigned material for a specific day; (2) posting and/or the submission of work from the day's synchronous class; (3) time spent interacting within the LMS (e.g., reading articles, watching videos, reading responses). Additionally a student may be marked present if they attend teacher office hours, attend a tutoring session or receive prior approval from their teacher to complete an asynchronous assignment in lieu of attending a class session synchronously.

Teachers should enter attendance within 24 hours of their class time.

*What constitutes evidence of education engagement daily for the student to be marked present?*

- Teachers are responsible for daily attendance taking in our student information system. Students will be marked present for a combination of attending their synchronous portion of class and completing daily asynchronous work. Where given prior authorization from the classroom teacher and completing asynchronous work/lesson- a student may be marked present for occasional absences from synchronous class sessions.
- Where possible, the School will maintain records of student engagement and asynchronous work completion in Schoology and other platforms, depending on academic program and feasibility. These may include Spark3000, My English Lab, Teknimedia, Aztec Learning, Test Out and others.
- Tutors track engagement and progress daily and a student engaged in a tutoring session would count as present.

## 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;

- [Placement Assessments](#)
- [In House Assessments](#)

- Achieve 3000
- CASAS
- TABE
- Other program specific assessments per workforce expectations

- 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);

Program/Class	Subject and Assessment Type	When and Frequency	How students will be assessed in each modality: Hybrid, Onsite, Remote - synchronous and Remote - asynchronous	Interventions and supports
<b>ESL OR-L8 and Adv Eng</b>	Reading, writing, speaking (with grammar embedded in those measures), and digital literacy diagnostic at the beginning of the semester, and an aligned post assessment to measure growth and identify exit skill achievement for promotion/retention	within the first three-four weeks of semester for the diagnostic assessment and the last 3 weeks for the post assessment	all modalities are possible	Formative assessments (exit tickets, homework and other progress indicators) will be monitored continuously to develop response plans in real time, aligned with student needs. Particular attention goes to ensuring we unpack what could be a digital literacy or access issue versus a language acquisition and/or skill mastery support

				need.
<b>ESL OR-L8 and Adv Eng</b>	CASAS Reading for Life and Work series	October  February	Remote or in-person	Individual and small-groups. Samples of students will be tested across all levels L1-L5 and all classes will be tested in levels 6-8.
<b>Computer Basics 1 and 2</b>	Unit-based formative assessments based on Northstar digital literacy standards	monthly	all modalities are possible.	Students are supported with a paraeducator that is assigned to the classes to provide

	including diagnostics at the beginning of each unit and throughout units including performance tasks.			one on one and small group supports.
<b>IC3</b>	IC3 GS5 Certification, three exams: - Computing Fundamentals -Living Online -Key Applications	monthly	Remote - synchronous and asynchronous  Teknimedia (online platform), including diagnostics, foundational concepts, video, exams practice	Formative assessments (exit tickets, homework and other progress indicators) will be monitored ongoingly to develop response plans in real time, aligned with student needs. Particular attention goes to ensuring we unpack what

			Web-based, proctored exam	could be a digital literacy or access issue versus a language acquisition and/or skill mastery support need.
<b>IT-Fundamentals</b>	CompTIA IT Fundamental Certification: basics of computing, IT Infrastructure, software development and database use	End of Semester	Remote - synchronous and asynchronous  TestOut (online platform), including diagnostics, foundational concepts, video, exams practice  Web-based, proctored exam	Students are supported with a paraeducator that is assigned to the classes to provide one on one and small group supports.
<b>Nurse Aide Training</b>	NNAAP Certification	End of Semester	On-site, in-person proctored exam	Students are supported with a nurse aide assistant that is assigned to

			(skills and written)	the classes to provide one on one and small group supports.
<b>Culinary Arts</b>	ServSafe Certification as the official mid-term	Mid term	Remote - synchronous and asynchronous	Students are supported with a paraeducator and study-buddy that is

	for Fundamentals 1 AM and EVE class Fall		National Restaurant AssociationServSafe Online platform, including Instructor resources from the such as diagnostics test, foundational concepts / Case study, powerpoints, video, exams practice.  Web-based, proctored exam	assigned to the classes to provide one on one and small group supports
<b>Bilingual Teaching Assistant</b>	Parapro Certification Exam	End of semester; until student passes	On-site, in-person, web- based, proctored exam	Individual/small group tutoring
<b>GED Spanish</b>	Spark 3000  Paxen Focus Formative Assessments  Plazas Comunitarias	Two times during the year  on-going  Monthly (depends on student's progress)	(web based platform)  (web based platform)	Individual students at their own pace  Individual students at their own pace  Individual students at their own pace

	Teacher made formative assessments	on-going	(hybrid-fillable PDF/student monitored via Zoom)  all modalities are possible	Individual/small group
<b>GED English</b>	TABE remote testing	Three times during semester	all modalities are possible	Individual/small group

- Placement tests are administered as part of enrollment and registration prior to the start of each semester (July/August and January) for English language level placement and course eligibility.
- CASAS Reading tests are administered as a pre and a post assessment, at the beginning and end of each semester.
- Internally-developed ESL proficiency tests are administered as a pre and a post to measure progress as well as for summative purposes to determine promotion or retention at the end of each semester.
- Career training certification exams are administered at different times during the semester, pertaining to when learning culminates in preparation for those tests.
- GED English classes take the Test of Adult Basic Education TABE each September, December, February, and May/June

- **d. Whether you set goals<sup>3</sup> 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**
- ESL students will take the Comprehensive Adult Student Assessment System (CASAS) test five times annually to inform progress towards goals of achieving growth of one Educational Functioning Level (EFL) by the National Reporting System (NRS)
- GED program students will take quarterly lexile gains tests and TABE tests to monitor growth



- **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**
- We use assessments for student progression and completion in each ESL level and program
- Faculty, academic administrators and coaches will conference monthly to quarterly on progress towards specific program goals to adjust instruction and increase supports as needed

Subject Area and Goal	Content Area Details	Level/Classes	Assessment	Administration schedule
ESL: every ESL student will pass the digital literacy skills test	Assessment	ESL levels 1-8	CR Digital Literacy Assessment	September, January, February, June
GED English and intermediate/advanced ESL: every student will improve reading proficiency	Reading as measured by increases in Lexile	ESL levels 6, 7, 8, Advanced English, GED English	Spark 3000	Monthly

Our vision is for students to achieve their career and academic goals. Students in ESL will gain English language proficiency while students studying in GED will make progress towards their high school credential. Students in technology skills classes will gain mastery in digital literacy and online learning and living. We will monitor progress in a variety of ways, depending on the student program. We expect students to gain an Educational Functioning Level in ESL and GED programs while gaining certifications in skills and career training programs. Faculty, coaches and academic administrators will partner to frequently monitor progress towards these goals

- **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

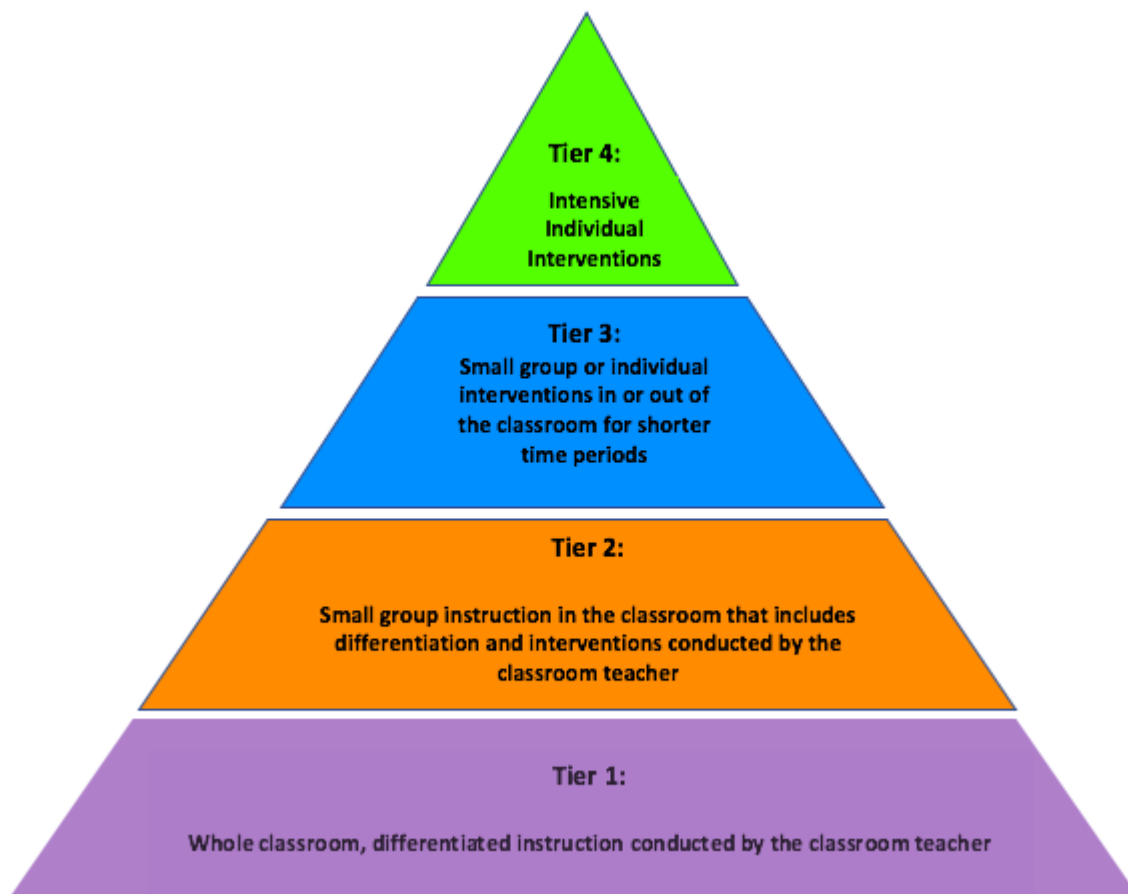
#### 11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

The LEA has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use data management tools of student promotion data from SY 20/21, student lexile gains in SY 20/21, student EFL gains in SY 20/21, attendance data and digital literacy gains. Our coaches, academic administrators and Director of Learning and Evaluation will partner to collect, analyze and support our staff in addressing student learning needs. The plan includes analysis based on program, level and teacher history and will be reviewed in professional development sessions and monitored monthly for gains/gaps.

The Student Support Team (SST) will receive this data to recommend tiered interventions/responses:

**Student Support Team (SST)** - All academic referrals would be submitted to the Student Support Team, which would determine the most appropriate support to meet the referred students' needs. The Student Support Team would develop students' academic support plans which would include appropriate goals, setting, accommodations, and interventions for students. The team would meet on a weekly basis to review incoming referrals. SST members: (relevant members attend each meeting)

- **SST Coordinator/Specialist** (*manages referrals, process, plans, data, outside services*)
- **SART** (*individual specialized support, tier 4\**)
- **Tutors** (*individual support, tier 3\**)
- **TRIG** (*reading support in groups, tier 3\**)
- **Paraeducators** (*in class support, tier 2\**)
- **Referring Teacher** (*whole class, differentiation, tier 1\**)
- **Counselor/Staff/Outside Agency Representative/Specialist as needed**



**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.**

<b>Section</b>	<b>Activity</b>	<b>Explanation of approach and expected impact on accelerating student learning</b>
Schedule Adjustments	Adjusted class/block/bell schedules	Class times will run 3 hours daily with a combination of 2 synchronous hours (consistently for in person, hybrid and fully virtual options) with one hour of asynchronous work daily. Teachers will extend office hours to students to support coaching and cycles of feedback to support

		individual growth and data coaching. This strategy will accelerate learning by consolidating class times by eliminating a break during class and increasing personalization by increasing data conferencing and providing an additional thirty minutes of classroom time compared to past years.
	After-school programming	As our students are adult learners, oftentimes adult students do not have additional time after class activities. And, the school makes available extracurricular engagement opportunities as well as supplemental tutoring before and after class. Students will have access to student services support as well as tutoring to support accessing digital tools. This strategy accelerates student learning by mitigating barriers to accessing online learning tools to supplement (and in some cases access) learning materials.
	Summer 2021 programming	Students in GED programs will have access to summer programming to support their continued progress towards program completion. Students receiving SART support will also have the opportunity to participate in a summer program for their specific learning goals and needs. All students will maintain access to their learning management system, Schoology as well as reading platform, Achieve 3000 throughout the summer. This accelerates learning by increasing length of study over the summer. Our Citizenship students who are preparing for interviews will also continue to have access to resources that will help them prepare. Some opportunities for mock interviews may also be provided where possible.
	Summer 2022 programming	To be determined; will include at a minimum GED and SART supports/classes.
	School break/holiday programming	To be determined; may include GED and SART supports.

Instructional Changes	New curriculum purchase	Revisions to Culinary Arts and GED English classes to allow for more targeted instruction, which will accelerate student achievement. We are actively evaluating our digital literacy exit skill targets in ESL classes to ensure they are timely and relevant.  Note, these are not purchases but internally revised.
	New Interventions	TRIG, Enhanced SART support
	New uses of staff planning time for accelerated learning	Students will be provided daily asynchronous work. Faculty will use this time to prepare, personalize and do data analysis to inform instruction.
	New professional development for staff on accelerated learning	We will have structured professional development to support teachers with the three different modes of instruction, in-person, hybrid, virtual, on specific strategies and techniques that work best for each instructional delivery method. We are leaning into research based strategies for hybrid learning that have shown success. We will also increase faculty capacity to use of student achievement data to support differentiation, student data conferencing to intern accelerate achievement.
Staffing and Related Supports	New Staffing	Additional faculty support to support students in in-person and virtual learning environments
	New Hardware	Laptop purchase
	New Software	New SIS, Digitized assessment tools
	New Vendor	Assessment delivery support

**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.**

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by professional development specialists, in partnership with academic administrators and faculty. All plans will be informed by stakeholder feedback and data. We are identifying what would work well by looking at a variety of factors. Using information gleaned from school year 2020-21, we are planning on supporting teachers through two weeks of in service prior to the start of the school year with bimonthly professional development for faculty. Strategies will continue to be added to our repertoire once we understand students’ actual needs after the start of the year. As the year continues, we will revise our plans to ensure they meet our teams’ needs. Additionally, we will leverage data cycles of the start of semester, mid semester and end of semester each fall and spring and ensure our professional development planning is informed by the most current student achievement needs.

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

The Carlos Rosario International Public Charter School has crafted an Instructional Delivery Plan in order to provide equitable access to learning for students as we navigate returning to school after the COVID-19 pandemic. We have collected a robust amount of feedback from our learners in order to design program offerings that meet the diverse needs of our adult students. To that end, we will continue offering virtual, hybrid and in-person classes to meet our adult students’ busy lives. We also learned that issuing laptops to students supports instruction as it makes it substantially easier to onboard students when there is one standard device in a classroom.

We have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year. These include student circles, embedding workshops within classes to support student to student peer learning and honoring of the diverse languages and student goals. At times, lessons and other materials are videotaped and all class materials are available to students on Schoology to access as needed.

**Student Technology On-Boarding :**

At the beginning of the school year, and at regular intervals across the year, the Carlos Rosario

International Public Charter School will provide virtual and in-person technology training to support students. These trainings will include:

- A technology boot-camp for students where they will be introduced to the required tech tools (Remind, Zoom, Schoology, and Google Docs) during the first two weeks of school.
- Teachers will hold office hours where students are encouraged to ask tech questions.
- Computer Assisted Language Learning (CALL) teachers and paraeducators will serve as a student support system for technology/technology troubleshooting questions.

- Instructional videos focusing on the use of the tech tools in Spanish, Amharic, and English will reside on a Carlos Rosario IPCS YouTube channel.
- The School's IT Department will provide tech support to students for their school-issued laptops. Students will be trained to send IT support tickets via email by their teachers and other student support staff members.

### **Device Support**

The Carlos Rosario School will provide a device and some internet access (or support to receive internet access) for all students. To protect student's personally identifiable information, the School maintains student privacy and engages privacy practices including: school assigned emails that are protected within the School's cloud; use of Remind messaging system which keeps all contact information private; securities via professional Zoom accounts for all classes; layers of firewalls and virus protection on all school-provided devices; careful review of technology solutions provided for student use to ensure protection of their personally- identifiable information; and requirement that those with access to student personally-identifiable information, including contractors, maintain confidentiality and use the information only for authorized purposes. All devices can be serviced remotely by an IT help desk member. Students will receive instructions for how to contact the help desk as needed.

**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.**

Not applicable for Carlos Rosario International PCS.

### **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.**

As an adult education center, the School does not receive IDEA funds or provide special education services using IEPs.

However, we do have a Student Academic Resource Team (SART) that gives support to students that are having learning difficulties whether due to social-emotional impacts, limited or interrupted education in their home countries, or physical challenges. The SART program follows these steps:

1. Faculty, counselors, or students themselves, submit referrals for academic support related to one of the needs listed above.
2. Once a referral is submitted, the SART staff gather data specific to the academic need stated.
3. SART staff meet with an academic support team such as the teacher, tutor, counselor, and the student, to make an academic support plan to address the student's need. The academic support plan may include any of the following:
  - a. tutoring (in class or out of class)
  - b. modified materials
  - c. modified in-class assessments
  - d. social-emotional support
  - e. physical modifications to the classroom materials/tools
4. During the semester, the teacher submits notes on the plan's implementation and on the student's progress.
5. When the student changes class the following semester, the SART staff meet with the new teacher to share the academic support plan.
6. Notes and monitoring continue to the end of the school year when a final meeting is held to discuss the progress of the student and if academic support needs to be continued or revised.
7. SART and Student Services staff are in touch with students in the care of the District of Columbia or who are experiencing homelessness.

For SY21/22, students who have been supported by SART during SY20/21 will continue to be supported through the process described above. As SY 20/21 winds down, SART staff have met with each teacher, tutor, and counselor that works with students supported by SART and have made notes on the progress students have made during SY20/21 by looking at test data, student work, and teacher and tutor progress notes, as well as classroom observations and have made recommendations to what supports to continue in SY21/22. Consequently, any necessary accommodations to instruction, materials or assessments will be continued. In addition, the SART staff will continue to ensure that students have the digital literacy skills they need to continue to access their education in a variety of ways by using the school's LMS and being able to follow directions, complete tasks, and submit assignments. This will be accomplished by specialized tutoring and support in learning the tech skills needed.

**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.

Not applicable for Carlos Rosario International PCS.

#### 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.**

Not applicable for Carlos Rosario International PCS.

**20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions<sup>6</sup> 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.**

Not applicable for Carlos Rosario International PCS.

**21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses<sup>7</sup> of the funding.**

Not applicable for Carlos Rosario International PCS.

**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.**

Not applicable for Carlos Rosario International PCS.

## 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.