

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

**LEA Name: Washington Global PCS**

**LEA Head of School Name: Elizabeth Torres**

**LEA Type: Middle School**

**Date Generated: 08/09/2021**

### Background and Purpose

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

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

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

## Application Questions

### Safe Reopening

#### 1.B: Support Across Learning Environments

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

Washington Global Public Charter School (Washington Global) will offer five full days of in-person learning to all enrolled students during the 2021-22 school year. On-site learning for all students will take place for 180 days at 6 hours per day, or 1080 hours. Students will receive instruction in all core subjects five days per week and follow all OSSE health and safety guidelines. Professional development for staff will also occur frequently to ensure a healthy and safe learning environment.

Washington Global's leadership conducted a study of the School's current space. Through the study, the leadership team concluded that all students could be accommodated in the School's current physical space. In order to accomplish this, the School will convert one multipurpose space into a classroom. Additionally, the School's study concluded that its current staffing levels will be able to accommodate all students returning to school five days a week.

In the event that a student, per the OSSE Health Guidelines, needs to be excluded from the School due to COVID-19 exposure or any other exclusionary criteria set forth by DC Health/ OSSE, the student/student's parent/guardian will immediately communicate with the School and the student will pivot to remote learning. Washington Global is a 2:1 laptop school where, when feasible, students have a Google Chromebook at home and at school. Therefore, students will already have their laptop at home, with all of the materials needed for all of their courses on the Learning Management System (LMS), and therefore they will be able to immediately access the curriculum and engage in their classes. Washington Global utilizes Swivl technology for remote students, so they can engage in the same classes as in-person students in real time. Regarding staff who need to be excluded due to COVID-19 concerns following DC Health/OSSE guidance, all staff have a laptop and, if able to, will engage with their

classes virtually while one of Global's coverage staff engages in-person with the students. This will ensure that learning is not disrupted.

In the event that, following DC Health/OSSE guidance, the School needs to close due to an outbreak of COVID-19 or evolving public health conditions, Washington Global will immediately communicate with families via email, social media, and the School's app to ensure that students and parents/guardians know that in-person learning at the School is closed for the required amount of time. The School will then immediately pivot to a virtual learning program. Washington Global has a 2:1 laptop program where, when feasible, students have a Google Chromebook at home and at the School. The student will already have their ChromeBook at home, with all of the materials needed for all of their courses on Google Classroom, and therefore will be able to immediately access the curriculum and engage in their classes. All teachers also have laptops and will instruct students virtually.

**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.**

Washington Global will offer live, real-time, synchronous instruction to all students qualifying for distance learning during the 2021-22 school year. The live, real-time, synchronous instruction will take place for at least six hours a day and align with the School's in-person instruction schedule. Washington Global has invested in Swivl technology to ensure that students at home receive the same, real-time instruction as the School's in-person students. Swivl is a mounted technology device that tracks the teacher as they teach live and allows students to access the teacher's instruction while participating with the class in real-time through Zoom. Students who attend Washington Global's distance learning program will be able to participate in the same classes, in real-time, as their peers who are attending in person. This will ensure that all distance learning students receive at least six hours of instruction daily.

- **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;**

Washington Global has a 2:1 Chromebook program, meaning that when feasible all students at the School have access to a school-provided Chromebook both at the School and at home. Therefore all students, including distance learning students, will have their own school-provided Chromebook at home. The School also has hotspot devices that will be provided to students qualifying for distance learning so that they can participate in active distance learning for six or more hours a school day. Additionally, students will receive individual school materials, which include a calculator, manipulatives, and notebooks. Washington Global's curriculum materials are all in digital format.

- **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**

Washington Global will provide ample support and resources to families of students with medical certifications who qualify for distance learning. Support opportunities will include:

- Device pick-up or delivery to the student's house by a member of the technology team/staff. All parents and students will receive an initial technology support session with a member of the technology support team. This plan was successful during the 2020-21 school year;
- Ongoing technology training and support available five days a week provided by the School's technology team;
- Parent portal, which is on Washington Global's website and provides families with technology technical support;

- Support for setting up a workspace for students, including a home visit to help the set up if requested by parent;
  - Quarterly parent training events, similar to the programs provided by social work staff during the 2020-21 school year (SY), which provided tips to parents for supporting their scholars during distance learning.
- **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.**

Washington Global will provide all students who are in the distance learning program due to a medical certification with a full-time, rigorous, standards-aligned, synchronous academic program.

Specifically, each distance learning student will participate in the same program as each in-person student participating in each class in real-time through Swivl technology. Swivl technology enables students to participate in real-time live classes by tracking the teacher as they teach in-person students. Linking Swivl to Zoom allows distance learning students to participate in discussions with their in-person peers and watch real-time synchronous teaching through Zoom. Swivl has been used successfully at Washington Global for the past school year. Therefore, each distance learning student's schedule will mirror the schedules that they would have taken in-person according to their grade level and needs.

All students engaging in Global's distance learning program for students with medical conditions will receive a Google Chromebook and internet connectivity at their home so that they can access the synchronous program. These students will complete assignments through the School's Learning Management System (LMS), Google Classroom. The primary LMS and communication system will be housed in Google Classroom but several subsidiary online platforms will be incorporated to expand both the accessibility and connectivity of the learning experience.

Washington Global selected the below software, curriculum, and LMS to provide teachers with the ability to track student data, provide all students (including distance learning students) with high-quality instruction, track student achievement, and ensure students are receiving rigorous, standards-based instruction that is appropriately differentiated. The below chart provides an overview of the softwares that will be used to facilitate instruction of both hybrid and remote students:

Software/Curriculum	How will it be used?
PowerSchool/ PowerTeacher	Students, staff, and parents have access to PowerSchool. PowersSchool will be used by Global to track student attendance, grades, and communicate student progress to parents and families.
i-Ready, IXL, NewsELA, LEXIA PowerUp, Fountas & Pinnell, GetEpic, LearningAlly, CommonLit, TCI History Alive,	Washington Global has purchased a variety of digital research-based curriculum and intervention programs that will allow teachers to prepare standards-aligned lessons. Washington Global has also obtained a variety of research-based intervention programs, many that the School has been using for years, but now has access to the digital versions.
Washington Global Email and Google Suite/ GoogleClassroom, Nearpod	As mentioned, Google Classroom will serve as Global’s primary LMS. Google Classroom provides a platform for students and teachers to actively engage in learning, access learning materials, complete coursework, and complete assessments. Teachers will post instructional coursework videos on this platform.
Achievement Network (ANET), NWEA MAP	In addition to i-Ready, Washington Global will use Achievement Network (ANet) and NWEA MAP to both determine student academic levels and track student performance and standards/grade level mastery.
DeansList	Washington Global uses Deanslist to monitor the School’s Positive Behavior Interventions and Supports.
Chrome Extensions: Chrome Vox, Mercury Reader, and Google Dictionary	Washington Global has included a variety of Chrome Extensions in its LMS to aid the learning of students with disabilities and provide accommodations, such as text to speech. Washington Global adheres to Universal Design for Learning (UDL) principals.
ZoomPro, Swivl	Washington Global has developed a “real-time” synchronous learning model that includes use of Swivl and Zoom. Swivl is a device that films and tracks teachers as they teach in their classroom. The device integrates

	ZoomPro so that students can engage in the lesson in real-time.
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**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.

**Social-Emotional Learning (a)**

Washington Global is considering the following resources to determine the social-emotional well-being of students in SY 2021-22: universal screening, student surveys, teacher observations and referrals, parent observations and referrals, and observations and counseling with the School based health services team. The team includes but is not limited to social workers, the school nurse, and the School’s partner therapist. Based on student responses to screening and progress measures, the School is prepared to offer whole child supports, including social-emotional and behavioral health supports.

Washington Global offers an advisory period for students that includes a social-emotional curriculum to support students. The advisory period includes opportunities for student advocacy, social-emotional check-ins, social-emotional learning, relationship building, and mental health awareness. Global also offers health and physical education classes that incorporate health and mental wellness throughout the school year. The school-based health services team collaborates with the Culture Team to offer frequent schoolwide social-emotional and wellness sessions.

**Universal Screening Process (b)**

Washington Global utilizes a multi-tiered approach for the identification and support of students with academic, behavioral, and social-emotional learning needs. Universal screening is provided through the use of researched-based screening tools, such as Panorama Education and DeansList.

**The measurement of students' social-emotional learning skills and supports will be conducted using the Panorama SEL survey, which is a customized research based survey that populates key student information into one portal and provides a visual dashboard for data reporting. The survey data will allow Global to identify students' social-emotional strengths and areas of needed intervention. Teachers will use social-emotional intervention resources, including Panorama's evidence-based strategies, to support social-emotional learning for students.**

**Global will continue to use DeansList software as a Tier 1 screening tool to track students' attendance, classroom behavior, incident referrals, and incentive points.**

### **Core Instruction (Tier 1)**

**Social-emotional learning opportunities will be provided to all students, using differentiated materials and scaffolded instruction, by qualified teachers and staff within the general education classroom. The Tier 1 level provides core instruction which emphasizes clear expectations and performance goals, appropriate instructions, progress monitoring, immediate feedback and support, and corrective behavior models.**

### **Targeted Instruction (Tier 2)**

**Targeted and intensive behavioral interventions are delivered to students that are not demonstrating sufficient progress. Students referred for Tier 2 intervention will receive behavioral intervention in small groups to target behavior skills and address specific skill deficits. Tier 2 behavior interventions may align with academic skill interventions, therefore providing targeted academic and behavior interventions simultaneously, which is a benefit for those students who need intensive support predominantly in one area but benefit from support in both areas (academic and behavior). Ongoing progress monitoring and data collection will inform student progress and the efficacy of the intervention. Alternative interventions may be implemented if the student is not demonstrating sufficient progress at this level. Students that receive Tier 2 interventions, but do not demonstrate sufficient progress, may qualify for Tier 3 interventions.**

### **Intensive Instruction (Tier 3)**

**Students that are identified as requiring Tier 3 behavior interventions will receive individualized and intensive behavioral intervention that meets their individual needs and addresses their significant skill deficits. A functional behavioral assessment (FBA) will be conducted for students that are referred for Tier 3 behavioral interventions, which will provide essential data to develop behavioral intervention plans (BIPs) for students. Integration of Tier 3 academic interventions and behavioral supports at this**



level will ensure a comprehensive team-based approach for student progress. Intensive research based interventions will be implemented with on-going progress monitoring and data collection for problem solving during Tier 3 intervention.

Throughout the intervention process, students' families will be an integral part of the intervention process. A parent conference will be scheduled to discuss pertinent information including student data and proposed interventions. Families will receive updated information in relation to student progress via phone conference, virtual conference, or email.

### **Referral Process**

Washington Global teachers and staff may refer students to the School's Student Support Team (SST). The SST process consists of providing a structured action plan consisting of interventions and strategies to support students' needs. The SST process consists of the following steps when receiving student referrals:

- **Gathering information - past and present information from different sources including families and teachers related to the student's academic, behavioral, and social-emotional needs.**
- **Evaluation (assessment if needed) of data - SST meets to analyze and discuss data. Data will be used to develop student profiles, select interventions, and choose specific strategies to support social-emotional growth.**
- **Plan development - student performance data is used to develop a behavioral plan for the student and includes incentives, intervention strategies, and supports. The frequency and duration of the strategies and supports will be based upon the needs of the student. The type of behavioral plan model will be determined by the student needs assessment data.**
- **Implementation of plan - the behavioral plan is implemented for a specific time period. Ongoing progress monitoring and data collection occurs during this period to determine student progress.**
- **Evaluation of Student Progress - the SST meets to analyze data and discuss progress which will inform necessary changes or next steps.**
- **Ongoing Progress Monitoring - SST monitors student progress and modifies the plan as necessary. If the student demonstrates progress, the team will meet periodically to review data.**
- **Referral - if the team determines that sufficient progress has not been made after a specific period of time, a referral may be made to the Special Education Department for an evaluation.**

Parents are provided information on the mental health referral process in the Student and Family Handbook, on the parent resource portal, and through various parent Back to School sessions beginning in July 2021.

### **Mental and Behavioral Health Services (c)**

Social workers on the school-based health services team provide emotional and behavioral support for students at Washington Global through individual and small group counseling sessions, as well as inclusive support in the classroom environment. Students have the opportunity to participate in frequent schoolwide social-emotional and wellness sessions as well. The school-based health services team is prepared to

**deliver these services in-person and virtually (for students who qualify for medical exemptions).**

**In addition, the recent partnership between Global and the Latin American Youth Center (LAYC) has provided students with additional therapeutic support to address the social-emotional health needs of all students.**

- 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.**

The Washington Global team will institute a proactive approach to behavior and discipline to assist students transitioning to in-person learning. The School has developed a behavior and discipline plan which follows Positive Behavior Interventions and Supports (PBIS) principles that offer positive, relevant, and developmentally appropriate discipline practices. Global's primary focus will remain on training staff members to proactively guide student behavior beginning with teaching students the core principles of the Washington Global WOLFPACK mantra:

W - works hard

O - on-time

L - leader

F - follows directions

P - prepared

A - always respectful

C - conscientious

K - kind

Global has incorporated DeansList software within the school-wide PBIS system to provide data-driven information about student progress. DeansList supports determining trends in student behavior as it relates to the following:

- Behavior and Culture - track rewards, incentives, and consequences
- Family Engagement - logs teacher and staff-to-parent communication
- Referrals & Incidents - accessible in real-time to allow immediate responses

The School has also increased the number of in-house support staff to include two full-time social workers, a part-time social worker, a Dean of Students, and a School Culture Coordinator. This team will proactively support the social-emotional and behavioral development of students by offering frequent schoolwide social-emotional and wellness sessions and counseling sessions.

The School has a multi-tiered system of supports inclusive of the PBIS tiered framework:

### **Core Instruction (Tier 1)**

Tier 1 supports serve as the foundation for behavior and academics. Social-emotional skills are discussed and practiced with all students in the classroom environment.

### **Targeted Instruction (Tier 2)**

This level of support focuses on improving specific skill deficits by providing support and strategies that students can use during the school day. Students receive ongoing practice and feedback to promote skill development within a small group environment. Students will be assessed using a variety of tools, including student social-emotional surveys, to determine the skills to be addressed. These interventions help students develop the skills to improve academic and behavior outcomes.

### **Intensive Instruction (Tier 3)**

Global offers Tier 3 support for students which are intensive and individualized. Student plans often include goals related to both academic and behavior support.

Global incorporates the following restorative justice principles within the PBIS tiered system:

- Relationship building through the use of emotional skills and practice.
- Small student groups, student mediation, family conferences which support the understanding of the conflict, and responding to disciplinary concerns in a non-punitive manner.
- Provide wrap-around support for students re-entering the school environment.

Teachers and staff provide explicit and continual instruction to students regarding behavior expectations using a multi-tiered system. Consistent and positive references are made to the *WOLFPACK* matra when redirecting behavior or providing feedback to provide expectations for behavior. Student behavior tracking and progress monitoring on DeansList and Panorama support proactive approaches to behavior and discipline, while continuous professional development opportunities for staff promotes working with students using positive, relevant, and developmentally appropriate methods.

## **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.**

Washington Global is a Community Eligibility Provision school, which means that the School provides free breakfast and lunch for every student enrolled in the School. The School offers grab-and-go breakfast and pre-packaged lunch at the School for all students attending classes in-person. Students that are receiving remote instruction are able to have a weekly meal pick-up at the School, or parents can request a meal drop-off at their home.

**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.**

Washington Global will provide professional development sessions to support teacher and staff social-emotional and mental health needs. Sessions may include: trauma-informed educational practices, supporting grief and loss, mindfulness and other topics that may support educators. These sessions will occur frequently during the year. To support educators, the School has also developed a robust resource bank for all staff members that provides additional support and information for staff members that may require immediate professional assistance or ongoing support outside of the School.

Global has established partnerships with community based organizations, such as the Latin American Youth Center (LAYC) and the Elaine Ellis Center of Health (a community health organization) that extend beyond student support. Each organization offers staff members additional resources to support mental and physical health; and, both provide the School community with in-person and virtual support for their social-emotional and mental health needs.

**2.C: Family Engagement**

**7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:**

- **a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;**
- **b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and**
- **c. How and when the LEA will communicate with families their student’s status and progress with learning as informed by LEA-selected assessments.**

A. Washington Global is a collaborative environment in which all families and stakeholders have an active

role in developing plans. In the Spring of 2021, Global surveyed families about the Fall 2021 reopening to ensure that all voices were heard and views considered for the development of the CEP. These responses were used to inform Global's reopening plans and CEP. Global also actively engaged with parents involved on the School's Board and Title I program teams to develop the CEP and opened the opportunity to Global parents. The School used the feedback provided to inform the development of the CEP. The School understands that the CEP is an ongoing process and will use parent/student feedback to update its plans.

During SY 2021-22, in order to solicit feedback from parents about the CEP and the School's reopening practices, Global will use digital surveys, direct phone calls, and virtual or in-person stakeholder meetings frequently throughout the school year (at least one time per quarter). The information gathered through this outreach will be used to make changes and updates to the CEP and other school policies. Frequent updates will be shared with parents and students through the School's weekly newsletter, website, parent/teacher conferences, and app (if applicable).

B. Washington Global will communicate its CEP, specifically its approach to safe reopening and how the School will address student well-being, interrupted instruction, and accelerated learning to families through the School's digital resource guide, the School's website, and virtual workshops/meetings that will be both live and recorded for all families to access. These meetings will be open to all students and their families and will occur at least monthly after the School's CEP plan is approved. The recordings will be uploaded to the School's family resource bank for others to view. The family handbook, virtual workshops, and the School's website will be used to communicate the School's approach to student well-being and addressing interrupted instruction. The first CEP-specific meeting with families is scheduled for July 2021. However, the School has already begun to meet with families about the School's safe reopening and other critical items for the 2021-22 SY.

Global has an active plan to connect with parents and students who speak a language other than English to ensure that they are able to access the CEP, the website, and other key documents. To identify the languages, all Global families complete the Home Language Survey (HLS) with enrollment and the School will utilize this data to ensure that access to documents in other languages are provided to families. The School will also conduct safe reopening/CEP parent meetings in languages other than English to reach all parents.

C. During the 2020-21 school year, Washington Global will communicate with families frequently about their student's academic status and progress as informed by LEA-selected assessments (see Section 3). The School will use assessment family reports to communicate student progress at the end of each assessment cycle. The reports will be provided digitally via email or during parent-teacher conferences. Families will have the opportunity to attend a virtual training/meeting to understand the information contained in the report. Families that are unable to attend will be able to access the recorded training/meeting, or they may contact a Global staff member to schedule a meeting to review the report.

In addition, families will have access to students' academic progress in PowerSchool, which is an education technology software that provides families access to grades, student progress, schedules, attendance, and numerous alternative academic indicators. Families will be provided student bi-weekly progress reports and quarterly report cards, and will be invited to attend quarterly parent-teacher conferences to discuss student performance. Schoolwide assessment schedules and other information will be communicated with families

using parent email, newsletters, the School's website, and monthly parent-workshops/meetings. The School also communicates student academic status and progress to Global families through data information sessions and academic achievement nights which are hosted by Global administrators.

## **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.**

During the 2020-21 school year, Washington Global identified students as being consistently less engaged with remote learning based on the following indicators: daily attendance, work completion rate, student/family responsiveness to outreach, and grade reports. In September, Global provided access to small group, in-person tutoring sessions for all students. In November, the program evolved into a fully operational hybrid program, open to all students, which allowed students to receive in-person, individualized and/or small group instruction twice per week.

Washington Global's plan to re-engage students for the upcoming school year will prioritize frequent parental involvement and student intervention. To increase engagement, the School will have:

- Daily outreach to the families of absent students via direct phone call, email, and text notifications.
- Weekly communication with parents via direct phone call, text notifications, app notifications, and newsletters to highlight upcoming events and school news.
- Frequent updates to Washington Global's online Parent Resource bank.
- Home visits as needed.
- In-person and virtual parent, teacher, student, and administrator conferences.
- Frequent student/advisor conferences.
- Counselor outreach.
- LAYC outreach.
- Daily check-ins with students struggling academically and behaviorally by the Dean of Students and Culture Coordinator.
- Attendance/Behavior Plan as needed.

In order to identify students that are considered less engaged, Washington Global will utilize PowerSchool, Panorama, daily attendance spreadsheets, SST referrals, and teacher/family referrals. Global's primary strategy to provide individualized outreach to these students will consist of direct phone calls, emails, counselor and therapist outreach, SST, Dean conferences, and home visits. Student data will be tracked and monitored by at least one SIS.

## **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;

The School will use the following assessments to measure student learning and interrupted instruction during the 2021-22 school year. The details, including the grade level and content area, are set forth below:

Assessment Tool	Grade Level	Content Area
i-Ready	Grades 6-8	Reading and Math
NWEA MAP (summative non-state)	Grades 6-8	Reading and Math
ANet	Grades 6-8	Reading
Interim Assessments	Grades 6-8	ELA, Math, Social Studies, Science, Spanish
EL Screener	Grades 6-8 (new students and based on home language survey (HLS))	Reading, Writing, Listening, Speaking
WIDA Assessment (ACCESS)	Grades 6-8 (EL students only)	Reading, Writing, Listening, Speaking
Santanilla (non-state summative)	Grade 8 (applicable students)	Spanish

- 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 following table provides an overview of the School’s assessment schedule outside of the assessments required by the State. This schedule is subject to change based on student need, usefulness of assessment data, and unforeseen circumstances. Please note that all assessments can be administered in-person or virtually, and are able to accommodate the needs of students requiring medical exemptions for on-site learning.

<b>Assessment Tool</b>	<b>Grade Level</b>	<b>Content Area</b>	<b>Assessment Dates</b>
i-Ready	Grades 6-8	Reading and Math	Fall 2021, Winter 2022, Spring 2022
NWEA MAP (summative non-state)	Grades 6-8	Reading and Math	Fall 2021, Spring 2022
ANet	Grades 6-8	Reading	Fall 2021, Winter/ Spring 2022
Interim Assessments	Grades 6-8	ELA, Math, Social Studies, Science, Spanish	Fall 2021, Summer 2022
EL Screener	Grades 6-8 (new students and based on home language survey (HLS))	Reading, Writing, Listening, Speaking	Fall 2021
WIDA Assessment	Grades 6-8 (EL students only)	Reading, Writing, Listening, Speaking	Fall 2021, Spring 2022
Santanilla (non-state summative)	Grade 8	Spanish	Spring 2022

- **d. Whether you set goals<sup>3</sup> for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
  - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
  - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are**

**introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

Yes. Washington Global is a PMF school, but since PARCC has not been administered since the 2018-19 SY, Washington Global has set internal goals. The internal goal for the School is to increase the percentage of students who are making progress towards grade level on school-wide academic assessments in ELA and Math.

i. Whether these goals are set by the assessment provider or are determined by the LEA; and

The goal is set by Washington Global, but the School uses data from its summative non-state assessment to determine whether students are making progress towards grade level in ELA and math.

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

**Washington Global tracks its goal frequently, following each administration of its summative non-state assessments in math and ELA and other applicable subjects (see calendar in part c). After each round of assessments, the School's academic team analyzes the students' data. For math and ELA data, the School often analyzes the data alongside Achievement Network, one of the School's instructional consultants to track according to the School's goals set forth in the section above. The team analyzes the data of all students and identifies trends (ex. Special Education and EL subgroup trend data). EL student data is tracked following each assessment and presented to teachers by the School's EL Coordinator. The data is then presented and used by teachers in each subject area to drive their instruction and meet the individual needs of Global's students.**

- 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**

Washington Global will use non-state summative assessment data ongoing throughout the school year to determine student achievement and deficits. Teachers will work with the academic team to review and analyze data in order to make adjustments to lessons, materials, and formative assessments to ensure that students achieve proficiency. The same data driven approach will be taken for all students and groups, but the levels of differentiation, reteach, scaffolding, and pacing

will be determined by the needs of the student or groups of students. Additionally, the data will be used to determine student academic intervention needs.

- **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.**

As the LEA for students attending non-public schools, Global will collaborate with non-public school leaders that are facilitating assessments to determine the extent of interrupted instruction. Global will ask the non-public school to prepare a student data report after the administration of assessments, as well as an accelerated learning plan for each student.

The LEA and non-public schools will develop student growth goals using the assessment data while taking into consideration the student’s disability and classroom performance.

If there is a need to amend the IEP, including goals, services, or accommodations, the LEA will convene an IEP meeting with all members of the multidisciplinary team including the student's family.

When assessments are completed and the areas of needs are identified, the non-public will provide needed remediation individual and small group instruction. Students will receive additional support by utilizing online technology instruction platforms, such as Lexia PowerUp, Reading A to Z, Dreambox, and Mathia. Reading intervention programs, such as SRA Corrective Reading, will address developing skills related to phonological awareness and phonics.

The LEA and non-public schools will work together to re-engage students that may have difficulty transitioning to in-person instruction by utilizing outreach programs and individual incentive plans as appropriate.

Global will monitor students attending non-public special education schools to ensure they are participating in the assessment administration.

**Non-Public Special Education School Assessment Schedule**

Assessment Tool	Grade Level	Subject	Assessment Dates
NWEA MAP	Grades 6-8	Reading and Math	Fall 2021 (09/01-10/15) Winter 2022 (01/15-02/28)

			Spring 2022 (05/01-06/15)
Local Summative Assessments	Grades 6-8	ELA, Math, Social Studies, Science,	End of each quarter

**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.**

Washington Global’s leadership understands that distance learning caused interruptions in instruction, which will require the School to take specific measures to inform instruction and accelerate student learning during the 2021-22 school year.

Washington Global has an extensive plan for assessing students using various methods, analyzing student data, monitoring student progress, and providing additional support as needed for students. The School will use ANET, i-Ready, and MAP assessments as Global’s primary data collection systems. The data review plan involves frequent collaborative data reviews, which will include teachers, School leadership, and contracted data support (ex. ANET) as needed. These data reviews will be used to drive instruction, provide teacher professional development, and inform content specific and grade level specific planning. The School will also utilize data gathered during the School’s robust Response to Intervention (RtI) program to inform student instruction. For instance, the data will be utilized to form instructional intervention groups so students receive the appropriate instruction to grow academically.

In addition to utilizing existing assessment data and research-based intervention programs, Global will the following measures set forth in the table below to accelerate student learning:

<b>Addressing Interrupted Instruction 2021-22</b>	
Data Collection	<p>Washington Global will collect multiple data points to determine students levels of grade level proficiency at the beginning of the 2021-22 school year.</p> <p><b>Data Points:</b></p> <p>i-Ready - Math and Reading</p>

	<p>NWEA MAP - Math and Reading</p> <p>ANet - ELA</p> <p>Formative Assessments - Math, Reading, Science, and Social Studies</p>
Data Analysis	<p>Washington Global will use the data collected from the assessments discussed above. Instructional leaders and teachers will analyze the data frequently to make decisions about instruction, intervention, and accelerated learning. Additionally, teachers will collaborate with coaches to review formative assessment data frequently to determine student growth and regression.</p>
Impact on Instruction	<p>Washington Global will use the student data to make instructional adjustments to support student growth and development, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Adjusting student schedules to maximize student intervention/accelerated learning opportunities.</li> <li>• Increasing or decreasing student support.</li> <li>• Customize instructional pacing.</li> <li>• Develop intervention groups.</li> <li>• Provide supplemental tutoring.</li> <li>• Develop plans for in-class flexible grouping.</li> <li>• Inform curricular pacing, scope, and sequence.</li> </ul>
High-dosage Tutoring	<p>Global’s students will engage in high-dosage tutoring, which will be used to accelerate student learning in ELA and math. As set forth in <i>High-Dosage Tutoring: A Proven Strategy to Accelerate Student Learning</i>, students will engage in high-dosage tutoring individually or in small groups and will involve scaffolding academic content so students can access new information.</p>
Additional Staffing	<p>Global will hire at least one additional staff member to provide ELA/math intervention support to students and provide high-dosage tutoring opportunities for students.</p>

**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**

Online Platforms Supporting Digital Learning	✓	Washington Global students will continue to use online programming to support learning in and out of the classroom, such as its LMS Google Classroom and other supplemental programs.
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- e. In the space below, please describe in detail the LEA’s approach to implementing each strategy selected above and how it will accelerate student learning.

Section	Activity	Yes	Explanation of approach and expected impact on accelerating student learning.
Schedule Adjustments	Adjusted class/block/bell schedules	✓	<p>Washington Global student schedules will be designed based on EOY data in order to provide the needed accommodation and instructional support.</p> <p>Washington Global student schedules are based on extended block sessions.</p>
	After-school programming	✓	Washington Global students will have the option to engage in after-school programming that supports extracurricular and academic development, such as tutoring.
	Longer school day	✓	Washington Global students experience a longer school day than traditional district schools.

	Longer school year	✓	Select Washington Global students who qualify based on their Individualized Education Programs (IEP) will have access to Extended School Year (ESY) academic programming.
	Summer 2021 programming	✓	All Washington Global students will have the option to engage in three weeks of summer programming in the summer of 2021 in order to develop subskills and gain additional seat hours in core subjects.
	Summer 2022 programming	✓	Washington Global students will have the option to engage in summer programming in the summer of 2022 in order to develop subskills and gain additional instruction in core subjects.
	School break/holiday programming	✓	Washington Global students will have access to digital resources during breaks and holidays in order to support student grade level proficiency and growth.
	Weekend programming (e.g., Saturday school)	✓	Washington Global students will have access to additional academic support and learning resources through Saturday School programming.
Instructional	High-dosage tutoring <sup>5</sup>	✓	Washington Global is



Changes			prioritizing hiring an intervention specialist to provide high-dosage tutoring to individuals or small groups.
	New curriculum purchase		<p>Washington Global will not purchase or roll out a new curriculum and will continue to use the research-based curricula that has shown successful student growth in past years.</p> <p>Washington Global teachers will work to make customizations to differentiate and scaffold based on students abilities to assess grade level content.</p>
	New intervention program or support	✓	Washington Global will add the Wilson Reading System and to the roster of reading support systems for students who are functioning grade levels behind in reading proficiency. The support will be rolled out in small group sessions in the reading class.
	New uses of staff planning time for accelerated learning	✓	Applicable eachers will receive additional time to plan for accelerated learning.
	New professional development for staff on accelerated learning	✓	Staff members will engage in professional development focused on effective measures for accelerating student learning. (See question 13 below).

Staffing and Related Supports	Additional staffing Additional vendor	✓	Washington Global is hiring an interventionist and two Urban Teaching Fellows to provide remediation support and high-dosage tutoring to students.
	New hardware purchase	✓	Washington Global has purchased additional ChromeBooks to ensure all students have a Chromebook in each class.
	New software purchase	✓	Washington Global will purchase at least one new software system to support student learning.
	Professional Development	✓	Washington Global is providing weekly professional development that will cover critical areas to facilitate a smooth school reopening (see Question 13).
Other	Online Platforms Supporting Digital Learning	✓	Washington Global students will continue to use online programming to support learning in and out of the classroom, such as its LMS Google Classroom and other supplemental programs.

**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.**

Washington Global will continue to offer high-quality professional development experiences provided by in-house leaders, educational organization partnerships, and outside vendors. Global will incorporate new sessions and series that tackle safe reopening practices, support the wellbeing of students and staff, and accelerate learning to reduce the loss of learning due to the interruption of traditional school.

Washington Global’s professional learning community will consist of whole group and small group instruction that provides opportunities for staff and faculty to learn, practice, internalize, and implement best practices. In the process of reviewing the professional learning plan, Washington Global will continue to facilitate the sessions that remain a good fit while incorporating new sessions that prepare the faculty and staff to endeavor toward a safe and successful new school reopening. Teachers and leaders will work cooperatively and collaboratively to brainstorm the lessons learned from the remote learning experience, and use those best practices in the facilitation of a new learning environment that incorporates high usage of technology with traditional in-person classroom norms.

Washington Global students who have been certified medically to continue remote learning will access the classroom through Zoom and Swivl technology.

Timeline of Professional Development	Created and Led By	Professional Development Topics May Include
<p>Pre-service Training</p> <p>August 2021</p>	<ul style="list-style-type: none"> <li>• Instructional Leaders</li> <li>• Deans of Student Life and Culture</li> <li>• Teacher Leaders</li> <li>• Outside Vendors</li> <li>• Partnered Organizations</li> </ul>	<p><b><u>New Presentation Topics:</u></b></p> <ul style="list-style-type: none"> <li>• Bridging Remote and Hybrid Learning in the 21st Century Classroom</li> <li>• Student Wellness and Learning Environment Adaptation</li> <li>• The New Norm of In-Person Learning</li> <li>• Bridging the Technology Gap in the Classroom</li> <li>• Equity in Education</li> <li>• Accelerating Learning and Receiving Skills</li> <li>• Compacting Curriculum</li> <li>• Building Engagement</li> <li>• Supporting students through trauma-informed education</li> </ul> <p><b><u>Recurring Presentation Topics:</u></b></p> <ul style="list-style-type: none"> <li>• Literacy Across the Curriculum</li> <li>• Questioning Techniques for All Content Areas</li> <li>• Lesson Planning and Alignment</li> </ul>
<p>In-Service Training</p>		<p><b><u>New Presentation Topics :</u></b></p>

<p>September 2021-June 2022</p>		<ul style="list-style-type: none"> <li>• Engaging SPED students in the learning environment post COVID-19</li> <li>• Providing accommodations for SPED students with the use of online resources</li> <li>• Developing students technical learning skills</li> <li>• Students Social-Emotional Wellness</li> <li>• Facilitating School Culture in the New Normal School Environment</li> <li>• Establishing Engagement and Reducing Opt Out</li> </ul> <p><b><u>Recurring Presentation Topics:</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing and Incorporating Data from ANet into Planning</li> <li>• Analyzing and Incorporating Data from MAP into Planning</li> <li>• i-Ready Training</li> <li>• 1B. Demonstrating Knowledge of Students</li> <li>• 2D. Managing Student Behavior</li> <li>• 3B. Using Questioning and Discussion Techniques</li> <li>• 3B. Using Questioning and Discussion Techniques</li> <li>• 3C. Engaging Students in Learning</li> <li>• 3D. Using Assessment in Instruction</li> <li>• 1C. Selecting Instructional Outcomes</li> <li>• 1E. Designing Coherent Instruction</li> <li>• 3E. Demonstrating Flexibility and Responsiveness</li> </ul>
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**14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students' academic and/or social-emotional progress.**

Washington Global plans to extend effective practices introduced during distance learning to enhance students' academic and social-emotional progress. During the 2020-21 school year, Global used various digital platforms to support students' academic organization and development. These platforms, including Google Classroom, Zoom, Actively Learn and Nearpod, created an effective and interactive distance and hybrid learning environment for students. These software allowed students to collaborate in real-time and organize both work and data, as well as

enabled teachers to better track student performance in real-time. Additionally, Global will continue to use digitized versions of intervention programs, including Fountas & Pinnell (LLI), that resulted in high student engagement during the 2020-21 school year.

As mentioned in Section 1, Global incorporated Swivl hardware and software to facilitate real-time hybrid learning, and will continue to use this program to facilitate distance learning for students with medical exemptions during the 2021-22 school year.

Global also established a number of effective social-emotional practices that the School will continue to incorporate during the 2021-22 school year. These practices include, but are not limited to:

1. Partnerships with outside organizations to provide wrap around social-emotional and health support;
2. Virtual counseling sessions as needed;
3. Food distribution as needed;
4. Continuing Global's robust RtI, PBIS, and social-emotional wellness programs as discussed in Section 2.

**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.**

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;

Washington Global has developed a comprehensive plan to assess students with disabilities upon their return to the School building. Students attending a non-public special education school and students participating in distance learning have specific assessment plans that have been developed to determine the impact of interrupted instruction on academic performance.

An academic student profile will be created for students with disabilities upon their return to the school building in the 2021-2022 SY. The profile will include the following information:

- **Fall 2021 Assessments** - The purpose of these assessments are to measure the nature and extent of skill regression, including the areas of strength and needed improvement for students with IEPs.
  - Specific assessments will be administered based upon the areas of concern and academic level as indicated in the IEP. These assessments may include:
    - Fountas & Pinnell Reading Benchmark Assessment
    - Gray Oral Reading Test - Fifth Edition (GORT-5)
    - Test of Word Reading Efficiency (TOWRE-2)
    - iReady Reading and Math Diagnostics
    - NWEA MAP Reading, Math, and Language Usage Tests
  - Assessment Schedule (see chart below)
- **Data Review** - the IEP team will review existing data to determine the nature and extent of skill regression. The following data will be collected and analyzed:
  - IEP - the current IEP data will be reviewed by the IEP team
  - Fall 2021 Assessments - the IEP team will review recent assessment data
  - Additional Data (e.g. summative assessments, behavior data, and attendance records) will be reviewed by the IEP team
- **IEP Amendment** - the IEP team will meet to discuss the cumulative data and determine the nature and extent of skill regression for students with IEPs. The IEP will be amended to reflect the appropriate supports, including instruction and interventions, needed to ensure accelerated progress.

**Assessment Schedule Overview**

Assessment Tool	Students with disabilities	Area of Concentration	Assessment Dates
Fountas & Pinnell	Grades 6-8	Reading	Fall 2021, Spring 2022

Benchmark			
GORT-5	Grades 6-8	Reading	Fall 2021, Spring 2022
TOWRE-2	Grades 6-8	Reading	Fall 2021, Spring 2022
i-Ready	Grades 6-8	Reading and Math	Fall 2021, Winter 2022, Spring 2022
NWEA MAP	Grades 6-8	Reading, Math, Language Usage	Fall 2021, Spring 2022
Local Summative Assessments	Grades 6-8	ELA, Math, Social Studies, Science, Spanish	Fall 2021, Summer 2022

Students with disabilities participating in distance learning due to a medical exemption will follow the assessment schedule indicated above. The assessment will be given virtually and monitored by a special education teacher. Students will be provided with instructional services, related services, and accommodations in accordance with their IEPs. A school-issued Chromebook and hotspot device (if needed) will be given to all students participating in distance learning. Digital curriculums, technology intervention platforms, manipulatives, and other supports (as indicated in the students IEPs) will be provided.

*Information, including the assessment schedule, for students attending a non-public special education school can be found in Section 3.A.10.f.*

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.

- The need for accelerated learning will be based upon the analysis of current data, including

behavioral and instructional observations, formative assessment scores, and the individualized educational program (IEP).

- The determination and design of appropriate services will be based upon the specific needs of the student as informed by the analysis of current data. The LEA will provide accelerated instruction, which may include instructional models, targeted learning strategies, culturally responsive curriculums, interventions and programs that target learning gaps and IEP goals.
- LEA will communicate the selected instructional strategies, intervention and acceleration programs, and special education services to families by email and virtual conferences. Case managers will provide the families with a written data report and will schedule a conference with them to discuss any proposed changes to the IEP, including services, goals, and accommodations.

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.

Students with disabilities receive high-quality standards-based instruction across the LRE continuum, including within an inclusive environment with their general education peers. Washington Global has adopted a co-teaching model for ELA and math classes in which a special education teacher and a general education teacher work collaboratively to deliver differentiated and scaffolded instruction to students in whole group and small group settings. Students who require small group or individualized support are provided high-quality instruction in this setting. Frequent progress monitoring provides individual student data to guide instruction and inform teachers about student growth and needed areas of improvement.

Washington Global has several research-based intervention programs (online platforms and direct instruction) which all students have access to, including students with disabilities. The group size, type of intervention, and duration of the services delivered each week is dependent upon the individual goals of the students as determined by their IEPs and progress monitoring data.

During the 2021-22 SY, students with disabilities will have equitable access to instruction and interventions within a least restrictive environment in “inclusive” whole and small group settings. Meaning, students with disabilities will engage in instruction,



interventions, and accelerated learning with their non-disabled peers. Students that are participating in distance learning will receive instruction through a virtual platform with their non-disabled peers. Scaffolding and differentiated instruction within the inclusive (general education and special education students) environment will be provided to students with disabilities, therefore they will receive the support that will allow them to access educational opportunities across all learning environments.

d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and

Global believes parent training is an extension and integral part of the services that the School provides to the families of students with disabilities. Related service providers will communicate regularly with parents of students receiving related services through distance learning. Related service providers will contact families of those students on their caseload at the beginning of the school year via phone and email to introduce themselves. Based upon a parent needs assessment and introductory communication, related services providers will determine the following:

- Preferred mode of communication between parents and related service providers (telephone, video, email or text),
- Preferred parent contact days/times,
- Preferred method of service delivery for the student (telephonic, video, or in-person) dependent upon the status of reopening schools,
- Preferred times for service delivery to the student, and
- Preferred times for individual parent training sessions.

Training will be provided by the related service providers at the beginning of the school year and will include:

- Overview of the IEP goals in which student's related services will be targeted.

- Training on how to use assistive technology and materials that may be needed according to the student's IEP.
- Determining how parents will receive assistive technology and materials.
- Training for families in using the distance learning platform.
- Discussions about the general format and expectations for the student during the related services session.
- Training in using additional resources (i.e. games, worksheets, websites).
- Related service providers will provide their contact information to the families.

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.

- Family Needs Assessment - A family needs assessment will be sent to parents before the beginning of the school year. Information gathered will include preferred mode of communication, optimal time of day for student services, level of parent expertise on technology platforms, and questions about family member disabilities or limitations that may impact virtual learning for the student. A survey was also sent to parents in July 2020 to gather initial technology information from families.
- Staff Training - Staff will be trained on how to support family members with disabilities which will include the communication strategies and formats for individual family members with specific needs. This training will occur prior to the beginning of the school year.
- Special Needs Assistance - Those families that have indicated that there is a family member with a disability will receive assistance in accessing the instructional information dependent upon the nature of the disability, i.e. provide a tutor for a student with a parent that has cognitive disability or text-to-speech software for a parent with a visual impairment.
- Website and Document Accessibility - Global's parent documents and website are accessible to individuals with visual impairments and blindness and follow WCAG2.0 standards.

**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.**

Students who are identified as English Learners (EL) have the right to participate in the English language instructional program at school. Federal law requires schools to offer eligible students an English language instructional program so they may attain English language proficiency and achieve academic success.

Students will be determined to be eligible for EL services based on the Home Language Survey (HLS), which will be given to all families enrolling their child in a District of Columbia school for the first time. The form is in English, Spanish, Amharic, French, Chinese, Korean, and Vietnamese. The HLS is not used to determine a family's immigration status, a family's residency status, or if the student is an English learner (this is determined by the English language proficiency screener). If the families state that they use another language other than English as the primary language at home, then students will be given the World-Class Instructional Design and Assessment (WIDA). Students who were screened during the 2020-21 school year and determined provisionally EL will be retested within the first 30 days of school during the 2021-22 school year.

Students with medical certifications who qualify for distance learning will be administered the assessment virtually within the timeframe that has been established on the school-wide assessment schedule. The EL coordinator will communicate information regarding the assessment administration to families prior to the date of the test.

Washington Global will use the Access for ELs test by World-Class Instructional Design and Assessment (WIDA) to assess ELs. WIDA measures both academic and social language proficiency, and is specifically tied to standards, curriculum, and instruction. The WIDA assessment covers the areas of speaking, listening, reading, and writing. Students are assessed on six levels of English language proficiency, which are used to determine what English language services they receive. The intensity of the services will increase based on the needs of the students.

Families will have access to the WIDA student report after the administration window has closed. The report will be sent via email and families will have the opportunity to review the information with the EL coordinator via virtual parent-teacher conference or direct phone call. The information provided to the families will include:

- The reasons for their child's identification as an EL and for placement in a language assistance program;

- The child’s level of English proficiency and how it is assessed, and the status of the child’s academic achievement;
- The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- How such programs will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d));

The parents must also be notified of their rights:

- To remove their child from such programs upon their request; and
- To decline to enroll in the program or choose another program, if available.

Washington Global’s EL Program provides tools to enhance effective language development and academic instruction. The programs will accelerate learning for English learners across all learning environments by providing inclusive classroom, small group or individualized support, depending on the needs of the student. Student data will inform the instructional methods and strategies that will support EL students with language development toward grade level proficiency.

EL students will also be assessed throughout the school year to provide additional data to teachers and EL case managers to monitor and evaluate progress, and to determine if further support and/or scaffolds are needed. Below is a chart of the assessments that will be used to determine student progress during the 2020-21 school year:

<b>Assessment Tool</b>	<b>Grade Level</b>	<b>Content Area</b>
i-Ready	Grades 6-8	Reading and Math

NWEA MAP (summative non-state)	Grades 6-8	Reading and Math
ANet	Grades 6-8	Reading
Interim Assessments	Grades 6-8	ELA, Math, Social Studies, Science, Spanish
EL Screener	Grades 6-8 (new students and based on home language survey (HLS))	Reading, Writing, Listening, Speaking
WIDA Assessment	Grades 6-8 (EL students only)	Reading, Writing, Listening, Speaking
Santanilla (non-state summative)	Grade 8	Spanish

Global will provide research-based direct instruction and technology programs to support the development of language and accelerated instruction for EL students during the 2021-22 school year, including Lexia, iReady, IXL, Fountas & Pinnell, and Wilson Reading Program.

#### 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.**

Washington Global is using ESSER-III ARP funds to fund staff members who are integral members of the health and safety team and therefore will be critical to implementing COVID-19 prevention and mitigation strategies that are consistent with OSSE and DC Health guidance. Funded staff will assist with critical health and safety tasks required by the most recent OSSE and DC Health guidance, including, but not limited to: disinfecting shared student supplies, ensuring students are socially distanced, ensuring that the School's PPE supply is sufficient, assisting with safe entry and exit procedures, and managing the cleaning contractors.

**20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions<sup>6</sup> to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.**

Washington Global will be allocating over 50% of its ESSER III-ARP funds towards supporting evidence-based interventions to mitigate the impact of lost instructional time. For example, the School will use the funds to hire key staff, such as academic and social-emotional interventionists and staff, to facilitate tutoring and supplemental academic programs. These staff will provide research-based academic interventions, tiered research-based social-emotional interventions to ensure that students are able to access the academic curriculum, and supplementary tutoring to students. These approaches will be integral in ensuring that students are provided the needed support to grow academically.

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

Washington Global will spend its remaining ESSER III-ARP funds that are not being allocated towards mitigating learning loss on additional expenses needed to support the school's reopening and in-person learning. Such expenses will be allowable under the grant and include supports such as operational staff. The School plans to further assess the need this summer and during the 2021-22 school year.

**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.**

Washington Global's ESSER-III ARP funds will fund critical positions to ensure that the School's academic interventions address the academic impact of lost instructional time and also support students' social-emotional, academic, and mental health needs, particularly for those students disproportionately impacted by the pandemic. These interventions will be available to all students, including to those disproportionately impacted by the COVID-19 pandemic, which includes students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migrant students.

The School's CEP Section 2 outlines its approach to identifying and providing social-emotional and mental health supports through systematic universal screening and a tiered intervention system. ESSER-III CARES funding will be utilized to hire an additional mental health provider to ensure that all students' social-emotional needs are addressed.

Global's CEP Section 3 outlines the School's approach to bolster student academic achievement and remediate lost skill gaps through research-based intervention programs, after school tutoring, the hiring of additional interventionists, and high-dosage tutoring. The School's CEP section focused on EL students describes the School's approach for providing intervention and support to EL students and ensuring that EL students are provided with rigorous, standards-based instruction. Global also prepared a comprehensive plan, discussed in Section 3 for providing students with disabilities services pursuant to their Individualized Education Programs (IEPs) and also providing additional interventions.

## 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.