

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Achievement Preparatory Academy PCS

LEA Head of School Name: Shantelle Wright

LEA Type: Pre-K;Elementary

Date Generated: 08/24/2021

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.

Based on anticipated enrollment, Achievement Prep facilities are adequate enough to accommodate all of its scholars in its current building, including spaces designated for health care and proper social distancing. We will not need to secure additional space.

Based on current staffing levels, Achievement Prep can accommodate all scholars in person five days per week. We will not need to secure additional staff for in person instruction.

Operation Plan for ACHIEVEMENT PREP allows for on-site learning for all students for 182 days and professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found [here](#). And a sample schedule of a typical school week can be found [here](#).

In the event of an unexpected closure or partial closure, our communications with families will include but not be limited to:

- ParentSquare with general school updates
 - Phone calls to impacted families
 - Text messages with real-time updates (when necessary)
 - Email
 - Materials for EL families will be translated and distributed
-
- Uninterrupted instruction through remote learning: K-3rd grade scholars will have laptops assigned to them on a 1:1 basis. During the school year, teachers will use Google Classroom and familiarize scholars with how to use the platform so that in the event of a closure, scholars will have the technology and exposure to Google classroom to allow for uninterrupted instruction.
 - PreK3-4 classrooms will be staffed with two full time teachers. Should a campus level outbreak of COVID - 19 or other public health conditions require the closure of the school campus, AppleTree@Achievement Prep is prepared to offer a virtual Early Childhood Learning experience with the help of an adult in the home serving as the co-teacher using our Every Child Ready virtual

curriculum model. This virtual learning experience will be a mix of synchronous and asynchronous learning.

- PreK3-4 scholars who have a confirmed or suspected exposure to COVID-19 will receive instruction via distance learning following most current criteria of OSSE and DC Health allowing them to quarantine under the most recently published guidelines with a return to school after a negative COVID test. During this time, the scholars will participate in Morning Meeting and Read Alouds virtually via Zoom with their in-person peers. They will receive small group instruction twice a week by their teacher. All other activities will be asynchronous activities in which scholars will be expected to participate with the help of an adult.
- In the event of a positive outbreak, iPads are available for scholars to take home and use to participate in asynchronous learning. Every PreK3-4 scholar will also be able to pick up a “learning go” bag which will include books and other materials needed to facilitate learning at home. If a family is unable to pick up their learning devices and “learning go” bags, these items will be delivered to their homes.

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

- Dissemination of materials: All K-3rd grade scholars will keep all of their school materials in Scholar Wellness Bins which will include laptops, texts and math materials. In the event that these materials need to be distributed to families, members of the school’s Culture Team will make arrangements to conduct a home visit and leave the materials at the threshold so as not to endanger anyone.
- Uninterrupted instruction through remote learning: All K-3rd grade families will have access to equipment and materials for remote learning as described above. In PreK3-4, the staff member will provide instruction virtually with the second teacher facilitating in person instruction assisted by the instructional assistant as necessary. However, due to the fact that AppleTree@Achievement Prep’s classrooms are staffed with two teachers and a teaching assistant, there will be no need for a teacher to facilitate instruction during their quarantine period if their co-teacher is in the classroom.

a. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

All DC Health and OSSE guidance will be followed to provide a safe environment for staff and students. Consistent and clear communication with staff, scholars and families is vital for supporting the community and for maintaining the health and safety of the school community. Achievement Prep will communicate in a timely manner with staff, scholars and families any updates to safety protocols, required quarantines (only when relevant), school closures and any other factors that will impact our ability to keep scholars and staff safe.

In the event of an unexpected closure or partial closure, our communications with families will include but not be limited to:

- ParentSquare with general school updates
- Phone calls to impacted families
- Text messages with real-time updates (when necessary)
- Email

- Materials for EL families will be translated and distributed

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

- Uninterrupted instruction through remote learning: K-3rd grade scholars will have laptops assigned to them on a 1:1 basis. During the school year, teachers will use Google Classroom and familiarize scholars with how to use the platform so that in the event of a closure, scholars will have the technology and exposure to Google classroom to allow for uninterrupted instruction.
- PreK3-4 classrooms will be staffed with two full time teachers. Should a campus level outbreak of COVID - 19 or other public health conditions require the closure of the school campus, AppleTree@Achievement Prep is prepared to offer a virtual Early Childhood Learning experience with the help of an adult in the home serving as the co-teacher using our Every Child Ready virtual curriculum model. This virtual learning experience will be a mix of synchronous and asynchronous learning.
- PreK3-4 scholars who have a confirmed or suspected exposure to COVID-19 will receive instruction via distance learning following most current criteria of OSSE and DC Health allowing them to quarantine under the most recently published guidelines with a return to school after a negative COVID test. During this time, the scholars will participate in Morning Meeting and Read Alouds virtually via Zoom with their in-person peers. They will receive small group instruction twice a week by their teacher. All other activities will be asynchronous activities in which scholars will be expected to participate with the help of an adult.
- In the event of a positive outbreak, iPads are available for scholars to take home and use to participate in asynchronous learning. EveryPreK3-4 scholar will also be able to pick up a “learning go” bag which will include books and other materials needed to facilitate learning at home. If a family is unable to pick up their learning devices and “learning go” bags, these items will be delivered to their homes.

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

- Dissemination of materials: All K-3rd grade scholars will keep all of their school materials in Scholar Wellness Bins which will include laptops, texts and math materials. In the event that these materials need to be distributed to families, members of the school’s Culture Team will make arrangements to conduct a home visit and leave the materials at the threshold so as not to endanger anyone.
- Uninterrupted instruction through remote learning: All K-3rd grade families will have access to equipment and materials for remote learning as described above. In PreK3-4, the staff member will provide instruction virtually with the second teacher facilitating in person instruction assisted by the instructional assistant as necessary. However, due to the fact that AppleTree@Achievement Prep’s classrooms are staffed with two teachers and a teaching assistant, there will be no need for a teacher to facilitate instruction during their quarantine period if their co-teacher is in the classroom.

The operations plan can be implemented in our current facilities.

2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share

more about the LEA's plans to offer distance learning for students with medical certifications, including:

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

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

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

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

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

Achievement Prep is committed to delivering a rigorous, holistic, and dynamic educational experience for all scholars. There are rare occasions when circumstances or world events will impinge upon Achievement Prep's ability to operate the campus or a teacher's ability to deliver instruction on site. Under these circumstances, Achievement Prep is compelled to develop alternative methods for teaching and learning. Continuity of learning is the continuation of education in the event of a prolonged school closure. For this reason, the following was developed to ensure the continuity of teaching and learning for our scholars.

The goal for the virtual learning plan is to keep our scholars engaged so they can learn and grow, while also continuing to provide them with meaningful opportunities to remain connected, even during a temporary closure.

The following virtual learning plan outlines an approach to maintaining teaching and learning using digital platforms and online resources in the event of an extended period of classroom/school closure, which will be delivered by Achievement Prep.

The Plan

Achievement Prep Platinum Teachers will use familiar and predictable structures that are used in our in-person setting, as the temporary shift to virtual learning takes place. These structures include:

- Daily schedule
- Technological Tools, Digital Resources, and Platforms
- Transferrable systems and routines (i.e. “Brighten the Line chants, PBIS, etc.)
- Learning Expectations (i.e. DREAM values, universal expectations, etc.)

Daily Schedule

All teachers are expected to adhere to the daily schedule as it is written during virtual learning, unless otherwise instructed by the school leader. All scholars are expected to participate in virtual learning during a class/school closure. Any instructional learning that is missed or incomplete will need to be submitted within a reasonable time that is in accordance with our late work submission policy. In exceptional circumstances or illness, parents of scholars who are unable to participate should notify Achievement Prep as they would for any school absence, and those scholars will be given special consideration.

- **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;**

Technological Tools, Digital Resources, and Platforms

Each scholar who will need to engage in virtual learning will be given their Achievement Prep Chromebook and learning materials to use at home during the virtual learning period. Chromebooks should only be used for school related activities, and families will be reminded to review the Technology and Asset Contract and expectations that were provided during Parent Orientation (also found in the Scholar and Family Handbook). All of the technological tools, digital resources, and platforms are used within the classroom during in-person learning, which will allow for a seamless transition into virtual learning.

- **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**

Family Support

Parents will be supported through the temporary transition to virtual learning by receiving resource guides that provide detailed information about all learning materials. The parent will also receive technology support

and other resources related to unique circumstances. Communication will be delivered via direct phone calls, in-person/virtual meetings, email, and/or phone blasts.

In addition, AppleTree@Achievement Prep will use the Every Child Ready Virtual Curriculum for SY21-22 for any scholar with a medical consent. The Every Child Ready curriculum has been modified to support virtual learning and includes a combination of synchronous and asynchronous learning opportunities for scholars. The instruction will be facilitated by a full-time virtual teacher. We will use both Class Dojo and Sparkler to disseminate instructional videos and assignments. All live and pre-recorded lessons will be accessible via Zoom. The Every Child Ready Curriculum is broken down into 10 thematic units, each with its own unique set of materials. At the start of each unit, all families will receive a “unit kit” that will include all of the supplies needed to facilitate learning for that unit at home. Each scholar will also receive an iPad mini at the start of the year to ensure that they have access to all online content.

- **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.**

Instructional Methods: Combination of synchronous and asynchronous lessons along with guided activities.

Platforms: Class Dojo, Sparkler, and Zoom. Families will also receive a free subscription to Noggin.

Materials: All materials, including an iPad Mini will be distributed to scholars at the start of the school year. Prior to the start of each unit, new materials kits will be provided to families.

Monday through Friday, scholars will participate in a synchronous Community Connection meeting that will last 10-20 minutes and Read Alouds. Scholars will also participate in daily one-on-one/small group lessons with their teacher that will each last approximately 15 minutes. These lessons will include a range of content areas, including social-emotional learning, language, literacy and math.

In addition to synchronous learning, there will also be asynchronous lessons and activities provided to scholars. Teachers will provide a pre-recorded STEM lesson once a week. While these lessons will not be live, there will be opportunities for scholars to answer questions, read along with stories, etc. as they are watching teacher-created content.

Finally, scholars will be provided with daily activities that they can do with the support of a family member or caregiver. These activities will range from Journaling, to independent play to additional Read Alouds.

AppleTree@Achievement Prep designed the instructional day to maximize flexibility for families, scholars are expected to spend approximately 30-40 minutes a day receiving live instruction, 10-15 minutes viewing pre-recorded lessons and 60-90 minutes engaging in guided at-home activities with a caregiver and a 20-30 minutes using the Noggin subscription for supplemental activities and skill-building opportunities. Additionally, families will receive a sample daily schedule that will provide suggestions on building in other early childhood routines such as nap, shared mealtimes, etc.

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.**

We are considering the following assessments to determine the social-emotional well-being of scholars when they return for the 2021-22 school year: All scholars will participate in social emotional skills development to support their well-being upon returning to school. Scholars who are identified as needing extra support in developing these skills and/or in meeting expectations of the school day will be referred by their teachers and school staff for additional services. The referral will be reviewed to determine which types of services (e.g. social skills group, individual counseling, behavior plan etc.) will best support the scholars needs. Scholars who are identified as needing mental health support will be referred to our partner organization, APrilMay, for further assessment. Understanding at the scholar level how scholars are experiencing reentry into school is critical to our success overall.

Based on scholar responses, our LEA is prepared to offer support through the following means: Achievement Prep will be supporting scholars' reentry into the school building by teaching coping, communication and self-regulation skills throughout the school day. Scholars will participate in teacher-led activities that help to build their social-emotional skills and teach scholars techniques and strategies to support and communicate their needs. The school PBIS system will support scholars learning and using the skills taught during these lessons. Our school schedule includes increased opportunities for movement, brain breaks, mindfulness and community building. During the school day, scholars will have an opportunity to apply what they've learned during their content classes as well. Teachers will also identify opportunities to incorporate SEL lessons learned into content and learning experiences. For scholars who are showing the need for more intensive, one-on-one support, the LEA will provide direct mental and behavioral health services with Achievement Prep Staff including Sophie Khan-Reed (Culture and Climate Coordinator) and our mental health partnership with AprilMay.

AppleTree@Achievement Prep facilitates a Tier 1 Positive Behavior Support process that includes the direct

teaching of behavioral and social emotional skills, the reinforcement of those skills, and responding restoratively when scholars need support with those skills. All principals and teachers receive professional development on these processes and coaching is offered throughout the school year through our Social Emotional Learning Specialist.

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

Achievement Prep is preparing to monitor behavior of scholars using a variety of positive, relevant and developmentally appropriate behavior modification approaches including: changing our values to account for the challenges of transitioning back into the school space. Achievement Prep is putting extra emphasis on teaching scholars strategies to help express their emotions and needs. Scholars are also gaining tools to help them manage their emotions and learn self-regulation. Time and space are provided for scholars to have extra brain and movement breaks to support them throughout the school day. Achievement Prep uses a PBIS system to address scholar behavior and discipline. Scholars are provided incentives and recognition for meeting expectations. Scholars are provided additional tools and support to help them meet expectations when they are having challenges.

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.

Achievement Prep will continue to partner with Revolution Foods to offer pre-packaged breakfast, lunch and snack.

On-site meals:

- Scholars will eat breakfast, lunch and snacks in their classrooms rather than mixing in the cafeteria.
- Scholars will be instructed to wash their hands before and after eating and to not share utensils, cups, or plates.
- Scholars may bring lunches from home. Such lunches will be kept with scholar belongings in their Scholar Wellness Bins. Parents/guardians will be encouraged to ensure that all items used for lunch are cleaned/sanitized each day.

Meal Distribution during remote learning, self-quarantine and quarantine restrictions:

- Achievement Prep will make pre-packaged meals available to scholars engaged in remote learning, as well as those who self-quarantine or are required to quarantine.
- Families will receive information (included in the communications for virtual learning and quarantines) about meal pick-up times.
- Meals may be distributed to a parent or guardian to take home to their children without the scholar being present, only when the parent’s identity can be verified. Meals will only be released to a designated parent, guardian or designated receiver for scholar meals. In order to claim meals for your

scholar, the person redeeming the meals must show a valid ID and be listed as a designated receiver for that scholar.

- Families can arrange for daily pick-up or they can receive multiple meals, at one time, for up to 5 days of meals.
- In the event that Achievement Prep is unable to operate an on-site educational program for a finite period of time, we will inform families of nearby sites by sharing a list of available sites published by DCPS.

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.**

Achievement Prep will provide professional development specifically focused on trauma-informed care and brain state model to staff beginning in July and will continue throughout the 2021-22SY. This social-emotional and mental health related professional development will be supported through ongoing discussion and practice. We have an established partnership with a community based partner, AprilMay, who will provide full staff and individual support to school staff as needed. Achievement Prep has a “Sunshine” Committee that is specifically focused on leading and providing access to opportunities for staff to engage in activities (internal and external) that support physical and mental health of our staff. Additionally, professional development will include elements of self-care and mindfulness. In order to allow our staff to process together and stay connected, we are considering identifying a space within the school where teachers and staff can come together for this purpose.

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.**

Achievement Prep plans to communicate with families about safe reopening, scholar wellbeing, and accelerated learning clearly and consistently through family webinars in the Spring that will also be recorded and sent to families for viewing. There will also be family orientation prior to the start of the new school year to share any updates and additional details families need to know, and there will be ongoing

communication for changes made using newsletters sent via ParentSquare. We are also considering the possibility of scheduling home visits for new families who may not be able to attend these events. To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on Scholar/Family Home Language Surveys.

Our community of staff will solicit and incorporate scholar and family feedback on these plans. Families received a survey in Spring of 2021 to begin gathering feedback. There is also a formal plan to gather survey information from families quarterly. We will continue our use of positive calls home and positive texts to families. There will be informal opportunities for families to provide feedback through activities like “Chat-and-Chews” during arrival and/or dismissal times. Our team will solicit, review and incorporate quarterly feedback through surveys and informally (on a monthly basis) through check-ins with school leaders so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. In order to monitor scholar progress and adjust supports, our LEA will take both MAP and STEP near the end of each quarter which will allow for two key points of structured communication with families. First, report cards will be able to communicate the information about growth and proficiency to families in written form. Following report cards, families will also be able to utilize parent teacher conferences within weeks to discuss the information further and set goals that will allow teachers and families to be on the same page about growing scholars. Additionally, we will provide families with tips and techniques to improve scholar learning at home.

2.D: Attendance and Re-Engagement

8. Describe the LEA’s approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.

In school year (SY) 2020-21, we identified scholars as being consistently less engaged with distance learning based on the following behaviors: daily attendance during synchronous instruction, scholar work completion, and family responsiveness to outreach. All scholars had access to school-provided equipment by August 28, 2020 and technology issues were addressed on an on-going basis when issues were identified by staff and/or reported by the parent). In August, Achievement Prep first began offering on-site learning options to scholars. We prioritized spots for scholars of Essential Workers, then disengaged scholars. Of those identified, 43% returned to on-site learning, leaving 13 scholars as consistently less engaged with learning in the 2020-21 school year.

For these scholars who were consistently less engaged with learning, the school is considering the following strategies: Extended school year instruction, small group instruction, 1:1 intervention plans, and social-emotional support.

Achievement Prep will review data on scholar engagement on the following basis: an on-going basis – weekly, monthly, and quarterly – through various data dashboards (attendance/academic).

Parents will be notified and informed through various strategies, inclusive of phone blasts, direct phone

calls, texts, and emails, in-person/virtual meetings, and/or home visits.

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;**

Achievement Prep will offer the following summative assessments to eligible scholars in the 2021-22 school year. As these are summative assessments, they will be conducted multiple times a year. Achievement Prep will use the Strategic Teaching and Evaluation of Progress (STEP) assessment from the University of Chicago to monitor reading progress throughout the year. STEP assessments will be administered three times a year: beginning, middle and end of the year. NWEA assessments will be administered four times a year: Fall, Winter I, Winter II and Spring. PARCC will be administered at the end of the year. Results will be used internally and with families but will not be part of school accountability.

The following table provides an overview of our LEA’s assessment schedule outside of the state required assessments (i.e. PARCC in English language arts and math, the state science assessment, and WIDA ACCESS tests). This schedule is subject to change, based on scholar need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons. (The following is also our calendar of assessment dates:)

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
ELA: Every scholar will be a proficient reader as measured by the STEP.	Reading as measured by STEP levels.	K-3	STEP	October 2021; January 2022; March 2022
ELA: 50% of scholars will receive a level of approaching or higher on PARCC.	Reading as measured by proficiency on PARCC.	3rd grade	PARCC	May 2022
ELA: All scholars will meet their growth targets on NWEA MAP.	Reading growth as measured by RIT levels	K-3	NWEA MAP	October 2021, December 2021, February 2022, May 2022

Math: 50% of scholars will receive a level of approaching or higher on PARCC.	Math proficiency as measured by PARCC.	3rd grade	PARCC	May 2022
Math: All scholars will meet their growth targets on NWEA MAP.	Math growth as measured by RIT levels	K-3	NWEA MAP	October 2021, December 2021, February 2022, May 2022

For our PreK3-4 scholars of AppleTree@Achievement Prep, The Every Child Ready assessments, Every Child Ready: Mathematics (ECR:M) and Every Child Ready: Language and Literacy (ECR:LL), will be administered to all scholars as AppleTree@Achievement Prep has done in prior years. These assessments are designed to show baseline knowledge, interim progress, and end-of-year learning so that we can see what scholars know and what they have learned. The assessments will be given three times a year - Beginning-of-Year: Sept 20-Oct 1; Middle-of-Year: January 18-28; and End-of-Year: May 31-June 10

d-e: Monitoring Progress, goals, and content.

Goals and ELA: Our vision is for scholars to matriculate from our school knowing how to read, write, and calculate at or above grade level. In order to achieve this goal, we administer math and reading assessments several times each year and use that data to make instructional decisions, including but not limited to small group instruction, instructional groupings, tutoring and intervention. We believe that teachers must be equipped with clear, accurate and updated scholar data to help them make specific and differentiated plans for all scholars. To this end, Achievement Prep includes “Data Days” in our calendar when teachers work closely with instructional coaching and school leaders to review, analyze and triangulate data sources in order to understand what scholars have mastered and what areas of opportunities there are for each scholar to move closer to mastery. At the end of these data days, teachers will have created reteaching plans for whole group lessons, created flexible small groups to target instruction for certain scholars and identified individualized instructional pathways in iReady to differentiate instruction for scholars. Coaches and teachers will also create a scope of sequence of reteaching that outlines what standards and skills will be taught between assessments. We monitor their progress towards meeting these goals as follows:

ELA

For ELA, we expect scholars in grades K-3 to meet grade level proficiency as determined by the STEP assessment. Fifty percent of third grade scholars are expected to achieve a score of approaching or higher on the ELA PARCC assessment. Progress monitoring will be similar to prior years. After the STEP and MAP

exams, the school will conduct Data Days where teachers will work with coaches to analyze scholar data and create instructional action plans to move scholars closer to proficiency. Teachers will collect formative assessments during guided reading, Foundations and ELA instruction. Teachers will collaborate with instructional coaches during weekly data meetings to monitor scholar progress and create reteaching plans to move scholars towards proficiency. This year, beginning in the summer and continuing throughout the year, ELA teachers and the instructional coach will work with a literacy consultant to help them improve guided reading instruction, analyze reading data and create reteaching plans to move scholar achievement.

Math

For math, we expect scholars in grades K-3 to meet grade growth targets as determined by the NWEA MAP assessment. Fifty percent of third grade scholars are expected to achieve a score of approaching or higher on the Math PARCC assessment. Benchmark goals for Winter I and Winter II will be established and monitored in order to ensure scholars meet these growth and proficiency targets.

PreK3-4 of AppleTree@Achievement Prep

The assessment provider sets the goals for mastery of individual standards as well as an overall goal per window and an end-of-the-year goal. AppleTree@Achievement Prep follows the goals as set by the provider.

In order to assess mastery between BOY, MOY, and EOY checkpoints, teachers will use Every Child Ready created “Checks For Understanding” (CFUs) which are targeted skill-specific assessments. These CFUs will be given on an as needed basis (as part of an instructional and/or coaching cycle) to identify when scholars are ready to move to the next standard within the grade-level progression.

f. Non-public collaboration

We currently have 2 scholars enrolled in non-public schools. They are enrolled in Accotink Academy and St. Joseph’s P. Kennedy Institute per OSSE’s placement process. We collaborated with the schools regarding disruptions in scholar learning that occurred in school year 2020-21 in the following ways:

- Held meetings with schools to review scholars’ progress towards goals, Annual IEP meetings and monitored attendance & engagement in services;
- Collaborated with non-public schools’ team members to ensure each scholar had technology devices and resources to engage in virtual learning platforms;
- Offered 1:1 parent training and support throughout the 20-21 SY.

Additionally, we collaborated with the families to ensure scholars’ Individualized Education Plan goals reflected this disruption. In partnership with the schools’ points-of-contact, we provided ongoing support to

families to meet their individual needs. When appropriate, the team met to discuss progress and consider any changes to the IEP to reflect the changing needs.

- **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);**

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
ELA: Every scholar will be a proficient reader as measured by the STEP.	Reading as measured by STEP levels.	K-3	STEP	October 2021; January 2022; March 2022
ELA: 50% of scholars will receive a level of approaching or higher on PARCC.	Reading as measured by proficiency on PARCC.	3rd grade	PARCC	May 2022
ELA: All scholars will meet their growth targets on NWEA MAP.	Reading growth as measured by RIT levels	K-3	NWEA MAP	October 2021, December 2021, February 2022, May 2022
Math: 50% of scholars will receive a level of approaching or higher on PARCC.	Math proficiency as measured by PARCC.	3rd grade	PARCC	May 2022
Math: All scholars will	Math growth as measured by	K-3	NWEA MAP	October 2021, December 2021,

meet their growth targets on NWEA MAP.	RIT levels			February 2022, May 2022
--	------------	--	--	----------------------------

- **d. Whether you set goals³ for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

Goals and ELA: Our vision is for scholars to matriculate from our school fully proficient, at or above grade level, college and career ready. . We monitor their progress towards meeting the goals as follows:

ELA

For ELA, we expect scholars in grades K-3 to meet grade level proficiency as determined by the STEP assessment. Fifty percent of third grade scholars are expected to achieve a score of approaching or higher on the ELA PARCC assessment. Progress monitoring will be similar to prior years. After the STEP and MAP exams, the school will conduct Data Days where teachers will work with coaches to analyze scholar data and create instructional action plans to move scholars closer to proficiency. Teachers will collect formative assessments during guided reading, Foundations and ELA instruction. Teachers will collaborate with instructional coaches during weekly data meetings to monitor scholar progress and create reteaching plans to move scholars towards proficiency. This year, beginning in the summer and continuing throughout the year, ELA teachers and the instructional coach will work with a literacy consultant to help them improve guided reading instruction, analyze reading data and create reteaching plans to move scholar achievement.

Math

For math, we expect scholars in grades K-3 to meet grade growth targets as determined by the NWEA MAP assessment. Fifty percent of third grade scholars are expected to achieve a score of approaching or higher on the Math PARCC assessment. Benchmark goals for Winter I and Winter II will be established and monitored in order to ensure scholars meet these growth and proficiency targets.

PreK3-4 of AppleTree@Achievement Prep

The assessment provider sets the goals for mastery of individual standards as well as an overall goal per window and an end-of-the-year goal. AppleTree@Achievement Prep follows the goals as set by the provider.

In order to assess mastery between BOY, MOY, and EOY checkpoints, teachers will use Every Child Ready created “Checks For Understanding” (CFUs) which are targeted skill-specific assessments. These CFUs will be given on an as needed basis (as part of an instructional and/or coaching cycle) to identify when scholars are ready to move to the next standard within the grade-level progression.

- **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**

Goals and ELA: Our vision is for scholars to matriculate from our school fully proficient, at or above grade level, and college and career-ready. We monitor their progress towards meeting the goals as follows:

ELA

For ELA, we expect scholars in grades K-3 to meet grade level proficiency as determined by the STEP assessment. Fifty percent of third grade scholars are expected to achieve a score of approaching or higher on the ELA PARCC assessment. Progress monitoring will be similar to prior years. After the STEP and MAP exams, the school will conduct Data Days where teachers will work with coaches to analyze scholar data and create instructional action plans to move scholars closer to proficiency. Teachers will collect formative assessments during guided reading, Foundations and ELA instruction. Teachers will collaborate with instructional coaches during weekly data meetings to monitor scholar progress and create reteaching plans to move scholars towards proficiency. This year, beginning in the summer and continuing throughout the year, ELA teachers and the instructional coach will work with a literacy consultant to help them improve guided reading instruction, analyze reading data and create reteaching plans to move scholar achievement.

Math

For math, we expect scholars in grades K-3 to meet grade growth targets as determined by the NWEA MAP assessment. Fifty percent of third grade scholars are expected to achieve a score of approaching or higher on the Math PARCC assessment. Benchmark goals for Winter I and Winter II will be established and monitored in order to ensure scholars meet these growth and proficiency targets.

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

We currently have 2 scholars enrolled in non-public schools. They are enrolled in Accotink Academy and St. Joseph's P. Kennedy Institute per OSSE's placement process. We collaborated with the schools regarding disruptions in scholar learning that occurred in school year 2020-21 in the following ways:

- Held meetings with schools to review scholars' progress towards goals, Annual IEP meetings and monitored attendance & engagement in services;
- Collaborated with non-public schools' team members to ensure each scholar had technology devices and resources to engage in virtual learning platforms;
- Offered 1:1 parent training and support throughout the 20-21 SY.

Additionally, we collaborated with the families to ensure scholars' Individualized Education Plan goals reflected this disruption. In partnership with the schools' points-of-contact, we provided ongoing support to families to meet their individual needs. When appropriate, the team met to discuss progress and consider any changes to the IEP to reflect the changing needs.

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.

Achievement Prep has an extensive plan for assessing scholars through multiple means, monitoring their progress, and providing additional support. For Kindergarten-third grade, we will use A-NET and UChicagoIMPACT and a guided reading consultant to collect, analyze and support our staff in addressing scholar learning needs. The plan includes reviewing and analyzing various data reports, including A-NET, MAP, and STEP and grade level meetings and weekly data meetings and teacher support development through data analysis and action planning to respond to individual scholar data. In order to collect and respond to more timely and relevant data, coaches and teachers will collaborate on Weekly Data Meetings where they will follow the Relay data analysis protocol and look at bi-weekly curriculum assessments, classwork, exit tickets and other scholar work samples. Teachers will action-plan reteaching lessons and spiralled lessons based on conclusions from the Weekly Data Meetings.

AppleTree@Achievement Prep will utilize Summer 2021 and extended day program programming to support scholar learning for the 2021-2022 school year, in addition to the implementation of its Every Child Ready Instructional Model. Data will be collected throughout the summer and into the school year through our ongoing Checks For Understanding and our traditional, Every Child Ready assessment, described in the Assessment section (3A). Using data from these sources will help to inform our instruction, particularly any needs for differentiation and additional intervention.

12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):

• **a. Adjusted Scheduling**

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming
- School break/holiday programming
- Weekend programming (e.g., Saturday school)

• **b. Instructional Changes**

- High-dosage tutoring
- New curriculum purchase
- New intervention program or support
- New uses of staff planning time for accelerated learning
- New professional development for staff on accelerated learning

• **c. Staffing and Related Supports**

- Additional staffing
- Additional vendor and/or community partner support
- New hardware purchase
- New software purchase

- **d. Other**

N/A

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

Section	Activity	Yes	Explanation of approach and expected impact on accelerating scholar learning
Schedule Adjustments	Adjusted class/block/bell schedules	x	<p>The schedule was adjusted to provide time embedded into the learning day for social emotional learning, small group instruction and movement breaks. By providing scholars with time focused on social skills and social emotional learning, they will be better equipped to handle the transition back to school. This will help make the adjustment back to the rigors of daily in-person instruction easier for scholars. Small group instruction will be provided in both reading and math. Teachers will use various data points to create flexible small groups for scholars that are targeted to their specific academic needs in these two content areas. Throughout the course of the year, teachers will receive support in analyzing scholar data in order to determine what standards and skills will be taught during small group instruction. They will also receive support in instructional practices useful for moving scholar data closer to proficient levels or</p>

			accelerate their learning beyond proficient levels when necessary.
	After-school programming		
	Longer school day		
	Longer school year	x	The decision has been made to respond to learning loss by extending the SY21-22 by three weeks. This time will serve two purposes. One, it will provide academic support to scholars by providing instruction in priority standards to best support scholars as they prepare for the upcoming school year. It will also have a secondary focus on social emotional learning. Considering how long scholars have been absent from in-person instruction, we will provide a space to help scholars adjust back to in-person learning by spending time focused on relationship building and socialization back to school. Both of these goals will better prepare scholars for in-person learning and provide them with a foundation for success for the upcoming school year.
	Summer 2021 programming	x	Please see the above comments for a description of summer programming.
	Summer 2022 programming		

	School break/holiday programming		
	Weekend programming (e.g., Saturday school)		
Instructional Changes	High-dosage tutoring ⁵	x	In order to provide scholars with tutoring embedded into the school day, we have identified new programs that we will begin using during the SY 21-22. We have also added two FTEs into our staffing model to provide daily tutoring to small, flexible groups of scholars. Training will be provided to these teachers during our Summer Institute and they will receive support from instructional coaches during the school year.
	New curriculum purchase	x	<p>While decisions have not yet been made regarding new curriculum, we are currently exploring Zearn Math as a supplement or an alternative to iReady, which currently serves as our blended learning, individualized math program. A committee of leaders and teachers will convene beginning in the summer to compare the programs and review the research on both to make final determinations.</p> <p>Additionally, we are exploring supplements and alternatives to our guided reading library to employ the use of decodable text over predictable text. We are</p>

			<p>working with a consultant this year to help us develop our guided reading program and coach our literacy coach to improve overall reading instruction during guided reading. We will work with this consultant to discuss and make final decisions about the texts we use in an effort to continually improve reading instruction that is supported by current literacy research.</p>
	New intervention program or support	x	<p>During SY21-22 we will use a new math and new reading program for our tutoring program. For reading, we will use Leveled Literacy intervention and for math we will use Bridges Math Intervention. Both of these programs can be used with small flexible groups. Teachers will receive coaching and support to help them respond to learning loss and prepare scholars for upcoming learning in their core reading and math classes. This tutoring will use flexible grouping and respond to data throughout the year. Teachers will use various assessment data (A-NET, MAP and STEP) to determine standards and skills that need to be developed by certain scholars. The data analysis cycle will be iterative and small tutoring groups will be identified based on-going data analysis.</p>
	New uses of staff planning time for accelerated learning		

	New professional development for staff on accelerated learning		
Staffing and Related Supports	Additional staffing Additional vendor	x	One additional ELA/Reading teacher and one additional Math teacher will be hired to specifically provide reading and math tutoring to scholars using Bridges Intervention and Leveled Literacy Intervention. These teachers will receive training in these interventions during our Summer Institute. They will receive additional support and coaching throughout the year
	and/or community partner support		
	New hardware purchase		
	New software purchase		
Other			

13. Describe the LEA’s approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

We are in the process of creating a staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging scholar needs around safe reopening, well-being, and accelerated learning. The process is being led by our Managing Director of Curriculum & Instruction, instructional coaches and school leaders. We are identifying what went well by looking at a variety of factors gathered through an analysis of academic data sources including NWEA MAP for reading and math, A-NET for reading and math, and STEP data for reading. Additionally we will review attendance data to gauge scholar engagement. We will conduct family and staff webinars to collect further information

regarding what went well so it can be replicated or improved. Using information gleaned from the school year 2020-21, we are planning on supporting teachers through our “Setting the Foundation” training and support. A copy of that initial plan can be found [here](#) . Strategies will continue to be added to our repertoire once we understand scholars’ actual needs after the start of the year. As the year continues, we will conduct regular, weekly, job-embedded professional learning. Each Wednesday, scholars will have an early release day. During these afternoons, teachers will engage in professional learning. The scope and sequence of that professional learning will be determined by various inputs including results from interim assessments, classroom observations, scholar behavior data, scholar engagement and attendance data, accelerated learning and instructional practice to respond to learning loss and gaps in achievement.

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

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year. One lesson learned was the value of teaching scholars how to engage with educational platforms and tech embedded learning practices. Because we recognize the value of this for scholars, we will continue using Google Classroom during the school year. Teachers will use both paper/pencil and online engagement tools for scholars to complete classwork and engage in learning. The value of this is twofold. One, it will continue to develop scholars' technology fluency and skill. Two, in the event some scholars will need to transition to distance learning, they will have already been exposed to instruction using the Google Classroom platform so their transition to distance learning will be significantly lessened. It was also essential for all scholars to have access to equitable technology so this year, for the first time, we will have a 1:1 laptop program for scholars. Every scholar will be assigned a Chromebook for their use during the school day. In the event that the scholar needs access to distance learning, we will be able to arrange for their laptop to go home so there will be no interruption in their learning. ■

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.**

Achievement Prep will take the following steps to ensure that scholars with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit:

- All scholars (K-3rd grade) will engage in the beginning of the year assessment NWEA MAP assessment. In addition, SWDs will take their Tier 3 intervention diagnostic assessments to determine their current levels of performance and identify if any regression has occurred and if so, to what extent.
- PreK3-4 scholars with disabilities will be assessed using the Every Child Ready Assessment which assess scholars skills and progress monitors throughout the school year. Also, special education teachers and related service providers will conduct observational assessments while implementing the IEP and tracking scholar's progress.
- Based on the SWDs performance, K-3rd grade scholars will receive support aligned to their needs to include but not limited to: increase reading/math support via Systems 44 and/or TouchMath; increased (double) Push in support during core content classes (inclusion-Co Teaching Model)
 - **0 - 35th percentile** - Intervention support through Tier 3 Research Based Program & increased inclusion support; additional testing referral
 - **36th -74th percentile-** Inclusion support in Reading and/or Math
- Develop individualized Accelerated Learning Plans (ALPs) to address individual needs and progress monitoring

Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all scholars with disabilities:

Timeline	Action	Description
<p style="text-align: center;">Week 0</p>	<p style="text-align: center;">BOY/Baseline Testing</p> <ul style="list-style-type: none"> • NWEA MAP 	<p>Data will be used to inform scholars, teachers, and</p>

	<ul style="list-style-type: none"> • Systems 44 Diagnostic • iReady Diagnostic 	families with the scholars present level of performances
Week 1	Develop & implement individualized ALPs	Teachers will analyze results from BOY assessments and create action plans to respond and address the academic needs.
Week 1-4	Direct Instruction & Support	Scholars will engage in core content, small groups, and intervention in the virtual learning platform.
Week 5-6		<p>Analysis of scholar data to determine the scholar's progress:</p> <ol style="list-style-type: none"> 1. Did the scholar make progress that would be expected during the recovery period? 2. How does the scholar's progress compare to the progress for all scholars? 3. Is there evidence of regression for the scholar?
Week 6		The IEP team determines if any IEP amendments are necessary to address the scholar's progress and needs

Element	LEA	Campus 1	Campus 2
---------	-----	----------	----------

<p>How the need for accelerated learning for scholars with disabilities will be evaluated</p>	<p>All scholars will be assessed at the start of the school year using NWEA MAP and other diagnostic assessments.</p>	<p>N/A</p>	<p>N/A</p>
<p>How appropriate services will be determined or designed for scholars with disabilities</p>	<p>Based on the SWDs performance, they will receive support aligned to their needs to include but not limited to: increase reading/math support via Systems 44 and/or TouchMath; increased (double) Push in support during core content classes (inclusion-Co Teaching Model)</p> <ul style="list-style-type: none"> • 0 - 35th percentile - Intervention support through Tier 3 Research Based Program & increased inclusion support; additional testing referral • 36th -74th percentile- Inclusion support in Reading and/or Math • Develop individualized Accelerated Learning Plans (ALPs) to address individual needs, progress 		

	monitoring and		
How accelerated learning will be scheduled and delivered to scholars with disabilities	ALPs will be implemented during core content inclusive setting, during non core-content classes and extracurricular classes, after school and virtually		
How instructional approaches used for accelerated learning of scholars with disabilities will be communicated to families	<p>The LEA representative will facilitate 1:1 meetings with each SWD's family.</p> <p>The meeting will provide an opportunity to:</p> <ul style="list-style-type: none"> • discuss the SWDs present levels of performance; • Identify any barriers to service provision; • collaborate and develop Accelerated Learning Plans and other solutions that are mutually agreed upon 		

For AppleTree@Achievement Prep:

- Specialized instruction will be provided to scholars with disabilities through the itinerant consultation model where the special education teacher serves as a consultant to the general education teacher. Also, direct intervention services will be provided to scholars whose IEP has outside of general education services. Special Education Teachers will meet with the General Education Teachers to

- review data that was collected and determine if any adjustments are needed to the IEP and services.
- New and Returning scholars will have an IEP review meeting within 30 - 45 school days, allowing the IEP team an opportunity to provide intervention services and collect observational data. In the IEP meeting, the team will review observational data and ECR data in order to determine if changes and modifications need to be made.
 - General Education Students who are assessed with ECR and placed into Tier II intervention groups that are not making expected progress will be referred to the Special Education Team to go through the eligibility process.
 - The IEP team will communicate to parents regarding accommodations and modifications according to the IEP in the 30 day IEP review meeting.
 - Students with disabilities are in the classroom with their non-disabled peers. AppleTree@Achievement Prep implements a Multi Tiered System of Support (MTSS) to all scholars and scholars are placed into small groups to receive additional academic support. Scholars with IEPs will be placed into groups with their non-disabled peers to address any learning gaps based on data from ECR and observational assessment.

Achievement Prep will ensure equitable access to educational opportunities across learning environments by developing a master schedule and roster to allow full implementation of IEP services. Our Scholar Support/Special Education program offers a full continuum of services allowing scholar's individual needs to be met in a variety of ways including but not limited to push-in support, use of co-teaching models, pull out service and related services. We will ensure that scholars with disabilities (SWD) receive equal access to interventions by [ensuring the master schedule allows for SWDs to fully participate in the general education program in addition to interventions. Achievement Prep will intentionally schedule and program intervention services where SWDs can benefit without compromising tier 1 supports and instruction. We will also ensure that each scholar is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place scholars in more restrictive environments). We have intentionally identified core content classes as sacred and as such SWDs cannot be removed during these times. Per the schedule, there are designated times for intervention that provide SWDs access to curriculum and any additional interventions that will meet their individual needs. Scholar Support/Special Education teachers' schedules will be developed in collaboration with the Director of Scholar Support services and the Principal to ensure fidelity to the policy.

Achievement Prep will continue to support parent training for scholars receiving related services through distance learning by: The parents of SWDs will be offered initial training of their scholar's plan(s) by September 31, 2021. Ongoing support and collaboration will continue to occur based on the individual needs of the family. In addition, group training will be developed and offered based on the current data trends on a quarterly basis. As needed, related service providers will provide parent training through consultation to provide strategies and activities to be implemented at home to support IEP Goals of all scholars PreK3 - 3rd grade.

Achievement Prep will take the following steps to ensure that family members with disabilities can access content to support their scholars' learning:

- We will use the Google Classroom platform to aid in any transitions to virtual learning. If a SWD requires quarantine or is medically required to be isolated, the family will have access to general instruction via live stream during the school day.
- Additionally, there is 24 hour access to all assignments and notes through the Google Classroom platform.
- On an individual case by case basis, school leadership will work with parents to ensure that they have the tools and resources needed to access content to support their scholars' learning.

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.**

Achievement Prep will ensure that all English learning across all grade levels. All scholar, including scholars who need to be re-screened due to distance learning will take the following assessments. English learners will take the Pre-IPT Oral English assessment for PK-3 and PK-4 scholars virtually; WIDA

Kindergarten screener for Kindergarten scholars; and the WIDA Online Screener for scholars in 1-3 grade within the first month of enrollment to determine level of English proficiency. The school's testing coordinator will create a schedule during the summer that ensures 100% of EL scholars are testing within the first two weeks of school following a model for baseline testing that we have used in the past. Teachers will be notified about the testing and provided with the schedule prior to the start of school so they can plan around this testing calendar. For scholars who are medically fragile and, therefore, not attending school in person, they will engage in a one-on-one virtual screening, which we will do by establishing one-on-one testing sessions conducted by the scholar's teacher or the testing coordinator. A clear tracking system will be employed to monitor the date of testing and which sections of the test were completed with emphasis on scholars who were provisionally screened during distance learning to ensure correct assessment of skills and proficiency. Achievement Prep will follow its policy and procedure regarding parent notification for all screened scholars. This Parent Notification letter outlines testing procedures, scholar data, instructional priorities for the scholar for the upcoming school year.

Once the scholar's learning needs are understood, the scholar will receive English language instruction through our ELL program, a description of which is found [here](#). ELs will have access to accelerated core content, as delivered to all scholars, through the following: 100% of our EL scholars will participate in our inclusion model so they will be engaged with learning alongside their peers and will receive grade level instruction. As outlined in the LEA English Learner Program Improvement Strategies, EL scholars will have access to grade-level academic content through an inclusion model that will advance their language proficiency and their academic performance. These inclusion practices will include differentiation for scholars as well as small group instruction similar to their peers. Teachers will provide differentiated instruction to EL based on need and following WIDA ELD Standards. In PreK3 and 4, once identified as an EL, the scholar will receive language goals written by the Language Acquisition Manager or EL Teacher for the year. Teachers will also be provided with time to collaborate with each other weekly. During this collaboration, teachers will review scholar progress and determine strategies for improving scholars' language proficiency and academic performance. They will work collaboratively with an instructional coach who can provide them with additional resources and instructional strategies. At that point, the scholar will begin receiving interventions that will support reading, writing, listening and speaking skills, the 4 domains of language. These interventions will be extensions of the scholar's current classroom instruction with a focus on building vocabulary and following multi-step directions, among others. We are prepared to ensure that all of the above plans to provide effective language development and academic instruction that will accelerate learning for English learners can and will happen in an in-person space primarily. Should a scholar need to quarantine, virtual alternatives will be provided for the quarantine period that enable us to execute the aforementioned with fidelity.

Scholar data will be tracked, and goals will be revisited every quarter for adjustments, if needed. Moreover, scholar data from the classroom along with teacher feedback will be noted in the scholar's profile. Additionally, as outlined in the LEA English Learner Program Improvement Strategies, teachers will receive training on trauma informed instruction and scholars will have a Social-Emotional Learning curriculum as part of the daily instruction. We will also utilize our family engagement tool, ParentSquare, to communicate directly with families of EL scholars to guide them to take an active role in their scholars' academic success and continue to develop their language and academic skills at home while we continue to make progress at school.

School leaders and instructional coaches will work closely with teachers of EL scholars to ensure differentiation of instruction and assessment accommodations are implemented. We are also working to identify training for teachers on providing "just in time scaffolds" for all content areas. Continued

monitoring of language acquisition will occur per our plan as described in question 10.

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.

Achievement Prep will utilize the ESSER III-ARP funds in the following ways to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health guidance:

- Funds will support the establishment of safe indoor and outdoor spaces. This includes PPE, signage, screening materials, and cleaning service.
- Masks will be required of all scholars and staff. In the event that a scholar arrives without one or breaks the one they have, we will have masks on standby. In addition to masks, we have other personal protective equipment such as gloves, face shields, and gowns for emergency use. Every room in the building and every hallway is outfitted with hand sanitizer for frequent use. Travel size PPE kits will also be available for scholars that include personal hand sanitizers, tissues, gloves. Individual scholars will be assigned a Scholar Wellness bin for their personal belongings (backpacks, coats, etc.). These bins and individual desks will be used to store instructional supplies and manipulatives as well, to avoid unnecessary sharing, even among grade cohorts. An increase in cleaning supplies and cleaning personnel will be funded to continue adherence to the CDC and DOH guidelines.
- While only teachers, essential workers and essential visitors will be permitted into the space, any staff that interact with that population would be separated by plexiglass, installed for additional safety.
- Signature signage and color visuals ordered and posted throughout the school will be imperative for teaching our PreK3 through third grade scholars the importance of physical distancing in school. This will include physical distancing on the stairs, in the hallways, restroom entryways, and outdoor spaces leading toward entryways. Although regulations are beginning to relax between the vaccinated and the non-vaccinated or lift completely within the District, we recognize attention to cohorting and distance as our due diligence.
- To ensure fidelity of our implementation, additional positions have been added as two-year grant-funded roles that provide health screening services at arrival, dismissal, family and community events; attention to signage and distancing within the space and in waiting areas; as well as monitor(s) for our Satellite Waiting Room (SWR), also known as the “isolation space”.

20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions⁶ to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

Achievement Prep will use at least 20% of its allocation for the following evidence-based interventions,

extended school year (ESY), and earlier start to the school year:

- In order to address the effects of interrupted instruction, unfinished learning, and inconsistent intervention due to remote learning, we will use at least 20 percent of the allocation on current, high-quality literacy and math curricula. This includes necessary staff to implement the necessary programming, as well as development and training of teachers to ensure fidelity of use and support.
- Systems 44 is an approach that focuses on oral language skills and strategies for struggling readers. It is also a systemized approach to reading comprehension and writing. After much research and leader-level training, Bridges Math is a blended intervention strategy that uses direct instruction, structured investigations, and open exploration to develop scholars' understanding of mathematical concepts. Systems 44 and Bridges will be used as Tier 3 interventions.
- FUNdations Rise takes into account the fundamental gaps in scholars' ELA learning - for both ELLs and non-ELLs.
- Our definition and response to learning loss includes instructional and social loss. To support this response, we assigned a portion of the allocation to two Interventionists. Their sole responsibility is to create intervention cycles and lessons utilizing baseline and quarterly data. To support their work, two Instructional Coaches (ELA + Math) will meet, plan, and coach their application of the plan.
- Extended school year for our STAR scholars/SPED population will be three weeks long, beginning June 21, 2021.
- We have opted for an extended school year to reacclimate to school in-person (and for some, *introduce* them to school in-person); to build independence through routines; to strengthen social skills and address the effects of trauma through social-emotional skill lessons; and to begin closing gaps earlier. The aforementioned programs will begin within the first few weeks of the school year's start.

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁷ of the funding.

Achievement Prep will use any remaining funds consistent with the allowable uses in the following ways:

- During the Pandemic, there was an overwhelming number of children in the District that could not be 'found'. Schools have struggled with keeping tabs on where their families are and securing re-enrollment has been equally as challenging. Our experience has been no different. An Enrollment and Attendance Coordinator will work with families yearlong from enrollment to re-enrollment - leading efforts that increase year-over-year applications for admission; creating strong processes for scholar outreach and recruitment; managing scholar information systems and paper enrollment submissions to OSSE and PCSB; driving attendance incentives and supporting truancy concerns.
- Physical education, Dance, and Drama provide the movement, socialization, and enrichment that scholars need, as they return from virtual learning. Our co-curricular teachers will be responsible for creating standards-based lessons and activities. Each of them are prepared, in these grant-funded roles, to serve as monitors, escorts, and supporters during the arrival and dismissal processes in order to ensure health and safety protocols are upheld.

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.

Our population is 100% at-risk, with scholars and families that meet the qualifications of low-income, scholars of color, homeless, or children with disabilities. Achievement Prep plans to ensure that the aforementioned interventions will actually respond to the academic, social, emotional, and mental health needs of scholars disproportionately in the following ways:

- Academic Interventions - We are partnering with a consultant for coaching and development of leaders. Data and Coaching Meetings will occur to analyze scholar data on a weekly basis. We will partner with ANET, Reading Partners, and a Guided Reading specialist to move the needle on Tier 1 and Tier 2 interventions
- Scholar Support staff will work with our STAR scholars via pull-outs, but mostly push-ins to immerse them in the learning and get the individual support during practice. Our Director of Scholar Support and SPED vendors through the Coop will uphold accountability measures.
- Social/ Emotional Needs - We will do the work of Conscious Discipline to support the mindset and approach to bring scholars back to school after a pandemic. Daily SEL lessons, in conjunction with a yearlong SEL scope and sequence will support scholars' transition.
- Mental Health for Scholars and Staff - One of our takeaways during virtual learning was the importance of continuing home visits, as needed, to check in on our most removed families - removed by distance or circumstance. AprilMay will help us support our families and provide all-around support with trauma, counseling, and one-ones for scholars and staff as well.

Educator Wellness funds will go toward a reimbursable "fund" that allows each employee access to a stipend that they can draw down on this year. Reimbursable funds can go toward costs associated with gym memberships, yoga classes, counseling fees, massages, books, cooking classes, meditation resources etc. There will be a clear justification system that will circumvent the abuse of such a program, but rather solidifies its purpose and impact.

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.