

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Rocketship Education DC PCS

LEA Head of School Name: Joyanna Smith

LEA Type: Pre-K;Elementary

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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.

All campuses can accommodate five full days of in-person learning for all students. Current staff levels adequately support offering five full days a week to all students.

If students and/or staff are excluded from school due to confirmed or suspected COVID-19 exposure, they will receive virtual instruction while they are quarantined through both asynchronous and synchronous methods.. All students at Rocketship this year will have an at-home Chromebook and Chromebooks to use at school, so they will already have the technology that they need. Additionally, staff will be trained in using Zoom and other technology so that students who need to be at home can virtually participate in the regular classes. That way, if a student, or group of students, need to stay home, they will still be able to access their classes and the same schedule as if they were there in person. Each campus has also hired 1-2 additional overhire teachers and an interventionists; these individuals will have the responsibility to be in the virtual spaces if students are required to be at home due to exposure and ensure students are participating, while also providing small group targeted instruction to students who are at home for a designated time. They will collaborate with the grade level teachers to ensure the instruction is targeted.

Similarly, if a staff member needs to be at home due to exposure, they will be able to access all of their students virtually via our Zoom infrastructure. Our additional staff members will be able to support in person if there are students or cohorts that remain in class while the teacher teaches virtually. If the teacher is unable to teach due to symptoms, then our overhire teachers and building substitutes will be able to fill in and teach those groups of students, as they will receive all of the same professional development that our content teachers will receive over the summer and throughout the year.

If the entire campus needs to close due to an outbreak of COVID-19 or evolving public health conditions, we will be able to use our existing virtual teaching infrastructure to shift quickly to virtual learning. As mentioned previously, students will already have an at-home device to use, so they will have the means to access virtual learning. Our schedule will translate over as seamlessly as it did this year, and our school leadership teams will have all of the zoom infrastructure (links,

passwords, directions to log on, etc.) created during summer development this summer for this worst-case scenario. Families will receive information about this scenario during family orientations in August so they proactively have the guidance they need to support their students, and we will hold several workshops and sessions if and when this needs to happen to ensure families are set up for a successful transition.

2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):

- The LEA itself
- Another District LEA (please select name)
- One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)

b. How the LEA will deliver its distance learning program (select one):

- Centrally at the LEA level
- By campus/at the school level
- Both (please describe the LEA's approach)

c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.

Students participating in distance learning will experience learning from home five days a week via synchronous learning. The learning will primarily take place online via virtual classrooms. There will be dedicated small group instruction, socio-emotional learning time, enrichment, and the ability for children to opt into clubs based on personal interests. All instruction will happen in a virtual environment.

Regardless of whether students are on-site or remote, the amount of time, dedication, and support a teacher provides their students will be equitable. To achieve this goal, and for purposes of equity and logistics, we have divided the role of "teacher" into two roles: Humanities/STEM Content Teacher and

Supporting Teachers, including Individualized Learning Specialist (ILS), Assistant Teachers, ATs and Enrichment Coordinators (ECCs).

There is also one Assistant Principal assigned to each grade level. The person will supervise classrooms on a rotating basis to allow the Supporting Individualized Learning Specialist, Enrichment Coordinator or Assistant Teacher to take scheduled breaks throughout the day as well as support coaching and development of content teachers. For remote learners, the Assistant principals will assume responsibility for the students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and triage support for the student as needed.

Our AppleTree Rocketeers will use the Every Child Ready Virtual Curriculum for SY21-22 for any student with a medical consent. The Every Child Ready curriculum has been modified to support virtual learning and includes a combination of synchronous and asynchronous learning opportunities for students.

- **d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;**

Rocketship DC is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations. Per DC PCSB requirement, Rocketship DC will provide all students and staff with the necessary technology equipment, software, and training to fully participate in remote learning as indicated in the tables below.

Pre-COVID-19, students' use of the school owned and operated technology resources happened during class time, on campus. During and post-COVID-19, student use of, and access to, school-owned-and-operated technology is a necessary part of the learning process for all students. Rocketship DC is committed to equitable access to technology resources necessary for learning for all students and will enter the 2021-22 school year with enough Chromebooks for every student, who needs one. Students (and where applicable, their families) must sign and submit a form to commit to keeping their Rocketship technology safe and in working condition during their time with it.

Beyond defining Rocketship DC's general policy on providing equitable access to technology and ensuring its safe use, this policy provides a series of steps to ensure a Return to School Technology Plan is in place. It will include training and support for teachers to adapt virtual learning skills for the classroom. Additionally, it will provide training in data and cyber security to assist staff in understanding the risks and responsibilities associated with the new learning environment.

- **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 and staff will receive the following equipment

- Chromebook will be provided to all students enrolled at Rocketship

- Protective Chromebook carrying case, by request
- Kinder readiness kits, books, individualized manipulatives, as appropriate for grade level
- Hot Spot, as needed prioritizing homeless, sheltered or families that are mobile
- iPads, as needed for Special Education students, PK3 students, and PK4 students

For every piece of equipment and software, we will provide training for staff, students, and families (especially for younger children) on proper use and care. Training must also include a way to access technical support for malfunctioning equipment and to use the equipment and software properly. We will survey families and staff on their training needs for equipment use and software use and build a schedule based on need. All training will be provided remotely. If family or staff need help setting up equipment, accommodations will be made to offer on-site training, following CDC social distancing guidance and ideally complete this via Facetime or another video app on a family's phone (if possible).

Where possible, students will be expected to retrieve hotspots and devices at the school, where they will also receive training and expectations for proper use and care of equipment. For students and families not able to retrieve equipment from the school, arrangements will be made for shipping the equipment directly to the student. Training, expectations and care of equipment will be provided virtually in such cases.

- **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.**
 - **Synchronous learning with HUM/STEM Content Teacher (SL w/CT):** When remote, this instruction is conducted via platforms Zoom and Seesaw, in which student(s) and teacher are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. On-site, this instruction may include the teacher and student(s) occupying the same room. When remote, this instruction includes the teacher and student(s) using the same format: The expectation is that the student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning.
 - **Synchronous learning without Content Teacher (SL w/o CT):** Instruction takes the form of tasks that students will be expected to do to engage in learning. One way to think about this type of instruction is "Guided Practice." Tasks can involve completing an on-line activity or game to reading a book in hardcopy and annotating the text. This can be group work or individual work. The student on-site would do this task under the supervision of their Supporting Individualized Learning Specialist, Enrichment Coordinator or Assistant Teacher. When remote, the student would do this task independently. If the student needs support, the teacher is immediately available by phone, email, text, or "chat". If the Supporting Individualized Learning Specialist, Enrichment Coordinator or Assistant Teacher happens to also be the content teacher assigning the work, support can be provided in-person. If the Supporting Individualized Learning Specialist, Enrichment Coordinator or Assistant Teacher is not the content teacher, the content teacher may provide support in the same manner as for students learning remotely, per the school's Technology Plan.
 - **Asynchronous learning without Content Teacher (ASL w/o CT):** This instruction is individual or group work that can be done independently. The work would be at the student's learning level, so they should not experience frustration, nor should it be too easy for them. We will utilize online learning programs (OLPs) that support that student's individual level. The teacher will expect the work to be completed by a certain time each day or week. Students learning on-site would have time allotted to complete this work while their Supporting Individualized Learning Specialist, Enrichment Coordinator or Assistant Teacher may be providing instruction to another cohort of students. Homework also fits into this category. To ensure that

the work is completed each day and students are engaged and progressing, assignments will be collected throughout the week and will be used as one way to measure attendance and engagement. The product of these work blocks are often referred to as “exit tickets” or “student reflections.”

- **AppleTree Rocketeers (PK3 & PK4):** Virtual instruction will be facilitated by a full-time virtual teacher. We will use both Class Dojo and Sparkler to disseminate instructional videos and assignments. All live and pre-recorded lessons will be recorded via Zoom. The Every Child Ready Curriculum is broken down into 10 thematic units, each with its own unique set of materials. At the start of each unit, all families will receive a “unit kit” that will include all of the supplies needed to facilitate learning for that unit at home. Each student will also receive an iPad mini at the start of the year to ensure that they have access to all online content.

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.**

Students will have daily opportunities for social emotional learning and relationship building. We are integrating wellness into every area of the school so that it isn’t seen as or treated as a separate entity. Every classroom will start their day with a 30 minute community meeting. During this time, teachers will use Rocketship’s SEL curriculum, The Shortest Distance, to teach social emotional skills and they will facilitate community building activities. Every class will also have an SEL block where students will be given the opportunity to identify and share how they’re feeling as well as attain steps they may need to take to get to a better state. SEL will now be incorporated into lunch and recess and during this time, staff will focus on helping students build positive relationships with their peers and other staff members. During designated times throughout the year, our social workers and counselors will increase awareness about wellness and negative relationships for all students through Health and Bullying Prevention classes.

In order to screen and refer students for mental and behavioral health needs, we will use our universal screener. This screener will be completed four times a year by teachers and it’ll provide us data about each student’s external and internal behaviors. Students who score 9+ on the screener are then referred to a Tier 2 or Tier 3 intervention. Since the screener is administered four times a year, we’re also able to track student progress. Students can also be referred to services through our MTSS process. Teachers and family members can refer students and they’ll be discussed during the grade level team’s Student Huddles and Student Study Team meetings, which are consistently held bi-weekly. Through these meetings, teams will identify the most appropriate next steps for students.

Students who are identified as needing additional support are placed in the appropriate Tier 2 or Tier 3 intervention. Our Tier 2 and Tier 3 interventions include: social skills group, lunch bunch, topic groups, check in check out, individual counseling, weekly check ins, classroom coaching.

The curriculum our interventionists use to help guide their interventions are Second Step, Zones of Regulation, Coping Cat, and Superflex. Interventions are delivered by our wellness technicians, behavior support specialists, counselors, social workers, or external partners. Our external partners for the 21.22SY are Hillcrest, ConnectedPsych, Catholic Charities, and the WISE Center.

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

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.

We utilize trauma-informed and culturally responsive practices to create a learning environment where students feel safe, connected, and supported. Since our students haven't had the opportunity to experience a regular school day since March of 2020, we are focusing our initial efforts on helping students feel safe at school, build strong relationships with peers and adults, internalize systems and procedures, practice classroom skills, and develop a love for school. Staff will provide students options and choices since there will be a wider range of skill levels and needs.

At Rocketship we believe that behavior is a form of communication and that the brain communicates needs through behaviors. Therefore, we are going to proactively try to meet student needs before they need to communicate to us that a need is not being met. Just like in our distance learning environment, teachers will continue to provide students visual reminders of expectations and schedules so that there is a strong sense of consistency, structure, and predictability. They will also continue to use Class Dojo as a communication tool so that students feel seen, are celebrated, and are aware of how they are doing. Teachers will focus on what they want to see rather than what they don't want to see. They will praise students for their efforts and actions every 3-5 minutes and students will have daily opportunities to buy prizes with their points. If students aren't meeting classroom expectations, teachers will utilize least invasive techniques, logical consequences, and Teach Like a Champion practices as well as teach replacement behaviors to support students as they get back on track. If relationships have been negatively impacted due to student actions, staff will hold restorative conversations so that students continue to feel like a valued member of the community.

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.

At Rocketship we believe that school provided breakfast and lunch enable children to continue to get healthy and nutritious meals, maintain a healthy immune system and focus on their studies. It is essential that students have the opportunity to have school provided meals no matter their learning environment. When on campus students will have their breakfast and lunches in their classrooms with their designated cohort. Meals will be delivered to each classroom by a member of staff who has been trained in food safety. Students in our

before and afterschool program will be provided with food in a similar fashion.

During distance learning or quarantine due to COVID-19, our students will continue to access free breakfast and lunch. Schools will work with families of students in these learning environments to ensure that, at the very least, they always have meals available for pick up at their school. Schools may also offer them the option of other community feeding sites should a family request this. Parents will be informed of our meal program plans during student and family orientations, when we will spend time reviewing our CEP with families, as well as daily reminders during arrival and dismissal. We will also make sure to check in on families' needs during conference and Care Corps calls.

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.**

At Rocketship, we are committed to creating a workplace where staff feel safe, connected, and supported so that they can reach their full potential. Due to the ways our staff was impacted by COVID-19 and racial injustice, we began to put various supports and resources in place to increase staff wellbeing. Our staff will continue to have access to free counseling services through our partnership with the WISE Center and through our Employee Assistance Program. Each school will also receive a scope and sequence map that provides monthly plans for workshops, professional development, and activities that are centered around staff wellbeing. Staff will be able to learn about trauma, the impacts of trauma, the various domains of wellbeing, and different activities that aim to increase specific wellness domains. Staff will also get an opportunity to participate in monthly school wide activities for staff, such as scavenger hunts and yoga, so that they can build connections with other staff members and engage in self care. Some of our schools are also planning on creating different groups that staff can opt into such as the Book Club, Breathing Room, and Fellowship Group. Throughout the year we will also facilitate multiple staff satisfaction surveys to assess educator wellness and identify potential additional areas for support.

In addition to learning about their own wellbeing and needs, staff will also be provided professional development on student wellbeing and the ways we, as educators, can increase their wellness. Staff will also get trained on trauma informed and culturally responsive practices. They will be shown how to transfer what they learn during professional development to their classrooms. Staff will receive coaching on trauma informed and culturally responsive practices and they will also get support on how to adapt their practices so that student needs are being met. Professional development sessions will be facilitated by school leaders and clinicians from our external partners. Sessions will be created and focused on topics that staff would like to learn more about.

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.

Relationships with our families are core to our mission at Rocketship Public Schools. We will continue to prioritize building authentic relationships with our families at the beginning of the year, knowing that it is more important now than ever to build strong partnerships with each of them.

At the beginning of the year, Rocketship will do the following:

- Ensure 100% of families receive a virtual home visit by October 1st
- Hold a weekly family town hall at each school, starting in August up to the start of school, for families
- Dedicate Community Meeting / SEL time at the beginning of the year to building relationships between classmates
- Have technology and materials pick ups where families can meet teachers and staff members in a safe and socially distant way
- Survey parents during the first month of school to gain a better understanding of the challenges their students might have experienced since March to identify trends and supports
- Survey each individual student to identify the number of trusted adults and friends they have on campus; this information will be used to create targeted SEL interventions and groups
- Send a weekly CareCorps survey to families to provide supports and resources to our most vulnerable families

We will continue to use the data we get from the aforementioned strategies to modify our engagement plans throughout the year to ensure we continue to prioritize relationships with all stakeholders. Additionally, we will host all family engagement workshops and meetings both virtually and in person, learning from our virtual year and understanding that this will help reach a greater number of our families.

The mission of the Rocketship CareCorps is to identify and support our most vulnerable families. Whether families are in need of food, shelter, technology or other resources, it is the CareCorps responsibility to connect families with internal and external resources. The CareCorps is a school level team of individuals willing to do whatever it takes to connect with our most vulnerable families on a daily basis.

Every Rocketship school has designated a CareCorps of at least four educators who are responsible for contacting every Rocketship family, at least twice per week. In the morning, the CareCorps sends a brief wellness survey to all families to ensure everyone feels safe at home and identify any needs in the school community. The team reviews all responses before 12pm and then follows up with direct outreach to families who indicated they need support. The CareCorps then connects families with the services and resources they need, including technology help, food assistance, or housing help.

During student and family orientations, we will spend time reviewing our CEP with families and ensuring they understand all of the steps we are taking to provide a safe reopening and address the academic and social emotional learning loss that their students may have felt over this past year. Much of the information as it relates to health, safety, and our academic program will also be in our updated family handbook, which will

be distributed to 100% of families and on our website for easy access. Lastly, our teachers will complete 100% of home visits for all families in the beginning of the year and they will use this opportunity to share updates as it relates to this CEP, our programming, and health and safety to families to ensure they have all of the information they need.

Families will receive regular updates on their students' progress on academics and social emotional learning during our scheduled Family Teacher Conferences, which occur three times per year. Additionally, schools will allot specific amounts of professional development time this year to family communication to ensure that all families receive regular, more informal updates on their students' progress and can partner with the school to ensure students make up for last time.

For all of the aforementioned activities, translations and translators will be available for any families that speak a language other than English to ensure equitable access to information across the region for all families.

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.

Each school has a list of students who were less engaged during the 20-21 school year. Our first attempt at re-engaging these students began in March with our gradual re-opening; the students who were prioritized and invited in for in-person learning were students who were not as engaged in distance learning. To identify these students, schools looked at the bottom 15-25% of students with engagement and prioritized students that way. This same group of students, including an additional percentage, are also the students who have been invited, and are participating, in our summer school program this summer at each of our campuses. The goal of this program is to help sustain the momentum of engagement for these students from March through the start of the school year. Our summer programming is a blend of academics and social emotional learning and relationship building, so these students will become more engaged and more eager to re-enter school regularly.

As the school year begins, we will have specific, designated staff to partner with the families that we saw were less engaged last year, targeting the bottom 15% from the 20-21 school year. This year, we have hired an additional social worker at each campus to specifically focus on providing family support and help manage our attendance and truancy processes. This social worker will proactively reach out to all of the families who we identified as being less-engaged or at-risk for attendance last year and create strong partnerships and attendance plans to start the year. The social worker will collaborate with other stakeholders in the school, including the grade level teachers, to ensure the right supports are in place for our previously identified less-engaged students.

Students will be flagged as less-engaged through our truancy and chronic-absenteeism protocols. If a student has 3 unexcused absences, they will immediately be flagged for our attendance team, which includes the social worker, office manager, and the grade level Assistant Principal. This team will meet with the family to

hold an attendance meeting, where an attendance action plan will be created. This action plan will be jointly owned by the school and the family to ensure the student attends school regularly. The same process will take place if a student misses more than 5 days of school, even if they are excused absences, to prevent chronic absenteeism. These plans will be reviewed bi-weekly during our grade level meetings; adjustments to the plan and additional family contact will be made if the plan is not successful and/or the student continues to miss days of school.

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;**

- NWEA MAP(K-5)
- Foundational Skills (phonics, math fluency) Tracking (K-3)
- Humanities Interim Assessments (3-5)
- Math Interim Assessments (3-5)
- Science Interim Assessment (5)
- STEP/F&P (K-5)
- Math unit assessments (K-5)
- Math cumulative assessments (K-2)
- Every Child Ready: Mathematics (ECR:M) and Every Child Ready: Language and Literacy (ECR:LL)

- **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);**

- NWEA MAP Growth:
 - Fall: 9/7-9/17
 - Winter: 12/1-12/14
 - Spring: 5/16-5/27
- STEP/F&P: 4 rounds, dates are due dates to test all students by
 - Round 1 due date: 9/22
 - Round 2 due date: 12/17
 - Round 3 due date: 3/10
 - Round 4 due date: 6/03
- Humanities interim
 - #1: 10/12-10/15
 - #2: 1/10-1/14
 - #3: 3/7-3/10
- STEM interim/cumulatives
 - Mid-year: 1/18-1/28 or 2/28-3/11
 - End of year, K-2 only: 5/2-5/13
- Science interim
 - Due by 11/19
- Every Child Ready (PK3-PK4)
 - Beginning-of-Year: Sept 20-Oct 1
 - Middle-of-Year: January 18-28
 - End-of-Year: May 31-June 10

- **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**

Subject and Assessment Type	Grade	Set BY	When and Frequency	EOY Goals	Progress Monitoring
NWEA MAP: ELA and Math	K-5	LEA	3 times: Sep, Dec, & May	1.4 average years of growth by campus	Bi-weekly foundational skills tracking (internal) Math fluency tracking Math unit assessments and cumulatives
STEP/ F&P	K-5	LEA	4 times: Sep, Nov, Mar, & May	4+ STEP Levels	Bi-weekly foundational skills tracking -phonics (internal) Informal Guided Reading progress monitoring /observational data tracking
Humanities & Math Interims	3-5	LEA	3 times: Oct, Jan-Feb, & Mar	TBD Campus dependent	Humanities - End of thematic unit writing assessments that address student understanding of grade level text and focus standards within CCSS writing standards and weekly close reading assessments that assess the focus on CCSS RL/RI standards weekly. Math- unit assessments and weekly exit tickets that focus on the grade level CCSS

Science Interim	5	LEA	2 times: TBD	N/A	N/A
Math Unit Assessments	K-5	LEA	Each unit (5 units)	TBD Campus dependent	Weekly exit tickets from GL Math fluency tracking (bio-weekly)
Math Cumulative	K-2	LEA	2-3 times: Nov, Mar, May	TBD Campus dependent	Unit assessment Math fluency tracking (bio-weekly)
Every Child Ready	PK3-PK4	LEA	3 times: Sept, Jan, May	Set by assessment provider	Skill specific Checks for Understanding

- **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**

Subject and Assessment Type	Grade	Progress Monitoring	Adjustments to Instruction
NWEA MAP: ELA and Math	K-5	Bi-weekly foundational skills tracking (internal) Math fluency tracking (each unit) Math unit assessments and cumulatives	School leaders and teachers will use beginning and middle NWEA MAP RIT scores to assess and prioritize which strands students need additional support in to demonstrate growth by EOY. Using the progress monitoring tools mentioned, teachers and school leaders to incorporate aligned skill focuses to address gaps across RIT bands.
STEP/ F&P	K-5	Bi-weekly foundational	School leaders and teachers will

		<p>skills tracking -phonics (internal)</p> <p>Informal Guided Reading progress monitoring /observational data tracking</p>	<p>identify the specific skills students did not achieve within STEP to determine guided reading and foundational skills instruction.Using the progress monitoring tools mentioned, teachers and school leaders to incorporate aligned skill focuses.</p>
Humanities	2-5	<p>Close reading writing responses</p> <p>End of unit writing and projects</p>	<p>School leaders and teachers will identify the specific skills students need to focus on and bi-weekly determine focus areas by class as well as focus students by skill.</p>
Science Interim	5	N/A	N/A
Math Unit Assessments	K-5	<p>Exit ticket data</p> <p>Math fluency tracking (bio-weekly)</p>	<p>School leaders and teachers will use ongoing unit assessments scores to assess and prioritize which standards students need additional support in to demonstrate growth from one assessment to the next. Using the progress monitoring tools mentioned, teachers and school leaders to incorporate aligned skill focuses to address gaps through whole group and small group instruction.</p>
Math Cumulative	K-2	<p>Unit assessments</p> <p>Math fluency tracking (bio-weekly)</p>	<p>School leaders and teachers will use ongoing unit assessments scores to assess and prioritize which standards students need additional support in to demonstrate growth from one assessment to the next. Using the progress monitoring tools mentioned, teachers and school leaders to incorporate aligned skill focuses to address gaps through whole group and small</p>

			group instruction.
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- **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.**

During this past school year Rocketship has met with non-publics at a minimum of a quarterly basis and will continue to do so to ensure that all students' IEPs are being implemented appropriately and to the highest standards. Rocketship continues to monitor all non-public data and works as it relates to the student's IEP, eligibility etc. Attendance has been and will continue to be reviewed monthly and if there are any concerns regarding a student's attendance, Rocketship and the non-public work closely to ensure that families have everything they need (transportation, safety information etc) so that students can participate fully. We have collaborated with non-publics to provide technology to our students for use in school and at home, this will continue through the 21.22 school year. As non-publics begin to develop their recovery plans, we will monitor those plans, and ensure that they meet the needs of each individual student and are compliant with OSSE's recommendations and policies. We will continue to monitor all data and ensure that students are able to recover from learning loss and make significant progress.

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.

For the 21-22 SY, we will be facing multiple challenges of our students returning to us with significant academic needs, their experience of trauma, as well as a greater need for relationships and SEL development given the extended time since students were regularly in school with their peers.

As a result, our focus is increasing our system of interventions and its effectiveness while serving a greater number of students than ever before. We will also continue our focus on tier 1 practices as we work to support students after having been away from school for a year. We will measure the success of the increased interventions by measuring academic growth for students receiving interventions--whether academic, social/emotional, or behavioral-- by those students matching or exceeding their grade level peers as measured by annual MAP growth.

In order to focus on addressing interrupted instruction and the need to accelerate learning for students, our schools MTSS lead will manage our MTSS systems and develop newly hired interventionist (including increased interventions and wraparound supports for students in most need) at their school sites. The MTSS lead on each campus will develop a comprehensive plan to implement interventions, analyze student progress, and coach teams toward ensuring all students receive quality interventions. This year, each SL team will have one dedicated MTSS lead who is responsible for MTSS programming at their campus. MTSS leads will participate in a year-long scope and sequence of monthly professional development to ensure they have the skills and knowledge needed to make MTSS thrive.

MTSS Cycle Overview

When:	What:
July-September	Tier 1 Focus Pre-Referral Process Begins
End of September-December	Cycle 1 of Tier 2/3 Supports
January-March	Cycle 2 of Tier 2/3 Supports
March-May	Cycle 3 of Tier 2/3 Supports
June	EOY Close-Out

MTSS Supports

Support	When	Who	Purpose
Data Cycle MTSS Meeting	Prior to Data Days	MTSS Lead Facilitates • SLT and MHP Attend	Cycle One • Identify students in need of tiered support All Other Cycles • Look at results and action plan for upcoming cycle
MHP and MTSS Lead Check-In	Weekly	MTSS Lead + MHP	MTSS Overall • Monitor progress on key action steps from MTSS Meeting SEB Interventions • Review progress on students • Problem-Solve as needed
MTSS Monthly	Monthly	SLT + MHP	Check Status of MTSS Structures

Walkthroughs			and Systems <ul style="list-style-type: none"> • Determine strengths and areas of growth for MTSS • Utilize these areas as focus areas for the month
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Social Emotional Learning (SEL) Supports

Support	When	Who	Purpose
SEL LPs and SSMs	Ongoing	Find on the Social Emotional Learning Site	Provide SEL Curriculum to be edited and elevated for individual school/classrooms
Regular Community Meeting and SEL Observations + Coaching	Ongoing	SLT + MHP <i>(as needed Regional NeST team member)</i>	Align on Common Trends <ul style="list-style-type: none"> • Share best practices across the Network
Community Meeting <i>(including SEL)</i> Walkthrough	BOY (Aug-Sep) MOY (Jan-Feb)	SLT + MHP + Regional NeST Team Member	Align on trends and next steps for the Community Meeting block and SEL Check-In.

PBIS Supports

Support	When	Who	Purpose
PBIS Check-Ins	Bi-Monthly <i>(minimum)</i>	PBIS Lead + PBIS Team	Action Plan <ul style="list-style-type: none"> • Plan next steps for PBIS Team utilizing data
MANDATORY Quarterly All-Region PBIS Meetings	Summer Fall Winter	All-Region PBIS Teams	Align on Common Trends <ul style="list-style-type: none"> • Share best practices across the Network

	Spring	MUST: PBIS Lead + MHP	
Share Best Practices <i>and</i> Attend BOY PBIS Meetings	Ongoing	Regional NeST Team Member	Align on Common Trends <ul style="list-style-type: none"> Share best practices across the Network

Behavior Supports

Support	When	Who	Purpose
Severe Behavior Next Steps Checklist	As Needed	MHP	These are the best-practice systems and structures that need to be in place to support a student with challenging behavior.
Additional Support for Action Planning	As Needed	Regional NeST Team Member	Align on Action Plan <ul style="list-style-type: none"> Align with MHP and SL Team on next steps

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**

N/A

- **e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.**

Adjusted class/block/bell schedules: Our block schedules across schools will prioritize time within core content blocks that support meeting students at their instructional level. This includes increased time and focus in the humanities block on guided reading and increased time for small group instruction in math class. We have also significantly increased the SEL instructional block, investing in students socio-emotional health during this sensitive time.

After-school programming: Rocketbooster (Rocketship sponsored afterschool programming) will prioritize small group instruction focusing on foundational literacy and math skills for all students enrolled. Rocket Booster! Extended Learning allows students to spend time in a safe, nurturing environment both before and after school. Rocket Booster! will serve as an extension of our school day programming and will provide academic intervention, enrichment opportunities, and social-emotional support for Rocketeers.

High-Dosage Tutoring: Through our revised MTSS practices school wide, small group, targeted tutoring will take place in every content, including STEM, Humanities, and in our Learning Lab. We know that a higher percentage of students will qualify for Tier 2 tutoring, so we have revised our blocks to provide more time for high dosage tutoring. We will be training all staff, including Assistant Teachers and Tutors, in our intervention curriculum to maximize the staff that can provide this tutoring for students.

New intervention program or support: We have adopted revised MTSS practices to support accelerated instruction for sub-groups of students most impacted by the pandemic (students with significant missed instruction, access to virtual learning, etc.). Schools have a plan in place to identify these students within the first 4 weeks of school - if not earlier, using summer school - and have support plans in place as quickly as possible using our entire suite of interventions.

Additional staffing: We've hired additional interventionists across campuses to address foundational reading and math growth. Additionally, we will be training other staff, including Tutor, Operations Staff, and Enrichment teachers in our intervention curriculum to ensure all staff can support tutoring and intervention.

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.

Rocketship Public Schools has worked nationally to review and revise how we approach reopening and the needs of students, staff and families. Distance learning provided insight into ways we can better care for the wellness of our communities and balance the need for academic remediation and social emotional wellness. Through regular surveying of our families, we learned that a vast majority of families appreciate teachers' focus on building relationships and community virtually and wanted to see that continue as their students return to school. This learning shaped our "prioritizing wellness so all can reach their full potential" regional focus.

This directly impacts the types of professional development our school leaders, teachers and staff will receive this coming year. All staff will be trained in the summer around building wellness focused classrooms. This includes extensive training on trauma informed classroom management, MTSS systems and structures, small group academic instruction, SEL instruction throughout the academic school day, building relationships and trust, and increasing and prioritizing academic discussions. Training for these topics will begin in summer professional development and continue throughout the school year.

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

Rocketship DC has identified several effective practices that we began to use during distance learning that we plan to continue to implement to enhance students' academic and social emotional progress.

With academics, we instituted 1:1 technology and ensured that every student in our LEA had a device to use at home to access not only virtual instruction, but also to do the asynchronous work with our Online Learning Programs (OLPs). We've previously used OLPs as part of our model, but most of the work on them had typically been done during the school day. With parent support at home, we saw greater investment with OLP progress and growth, and therefore this is a practice we are going to continue. We will ensure that our students all continue to have 1:1 devices at home and we will continue to offer access to our OLPs, including Lexia, ST Math, Reflex, and Freckle, to our students at home as well as assign the majority of their homework on OLPs, which is a change from the past. Lastly, we held several parent training workshops over the course of distance learning on how to navigate the OLPs, how to support their students, and how to access data reports on their own; this is a practice we will continue as we saw greater investment from families when they had the tools, resources, and knowledge to support.

One of the practices we instituted during Distance Learning was having students work with teachers across grade levels; given the virtual space, it was easier to have students enter different zoom rooms and receive even more targeted instruction based on their needs. Seeing that this supported many of our students and personalized their learning even more, we are building and creating bell schedules that allow for this in-depth level of differentiation - and collaboration across teachers and grades - to continue.

With social emotional learning, we instituted a student survey during distance learning as we wanted to gain more information directly from the students as to how the pandemic was impacting their lives and well-being. We gave the survey three times during the year at the same time we do other social emotional assessments. The survey gave us very valuable information that we were able to use to provide targeted interventions for students and ensure we were meeting the needs of each student individually. Because of the value of the data we received, we will continue this practice and have created an even more robust student survey to use this upcoming year and beyond during in-person learning.

Additionally, we created Care Corps during distance learning, an initiative to assess the needs of both our students and families. In Care Corps, we sent out a weekly survey to all families, giving them the option to let us know if they, or their student, had specific needs that we could help them address. Each campus established a Care Corps team whose responsibility was to respond to families and work with staff to support families, as needed. This acted as a way to close the communication gap that we found existed with some families during distance learning and give our families an easy and efficient way to request support and partner with the schools. We will continue Care Corps into next year as we were able to help many students and families with this initiative.

15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

N/A

3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:

- **a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;**
- **b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;**
- **c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;**
- **d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and**
- **e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.**

During the 20-21 school year, our special education teams and all school staff continued to support students' academic gains with disabilities while remaining compliant in terms of both service delivery and evaluations despite the barriers posed by distance learning. As we prepare for the 21-22 school year, we know that many of our students with disabilities will have significant academic needs and we will have higher demand for services, evaluations, and IEP meetings next year. As a result, we are prioritizing how we can accelerate academic achievement through more rigorous progress monitoring as well as prepare for the additional time which will be needed for all stakeholders to support the increased demand for services, evaluations, and IEP meetings. During our 3 week intensive teacher professional development program, we will be providing special education teachers, general education teachers, paraprofessionals and related service providers with the appropriate training and support to be able to meet the needs of our students with disabilities and accelerate their achievement.

During the first few weeks of the 21-22 school year our students with disabilities will be assessed in the same manner that our general education students are being assessed, with the appropriate individualized accommodations as dictated by their IEPs. Additionally, students with disabilities progress towards IEP goals will be measured and all data will be used to update IEPs. IEP teams will ensure that SAI and related services are aligned with IEP goals and accelerated learning timelines.

Students' with disabilities will have access to high quality, rigorous academic programs in the most inclusive environment possible. Rocketship will continue to have IEP teams use the Rocketship DC ISE Services Guide in order to ensure that students with IEPs are provided instruction and services in the least restrictive environment. To that end, we expect that our students with IEPs will meet or exceed our rigorous standards of academic growth. We approach educational programming for students with unique learning and/or behavioral needs with an end goal of meaningful inclusion, to participate fully with their peers in general education for the majority of the day. This allows all students to further their growth academically, socially

and behaviorally.

In order for meaningful inclusion to reach its full potential, it takes all team members to implement best practices, evaluate our programs throughout the year and adapt to student needs as they evolve. For all students to reach our rigorous academic goals we utilize co-teaching, differentiation via Universal Design for Learning (UDL), positive behavioral supports and intentional data collection of grade-level content and IEP goals.

We plan to continue our strong progress monitoring systems that are aligned to our general education assessment suite and special education goals, STEP, HUM, Foundational Skills, Math Fluency and STAR (our curriculum for students with severe disabilities) skills. Our progress monitoring for our AppleTree Rocketeers will align with the Every Child Ready Curriculum. Additionally we have built in time for progress monitoring for special education teams (special education teachers and related service providers) that allow for frequent monitoring (weekly/bi-weekly) to inform instruction and provide families with weekly or bi-weekly information on their students progress. School's will use a student's progress monitoring data to continuity monitor the need for individual student recovery planning. If an IEP team determines that a student requires an individual recovery plan, those plans will be implemented following LRE, parent input and consistent school and LEA level monitoring for fidelity of implementation.

At each campus, Special Education coaches and managers will work together to develop high quality schedules for students with disabilities, ensuring that they are receiving the services that are indicated on their IEPs, academic, behavioral and social emotional interventions as well as co-teaching and time in general education setting (to the maximum extent possible). Each ISE Specialist will work closely with the students on their caseload's families to ensure parent input is incorporated into a student's schedule as well as a clear understanding of their students schedule, teachers and how progress will be shared. At the LEA level, the Special Education Director, MTSS Manager and Achievement Directors will work closely to monitor, observe, coach and analyze data to ensure student schedules are being implemented with fidelity as well as meeting the academic, SEL and behavioral needs of each student.

Rocketship will continue to provide distance learning opportunities and services to students with disabilities. We will provide academic and related services through SOLs, a remote learning platform that ensures students with disabilities have equal access to education. Parents will have access to training as well as on-going support if their student is a participant in distance learning. As always any parent that needs an accommodation or support due to a disability will be provided that accomodation or support as necessary, ensuring they have access to the necessary training to support their student's growth and development.

While instruction and student achievement are our most important focus areas for the 21.22 school year, maintaining compliant programs and meeting IDEA timelines are also a focus for our LEA. In collaboration with school leaders and special education teachers we will ensure that all IEPs are purposeful, compliant, high-quality plans that result in meaningful educational benefit and grade level access for Rocketeers with unique learning and/or behavioral needs.

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.**

Identification

When parents first enroll their child in school, they will complete a home language survey (HLS). The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

To screen students, we administer the WIDA ACCESS Placement Test (K W-APT) for students in Kindergarten and the WIDA Screener (G1-G5). Students are administered the language screener and placed into appropriate English learner programs within the first 30 days of school.

Placement

Once the WIDA Screener is administered and scored, a student will be classified as either:

- **Fluent English Speaker or Proficient:** Their overall score demonstrated proficiency in English and no further action, including English language development (ELD) or testing.
- **English Learner (EL):** Student is not yet proficient in English and services must be provided to support the development of English language proficiency.

Students classified as an "English Learner" (EL) must be administered the WIDA-ACCESS each year, to measure progress and identify the student's English language proficiency (ELP) level.

Exit and Monitoring

Once a student achieves an overall composite score of 5.0, they will be exited from the program and enter the monitoring period. Students remain in the monitoring period for four years, to ensure that students continue to demonstrate language proficiency and academic achievement. Students are monitored at least two times per year, by their content teachers using both quantitative and qualitative measures. If the monitoring shows a potential need, the student will be considered for intervention or screened for re-entry into the program.

Communication

Letters must be sent to families to notify that students will be administered the WIDA screener. They will also be notified, [with a letter](#), within the first 30 days of enrollment of the initial classification and to ensure consent of EL services. Parents have the right to refuse language development programs and services, but annual assessments are mandatory if the student is classified as “English learner”.

During each parent conference, teachers provide parents with information about student progress and resources to support language development at home.

Instruction

Rocketship implements a sheltered content program, and language instruction will be provided in each domain through both Integrated and Designated English Language Development. During integrated ELD, students will focus on the speaking and listening domains to support strong habits of discussion. In K-2, students will have the opportunity to express their ideas through speaking and writing in thematic unit, phonics, and guided reading. In G3-G5, students will have the opportunity to express their ideas through speaking and writing in thematic unit, close reading, and guided reading. All grade levels will engage in a daily language block that will focus on the language strand of the CCSS. Students will apply these standards and skills to authentic speaking and writing contexts.

Curriculum and student tasks are developed through a UDL lens. Students will have options for expressing their ideas by either verbally responding or through writing. Instruction will be differentiated by the amounts of support that students need to have equitable access to content.

Through professional development prior to the start of the year, teachers will be trained in understanding the language proficiency assessment and interpreting student scores. They will use the composite score and domain level scores to develop goals aligned to each domain. Students and Teachers will engage in goal setting conversations at the beginning of the year to orient and invest students in their goals.

Equitable access to content is a core belief of our English learner program. Within the Sheltered Instruction program model, students will be learning new content and language simultaneously. To achieve this teachers will use a variety of GLAD, SIOP, SDAIE strategies to plan their lessons and engage students in learning. This process includes proactively planning the types of processing and engagement opportunities for students. Strategies will also be employed to respond to the language and skills that students during instruction, so that teachers can provide support on the task and build independence. Goal setting and reflecting on progress towards goals will help students stay on track to meet their goals and assist teachers in intentionally supporting each goal.

Teachers will adjust the type and intensity of their support, based on a students proficiency level. Teachers will use comprehensible input to help students understand new information and engagement strategies to maximize production of language.

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

At the beginning of the school year our focus is getting to know our EL students and their needs. Students goals will be made and entered into Elevation, our tracking program for EL students, within the first month of school. Teachers who have an ELL student population will be training in Guided Language Acquisition and Design (GLAD). This evidence-based training trains them on how to incorporate EL skills into instruction for all students. Small group language development will also be prioritized within the Humanities block. Integrated EL instruction will take place using various strategies, which apply at each level of proficiency, that can be integrated into daily distance learning activities, synchronous and asynchronous lessons. Examples of these strategies include use of input charts in videos and online lessons and language use opportunities (Turn and Talks, Say it With me/Read it with me, Total Physical Response, Cite your source). Transitional and waived students (students who are classified as EL but are near graduating from that status) will continuously be monitored for progress and placed into services if progress and goals are not being met.

Program Evaluation

Each year the program analyzes quantitative and qualitative measures to evaluate the program. This includes, but is not limited to identifying students who met their growth targets, exited the program, and demonstrated proficiency on content assessments. We use this information to modify instructional plans and resources for the upcoming school year.

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.

Rocketship has, and will continue to utilize these funds to increase the sanitation that happens daily on our campuses. We have increased the number of custodial staff that are working in our buildings and have them work on clear schedules based on student and staff movement in the building to ensure all spaces are regularly sanitized. Additionally, we have purchased electrostatic sprayers at each of our campuses using these funds which our custodial staff uses to disinfect high touch surfaces, such as the playground equipment, after each cohort uses them. These funds have been used to purchase extra PPE for all of our stakeholders, as well.

To support cohorting, we have used our funds to purchase dividers to split up larger spaces to ensure that classes stay within their own spaces and prevent the deliberate spreading and mixing of cohorts throughout our building.

While our Rocketship buildings already have upgraded HVAC units, we also used our ESSER

funds to purchase additional air purifiers for each classroom, office, and pull out space on our campuses.

We also have used this money to invest and build knowledge and expertise around health and safety in an additional School Leader at each of our campuses who has become the COVID Lead. These individuals receive specialized training and support our campuses by ensuring all health and safety protocols are up to date, followed through, and maintained with fidelity. They provide training for all of the staff on campus and ensure that all stakeholders - staff, students, and families - are following the appropriate protocols. They also stay up to date with OSSE's recommendations regarding health and safety to ensure they implement those on their campuses.

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.

Rocketship will institute a summer school at each of its campuses this summer to address the academic impact of lost instructional time. The summer school program will balance both academics and social emotional learning for targeted and prioritized students that need the most support coming out of the pandemic before fully returning to school in the fall. We will also partner with different organizations to provide students with different enrichment opportunities during the summer to build their knowledge and context of the world around them.

Additionally, Rocketship will be expanding its after school program, Rocket Booster, when we reopen our schools in August. Funds will be used to ensure we train our after school staff in interventions and programs that will address both the academic and social emotional needs of the students who participate in the program and ensure the instruction is research based. We will be able to offer our program to an increased number of students using these funds and also bridge the gap between the school day and after care by employing some of our school day staff to participate and teach during the after care hours, providing even more targeted small group and intervention time for those students to address learning loss.

We will be using these funds to also hire new roles at our campuses, including a Reading Specialist and interventionists, whose main role will be to work with small groups and individual students using research based curriculum and interventions. These roles will work closely with the grade level teachers to analyze data and create groupings that provide personalized attention for students. We will also bring on an additional Assistant Principal at each campus to provide more support and coaching for our teachers and these new roles to ensure they have the targeted support they need to teach students at a high level and address learning loss. Rocketship campuses will also use the funds to continue our partnerships with Reading Partners, who will be able to target and provide critical reading interventions and support to a high percentage of students at our schools.

At the regional level, Rocketship plans to hire two Achievement Managers to more closely coach, develop, and support our School Leaders around instruction and data. These roles will work closely to ensure our School Leaders become content experts that can drive outcomes and strong levels of success at each of our campuses.

Lastly, building on a best practice we learned during distance learning, we will use these funds to ensure our students still are 1:1 with devices, both at home and in school. We saw great success with ensuring our students regularly use the Online Learning Programs that we use at home and we will continue to do this moving forward. Additionally, we needed to build out our wireless network infrastructure at each campus to ensure we can support 1:1 devices, which is a project that will take place this summer to ensure our campuses are ready for the fall.

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.

With the remaining ESSER funds, Rocketship will continue to strategically address academic and social emotional learning losses in students while ensuring all stakeholders - students, staff, and families - receive the support they need coming out of the pandemic.

For students, we will be replenishing classroom libraries with authentic, culturally responsive literature for students to access and read. We sent home the vast majority of our books to students during the pandemic, so we will ensure our libraries are vast and filled with rich literature again. Additionally, we are investing in different and more diverse social emotional programming and curriculum so that we can train our staff in more diverse approaches to meeting the needs of our students, knowing that their needs will be greater than ever before. Lastly, we will add an additional school counselor and school psychologist at each campus to ensure students perceive the appropriate supports and interventions around social emotional learning and behavior.

For staff, we will use the funds to continue our partnership with the Wise Center at Med Star Health, with the main focus of our work this year centered on creating a wellness scope and sequence that addresses staff wellness in particular. We will hold monthly workshops and initiatives for staff to ensure they stay balanced and uphold their wellness so they can be their best selves for our students and families. Additionally, we will continue our partnership with Burn In Mindset to give staff the opportunity to avoid burnout and find productive ways to participate in the school community. Finally, we will invest in additional building substitutes to ensure that staff are able to take the time they need as they, too, recover from the pandemic and also to give our leadership teams the ability to proactively give staff planning and collaboration time to ensure they are growing in their own development to meet the vast needs of our students.

The investment of the additional social worker will also allow our families to receive more targeted support and help from our staff. One of the social workers' main responsibilities will be to work with families and ensure they know how to access supports not only in the schools, but throughout the city as well. Finally, we will invest in building a family wellness initiative throughout the course of the year, working in collaboration with our Senior Education Organizer and the Wise Center. These programs will focus on helping our families recover from the pandemic and ensure they receive as much support and development as possible.

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.

Rocketship DC is investing in an additional Assistant Principal to support and lead at each campus. This Assistant Principal will be responsible for overseeing Special Education, Multi Tiered Systems of Support (MTSS), and EL. Their main role will be to ensure that our students who have been disproportionately impacted by the pandemic receive the supports they need through our tiered intervention program as well as through their special education and EL services.

Additionally, we have a high percentage of students with moderate disability at Rise Academy, our Ward 8 campus. We know that these students have been disproportionately impacted by the pandemic and therefore we are building stronger and more robust services to support them in the upcoming school year, including the hiring of a Board Certified Behavior Analyst (BCBA), a Behavior Support Specialist, and an additional Special Education teacher. This group will focus exclusively on ensuring our students with moderate academic and behavior needs make up gains from their time at home during the pandemic.

Lastly, we are continuing to use funds to support our Care Corps initiative, which is our weekly touchpoint with families to determine the types of resources and support they need for their students as they work to overcome the impact of the pandemic. Given our high percentage of students who are at-risk and homeless, funds can be used to ensure families have the appropriate shelter, food, housing, and clothing, among many other things. We will pay staff an extra salary in order to support this initiative and ensure the needs of all of our students, and their families, who have been impacted by the pandemic.

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.