

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Two Rivers PCS

LEA Head of School Name: Kristina Kyles-Smith

LEA Type: Pre-K;Elementary;Middle School

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Background and Purpose

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

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

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

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: **Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**
 - a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
 - b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and
 - c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

Two Rivers' will provide on-site learning for all students for 180 days at 7 hours per day for our elementary campuses and 8 hours per day for our middle school with the exception of Wednesdays, when our school day is 5 hours for all schools to allow for professional development for our staff. This exceeds the 1080-hour annual requirement. Our school calendar can be found [here](#). Our current facilities and physical space can accommodate 100% of the student population.

In order to adhere to the recommended three feet of social distance between students, we are hiring additional teachers at our 4th Street Campus in grades 2-5 so that we can decrease the number of students in each classroom. We are also hiring additional specials teachers (Spanish, PE, arts). Finally, we are also hiring additional related service providers and contracted services to specific campuses in an effort to minimize working across schools. We are using our traditional hiring tools to hire the additional staff needed.

In the event of a positive COVID-19 case within our school, we will follow the guidelines of quarantining all individuals who are not vaccinated for 10 days. For staff and students who are vaccinated, they will be able to attend school in their cohort. For those students who must quarantine, we will follow the following school extended absence policies for staff and for students: [See relevant COVID-19 Staff Policies here](#).

In the event of an unexpected closure or partial closure, we will communicate with families as soon as a closure determination is made using multiple modalities including email, text, and staff positioned at arrival and dismissal where appropriate. Two Rivers recently adopted ParentSquare as a technology platform and tool to provide streamlined, accessible communication from the school. Via ParentSquare, parents will receive alerts in the form they choose - in their app (email), text messages, and/or phone calls.

In an effort to minimize interruptions in learning, we will be providing students with individual materials wherever possible (eg. workbooks, individual math manipulative sets, access to electronic versions of materials through Google Classroom). If a student is at school and needs to go home, they will have access to a Chromebook that will allow them to access instruction as well as individual materials that will allow them to engage in instruction remotely.

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

- Communication with families: Two Rivers is providing all families with our “Crew Approach to Health and Safety” document which asks families to notify the school in the event of a possible exposure of possible case and provides a contact for families to use.
- Dissemination of materials: Two Rivers will communicate procedures for families to come on-site outdoors to check-out devices and other necessary instructional materials for the duration of any quarantine.
- Uninterrupted instruction through remote learning: Each teacher and student will continue to have access to Zoom and Google Classroom. If a student needs to move to remote learning due to exposure, we will leverage the use of Zoom to ensure students have access to instruction.

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) Two Rivers will create, manage, and deliver our remote learning program for students with medical certifications. Our distance learning program will be centrally managed and supervised at the LEA level by our Chief Academic Officer and Director of Student Services but will be owned and implemented at the campus level. School-based leaders and Student Support Teams will design student schedules to ensure alternative access, manage the flow of additional resources to the home, and monitor student progress.

- **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.**

Two Rivers will create, manage, and deliver our remote learning program for students with medical certifications. Our distance learning program will be centrally managed and supervised at the LEA level by our Chief Academic Officer and Director of Student Services but will be owned and implemented at the campus level. School-based leaders and Student Support Teams will design student schedules to ensure alternative access, manage the flow of additional resources to the home, and monitor student progress. Based on very preliminary survey data, we anticipate a small number of students receiving medical certifications to learn remotely. Our dosage of instructional time for students with medical certification will mirror the time provided during our remote instruction throughout the 2020-2021 school year. We found this dosage allowed students access to instructional staff, their peers, and curriculum content at a level needed for their academic success while balancing health and internet fatigue. Our student support teams have additional resources (including related services, one on one instructional time, or additional counseling support) for students with special needs or students identified at risk. See Attachment 1 for a detailed summary of the schedule for students with a medical certification.

- **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;**

Two Rivers maintains a robust student and teacher technology program. Our students in grades K-8 all have access to a Chromebook. Our students in Preschool and Pre-Kindergarten all have access to a Kindle fire. Each teacher and student has access to Google Classroom which will serve as our learning management system and Zoom which will serve as our video conferencing software. These learning and meeting platforms will be the main conduit for curriculum content and connection between our community members if a student needs to move to remote learning due to exposure. To ensure students who are working remotely have daily access to live instruction, Two River piloted and will be implementing the use of Swivl strategically based on student schedules. Staff using Swivl will be supported based on our learning from piloting Swivl technology during School Year 2020-21. In terms of the student experience, the schedule will largely mirror the direct instructional portions of the students who are in person.

- **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**

Two Rivers has increased the capacity of its school-based student's supports. These additions include an additional assistant principal at each elementary campus and an additional counselor at all of our campuses. Our network operations team has developed technology distribution programs and support programs which include access to a dedicated support technician. School-based instructional leadership teams, in collaboration with teachers, will manage curriculum and content material distribution, ensuring that students continued to have access to all materials needed. Our school-based student support teams, who are most closely connected to our students, will continue to support and provide resources to families, ensuring that students have access to social and emotional well-being supports. Annually, during school-based, back-to-school meetings held in the summer, and end-of-semester meetings held in the winter, Two Rivers provides families and students with technology and digital citizenship training, tools, and reminders outlined in our student and family handbook.

- **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.**

Two Rivers is implementing our own distance learning program for students with medical certification. Our program will be directly aligned to our live instruction to ensure that our students are able to continue to leverage key school structures that are embedded in our curriculum model such as our advisory program and our expeditionary curriculum units. Therefore, our students in our distance learning program will follow the curriculum scope and sequence alongside their classmates. Our learning platforms noted above will ensure students are able to maintain a consistent balance of synchronous and asynchronous learning. Please see [Attachment 1](#) for a list of curricular tools we will be using for distance learning.

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.**

One of the keystone ways that Two Rivers incorporates social-emotional learning is “Crew,” a small group cohort mentored by a Two Rivers staff member. All students at Two Rivers belong to a Crew. In many ways the “Crew” structure is similar to an advisory period or homeroom in other schools. A small group of students is assigned a staff member that acts as the crew leader in both our elementary and middle schools. Students meet in crews a minimum of three times a week. However unlike most advisory programs or homerooms, our Crews aspire to embody the quote from Kurt Hahn, founder of Outward Bound, “We are crew, not passengers.” This has two separate components. First we want our students to understand and be able to leverage their agency in their academic journey. Students are active participants, not bystanders along for the ride of their education. Second, we believe that learning at its best is a collaborative effort that cannot be undertaken alone. Thus the spirit of crew is to empower students to own their education while also supporting their fellow classmates or crew members to do more than they think possible. Through our Crew structure, we put an emphasis on four goals:

1. Having every student well known by a crew leader and fellow crew members
2. Norming around Two Rivers’ scholarly habits, a student friendly articulation of the social emotional competencies from the Collaborative for Academic and Social Emotional Learning (CASEL)
3. Building a spirit of crew or camaraderie in support of succeeding across all endeavors in school
4. Supporting setting, sharing, and tracking academic goals for every student

Two Rivers will also partner with families to ensure that students’ social-emotional and mental health needs are met. School based counselors, along with therapists from the Department of Behavioral Health’s Community-Based Organization mental health partnership will provide social-emotional and mental health support to students and families during continuous learning and school recovery. Two Rivers is hiring an

additional school counselor at every school in advance of the start of next school year.

At the beginning of the year, we will utilize universal screeners for social-emotional learning to assess all students. Assessment results will be used to prioritize whole school social-emotional supports as well as students that are in need of more targeted intervention. More targeted support and intervention can come in the form of group or individual counseling, along with other researched based behavior and social-emotional interventions. All students will have access to an academic school counselor that will be available to provide social-emotional support.

There will be multiple referral pathways for students to receive mental/behavioral health services throughout the school year. School counselors will be available to support students in need of services who self-refer and/or are referred by parents/guardians. School staff may also refer students to receive mental/behavioral health services, with the consent of the parent/guardian. Staff will be made aware of the mental/behavioral health referral process through school professional development. These processes parent/guardians and staff will be communicated to families during family conferences before the start of the school year and through family meetings held with all Two Rivers families. Self-referral options will be presented to students during Crew time.

4. Describe the LEA’s proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

Our LEA is preparing to monitor behavior of students using a variety of positive, relevant and developmentally appropriate behavior modification approaches. We are a Responsive Classroom school, and as such, employ the use of collectively creating classroom rules, modeling routines and procedures, and using reinforcing, reminding, and redirecting teacher language. Additionally, we will use the first six weeks of school to intentionally build classroom culture, teach routines and procedures, and identify early on students who may need additional behavioral support. Our discipline policy from School Year 2020-21, which is currently in the process of being finalized for next school year, describes our approach in more detail and can be found [here](#).

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.

Two Rivers contracts with the food service vendor, Preferred Meals, to provide breakfast and lunch for all qualifying students. Our meal program offers a cold option breakfast and a hot option lunch that is prepared on-site. Our elementary school program serves breakfast and lunch in the classroom, and we actively engage in Breakfast in the Classroom (BIC) Program to promote all student participation. Our middle school program participants will be offered a grab-and-go breakfast option and will eat breakfast and lunch in the classroom. Floor markings have been placed in classrooms to serve as distance markers to ensure the appropriate physical distancing during meals. Two Rivers will use specials classrooms and the gym to provide more spaces to ensure proper spacings during meal times. Weather permitting, teachers will be allowed to have students eat meals outside. Finally, to promote smaller groups eating, we will consider alternating the daily schedule with offering longer meal time blocks.

Preferred Meals offers a Five-Day breakfast and lunch take-home kit. To support qualifying students participating in remote learning, we offer them an opportunity to secure a five-day weekly home meal kit. Families will need to come to our Young campus to pick up weekly home kits. Two Rivers will apply for OSSE's Non-Congregate Waiver and SSO program to accommodate a remote learning environment and expand our meal offering flexibility.

The 5-day meal kit consists of frozen and shelf stable options. Two Rivers will store an appropriate number of meals at all times to respond in an unexpected quarantine situation.

Any qualifying student who needs to unexpectedly quarantine will have the opportunity to convert to the 5-day meal kit to ensure access to continual nutritious meals.

Our meal program options will be communicated on our website and all beginning of the year school communications. Families will have the opportunity to sign-up for the quarantine option to ensure immediate access to the meal kits. In addition to our website, Two Rivers will utilize ParentSquare as an emergency parent notification tool and our weekly family newsletter to keep families updated with our meal program and meal access options.

Finally, Two Rivers will also continue to collect NSLP applications to identify qualifying students and ensure they are registered to receive any District or federal relief such as the P-EBT.

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.**

As part of our annual professional development, we regularly train educators on trauma-informed practices, including regulating and responding to their own experiences in addition to students' experiences. This year, we will be working with an external partner to provide this training in the fall of 2021.

Our LEA plans to support teacher and staff social-emotional and mental health needs by making available the following to all interested staff:

Kaiser Mental Health Benefits

All employees with Two Rivers'-sponsored health insurance can access medical and mental health care 24/7 by calling 1-800-777-7904. All video visits with any provider are free of charge.

Employees also have access to free self-care apps through Kaiser including:

- myStrength - an app to improve your awareness and adapt to life, including personalized programs for increasing mental awareness and improving behaviors with tailored programs for managing depression,

stress, anxiety, and more.

- Calm - an app for meditation, mental resilience, and sleep

Additionally, Kaiser members can access Kaiser’s wellness resources such as:

- Health classes and support groups
- Health wellness programs
- Over-the-phone wellness coaching
- Fitness memberships to ClassPass (free access to on-demand videos and a discounted rate for livestream and in-person classes) and Active & Fit Direct

ACI Employee Assistance Program (EAP)

All Two Rivers employees, regardless of health insurance coverage, can use the EAP to access confidential and professional assessments and referral services. EAP benefits are free of charge and accessible 24/7 through 855-RSL-HELP.

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 wellbeing, and accelerated learning clearly and consistently through a number of different channels: weekly newsletter (“the Trib”), Two Rivers website updates, a new ParentSquare communications platform that has a web portal and smartphone app, family conferences, summer mailing, Parent School Association (PSA), and social media. To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. We are equipped to communicate using parents’ preferred language in a number of ways. ParentSquare is synchronized with our student information system and uses Google Translate whenever the preferred language is not English, allowing all text-to-text communication to be translated into dozens of languages. Our new website also relies on Google Translate. We hire an agency to translate our core documents (enrollment, recovery framework for SY2021-22) and to provide interpretive services for conferences or townhalls.

ParentSquare will factor as a key tool for streamlined, accessible communication from the school. We introduced ParentSquare in the winter of the current school year to “a coalition of the willing”, which included teachers and administrators, so that their tips could inform Staff Orientation in August.

ParentSquare will serve as the “container” for newsletters from the Executive Director, Principals, and teachers, in addition to direct messages to individual parents or groups of parents (English learners, homeless, those with special needs). Parents will no longer have a flooded inbox and they will receive alerts in the form of their choosing - in their app (email), text messages, phone calls. In August, teachers and leadership will explain key functions of ParentSquare to families, the majority of whom have already downloaded the app, which has an in-built COVID-19 health screener. We have required use of this screener for any student engaged in in-person activities; we will continue to use this tool for the foreseeable future.

The newly redesigned website has subpages that each school leadership team can populate with their unique messages (for example, tech pick-up or drop-off, engagement activities, etc.). Each school also has their own Instagram accounts. Thus, schools can draw attention to key information through social media and link in to their URL for more details. This mechanism, coupled with network-wide communication, helps ensure that more families can access information in a timely manner in a way that is easiest for them.

Our community of staff will solicit and incorporate student and family feedback on plans for school reopening, accelerated learning, and student wellbeing via periodic surveys, Parent School Association (PSA) full body, and PSA’s committees, which will include a focus on mental health and students with special needs. Our team will solicit, review and incorporate feedback starting this summer through a survey that we will send via summer mailing, ParentSquare, and social media. We envision quarterly feedback sessions with the PSA or committees so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. These will take the form of town halls, surveys, or focus groups. In order to monitor student progress and adjust supports, our LEA will use quarterly progress reports, student-led conferences, 1:1 communication between guardian and teacher. The feedback, and any adjustments to the plan, will be shared back to families via the newsletter, which is distributed weekly via ParentSquare, our website’s recovery page, and social media. School and network leadership will be present at the front doors of each building during arrival and dismissal daily. This routine is also an informal mechanism for catching families who have not responded to surveys or acknowledged receipt of key updates. Each building also has an Assistant Principal of Culture, who is charged with building relationships with all families, and a new network-wide Family Support Coordinator, who will also play a role to connect with hard-to-reach 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.

In school year (SY) 2020-21, we identified students as being consistently less engaged with distance learning based on the following behaviors: attendance, work completion, responsiveness to outreach, and grades. All students had access to school-provided equipment by April 2020 and technology issues were addressed on an as-needed basis. We created a family technology email account to address access and technical support issues, and our campus deans worked to identify families in need and ensure they were able to access technology (including internet) from Two Rivers. In January of 2021, Two Rivers first began offering on-site learning options to students. We prioritized spots for disengaged students. Of those identified, 75% returned to on-site learning, leaving 23 students as consistently less engaged with learning in the 2020-21 school year.

For these students who were consistently less engaged with learning, they have been invited to our in-person summer school program. Additionally, Two Rivers has hired additional counselors and assistant principals of culture at each campus who will work with these students and their families to identify barriers to

engagement and work to address them as we return to in-person learning.

Two Rivers will review data on student engagement, including data for students “consistently less engaged,” on a monthly basis.

Parents will be made a part of this problem-solving process through our family conferences at the beginning of the year as well as through ongoing communication at quarterly conferences. Communication will be more frequent depending on the nature of each situation and the supports put in place.

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 summative assessments contained in [Attachment 2](#) to eligible students in the 2021-22 school year.

- **c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);**

The table in Attachment 2 provides an overview of our LEA's assessment schedule outside of the state required assessments (i.e. PARCC in English language arts and math, the state science assessment, and WIDA ACCESS tests). This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons. As these are summative assessments, they will be conducted at varying points as noted in the chart. Results will be used internally and with families but will not be part of school accountability.

- **d. Whether you set goals 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**

Two Rivers has leveraged its mission to best ensure that when students graduate from Two Rivers, they will have the cognitive and social skills to succeed in high school and college so that they have rich and varied options for their future. To ensure we maintain progress towards this goal, Two Rivers sets goals in multiple content areas for several reasons. See below for specifics on which assessments are used in each content area and for which grade levels.

Two Rivers sets our student achievement goals in alignment with our overarching mission and larger goal. Also, Two Rivers as an EL Education school holds itself to outperforming their district and state in total overall proficiency for at least two of the previous three years for the entire tested population in the school and for low-income students. Also, as an EL school, we use MAP data to demonstrate that 60% or more of our students have met their annual growth target/are making average or above-average growth for at least two of the previous three years. We feel our current approaches to setting and tracking goals over time are effective and will not be introducing any new strategies in this area for next year.

ELA & Math

For ELA and math, we expect students in Preschool-1st grade to be at benchmark according to our Circle and mClass assessments, and students in grades 2-8 to meet their growth goals (set by NWEA) and reach proficiency (as measured by students scoring at or above the 50th percentile) on the MAP assessment by the end of the school year.

Science and Social Studies

For science and social studies, we expect students in all grades to produce high-quality expedition work in alignment with EL Education's dimensions of high-quality work: complexity, authenticity, and craftsmanship. Twice per year, teachers and instructional leaders come together to review work products across multiple grade-levels and content areas using EL's High Quality Work Protocol.

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, our goal is for them to reach full proficiency through our Structured Immersion Program. Once identified, EL students will be supported in the General Education classroom, with the General Education teacher and/or the EL teacher. Small group instruction may take place outside the general education classroom. The EL teacher and the classroom teacher will develop language goals for each EL student, based on the student's individual areas of growth in the language domains of Listening, Speaking, Reading, and Writing. Our goal is for ELL students to achieve a Level 5 Proficiency according to the WIDA ACCESS, in all domains.

- **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**

Monitoring progress will be the same as in past years. We have built common planning time into our schedule so that grade level and content area teams can analyze data weekly and plan strategies to respond to it. Additionally, we have also built-in staff professional development days in order to allow for longer collaboration and planning blocks. Two Rivers has also restructured our network academic team in order to provide content-specific support to each of our schools.

- **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 nine students enrolled in non-public schools. They are enrolled at one of the following schools: Ivymount, the Frost School, Kennedy Kreiger, Forbush School of PG County, High Roads School of PG County, High Roads Academy of PG County, Lab School of Washington, and Phillips Program 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: through virtual collaboration in the form of meetings and shared email communication. Additionally, we collaborate with the families to ensure students' Individualized Education Plan's goals reflect the disruption due to the pandemic through individualized distance learning plans. All meetings that non-publics hold are attended by the case manager at Two Rivers and communication is shared between school and family.

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.

Overall, Two Rivers has committed itself to address students' learning and knowledge gaps through its Expeditionary Learning Model. Our learning expeditions are long-term, in-depth studies with real-world connections that inspire students towards higher levels of academic achievement. Learning expeditions and our project-based learning model involve students in research, critical thinking, and problem-solving while building character and academic skills along the way. This empowering, engaging, and challenging instructional model has been proven effective in engaging and empowering students toward accelerated learning.

Additionally, Two Rivers has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. Annually, Two Rivers engages in diagnostic assessment of all students during the first month of school in reading and math to obtain baseline data, noting where students are in relationship to grade-level standards. Two Rivers' data manager collects all student baseline learning data and enters it into our data management system and visualization tools to provide the data in ways that can be analyzed and disaggregated. These tools, as done annually, will support school and teacher teams in performing detailed analyses at the network, school, classroom, and individual levels. As previously noted, we will leverage common planning times, weekly early release PD days, weekly data meetings, and individual and group coaching where school and network instructional leadership will support teachers in identifying classroom trends and developing strategies for responding to student academic and social-emotional needs. Two Rivers believes that by providing more analysis and planning time for teachers, we will be able to identify gaps in knowledge and skills and be able to plan effectively for just-in-time instruction of those skills so that we are maximizing the amount of time spent on grade-level content.

Finally, we will leverage our beginning of year family conferences to gain a deeper understanding of each student's needs as it relates to interrupted instruction, and will continue to utilize our goal-setting structure with students and their families throughout the year. We believe that this is a powerful way for students to engage their community in helping them make progress, both academically and social-emotionally. During the initial meeting, students and families formulate goals that translate into personalized learning targets.

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.**

Please see [Attachment 3](#).

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.

Annually, Two Rivers instructional leadership creates a staff professional learning plan based on input from teachers, student data, and our overall instructional focus. This year, our plan accounts for lessons learned during the pandemic and the need to 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 academic officer, principals, instructional guides, and the director of the Two Rivers Learning Institute.

Throughout the 2020-2021 school year, we reflected on and identified what worked well by looking at a variety of factors gathered through family, student, and staff feedback, and a review of individual classroom data. Using information gleaned from school year 2020-21, we are planning on supporting teachers through a 2.5-week orientation in August prior to students returning. In addition, we will leverage weekly professional development time on Wednesday afternoons and weekly common planning time for core subject teachers during the school year.

This year, we will begin with a focus on strong Tier I instructional support, including the implementation of the EL Education Reading Skills block in K-2, integrated literacy instruction across the grades, Bridges in Mathematics instruction in K-5, and Carnegie Learning Math in the middle school. 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 utilize standardized assessment tools like the NWEA Measures of Academic Progress and DIBELs to help understand where our students are and what specifically they need for continued growth. In addition, we will continue to use classroom grades and time out of class behavior data to determine levels of engagement and the impact of instruction. Based on these assessment results and anecdotal data, we will identify areas of need and how best to pivot to address those areas.

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

In response to the need to innovate during the COVID-19 Pandemic, Two Rivers introduced a new goal-setting strategy that was exceptionally helpful during distance learning and it will be continued throughout the 2021-22 school year. Individual goal-setting meetings with students allowed students and teachers to discuss students' individual progress, create goals unique to each student, develop strategies that each student can employ to meet the goals independently and/or with support from teachers and families, and clear measures of success. Our ongoing student well-being survey data showed that elementary students felt most valued at school in this portion of the day.

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

Not applicable.

3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to

conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

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

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

As done annually, students with disabilities will engage in their progress monitoring meetings. These meetings allow students, families, the special education team, and the teaching team to regularly assess student growth toward their IEP goals in relation to their most recent progress reports. Additionally, all students, including students with IEPs, will be assessed using the Tier 1 curricular screener. The data from both sources will be compared to the previous year(s) where applicable to determine the nature or impact of virtual learning. Determination of additional supports and/or adjustments to the individual education plan will be made for students that have shown regression on IEP goals or have experienced loss greater than average in service of accelerating student learning. This process will be supported by the new enhancements made to our school-level special education teams which include additional special education teachers at all three campuses and a school-level special education director.

Two Rivers has enhanced the special education teaming structures in the network and in the school. The enhancements will allow better student, family, and school collaboration and more effective progress monitoring of student growth, and more rapid response to student needs, including innovation of instructional approaches. Special education teachers and related service providers will, to the greatest extent possible, service students by utilizing co-teaching practices or by providing specific special education services in the general education classroom. Co-teaching teams will be prioritizing the major work of the grade. The special education teacher will support scaffolding and access to the materials where necessary and appropriate. Additionally, special education teachers will continue collaborating with the general education team to provide small group and individual instructional sessions focused on ensuring student access to the general education curriculum and supporting the development of skills that will enable achievement of student IEP goals.

Two Rivers will notify families of the overall service delivery plan along with a Prior Written Notice as well as the use of annual IEP meetings, including those led by students, and family conferences. Families will receive updates on student progress using the ALMA gradebook system and will also receive communication on student progress through quarterly progress reports. Two Rivers is sharing with all families the instructional approach and structures through family conferences before the start of the school year and students with disabilities will have a review of their IEPs and educational needs during the first quarter to ensure that educational needs are being met through the individual education plan.

As an EL Education School, equal and equitable access is a philosophical belief and an instructional approach. Two Rivers ensures that students with disabilities are taught in general education settings through either co-teaching to the greatest extent possible or through the “push-in model”. Our classroom teachers leverage flexible grouping and design tasks that allow for different approaches to the same goal and instructional target. All teachers are supported in making accommodations and modifications for students who have identified exceptionalities and collaborate with the school-based student support team to provide relevant supports and extensions.

Two Rivers will conduct regular and responsive parent training sessions to ensure that parents/caregivers are prepared to co-teach/co-treat in partnership with teachers and service providers. Training will be provided remotely through an online video conferencing platform. These training sessions will be conducted periodically during the entire period of remote learning.

Two Rivers will conduct a needs assessment to determine the unique needs of each family, focusing on those with specific disabilities that require modifications to communicate and/or learning platforms. The Director of Special Education will ensure that all school staff are trained on how to support adults and family members with disabilities. The Director will also establish specific communication protocols for individual family members with specific 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.**

Not applicable.

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.

Once a student enrolls in Two Rivers, and is enrolling in a DC school for the first time, the OSSE Home Language Survey is administered at the time of enrollment. If the OSSE Home Language Survey indicates that a language other than English is spoken in the home to or by the student, the student is then screened for possible identification as an EL using Pre-IPT Oral English for grades pre-k3 and prek4 and English Language Proficiency Screener for grades k-8, within the first 30 days of school. Students that were provisionally screened during distance learning will be re-screened once they return to school using the appropriate screener. Within 30 days of the first day of school, or within two weeks of placement, parents will be notified by letter in their home language. Notifying parents that their child was identified as needing EL services.

Two Rivers teachers will set language goals across the four domains of language by creating Individualized Learning Plans using WIDA Can Do Descriptors. Student progress will be tracked using the WIDA Model Assessment. Students that were provisionally screened during distance learning will be fully screened upon return to school.

Two Rivers delivers language instruction via inclusionary and small group instruction, with the support of a certified English Language teacher. The level of support students receive will be determined by each student's grade and english proficiency level.

Two Rivers teachers will set language goals across the four domains of language by creating Individualized Learning Plans using WIDA Can Do Descriptors. Student progress will be tracked using the WIDA Model Assessment.

Two Rivers will assign all teachers of English language learners an EL point of contact. Students will be thoughtfully grouped based on grade level and english proficiency level. Students will receive instruction through 1:1 targeted interventions, push-in classroom instruction, and consultative english language support.

If for any reason the LEA or an ELL student is required to receive remote instruction, students will receive ELL instruction through Zoom.

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.

At the time of submission of this continuous education plan, Two Rivers PCS is not able to submit a formal budget for use of ESSER III-ARP funds. However, our projected expenditures of these funds align with DC and OSSE reopening guidance. Some examples of this alignment include:

- The planned use of some funds for enhanced facilities cleaning (Priority 1.A). Working with our environmental services contractor, Busy Bees, we are regularly cleaning our classrooms, common spaces, and other areas of our grounds. We are also planning to allocate some funds for enhanced air cleaning systems.
- Two Rivers was recently awarded the OSSE school reopening grant for full-time programs, which our programming meets the definition for. The use of ESSER III-ARP funds to strengthen this program

and give more students access to in-person learning aligns with OSSE’s Priority 1.B. At this time, we are planning for the start of the 2021–2022 school year to—with only limited exceptions—have all students back on campus full time. Enhanced cleaning, facilities updates, and other expenditures support this important transition.

- We also plan to allocate some ESSER III-ARP funds for summer programming to accelerate learning and support learning loss prevention (Priority 3.B). For summer 2021, we are currently anticipating a summer program enrollment of up to 300 students, representing about a third of all Two Rivers’ students.
- Furthermore, some additional funds are anticipated to be allocated for aids for students with disabilities, which can help them to better access their learning in general education classrooms (Priority 3.C).

At this time, ongoing conversations around expenditure usage for ESSER III-ARP funding is ongoing, but these anticipated expenditures—which directly align with OSSE/DC priorities—are planned to be included in the final, submitted budget

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.

Two Rivers will use its twenty percent allocation requirement to implement evidence-based programming to students. At this time, the plan is to use these funds for summer programming for students, comprehensive after-school programming, and extended school year services for some students with disabilities. All these planned expenditures align with the outlined requirements. These three domains are all evidence based. Examples of evidence-based practices include:

- *Summer Programming: “A study that included a randomized controlled trial indicated that students with high attendance in a summer program for low-income urban youth benefitted in mathematics and language arts (Augustine, McCombs, Pane, Schwartz, Schweig, McEachin, & Siler-Evans, 2016).” [Link to U.S. Department of Education website referencing this study.](#)*
- *Comprehensive After-School Programming: A meta-analysis of program-level evaluations of comprehensive afterschool programming demonstrates many positive outcomes for students, including support closing the achievement gap, improved academic performance, substantive math gains, improved in-school attendance, improved classroom engagement, and more. This meta-analysis was shared by the Afterschool Alliance; it is available at [this link](#).*

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.

The remaining 80% of funds will be allocated in a way that supports Two Rivers students as they transition back onto campus and continue to receive a high-quality education from our school. We believe that, in many ways, the remaining 80% of funds will be expended in a way largely consistent with the 20%: supporting students, families, and staff. This will include after-school programming for students, summer programming, the increased costs of operation during COVID-19 (including facilities cleaning and updates to enhance

cleanliness), and expanded opportunities for students to engage with teachers and other staff members. Two Rivers PCS and our financial partner, Ed-Ops, have attended all OSSE training sessions about CARES Act and ESSER funding and their appropriate use, and will submit a budget that meets the restrictions outlined in the allowable uses published.

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.

Two Rivers' pedagogical program includes ample opportunities for social-emotional learning in addition to academics. This includes ensuring equitable access to this programming for all students. One of the keystone ways that we incorporate social-emotional learning is "Crew," a small group cohort mentored by a Two Rivers staff member. All students at Two Rivers belong to a Crew. In order to ensure that students are having opportunities to interact with their Crews, we have been facilitating both in-person and online opportunities for engagement. Building these relationships between students is an important way that we build community and enhance collaboration between students and staff. We make sure that every student in our school has equal access to these opportunities, including by:

1. Monitoring, on a weekly basis, more than two dozen metrics about student engagement and performance, including data broken out by student subgroup. This includes participation, engagement, grades, progress toward IEP goals, and more. Our instructional leadership team (including school-site principals and other leaders) review this information and can base their decisions on this real-time level of information.
2. Our director of student support closely monitors IEP progress of all students in the special education program, ensuring that they are receiving the supports they need to succeed in general education classrooms—the least restrictive environment. At Two Rivers, many classrooms have both a general education teacher and a special education teacher co-teaching students. This partnership helps make sure that teachers are engaging with all students equally and at the level appropriate for student development and learning.
3. Our school coordinates to ensure that homeless students have the resources and support they need to succeed. The identified homeless student population at Two Rivers represents less than 1.5% of all students. However, we are committed to seeing and serving these students. We help provide needed essentials, transportation access, and other services that help get these students plugged into their classes, whether online or in-person.

Some of the interventions discussed in this document are summer school, comprehensive after-school programming, and extended school year. These programs are managed in a way that ensure that at-need students have access to appropriate programming. For summer school, Two Rivers staff members, in a manner coordinated by building leadership teams, identify students who would benefit greatly from summer programming. These staff members reach out to parents/guardians and share information about the program and seek their students' enrollment. A similar approach is used for extended school year, making sure that parents and guardians have the knowledge they need to make informed decisions about ESY. Two Rivers is entirely committed to ensuring equity in access to the high-quality programming that we offer to students, including academics and social-emotional learning.

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.



Attachment 1 - Part A Q2 - Students with Medical Certifications

	Students with Medical Certification			Students w/o Medical Certification
Grade Band	Average Hours per day	Synchronous Instruction Minutes per Day	Asynchronous Instruction Minutes per Day	Hours per day
PS/PK	2	90	30	4.5 hours
K/1	3.25	90-120*	60	6 hours
2/3	4.5	95-185*	30-90	6 hours
4/5	3.75	135-210*	30-90	6 hours
6-8	5.5	255	60-90	7.5 hours

**These ranges are due to our schedule where there is a heavier synchronous day at the beginning of the week to launch content followed by daily small group instruction throughout the week.*

Content Area	Curricular Program
Math	Bridges (elementary), Carnegie Learning (middle school), IXL, and Mathia/Edulastic
Literacy	Teacher-created units and units created by Expeditionary Learning, Lexia, RAZ Plus, CommonLit, Tumblebooks
Science and Social Studies	Teacher-created Learning Expeditions and supporting resources



**Attachment 2 - Part 3 Q10 - Summary & Schedule of
Two Rivers Assessments in School Year 2021-22**

Subject Area	Content Area Details	Grade level(s)	Assessment	Schedule
ELA	Reading as measured by performance level (eg. intensive, strategic, meets goal, advanced)	PS and PK and students in grades 3-5 who are below the 50th percentile on MAP reading	Circle Literacy (PS, PK) mClass Reading (K-2)	Sept. 7-30; Jan. 10-21; May 2-27
ELA:	Performance aligned to Common Core State Standards as (CCSS) measured by RIT score. Measures growth over time and performance relative to other grade-level test takers	1st-8th	NWEA Measure of Academic Progress (MAP)	Sept. 13-24; Jan. 10-21; May 23-31
ELA	Measures students' mastery of grade-level CCSS in literary and informational text	3-8	CommonLit	October, January, March/April with dates TBD
Math	Unit assessments measuring students mastery of standards covered	PK-8	Curricular assessments: Bridges (PK-5) Carnegie (6-8)	
Math	Performance aligned to	1st-8th	NWEA Measure of Academic	Sept. 13-24; Jan. 10-21; May 23-31



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	Common Core State Standards as measured by RIT score. Measures growth over time and performance relative to other grade-level test takers		Progress (MAP)	
Science	n/a			
English language proficiency	Listening, Speaking, Reading, Writing	PK-8	WIDA Can-Do Descriptors	October, January, March/April with dates TBD



Attachment 3 - Part 3 Q11 - Strategies to Accelerate Learning

Section	Activity	Yes	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules		
	After-school programming		
	Longer school day		
	Longer school year		
	Summer 2021 programming	X	We tripled our summer programming this year with the goal of helping shore up unfinished learning and providing extended school year (ESY) services to our students with disabilities.
	Summer 2022 programming	X	We anticipate continuing to offer summer programming with the goals noted above.
	School break/holiday programming		
	Weekend programming (e.g., Saturday school)		
Instructional Changes	High-dosage tutoring ⁵	X	We will continue to partner with the Literacy Lab to provide intense tutoring for elementary students struggling with reading.
	New curriculum purchase	X	We have adopted EL Education's Skills Block for grades K-2 in order to improve our foundational literacy instruction.
	New intervention program or support		We will be using Zearn as a Tier 2 math intervention and support and have also purchased Bridge the Gap from Heggerty for grade 2 and above.
	New uses of staff planning time		



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	for accelerated learning		
	New professional development for staff on accelerated learning		
Staffing and Related Supports	Additional staffing Additional vendor		
	and/or community partner support		
	New hardware purchase		
	New software purchase	X	TR has purchased Education Modified in order to provide research-based interventions and progress monitoring support for both our general education and special education students.
Other			