

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: LEARN DC PCS

LEA Head of School Name: Jill Gaitens

LEA Type: Pre-K;Elementary

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Background and Purpose

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

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

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

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:

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

a. LEARN D.C. expects to offer a five day per week full day in person learning environment for all students for the 2021-2022 school year.

b. The physical space of LEARN D.C. can accommodate the 200 students and the staff for the school, thus no additional space is required. The level of staffing LEARN has planned for is sufficient with two full time teachers and an instructional assistant in each preK classroom and two teachers in each Kindergarten and 1st grade classroom with the support of three instructional assistants, a Student Support Manager, and special education/ELL teachers and support staff.

c. There is nothing more important than the health, well-being and safety of our school community. LEARN D.C.'s operational plan for time-limited distance learning is based on the experiences of our 10 charter schools operating in Illinois educating over 4,000 scholars and on the experience of our partners at AppleTree Learning. All DC Health and OSSE guidance will be followed to provide a safe environment for staff and students.

All classrooms will be staffed with two full time teachers. In the event a staff member is excluded from school due to a confirmed or suspected coronavirus (COVID-19), as health permits and if the staff member is a teacher, the staff member will provide instruction virtually with the second teacher facilitating in person instruction assisted by the instructional assistant. Students who have a confirmed or suspected exposure to COVID-19 will receive instruction via distance learning following most current criteria of OSSE and DC Health allowing them to quarantine under current suggested guidelines with a return to school after a negative COVID test.

Should a campus level outbreak of COVID - 19 or other public health conditions require the closure of the school campus, LEARN is prepared to offer a robust academic and social emotional remote learning program.

For grades K- 1st grade, as a precaution, all students will be issued a Chromebook as an instructional tool to be used in the classroom and in the event of remote learning. Every student will also be able

to pick up grade-specific learning materials including workbooks, math manipulatives, white boards/markers, writing/drawing supplies, playdoh, scissors, etc. from the school via a contactless distribution. If students run out supplies during remote learning, parents can visit the campus to pick up needed supplies.

LEARN will follow the high quality remote learning plan developed by instructional staff and a Parent Advisory Council to ensure we provide scholars with the support they need. Live lessons will be delivered daily and to the extent possible the daily classroom schedule will be followed to allow a seamless transition back to on site learning. Social emotional learning will be built into daily lessons and students will have access to their teachers five days a week. Teachers will provide strategic small group instruction, a consistent daily schedule, and personalized learning support for all students.

Similarly, AppleTree@LEARN (PK3 and PK4) is prepared to offer a virtual Early Childhood Learning experience with the help of an adult in the home serving as the co-teacher using our Every Child Ready virtual curriculum model. This virtual learning experience will be a mix of synchronous and asynchronous learning.

Students who have a confirmed or suspected exposure to COVID-19 will receive instruction via distance learning following most current criteria of OSSE and DC Health allowing them to quarantine under current suggested guidelines with a return to school after a negative COVID test. During this time, the students will participate in Morning Meeting and Read Alouds virtually via Zoom with their in-person peers. They will receive small group instruction twice a week by their teacher. All other activities will be asynchronous activities students will be expected to participate in with the help of an adult.

In the event of a positive outbreak, iPads are available for students to take home and use to participate in asynchronous learning. Every student will also be able to pick up a “learning go” bag which will include books and other materials needed to facilitate learning at home. If a family is unable to pick up their learning devices and “learning go” bags, these items will be delivered to their homes.

In the event a staff member is excluded from school due to a confirmed or suspected coronavirus (COVID-19), as health permits and if the staff member is a teacher, the staff member will provide instruction virtually with the second teacher facilitating in person instruction assisted by the instructional assistant as necessary. However, due to the fact that AppleTree@LEARN D.C.’s classrooms are staffed with two teachers and a teaching assistant, there will be no need for a teacher to facilitate instruction during their quarantine period if their co-teacher is in the classroom.

- 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.**

Virtual learning will be available in the 2021-22 school year to students who submit a medical certification form completed by a licensed physician or nurse practitioner documenting a student’s physical or mental health condition that requires virtual learning. For students with a medical certification, remote instruction will mirror the traditional school day with instruction from 8:30 to 4:00 p.m. and be facilitated by a full time virtual teacher with the assistance of an instructional aid. Instructional Methods will be a combination of synchronous and asynchronous lessons along with guided activities. Teachers will work intentionally with students working remotely to build in opportunities for social interaction. Remote learners will virtually join Morning Meetings and advisory sessions to all teachers to check in with scholars, teach explicit skills, build relationships and social connections, and assess the wellbeing of scholars.

Instruction will be facilitated using Google Classroom to support families in tracking due dates and online lessons. GoGuardian Teacher is installed on all LEARN student laptops.

GoGuardian:

- Allows staff to view every kids screen
- Staff has the ability to push out a webpage and lock all others
- Staff can create “allow” modes as well which are helpful for research projects, etc.
- Video conferencing features by class or by small groups/individual students
- Staff can run reports on student activity
- Flags at the network level for highly concerning content so that school leaders can follow up with student(s) and families directly

- **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;**

LEARN Kindergarten through 1st grade is currently 1:1 with Chromebooks to ensure that all students have access to remote instruction.

All PreK3/PreK4 students will be issued an iPad that can be taken home.

- **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**

LEARN D.C. is a new charter school opening fall 2021. LEARN will provide an orientation for families with approved medical certifications to support remote learning. Orientations will cover use of curriculum, technology, set up of instructional spaces, and student engagement planning.

All LEARN curriculum can be accessed remotely. Math manipulatives, workbooks, and instructional supplies will be either picked up by parents via contactless delivery or delivered to a child’s home. Internet hot-spot devices will be available free of charge for families without reliable internet.

- **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.**

Kindergarten - 1st Grade

Amplify Core Knowledge Language Arts (CKLA) and Ready Classroom (math) are delivered via synchronous instruction for remote learning. Ready Classroom provides slides aligned to the curriculum's text. Through PearDeck, students can provide responses and their thinking.. LEARN will ensure that all materials needed for distance learning are provided to students including Chromebooks, activity books, reading materials, etc.

LEARN uses Amplify Science which includes online simulations for students to access. The use of iReady Online Instruction and Amplify Reading provide individualized pathways for students to work at their independent level.

PreK

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

Monday through Thursday, students will participate in a synchronous Community Connection meeting that will last 10-20 minutes and Read Alouds On Fridays, students will participate in a synchronous Read Aloud lesson that will also last about 45 minutes. Students will also participate in daily one-on-one lessons with their teacher that will each last approximately 15 minutes. These lessons will include a range of content areas, including social-emotional learning, language, literacy and math.

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

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

AppleTree designed the instructional day to maximize flexibility for families, students are expected to spend approximately 30-40 minutes a day receiving live instruction, 10-15 minutes

viewing pre-recorded lessons and 60-90 minutes engaging in guided at-home activities with a caregiver and a 20-30 minutes using the Noggin subscription for supplemental activities and skill-building opportunities. Additionally, families will receive a sample daily schedule that will provide suggestions on building in other early childhood routines such as nap, shared mealtimes, etc.

Kindergarten - 1st Grade

Google Classroom & GoGuardian for online support

Ready Classroom and Amplify CKLA for Tier 1 instructional materials in math and ELA

iReady and Amplify Reading for independent student learning and practice (individualized pathways)

PearDeck to collect student work and thinking and also for engagement strategies

Clever will be used for Single Sign on capability for all distance learning programs

PreK

Every Child Ready Virtual Curriculum for SY21-22 for any student with a medical consent The Class Dojo and Sparkler to disseminate instructional videos and assignments.

All live and pre-recorded lessons will be recorded via Zoom.

Noggin

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

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.**

a. Tier 1 SEL support will be provided through school-wide implementation of CASEL approved curriculums (ie Second Step to teach expected behaviors and self-regulation as well as through the use of Responsive Classroom) in all classes Kindergarten through 1st grade. Students will build social emotional competencies as well as academic competencies through the use of common language and development of a common culture. Staff will receive required professional development prior to implementation. Further, small group and individualized SEL support will be offered through coordination with the on-site Military Family Life Counselor, School Social Worker and through targeted supports (ie behavior contracts, behavior intervention plans and the “Check and Connect” program) should students need more positive engagement with an adult throughout the school day. Additionally, for our PK3 and PK4 students, AppleTree@LEARN D.C. facilitates a Tier 1 Positive Behavior Support process that includes the direct teaching of behavioral and social emotional skills, the reinforcement of those skills, and responding restoratively when students need support with those skills. All principals and teachers receive professional development on these processes and coaching is offered throughout the school year through our Social Emotional Learning Specialist. LEARN DC will utilize Anchored 4 Life strategies to support character building and development with a specific focus on military connected children.

b. LEARN D.C. will have a Crisis Response Team, trained in non-violent Crisis Prevention Intervention. Teachers and staff will enter data in a problem solving document to refer students to the SEL team as evidenced by lack of progress in the Tier 1 SEL curriculums. LEARN D.C. will support students in need through small group interventions (ie Check and Connect, Check in - check out) During monthly meetings, the SEL team will discuss the need to support individual students through targeted coaching and skill building. School leaders, school staff and the social worker will be available to discuss the development of a student’s self-care plan with the parents and/or guardians.

c. Parents will be provided contact information for the School Social worker and the Student Support Manager in the school handbook and through the school website. Parents may refer students for social emotional or mental/behavioral health support through these professionals or directly through their classroom teacher. The Social Worker will case manage all referrals for service with weekly parent communications.

- 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.**

School leadership will encourage classroom teachers to write and communicate class expectations in a positive tone, collaboratively developed with scholars.

The school Social Worker and Student Support Manager will work with the classroom teachers to monitor student progress and the level of support needed for each individual student. Parents will receive a communication plan from these staff members with a menu of support services and contact information to address technology issues, mental and social emotional health, food service, academic progress and other services to support families. Classroom teachers will notify the Social Worker and/or the Student Support Manager if a family needs intervention. Families may request meetings with these professionals at any time through the school front office staff or directly via phone or email to request support or to refer a student for services.

School leadership will encourage classroom teachers to utilize proactive approaches such as: relationship building, interactive modeling, attention getting signals, positive narration, precise directions, academic choice, and collaborative problem-solving.

Every classroom will conduct a “Morning Meeting” to assist with the transition from home to the school environment.

Every classroom will designate a safe space for students to manage emotional well-being to include self-regulation items and/or activities. For students and adults, guidelines will be established on how to access and utilize space.

Teachers will be encouraged to use in-class responses such as individual conferencing, individual verbal redirection (privately, whenever possible), verbal redirection using positive narration and parent contact when managing student behavior.

In response to conflict and harm, school leaders will engage students in positive corrective measures (ie Restorative Justice/Mediations, Restorative Consequences, Social Conferencing) or referral to MTSS Tier 2 for repeated offenses.

Opportunities to celebrate communal successes will be regular throughout the school year.

- 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.**

LEARN D.C. will provide breakfast and lunch in the classroom for all students. If remote learning days are necessary for the health and safety of students, meals will be delivered to the students by LEARN staff.

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.**

a. LEARN D.C. will staff a full time social worker who will provide staff resources for trauma-informed practices, including grief and loss to support educator social-emotional and mental health. The United States Air Force has also approved funding for a Military Family Life Specialist for the LEARN Campus. This full time clinical mental health professional will be available for students, parents, and staff. LEARN will also encourage self care and provide access to mental health health support for staff through health insurance and local referrals to community organizations.

b. The school principal, nurse, and social worker at LEARN will receive training through the OSSE Educator Wellness Institute as part of their professional development and create a whole school wellness plan for the new charter school with a focus on building partnerships with community organizations to address the mental health of school staff.

2.C: Family Engagement

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

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

a. LEARN D.C. is a new charter school opening Fall 2021 serving military families and non-military families residing in D.C. Parents who are enrolled for the fall will receive a copy of the CEP plan through the Parent Square communication system with an invitation to make comments and offer feedback. In addition, a live webinar will be scheduled through Parent Square to allow parents to discuss the CEP plan with the school principal and staff. Parent Square newsletters will be sent monthly to parents with a link to the LEARN D.C. CEP plan, allowing parents to offer feedback consistently on updates.

b. LEARN D.C. is opening for the first time in fall 2021. The schools CEP plan will be communicated through Parent Square and will be posted on our website with our Health and Safety Plan to ensure a safe opening. Parents will also be required to sign a certification that they have read and understand the CEP to ensure the well being of students. Parents will be briefed and updated on the plan consistently to ensure

instruction is not interrupted should a student, cohort of students, or the school population have the need to shift to remote learning. LEARN D.C. offers a personalized learning plan for each student to maintain accelerated learning for all students. To communicate with families who speak a language other than English, LEARN D.C. has contracted with Language Line to provide interpretation and translation services 24 hours a day and 7 days a week.

c. Teachers at LEARN D.C. will communicate with families about their student's status through bi-weekly progress reports and quarterly through in person or virtual parent teacher conferences, depending on the needs of each family. LEARN D.C. is replicating the LEARN 6 charter school, a school located on a military installation in Illinois. As a charter school system serving military connected children for over 14 years, LEARN has extensive experience communicating with parents remotely to involve them in the learning process and ensure they are informed of assessment results.

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.**

LEARN D.C. will open in August 2021. This question is not applicable for new charter schools.

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;**

Kindergarten and 1st Grade

Math: LEARN D.C. will administer the iReady Diagnostic in the fall, winter, and spring for K-1. Similar to the NWEA/MAP assessment, iReady is an adaptive assessment designed to collect information on a student's proficiency. The assessment provides a grade level equivalency, as well as specific areas the student has mastered and where they are ready to move forward. Additionally, unit assessments are given at the conclusion of each unit throughout the year.

Math and ELA: LEARN DC will administer the NWEA MAP Growth assessment in the fall, winter and spring for K-1.

ELA: LEARN DC will administer mClass (by Amplify) reading skills progress monitoring measures every 10 days.

- English language arts (ELA) - NWEA MAP Growth will be administered 3 times, mClass (by Amplify) reading skills progress monitoring every 10 days
- Math - **i Ready Diagnostic** and NWEA MAP Growth will be administered 3 times
- English language proficiency

PK3 & PK4:

The Every Child Ready assessments, Every Child Ready: Mathematics (ECR:M) and Every Child Ready: Language and Literacy (ECR:LL), will be administered to all students as AppleTree@LEARN D.C. has done in prior years. These assessments are designed to show baseline

knowledge, interim progress, and end-of-year learning so that we can see what students know and what they have learned.

- Mathematics, Language & Literacy - Every Child Ready: Mathematics (ECR:M)
- Every Child Ready: Language and Literacy (ECR:LL)

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

Kindergarten and 1st grade:

- Both iReady and NWEA MAP Growth assessments will be administered in the fall, winter and spring.
- Math: September (official dates TBD), January 10 - 14, June 6 - 10
- MAP/NWEA (official dates TBD): September, December, May

PK3 & PK4:

The assessments will be given three times a year:

- Beginning-of-Year: Sept 20-Oct 1
- Middle-of-Year: January 18-28
- End-of-Year: May 31-June 10

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

i.

Kindergarten and 1st Grade:

- Math: Growth goals are determined by the assessment provider, Curriculum Associates, based on their plethora of student data across the nation.
- ELA: Growth goals are determined by the assessment provider, Amplify, based on their plethora of student data across the nation.

- Math and ELA: NWEA MAP Growth will provide individual growth RIT growth goals based on the Fall assessment. The LEA will determine these growth goals based on the assessment data.

PK3 & PK4:

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

ii.

Kindergarten and 1st Grade:

Goals are tracked throughout the year via the Winter and Spring diagnostic. Additionally, students receive an individualized pathway based on their fall diagnostic that is monitored for student mastery and progress. Students will be supported on individualized pathways using mClass progress monitoring data. As a new LEA, all approaches will be new.

Math and ELA: RIT goals are tracked throughout the year via the Winter and Spring MAP Growth assessments.

PK3 & PK4

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

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

Kindergarten and 1st Grade:

LEARN D.C. will monitor the math individualized pathway, as well as progress on the winter diagnostic to determine student groupings. The fall diagnostic will also provide instructional groupings by overall performance, as well as performance on specific domains and standards.

Instructional teams will monitor and adjust instruction based on each individual students performance goals.

PK3 & PK4:

The Every Child Ready team is building a data tracking app to allow us to track student progress on the CFUs alongside students' progress on the ECR:M and ECR:LL assessments. All students will be monitored using this system and student supports' and interventions will be based on these data. Instructional Leaders and coaches will use these data to support teachers in creating targeted instructional plans to support small-group and whole-class instruction.

- **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.**

n/a

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.

Based on research conducted by TNTP, LEARN is operating with the mentality of "accelerate, don't remediate". Using our assessments in the fall, teachers will use their pacing guide for each content area and identify where they may need to provide direct instruction on prerequisite skills in order for students to access the Tier 1 grade-level content. In math that will involve utilizing the iReady diagnostic data, along with the Accelerate, Don't Remediate pacing guidance they have provided. Additionally, every 3-5 days teachers administer a lesson assessment to determine mastery. These lesson assessments are directly aligned to the common core state standards and allow teachers to pinpoint exactly where to provide additional support prior to the unit assessments. Each grade level has 7 units throughout the course of the year that have an end-of-unit assessment, and, depending on the length of the unit, a mid-unit-assessment. Data gathered from these is also utilized to make instructional decisions. In ELA, the use of Amplify CKLA will provide class-embedded assessments on grade level foundational skills and knowledge strands. Data from these assessments will be used to make instructional decisions around small group and individual needs. Finally, both ELA and math include an independent online component that creates individualized student pathways based on their beginning-of-year assessments. Monitoring these pathways provides teachers additional data as students are completing skills at varying levels. Teachers can use the data provided here for small group and individualized instruction.

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**

LEARN is a new charter school opening fall 2021. All approaches will be new.

- **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.**

LEARN D.C. is a new charter school opening in fall 2021. As detailed in the approved charter application, LEARN offers a longer school day and a longer school year than traditional public schools. Baseline assessments will be conducted at the start of the school year to determine the need for strategies outside of those detailed in the charter application.

LEARN D.C. will offer two full time teachers in each AppleTree PreK3- PreK4 classroom. For Kindergarten through 1st grade, LEARN D.C. had intended to offer 1 FTE teacher and 1 FTE Teaching Assistant in each classroom. LEARN has amended this plan to 2 FTE teachers in each K-1st classroom and one additional FTE teacher fully trained and prepared to teach should class sizes need to be reduced and to serve as a substitute teacher when necessary. This configuration will offer options to accelerate learning through individualized and small group instruction, while maintaining instructional standards should a teacher need to work remotely or have a health emergency.

LEARN D.C. will consider summer programing and high dosage tutoring after conducting assessments to determine each students individual needs.

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.

Ensuring that all staff and students learn as often on-site as possible, we will not exclude students and staff with COVID-like symptoms if they have provided written or verbal guidance from a medical professional that such symptoms are chronic and unrelated to COVID . To this end, our COVID-19 POC may review all of our daily screening questions to ensure that students or staff with preexisting symptoms have not been exposed.

In some cases, the COVID-19 POC may seek the counsel of the school nurse

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

N/A

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.

3.C: Special Populations

Students with Disabilities

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

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

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

a.

Kindergarten to 1st grade students: In addition to administering a school-wide norm referenced assessment (ie NWEA MAP) in Fall 2021, students with IEPs will be assessed within the first 30 days of school with additional, individual screening measures (ie Aimsweb Plus, EasyCBM probes) and teacher made assessments relating specifically to current IEP goals.

PK3 & PK4: Students with disabilities will be assessed using the Every Child Ready Assessment which assess students skills and progress monitors throughout the school year. Also, special education teachers and related service providers will conduct observational assessments while implementing the IEP and tracking student's progress.

As specified in each IEP, a calendar for updates and services will be provided to parents for each student detailing acces to accelerated learning resources and service.

b.

Kindergarten & 1st Grade:

- The need for accelerated instruction will be based on previously collected data, norm-referenced data

(to include NWEA MAP, Aimsweb Plus, EasyCBM data and Touch Math Pro).

- Specialized instruction will be provided to students with IEPs through push-in support, co-teaching, and small group interventions stemming from the core curriculum (ie Amplify CKLA, mClass and Ready Math) or high-dosage tutoring through multisensory and multimodal measures (ie EyeWords Multisensory program, Florida Center for Reading Research activities, IXL, Starfall, Splash Learn Math or Touch Math Pro) to address gaps in learning that are related to specific IEP goals. High dosage tutoring will be available during face to face instruction or distance learning.
- This instruction will take place during the intervention block each day.
- Teachers will communicate regarding accommodations and modifications listed in IEPs and 504 plans using a school-wide organizational tool (ie Education Modified). School staff will use information to differentiate instruction for students with additional academic needs as well as implement progress monitoring. Data and information sharing will be available among the school staff whether face to face or during distance learning.
- Plans for personalized learning for students with IEPs will be communicated to parents by the special education case manager.

PK3 & PK4

- Specialized instruction will be provided to students with disabilities through the itinerant consultation model where the special education teacher serves as a consultant to the general education teacher. Also, direct intervention services will be provided to students whose IEP has outside of general education services. Special Education Teachers will meet with the General Education Teachers to review data that was collected and determine if any adjustments are needed to the IEP and services.
- New and Returning students will have an IEP review meeting within 30 - 45 school days, allowing the IEP team an opportunity to provide intervention services and collect observational data. In the IEP meeting, the team will review observational data and ECR data in order to determine if changes and modifications need to be made.
- General Education Students who are assessed with ECR and placed into Tier II intervention groups, that are not making expected progress will be referred to the Special Education Team to go through the eligibility process.
- IEP team will communicate to parents regarding accommodations and modifications according to the IEP in the 30 day IEP review meeting.

c.

Kindergarten & 1st Grade:

- Teachers will use the Tier 2 academic curriculum to create a personalized learning plan for each student.
- Additional academic support will be given to students with IEPs during the intervention block of each school day by the Special Education/Diverse Learning staff.
- During the school-wide intervention block, students with IEPs will be placed into skills based groups with their peers to address any learning gaps based on data from core curriculum (ie Amplify CKLA, mClass Intervention, Ready Math) and previous benchmark assessment data.
- Students with IEPs will have additional opportunities to practice skill building at home on web-based programs(ie Splash Learn, IXL, Amplify Reading, Starfall, Bookshare).
- Services will be provided in the classroom to ensure students are not separated from their non-disabled peers.

PK3 & PK4

- AppleTree@LEARN D.C. students with disabilities are in the classroom with their non-disabled peers.
- AppleTree@LEARN D.C. implements a Multi Tiered System of Support (MTSS) to all students and students are placed into small groups to receive additional academic support.
- Students with IEPs will be placed into groups with their non-disabled peers to address any learning gaps based on data from ECR and observational assessment.

d.

Kindergarten & 1st Grade:

- Each general education teacher will be encouraged to provide a resource list to parents including websites and extended materials related to the student's core reading and math curriculum and/or individualized learning plan. The special education staff will coordinate with the general education staff to be sure the resource lists are up to date for students with IEPs.
- Amplify Reading: <https://amplify.com/ckla-caregiver-resources-hub/>
- Ready Math: <https://www.curriculumassociates.com/distance-learning/family-support-remote-learning>
- Parents will receive an invitation to the school's single sign on digital platform (Family Portal of Clever).

PK3 & PK4:

- As needed, related service providers will provide parent training through consultation to provide strategies and activities to be implemented at home to support IEP Goals.

e. On an individual case by case basis, school leadership will work with parents to ensure that they have the tools and resources needed to access content to support their students' learning.

17. For correctional facilities only: Describe the LEA/State Public Agency's plan to serve students with disabilities in correctional facilities, including:

- **a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;**
- **b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;**
- **c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning;**
- **d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;**
- **e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and**
- **f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.**

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.

a. LEARN D.C.'s Student Supports Coordinator (EL POC) will monitor the Early Access data on a weekly basis to monitor students for EL status, prior screener data and assessment history. Within the first 30 days of enrollment, students provisionally screened during distance learning will be re-screened or initially screened if the Home Language Survey indicates a need.

- Fall 2021, prepare to administer ACCESS for ELLs
- Spring 2021, administer ACCESS for ELLs

For our PK3 and PK4 students, AppleTree@LEARN D.C. will be using the virtual and remote options of the Pre-IPT Language Proficiency Assessment.

LEARN D.C. will utilize Language Line services to provide optimal parent communication in the parent's primary language. Parents will be notified of student eligibility by each student's primary teacher and progress using Parent Square and phone conversations.

All school communication will be provided in English and Spanish. It will also be available in other languages on an as needed basis.

b. Once identified as an EL, the student will receive language goals written by the Student Supports Coordinator and grade level lead teacher to align with WIDA ELD standards. Student specific language goals will be shared with parents in an initial review meeting, revisited upon each marking period and updated as progress is achieved. School leaders will provide professional development through a "train the trainer" model, once per quarter, on sheltered instruction strategies (ie Sheltered Instruction Observation Protocol) to give classroom staff a deeper understanding of the model and ways to implement for the success of all learners in the classroom.

Once identified as ELs, these students will receive high-dosage tutoring weekly to address individual learning gaps through multisensory reading strategies (ie EyeWords) in a small group or individual format.

Teachers will collaborate regarding accommodations and modifications listed in language plans through the use of the school-wide organizational tool (ie Education Modified). Staff will use the tool to differentiate instruction for students with language needs as well as implement progress monitoring in accordance with individual language goals. Teachers will be able to share data and information whether face to face or during distance learning through the use of this tool. Student data from the classroom along with teacher feedback will be noted in the student's learning plan.

Parents will be given a progress report, aligned to WIDA ELD Standards, following the same timeline as the

school's marking period and distribution of report cards.

As part of the school's registration process, for all students who have enrolled at LEARN for the first time, LEARN will administer the [OSSE Home Language Survey](#). The HLS is administered in English, and when needed, in the student's home language. (LEARN currently has a contract with Language Line to support translation and interpretation needs.) If the HLS indicates that a language other than English is spoken at home to or by the student, the student will be screened within 30 school days of the student's first day of school using an OSSE approved screener (i.e. WIDA screener). Per the results of the screener, LEARN will provide language development and academic instruction to identified students primarily using the inclusion/collaborative model, newcomer model, and content based ESL instruction models. All identified students will have an individualized English Learner plan (aligned with WIDA standards) and be placed in the EL delivery model that is most appropriate to meet their needs. LEARN will notify parents of ELs that their child was identified as needing EL services via a parent notification consent letter that is in a format/language the parent can understand. Student specific language goals and/or the accelerated learning goals will be shared with parents in an initial review meeting, revisited upon each marking period and updated as progress is achieved.

Additionally, School leaders will provide professional development through a "train the trainer" model, once per quarter, on sheltered instruction strategies (ie Sheltered Instruction Observation Protocol) to give classroom staff a deeper understanding of the model and ways to implement for the success of all learners in the classroom.

In order to support accelerated learning, EL scholars will also receive high-dosage tutoring weekly to address individual learning gaps through multisensory reading strategies (ie EyeWords) in a small group or individual format. Teachers will collaborate regarding accommodations and modifications listed in language plans through the use of the school-wide organizational tool (ie Education Modified). Staff will use the tool to differentiate instruction for students with language needs as well as implement progress monitoring in accordance with individual language goals. Teachers will be able to share data and information whether face to face or during distance learning through the use of this tool. Student data from the classroom along with teacher feedback will be noted in the student's learning plan. Parents will be given a progress report, aligned to WIDA ELD Standards, following the same timeline as the school's marking period and distribution of report cards.

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.

LEARN D.C. does not have an ESSER allocation yet and will provide this section when the allocation has been determined.

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.

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.

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.

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.