SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Girls Global Academy PCS
LEA Head of School Name: Karen Venable Croft
LEA Type: High School
Date Generated: 08/19/2021

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.

Girls Global Academy's plan allows for on-site learning for all students for more than 180 days at 6 hours per day, or 1080 hours. This is possible in our current space which has 10 classrooms, each with 700 to 1100 sqft, and can more than accommodate the 18 students per classroom and 2 teachers in a guidance compliant manner. Our school calendar can be found on our website here. And a sample schedule of a typical school week can be found here.

Girls Global Academy is able to implement this plan with fidelity through approximately 30 staff for SY21-22 (current staff and anticipated hires) yielding a teacher student ratio of 1 to 6. We also professional development for staff to ensure a healthy and safe learning environment including a three week professional development during the summer and weekly sessions on wednesdays.

In the event of an unexpected closure or partial closure, we will communicate with families and students via email (google) and text message (call multiplier) as far in advance as possible. Families with questions will be directed to the Director of Operations who will receive calls via the school's main line, cell phone, or via text messages and emails. Contact Information: Jason Mellen, Director of Operations, jason@girlsglobalacademy.org, 202-600-4822.

In the event of an entire campus closure: Girls Global Academy is able to accommodate time-limited distance learning by implementing our 1 to 1 student laptop program and then all instruction would revert to virtual instruction for the duration of the event allowing us to provide uninterrupted instruction through remote learning. Staff are provided with adequate training to provide engaging and rigorous instruction through virtual learning.

In the event of an isolated case where an unvaccinated student was exposed to COVID-19 outside of school, the school will follow the following plan: Girls Global Academy will follow the local guidance with fidelity by having the Director of Operations evaluate the guidance as it relates to this specific case. Decisions will be made with the leadership team to make the most prudent decision for our students and families. Most likely the guidance will direct that student to isolate for a period of time while they are being tested for covid. If their case is negative they can return to school. If their case is positive they will be directed to stay home for a period of time. During either of this circumstances Girls Global Academy will ensure that student has access to uninterrupted instruction either through joining the in person cohort virtually or through personalized instruction from another instructor.

Girls Global Academy will continue to follow the procedures of securing a short or long term substitues for staff members that are absent for a period of time. GGA will ensue continuity of education provided to GGA students by partnering with Swing Education to secure a long term substitute as needed for staff members that have a positive COVID test.

A teacher or staff member in a school has tested positive for COVID-19

The following are recommended steps to take if a teacher or staff member in a school has tested positive for COVID-19 and has likely had close contact with others.

IMMEDIATELY:

1. The school principal and/or designated staff members communicate with the staff member with the confirmed case.
2. The school designated staff members make phone calls to the families of students who had close contact with the confirmed case.
3. The principal sends a follow-up email to the families of students who had close contact with the confirmed case.
4. The principal conducts a phone call with staff members who had close contact with the confirmed case.
5. The Director of Operations sends a follow-up email to staff who had close contact with the confirmed case.
6. The principal sends an email to families of students who did not have close contact with the confirmed case.

AS SOON AS POSSIBLE:

7. The principal records and sends an automated voice message to families of students who did not have close contact with the confirmed case.
8. The principal sends an email to all school staff with an update on the situation.
9. The Director of Operations and Operations Associate are designated to take phone calls from families who may have questions or concerns.

BY THE END OF THE DAY:

10. The head of school sends a brief email to all district staff with an update on the situation at the school.
11. The Director of Operations posts a brief update to the school website.

Staff members that are excluded will use the OSSE return to school Criteria in order to be admitted for face to face instruction including:

- Student or staff member with COVID-19 Symptoms
- Student or staff member with a positive COVID-19 Test Result
- Staff member with a negative test result
- Student of staff member in close contact of an individual with confirmed COVID-19 (non fully vaccinated staff)

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.**

Instruction at Girls Global Academy will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction virtually or on-campus. This will allow for uninterrupted learning for students who have medical exemptions.

Below is the schedule that our students maintained during virtual instruction for SY 20-21 and will run that same schedule for students with medical exemptions during SY 21-22. The last 20 minutes of each class is designated for clarifications, questions and support from instructors.

Virtual Schedule

	Monday, Tuesday, Thursday, Friday		Wednesday
8:15 – 8:45	Virtual Class Advisory	8:15 – 8:45	Community Meeting
8:50 – 10:00	Virtual Class Period 2	8:50 – 9:35	Virtual Class Period 2
10:05 – 11:15	Virtual Class Period 3	9:40 – 10:30	Virtual Class Period 3
11:15 – 1:00	Virtual Class & Lunch Period 4	10:35 – 11:25	Virtual Class Period 4
1:05 – 2:15	Virtual Class Period 5	11:30 – 12:55	Virtual Class & Lunch Period 5
2:20 – 3:30	Virtual Class Period 6	1:00 – 2:00	Virtual Class LEADership Academy
3:30	Dismissal	2:00	Dismissal

- **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;**

Girls Global Academy is a one to one technology school. Each student is issued a chromebook for our one-to-one laptop program. Families will come with their students to the school to pick up their laptop in advance of the first day of school. Additional technology support to include those needing access to high speed internet will be provided. Materials will be provided for the students to use for the duration of the time enrolled at the school.

- Software will be pre-loaded on chromebooks for a virtual and on-campus learning
- School packages will be available for pick up or dropped off for families that are immunocompromised or high risk individuals Please see our technology policy

- **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**

Training

During orientation, and at regular intervals across the year, Girls Global Academy will provide virtual and in-person training to support families and students with medical exemptions. These trainings will include, but are not limited to:

- troubleshooting your device at home
- accessing GGA's distance learning platform and materials; and
- navigating the learning management systems.
- optimal home-learning set up
- Help desk support

- **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.**

Regardless of whether students are on-campus or in a virtual setting, the amount of time, dedication, and support a teacher provides their students will be the same. To achieve this goal, and for purposes of equity and logistics, content teachers assume two roles: Advisor and Content Teacher.

- Advisor: The Girls Global Academy Advisor is the adult responsible for a group of students who, together, will be considered an "advisory cohort." The advisor will see students at least three times a week virtually. This adult will be the teacher of record for attendance and will also be the primary contact for families. Refer to our attendance policy for how attendance will be determined, including the "touchpoints" that will be used. Girls Global Academy will offer a minimum of 9 advisory sections with 7 - 10 students per group.
- Content Teacher: The teacher is the content area expert responsible for ensuring that students are learning. While a content teacher may also be an advisor, they may need to roam (physically and/or electronically) into other communities to provide content-rich instruction. The content teacher's primary responsibility is to ensure that content will be delivered virtually and in-person with equal success and be differentiated for all learners. Content areas include English, Math, Science, Engineering, Business, Social Studies, Physical Education, and World Language. Each content teacher will provide instruction with cohorts of students. Each content area will have five sections with 13 - 18 students.
- Wellness Specialist: There is one wellness specialist who will rotate through classrooms (up to 90 students). For learners in a virtual learning environment, the wellness specialist will assume responsibility for the students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and provide critical support for the student as needed.
- Student Sisterhood Cohort Buddy: Students who are virtual will be paired with a Sister cohort buddy who can support the student peer to peer while one student is in person and the student with the medical certification is virtual. Sister buddies will be supported by both the academic and culture team to training volunteer students ongoing throughout the school year.

Learning Modes

- Synchronous learning with Content Teacher (SL w/CT): When in a virtual learning model, this instruction is conducted via a platform in which student(s) and teacher are interacting directly with

one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. On-campus, this instruction may include the teacher and student(s) occupying the same room. When in a virtual learning setting, this instruction includes the teacher and student(s) using the same format through Zoom and G-Suite tools. The expectation is that the student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning.

- Asynchronous learning with Content Teacher (ASL w/CT): This instruction requires the teacher to prepare learning that can be accessed any-time, any-where. The student would need access to a pre-recorded lesson in which the teacher provides instruction. When learning on-campus, this lesson could be provided by an advisor to minimize the circle of exposure. When in a virtual learning setting, the lesson can be accessed by Google Classroom using the school issued Chromebook.
- Synchronous learning without Content Teacher (SL w/o CT): Instruction takes the form of tasks that students will be expected to do to engage in learning. One way to think about this type of instruction is "Guided Practice." Tasks can involve completing an on-line activity or game to reading a book in hardcopy and annotating the text. This can be group work or individual work. The student on-campus would do this task under the supervision of their advisor. When in a virtual learning setting, the student would do this task independently. If the student needs support, the teacher is immediately available by phone, email, LMS, or "chat". If the advisor happens to also be the content teacher assigning the work, support can be provided in-person. If the advisor is not the content teacher, the content teacher may provide support in the same manner as for students learning virtually, per the school's Technology Plan.
- Asynchronous learning without Content Teacher (ASL w/o CT): This instruction is individual or group work that can be done independently. The work would be at the student's learning level, so they should not experience frustration, nor should it be too easy for them. The teacher will expect the work to be completed by a certain time each day or week. Students learning on-campus would have time allotted to complete this work while their advisor may be providing instruction to another cohort of students. Homework also fits into this category. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected weekly and will be used to measure attendance. (See attendance policy for further details.) The product of these work blocks are often referred to as "exit tickets" or "student reflections." Regardless of the product, it may be collected through the LMS, by photographing the work, through a memo-log the student keeps, or by handing it into the cluster instructor to pass to the teacher, if they are different people.

Community Building

Synchronized community building: Planned sessions through advisory, LEADership Academy, and Community Meetings promote student socialization. Activities include group on-line games, structured conversations, and free-form conversations about topics of interest to the students.

- Asynchronized community building: Adult-directed activities to build community, such as group projects, partner-work, and other opportunities for students both on-campus and virtual to connect with one another in informal ways.
- Synchronized community building without an Advisor (SL w/o CL): Planned breaks will include activities students can choose to do with each other that do not require adult supervision. Such activities can include games (on-line trivial pursuit, scavenger hunts, etc.) that students can engage in while the teacher is not necessarily able to provide instruction. When on-campus, the advisor would supervise for appropriate social distancing and other behavior. For virtual learners, the school's behavior policy will be in place and consequences or redirection will be given to perpetrators of reported and verified incidents.
- Asynchronized community building without an Advisor (SL w/o CL): To accommodate arrival and

dismissal, lunch periods, and other breaks for on-campus community learners, each class will have a slightly different schedule. Students will be encouraged to socialize with classmates during the thirty minute arrival block, lunch, and dismissal block when learning virtually. There will be a continuously growing database of school-approved and provided web-based games, log-in software, and/or equipment (e.g. Chromebook, hotspot, etc.), that students may use at any time so long as they follow the school culture and behavior policy, including cyber bullying. The unstructured time with friends allows for a deepening affinity to the community.

Learning Continues

Teachers host classroom sessions during the assigned period. Each class period is seventy minutes. Fifty minutes of the class is synchronous instruction. This means all students assigned to the class log on at the same time and participate in structured, controlled, guided, or open inquiry based instruction. Teachers host regular office hours each week for students who need assistance. Twenty minutes of class is asynchronous. Teacher office hours are posted in teacher Google Classrooms.

Expectations for Students

- Students are expected to login to each class on time.
- Students are expected to login and make themselves visible by turning on their cameras.
- Use GGA approved virtual backgrounds during virtual sessions that require video
- Students are active participants in their learning.
- Complete all assigned work and post assignment Google Classroom
- Use email for positive interactions
- Follow expectations of virtual engagement outlined on the PBIS eMatrix
- Accommodations and Modifications can be made through student support services as needed to be sure all students have access and feel empowered to

Student and Staff Well-Being

2.A: Whole Child Supports

3. **Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:**

   - **a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;**
   - **b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**
   - **c. How the LEA will provide direct mental and behavioral health services for students in need.**

All students will have social emotional learning (SEL) opportunities and they take place starting during Advisory and reflections are incorporated throughout the day. Advisory lessons are SEL focused and administered 4 days a week through a 3 strand approach: social, academic, and college/career.

Advisory and Staff Support

- Teachers and advisors will embed social-emotional and wellness checks within asynchronous and synchronous classroom lessons weekly with support from the Director of Culture aligned to our whole school restorative justice and proactive pro-social mission.
- Teachers and advisors will conference with the Wellness Specialist to conference with families and if necessary, refer students to the Student Support team for students displaying needs for support.
- The Director of Culture and the CARE team will model social-emotional and wellness checks during teacher professional learning time for use in the classroom and to support the social-emotional and wellness needs of classroom teachers both whole group and 1-1.

We will administer universal screeners that students will complete and implement a referral process that staff complete. We will continue with the following assessments to determine the social-emotional well-being of students when they return for the 2021-22 school year: Strengths and Difficulties Questionnaire (SDQ) survey and the Panorama survey each administered 2 - 3 times annually. GGA staff also will utilize the student support referral form throughout the school year for students that need support. Administration of the wellness surveys provide the wellness team with actionable data to better support students socially and emotionally by asking students to reflect on their well-being in order to provide services.

Based on the responses to each of the screeners and the referral we will:

- Ensure all staff are trained on Kognito in the 3 areas of the referral process, at-risk for high school educators, and resilience
- Utilize the SEL Playbook curriculum via the Panorama platform based on the GGA six keys areas (emotional regulation, grit, growth mindset, self-efficacy, self-management, and social awareness)
- Management of behavior support through PBIS and utilizing our MTSS model based on staff or parent referrals

For students that are in need of more intensive supports, GGA will manage behavioral and mental health support through data management

- The in school CARE Support Team consists of the Director of Culture, Wellness Specialist, Licensed Professional Counselor, Student Support Services Coordinator
- Use the data dashboard created in partnership with Empowerk12 to drive data decisions
- CARE team determines the tier for the student and implements appropriate services based on the scores on the screeners
- Students will be scheduled in 1-1 or group sessions with the Licensed Professional Counselor or Wellness Specialist or provided a referral to a community-based program
- CARE team will create tele-health options for students to call and schedule sessions with the Wellness Specialist.
- MedStar Wise clinical staff is partnering with the Wellness Team to support in the referral process and community based supports
- GGA has partnered with Kickboard to provide staff with trauma informed professional development for a trauma-informed school

Referral Process

- The CARE Referral Form can be found in the Student and Family Handbook Document Hub and will be included in every Wellness Team members email signature
- Teachers/Staff will still be asked to complete the Google Form referral if they want to refer a student to be assessed and receive CARE Support Services for support/interventions
- Once the referral has been completed the CARE Support Team will
  - Notify the staff within 24 hours that the referral was received and inform the adult which member from the Wellness team will be conducting the CARE Referral Assessment
  - Wellness Team assigned member will then meet with the student to conduct the assessment, which will then be further discussed with the appropriate grade level team
    - GTalk, Attendance/School Improvement Team, and a student Case Management will be determined by the grade level teams
    - Individual Counseling and Group Counseling will be discussed with the whole CARE Support Team
  - Wellness Team keeps an individual, group counseling support documentation with supports received, clinician assigned

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

Our LEA is preparing to monitor behavior of students using a variety of positive, relevant, restorative, and developmentally appropriate behavior modification approaches. We employ Positive Behavior Systems and Restorative Practices to encourage prosocial behavior, community building, and alignment with IB principles. In general, our proactive positive approach incorporates a shared vision of expectations. We view undesirable behavior as a teachable moment and a learning opportunity. Our discipline policy is aligned to the Student Fair Access Amendment to School Act of 2018.

Professional Development

The CARE team is trained in PBIS and Restorative practices and will provide professional development for staff in partnership with a Positive Behavioral Intervention and Supports (PBIS) specialist Patti Hershfeldt and/or OSSE asynchronous workshops and trauma-informed competency based learning includes:

- School Wide Information System (SWIS) training for Director of Culture, Wellness Specialist, and Operations Associate to track minor and major incidents
- Differentiating office managed vs teacher managed with focus on strategies
- Review of Shoutouts/Celebration and discipline referral process
- Advisory and Community meeting shout outs/celebration and recognition
- TACT2 asynchronous verbal program to support staff in verbal skills and adult learning strategies (decision making in crisis, deliberate problems, childhood trauma, De-escalation in crisis, dynamics of conflict, adult anger, ACE's for caretakers, giving space, active listening, friendly reminders, fair warnings)

Implementation

- Review and commitment to GGA PBIS Matrix each trimester
- Post PBIS Matrix in all rooms in the building

- Post e-Matrix in Google Classroom (virtual learning)
- Review of real time SWIS data for decision making and adjustments

Equity

- Discipline Team Core Members will include the Director of Culture, Students Support Services Coordinator, and the Wellness Specialist
- Use the PBIS Tiered Fidelity Inventory (TFI) to monitor PBIS
- Translation of external documents

[Discipline Policy](#)

Monitoring Student Behavior

- Administration/teachers will regularly review student discussion boards/chats to make sure comments are appropriate.
- Administrators will pop-in frequently to observe classroom meetings.
- Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting (e-Matrix) and on campus PBIS Matrix
- School staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- Staff members will be responsible for supporting students and families with navigating PowerSchool & Google Classroom and be available to provide students with technical support.
- School staff will continue to track student participation and engagement with PowerSchool and Google Classroom according to the policies outlined in the student handbook.
- Grades and attendance will be reported to families as per the student and family handbook
- Teachers will communicate concerns with families by phone, email, text or using PowerSchool and in the phone conference management system.

Purpose

This Whole Student Support policy is intended to supplement existing family and student policies. This policy will provide guidance for students engaged in continuous education while in a virtual setting and ensure that all students have access to high quality, equitable instruction.

Description

- Continuous education - This takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and virtual settings.
- Virtual learning - Learning hosted outside of a classroom setting using electronic devices
- Asynchronous learning - Learning where students learn the same material at different times and locations.
- Synchronous learning - Learning where students are engaging in learning activities at the same time.
- Discussion board - Section of a website where users can submit or read messages.
- Chat - A window used for conferencing between two users.
- Breakout Room - Virtual rooms that can be created within a meeting or training session for smaller groups to talk or collaborate.
- Cyberbullying - Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.

- Learning management system (LMS) - A software application for the hosting and delivering of online educational courses.

Expectations for Student Behavior

Expected behavior for students who are learning virtually are similar to those for the physical school community. Students are expected to treat their teachers, classmates, staff, and physical and virtual environment with respect. The virtual learning environment requires additional expectations to ensure that students have a safe, high quality learning experience while outside of the school building.

PBIS e-Matrix

Expectations	- I am present and actively engaged - I submit only your original, thoughtful and creative work - I make visible by turning on your camera - I use the raise your hand feature to take a turn - I support my classmates during group assignments and in designated meeting rooms - I am mindful of others perspectives - I take pride in completing my best work - I review my work before submitting it to staff - I mute my microphone when entering a virtual space - I log in on time - I reach out for help when I need support - I use the virtual chat feature appropriately and respectfully - I use kind words - I use proper text etiquette - I resolve conflict peacefully - I minimize distractions in my virtual workspace

Face-to-face matrix is pending. GGA team is following the PBIS process to include all stakeholders to create the matrix.

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.**

Girls Global Academy contracts with Genuine Foods, a full service and NSLP compliant food vendor. Students will receive meals through the cafeteria following the latest guidance from all authorities. The Director of Operations is responsible for ensuring students who are on site will receive meals according to our schedule.

For our students who access our school through remote learning options meals will be available for delivery through our food service vendor delivery service. They will be delivered twice a week. Families are provided

with information on how to request, modify or cancel their service throughout the year and the school will support families if they need assistance.

For a single student who is self-quarantining due to a potential exposure outside of the school, meals will be provided via a pick-up service through our food service vendor delivery service. Families are provided with specific information for contactless pickup.

In the advent that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, our LEA will distribute meals via a pick-up service through our food service vendor delivery service. Families are provided with specific information for pickup times and days and in the event of transportation issues, we will work with our food service vendor to provide alternative options.

In the advent our entire LEA or a campus is unable to operate an on-site educational program for a finite period of time, meals will be made available to all qualifying families through a delivery service via our food service vendor. They will be delivered twice a week. Families are provided with information on how to request, modify or cancel their service throughout the year and the school will support families if they need assistance.

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.**

Girls Global Academy provides numerous supports for teacher and staff social-emotional and mental health needs during continuous learning. We implement this by providing significant professional development opportunities and through providing access to resources in the following ways:

   • Trauma informed training from Kickboard (already budgeted) which addresses unique about the teacher's own traumas and ACEs first prior to addressing students traumas and ACEs.
   • Kognito required trainings (3 of those which cover supporting both students and staff)
   • TACT2 Training Part 1: All Staff; TACT2 Training Part 2: Some staff
   • Continued professional development from PBIS partner Patti Hershfeldt and Panorama

GGA partners with the Medstar Georgetown University Hospital to provide professional development specific to teacher wellbeing supports and ongoing training to respond to needs.

GGA will also continue its partnering opportunities to bring innovative health and wellness programming to both staff and students with all-school mindful moments on the last Wednesday of each month. (example)

We also provide no-cost confidential consultations for staff through our partnership with a Employee Assistance Program Provider who can provide access to resources to support staff and teacher mental health and other needs during the time of this recovery and beyond (6 sessions)

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.**

Girls Global Academy plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently through our many channels of communication including direct text messages and emails, website updates, social media, events, and orientation. To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys which at this time includes Spanish resources. GGA utilizes a language translation service for families that do not speak English and the 711 TTY based communication service. For any virtual meetings we utilize closed caption services for families that are in the hearing impaired/deaf community.

Girls Global Academy also has a comprehensive family engagement plan that includes significant details about how we will communicate and engage families in their students' education. This document is attached to our application.

Our community of staff will solicit and incorporate student and family feedback on these plans by hosting focus groups, facilitating 1:1 conversations, and administering regular surveys. Our team will solicit, review and incorporate feedback on a monthly basis so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. In order to monitor student progress and adjust supports, we will provide families access to PowerSchool where they can monitor in real time class attendance and participation and through 3 trimester progress reports and 3 report cards throughout the year. In addition students will host two student-led family conferences at the beginning of the year and end of year where they share their progress, reflect on their goals and provide feedback to teachers and administrators. Each staff member keeps a communication log and calls for both proactive and responsive communications and is monitored by administration. Video recordings on how to read academic, SEL, service learning, and the types of assessments are created and shared during family engagement nights.

2.D: Attendance and Re-Engagement

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

In school year (SY) 2020-21, we identified students as being consistently less engaged with distance learning based on the following behaviors: student attendance below our target of 93%, student work completion rate; student grades or GPA; summative assessments; activity on-line; participation in class discussions). GGA is a 1 student to 1 chromebook school and all students were provided their Chromebook prior to the first day of school. When identified through phone calls, emails, and surveys internet connectivity devices were provided. We held a daily Zoom help room during business hours where students could drop in to receive help. Technical help was made available daily and the school was open during school hours for technology support.

To proactively respond to these indicators of potential concern for SY 21-22, Girls Global Academy has created a comprehensive and holistic approach to identify and provide interventions for those students and any incoming students who may also meet those measures based on transcripts or initial behaviors.

We will provide tiered interventions in three main areas: Academics, Attendance, Behavior

Interventions review:

- Formative and summative grades and interim benchmarks- supplemental support is provided when needed in reading and math, specifically when a student drops below the standard of a 4 which is equivalent to a C in a course.
- Continue with check-in check out form for students identified students in tiers 2 & 3

Behavior-discipline policy

- LPC and the Wellness Specialist form groups based on SDQ and Panorama results to support SEL and its impact on academics and attendance.
- Tiers 1-3 for each

To implement this plan with fidelity, the Student Success Team forms a cross-sectional approach for each student providing specific interventions based on their needs.

For these students who were consistently less engaged with learning, Girls Global Academy implemented the following strategies starting in December SY20-21 and continue in the Summer 2021:

- Learning Hub - providing 20+ students a place to learn virtually two days a week, we believe had an impact on attendance for many of the students who participated
- Sisterhood Wednesdays - providing all students with opportunities to make connections and build school culture for a total of 8 wednesdays in Spring 2021 - we believe had an impact on school culture and wellness for many of the students who participated
- Support Saturdays - providing access for all students to get additional support and tutoring, we believe had an impact on academics for many of the students who participated
- Wednesday office hours - providing access for all students to get additional support and tutoring, we believe had an impact on attendance for many of the students who participated
- Reading Plus - offered for all students, especially readers who may be struggling

Instituted a phase process to increase the number of students on campus.

Phase 3 of the final Action plan included on campus learning and expansion of in person learning. Our Phase 3 implementation is a direct response to the March family return to school survey. We met with staff and families to review the proposal and gather feedback. The results:

- Implementation of two different on campus opportunities
- 1st opportunity includes the Tuesday and Thursday Learning Hub expansion over time (a virtual learning experience on campus). **Phase results:**
  - **Phase 1**(Jan.): 4% of 65 students on campus
  - **Phase 2**(Feb/Mar): 26% of 68 students on campus
  - **Phase 3**(Apr/May): 42% of 67 students on campus
- 2nd opportunity includes the Wednesday Sisterhood Social Events
  - 2 cohorts invited with 70% (19 of 27 students participate) on campus
  - 3 cohorts invited with 62% (24 of 39 students participate) on campus
  - 65% of all students have participated in an on campus Sisterhood Social

We will likely continue many of these supports in SY21-22 based on feedback from families and the needs of students. This feedback from families is being received now and the comprehensive support will be implemented based on this family and student feedback for SY21-22.

The Student Success Team, Data management team, and Attendance team continue to meet twice monthly in SY21-22 to discuss needs and manage interventions for students in each of those four areas to ensure the school is doing everything possible to get consistently less engaged students reengaged and returning to school in full.

Families will be involved in their student's re-engagement status and goals through direct communication with families.

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;**

Interim Assessment Chart			
Grade **9 & 10**	Purpose	When & Frequency	Delivery of Administration
ACT Aspire	Growth Measurements • Science • Reading • Mathematics	2-3 times annually	paper/pencil or virtual
Reading Plus	Identify skills gaps	as needed	online only

Avant STAMP	Evaluate language acquisition	1-2 times annually	paper/pencil or virtual
CK-12/Khan Academy	Identify skills gaps	as needed	online only
Panorama	SEL	2-3 times annually	online only
Strengths and Difficulties Questionnaire (SDQ) survey	SEL	2-3 times annually	paper/pencil or virtual
PSAT	Measure CCR	Annually October	paper/pencil

- **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);**

[GGA Assessment Calendar](#)

Assessment Calendar SY 21-22			
TEST	Category	Type	DATE
First Trimester			
Strengths and Difficulties	Baseline Interim	Social Emotional Learning	8/30/2021 - 9/3/2021
Panorama - Distance Learnging and Wellbeing - Social Emotional	Baseline Interim	Social Emotional Learning	8/30/2021 - 9/3/2021
ACT Aspire Mathematics	Baseline Interim	Academic	9/6/2021 - 9/10/2021
ACT Aspire Science	Baseline Interim	Academic	9/6/2021 - 9/10/2021
ACT Aspire Reading	Baseline Interim	Academic	9/6/2021 - 9/10/2021
Reading Plus	Baseline Interim	Academic	9/6/2021 - 9/10/2021
ACT Aspire Make-ups	Baseline Interim	Academic	9/16/2021, 9/20/2021
Reading Plus Make-ups	Baseline Interim	Academic	9/16/2021, 9/20/2021
Trimester Finals	Summative Assessment	Academic	11/15/2021 - 11/19/2021
Second Trimester			
Strengths and Difficulties	2nd Interim	Social Emotional Learning	1/8/2022 - 1/12/2022
Panorama - Distance Learnging and	2nd Interim	Social Emotional Learning	1/8/2022 - 1/12/2022

Wellbeing - Social Emotional			
ACT Aspire Mathematics	2nd Interim	Academic	1/18/2022 - 1/21/2022
ACT Aspire Science	2nd Interim	Academic	1/18/2022 - 1/21/2022
ACT Aspire Reading	2nd Interim	Academic	1/18/2022 - 1/21/2022
Reading Plus	2nd Interim	Academic	1/18/2022 - 1/21/2022
ACT Aspire Make-ups	2nd Interim	Academic	1/27/2022, 1/31/2022
Reading Plus Make-ups	2nd Interim	Academic	1/27/2022, 1/31/2022
Trimester Finals	Summative Assessment	Academic	3/7/2021 - 3/11/2021
Third Trimester			
Strengths and Difficulties	3rd Interim	Social Emotional Learning	5/2/2022 - 5/6/2022
Panorama - Distance Learnging and Wellbeing - Social Emotional	3rd Interim	Social Emotional Learning	5/2/2022 - 5/6/2022
ACT Aspire Mathematics	3rd Interim	Academic	5/9/2022 - 5/13/2021
ACT Aspire Science	3rd Interim	Academic	5/9/2022 - 5/13/2021
ACT Aspire Reading	3rd Interim	Academic	5/9/2022 - 5/13/2021
Reading Plus	3rd Interim	Academic	5/9/2022 - 5/13/2021
ACT Aspire Make-ups	3rd Interim	Academic	5/19/2021, 5/23/2021
Reading Plus Make-ups	3rd Interim	Academic	5/19/2021, 5/23/2021
Trimester Finals	Summative Assessment	Academic	6/13/2021 - 6/17/2021

- **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

Grade 9 & 10	What is the goal?	Who is the goal set by?	How do we track it?	How is it used?	Focus Group for this assessment

ACT Aspire	Meets Benchmark	ACT Aspire	• Individual Student Reports
			
			• Content Analysis
			  ◦ By question
			  ◦ By
				Focus on trends that ALL STAFF incorporate to support literacy and numeracy.	ALL STUDENTS

			Subject		
Reading Plus	Personalized based on reading levels	Reading Plus	Online Management System	Ongoing in English classroom as a formative assessment	ALL STUDENTS
Avant STAMP	Based on language level	1-2 times annually	paper/pencil or virtual	Placement Personalization Summative	Bilingual Students Heritage Speakers EL Students in language acquisition courses
CK-12/Khan Academy	Identify skills gaps	as needed	online only	Ongoing in Math classroom as a formative assessment	ALL STUDENTS

- **e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and**

See above response to letter D

- **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.**

Girls Global Academy is collecting academic and IEP goals progress data (including related services) from our student's non-public program (we have one student at a non-public) from their report card, progress report, and standardized test scores. In areas that there is not sufficient data, we will assess the student using our LEA assessments or related services' team as needed. The GGA IEP team and the nonpublic team will meet to review the results to determine the extent of interrupted instruction and a plan for acceleration and recovery. The parent will be included in the process and IEP updates made as needed.

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.**

Girls Global has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we have partnered with EdOps staff to provide our data manager and use the data dashboard created in partnership with Empowerk12 to collect, analyze and support our staff in addressing student learning needs. Data Wise is a structured process for analyzing student data that follows four steps: (1) plan for data meetings, (2) discuss data, (3) review findings, and (4) commit to action. The plan includes structured professional development meetings every Wednesday, weekly grade level meetings, weekly student success meetings. We use the Insight Survey to receive feedback from the instruction staff and create action plans for improvement.

DESCRIPTION:

This policy describes the formative assessments that Girls Global Academy will use to assess student learning during the school year. These assessments will not be considered part of high stakes accountability and student test results will not be shared with DC PCSB nor OSSE unless the test is explicitly defined in the school's charter agreement. Results of all assessments will be shared with the student and parent/guardian and used to inform interventions and student grades.

The policy describes the formative assessments the school is considering administering for all students by grade bands, and for students who participate exclusively in remote learning, when each assessment will be administered, and the manner in which the LEA will provide academic intervention and support across both learning environments – in person and distance. The policy also identifies changes to grade level promotion requirements.

Assessment Integrity

Girls Global Academy has adopted a three-part assessment integrity plan to ensure that the assessments are valid, reliable and measuring student learning. All families will sign testing integrity agreements that include the parameters in which families, classmates, and others may help students on assessments and how the Internet and other resources may be used during assessments. We will ask for everyone's help to ensure that students are trying their best and not using outside resources - its not a test, but rather it is about knowing our students so we can best support them. Distance learning online proctoring protocols.will be used. **Students who have accommodations and modifications based on Individualized Education Plans and 504 Plans will receive them regardless of delivery method.**

Interim Assessment Chart

	Purpose	When & Frequency	Delivery of Administration
ACT Aspire	Growth Measurements • Science • Reading • Mathematics	2-3 times annually	paper/pencil or virtual
Reading Plus	Identify skills gaps	as needed	online only
Avant STAMP	Evaluate language acquisition	1-2 times annually	paper/pencil or virtual
Panorama	SEL	2-3 times annually	online only
Strengths and Difficulties Questionnaire (SDQ) survey	SEL	2-3 times annually	paper/pencil or virtual

The second part outlines the school formative and summative assessment practice. In order to remain focused on the purpose and benefits of assessments, rather than consuming resources on the fear of cheating, all formative assessments will be chosen with the assumption that 1) students will be talking to classmates, 2) family members may help, and 3) students have access to the Internet, books, and/or other resources. As group assignments and group thinking reflect real life and the workplace, there is alignment between hand-written tests, with work showing and student success in career and college. Students may also be asked to identify which peers they worked with, if any, and how their peers contributed to group assessments to help determine which students are leaders and which students may be struggling with content.

Formative & Summative Assessments

Grade	Subject and Assessment Type	Formative	Summative	How students will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous

- Assessments are administered on-site or virtually under adult supervision.
- Assessments are submitted via LMS or secure portal provided by the school.
- For some summative assessments, students will complete a self-assessment, identifying how they approached the assessment, who they sought for help, and where they searched for help.

9-10	Mathematics	2 Times weekly	3-5 times trimesterly	**Formative Examples** • Classwork & Homework Assignments • Polls • Think~Pair~Share • Exit Tickets • Journals • SMART Starts • Diagrams/IIllustrations • Summaries • What~How~Why • Temperature Check • Videos and Photos • Reflections • Responding to the Essential Question • Question & Answer
9-10	Business	2 Times weekly	3-5 times trimesterly	
9-10	Social Studies	2 Times weekly	3-5 times trimesterly	
9-10	Science	2 Times weekly	3-5 times trimesterly	
9-10	World Language	2 Times weekly	3-5 times trimesterly	
9-10	English	2 Times weekly	3-5 times trimesterly	
9-10	Engineering	2 Times weekly	3-5 times trimesterly	**Summative Examples** • Unit Exams/ Chapter tests • EOY assessment • Presentations • Essays • Research Projects • Socratic Seminars (only after there is pre-support and practice) • End Product Project • Rubric scoring for a final product • Website
9-10	PE/Health	2 Times weekly	3-5 times trimesterly	
9-10	Fine Arts	2 Times weekly	3-5 times trimesterly	

				Development
				• Blogs
				• Podcasts
				• Debate/Mock trial (only after there is pre-work with support and practice)
				• Presidential tests - Physical assessments (Physical Education)

Strategy Name	Data Analysis Protocol
Strengthens the academic program by:	Using data to make decisions, norming common language to discuss student data
Closes the achievement gap by:	Making evidence based decisions that specifically address the needs of students
Increases the amount and/or quality of learning time by:	Using student work to determined strengths, growth, and priority area
Provides an enriched and/or accelerated curriculum by:	Building Assessment Literacy and focusing on a specific student centered problem to build metrics of growth. Decide on the instructional strategy to address an area of concern and/or area to enrich
Evidence base:	Monitor the implementation of data analysis through a Data Journey log Identify learner centered problem Identify teacher actions that contribute to the learner centered problem
Implementation activities:	Key tasks include Organizing for collaborative work, build assessment literacy, create a data overview, identify a learner centered problem, examine instruction, develop an action plan,

	access progress,
	Utilize an analyzing student work protocol
Expected outcomes:	Teacher improvement in assessment literacy and analyzing student work

Strategy Name	Professional Development
Strengthens the academic program by:	Teachers engaging in accountable talk around strategies to support students' learning.
Closes the achievement gap by:	Focus on the implications of instruction on student achievement.
Increases the amount and/or quality of learning time by:	Incorporating weekly professional learning sessions for prior preparation and planning. Time spent in the classroom is focused on differentiated lessons.
Provides an enriched and/or accelerated curriculum by:	Using the Universal Design for Learning to using the three guidelines for engagement to provide curriculum access to students of all abilities
Evidence base:	The crosswalk of differentiating instruction and the framework for teaching is based in ensuring opportunities for students engagement and ownership of learning. The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
Implementation activities:	Create and follow monthly calendar of Professional development Teachers attend weekly Professional development Teacher participate in four all day professional development
Expected outcomes:	Close reading, structure, theme, main idea Teacher have increased self-efficacy in differentiated instruction Increase reading comprehension, strategies to analyze text, main idea

Strategy Name	Personalization
Strengthens the academic program by:	Personalized Learning Plans with appropriate supports will be included as needed for students that are at risk academically and provide social emotional support
Closes the achievement gap by:	GGA intends to leverage the expertise of staff by identifying opportunities for special educators to lead professional learning sessions on differentiation, understanding diverse learning needs, and behavior management strategies. Building self-efficacy
Increases the amount and/or quality of learning time by:	Expectations are maintained for all students. Students that are in an environment informed by wellness
Provides an enriched and/or accelerated curriculum by:	Adapting lesson plans to meet the needs of learning differences. Implementation of professional development. Focus on the learner centered growth area. Provide wellness
Evidence base:	Students receive weekly check-ins with teachers. Students meet with Advisors four days each week and provide weekly check-ins and reflections Small group instruction
Implementation activities:	Lesson plan Review with instructional coach Lesson modification to differentiate needs of all learners Use of varied assessments Ask questions Whole school success mantra around the four pillars Implement wellness plan
Expected outcomes:	Self-reflections on growth Daily meetings with advisors One to one or small group support

Strategy Name	Use supplemental curriculum
Strengthens the academic program by:	Varied text types for all level of learners that support instructional programs through students centered
Closes the achievement gap by:	This helps reading to become more enjoyable as students improve understanding. Cultural diversity in reading choice expands students knowledge about world events
Increases the amount and/or quality of learning time by:	The Reading Plus program will then be tailored to your level of reading. increased Reading Plus use is associated with larger performance level gains on PARCC ELA.
Provides an enriched and/or accelerated curriculum by:	Customized to each learner's reading level, and allows for each individual to choose content that is interesting to them. Reading Plus includes 19 reading levels that range from early-first-grade readability through college-level texts
Evidence base:	Reading Plus and PARCC ELA have equivalent expectations for proficiency Students who completed at least 80 Reading Plus lessons achieved greater gains on the PARCC ELA in spring 2018 than students who completed 40-79 lessons or used the program minimally (0-39 lessons).
Implementation activities:	Integrate Reading plus into 1 class period per week Integrate Khan Academy into 1 class period per week
Expected outcomes:	Increase Reading Plus usage Increase Khan Academy usage Increased confidence to do math Become more efficient readers, while also improving comprehension and vocabulary Increase reading comprehension, strategies to analyze text, main idea

Strategy Name	Tutoring

Strengthens the academic program by:	supporting students with extra time from content instructional staff and working on remediating or accelerating skills across all content areas.
Closes the achievement gap by:	Emphasizing depth and understanding of content while supporting students in content breath.
Increases the amount and/or quality of learning time by:	providing opportunities for instructional staff to support students through clarification or acceleration of concepts, providing opportunities for individualized support for learning, and reviewing any misconceptions.
Provides an enriched and/or accelerated curriculum by:	providing opportunities for instructional staff to support students through clarification or acceleration of concepts, providing opportunities for individualized support for learning, and reviewing any misconceptions.
Evidence base:	Use of office hours; improved grades; resubmission of assignments
Implementation activities:	Students attend Wednesday support sessions, after school tutoring Students use 20 minute flex time to complete, redo, make up work each period
Expected outcomes:	Increased self-efficacy for students Instructional staff has a better pulse on what learner needs improved student-teacher relationships Improved grades

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**

PBIS. *NEW* Develop local partnerships for incentive-based giveaways-fosters school pride as activities (like reading competitions) are cohort-based.

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

Section	Activity	Yes	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules	Yes	Continuation of office hours: students are met at their level of readiness in all subjects
	After-school programming	Yes	Enrichment Opportunities based on student interest; Strengthen the home to school connection; provide students with various 'spaces' to call their own
	Longer school day		
	Longer school year		
	Summer 2021 programming	Yes	Academic/SEL focus: Ease the transition back to school, establish expectations, and get to know students early on prior to the start of the school year.
	Summer 2022 programming	Yes	Academic/SEL focus: Ease the transition back to school, establish expectations, and get to know students early on prior to the start of the school year.
	School break/holiday programming		

	Weekend programming (e.g., Saturday school)	Yes	Support Saturdays based on our SY 20-21 indicate that student self-efficacy, skills-development, overall grade point averages increase from student usage.
Instructional Changes	High-dosage tutoring [5]	Yes	*NEW* Use of https://www.learnittogether.org/
	New curriculum purchase		
	New intervention program or support	Yes	Continuation of Reading Plus to improve reading outcomes
	New uses of staff planning time for accelerated learning	Yes	Continuation of Co-planning focus: providing choice to students based on readiness, style, interest, and environment-personalize instruction
	New professional development for staff on accelerated learning	Yes	Continuation of Differentiation/UDL focus: providing choice to students based on readiness, style, interest, and environment-personalize instruction
Staffing and Related Supports	Additional staffing Additional vendor	Yes	*NEW* Use of https://www.learnittogether.org/
	and/or community partner support	Yes	*NEW* Use of https://www.learnittogether.org/
	New hardware purchase		
	New software purchase		

Other	PBIS	Yes	*NEW* Develop local partnerships for incentive-based giveaways-fosters school pride as activities (like reading competitions) are cohort-based.

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.**

Topic	Target Audience	Description	Equity Focus
SEL	Students with target scores on Panorama & Strengths and Difficulties Questionnaire (SDQ) survey	Relationship-building took on multiple layers as staff discovered the impact of the pandemic on students and their families.	Trauma-Informed training slated for SY 21-22
Co-Teaching/Co-planning	Students with disabilities	As a new school, we had no way to anticipate how many students with disabilities we would receive and quickly had to add staff, identify creative ways to support time and develop a culture for co-planning by providing the time, space and resources.	Intentional schedule considerations for SY 21-22 for co-planning/co-teaching supports
PBIS	ALL STUDENTS	Our pandemic Learning Hub during SY 20-21 gave us insights on the potential challenges we could face as we return to face-to-face instruction with a cohort of students who have not planted roots in the school building and add a new bigger cohort of 9th grade students.	Safe Passage to School/Partnering with our SRO, resident partners, and local community to prepare for arrival and departure of our students for SY 21-22

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

Topic	Target Audience	Description	Equity Focus
How and where do we meet? (phone; Google Meets; Zoom) w/ text messaging system to schedule Docusign	GGA Families	Our school is in the middle of the city without lots of parking options and we relied very heavily on virtual platforms because of the pandemic to conduct very successful student-led conferences, 504 meetings, IEP meetings, check-in-check-out meetings, and our community meetings. The path forward will be to continue virtual conferences as our students and families will continue to encounter challenges with parking at our facility.	RTI (parent-conference component) 504 Meetings IEP Meetings SL-Conferences Community Meetings
What does community really mean?	GGA Stakeholders	As noted, our school is in the middle of the city and students from a variety of places converge to our one school. Community is not just a location, but a feeling. We moved social events around the city and will continue to do so based on where our families live to engage them. We also learned more about the identities of our students and will develop safe/brave spaces to support students in feeling represented. Community also means the support garnered from our larger community to include our board, the DCPCSB, OSSE, and our trailblazers who support us through speaking engagements, guest appearances, and identify resources for our students in the community. Community as it relates to	Transportation Safe Passage Inclusive spaces GSA/LGBTQ Supports

How do families communicate with each other, especially about school?	Daughter/Mother (significant female role model)	Provide mothers and daughters the skills and resources needed to communicate and uplift family, community through economic education and social-emotional health	Effective communication with teen girls Social emotional health Economic education awareness

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.**

While no adjustments will be made to the credits a student needs to be promoted and graduate from Girls Global Academy, there we will expand the opportunities students have to attain credit

Adjustment 1 (Started SY 20-21 and continue SY 21-22)	Adjustment 2 (SY 21-22)	Adjustment 3 (Piloted SY 20-21 and continue)SY 21-22)	Adjustment 4 SY 21-22
Assignment Recovery	**Credit** Recovery	After-School **Peer Tutoring**	**Accelerated** Learning
Support Saturdays based on SY 20-21 data indicate that student self-efficacy, skills-development, overall grade point averages increase from student usage.	Support Saturdays based on SY 20-21 data indicate that student self-efficacy, skills-development, overall grade point averages increase from student usage	After-School Peer Tutoring based on SY 20-21 data indicate that student self-efficacy, skills-development, overall grade point averages increase from student usage in addition to increasing student to student engagement and the ability for students to try on different leadership identities.	This asynchronous option will be available for students who either want to get ahead and take an additional class or for students who are undercredited and need to recover multiple classes.

Girls Global knows that a highly visible and tangible college- and career-going culture is critical at high school and will facilitate activities with support from staff, leadership, parents, and community members. The activities listed are a draft of our plan for SY 21-22:

Key Activity	Details	When
Multi-Stakeholder CCR Team	Develop CCR Action Plan	Developed Annually Reviewed each trimester
Timeline/Access for Families	Overgrad software	Ongoing; scaffolded pushouts
Summer Youth Employment Program Host Site	Deeper dives through extended learning opportunities into CCR	Develop partnerships in planning year; Ongoing
College Knowledge Units: Advisory	Information & Discussion	Scaffolded; Ramped up in 11th grade
College Tours and/or Trips	Inspiration for future endeavors	1-2 Times Annually
Higher Education Partnerships	Mentoring opportunities; Credit Agreements	On-going
Guest Speakers	Panels; Informal Mentoring	On-going
529/FAFSA Workshops	Supports for families	1-2 times a year
College Application Writing	How To's; Editing Supports	Scaffolded; Ramped up in 11th grade
Career Days	First Impressions; Workplace Ethics; Social Media Presence	monthly
Post Secondary Transition Plans-SPED	Progress Report	3 times annually
LEADership Academy (9th grade only)	Social Entrepreneurship-Community Issues	Cohort Rotation
Observationship (10th grade only)	Job shadowing	Cohort Rotation

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.**

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

- students with disabilities will be assessed at the beginning of the year aligned to the assessments for all students at Girls Global Academy in math and literacy.
- Additionally, special education teachers will assess students on their progress on IEP goals (through the beginning of year assessments and teacher made assessments as needed) and all related service providers will assess student progress on their IEP goals (i.e. OT, SLP, ABA, etc.).
- Special education teachers and related service providers will use data to determine any impacts that the pandemic had on student learning and progress and what additional support or needs a student with an IEP or 504 has to make up for learning loss or to ensure access to accelerated learning.
- When a student requires an update to their IEP, the full MDT will meet to review the data, accelerated learning plan, and recommended IEP (or 504) updates to address learning loss, skill regression, or access to accelerated learning. Additionally, parents can request an IEP meeting to review data, discuss student progress or regression, and make IEP updates to support student needs.
- If a student requires support beyond what accelerated learning can provide, the team will discuss and make a plan for compensatory services.
- For our student currently attending a non-public, we will also meet at the beginning of the year with the nonpublic team and parent to review data, progress, any learning concerns due to the pandemic, the plan for accelerated learning, and any additional needs (including IEP updates) from the nonpublic team or GGA team to access the accelerated learning or a compensatory plan if needed.
- Girls Global Academy will open in person but if any student with an IEP remains virtual due to a medical exemption, the above steps will also be implemented with opportunities for in person and virtual assessment.

Accelerated learning:

- will be provided to all students at Girls Global Academy including students with IEPs
- Students with IEPs will be provided with accelerated learning with their grade level peers and advisories participating in the same curriculum and schedule for learning
- Accelerated learning has been offered to students with IEPs during ESY to support students in preparing for the next grade level
- As needed, students with IEPs will receive their IEP services to provide access to accelerated learning (push in, pull out, accommodations, etc.)
- IEP updates will be made to services, accommodations, etc. if needed to support a student with an IEP in being able to access accelerated learning.
- Girls Global Academy will additionally offer tutoring during early release days on Wednesday to support students who need additional support to support their growth and progress
- Students will be assessed on grade level standards/assessments throughout the year aligned to the assessment calendar and curriculum and aligned to the IEP goals assessment schedule to assess what is working and not working and make adjustments as needed to the accelerated learning plan and students' IEPs.
- Students that remain in virtual learning due to a medical exemption will be provided with access to grade level peers via zoom and in person as available based on doctor's orders. GGA will implement accelerated learning and IEPs via virtual learning using the same curriculum and assessments available to in person students.

Communication of Instructional Approaches:

- Girls Global Academy will share our accelerated plan with all families in writing and during family orientations. There will be a section specific for students with IEPs and 504s that includes the action we are taking to assess students, ensure progress, and respond to any learning loss or regression.
- Communications will also include who and how parents can contact our Special Education Coordinator to ask questions and schedule a meeting.
- Additionally, our family handbook will include key information about IEPs and who to contact with questions or for support.
- Our Student Support Services Coordinator will send an email in August and September with key information, frequently asked questions, and key information about action to take if parents have questions or concerns. We will document special education service delivery in SEDS and note connections between accelerated learning plans and special education service delivery in related service logs and IEP progress reports.

Equitable access:

Girls Global will ensure equitable access to educational opportunities across learning environments by implementing IEPs with fidelity. In response to accelerated learning plans, Girls Global Academy will ensure that students with disabilities receive equal access to interventions by placing students in their least restrictive environment where they have access to the grade level curriculum, assessments, and interventions, aligned to their grade level peers. GGA will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by continuing to implement and assess that services are being implemented in the student's least restrictive environment, ensuring all students have access to grade level peers and curriculum, providing supports, services, and interventions in the general education setting where students have access to the grade level curriculum and general education teacher.

Family members:

- Special Education teachers in beginning of year family check ins will conduct a needs assessment to ensure each family and student has what they need to access content and support student learning
- The Special Education Coordinator will check in with families during MDTs to understand family needs and ensure they are being met through collaboration with our clinical team and family engagement coordinator
- Our culture team including the dean and counselor will complete home visits when we cannot assess via phone, zoom, or at school
- Based on the results, we will ensure each family has access to content and supports aligned to their disability needs
- Based on the results, teachers will be trained on how to support parents/families based on needs and disabilities and how to communicate as a result
- We will continue to check in with families ongoing to ensure we are up to date on their needs and adjusting our support in response. We will do this via surveys, parent check ins (monthly by special education teachers), parent teacher conferences (quarterly), and as needed.
- As needed, parents will be provided with accommodations to support their engagement and access.
- This includes the family of the student at a nonpublic

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.**

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.**

Access/W-APT: GGA will use data from Home Language Surveys to identify students for the WIDA Access. Results from the W-APT test will then inform the services and supports students receive. Additionally, we will assess EL students frequently, using formative and summative assessments within the classrooms. This group of assessments will be used to evaluate program effectiveness, shift program level and service and determine exit strategy. ELs will take the ACCESS every year until they are reclassified as fluent English proficient.

Step	Action	GGA staff involved
Identification of new to school system	• Administer the Home Language Survey questionnaire by parent/guardian of all newly enrolled students to DC • Review the Home Language Survey questions 1 - 3 • Screen new students for EL identification using WIDA Screener	Admissions Coordinator
Early Access to students enrolled	• Identify # of ELL students per grade and ACCESS proficiency level • Review ACCESS growth targets • Determine dually identified students (EL and SPED)	Operations Support Coordinator
Notification and Placement	• 30 days of stage 5 enrollment-notify parent/guardian their student needs ELL services • Within 2 weeks of identification (if not identified at beginning of year) • Use multiple forms of communication in the language parent/guardian can understand	Student Support Services Coordinator
Notification documentation sent in multi-communication channels	• Description of the EL language support program ommunicated to parent/guardian • The reason the student was identified as an ELL student • Language proficiency level and the assessment descriptions • How the program will support students needs • Exit criteria requirements • GGA inclusion program • Anticipated graduation date	Student Support Services Coordinator

Notification of Waiver of Services and rights	• GGA provides opportunity to waive their students right to access the EL language program • Right to remove the student from the program at their request • Monitor student academic progress, readminister ACCESS 2.0 assessment (until exit criteria is met)	Student Support Services Coordinator, Assistant Director of Academics
Program and continued support	• GGA will provide an inclusive/collaborative teaching program • Continuous monitoring and data review to determine proficiency progress • Growth promotion based on development of language skills • End of year assessment to assess language proficiency • Apply accommodations for dually identified students • Convene a parent/guardian meeting to review results and proficiency	Case manager, instructional staff, Student Support Services Coordinator, Assistant Director of Academics

Educational Approach:

1. Language Acquisition Model: The language acquisition model at GGA is sheltered content instruction which emphasizes simultaneous language and content instruction. GGA selected this model because it is the most equitable means of delivering high quality instruction to ELs. Sheltered instruction maintains ELs' inclusion in content area classes so that they have maximum interaction with and exposure to content teachers and English proficient peers. GGA staff will be trained on the Sheltered Instruction Observation Protocol (SIOP), a research-based model that has shown to be effective with ELs.

SIOP has eight interrelated components:

- ● Lesson Preparation

- ● Building Background

- ● Comprehensible Input

- ● Strategies

- ● Interaction

- ● Practice/Application

- ● Lesson Delivery

- ● Review & Assessment

Implementing SIOP starts during lesson planning where teachers plan with students' language needs in mind in order to consider what vocabulary, grammar, and discourse structures they will need to know in order to access the content. Teachers also assess the need for any additional background knowledge development that is prerequisite to the main lesson. Throughout the lesson, teachers make modifications to their oral language as well as written supports to assure that input is comprehensible to all learners. Through sheltered content instruction, ELs have access to the same academic content as their English proficient peers and teachers employ intentional scaffolding to make content accessible to students at all proficiency levels. In the sheltered classroom, teachers strategically employ homogenous and heterogenous groupings according to the learning tasks. Throughout the lesson and after, students are able to practice and apply new concepts in meaningful contexts. Finally, the SIOP model fosters teachers' ability to reflect upon their learning to continually improve their practice and instruction for ELs.

While sheltered instruction is GGA's primary language acquisition model, the EL teacher may elect to use pullout instruction for ELs on an as-needed basis depending upon her language proficiency level and academic progress. However, every attempt will be made to keep ELs in their content area classes as much as possible.

2. Standards and Curriculum: All core content instruction at GGA will be aligned to the Common Core State Standards (CCSS). Additionally, teachers will use the WIDA English Language Proficiency Standards and Can Do Descriptors to understand the academic language demands of their content areas as well as what ELs can be expected to do across different proficiency levels. In addition, when GGA leadership were selecting curricula, they made sure to select ones that included a specific focus on English language development to ensure that all students would have access to the content.
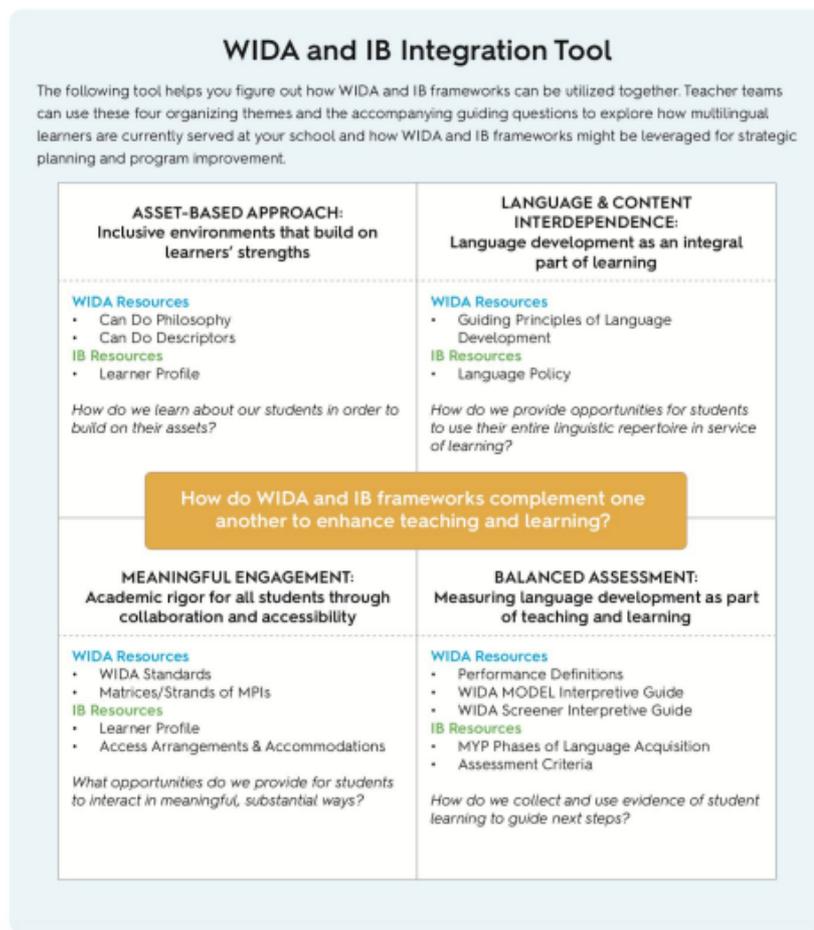
Remedial Support: GGA will implement Response to Intervention (RtI) as a means for identifying, monitoring, and intervening when students need additional support, including ELs. The RtI process will function within GGA's systematic approach to collaborative data inquiry for school improvement -- Data Wise. Data Wise is a structured process for analyzing student data that follows four steps: (1) plan for data meetings, (2) discuss data, (3) review findings, and (4) commit to action.

GGA believes that high-quality teaching, rigorous instruction, and differentiation are essential for all students. GGA will take a proactive approach to intervention by providing instruction within a Universal Design for Learning model that contains appropriate support for all students. For ELs,

this includes the cross-cutting instructional methods mentioned above. If a student is not demonstrating sufficient progress, the student support team will, upon reviewing data, identify needs, create a plan for intervention, implement the plan, and track the student's progress during implementation. If the student continues to show limited progress, the student will receive increasingly intensive supports (moving from Tier 2-3). Figure 2 contains a list of sample tiered supports within RtI. As the student demonstrates adequate progress, the team will either continue supports or fade out the supports if the student makes progress. If the student fails to respond to interventions, the school can make a referral for additional evaluation. Throughout the process,

families will be notified of suggested interventions and invited to be part of action planning and progress monitoring conversations. GGA will ensure intervention plans include explicit timelines, resources, and monitoring schedules to ensure the team can quickly identify struggling students and effectively measure their progress.

In addition, GGA recognizes that newcomer ELs and those with emerging English proficiency may need further support to be successful in the classroom. Principally, GGA will foster a school culture where all are welcome, differences are seen as integral parts of everyone's learning, and staff are knowledgeable about students' home lives and cultures. GGA leadership will assess newcomers' needs on a case by case basis, but will have multiple resources to pull form in meeting her needs. Academic resources include, but are not limited to, tutoring and in class support from a graduate fellow, translation assistance, peer buddies, pull out ESL instruction.

Figure 1. WIDA and IB Integration Tool (retrieved from

WIDA and IB Integration Tool

The following tool helps you figure out how WIDA and IB frameworks can be utilized together. Teacher teams can use these four organizing themes and the accompanying guiding questions to explore how multilingual learners are currently served at your school and how WIDA and IB frameworks might be leveraged for strategic planning and program improvement.

ASSET-BASED APPROACH:
Inclusive environments that build on learners' strengths

WIDA Resources
- Can Do Philosophy
- Can Do Descriptors
IB Resources
- Learner Profile

How do we learn about our students in order to build on their assets?

LANGUAGE & CONTENT INTERDEPENDENCE:
Language development as an integral part of learning

WIDA Resources
- Guiding Principles of Language Development
IB Resources
- Language Policy

How do we provide opportunities for students to use their entire linguistic repertoire in service of learning?

How do WIDA and IB frameworks complement one another to enhance teaching and learning?

MEANINGFUL ENGAGEMENT:
Academic rigor for all students through collaboration and accessibility

WIDA Resources
- WIDA Standards
- Matrices/Strands of MPIs
IB Resources
- Learner Profile
- Access Arrangements & Accommodations

What opportunities do we provide for students to interact in meaningful, substantial ways?

BALANCED ASSESSMENT:
Measuring language development as part of teaching and learning

WIDA Resources
- Performance Definitions
- WIDA MODEL Interpretive Guide
- WIDA Screener Interpretive Guide
IB Resources
- MYP Phases of Language Acquisition
- Assessment Criteria

How do we collect and use evidence of student learning to guide next steps?

https://wida.wisc.edu/sites/default/files/resource/FocusBulletin-WIDA-IB-Systems.pdf.)

Supplemental Evaluation:

Avant	Based on	1-2 times	paper/pencil or	Placement	Bilingual

STAMP	language level	annually	virtual	Personalization Summative	Students
					Heritage Speakers
					English Learners
					Students in language acquisition courses

The EL and classroom teacher will test each student's skill level and language needs based on both formal and informal assessments, including the ACCESS test. This balance of direct English instruction and sheltered English immersion promotes a holistic approach to learning English and avoids unnecessary segregation of EL students. The EL teacher will work closely with the general educators during classroom activities to implement necessary and appropriate accommodations for EL students. These accommodations, such as extended time to complete a task or presenting information in a visual medium or graphic organizer, address the specific linguistic needs of EL students, thereby allowing them to engage in the same learning activities as their English-proficient peers. GGA is also committed to developing teachers' practices and encourages professional development in EL through organizations such as WIDA, TESOL, the National Capital Language Resource Center, and OSSE.

We will meet all applicable legal requirements for EL students related to annual notification to parents, student identification and classification, placement, program options, English Learner and core content instruction, teacher qualifications and training, monitoring and evaluating program effectiveness, and standardized testing requirements. GGA will serve English Learners based on the U.S. Department of Education's six steps of progression through an EL program: 1) enrollment in school, 2) identification of potential ELs, 3) assessment determining need for EL services, 4) provision of appropriate EL services, 5) transition from EL services, and 6) monitoring ability to participate meaningfully. In implementing our EL program, GGA will comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974.

As with SWDs, we will have a full inclusion school model for ELs. All students will have equal access to all programs and services including instructional services (e.g., tutoring), support services, art programs, technology programs, and all after-school programs, including athletics. English Learners will receive tiered supports based on their English proficiency.

Instruction at Girls Global Academy will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction virtually or on-campus. This will allow for uninterrupted learning for students who have medical exemptions.

Below is the schedule that our students maintained during virtual instruction for SY 20-21 and will run that same schedule for students with medical exemptions during SY 21-22. The last 20 minutes of each class is designated for clarifications, questions and support from instructors.

Virtual Schedule

	Monday, Tuesday, Thursday, Friday		Wednesday
8:15 – 8:45	Virtual Class Advisory	8:15 – 8:45	Community Meeting
8:50 – 10:00	Virtual Class Period 2	8:50 – 9:35	Virtual Class Period 2
10:05 – 11:15	Virtual Class Period 3	9:40 – 10:30	Virtual Class Period 3
11:15 – 1:00	Virtual Class & Lunch Period 4	10:35 – 11:25	Virtual Class Period 4
1:05 – 2:15	Virtual Class Period 5	11:30 – 12:55	Virtual Class & Lunch Period 5
2:20 – 3:30	Virtual Class Period 6	1:00 – 2:00	Virtual Class LEADership Academy
3:30	Dismissal	2:00	Dismissal

Technology

Girls Global Academy is a one to one technology school. Each student is issued a chromebook for our one-to-one laptop program. Families will come with their students to the school to pick up their laptop in advance of the first day of school. Additional technology support to include those needing access to high speed internet will be provided. Materials will be provided for the students to use for the duration of the time enrolled at the school.

- Software will be pre-loaded on chromebooks for a virtual and on-campus learning
- School packages will be available for pick up or dropped off for families that are immunocompromised or high risk individuals Please see our technology policy

Training

During orientation, and at regular intervals across the year, Girls Global Academy will provide virtual and in-person training to support families and students with medical exemptions. These trainings will include, but are not limited to:

- troubleshooting your device at home
- accessing GGA's distance learning platform and materials; and
- navigating the learning management systems.
- optimal home-learning set up
- Help desk support

Personnel Regardless of whether students are on-campus or in a virtual setting, the amount of time, dedication, and support a teacher provides their students will be the same. To achieve this goal, and for purposes of equity and logistics, content teachers assume two roles: Advisor and Content Teacher. **(descriptions are under the medical certification section question #2)**

- Advisor

- Content Teacher

- Wellness Specialist
- Sisterhood Cohort Buddy

Learning Modes (descriptions are under the medical certification section question #2)

- Synchronous learning with Content Teacher
- Asynchronous learning with Content Teacher
- Synchronous learning without Content Teacher
- Asynchronous learning without Content Teacher.

Community Building (descriptions are under the medical certification section question #2)

Synchronized community building: Planned sessions through advisory, LEADership Academy, and Community Meetings promote student socialization. Activities include group on-line games, structured conversations, and free-form conversations about topics of interest to the students.

- Asynchronized community building:
- Synchronized community building without an Advisor
- Asynchronized community building

Learning Continues

Teachers host classroom sessions during the assigned period. Each class period is seventy minutes. Fifty minutes of the class is synchronous instruction. This means all students assigned to the class log on at the same time and participate in structured, controlled, guided, or open inquiry based instruction. Teachers host regular office hours each week for students who need assistance. Twenty minutes of class is asynchronous. Teacher office hours are posted in teacher Google Classrooms.

Expectations for Students

- Students are expected to login to each class on time.
- Students are expected to login and make themselves visible by turning on their cameras.
- Use GGA approved virtual backgrounds during virtual sessions that require video
- Students are active participants in their learning.
- Complete all assigned work and post assignment Google Classroom
- Use email for positive interactions
- Follow expectations of virtual engagement outlined on the PBIS eMatrix
- Accommodations and Modifications can be made through student support services as needed to be

sure all students have access and feel empowered

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.**

Girls Global Academy will utilize ESSER II-ARP funds to implement prevention and mitigation strategies consistent with OSSE and DC Health Guidance. We will do this by following our overall Continuous Education Plan (this application) and through specific interventions to support the return to in person learning. Specifically we will open our doors to 180 students and 30+ staff on August 30th to learn in-person 5 days a week. We will also do this in a manner that follows local guidance with fidelity to ensure students and staff are safe and can continue to learn. ESSER II- ARP funds are directly supporting this effective implementation by supporting additional staff capacity and time to focus on this plan. These funds make more leadership capacity possible, and additional direct supports for students possible that will be evident in our ESSER III-ARP application.

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.**

Girls Global Academy will use 20% or more of ESSER III-ARP funds to provide interventions to address academic loss. Specifically, we will use these funds to support staff capacity to provide summer school, summer enrichment, support Saturdays, after school tutoring, and the hiring of additional staff to provide direct interventions to students at risk throughout the SY21-22.

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.**

Girls Global Academy will ensure we comply with regulations in the use of ESSER III-ARP funds consistent with the allowable uses. Specifically, the Director of Operations will be responsible to ensure compliance with requirements and we already have a preliminary plan on the use of those funds to ensure alignment with regulations.

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.**

Girls Global Academy is committed to serving all students regardless of the pandemic. Specifically we are committed to providing intensive support and interventions for students adversely impacted by the pandemic. Approximately 65% of our students are low-income, 95% are students of color, 15% will be English learners, 30% are students will disabilities, 5% are experiencing housing insecurity, 5% are in foster

care. Our tiered interventions described in Question 8 apply to this section as well. Our approach is individualized to each students need and therefore directly serves all of these disproportionately impacted students as required by the ESSER Funding Guidance.

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.