

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: District of Columbia International School

LEA Head of School Name: Mary Shaffner

LEA Type: Middle School;High School

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Background and Purpose

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

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

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

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

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

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

Operation Plan for DC International School allows for on-site learning for all students for 182 days at 6 hours per day, or 1114.08 hours, and 4 hours per week of professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found [here](#). A sample schedule of a typical school week can be found [here](#).

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timeline:

- A direct message on our DCI app which all students, staff, and families will have installed on their phones and computers
- A message on our website
- An email to all students, staff, and families
- A message on our social media accounts
- All of these messages will be in both English and Spanish
- We also always have a person come in person in the case that a message does not get to all families and a student shows up to school. We will call the families directly.
- We've also hired a Family Engagement Coordinator and are in the process of hiring a Health and Safety Coordinator. These individuals will make calls home to any group so students/families we know do not utilize emailing or struggle with the written word as a mode of communication.

Key to a smooth year is uninterrupted learning through dissemination of materials: How will you safely distribute materials so as to limit exposure?

- Uninterrupted instruction through remote learning: All DCI students are equipped with a Chromebook to use both at school and at home. All classrooms are equipped with a Swivl's, a video collaboration system, which teachers all trained on how to use the technology. Swivl's, accompanied with the zoom platform, allows teachers to have hybrid lessons with students both in the physical room with them, as well as attending online from home. This technology will give all students access to their classes,

even if they need to quarantine due to exposure.

For an isolated case where an unvaccinated student or staff was exposed to COVID-19 outside of school, the school will follow the following plan:

- Communication with families and staff: We have crafted a communication protocol and set of templates for calls, emails, etc in the event of exposure. All details are linked [here](#). These were drafted from a set of templates developed by the Brooklyn Lab school and provided to charters in the early stages of the pandemic.
- Dissemination of materials: All materials for learning will be on our Learning Management System- Google Classroom and there will be hybrid learning via the Swivls (see information in previous question) so that students from home and in-person can engage in live learning for every class period. Asynchronous learning will be rare and only utilized when a student is not well or requires access in a different way either because of a medical condition, disability, etc. These special conditions will be documented in an individualized plan such as a 504 or IEP.
- Uninterrupted instruction through remote learning: How will you ensure families have equipment? As part of our traditional model of education, all students have computers which they keep at all times including the summer. We have on-site tech support as well as virtual methods of tech support to ensure students have uninterrupted access to learning wherever they are- school or home.
- In the event that a staff member is exposed, he/she will immediately go home, a substitute will work with his/her students, and his/her supervisor will work with the teacher to ensure lesson plans and instruction continues. The same communication protocols noted above apply to staff members. If the person is a close contact or is asymptomatic and able, he/she will teach students remotely while a substitute resides with any in-person learners to facilitate hybrid learning at school. In the case that the teacher is symptomatic and unable to teach remotely, a substitute (with support of the teacher's direct supervisor) will ensure learning continues for students utilizing common and/or emergency lesson plans for the class until the teacher returns. Staff who do not have direct contact with students will quarantine per guidelines and teams will work together to ensure completion of his/her responsibilities.

The operations plan can be implemented in our current facilities.

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.**

DCI's Hybrid Model allows teachers to teach as they traditionally would using a swivel or conference mic, as well as several collaboration tools. These tools, combined with blended learning or other small group classroom models, allow students who are participating in Distance Learning to real-time participate in all their classes and receive a full day of instruction. This form of instruction will be utilized when students must be quarantined and/or when students are deemed medically exempt or require homeboard instruction per their IEP.

- **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;**

Please see previous answer.

- **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**

All students who are medically exempt will work with our student support team to develop an individualized learning plan to support distance learning. Each student has different needs, and these needs will be accounted for by doing individualized plans. This also ensures that if the medical exemption is due to an unknown or new disability, the special education teams can ensure the student has access to FAPE and is evaluated accordingly.

- **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.**

Given that we are a 1:1 technology school, we will be utilizing the same software in school as out of school. We utilize Google Classroom as our learning management system where all materials are housed. All Chromebooks, issued to all students, have the necessary applications, online textbooks, and software needed for full engagement. At the beginning of the school year, students receive numerous lessons during their homeroom course each day to learn how to utilize the technology. We will utilize swivls, conference mics, Zoom, and differentiated educational technology (which teachers will be trained in) to facilitate a simultaneous learning model for students at home regardless of the reason for being at home. Additionally, we have a backup model if for some reason, the simultaneous hybrid is not doable for a student. We have an online learning program called Edgenuity which is a full K-12 online learning platform with lessons, assessments, etc. to facilitate full virtual learning. A staff member checks the pacing of the students' classes and provides support as needed (i.e., additional tutoring, additional materials, etc.). We have utilized this method with our medically homebound students pre-covid with success and will offer this as a backup for students based on the individual needs of the student in question.

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.**

All DCI students participate in ATL (middle school) or Family (high school). This daily course is designed to build community, share announcements and provide explicit social-emotional learning based on grade level need.

Advisors are expected to lead weekly check-ins and circles with students. These exercises act as informal screeners to determine additional needs for students. We'll administer a wellness survey to all students at the start of quarter 2 to determine additional needs. On a weekly basis, SST (Student Support Teams) meet to evaluate student academic and behavior trends.

Direct services will be funneled through our Director of Counseling. When a student is referred by their advisor or related adult, the counseling team will assess the student's needs. Based on student need assessment, students will either be assigned a grade level counselor for short-term counseling services

(maximum of 6-8 weeks), referred to an outside agency for more intensive support, or both. A parent/guardian may also request support via email or verbal contact.

We are considering the following assessments to determine the social-emotional well-being of students when they return for the 2021-22 school year:

- Workload Balance Survey
- Wellness Survey

Understanding at the student level how students are experiencing reentry into school is critical to our success overall. Based on student responses, our LEA is prepared to offer support through the following means:

- Clinical support from counselors, social workers, DBH and The Mary's Center clinicians
- Revised ATL/Family curriculum
- Frequent advisor check-ins
- Guest speakers
- Targeted lunch clubs
- SST interventions
- Peer mentoring
- Cohorting for all 6th grade students
- Structured breaks
- Emergency Family support services due to insecure housing

For students who are showing the need for more intensive, one-on-one supports, the LEA will connect students with The Mary's Center as two staff members and one DBH clinician are already assigned to DCI.

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.

DCI has used a Restorative Justice approach to discipline since its inception and this year will be no different. Our focus will always be on repairing harm that is caused rather than punishing students for the mistakes that they have made. To do so, we will follow our restorative justice framework for discipline. This includes using mediations to repair relationships between students, as well as between students and staff. Proactively, we spend the beginning of the school year establishing rules and boundaries with students in their classrooms, as well as building relationships between students, and between staff and students.

For in-classroom incidents, teachers will follow a process in which they first give a reminder to students about expectations, giving them a chance to alter their behavior. If behavior improves, this

will be celebrated. If behavior is still not appropriate, teachers will restate the challenge for the student and ask the student to come up with a solution to the challenge, giving them time to implement their solution and resolving the challenge. If the challenge is able to be resolved in this manner, it will be celebrated. If behavior is still not appropriate, teachers will then restate the challenge for the student and come up with a solution themselves that they can implement to resolve the issue. If this does not work, staff may contact our discipline team to come to the classroom and work with both the student and the teacher to resolve the issue. As a last resort, students will be removed from the classroom environment to work with the discipline team on resolving the issue.

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

Our LEA contracts with Revolution Foods.

Before school, as early as 7:45am, students can enter the main cafe to have breakfast.

At the time of their lunch period, students will visit the cafe to have lunch.

For our students who access our school through remote learning options, meals will be available for pick up on Fridays and organized by our Director of Student Support Services. Families will be notified via email and phone. Meals will be available for pick-up on Fridays after 12 noon. Families will arrive at the front of the building, verify student identity and have their meal boxes loaded into their vehicles.

For a single student who is self-quarantining due to a potential exposure outside of the school, meals will be provided via the student's closest DCPS school and pick-up will be arranged through that campus. DCI will share details of meal pick-up as they are received.

In the advent that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, DCI will distribute meals on Fridays to families who request them between 12 and 1pm. In the advent our entire LEA or a campus is unable to operate an on-site educational program for a finite period of time, meals will be made available to all qualifying families through Revolution Foods delivery program. We'll rent their refrigerated food truck for 2 hours and families can come to campus to pick up meal boxes.

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.**

All staff will be invited to attend workshops on a variety of topics based on their interests at the start of the year. Initiatives that have been successful and noteworthy this year which we plan to include are as follows:

- Staff yoga
- Coffee check-ins
- Art wellness sessions
- Puppy happy hour
- Time management
- Emotional constancy
- Weekly New Teacher Support

All staff also have access to the Calm app. Staff in crisis or in need of acute care can contact DCI's EAP (Employee Assistance Program) via phone at 1-800-356-7089. More information can be found [here](#)

We'll continue to build support and maintain connections through initiatives led by our Staff Wellness Cohort and the Sunshine Committee. DCI is also pursuing providing onsite student and staff counseling support with Georgetown MedStar.

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.**

Our LEA plans to communicate with families about safe reopening, student well-being, and accelerated learning clearly and consistently through modes used throughout this past school year including, but not limited to Weekly DCI Dispatch, Notification/Announcement via the DCI School App, posting on DCI social media accounts (Facebook and Instagram), Caregiver Orientation events (during Grade 6 and Grade 9 Orientations). Additionally, we will continue to engage with families through in-person events that include: monthly "Cafe y Charla" specifically to support our Spanish speaking families, monthly "Coffee with the Principals", Back to School Night, IB Information Night (up to 4 during semester 1), and conferences in the fall and spring. For SY21-22, we have also created and staffed a Family Engagement Coordinator to support, monitor, and coordinate family programming across the school.

To meet the needs of our diverse community, details on these topics will be available in Spanish and English as

indicated on student/Family Home Language Surveys. As mentioned in the above sections, we have hired a Family Programs Coordinator. Our coordinator is bilingual (Spanish and English) and a former member of our Restorative Justice Team. This role will take on the specific work of supporting and engaging our Spanish-speaking families by continuing targeted programming such as “Cafe y Charla” and expanding from this programming.

As in previous years, DCI will solicit feedback via survey with students and teachers regarding assessments like MAP and PARCC. As we plan the logistics around PARCC, we’ll invite parents to share feedback via survey and through our Coffee with the Principals and Cafe y Charla events. Families who attend open PTO meetings are also welcomed to share public opinion.

MAP progress reports are attached to student portfolios via our grade management platform, Managebac. At the end of the year, we’ll mail physical reports to student’s listed home addresses. Details related to performance reports will be shared via our weekly newsletter/Dispatch.

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.

In school year (SY) 2020-21, we identified students as being consistently less engaged with distance learning based on the following behaviors:

- poor attendance
- unresponsive to emails and/or phone calls
- course grades
- report card data

After the first two weeks of school in SY21-22, each SST team will analyze attendance to determine how many students remain disengaged and design interventions for them. This attendance and academic analysis will continue throughout the school year. DCI will review data on student engagement on a weekly basis through the SST process.

For these students who were consistently less engaged with learning, the school is considering the following strategies:

- Use of Edgenuity: Though we currently use Edgenuity for credit recovery in upper grades, any student who remains disengaged, we may need to engage with the platform as an alternative method to receive instruction. These decisions are made on a by-need basis after a student has exhausted all Tier 3 academic intervention supports.
- Modified schedule
- Targeted tutoring on Fridays

Parents and families will be notified of engagement interventions early on as they will help SST design supports that work for the student and help uncover additional barriers. Parents will be notified in their home

language via email, phone and or text message based on preference.█

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;**

Our LEA will offer the following summative assessments to eligible students in the 2021-22 school year. Summative assessments include, but are not limited to:

- End of Unit Test or Projects
- Semester and/or End of Year Final Exams (applicable only to High School)
- End of Year Portfolios for Project-based courses

- **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);**

As these are summative assessments based within the International Baccalaureate Middle Years, Diploma and Career Programmes framework are given on a continuous basis:

- Students receive summative assessments feedback throughout specific units and at the end of each quarter.
- Families have access to the grading system used for DCI as well as course Google Classrooms, and can see in real-time
- Students will receive at the end of the school year that will be connected to them successfully passing the course.

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
ELA	Reading as measuring by Lexile range	Grades 6 - 10	MAP	3x annually Week 1 of Sept; Week 2 of Jan. Week 3 of May
ELA	Literature analysis and Language Acquisition	Grade 12	IB Exam	May
Math	Common Core aligned math standards based on student level	Grades 6 - 10	MAP	3x annually Week 1 of Sept; Week

	measured by RIT score in relation to previous MAP assessment or current level			2 of Jan. Week 3 of May
Math	Math Application and Interpretation OR Math Analysis and Approaches	Grade 12	IB Exam	May
Language Acquisition	Target Language Proficiency in Chinese, French and Spanish	6-11th Grade	STAMP	March
Language Acquisition	Target Language Proficiency in Chinese, French and Spanish	12th Grade	IB Exam	April
English language proficiency	English language proficiency	6-8 grade English learners	WIDA MODEL	September 14-25 (proposed)

- **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**

Goals: Our vision is for students to matriculate from DCI meeting all grade-level proficiency benchmarks and able to meet expectations on IB exams. We monitor their progress towards meeting the goals as follows:

- ELA: For ELA, we expect students in GRADES 6-10 to *meet their expected growth target as determined by MAP testing*. Monitoring progress will be the same as previous years. Our assessment calendar and professional development calendar calls for performance analysis via department meetings. We'll prioritize MAP data analysis in the middle school, across content areas after each administration window. For grades 9 - 10, MAP analysis will be used alongside IB expected outcomes and mapped backward to see student progress and area of needs. For grades 11 - 12 we will administer internal assessments that are externally moderated by the IB organization.

- Math: For math, we expect students in GRADES 6-10 to *meet their expected growth target as determined by MAP testing*. Monitoring progress will be the same as previous years. Our assessment calendar and professional development calendar calls for performance analysis via department meetings. We'll prioritize MAP data analysis in the middle school, across content areas after each administration window. For grades 11 - 12 we will administer internal assessments that are externally moderated by the IB organization.
- Science: For science, we expect students in GRADES 6-10 to meet grade-level proficiency as evidenced by performance on DC Science assessments. Monitoring progress will be the same as previous years where Science teachers will design assessments to effectively monitor students' progress from grades 6 through 10.
- English language proficiency: For students who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, we have three overarching goals:
 1. Increase students' social and academic language proficiency in English as measured by
 - a. Percentage of ELs achieving their annual ACCESS growth target as determined by OSSE; and
 - b. Percentage of students reaching full proficiency (ACCESS level 5) after **five years** in the DCI EL program, if they start DCI as newcomer ELs, and after **four years** if they are long-term ELs.
 2. Ensure ELs have access to our rigorous core curriculum and make academic progress as measured by
 - a. Decrease in the percentage of ELs who fail their IB English, Math, Social Studies and Science classes, each academic quarter.
 - b. Increase in the percentage of ELs who receive 4 or above (our IB grading scale is 0-8) in their IB English, Math, Social Studies and Science classes (or GPA??)
 - c. Increase in percentage of ELs reaching proficiency in ELA and Math PARCC; and pass IB terminal exams
 3. Address the EL learning loss and increased socio-emotional needs caused by the pandemic via data-based academic and socio-emotional interventions. This goal will be measured in two ways
 - a. Decrease in the percentage of ELs who have failed 2 or more classes
 - b. Decrease in the percentage of ELs who have to take credit recovery classes between summer 2021 and summer 2022
 - c. Improved ELs self-report scores in Panorama SEL/Culture survey, particularly in the indicators "Sense of Belonging" and "Diversity and Inclusion"
 - d. Increased in the percentage of ELs who can identify a trusted adult among DCI staff
 - d. These goals will be achieved through a strengthened EL program which combines EL courses (English Language Development (ELD), EL co-taught courses, and EL Academy), first language instruction, and EL case management. See a more detailed description of DCI's EL program in the English Learners section (question 18).

- **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**

See previous answer.

- **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.**

We currently have 11 students enrolled in non-public schools. They are enrolled in Kennedy Kriger, the Lab School, the Ridge School, Glenholme Devereux, the Chelsea School, Ivymount, and the Katherine Thomas School, per OSSE's placement process. We collaborate with SCHOOL(S) regarding disruptions in student learning that occurred in school year 2020-21 in the following ways: DCI is in constant contact with the nonpublic schools to track student data, make adjustments to IEPs, discuss the relevance of the current placement, and ensure students are making expected progress. DCI has a good rapport with their nonpublic schools and looks to find creative ways to collaborate whenever necessary. DCI hopes to return to observations of student progress in-person wherever safe and possible. Additionally, we collaborate with the families to ensure students' Individualized Education Plan's goals reflect this disruption. DCI has an open dialogue with families of students in nonpublic placement and will work with the nonpublic schools to set up start of year meetings with families to discuss available data, discuss any impact the pandemic has had on student progress, and finally to adjust IEPs as necessary to reflect new programming. Finally, all nonpublic families are invited to participate in the same training and meetings to discuss post pandemic transitions as families whose students attend DCI.

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.

DCI has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. DCI will use the NWEA MAP Assessment to assess students levels in math and English in grades 6 - 10. This plan includes growth analysis for each round of administration, goal-setting conferences with content area teachers and teacher support from our Math Instructional coach.

Targeted interventions will continue to start in weekly SST meetings using a school-wide tiered data

protocol.

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.**

Section	Activity	Response	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	After-school programming	Yes	Our ACE (activities, clubs and extracurriculars) programming is wide-ranging and on-going. Students who struggle to connect with the community find their ‘place’ through ACE. One component of ACE includes Homework Help where staff support students in completing assignments.
	Longer school day	No	
	Summer 2021 programming	Yes	We’re implementing a summer math program for a group of 75 middle school students who were selected by their Math teachers based on three data points (attendance, MAP scores and course grades). The curriculum and coaching comes from Cadence (a partner of the NSSI) and will be completely virtual.
	Summer 2022	Yes	We’ve begun to plan a summer bridge

	programming		experience for students entering grade 6 at DCI. We believe that by targeting needs in Math and language learning, we'll continue to accelerate student learning and attend to gaps.
Instructional Changes	High-dosage tutoring ⁵	Yes	Middle and High school double-block math courses in Math in all grades is a form of high-dosage tutoring.
	New curriculum purchase. We will no longer host full-day in-service training for all educational staff; instead we will focus on key learning for the first 60 days of the school year and relationship building practices in half-day increments. Staff will have the second half of the day to complete tasks as assigned or prepare in ways they see fit.	Yes	Update to curriculum used in Integrated Math I
	New intervention program or support	Yes	Summer 2021, we're implementing a summer math program for middle school students
	New professional development for staff on accelerated learning	Yes	We believe that our staff will need support responding to the unique needs of our students both inside and outside of the classroom. We'll lead workshops on trauma-informed practices, instructional delivery and culturally-responsive pedagogy.
Staffing and	Additional staffing	Yes	Family Programs Coordinator,

Related Supports	Additional vendor		Director of Counseling, additional Assistant Principals, and Data Coordinator
	and/or community partner support	Yes	Mary's Center, DBH
	New hardware purchase	Yes	We've purchased swivls and conference mics to support
	New software purchase	Yes	Expansion of course offering within Edgenuity platform

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 our Chief of Staff and will include principal teams, IB coordinators and Subject Coordinators.

We are building PD by looking at a variety of factors gathered through staff surveys from SY20-21 centering on both workload and PD content needs. Additionally, we will take feedback from the instructional leadership team on the areas for opportunity within their supervision teams.

Using information gleaned from school year 2020-21, we are planning on supporting teachers through an abbreviated professional development calendar for professional development that includes a new approach to professional learning (outlined [here](#)). Our two weeks of pre-service will be streamlined to include only key understandings to implement a successful first quarter of school. All other professional development sessions will be organized by our strategic planning goals and schoolwide must-dos.

Given the unique nature of teaching next year, we've committed to crafting a manual for teaching at DCI to house resources for all subject areas including:

- How to use hardware and software for hybrid teaching (in the case a cohort is quarantined)
- Assessments
- Unit and lesson planning
- Effective communication with families
- Trauma-informed practices

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 continue to track student progress through SST referrals on a weekly basis, specifically in the areas of academics and attendance. Additionally, we will use report card analysis at the end of each quarter to determine interventions at each tier and grade level.

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

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. We will continue to utilize Hybrid instructional practices such as the use of Swivel Technology and Conference Mics with Zoom integration. Additionally, we will continue to have teachers video lessons if needed for students who must be at home due to medical need. All DCI students have Chromebooks, which is practice pre-pandemic.

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.

For grades 9-12, credit attainment and recovery will be important for students who were fully or somewhat disengaged during the 2020-21 school year. For students who are not behind their cohort in credit attainment and therefore risk not graduating in four years from the start of their 9th grade year, we will offer the following programs: Access to online credit recovery both during the summer and during the regular school year. During Summer 2021 all students in need of credit recovery will be enrolled in courses through the Edgenuity Platform.

Students will be able to come into the building to complete their credit recovery or complete the credit recovery from home, as it is an online platform. We will prioritize in-person seats for students who have failed 3+ courses this school year and/or are behind from previous years. Courses offered in Credit Recovery include: math, ELA, history, science, PE/Health, music, and art. Each of the core classes are taught at the coordinating grade level.

Additionally, DCI will be an SYEP site offering students, both those who are enrolled in credit recovery and those who are not, access to programming such as Career Interview Skills, Academic Presentations Skills and College Readiness Programming.

Students in grades 9 - 11, will be able to register to recover 2.5 credits during summer credit recovery. Depending on the pace at which they work through the programming, they may have the opportunity to recover more. Any credits not recovered during the summer will be either added to their schedule in the fall or offered during after-school credit recovery that runs throughout the school year.

Seniors will have the opportunity to recover up to 4 credits in preparation for being considered for August graduation. If they do not meet that requirement, they will be re-enrolled for a 5th year.

For SY21-22, we will have two college counselors in our college office supporting students through the application process beginning in the 11th grade. Current 10th grade students (sy20-21) are set up with Naviance accounts as they begin their college process. Linked [HERE](#) is the college office calendar. We will continue our partnership with DC-CAP to support students with the financial and scholarship process. Based on changes in the model of DC-CAP we will no longer have direct counseling services through DC-CAP, but they will still be engaging with our students.

We also have a National Academies Foundation (NAF) IT Academy as a part of our IB Career Programme. Students can enroll in NAF courses as early as 9th grade. Additionally, for the coming school year we will be embarking on a partnership with Microsoft to further our IT CTE programming. Students in the IB Career Programme will continue with scheduled summer internships through the DC local NAF partnerships.

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 LEA will take the following steps 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: First, all students will participate in the NWEA MAP assessments, including students with disabilities, to

measure their academic performance following the summer break. Students with disabilities will be provided all of their accommodations in the traditional educational environment as opposed to the modified approach they have followed during distance learning. Once the assessments have been completed, the student support team will review the data and make a determination on what, if any, compensatory education or modified supports will be needed as students return to school. DCI plans to meet with all families of students with IEPs within the first 90 days, with priority for new students and students whose data shows significant need for immediate intervention.

Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all students with disabilities: Based on student performance on the NWEA MAP assessments, DCI’s support team will make an individualized decision on how to best support student’s learning and any recoupment of skill. All students, including students with disabilities, will be able to participate in accelerated learning opportunities. As mentioned above, DCI will be meeting with all families within the first 90 days to review data and make a determination as to whether additional intervention is needed. At that time, amendments will be made to the IEP to reflect any support the team feels necessary while also updating specialized instruction hours to document any accelerated learning opportunities. DCI plans to offer more classes in smaller environments for students to get individualized support in accelerating learning needs.

Element	LEA Response
How the need for accelerated learning for students with disabilities will be evaluated	Since DCI has one campus, the response for the LEA will be reflective of the entire school. All students will participate in the NWEA MAP assessment to determine what needs for accelerated learning exist. From there, the IEP team will be convened to discuss the data, make recommendations, and amend the IEP as necessary to reflect any changes.
How appropriate services will be determined or designed for students with disabilities	DCI will use the compensatory education form created by OSSE and community partners to make informed decisions, using data, on what supports are needed for student success. From there, an individualized plan will be developed to reflect a specialized pathway for each student to recoup / accelerate their learning needs. DCI is committed to making individualized decisions for each student.
How accelerated learning will be scheduled and delivered to students with disabilities	Accelerated learning will be scheduled based on the individual student needs. These opportunities could look different for every student, some students may only

	<p>require after school tutoring from a special education teacher, some may require supports that are available to the general education population, and some will require academic classes in a smaller environment to maximize accelerated learning opportunities. No student will be placed in a more restrictive environment because of the pandemic. Students who do advance to a more restrictive environment for support classes, will do so as part of a confluence of data. That learning will, for the most part, be scheduled and delivered after the NWEA MAP testing data is received, however in some cases, the team may make recommendations over the summer if students made very little progress in SY20-21.</p>
<p>How instructional approaches used for accelerated learning of students with disabilities will be communicated to families</p>	<p>A letter will be sent to all families of students with IEPs by July 1st outlining the plan for the new school year and sharing a general overview of the instructional approaches planned for students in the upcoming year and outlining the plan for data review meetings in the new school year to assess the right approach. Families will be given the opportunity to set time to connect with the student support leadership team between July and August to discuss any questions or concerns the families may have ahead of the new school year. A follow up letter will be sent no later than August 15th reminding families of the plan and providing them with additional opportunities to connect ahead of the new school year.</p>

The LEA will ensure equitable access to educational opportunities across learning environments by ensuring DCI presents multiple opportunities for support to ensure all students have the tools to be successful post-pandemic. For some students, that tool may look like a smaller environment so they can grow and accelerate their learning, for others it may look like a modification to their pre-pandemic accommodations, regardless, all students will have the access to all learning opportunities. DCI will work with families to make modifications to student’s current IEPs or 504 plans to make sure it reflects equal access given data and lessons learned during the pandemic. The LEA will ensure that students with disabilities receive equal access to interventions by working with area partners, like OSSE and the Special Education Co-Op to secure intervention systems which provide intensive support to students who need them. This is in addition to the Tier 1 and Tier 2 interventions that all students have access to as part of their daily learning. Students who need support in math or reading will have the opportunity to participate in double-block and support classes, which is available to the general education environment. However, students who need more individualized support will have the opportunity to be enrolled in support classes that are taught by a special education teacher. Finally, students who need intensive support based on historical and updated data, they will have access to smaller classrooms taught by special education teachers who are certified to teach content areas and can provide access to the general education curriculum.

DCI will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by ensuring all decisions are completed based on data. Students who will be in a more restrictive environment will be there because they were in that environment prior to the pandemic or historical data suggests that is the right environment for them. Students will start in their least restrictive environment, determined based on historical data, when receiving interventions. If students do not make the requisite progress in that environment, the IEP team will convene to decide if a more restrictive environment is needed to effectively implement an intervention for the student. Students will not be moved to a more restrictive environment without the consent of the IEP team and data to support the move.

DCI will continue to support parent training for students receiving related services through distance learning by continuing to provide regular training to families to support students at home. DCI recognizes that the return to school may be more challenging for students and families than distance learning, as a result DCI will provide several trainings specifically on the topic of mental health. Additionally, DCI will partner with area agencies like the Department of Disability Services and the Office of State Superintendent to provide training focused on preparing students to transition to their post-high school interests. Finally, DCI will look to continue to partner with Children's Hospital and the HSC Healthcare Network to provide educational training on vaccines, COVID health updates, and forums for parents to ask questions about what instruction and related services look like post-pandemic.

DCI will continue to provide support to ensure families have access to their student's educational data to make informed decisions. Whenever a family member with a disability is seeking support with a student, DCI will ensure a meeting is set to discuss the curriculum, review supports, and discuss any interventions. DCI will also ensure that any documentation that requires translation, needs to be JAWS ready, information that needs to be communicated through relay services, requires information be developed in a tactile accessible system, or any other specific accommodation is done so in accordance with family needs. Additionally, DCI will provide re-aloud services to any parent / family who requires that accommodation to access the material to support their student in accessing content at home. This is in addition to the in-person / phone translation services DCI already provides as well as document translation for student's IEPs and related forms.

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.**

Since we were not able to complete ACCESS administration in the Spring of 2020 and were not able to administer ACCESS this Spring, DCI plans to assess all English learners using the WIDA MODEL at the beginning of the upcoming school year. The data that emerges from this assessment will inform any needed EL schedule or services modifications at the beginning of the year. We have already submitted the form OSSE required to request WIDA MODEL tests for all our ELs. In addition, there are four ELs who were screened provisionally at the beginning of this school year and will be formally screened either over the summer (if available to come on site) or during the first 30 days of the 2021-22 school year during their ELD courses and/or Friday afternoons by EL teachers. At the beginning of the 2021-22 school year, once enrollment is completed, we will also identify who else needs to be screened for EL services with the WIDA Screener.

The main two goals of DCI's EL program are:

1. Increase students' social and academic language proficiency in English.
2. Ensure ELs have access to our rigorous core curriculum and make academic progress.

To these two goals, we are adding a third one in order to respond to the effects of the pandemic

3. Address the EL learning loss and increased socio-emotional needs caused by the pandemic via data-based academic and socio-emotional interventions

In order to establish baselines and monitor progress towards these goals DCI will be analyzing the following indicators both during EL PLC team meetings and grade-level SST meetings:

Goal	Indicators
1. Increase students’ social and academic language proficiency in English	<ul style="list-style-type: none"> • Percentage of ELs achieving their annual ACCESS growth target as determined by OSSE; and • Percentage of students reaching full proficiency (ACCESS level 5) after five years in the DCI EL program, if they started DCI as newcomer ELs, and after four years if they are long-term ELs.
2. Ensure ELs have access to our rigorous core curriculum and make academic progress	<ul style="list-style-type: none"> • Decrease in the percentage of ELs who fail their IB English, Math, Social Studies and Science classes, each academic quarter. • Increase in the percentage of ELs who receive 4 or above (our IB grading scale is 0-8) in their IB English, Math, Social Studies and Science classes (or GPA??) • Increase in percentage of ELs reaching proficiency in ELA and Math PARCC; and pass IB terminal exams
3. Address the EL learning loss and increased socio-emotional needs caused by the pandemic via data-based academic and socio-emotional interventions. This goal will be measured in two ways	<ul style="list-style-type: none"> • Decrease in the percentage of ELs who fail 2 or more classes (quarterly) • Decrease in the percentage of ELs who have to take credit recovery classes between summer 2021 and summer 2022 • Improved ELs self-report scores in Panorama SEL/Culture survey, particularly in the indicators “Sense of Belonging” and “Diversity and Inclusion” • Increased in the percentage of ELs who can identify a trusted adult among DCI staff

In order to meet these goals, DCI will continue to improve its EL program which consists of a combination of English Language Development (ELD) courses, EL co-taught courses, native/heritage language instruction, and EL case management. In addition, this year we are adding a new EL Subject Coordinator who will lead the EL Professional Learning Community, strengthening our EL family engagement efforts, integrating key EL instructional strategies into the overall school professional development plan, improving collaboration between the EL teams and the Counseling and Sped teams, and working closely with our new Family Engagement Coordinator to engage more EL families in their children’s education and the school as a whole.

Each component of the EL program and key improvements, are described below:

- **New EL team structure and PLC:** Given the increase in English learners (in great part due to the fact that DCI and most of its feeder school were not able to administer ACCESS and exit any students from EL status) and ELs' needs due to the pandemic, DCI has restructured its EL team to better serve ELs and accelerate curriculum and instructional improvements:
 - **Additional EL teachers:** We have increased the number of EL teachers from four to six full-time and one part-time EL teachers.
 - **EL Subject Coordinator:** One of these EL teachers was selected through a rigorous process to serve as the EL Subject Coordinator. The main responsibility of this new position is to lead a new EL Professional Learning Community focused on the implementation of horizontal and vertically aligned curriculum, data cycles to improve ELD, co-teaching instruction and case management; and collaborative learning to improve lesson planning and instructional practices across the EL team.
 - **Director of Language Learning** will continue to lead the overall language department vision and mission, including EL program, direct the development of strategic and work plans, supervise and provide coaching EL team members, ensure the team complies with all EL regulations and guidance, and co-plan weekly EL PLC meetings with the new EL Subject Coordinate.

- **ELD courses:** DCI will offer five English Language Development courses next year, three in middle school (one per grade) and two in high school (ELD 2 and ELD 3) to ELs with ACCESS scores from 1 to 4.8. These classes are specifically designed to support students' academic language development needs in the four language domains: reading, writing, listening, and speaking. Key improvements include
 - We are working to ensure that the ELD courses target essential academic language objectives that students need to master in order to be successful in their core IB academic subjects (ELA, math, science and social studies) by analyzing our IB curriculum language demands, and engaging in ELD vertical alignment
 - This summer, we are designing a new cycle of ELD 2 and the ELD3 course for high school ELs with higher English proficiency with a focus on advanced academic writing and speaking. ELD 3 will have two sections: one for immigrant ELs born outside of the US, and one for US-born long-term ELs as, according to the data and current research, these two subgroups have different needs.

- **EL co-taught courses:** We will continue offering EL co-taught classes in ELA and Math across all grade levels, and in Social Studies and Science in 11th grade where we have a concentration of ELs with lower English proficiency. In these classes, content teachers and EL teachers work together to make sure ELs receive linguistic accommodations and differentiation so that they can fully access the curriculum and successfully engage in grade-level academic tasks. Co-teaching responsibilities include adapting lessons and assignments during co-planning meetings once a week, engaging in collaborative instruction using 6 models of co-teaching, and providing tutoring to ELs during lunch and after school, as needed.

Considering trends in our ELA and math EL achievement data, we will reduce the number of sections of EL co-taught ELA and increase the number of sections of EL co-taught math as our ELs need more support in this content area. Additionally, selected ELs will take two-block math courses in 7th to 10th grades.

- **Native language instruction:** The great majority of our Spanish-speaking ELs will also take intermediate or advanced Spanish courses. These courses allow our Spanish-speaking ELs to develop academic language in their native or heritage language. Research shows that providing rigorous native/heritage language instruction not only fosters high levels of bilingualism, but also allows students to develop essential literacy and metalinguistic skills across their languages.

Considering this, DCI changed its internal policy so that if an English learner with an WIDA score of 3.7 or below enrolls in a DCI language track (Chinese, French or Spanish) that does not correspond to their native or heritage language, they may be moved to the language track that matches their native or heritage language (often Spanish) in consultation with students and family, and with the approval of the principal.

- **New HS EL Academy:** We are designing a new course aimed at supporting high school ELs who, despite ELD course work, co-teaching and case managers' interventions such a tutoring and family meetings, failed multiple courses during distance learning due to a combination of lower English proficiency and/or socio-emotional challenges. This new HS EL Academy will have three purposes:
 - Teaching executive function and socio-emotional skills needed to improve well-being and academic success
 - Providing small group and individual supports to ELs as they complete key assignments for their high school classes
 - Providing transition planning for 11th and 12th grade ELs (second semester)
- **Case Management:** Each of our six EL educators will be assigned a group of ELs to case manage, focusing on certain grade level(s) in order to promote collaboration with general education grade level teams. Case managers responsibilities include:
 - Developing positive and authentic relationships with EL students in caseload.
 - Developing and updating EL Academic and Language Plans, based on data, in collaboration with students and families
 - Regularly checking in with EL students and families in caseload, based on data, to support them and ensure that they are on track toward language and academic goals above
 - Advocating for ELs in caseload, and mobilizing school personnel/resources to support them.
 - Providing and/or coordinating interventions with other teachers/staff, based on ELs' needs

Based on the successes and challenges of EL case management during the pandemic, the EL team will make the following improvements:

- build stronger communication and partnerships with EL families from the start of the school year;
 - develop more systematic ways for EL case managers to track check-ins and interventions;
 - engage in data cycles, during EL PLC meetings, to analyze and respond to EL quantitative and qualitative; and
 - work more closely with the DCI counseling team and external partners (i.e., Mary’s center counselors) in order to better address mental health needs of specific ELs.
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- **EL Capacity Building:** We are committed to ensuring that both our EL core team and every educator at DCI increase their capacity to appropriately serve ELs. Last school year, efforts in this direction were limited to:
 - Coaching co-teachers to ensure the integration of EL best practices in co-taught classes
 - One-on-one consultation with MS and HS content teachers interested in integrating EL strategies in lessons and/or projects, conducted by the Director of Language Learning
 - Two EL workshops on EL best practices delivered to the MS science department per their request

This upcoming year, the plan is to be more systematically providing professional development to content teachers to embed key EL instructional strategies in their courses by:

- Working with DCI Principals and Chief of Staff to include EL professional development for teachers in the overall school professional development plan and calendar, including external and internal PD.
 - Working collaboratively with the new Subject Coordinators to provide mini-workshops, consultations and focused coaching on EL best practice as part of their department efforts, in a differentiated manner. The new DCI Subject Coordinator’s job description now includes: “Collaborates with the special education and EL team to support students and teachers on making content accessible across the department.”
-
- **Improved collaboration between EL and the Student Support Services teams:**
 - Given that approximately half of our ELs have IEPs or 504 plans, the EL team and Student Support Service team coordinate support throughout the year, especially for lower-proficiency ELs with disabilities. We plan to deepen this collaboration by having two dually certified (Sped and EL) teachers in the EL team, including our new EL Subject Coordinator who is part of both teams. Proposed actions steps for improved coordination include the following (a final plan will be developed by the Director of Language Learning and the Director of Student Support Services coordinated with over the summer):
 - Development of more user friendly EL and Sped accommodation tracker so

teachers can filter students based on grade level and status, and download accommodations easily

- Ensure EL teachers meet with Sped case managers regularly to discuss dually identified students in their ELD or co-taught classes who are not in their caseload.
- Integrate WIDA-based language objectives into IEPs when appropriate

- **EL Family engagement:** During the 2020-21 school year, DCI family engagement committee focused on creating a language access plan and put systems that allowed DCI teachers and staff to communicate with culturally and linguistically diverse families in their preferred language. This plan included translation and interpretation services for phone calls, meetings and written communication. In order to build on this success, a bilingual Family Engagement Coordinator was hired in May 2020 to coordinate efforts that improve communication and collaboration with DCI families and increase their understanding of and engagement in their children's education and the school community as a whole. The EL team will work closely with the new Family Engagement Coordinator to ensure that, among others:
 - EL families have access, know and understand how to use DCI's main documents and systems (Home Access Center for schedules, Google classroom, Managebac, report card, restorative justice approach, etc)
 - EL families know who to contact the school to request different types of information or support for their students (ALT and Family heads, EL case managers, Dean of Students, etc)
 - EL families know and actively participate in school meetings and events such as Student-led Conferences, Cafe y Charla, Coffee with the Principal, IB nights, sporting events, etc.
 - EL families provide information and feedback to our school about the strengths and needs of their students, and feel welcomed as valued members of the school community. (EL parent committee?)
 - All continuing EL families will receive an individualized services plan at the beginning of the school year detailing services the student will receive. This plan will be reviewed by the student's EL case manager and changes made collaboratively with the family. This plan will be reviewed and referenced throughout the year during parent/teacher conferences, grade conferences, and any other meetings held with the family regarding the student's services.
 - Any potential new EL families (i.e., students who are new to DC schools and have not been previously screened given answers on home language survey), will be contacted to describe the screening process, reason the student is being screened, and details of the WIDA screener tool. Once the student completes the screener, the family will be contacted regarding the results and next steps which include receiving an individualized services plan if found eligible.

DCI recognizes that the return to school may be more challenging for students and families than distance learning, as a result DCI will provide several trainings specifically on the topic of mental health.

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.**

DCI will use ESSER funds to ensure our facility has upgraded HVAC filters and our HVAC system is functioning at optimal levels. We will also be using ESSER funding for COVID screening tools, PPE, safety training, cleaning, and sanitizing. DCI will also hire a Family Engagement Coordinator who will liaise with the Vaccine Exchange Program to have our community COVID tested weekly and to help students otherwise unable to do so, get vaccinated against the COVID19 Virus.

- 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.**

DCI will use at least 20% of ESSER III funding to increase the staff required to carry out the activities in our recovery plan. This includes 2 additional Assistant Principals (to expanded SST processes and ensure interventions and celebrations delivered at all tiers for students in the areas of academics, behavior, social/emotional health, and attendance), a Director of Counseling (to oversee the development of systematic mental health supports for students and staff), an Data Coordinator (specifically in the area of education apart from our business team systems data administrator to lead data based protocols and build capacity for data based instruction across the school), and two additional EL teachers (to expand EL services and supports for our increased population of students given the lack of ACCESS testing the past two school years). Additionally, we will be investing the remaining amount to partner with Cadence learning for a summer middle school math program. Math is the historic and COVID-enhanced area of our school that has seen the least amount of growth and is in the worst shape overall.

- 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.**

DCI will spend remaining ESSER funding on staffing to ensure our school is able to operate throughout the recovery period -staff including custodial staff, technology support to help families on site and when they are required to quarantine but still need access to learning, family engagement staff, food service staffing, and socio-emotional support for students.

- 22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it**

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

DCI will continue to collect and analyze student data, attendance, grades, referrals, and more - to identify which students need additional support, both in and out of the classroom. The SST teams meet weekly to track student improvement and also to identify additional students who may need to be tracked more closely.

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.