

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

**LEA Name:** Lee Montessori PCS  
**LEA Head of School Name:** Chris Pencikowski  
**LEA Type:** Pre-K;Elementary;Middle School  
**Date Generated:** 08/30/2021

### 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.

The Operation Plan for Lee Montessori allows for on-site learning for all students for 180 days, as well as professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found [here](#). The Operations plan adheres to [OSSE's Health Guidance of May 21, 2021](#) through the following means:

Students will be placed into cohorts by classroom pairs. Each classroom will hold up to 30 students, in a range of 3 grades from PK3-K, 1st-3rd and 4th-6th grade. We will maintain cohorting through the following methods:

- Physical Space: Students will utilize entrances and hallways associated with their own cohorts for entry to and exit from the building.
- Scheduling: Days will not be staggered, however children will be cohorted and utilize separate entrances and exits. Our daily schedule will run from 8:20 am to 3:45 pm.
- Staffing: Classrooms will have one lead guide (teacher) and one to two assistants who will remain with that class. If a member of the classroom team calls out, we will utilize the designated substitute for that cohort from within our school or, if in-house substitutes are unavailable, our contracted company, Swing Subs.

Our LEA will require all students and staff to wear CDC-approved masks/facial coverings. Our LEA will encourage the 3' social distancing guidance within classrooms and therefore limit the spread by having children work at defined tables and on rugs, leaving 3' of space between all students.

During times when masks are not worn by students, students will remain 6' apart. We will use the following areas during these times:

- We will utilize the outdoor spaces on our campuses for lunch.
- Specific classrooms and our multipurpose space will be used for napping children, and we will keep 6' of distance between children.

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

In the event that a student or a smaller group of students within a cohort must quarantine due to exposure outside of the classroom, those students will immediately transition to virtual learning with the schedule and materials provided at the beginning of the school year, with appropriate modifications to allow the classroom faculty to continue managing full-

time, in-person learning as well.

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timeline:

- We use text messages, phone calls and emails to notify families to quickly communicate any crucial information, such as an unexpected or partial closure.
- All texts and emails go out in both English and Spanish. In the event that interpretation in other languages is required, we use Multicultural Community Services to offer interpretation and translation.
- Questions are responded to by the admin team and we remain available via phone and email throughout the day and following days. Please see our Communications to Family and Staff policy ([Link](#)).

### Materials Distribution

In the event of a positive COVID-19 case within our school, the school will leverage the materials distributed to children at the beginning of the school year. In addition, families will be contacted individually via ParentSquare to inform them of activities their child should engage in while remote. In addition, parents will be offered the opportunity to pickup materials within three days of the closure, with the exception of laptops, which will be provided as soon as we are notified that a child has need of one.

## 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.**

Lee Montessori's operation plan allows for full-time, in-person learning onsite for all students for 180 days, each of 6 hours or more. During the 2021-22 school year, our facility located at 3025 4th St NE can accommodate all 277 students in grades PK3-6, while our facility at 2345 R St. SE can serve all 153 students in grades PK3-1. The operations plan also allows for professional development for staff to ensure a healthy and safe learning environment. No additional space is necessary.

The operations plan allows for full-time, in-person learning for all students with our current staff and anticipated hires. Each classroom will have a lead guide (teacher) as well as a classroom assistant and any necessary Special Education staff.

- **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;**

**Technology:** We are purchasing enough chromebooks for all students who need them to have access. We will have technology pickup dates available for families to retrieve needed tech supplies, including but not limited to chromebooks, hotspots, etc in the week before learning begins for students.

- **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**

We currently plan to implement our own remote learning program with our current staff, at this time. Given that there is a lack of clarity around a number of factors, we plan to be flexible in this arena. Some of the unknown factors include, but are not limited to:

- Medical certification forms being released just a couple short weeks prior to the due date of this document
- Families are not expected to return forms until later in the summer
- Schools are unable to anticipate the decision making of health care providers for their patients
- We are not yet clear of the number of students eligible for virtual learning
- Knowing how many students need this option could change our plans at a later time

- **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.**

The program we plan to offer at this time includes offering the core academic content for students through the Montessori curriculum and philosophy. We plan to use the following materials with our remote instruction: sandpaper numbers, golden beads, colored beads, stamp games, sandpaper letters, moveable alphabets, metal insets, and a host of other printable materials. We have found that the following remote learning practices provide the most effective

instruction. We will utilize a combination of synchronous instruction through Zoom meetings as well as asynchronous work time through Seesaw. Children will participate in a number of virtual lessons with the guide and assistant based on a schedule that allows for lessons in all areas, in small groups. Follow up work will be posted weekly in Seesaw for students to be able to continue practice on concepts learned in Zoom meetings. The combination of Zoom lessons and Seesaw work will encompass a 6 hour work day. We will tailor instruction depending on the students' needs and learning styles. The schedule will mirror that of the students who attend for the on-site learning option with the following anticipated modification: Children in virtual learning will have set times for lessons in specific areas, however, they will have a similar amount of free choice time to choose their work and continue to practice with new concepts.

To ensure that the above remote learning model is highly effective, we plan to employ the following:

- **Staffing:** We will provide one guide and assistants as needed to instruct virtual students in grades PK3-4th grade.
- **Materials--including at home "school space":** During the week before each quarter, materials packets will be distributed for all virtual learners along with the aforementioned technology. Family education sessions will be held virtually to share with families best practices for creating appropriate learning spaces, along with the option to pick up children's sized tables and chairs offered by the school. Technology training will also be provided by the school as family education, with the addition of access to our technology partners DNS, so that families can gain support as necessary.
- **Schedule:** The model for the distance learning program for students with medical certifications is a virtual Montessori model. Instruction will be held over Zoom both individually and in small groups, based on both the skills, age and needs of the children. We will use Zoom for virtual class sessions as well as the Seesaw platform to post asynchronous work as well as to post student work responses. Raz Kids will be used for reading and materials will be a combination of online learning materials as well as manipulatives that mimic those found within the classroom for literacy and math skills.

## **Student and Staff Well-Being**

### **2.A: Whole Child Supports**

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

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

We are considering the following assessments to determine the social-emotional well-being of students when they return for the 2021-22 school year: continuing to utilize DESSA mini as our universal screener and progress monitoring tool, our own climate and culture survey for staff, students and families, with the potential addition of Panorama survey tools. Understanding at the student level how students are experiencing reentry into school is critical to our success overall. Based on student, staff and family data from the DESSA mini and our internal climate and culture survey, Lee Montessori is prepared to offer support through the following means:

- **Mental Health and Behavioral Health:** Lee will continue with our restorative practice approach to discipline, provide additional training for staff in trauma-informed practice and Ross Greene's Collaborative Problem Solving approach. We will continue to implement our Anti-Biased/Anti-Racist and social emotional curricula across all grade levels at each campus. We will continue to utilize our Child Study process to identify students who need additional support and develop and monitor action plans to provide that support.
  - Mental/Behavioral Health Referral Processes:
    - Staff Members:

- Immediate/Urgent Concern: given an urgent concern regarding a child's mental health, the social worker may be reached through Google chat function (i.e suicidal or homicidal ideation or self harm)
- On-going:
  - Child Study: for children for whom we are determining the origin of the behavior, we use the Child Study process to refer the child, collect data and create goals
  - Other: staff members may directly reach out of the social worker for referrals regarding issues that do not require ongoing support or may require support in the classroom environment
- Family:
  - If a family member reaches out to any staff member regarding a mental or behavioral health concern, that concern is shared directly with the social worker. From there the social worker will discuss with the referring family member, the child, and any relevant staff members to determine the appropriate course of action
- **Staffing and Wrap-Around Services:** Each campus retains a social worker who is responsible for assisting families in identifying wrap around services through community partnerships. The social worker also provides individual and group counseling on campus. Each campus also retains a number of behavior support staff who are able to work with students individually to practice coping skills and, when necessary, respond to dysregulated students.
- **Scheduling and Programming Considerations:** Classrooms will maintain a daily class meeting to provide instruction in the social emotional learning curriculum, as well as Montessori grace and courtesy lessons. This is also a time to discuss any concerns the class is having and plan together to resolve those. Due to the multi-age and grade level structure of our classrooms, staff can be intentional about partnering students in ways that offer mentoring and support to the younger students in the class. This structure also allows for the students to remain with the same staff members and peers for three years and those relationships and deep knowledge of each other allow classrooms to build supportive cultures that sustain year to year.

When a family or staff member becomes concerned about a child's mental or behavioral health, the concern will be directed to the child's teacher and the school social worker. A family meeting will be held to determine if the concern is sufficient to begin our Child Study process. Similar to the RTI process in traditional school in many ways, Child Study allows staff to create an action plan outlining interventions and detailing the progress monitoring that will be done. Action plans are reviewed on a 4-6 week cycle. If the concern continues after multiple cycles and adjusted interventions, the child may be referred for evaluation for the Special Education program.

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

Our LEA is preparing to monitor behavior of students using a variety of positive, relevant and developmentally appropriate behavior modification approaches that are outlined in our [School-wide Expectations document](#).

**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.**

Our LEA contracts with Top Spanish. They provide breakfast and hot lunches for all students who need the services. In addition, they provide snacks to be served for our aftercare program. For our students who access our school through

remote learning options, meals will be available through weekly support provided in coordination with Top Spanish. For a single student who is self-quarantining due to a potential exposure outside of the school, meals will be provided through grocery support in partnership with Top Spanish as well.

In the advent that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, our LEA will distribute meals through the weekly grocery support. 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 the weekly grocery support. Weekly grocery support is a combination of grocery gift cards as well as bags of grocery items for at-home food preparation.

## **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.**

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

- All staff will participate in circles and team building events during August pre-service
- We offer support for staff in a variety of areas, including mental health and wellness.
- We are considering providing a series of skill workshops through Nonprofit Wellness and other groups based on the needs and interests indicated by our staff.
- Our Employee Assistance Program (EAP) will be advertised during our open enrollment and monthly updates from the human resources team.
- During our monthly all staff meetings, the human resources team will remind staff to participate in our wellness coaching.

## **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.**

Lee Montessori will consistently communicate with families about safe reopening, student wellbeing, and accelerated learning. Lee Families will be informed via our parent portal (ParentSquare), monthly newsletters, monthly “chat and

chews,” and/or social media platforms. Additionally, we will engage families with difficulty navigating websites, directly via phone or in-person meetings. To meet the needs of our diverse community, details on these topics will be available in Spanish and English, as indicated on student/Family Home Language Surveys. For families whose first language is not English, Lee Montessori will provide native speakers for translation purposes, dual language re-enrollment forms and on-site translators during re-enrollment or new enrollment events.

Our community of staff will solicit and incorporate student and family feedback on these plans through family information sessions, enrollment and re-enrollment events, monthly family newsletters, monthly “chat and chews,” and monthly individual family check-ins. Over the course of the Summer moving into Fall, Lee Montessori will incorporate family feedback, following up with families directly and/or during follow up events. Lee Montessori will utilize family survey to solicit ongoing needs, challenges, and to share best practices.

Our team will solicit, review and incorporate feedback on a monthly basis at minimum 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 with progress reports each trimester that report in-class observations as well as assessment data to families;
- Semi-annual Family-teacher conferences;
- Monthly student-teacher conferences in grades 1-6

## **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 2020-21, we identified students as being consistently less engaged with distance learning based on the following behaviors: fewer than five engagements per week, failing to access learning resources (e.g., obtaining physical materials from the school, engaging in ST Math and HeadSprout, failing to demonstrate completion of lessons by uploading work to SeeSaw platform). All students had access to school-provided equipment by 8/15/2020, and technology issues were addressed on an on-going basis by school staff and through a contract with Dynamic Network Solutions (DNS). On-site, in-person learning at Lee Montessori restarted in February, with spots prioritized for disengaged students. Of those identified, 80% returned to on-site learning, leaving 10 students across both campuses as consistently less engaged with learning in the 2020-21 school year.

For these students who were consistently less engaged with learning, the school is considering summer school, intervention services, and tutoring.

In school year 2021-22 we intend to return to full in-person instruction. Consistently less engaged students will be determined by weekly reviews of absences and tardies for all students. Additionally, we will monitor student work through observation and data collection weekly to ensure, not only are students attending, but that the students are engaged in meaningful work throughout the school day. If a child is absent more than four consecutive days, we will notify the families by mail and email, requesting a meeting to discuss strategies to support more regular attendance. The Student Support Team at each campus will meet to develop an intervention plan to support the family and student. If the concern regarding engagement is related to academic engagement, the classroom team will conduct a Family Meeting as the first step of our Child Study process. During that meeting, the family participates in developing goals for the child to support reengagement. If those goals are not met in three weeks, a formal Action Plan will be created with the support of the Coach and Interventionists. These plans will be shared with families and discussed. Action plans are reviewed every four to six weeks depending on the goals.

## **Accelerated Learning**



### 3.A: Set Clear Goals and High Expectations for All Students

#### 9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence
- Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- Adjusted types of assessments administered
- Adjusted assessment administration schedule and/or frequency
- Adjusted use of assessment data for planning instruction

#### 10. Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:

- **a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year?**

- English language arts (ELA)
- Math
- Science
- English language proficiency

- **b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;**

Our LEA will administer the following summative assessments to eligible students in the 2021-22 school year, conducted at the end of each trimester, with results used internally and shared with families.

- DRA

- NWEA Measures of Academic Progress

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

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

Domain(s)	Assessment	Goal for 21-22	Grade(s)	Frequency
Literacy, Math, Social-Emotional	Teaching Strategies Gold	90% of students will meet or exceed publisher expectations for grade level	PK3, PK4	October, February, May
Literacy	Developmental Reading Assessment <a href="#">DRA3™</a>	75% of students will be on our above grade level	K-6	October, February, June
Math & Literacy	NWEA Measures of Academic Progress ( <a href="#">NWEA MAP</a> ) Using Growth, Fluency, and Accelerator	55% of students will meet their growth goals in math 60% of students will meet their growth goals in literacy	K-6 for Math	September, January, May
			1-6 for Literacy	September, January, May
Social Emotional	Devereux Student Strengths Assessment (DESSA)	Students' socioemotional skills will improve over the course of the year as observed and measured with the DESSA mini-assessment.	K-6	September, January, May
Classroom Environment	Developmental Environmental Rating Scale <a href="#">DERS</a>	The child and adult behaviors, and environmental attributes, associated with positive developmental outcomes will increase over the school year.	PK3-6	December, April

- **d. Whether you set goals for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
  - Whether these goals are set by the assessment provider or are determined by the LEA; and**
  - 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**

## ELA

For ELA, we expect students in grades K-6 to meet their on grade reading level as determined by the DRA and we expect students in grades 1-6 to meet their expected growth target as determined by NWEA MAP. We are designing monthly data review meetings into the calendar to monitor schoolwide progress.

Individual progress monitoring will be different than in previous years, with diagnostic data taken in the first three weeks of school for all students and the additional use of MAP Fluency. We will continue using a platform used during distance learning, RAZ Plus, allowing teachers and interventionists to assign work and monitor progress for students reading below grade level. We've added a full-time interventionist to our East End Campus and have identified several teachers/interventionists to participate in Orton Gillingham Training during the summer and fall months.

As in years prior to COVID, students will participate in enrichment activities on Wednesday afternoons, allowing teachers and coaches to participate in weekly level meetings (Primary PK3-K, Lower Elementary 1-3, and Upper Elementary 4-6).

Finally, we are currently exploring partnerships to include high impact tutoring during the Wednesday enrichment block and extended day.

## Math

For math, we expect students in grades K-6 to meet their growth target as determined by NWEA MAP. Monitoring student progress will be different than in previous years, with diagnostic data taken in the first three weeks of school for all students. We will continue to use a platform used during distance learning, ST Math, for any students in grades K-6 identified as needing additional support. The calendar and strategies for ELA progress monitoring apply to the Math academic goals as well.

## English Language Proficiency

For students who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, our goal is for them to reach full proficiency after 2.5 years through our sheltered instruction program.

- **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 question 10c.

- **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.**

Lee Montessori has one student attending a non-public special education school, The Lab School, per OSSE's placement process. We collaborated with The Lab School regarding disruptions in student learning that occurred in school year 2020-21 in the following ways: we have been meeting regularly to review the student's IEP and academic progress. We have been closely monitoring her participation in virtual learning, as she opted to remain virtual this spring. We will continue to meet regularly as the child returns to school in person to ensure adequate services are delivered to accelerate learning. Additionally, we collaborate with the families to ensure students' Individualized Education Plan's goals reflect this disruption. We will continue to meet with the family during IEP meetings and any interim time to ensure the child's

needs are being met.

### **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.**

Lee Montessori has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use our Montessori data collection system, Transparent Classroom in addition to the reports from our assessment systems to collect and analyze data relevant to student needs.

#### **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**

Approach	Activity	Approach and expected impact on accelerating student learning
Schedule Adjustments	After-school programming	Lee Montessori develops in-house extended day programming based on the needs of the students. We are currently exploring partnerships that will facilitate social emotional well being and provide academic support.
	Summer 2021 programming	Lee Montessori is conducting in person summer school programming for all rising 1st-6th graders falling below the 50% in achievement on NWEA MAP.
	Summer 2022 programming	Based on the success of the 2021 programming and a review of academic outcomes for the 21-22 school year, Lee will determine what kind of summer programming is appropriate for Summer 2022.
Instructional Changes	High-dosage tutoring	Lee Montessori is currently vetting high impact tutoring partners for in school hours and extended day.
	New curriculum developments	Our academic leadership team (coaches, heads of schools, and assistant heads of schools) are working with Transparent Classroom to identify key skills for academic acceleration and to streamline the data collection and reporting on these skills for all students.
	New professional development for staff on accelerated learning	Leadership team members are participating in many of the city-wide accelerated learning trainings and will be facilitating the professional development for staff for the school year.

Staffing and Related Supports	Additional staffing	We have hired an additional special education teacher and interventionist position for the 21-22 school year.
	New hardware purchase	Lee purchased and provided hardware required for distance learning. We will continue to provide hardware to families as needed based on their child/family's needs.
	New software purchase	Lee purchased and provided access to new software in support of distance learning and has added additional features to existing subscriptions to facilitate progress monitoring.

- **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.**

Lee Montessori has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use our Montessori data collection system, Transparent Classroom in addition to the reports from our assessment systems to collect and analyze data relevant to student 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.**

We are in the process of creating our staff professional development plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by our Chief of Staff, Director of Student Support, Heads of School, and Primary and Elementary coaches. The coaches are working on summer curriculum projects related to accelerated learning and will be training classroom staff on relevant changes during our pre service weeks of school.

To close out the 20-21 School Year and to identify training needs for staff we have engaged in the following:

- End of Year Reflection Forms for all staff members with feedback for the needs of the upcoming year
- Formed staff led committees (Data Equity Committee, Professional Development Committee, Anti-Bias/Anti-Racist Education Committee, etc) to identify areas of focus for next year
- Thorough analysis of all benchmark achievement and growth data from both standardized and teacher created assessments to identify areas of academic need
- Sent out a family feedback survey to all families

Using information gleaned from school year 2020-21 as well as from the above mentioned strategies we are planning on supporting teachers through a robust preservice training calendar and will continue to implement new strategies and trainings once we understand students' actual needs after the start of the year. As the year continues, we will

- Use our BehaviorFlip platform to track student behavior and effective interventions and make adjustments where necessary, utilize our non-instructional staff to support student engagement through classroom observation and individual student support.
- Engage our student support team in monitoring student attendance and supporting families with interventions as necessary.
- Use our our progress monitoring tools to closely track student progress and make adjustments to individual

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

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and will work collaboratively with our staff and families to identify which strategies should continue during our recovery process and beyond:

- Access to digital literacy materials through Epic and RAZ Kids that allows families to practice reading with their children regardless of access to books
- Providing access to chromebooks and hotspots for students
- Providing specific didactic materials that match both the live individual lessons and can be practiced at home
- Offering daily office hours for parent touch points with the the classroom teachers
- Increased frequency of progress monitoring and norming across staff
- Remote IEP meetings allowing for increased participation on the part of families and providers not on school staff
- Whole and small group socio-emotional lessons
- Live remote parent education sessions (with access to videos for future reference)
- Development of a website containing SEL and behavior health resources for families, including access to the complete SEL curriculum at all grade levels
- Tele-health provision of related services and counseling for students remaining virtual

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

n/a

### **3.C: Special Populations**

#### **Students with Disabilities**

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

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

- **a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;**
- **b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how**

**LEAs will communicate those instructional approaches to families;**

- **c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;**
- **d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and**
- **e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.**

Lee Montessori 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: upon returning to school we will begin progress monitoring on existing IEP goals and shortly after the start of the school year we will administer the NWEA MAP for reading and math. Additionally, Lee Montessori will take the following steps to update IEPs as appropriate to design supports to ensure access to accelerated learning are made available to all students with disabilities: following the completion of progress monitoring and the fall NWEA MAP testing, we will convene IEP teams to make any addendums or adjustments to reflect a child's current levels of performance. After this time students will be assigned and monitored in appropriate intervention programs to accelerate learning. Additionally students will be offered high dosage tutoring during out of school time to further address necessary skill recovery.

Element	Lee Montessori	Brookland	East End
How the need for accelerated learning for students with disabilities will be evaluated	Progress monitoring tools will be utilized early in the fall to determine current levels of academic and functional performance. Additionally, Fall NWEA MAP scores in reading and math will identify areas of strength and need for acceleration in grades 1-6. NWEA MAP math will also be used in kindergarten	Students participating in ESY will be assessed for present levels. Additionally, fall NWEA MAP scores in reading and math will identify areas of strength and need for acceleration in grades 1-6. NWEA MAP math will also be used in kindergarten	ABA goals will be reviewed in early fall as well as any academic progress monitoring  Additionally, fall NWEA MAP scores in reading and math will identify areas of strength and need for acceleration in grade 1. NWEA MAP math will also be used in kindergarten
How appropriate services will be determined or designed for students with disabilities	Review of assessment and observation data will be done in order to determine the appropriate service and the appropriate level		
How accelerated learning will be scheduled and delivered to students with disabilities	Accelerated learning will be incorporated into a student's day through pull out and push in services provided by the interventionists and special education teachers. Additional opportunities for acceleration outside of school hours will exist through the use of learning platforms, such as ST Math and high dosage tutoring being offered		
How instructional approaches used for accelerated learning of students with disabilities will be communicated to families	After identifying targeted areas for support, the case manager will share the plan for accelerated learning with families and discuss how families can support their child's learning beyond the school day		

Lee Montessori will ensure equitable access to educational opportunities across learning environments by ensuring alignment of pacing and content of instruction across classrooms and other spaces in the building, key standards will be identified for each grade level in reading, math and language and all students will have access to that content through



appropriate scaffolding. Lee Montessori will ensure that students with disabilities receive equal access to interventions by: adequately staffing each campus with interventionists and special education teachers, ensuring students have time in the school day, in the most appropriate setting, for the children to work with these support staff. Lee 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 maintaining fully included classroom environments for the majority of their school day, only leaving the general education setting if the service is more appropriately delivered elsewhere, and, unless otherwise necessary, any acceleration or distance learning approaches will be administered outside of the two main work cycles of the classroom.

Lee will continue to support parent training for students receiving related services through distance learning by continuing our parent education series in the fall and conducting meetings between parents and related service providers to ensure any individualized training occurs.

Lee will take the following steps to ensure that family members with disabilities can access content to support their students' learning: continuing our learning platform access for families outside of the regular school day.

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

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

n/a

**English Learners**

**18. For LEAs serving PK-12 grades: Describe the LEA's plan to serve English learners, including students participating in distance learning, including:**

- **a. The LEA's approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and**
- **b. The LEA's English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.**

For students who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, our goal is for them to reach full proficiency after a reasonable number years - the number depends on student age of arrival and current level of proficiency - through our sheltered instruction program. To support students in their progress, we do the following:

- Annual ACCESS testing
- Setting annual language acquisition goals for EL students. To do this we will use:
  - ACCESS scores
  - NWEA MAP Fluency data
  - Additional classroom progress monitoring data
- Professional development for staff in best practices for working with EL students
- Push in and pull out EL instruction for students who need it in order to achieve their language goals
- Extensive vocabulary and social language modeling (grace and courtesy, in Montessori pedagogy) work inside the classroom.

Lee Montessori will use the responses from the Home Language survey to identify students who will be screened for EL identification. English learners will take the pre-IPT or WIDA screener within the first month of enrollment to determine level of English proficiency. Our plan to efficiently screen students within the first 30 days of school includes reaching out to families who have indicated another language on the home language during pre-service to obtain consent for screening so we can begin screening immediately. For students who are medically fragile and, therefore, not attending school in person, they will engage in a one-on-one virtual screening, which we will do by having our Director of Student Support administer the screening virtually in coordination with the family. Parents will be notified in writing when the screenings are complete. A formal letter will contain notification of identification, if applicable, and next steps. Once the student's learning needs are understood, the student will receive English language instruction through our sheltered instruction model with an EL instructor pushing into the Montessori classroom. Our EL instructor will also offer strategies to the Montessori classroom guide to support the efficacy of the individual Montessori lessons. ELs will have access to accelerated core content, as delivered to all students, through the following: high-dosage tutoring, additional pull-out instruction and a targeted sequence of Montessori lessons. If Lee must return to a hybrid or virtual learning environment, our EL instructor will pivot to provide services for students through Google classroom and Google meet. The EL instructor will provide support in individual or small group meetings, as well as joining the regular classroom instruction to support. Continued monitoring of language acquisition will occur per our plan as described in question 10.

## Effective Use of Funds in the 2021-22 School Year

### **19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

As of June 30, 2021, Lee Montessori has not yet been awarded any ESSER III-ARP Funds. We have, however, been notified that, as a non-Title I LEA, we will "receive ESSER III-ARP Equivalent through our FY22 SOAR Formula Combined grant, an application for which will be provided by OSSE in late September. All of this being said, Lee Montessori's approach to using Federal emergency grant funds is to support in-person instruction in the highest-quality manner possible. Our budget for the Fiscal Year ending June 30, 2022 includes spending on programs targeted at an expedited return to normal academic operating. Specifically, we are implementing spending on supports / activities that would otherwise not be provided until subsequent years, as our campuses -- especially our East End campus -- continue to significantly grow. In particular, we are confident that we will need to address the trauma experienced by all Lee Montessori students. Strategies for addressing these issues will include, but are not limited to:

1. Investing in the further buildout of a Social Emotional Literacy curriculum;
2. Providing additional supports and strategies for addressing behavior challenges in classrooms; and
3. Providing additional coaching and supports for teachers to accelerate student academic and SEL learning.

### **20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions<sup>6</sup> to address the academic impact of lost instructional time, such**

as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

n/a

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

TBD, based on SOAR Grant application.

**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.**

Lee Montessori will take significant steps to ensure that the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit. After this time students will be assigned and monitored in appropriate intervention programs to accelerate learning. Additionally students will be offered high dosage tutoring during out of school time to further address necessary skill recovery.

## 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.