

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Mary McLeod Bethune Day Academy PCS

LEA Head of School Name: Linda McKay

LEA Type: Elementary

Date Generated: 08/24/2021

Background and Purpose

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

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

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

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

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

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

a.

Mary Mcleod Bethune Day Academy has two locations within the LEA. Both campuses will accommodate all students in person five days a week in their current physical space. Furniture has been arranged or removed from the classroom to maintain social distancing. There is no need of securing additional space due to the amount of students that are enrolled per classroom. Both campuses have been assessed to ensure that there is proper spacing (minimum of 3 ft.) between student desks. The Brookland Campus serves students in grade prekindergarten - Grade 8. The 16th St. Campus serves students in grades Pre Kindergarten through Grade 4. All students except those students who have documented health concerns, shall attend school five days per week. Students who have documented medical exemptions shall be provided academic and SEL services through a virtual setting, which will be presented in this plan. The Operation Plan for Mary Mcleod Bethune Day Academy PCS (MMBDA) allows for on-site learning for all students for 180 day a minimum of 6.45 hours per day for student in grades prekindergarten - Grade 4 and 8 hours per day for students in Grades 5 - 8; or approximately 1161 hours for student in grades prekindergarten - grade 4 and 1440 hours per day for students in Grades 5 - 8. professional development for staff to ensure a healthy and safe learning environment.

b.

MMBDA can accommodate all students in person five days per week with its returning staffing and anticipated hires. There will be two teachers per class for PreK through 2nd grade, three teachers in the grades of 3rd through 6th grade in two classrooms, and two teachers per homeroom for 7th and 8th grades. The school has a 10:1 student to adult ratio. There are no more than 20 students per classroom. MMBDA is adding additional tutors and teachers to work on a site with the Lead teachers. At present, the school is interviewing for teacher and support positions for all position openings. Position openings are due to attrition and promotion. It is expected that all positions will be filled by August 16, 2021. In addition to teachers hired, new positions of a Student Support Services Coordinator, and an additional 2 Instructional Coaches to serve in SY 2021-22.

c.

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, all persons will be quarantined for the time period established by DC DOH. The student or staff member will return to school upon the duration of the quarantine period and accompanied by a negative COVID 19 test confirmation. Staff members who have fully received the COVID 19 vaccine will be asked to also get tested for COVID 19 and will be asked to provide documentation of a negative test. Vaccinated staff who have provided proof of vaccination to the Human Resources office and need to quarantine (based on most recent DC DOH recommendations) will not be charged with their personal leave. Unvaccinated staff will be charged with their personal leave.

MMBDA has at least two instructors in each classroom. In the event a teacher is required to quarantine or contracts COVID 19, the second teacher in that classroom will continue to provide the planned instructional program. In any instance that both teachers are quarantined, a substitute teacher will execute the planned, standards-based instructional program.

Students excluded from school due to confirmed or suspected COVID 19 exposure, or any other exclusionary criteria in DC Health and OSSE guidance, will receive educational services via virtual learning. All learning will take place in conjunction with the student's school schedule and with the class, with the teacher of record, providing instruction, assessment and supports. Additional supports can be made available to the student as needed.

For closure or partial closure, due to an outbreak of COVID-19 or evolving public health conditions, students and staff member schedules will follow the [online learning schedule 2021-2022](#). In the event of a closure, Mary McLeod Bethune Day Academy PCS will provide all students and staff with the necessary technology equipment/physical packets, software, and training to fully participate in person and remote learning, if needed, as indicated in the tables below. We are providing a 1:1 technology distribution where all students PreK3-8th grade will receive a device based on their grade level and a packet if the school year is interrupted.

Students without internet access and/or devices will be provided access via a mobile hotspot and an age-appropriate device. MMBDA will review the inventory of equipment previously assigned to returning students and ensure that the equipment is in working order. For new families joining the school community, an [MMBDA Technology Readiness Form Needs Survey](#) will be completed to assess student needs. The survey reviews the following measures:

- Internet availability and number of household members expected to be using the Internet during the school day
- The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: laptop or tablet
- When school reopens, students will have the option of using a smartphone as a learning device.

Devices issued to students by the school will have pre-installed **Jamf** and **GoGuardian** software that prevents students from accessing prohibited sites and allows the IT administrator to remotely login to the device, update its software or disable the device entirely.

All eligible students are able to receive the following equipment based on completion of the MMBDA Student Technology Acceptable Use and Safety Agreement form, MMBDA Technology Readiness Survey, and decision of the Instructional Technology Administrator:

Device	PK3-PK4	K-2	3-8
Laptop			X
Hotspot	X	X	X
Tablet	X	X	
Calculator <i>(as needed)</i>		X (3rd-4th only)	X
Headphones	X	X	X

Printed Packet

Teachers will prepare two weeks' packets in case the classes are interrupted. They will be available in the classroom platform in a PDF and copies will be available the day of the dismissal. If the period is extended, teachers will keep posting the assignments and materials in Class Dojo/ Google Classrooms, and printed copies will be available at school for pick up.

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.**

All students will be enrolled in a grade level and assigned to a teacher of record for the school year or term. Students who have medical certifications will receive a technology device; laptop computer or iPad depending upon the student's grade level. MMBDA uses JAMF and Clever for computer management at a distance and Google classroom and Class Dojo are used for virtual instructional delivery so that there is a seamless continuity for assignment submission, chat participation, parent communication, notes, alerts, and recordkeeping. This allows equal, same, and real-time instruction in the distance learning program at the school level to students that have medical conditions. "Owl" cameras that will be installed in the classroom that the child will be assigned.

The parents will be able to pick up the device (at the beginning of the school year) and printed material (bi-weekly). Students will return the devices when they are cleared by their doctor and they return to school. We will provide a clean and secluded room when assessments take place and the assessment team will coordinate with families to schedule exams. Teachers will consistently check students' understanding and provide individual support if needed when small groups activities take place in the classroom as well as provide individualized support and feedback.

All classrooms at MMBDA have 2 staff members assigned to the class. Staff who submit a Medical Certification will be able to teach virtually from home until cleared by their physician. Staff will be given an MMBDA laptop computer with Clever and Jamf installed so that that direct communication, maintenance and management can happen virtually. While the instruction happens virtually, there is a staff member present in the classroom during the virtual instructional portion of instructional delivery.

- **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;**

Mary McLeod Bethune Day Academy PCS will provide all students and staff with the necessary technology equipment/ physical packets, software, and training to fully participate in person and remote learning, if needed, as indicated in the tables below. We are providing a 1:1 technology distribution where all students PreK3-8th grade will receive a device based on their grade level and a packet if the school year is interrupted.

Students without internet access and/or devices will be provided access via a mobile hotspot and an age-appropriate device. MMBDA will review the inventory of equipment previously assigned to returning students and ensure that the equipment is in working order. For new families joining the school community, an [MMBDA Technology Readiness Form Needs Survey](#) will be completed to assess student needs. The survey reviews the following measures:

- Internet availability and number of household members expected to be using the Internet during the school day
- The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: laptop or tablet
- When school reopens, students will have the option of using a smartphone as a learning device.

Devices issued to students by the school will have pre-installed **Jamf** and **GoGuardian** software that prevents students from accessing prohibited sites and allows the IT administrator to remotely login to the device, update its software or disable the device entirely. All eligible students are able to receive the following equipment based on completion of the MMBDA Student Technology Acceptable Use and Safety Agreement form, MMBDA Technology Readiness Survey, and decision of the Instructional Technology Administrator:

Device	PK3-PK4	K-2	3-8
Laptop			X
Hotspot	X	X	X
Tablet	X	X	
Calculator <i>(as needed)</i>		X (3rd-4th only)	X
Headphones	X	X	X

Students in grades Kindergarten through 8 participating in distance learning will be expected to complete the full-day of instruction for their assigned class. It is expected that those students will take computer breaks during the transition periods that are natural as students transition from activities within the school day. We have instituted SEL breaks so that students will be able to have social time during the school day so that using the OWL, the student will be able to have real-time access to talk with classmates. The

school day and coursework is divided into teacher directed, independent work, small group, and whole class activities. The OWL 360 degree camera and the JAMF? CLever google classroom allow the virtual student to be comparably engaged in all classroom activities.

Students without internet access and/or devices will be provided access via a mobile hotspot and an age-appropriate device.

MMBDA will review the inventory of equipment previously assigned to returning students and ensure that the equipment is in working order. For all the families, MMBDA will send a survey at the beginning of the school year to document the needs of the families in case of a closure or partial closure to provide the support when the time comes. The survey reviews the following measures:

- Internet availability and number of household members expected to be using the Internet during the school day
- The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: laptop or tablet
- When school reopens, students will have the option of using a smartphone as a learning device.

Devices issued to students by the school will have pre-installed **Jamf** and **GoGuardian** software that prevents students from accessing prohibited sites and allows the IT administrator to remotely login to the device, update its software or disable the device entirely.

All eligible students are able to receive the following equipment based on completion of the MMBDA Student Technology Acceptable Use and Safety Agreement form, MMBDA Technology Readiness Survey, and decision of the Instructional Technology Administrator:

Printed Instructional Materials Packet

Teachers will prepare two week of instructional materials in the form of packets in case the classes are interrupted. They will be available in the classroom platform in a PDF and copies will be available the day of the dismissal. If the period is extended, teachers will keep posting the assignments and materials in Class Dojo/ Google Classrooms, and printed copies will be available at school for pick up.

MMBDA will follow the [DC Health Department Guidance](#) These steps will be followed for individual cases, small groups, or large groups. If a student(s) need(s) to be quarantined, the school will provide the device, packet, and tools at the last dismissal for the students to transition to online learning. If the student/s is/are not on campus, parents will be able to pick up the tools from school. Teachers will share the zoom link for the week and the student will connect during instruction time that includes morning meetings, ELA, Math, Social Studies, Science and Specials. These procedures will take place for the time that students are learning from home.

MMBDA will follow the DC Health Department Guidance and CDC guidance in reporting and disinfecting the school in both campuses if there is outbreak of COVID 19 in a short or long period. Instruction would then transition to an online-hybrid model for the given period of time where students would access their daily lessons, SEL opportunities, and accommodations as necessary from identified staff through the Zoom meetings, Class Dojo and Google Classroom platforms.

- **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**

MMDBA will provide ongoing support to parents and families to ensure students have access to technology and printed material and have full understanding of its functionality.

Parent and Student Training LIVE Group Information Sessions

All training will be provided remotely or in person if needed in each campus. Accommodations will be made to offer individual training on-site by appointment, following CDC social distancing guidance if deemed necessary. Links for online training will be provided through the website, email, and text message. All sessions will be recorded and posted on the website.

September 27-30: Teachers Town Hall:

- ClassDojo/Teaching Strategies Gold- (PreK3-PreK4)
- PowerSchool- (1st-8th Grade)
- Google Classroom/Gmail: (Kindergarten-8th Grade)

September 27-30: Assessment Team

- iReady: (Kindergarten-8th Grade)
- Edulastic: (Kindergarten-8th Grade)

Additionally, MMBDA has hired a parent coordinator whose sole role is to ensure resources are getting to caregivers.

- **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 model for the distance learning program for students with medical certifications, including the instructional methods will include a remote learning program that will provide the most effective instruction. The instruction will be tailored to the learner, depending on the students' needs and learning styles. The schedule will mirror that of the students who attend on-site learning option with the following anticipated modifications:

- LIST ANY CHANGES TO THE SCHEDULE
 - Pull-out services for tutoring
 - Independent work assignments for health/P.E.

INSTRUCTIONAL STRATEGIES that will be used are:

- Direct instruction from teacher via OWI and chat,
- Recording online lectures and providing self learning material
- Digital conversations
- Virtual learning platforms such as iReady, Vooks, NearPod, Newsela, Reading A to Z, Blooket, and Khan Academy and other teacher selected grade/age appropriate platforms aligned to the EngageNY and IB curriculum.
- Collaborative learning with in-school student(s)
- Posting Assignments to the Digital Classroom: Class Dojo/Google Classroom
- Pre-assessments, I-Ready, Edulastic, and other interim benchmark assessments for differentiated instruction
- Personalized instruction to track, monitor, and assess student mastery such as Moby Max
- One on one during office hours for conferencing

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

- Staffing: Classroom teacher, tutor, counselor if needed
- Materials-- art material, grade related math manipulatives
- Technology: Ipad for grades prek - 2; computer for grades 3 - 8, OWL 360 degree video conferencing camera
- Schedule: Students online will follow the in-person schedule and will be asynchronous.

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.

MMBDA plans to support students' social-emotional, mental and behavioral health needs during continuous learning and school recovery. MMBDA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students daily in classrooms using the Move this World Curriculum. Teachers will be trained during the summer professional development intensive.

b.

The referral pathways for students to receive mental/behavioral health services through staff, self, and parent/guardian referrals and how MMBDA will communicate these processes to students, families, and staff

will be as:

Referral Process:MMDBA will use a 4 stage cycle for completing referrals and supporting students referred to the Student Support Team (SST).

Stage One- Establish Referral (Referral is received by leadership and SST) SEL referral form can be found via our school PBIS reporting platform, or a hard copy can be accessed in our main office.

Stage Two- Evaluate Referral - All referrals must be evaluated within 24 hours of completion, and triaged to the SST within 48 hours

Stage Three- Triage and Assign Supports (SST members will use Evidence based interventions and supports)

Stage Four- Manage/Evaluate Supports after prescribed time and reconvene to share findings and update course of actions

Record of all referrals will be accessed solely by school administrators and SST members

Students, Parents and/or Caregivers: Students can self identify by communicating to a classroom teacher or member of our school staff. Additionally students and parents/guardians have access to the referral document via the school PBIS platform as well.

Staff: If a staff member that wishes to make a referral to the SST department can complete the SEL referral form via our school PBIS reporting platform, or a hard copy can be accessed in our main office.

These procedures will be listed in the Parent Handbook and the Faculty/Staff Handbook. These procedures will be included in the Parent/Student Orientations in the upcoming school year. During the Professional Development Institute, staff will be trained on the referral process.

We are considering the following assessments to determine the social-emotional well-being of students when they return for the 2021-22 school year: XSEL Lab , based on the Move this World program at the beginning of the school year. This survey is for students and teachers. Understanding at the student level how students are experiencing reentry into school is critical to our success overall. Based on student responses, our LEA is prepared to offer support through the use of the Move this World curriculum, daily during morning meetings, restorative circles, class meetings, and school assemblies.

Understanding at the student level how students are experiencing reentry into school is critical to our success overall. Based on student responses, our LEA is prepared to offer support through the following means: We are planning to conduct the following assessments to determine the social-emotional well-being of students when they return for the 2021-22 school year. XSEL Lab survey and a school designed reentry survey, which will assess students perspective, feelings, and readiness to return to in person learning. The survey will also ask students to rate their most significant needs, ie.. food assistance, homework assistance, academic assistance, etc.

Additionally, MMBDA has hired a fulltime Dean of Students, school counselor, and a mental health therapist; these individuals make up our Student Support Team SST. SST will work to support students and families with transitioning and other SEL matters. The school will use SWIS behavioral trend data, attendance and academic data to track student cultural development and coordinate teacher professional development. Additional staff including: The Student Support Coordinator and a School Psychologist will be available to maximize student SEL success. Our school Student Support Team (SST) will provide direct support to students as staff for all matters related to SEL.

c.

MMBDA will provide direct mental and behavioral health services for students in need. General education students and their families are eligible for services through a partnership with One Common Unity and the District of Columbia Department of Behavioral Health. The mission of One Common Unity is to break the cycle of violence by building compassionate, healthy communities through the transformative power of music, arts and peace education. The Mental Health Therapist will continue to host Wellness Wednesday sessions for faculty, which were held weekly at 4pm. During those sessions, faculty members participated in a variety of activities in order to promote educator wellness. A comprehensive wellness culture was promoted during the COVID-19 Pandemic through participation in the DC School Behavioral Health Community of Practice. The DC School Behavioral Health Community of Practice held monthly sessions that were designed to build new knowledge, support implementation of best practices in school behavioral health, and solve persistent problems of practice.

A Multi-Tiered System of Supports is used as a public health prevention framework that organizes interventions on the basis of the intensity of need. The framework focuses on evidence based interventions, data based decision making, problem solving protocols and a team-based approach.

A Multi-Tiered System of Support (MTSS) promotes the establishment of a social-emotional culture and behavioral supports to be an effective learning environment. Two examples of MTSS are: Positive Behavioral Interventions and Supports and Response to Intervention. Tier 1 Interventions are school wide interventions for all learners to prevent behavior challenges, and those interventions include: active supervision and engagement; social skills instruction; and behavioral expectations. Tier 2 interventions are specialized interventions for students who exhibit behavioral challenges that are impacting their educational experience, and those interventions include: check ins and check outs, social skills groups, small group counseling, and restorative justice circles. Tier three interventions are individualized interventions for students with chronic/intensive behavioral challenges, and those interventions include: functional behavioral assessments, behavioral intervention plans, individual counseling, wrap-around services, and crisis intervention supports.

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 Policy for addressing behavior:

A student will start on Level 1 every day for any behavior listed in the rules for Aggression and Defiant Behaviors unless there is a special circumstance attached to the behavior. Each teacher will begin with Level 1 Consequences in their classroom. When it gets to Level 3, the student completes a behavior form and the teacher will contact the parents. When a student has 2 days of Level 5 within a grading period/s, he/she is automatically moved to Level 6. Each grading period starts with a clean slate for behavior. Levels are listed below – least to most restrictive.

Level 1: 1st incident of Aggressive or Defiant Behavior in a school day. The teacher will:

1. Make a PRIVATE statement with student about their behavior in a firm voice (away from the instructional area).
2. Level 2 nd incident of Aggressive or Defiant Behavior in a school day. The teacher will:
 - a. Relocate the student within the classroom to the “Level 2 Spot” (this should be in close proximity to the teacher) to continue work.
 - b. A public statement of behavior will be made to the student regarding their behavior. The student will remain in the “Level 2 Spot” no longer than: grades K-2 for 5 minutes, and grades 3-6 for 10 minutes.

Level 3: 3 rd incident of Aggressive or Defiant Behavior in a school day. The teacher will:

1. Move the student to a co-teacher’s classroom.
2. The student will be given a Behavior Planning Form to complete. A. What did you do? B. Why did you choose to do it? C. My Plan to Do Better is: (list 4 behaviors you will start doing to be successful at school).
3. Students will remain with a co-teacher for: grades K-2 for 15 minutes, grades 3-6 for 15 minutes or until the end of the class period.
4. Teacher will discuss the Behavior Plan with the student.
5. Missed assignments will be made up during detention.
6. Contact the parent to discuss the problem and officially warn the parent and student of possible future consequences. Notify parents of detention.

Level 4: 4 th incident of Aggressive or Defiant Behavior in a school day. The teacher will: Complete and submit a

discipline referral form to the administrator. Administrator will assign action. Possible actions: conference, detention, emergency removal, ISS, diversionary court, out of school suspension. Students will call his/her parents to inform them of their behavior. Missed assignments will be made up during their free time.

Level 5: 5 th incident of Aggressive or Defiant Behavior in a school day. The teacher will: 1. Complete and submit discipline referral form.2. Administrator will assign action.3. Students call parents AGAIN to inform them of their behavior.4. Re-entry conference with students and all adults involved is required before the student returns.

Level 6: 6 th incident of Aggressive or Defiant Behavior in a school day . A student who reaches level 5 5

Positive Behavioral Interventions and Supports (PBIS)

MMBDA implements a Positive Behavioral Interventions and Supports (PBIS) system. Our PBIS system uses an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. MMBDA believes PBIS creates schools where all students succeed.

- Strong Character is additionally supported and developed through the IB Attributes: Cooperation, Respect, Tolerance, Confidence, Independence, Curiosity, Creativity, Commitment, Enthusiasm, Empathy, Appreciation, and Integrity.
 - Attributes are aligned to each month to provide messaging and lessons to students.
 - The school uses common language to reinforce character education programs.
- PBIS tiered interventions are utilized to better support students.
- MMBDA implements an incentive initiative to encourage students' positive character attributes.
- Students are celebrated monthly for meeting goals and meeting expectations.

Our LEA is preparing to monitor behavior of students using a variety of positive, relevant and developmentally appropriate behavior modification approaches. Our major monitoring and tracking tool is the SWIS management system.

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.

MMBDA will ensure access to nutritious food for all qualifying students regardless of their learning environment. MMBDA provides USDA approved menu breakfast, lunch, afternoon snacks and afterschool snacks for students participating in after school care.. The school self prepares meals and serves it in the classrooms or cafeteria. Meals are prepared fresh every day.

For our students who access our school through remote learning options, meals will be available for pick up at Brookland Campus for both campuses. This information will be posted on our website and will be informed to parents through emails and robocalls. In the event that a single student is self-quarantining due to a potential exposure outside of the school, meals will be provided as needed, and pick-up will be coordinated with the family at the school level. For a single student who is self-quarantining due to a potential exposure outside of the school, meals will be provided.

In the event that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, our LEA will distribute meals Monday, Wednesdays, and Fridays from 9 AM to 12:00 PM, Grab and Bag, at Brookland Campus using the grab and go method via our side entrance.

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 Meal Grab and Go for ALL STUDENTS. MEALS SERVED THREE DAYS WILL ALLOW FOR A FIVE DAY BREAKFAST/LUNCH SERVINGS. ALL MENUS AND GRAB AND GO SERVICE WILL BE COMMUNICATED TO PARENTS VIA THE WEBSITE, ROBO CALLS AND MESSAGES TO PARENTS VIS EMAIL AND HARD COPIES.

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.

MMBDA plans to support teacher and staff social-emotional and mental health needs by making available the following to all interested staff: All educators will have the service of the school counselor, and the mental health therapist to support them with transitioning from virtual learning to return to in-person school, as well as other SEL matters through a variety of wellness and mindfulness programs for students and staff. Social and emotional daily and weekly activities will include daily Faculty SEL Check-ins via Google Forms, Move this World, Wellness Wednesdays, additional counseling/therapy opportunities, and trauma informed best practices through summer onboarding from our in-house mental health therapist. Interactive mindfulness activities for students and staff, assemblies, extracurricular clubs for out of school time social engagement and parent activities to support whole families. Topics for professional Development during the Summer Orientation and ongoing will include:

- Grief and Loss
- Move this World SEL activities
- Restorative Circles and conversations
- Working with Parents
- Self Care

b.

Additionally, staff will learn mindfulness techniques and participate in restorative circles. All staff will join PLC’s professional learning communities and committees to build community and support.

For staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through behavioral therapist intervention, Employee Assistance Program, mentorships, academic and instructional coaches, Wellness Wednesdays sessions, counseling, on-site fitness/health classes, and social clubs outside of the school building. Wellness related resources offered to staff through employee assistance programs, partner CBOs, etc., as applicable include counseling with an external professional counselor, .

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.**

Our LEA plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently in our Orientation Meeting, Back to school Night, website Updates, social media, weekly and monthly bulletins from administrators and webinars designed to expand the instruction for the students in specific areas like Math Night, Science Night , Social Studies Night and ELA Night quarterly per grade levels throughout the year.

To better support and engage caregivers MMBDA has hired a full-time Parent Involvement Coordinator. The Parent Involvement Coordinator will schedule meetings with parents and PTO members to discuss the school reopening plan for the 2021-2022 school year. Using recent data at a glance to see and understand what students are mastering and what skills need to be improved from the previous school year.

- This will help support parent engagement throughout the year. The Parent Coordinator will also work closely with the leadership team to devise additional plans of action to keep parents engaged and involved in the school community. Currently the PIC is planning to invite parents and guests during the school year to virtual or in person sessions with local agencies or businesses to support family engagement.
- Also providing parents with school resources such as tutoring and what parents can do while at home to increase the academic mastery of each child.
- Planning in person or virtual meetings with parents to understand the learning platforms students are engaged in during the school day and or at home.
- 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
- The Parent Involvement Coordinator will engage in daily follow ups with school leadership to identify a plan of action to keep communication open between the school, parents, and community.
- Communication between the school and families will also be supported by helping parents identify career or workforce opportunities within Washington, DC.
- Providing parents with information related to all of the updated changes the school has put in place during the pandemic. For example; temperature check before entering the building, student traffic flow in the hallway monitoring, wearing of facemask, face mask signs in the hallway, sanitizer stations around the building, social distancing, partitions set-up in each classroom, parents must enter from the Jackson St. side, and etc.
- The use of social media, flyers, and conversations with parents will help to address families. Planning for the 2021- 2022 school year reopening will also be done by contacting parents directly by telephone calls from the Parent Involvement Coordinator (PIC) and robo calls. The PIC will use the instructional staff members within MMBDA PCS that are fluent in English and Spanish to help each family also understand the process of reopening.
- How and when the LEA will communicate with families their student’s status and progress with learning as informed by LEA-selected assessments.
- Parents will understand how data is used in the classroom with small scheduled meetings.
- The Parent Involvement Coordinator will connect with MMBDA PCS instructors to help support parent(s) understanding what skills students are mastering and struggling with.
- Structuring monthly PTO meetings with parents to get the maximum amount of engagement from parents to help support student achievement.
- Providing additional opportunities for parents to meet with teachers in their perspective classes beyond back to school night and parent teacher conferences.

b.

Our LEA plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently in our Orientation Meeting, Back to school Night, website Updates, social media, weekly and monthly bulletins from administrators and webinars designed to expand the instruction for the students in specific areas like Math Night, Science Night , Social Studies Night and ELA Night quarterly per grade levels throughout the year information will be shared via *website updates, social media, weekly bulletins, re-enrollment/ enrollment events, trainings/orientations*. To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. All the written communication in our website are available in different language and all other types of communication will be available in English and Spanish communication will be made available via school *website updates, social media, weekly bulletins, re-enrollment/ enrollment events, trainings/orientations*.

Each teacher will be required to maintain weekly academic and cultural updates to caregivers about student progress.

c.

Our community of staff will solicit and incorporate student and family feedback on these plans through surveys, students reflections and monthly PTO meetings. Our team will solicit, review and incorporate feedback from all school stakeholders 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, our LEA will use teachers observations (PreK), iReady and Edulastic (K-8th) to assess and collect data to analyze and communicate students status and progress to the stakeholders through meetings, conferences and progress reports.

MMBDA will use a variety of methods to ensure shared communication and feedback from parents. The school will use the following methods:

- Town Hall meetings
- Virtual Principal chats

- Wellness Wednesday open sessions to gather feedback from parents
- Surveys
- Chats with the Parent Involvement Coordinator
- Continue partnership with PAVE
- Ongoing Communication Reflection Tool

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.

MMBDA’s approach to re-engaging students during the 2020-21 school year involved a collaborative approach among members of the School Administration in partnership with the School’s Attendance Committee. In school year (SY) 2020-21, MMBDA identified students as being consistently less engaged with distance learning based on the following behaviors: (*e.g. student attendance; student work completion rate; student/family responsiveness to outreach; student grades or GPA; summative assessments; activity on-line; participation in class discussions*). “Consistently less engaged” students is defined as the student who:

- does not attend school on a consistent basis
- is not participating actively in the activities in the classroom
- does not submit assignments

MMBDA will hold Student Support Team Meetings for students with attendance issues. Data on the amount of SST Meetings held for attendance will be reported to OSSE. A Comprehensive Attendance Outreach Plan was developed and implemented during the 2020-2021 School Year. Attendance interventions including teacher, counselor, and administrator outreach via telephone calls, letters, text messages, emails, and robocalls were used to engage families. Detailed records of attendance outreach attempts were shared with all school stakeholders. An Attendance Committee met bimonthly to review student outreach data and identify students who were less engaged. Attendance Teams were established for each grade level band. They met on a weekly basis to track student attendance and re-engage students who were less engaged. The students with chronic absenteeism were given the opportunity to have instructional materials delivered to their home. Students with engagement concerns in distance learning were also invited to participate in the In School Support Program.

This past school year, the School Administrative team met on a quarterly basis to review student attendance and engagement data to identify students in need of additional support and/or re-engagement. Ongoing follow up and monitoring was conducted and meetings to update student status were held. Students who were in need of additional support were provided additional interventions including: In School Supports and Instructional Packets.

Per OSSE’s Guidelines for Attendance, MMBDA adheres to the following:

- *Students who reach five years of age on or before September 30 of the current school year are required to come to school on every school day. Students must attend school daily until they meet high school graduation requirements or reach their 18th birthday (DC Official Code § 38-202(a)).*
- *Absences are only ‘excused’ if they are one of the types on the school’s list of acceptable excuses. A parent or guardian’s permission is not enough to make an absence ‘excused.’ Absences will only be ‘excused’ if a valid explanation is given to the school in a reasonable time.*
- *To be considered ‘present,’ students must be at school for 80% of the school day. This means being late or skipping a class may end up counting as an absence.*
- *Students and their parents have a right to know how many absences they have. In most cases, calling the school will allow you to find out this information.*
- *After five unexcused absences, students are by law guaranteed a Student Support Team (SST) meeting to help students work on attendance issues. SST meetings should include the school attendance counselor, a teacher, an administrator, and sometimes a school nurse or social worker. Parents are also supposed to attend the first meeting.*
- *Under DC law, students between 5 and 13 years old who have 10 or more unexcused absences within a school year will be referred to the Child and Family Services Agency (CFSA) for possible action.*
- *The law also requires that students between 14 and 17 years old who have 15 or more unexcused absences within a school year be referred to court for possible legal action against them and their parents.*

Additional guidance for the 2021-22 school year. All students will have access to school-provided equipment by October 1st and technology issues will be addressed *on-going basis, or when brought to staff’s attention.* In September 2021, MMBDA will offer

on-site learning options to all students.

For these students who were consistently less engaged with learning, the school is considering the following strategies: a two week summer camp to reengage students in an SEL environment in the school building. RTI, summer school, tutoring, interventions.

MMBDA will review data on student engagement on the following basis: Weekly, monthly, quarterly, annually. The dean of students and school counselor in partnership with classroom teachers will communicate with families when students are absent. The administrative assistant will call parents when a student is absent on the day of the student's absence. Additionally, Teachers will notify parents/guardians of the progress through the monthly updates, direct conversations, progress report and individual conferences as needed.

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;**

PreK

- Teaching Strategies Gold
- International Baccalaureate Primary Years Programme (IB PYP) Authentic Assessment

Kindergarten

- IReady ELA and Math
- IB PYP Authentic Assessment

Grade 1, 2

- I-Ready ELA and Math
- IB PYP Authentic Assessment

Grade 3 - 8

- Edulastic Benchmark Assessment (English Language Arts (ELA,) Math, Science)

ALL identified, based on need

- Formal Psychological Evaluations including: Woodcock Test of Achievement and Woodcock Johnson Cognitive Assessments
- WIDA Access Language Proficiency (identified students)
- IB PYP Authentic Assessment (3rd - 6th Grade)

Classroom Based Formative Assessments

- Grade K-8
 - Running records
 - Short Cycle assessments (edulastic)
 - Zearn (Summer Program)
 - IXL
 - Amira Learning (Summer program)
 - Curriculum based unit assessments

- **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);**

Mary McLeod Bethune Day Academy will follow the above Assessment calendar for 2021-2022 to administer the local assessment through the year.

State/Interim Assessments	Grades	Testing Windows
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I-Ready Diagnostic 1	K-8	September 3-27
I-Ready Diagnostic 2	K-8	February 10-21
I-Ready Diagnostic 3	K-8	June 1-5
Edulastic Assessment 1	2-8	October 9-19
Edulastic Assessment 2	2-8	January 9-23
Edulastic Assessment 3	2-8	March 23-31
Access ELL	K-8	Feb. 14-March 25
MSAA(Multi-State Alternate Assessment)	3-8	March 14-April 29
DLM(Dynamic Learning Map)	5/8	March 14-April 29
PARCC PAPER BASED	3-8	April 4-May 20
PARCC(ELA/MATH)	3-8	April 4-May 27
PARCC (Science)	5/8	April 4-May 27
PARCC (Health)	5/8	April 4-May 27

- **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.

MMBDA's School Administrative Team through its Strategic Planning Process sets target goals and targets for each assessment area:

- The goal of iReady is for 100% of students to achieve 1.5 years of growth/progress in ELA and Math.
- Edulastic: The target for Edulastic Math Improvement is for 90% of students to score above 50%.
- The target for Edulastic ELA Improvement is: The target for Edulastic ELA Improvement is for 90% of students to score above 50%.
- WIDA: 80% of ELL students will experience growth in ACCESS Scores overall and by subtests by at least one percentage point by the end of the school year.

ii.

Historical Data from our benchmark (iReady) assessment during school year 20-21 indicates that 27% of all students are at or above grade level proficiency in Mathematics, and 31% of all students are at or above grade level proficiency in Reading.

Data: Accountability, surveys- data meeting: Reviewing, planning and reflections. Support for the process

- Teachers will be asked to correlate their instruction to Common Core subclaims. Data Review and benchmark assessments of students are reviewed at the beginning of the year with each teacher.
- Beginning of the year diagnostic assessment results are reviewed to create the initial benchmark assessments.
- IXL and iReady usage was tracked.
- Students set individual growth goals regarding Edulastic benchmark performance in both ELA and Math

- **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**

MMBDA will use our non-state summative assessment data, IReady and Edulastic assessments, to monitor student progress and adjust instruction across learning environments throughout the 2021-2022 school year. This information will be used for grouping, PLC content, identification of standards for high-priority, accommodations, mandatory tutoring, high dosage tutoring, stakeholder involvement, professional development, and Parent/Teacher conferences.

- **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.**

MMBDA will collaborate with non public special education schools to assess the extent of interrupted instruction for students. MMBDA ensures that its students who are attending non-public special education schools receive a free and appropriate public education. As of June 2021, MMBDA has three students enrolled in non-public schools including: Children's Guild in Prince George's County, Maryland and Accotink Academy in Alexandria, Virginia. MMBDA ensures that each respective school team are provided an orientation at the beginning of each school year. During this orientation, non public school teams are provided with access to the Special Educaion Information System (SEDS/Easy IEP.) Student data is shared through the Documents Tab in Special Educaion Information System (SEDS), collaborative team meetings, and informal conversations with respective school teams. MDT Meetings are held to review and share data; review service delivery options; and otherwise ensure that each schools' respective school teams are delivering the services provided in each students' IEPs. Non-public schools collect and share progress monitoring data, and members of the special education team participate in MDT meetings held by the non-public school. In the event that a student is not making progress, the nonpublic school team will initiate an MDT Meeting where both school teams will participate and resolve any identified barriers to student learning.

The Testing Coordinator ensures students are registered for assessments. State Assessments materials are generally mailed to the School Administrator directly at the non-public school. Non-public schools submit their Continuous Improvement Plans to MMBDA for review. MDT meetings will likely occur at non-public schools in the fall and members of MMBDA's special education team will participate in such meetings. Discussions regarding student progress and performance data will be shared in advance of the meeting and recommendations for additional services such as tutoring, pull out instruction, etc, may be recommended by any team member. Parents are in attendance and their voice is promoted during this process. The feedback that parents have been provided during virtual instruction has contributed to a rich dialogue and a better understanding of students' needs across a variety of settings including: home and school.

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.

MMBDA’s overall approach to addressing interrupted instruction involves accelerating learning for students through grade level standards, a challenging curriculum, high dosage tutoring and scientifically based supplemental instructional materials. The LEA has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support.

MMBDA will use multiple intentional strategies to accelerate learning. We will use data from our 2020-2021 iReady and Edulastic end-of-year assessment to collect, analyze and support our staff in addressing the learning needs of our students. Based on the data, teachers will plan the goals of progression for each student throughout the year and plan differentiated, targeted instruction for the 2021-2022 school year. Upon return from summer break, teachers will begin planning instruction using the data from the iReady and Edulastic end-of-year assessment to fill in the critical gaps where and when needed. In addition to the iReady end-of-year-data, staff members will glean information from the fall and winter Edulastic benchmark to use in conjunction with attendance data, completion of assignments, and each students' progress towards their yearly goal to determine the effectiveness of the strategies being employed. At the end of each Benchmark, the teachers and administrators will hold a data meeting to review the results and plan accordingly.

As a team, the instructional staff will engage in grade level (horizontal) cycles of learning in our weekly PLC where we will analyze data, set goals, and work together and individually to implement, monitor, and change our practices to meet the educational and social emotional learning needs of all of our students. Through this process we will put into practice new teaching strategies and monitor the level of success of our efforts by reviewing student work. Staff members will engage in a weekly grade level PLC professional development schedule as follows:

Staff Monthly Professional Development Schedule

Weekly PD - Sept. 2021	Learning Focus
Week 1	Cycles of Professional Learning
Week 2	Data & Looking at Student Work
Week 3	Learning Walks
Week 4	Cycles of Professional Learning
Week 5	Data & Looking at Work

Assessment Schedule

State/Interim Assessments	Grades	Testing Windows
I-Ready Diagnostic 1	K-8	September 3-27
I-Ready Diagnostic 2	K-8	February 10-21
I-Ready Diagnostic 3	K-8	June 1-5
EduLastic Assessment 1	2-8	October 9-19
EduLastic Assessment 2	2-8	January 9-23
EduLastic Assessment 3	2-8	March 23-31
Access ELL	K-8	Feb. 14-March 25
MSAA(Multi-State Alternate Assessment)	3-8	March 14-April 29
DLM(Dynamic Learning Map)	5/8	March 14-April 29
PARCC PAPER BASED	3-8	April 4-May 20
PARCC(ELA/MATH)	3-8	April 4-May 27
PARCC (Science)	5/8	April 4-May 27
PARCC (Health)	5/8	April 4-May 27

In addition to the weekly grade level (horizontal) PLC meetings we will also present our content area (vertical) professional learning opportunity once a month for teachers of Math, ELA, Science/Social Studies, and specialists. Data will also be shared across the grade level bands for each content area.

Our instructional leadership team will collect, analyze and support our staff in addressing student learning needs. The plan includes iReady and EduLastic Reflection sheet followed by grade level meetings, and bi-weekly meetings with the leadership team to provide support and professional development according to the needs.

Teachers will have training at the beginning of the school year to review and analyze the data that has been collected for the last school year.

1. Data Analysis Training for current teachers and new teachers
2. Teachers will have a two weeks period to review and analyze data that was collected from iReady and EduLastic
3. A survey to reflect about the data will be sent to the teachers to respond to the needs about the data that has been collected (a week)
4. Create and set goals for students and grade levels via data dialogues
5. Meeting with the team to do-plan- review and set the goals
6. Review meeting in two weeks later

Teachers will review the data and identify those students who are not making progress on a weekly basis. Steps will be taken to provide further support which may include reteaching

MMBDA will utilize a Cycle of Continuous Improvement to assess ongoing needs, try new strategies and make adjustments.

- Academic achievement and social/emotional well-being are accelerated by a strong foundation of healthy system conditions and scaffolded supports.
- Place equitable, trauma-informed principles at the core of planning to create a safe and inclusive space for learning, form positive and supportive relationships, and support students and staff mentally and socially recover.
- Provide a continuum of evidence-based academic, behavioral, social, and emotional supports aligned with student needs.
- Analyzing the root cause: provides Digging Deeper content area documents that are designed to help teachers and administrators move from the initial step of identifying strengths, weaknesses, and patterns in data to determining the “root cause”—or the “why”—in order to plan for improvement and enhancements leading to continuous growth for all students.

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**

School Culture and Climate - Classroom Management/Keys to Success checklist will be used to guide teachers in creating a warm, inviting classroom and set the standards for all classes.

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

Section	Activity	Yes/No	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules	Yes	Schedule follows a weekly A/B block schedule; Instruction begins at 9:00am for all students Pre-K (3) thru 8th Grade. For Pre-K (3) thru 4th grade the school day ends at 4:00pm; 5th thru 8th ends at 5:00pm
	After-school programming	Yes	After-School Programming includes Tutoring, Chess Wizards, Extra-Curricular Sports and Clubs
	Longer school day	YES	Our 5th thru 8th grade run to 5:00 pm
	Longer school year	YES	Our ACCEL Camp held at the end of the 2020-2021 extended our school year by 2 weeks.

	Summer 2021 programming	YES	Our 2 week ACCEL Camp will focus on SEL and enrichment activities such as urban hikes, arts and crafts, gardening, and sports while our Summer School will offer classes to include ELA, STEM, Chess Wizards, Physical Education, Music, and Spanish.
	Summer 2022 programming	YES	The content of our Summer 2022 programming has yet to be decided. Data on student academic success during the 2021-2022 year will determine the programming.
	School break/holiday programming		
	Weekend programming (e.g., Saturday school)		
Instructional Changes	High-dosage tutoring ⁵	YES	MMBDA employs tutors to provide high dosage personalized academic intervention that will provide support for students to access grade level instruction.
	New curriculum purchase	YES	Expansion of our ELA program to include Fountas & Pinnell, a multi-text approach to literacy instruction to support both whole- and small-group instruction. This addition will improve the teacher literacy library and bolster our American history texts. Moby Max will be used to address learning gaps for all students. It will support differentiated instruction in all areas
	New intervention program or support		Moby Max will be used to address learning gaps for all students. It will support differentiated instruction in all areas. Moby Max will be used as a Tier I intervention or support in alignment with a teacher's reteaching efforts. Cognitive skill manipulatives will be used to push students to develop critical thinking skills, become better problem solvers, and develop a deeper understanding of content.

	New uses of staff planning time for accelerated learning	YES	Daily/Weekly horizontal planning time by grade level. During summer onboarding and full day PDs, vertical planning will provide staff with additional and consistent accelerated learning training and support.
	New professional development for staff on accelerated learning	YES	An accelerated learning professional development will be held during our 2021-2022 Teacher Orientation and periodically during PLC's to support accelerated learning.
Staffing and Related Supports	Additional staffing Additional vendor		A new staff member with the title of Student Support Specialist has been created to provide additional support for students. A Parent Involvement Coordinator has also been added to strengthen the relationship between MMBDA and our community. Family seminars, training, resources, and improved communication are some of the goals for this new staff member.

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 learning 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 lead by the instructional leadership team with support of the school administration. We are identifying what worked well by looking at a variety of factors gather through *surveys, teacher feedback, grades and assessment results*. Using information gleaned from school year 2020-21, we are planning on supporting teachers through our professional development plan.

Professional Development Plan

MMBDA will provide professional development opportunities for its staff aligned with its Professional Development Plan, which is developed to address the goals of the school year 2021-2022. Throughout the year, teachers will be provided professional development opportunities in the following areas including: All academic curriculum tools, LMS platforms like G Suite for Education I and II, Zoom, GoGuardian, Clever, Khan Academy, Edulastic, and Class Dojo; Social-Emotional Development, Iready, and Early Childhood Education. Additionally, new and current faculty are offered Google Certification Level 1 and Level 2 Training and Certification opportunities. Components of the training included: Developing and Implementing Accelerating Learning Plans: Literacy Plan; Designing Authentic Assessment Measures and Digital Portfolios; Dual Language Plan; Progress Monitoring; and Strengthening Instructional Service Delivery Through Virtual Accommodations and Modifications.

Teacher will receive training on a variety of topics including: Edulastic Enterprise provided by Edulastic and our technology

administrators; iReady; Move this World; IB Units of Inquiry; Dual Language Instruction; Attendance, Student Engagement, Planning, Effective Communication and Accelerated Learning. The teachers also received training on platforms and apps to provide the support synchronous or asynchronous. The training will focus on content delivery and checking for understanding.

A comprehensive plan for the annual Professional Development Institute to follow, which will be held in August has been developed with offerings including:

- Edulastic implementation for formative assessments
- GoGuardian
- Engage NY
- G Suite for Education
- Khan Academy Certification
- iReady
- Daily Health Checks and Employee Safety
- Enterprise System utilization
- Danielson Framework lesson planning and implementation
- Parent Engagement Strategies
- IB Category 1 and Category 2 training
- Child Find policy and implications for instruction for all
- Mandated reporter training
- First Aid training
- Dual Language instruction environments

For ongoing Professional Development throughout the year, all staff will receive weekly content specific or monitored-need professional development. The development will focus on assessing student learning, engagement, and building community. Teachers will also support one another and collaborate in grade level meetings. Staff will receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of failure. Future professional development will be planned based on the results of instruction and engagement analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.

Additionally, each day, teachers and community leaders will have access to behavioral support specialists, support staff, department and grade leads, and other instructional staff to troubleshoot issues that occur both on-site and remote. Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the year. As the year continues, we will be addressed in our school PBIS and RTI intervention plans.

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

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year. STRATEGIES: *videotaping lessons for students to access remotely, engaging software, communication with families, providing students with technology for home use, platforms, programs.*

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.

All students at MMBDA are administered appropriate benchmark assessments and XSEL, during the first 3 weeks of school. These assessments, I-Ready, Edulastic, TSG, are administered and real-time data are provided to the teacher to identify grade level, strengths, weaknesses, and other identifiers that show student need. This information, along with careful review of the students' Spring test administration and a careful review of the students' IEP goals, will provide evidence of possible extent of loss because of interrupted instruction as well as other information regarding the students' academic needs. MMBDA's plan to serve students with disabilities is designed to accelerate academic, social, emotional, and behavioral outcomes for students. The components of the plan include: setting clear and high expectations; expanding access to informational data; enabling school-wide systems of support; strengthening staff and leader capacity; promoting appropriate identification and placement; and addressing recovery needs. MMBDA's Inclusion Plan was designed to ensure that students received high quality instructional services by providing a free and appropriate public education for all eligible students. MMBDA will prepare an Accelerated Learning Plan that will guide the implementation of services to students who are in need of additional support. This plan will document the delivery of a coordinated approach to services to address students' academic and social/emotional needs to ensure that they receive educational benefit and equitable access to high quality instruction. MMBDA ensures that its students placed in non-public schools receive equitable access to high quality instruction and a free and appropriate public education.

In collaboration with each respective non public school, a MDT meeting will be held in the fall to develop an Accelerated Learning Plan for each student. Ongoing data sharing, coordination and collaboration will ensure that there is sufficient data to ensure that these plans are developed based

upon multiple data sources to address any identified issues of learning recovery.

In accordance with the OSSE shift from solely risk based monitoring to a lens of continuous quality improvement, the MMBDA's special education program was a Standard of Quality Component well-positioned to continue to review performance level data in preparation for the MDT Meetings to assess the potential impact of any interrupted instruction. MMBDA will continue to utilize the recent re-accreditation site visit with AALE. Multiple meetings with stakeholders were held to examine key aspects of the program. During the final report, no new recommendations were identified by the team of site reviewers. During the 2020-2021 School Year, MMBDA plans to collect, monitor, track, report additional program data in alignment with OSSE metrics to assess the attainment of overall program outcomes in preparation for the issuance of the Special Education Performance Report. MMBDA plans to strengthen educator capacity through enhanced professional development opportunities relating to the delivery of special education services. Case Managers will have Professional Learning Plans and will document their participation in a variety of professional development opportunities to enhance teacher quality. MMBDA plans to continue its focus on early intervention with the identification and screening of preschool students and supporting those students' transition to from Part C to B services. In accordance with our Child Find Policy, MMBDA collaborates with the Office Early Stages for referrals and record sharing purposes, records the first provision of specialized instruction for students, and collaborates with OSSE for the completion of Child Outcome Summary Reports.

MMBDA school teams make decisions using a variety of data sources including: attendance, discipline, classroom observations, assignment completion, progress reports, report cards, iReady Diagnostic Reports, iReady Progress Checks, Edulastic Reports, Formal Psychological Evaluations using the following instruments: Woodcock Johnson Test of Achievement; Woodcock Johnson Test of Cognitive Abilities; and Wechsler Preschool & Primary Scale of Intelligence. In terms of school-wide support, MMBDA has provided academic, social/emotional interventions; mental health resources; and supports to address trauma. MMBDA continued its collection of student performance data this past school year. A Parcc-simulated assessment was administered to the testing cohort in April. The iReady Diagnostic Assessments were administered as scheduled. The Instructional Teams held data meetings to review school-wide, grade-level, classroom level, and individual student data. MMBDA has a wide range of tools, resources, and supports to inform its delivery of services during this past school year. This data is triangulated and is reviewed during MDT Team Meetings to make decisions with regard to the identification of appropriate services. This data will be used to develop Accelerated Learning Plans for students which will be an IEP Addendum in the same manner as our Distance Learning Plans were an Addendum to students' IEPs. During COVID-19. A draft calendar of Accelerated Learning MDT Meetings has been created starting late September and concluding no later than early October 2021.

The school team participated in state communities of practice, advisory boards, conferences, professional development sessions, and meetings to identify resources, tools and strategies to enhance the quality of its special education services during the pandemic. A number of promising practices were identified and implemented through the provision of such actional resources including: Zearn Math, Fountas and Pinnell, and Moby Max. Moby Max is designed to help students resolve learning gaps in all content areas. It offers real time progress monitoring data for the case managers. It simplifies the IEP process because the placement tests automatically assess student mastery of a student's standards that are aligned with their goals and objectives. Data walls are used in the Learning Lab to track student progress on students' Diagnostic Assessments in iReady. Distance Learning Plans were developed in March and April 2020 and in September and October 2020 in order to identify

additional supports that students needed in order to access virtual instruction. Those plans were reviewed during the Annual IEP Meetings and in conjunction with multiple data sources, MDT Teams have already considered whether modifications to students' services and/or students' goals and objectives needed to be revised and updated. Those meetings were held by April 30, 2021. Nevertheless, recovery planning will continue to be held in fall and will incorporate data collected during the Extended School Year Program. MMBDA's Extended School Year program is currently operating five days per week in person. This lends itself to ensuring high quality service implementation, collection of progress monitoring data, administration of assessments and summer MDT Meetings.

MMBDA began providing recovery services through its In School Supports Program, Instructional Packet Delivery, Individualized Tutoring during the Hybrid Model, and continues to provide recovery services during its Extended School Year Program with an enhanced emphasis on social-emotional learning coupled with specialized instruction, high dosage tutoring, and related services. Accelerated learning strategies will be utilized. Students will continue to receive high dosage tutoring which began on May 3, 2021, during our hybrid instructional delivery model. Students will receive supplemental instructional support in IReady and Moby Max. Students will continue to use IReady weekly for 45 minutes in Reading and 45 min in Math. Resources to support Scaffolded instruction will continue to be provided to students including instructional materials on students' lexile levels (grades K-8) and Magnetic Reading Comprehension Resources (grades 3-5).

Case Managers serve as the primary method of contact to respond to students' needs. Early Warning Signs such as progress reporting will be used to track student progress and identify areas of support for students. Moby Max will provide some support in our ability to customize instruction based upon student strengths and areas for growth. Universal Design for Learning, multiple modalities and small group instruction will be provided to accelerate student learning. Moby Max helps struggling learners in grades K-8 catch up to the grade level content and close learning gaps. It is a research edtech curriculum that provides support in 27 subjects. It is designed to find and fix missing skills. Cognitive skill manipulatives are provided to support students' development of critical thinking skills, become better problem solvers, and have a deeper understanding of content. It automatically assigns lessons to each student based on their diagnostic results ensuring that students practice the skills they need to work on without spending time on skills they have already mastered.

MobyMax allows us to monitor student progress in real time. MobyMax's diagnostic tests quickly assess student proficiency on each standard in the common core, letting us know exactly where gaps in student knowledge exist. MobyMax simplifies the IEP process by allowing you to set student goals that are automatically updated as students progress. Case Managers will support student's development of executive functioning skills to maximize students' ability to develop learning and metacognitive skills necessary to be successful in their core content classes. Student's social, emotional and behavioral goals will be updated to include executive functioning goals to ensure that students' mastery of mental skills that include working memory, flexible thinking, and self-control.

a.

MMBDA continues to ensure that all of its students are assessed using a variety of formal and informal measures through a combination of remote and in person administration. Upon the official return to school building five days per week in the fall, the Beginning of Year iReady Diagnostic Assessment will be administered. This data will be compared with students' data during the previous school year to drive the dialogue in the Accelerated Learning Plan MDT Meetings which will be held to address the additional supports that students' should receive in order to receive an equitable educational benefit. A draft calendar of those meetings has been prepared and the Accelerated Learning Plans will serve as an addenda to students' IEPs. Our Accelerated Learning Plans will also include key components including: Family literacy activities, information on community based resources to promote student achievement, in school supports, and Parent training and workshops.

MMBDA has sufficient data to determine the nature and extent of any potential interrupted instruction on our students' receipt of educational benefit. As described earlier, MMBDA school teams make decisions using a variety of data sources including: attendance, discipline, classroom observations, assignment completion, progress reports, report cards, iReady Diagnostic Reports, iReady Progress Checks, Edulastic Reports, Formal Psychological Evaluations using the following instruments: Woodcock Johnson Test of Achievement; Woodcock Johnson Test of Cognitive Abilities; and Wechsler Preschool & Primary Scale of Intelligence. In terms of school-wide support, MMBDA has provided academic, social/emotional interventions; mental health resources; and supports to address trauma. MMBDA continued its collection of student performance data this past school year. A PARCC - simulated assessment was administered to the testing cohort in April. A detailed analysis of student, classroom, and school performance trends have been conducted. Students in need of additional supports to prepare them to transitioning from each descriptor group such those who near to partially meeting expectations have been identified. Students near to approaching meeting expectations have been identified. Students near to meeting expectations have been identified. Students near to exceeding expectations have been identified. The iReady Diagnostic Assessments were administered as scheduled during this past school year. Three diagnostic assessments were administered. The data from the beginning of the year, Mid year, and end of year assessments were used to track and monitor student growth and progress. Students who have triennial eligibility determinations will continue to receive formal Psychological Evaluations consisting of achievement and cognitive testing. MMBDA ensured that students received their instruction in a manner that minimized the potential for any potential interruption in instruction. Barriers to learning were identified and addressed through coordinated systems. Multiple mechanisms were utilized to mitigate the potential for interrupted instruction including: instructional packet pickup, instructional packet delivery via van, email, and postal mail; and the in school support program that provided over 30 hours of weekly instruction to students. Students had access to one to one devices; synchronous instruction via Zoom; and asynchronous instruction using Google Classroom. Students received related services synchronously via Zoom and asynchronously via Google Classroom.

During the hybrid instructional program, students received individual tutoring in English Language Arts and Mathematics. A six-week Extended School Year Program is currently in operation with the first two

weeks focused on social, emotional, and behavioral supports and the remaining four weeks focused on academic supports, specialized instruction, and related services. Students receiving special education services were provided Distance Learning Plans that bridged the gap between the student's IEPs and the services provided during COVID. These Distance Learning Plans were an Addenda to students' IEPs. Both the MDT Meeting Minutes and the Accelerated Learning Plans will be uploaded into SEDS under a Miscellaneous Cover Sheet. The Distance Learning Plan IEP Addenda contained: services to be delivered in a virtual environment; recommendations and resources for parents; educational technology and assistive technology tools. de with regard to enhancing supports for students during distance education. Technology supports to enable students to access virtual instruction were also recommended as part of the plans.

Nevertheless, MMBDA will hold MDT Meetings during the upcoming school year, for each student receiving special education services to review student data, including the student IEPs and Distance Learning Plans that were created during the Pandemic, to determine whether there has been any educational impact of any potential interrupted instruction. This determination will be made on an individual student basis. Prior to those meetings, the progress monitoring data for each student will be reviewed by each student's case manager. During those meetings, the MDT will review current data and compare with the student's data from the summer, the last school year, and the school year prior to COVID-19 to determine whether a modification to the IEP will be necessary to either increase or decrease the amount of specialized instruction and related services based upon a determination as to whether sufficient academic progress is being made. Students will receive additional supports, such as: individual and group tutoring to accelerate their learning to minimize the impact of any potential interrupted instruction; executive functioning coaching; differentiated instruction in iReady, and scaffolded supports in Moby Max.

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; At the Brookland Campus, MDT meetings will be held to develop Accelerated Learning Plans. Parents will be part of the team and will share their input and feedback into the Conversations surrounding services. The LEA Representative will be in attendance at these meetings. Learning specialists will be providing high dosage tutoring in Reading and Math. Differentiated instruction using iReady will be provided for students in grades K-8. Scaffolded instruction for students in K-8 will be provided using Moby Max. At the 16th Street Campus, MDT meetings will be held to develop Accelerated Learning Plans. Parents will be part of the team and will share their input and feedback into the conversations surrounding services. The LEA Representative will be in attendance at these meetings. Learning specialists will be providing high dosage tutoring in Reading and Math. Differentiated instruction using iReady will be provided for students in grades K-4. Scaffolded instruction for students in K-4 will be provided using Moby Max. Students in the 3 and 4th grades will have access to iReady's Magnetic Reading Resources to promote Reading Comprehension.

At the LEA level, Case managers will continue to support students on their caseload at each campus. Special education leadership and the school leadership team will review student level data of the program to identify opportunities for student growth and develop student growth targets for the special education subgroup as a whole and for each student individually. Accelerated learning services including: case management; individual and small group tutoring; small group instruction; pull out and push in services will continue to be provided. Key barriers to learning will continue to be addressed.

For example, some of the barriers that were identified include: transportation and after care. In order to address the transportation barrier, parents had access to transportation directly from the school and those students who qualified for OSSE Transportation were provided with such. MMBDA will continue to communicate these instructional approaches to families through a system of dissemination that includes: website posting, newsletter delivery; parent emails; MDT Meetings; parent telephone calls; and announcements in the Google classroom. Communication logs will be maintained in SEDS to track outreach to parents with regard to the scheduling of meetings. Students will receive feedback regarding progress monitoring data collected from assessments to determine mastery of standards based IEP goals and objectives in their quarterly IEP Progress Reports. Tutor orientation meetings, data conversations, and tutor training sessions will continue to be held to ensure the effectiveness of the intervention services provided. MMBDA will develop Accelerated Learning Plans for each student receiving special education services. These plans will be based upon data collected from multiple sources including: IEPs, Distance Learning Plans; Edulastic; iReady, IXL, Classroom Observations; Teacher Reports; and Tutor/Learning Specialist Reports. Benchmark assessments will be completed in September/October and Accelerated Learning Plans will be finalized in October for review by OSSE in December 2021. Prior Written Notices will be issued for all services provided as part of each students' Accelerated Learning Plan.

c.

MMBDA will ensure equitable access to educational opportunities across learning environments through the provision of an inclusive school culture. MDT Teams are used to ensure that students are placed in their least restrictive environment continuum. MDT discussions are centered on service delivery rather than on placements. Our rate of students in non public placements has not changed over the past several years. MMBDA is committed to ensuring that students' LRE is the same as it has been to ensure that students have equitable access to accelerated learning. MMBA will hold collaborative meetings on a bi monthly basis to ensure that its students in non public placements have equitable access to accelerated learning. Non public schools are finalizing their CEP Plans and the ongoing dialogue and collaboration will continue in the upcoming months to ensure that our nonpublic students will receive accelerated learning at their campuses. MMBDA will review the accelerated learning plans developed in conjunction with the non public schools. Students whose data supported the need for additional supports were provided additional services including: pull out instructional supports and/or tutoring in their identified areas of concern including: Math, English Language Arts, and Written Language; high dosage tutoring; differentiated instruction in iReady; and scaffolded supports using Moby Max..

d.

Parents received training on accessing related services through distance education. Parents received training in accessing the technology needed through a variety of individuals including: the Technology Administrator; members of the Technology Committee; classroom teachers; and related service providers. MDT Teams will evaluate the need for parent training as a related service and add that provision of service to students' IEPs. The Parent Coordinator will be in attendance at some of the MDT meetings and through a consultative and collaborative approach a Parent Training Plan will be developed to enhance the quality of parent outreach to the students receiving special education services. MMBDA will also leverage the resources of its community based agencies to provide parent support and training including: Georgia Avenue Family Collaborative and the Edgewood/Brookland Family Collaborative. The Special Populations Newsletter will continue to provide information on community based resources to support parent training. Since MMBDA will be in person five days per week in the fall, all related

services will be provided in the school building Related services include: counseling, occupational therapy, speech therapy, parent training, and transportation. .

e.

MMBDA will continue to support family members with disabilities to enable them to access content to support their student’s learning. Additional team meetings will be held to identify and support any potential barrier to a parent’s ability to access the resources needed to participate meaningfully in their child’s educational experience. MMBDA encourages all parents and invited guests of parents to attend MDT Meetings to support a parent’s ability to meaningfully participate in the process.

Element	LEA	Campus 1	Campus 2
How the need for accelerated learning for students with disabilities will be evaluated	Case managers will review student performance data including: IReady, Edulastic, Teacher Report, student grades, student progress reports, Student Observation and Formal Special Education Evaluations.	Case managers will review student performance data including: IReady, Edulastic, student grades, student progress reports, Teacher Report, Student Observation and Formal Special Education Evaluations.	Case managers will review student performance data including: IReady, Edulastic, student grades, student progress reports, Teacher Report, Student Observation and Formal Special Education Evaluations.
How appropriate services will be determined or designed for students with disabilities	MDT Teams review ongoing progress monitoring data collected by case managers. MDT Teams review existing data and service levels with an eye towards whether the student is making adequate progress. If a student is not making adequate progress, the MDT Teams under the guidance of the LEA Representative recommends additional supports and services. The purpose of the case management model is to ensure that students are making adequate	MDT Teams review ongoing progress monitoring data collected by case managers. MDT Teams review existing data and service levels with an eye towards whether the student is making adequate progress. If a student is not making adequate progress, the MDT Teams under the guidance of the LEA Representative recommends additional supports and services. The purpose of the case management model is to ensure that students are making adequate	MDT Teams review ongoing progress monitoring data collected by case managers. MDT Teams review existing data and service levels with an eye towards whether the student is making adequate progress. If a student is not making adequate progress, the MDT Teams under the guidance of the LEA Representative recommends additional supports and services. The purpose of the case management model is to ensure that students are making adequate

	progress on an annual basis. Students who do not make adequate progress triggers an MDT Meeting.	progress on an annual basis. Students who do not make adequate progress triggers an MDT Meeting.	progress on an annual basis. Students who do not make adequate progress triggers an MDT Meeting.
How accelerated learning will be scheduled and delivered to students with disabilities	Accelerated learning will be scheduled both during the school day and after school. During the school day, students will receive high dosage tutoring in ELA and Math. Other interventions after school include: reading clubs, and tutoring in other instructional subjects. Tracking of tutoring sessions held will be shared with all stakeholders.	Accelerated learning will be scheduled both during the school day and after school. During the school day, students will receive high dosage tutoring in ELA and Math. Other interventions after school include: reading clubs, and tutoring in other instructional subjects. Tracking of tutoring sessions held will be shared with all stakeholders.	Accelerated learning will be scheduled both during the school day and after school. During the school day, students will receive high dosage tutoring in ELA and Math. Other interventions after school include: reading clubs, and tutoring in other instructional subjects. Tracking of tutoring sessions held will be shared with all stakeholders.
How instructional approaches used for accelerated learning of students with disabilities will be communicated to families	Families of students with disabilities receive a number of communications including: weekly emails, bimonthly newsletters, phone calls, texts, posts in Google Classroom, and meetings. Parents recently received a newsletter introducing the tutors who serve as learning specialists. Parents were also provided with research on High Dosage Tutoring. Ongoing communication and support will be provided to parents in collaboration with the Parent Involvement Coordinator.	Families of students with disabilities receive a number of communications including: weekly emails, bimonthly newsletters, phone calls, texts, posts in Google Classroom, and meetings. Parents recently received a newsletter introducing the tutors who serve as learning specialists. Parents were also provided with research on High Dosage Tutoring. Ongoing communication and support will be provided to parents in collaboration with the Parent Involvement Coordinator.	Families of students with disabilities receive a number of communications including: weekly emails, bimonthly newsletters, phone calls, texts, posts in Google Classroom, and meetings. Parents recently received a newsletter introducing the tutors who serve as learning specialists. Parents were also provided with research on High Dosage Tutoring. Ongoing communication and support will be provided to parents in collaboration with the Parent Involvement Coordinator.

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.**

a.

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

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;

b.

MMBDA's plan to serve English learners includes providing equitable access to accelerated learning to promote achievement in both academic content and language proficiency. MMBDA's English Language Learner Plan encompasses both the identification and screening of students as well as the delivery of language support services.

EL students are expected to work towards the same grade level standards as other students. EL students receive instruction that is differentiated and scaffolded to ensure that students are able to access grade level content. EL students are participating in a Parcell-simulated Assessment in Edulastic. Academic data from the year end assessments are currently being reviewed and analyzed by the School Administration. This data will inform the delivery of services on each students' Accelerated Learning Plans.

Instruction is being provided in a diagnostic-prescriptive manner with data being the driving force to the delivery of services. MMBDA will continue to monitor students' growth and progress in multiple measures including: IReady, ACCESS scores; and student's grades in their classes.

For new students who start on or before the first day of school, MMBDA will complete its formal identification process which includes administering an OSSE-approved screening assessment, parental and teacher notification within 30 days. For students at a later date within the school year, MMBDA will complete its formal identification process administering an OSSE-approved screening assessment, parental and teacher notification within 10 days. MMBDA will notify parents in writing of their child's receipt of ELL services. Teachers will be notified of the students' EL status including: being provided with ELL Plans, and services will begin.

During COVID-19, provisional EL screening was conducted in order to ensure that EL students receive the necessary English language support and services without delay. OSSE support tool tickets were submitted to record that once students return to the building in the 2021-2022 school year, a full screening assessment will be administered in order to resolve each student's PEL designation.

The EL Coordinator has accessed the Early Access to EL Data in Qlik and has contacted those families to welcome them to the school. This Early Access data has been used to plan instructional for the program for the upcoming school year. EL Coordinator will also access the Early Access to EL Data application on a weekly basis. For students who transfer from another DC LEA, data will show the student as already identified as EL. If the student is already identified as EL, then the data will be used for eligibility and parents will be notified of continuing EL services. EL Coordinator will coordinate with the School Registrar with regard to the Home Language Survey, which will be completed by all students who are enrolling in a DC school for the first time. If the response to question 1, 2 or 3 is a language other than English, refer the student to the English learner coordinator, for English language proficiency screening. If the response to questions 1, 2 and 3 is English only, the student is considered proficient and does not need to be screened. Overall program effectiveness will be measured by parent input, teacher input, students' achieving growth targets, number of students exiting from services.

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.

MMBDA's English Language Learner Program is committed to continuous quality improvement. Feedback from parents this past school year revealed a need for students to have in school instruction. The feedback was incorporated by the leadership team and was one of the driving factors for the creation of the In School Supports Program. A year end parent survey was administered to families to gain their feedback into the program and that data will be used to enhance the quality of services to be provided in the upcoming school year.

English language learners will have Accelerated Learning Plans that will involve the delivery of services including: high dosage tutoring; after school book clubs; and other targeted interventions. EL students will also be participating in summer school where they will have access to 100 hours of instruction in core content areas. EL students are also participating in the two week summer camp which supports students' social, emotional, and behavioral well being.

MMBDA's Professional Development Plan will incorporate a variety of topics including: Culturally Responsive Teaching; Trauma Informed Approaches to Students' Well Being; Promoting Family Literacy; Co Teaching to Promote EL Student Achievement; and Scaffolding instruction in the Multilingual Classroom. Teachers will continue to use Danielson-aligned lesson plan templates to identify the accommodations, modifications, strengths and goals of each student receiving EL services. Teachers will assess mastery at the conclusion of the lesson and will reteach the lesson during after school or an intervention period, where appropriate. Classroom teachers will have data walls to track and monitor student progress.

English language learners will have accelerated learning plans that will align with their English Language Learner Plans that were implemented for the past few years. The most important component of the Accelerated Learning Plan will be to identify a smart goal for each domain including: Reading, Writing, Speaking, and Listening. A WIDA aligned benchmark assessment will be administered in the fall to guide students' placement. The WIDA Model can be used to: Serve as an interim assessment during the school year, providing information that informs instructional planning and other decisions related to students' education

- Predict student performance on ACCESS for ELLs and/or guide instructional and curricular decisions while waiting for ACCESS for ELLs score reports
- Determine tier placement on ACCESS for ELL
- Students will be tested on the following grade level clusters: Kindergarten; Grades 1–2; Grades 3–5; Grades 6–8

These results will be compared with students' end of the year ACCESS Scores for the hopes of identifying student growth on each domain. Students who have attained a score of 5 or more on all domains of the ACCESS will be exited from EL Services. The goal is to track and monitor the number of students who successfully exited the program to determine which interventions worked best for them and create a repository of promising practices to share with other students and their families.

In order to serve ELL students and ELL Students with disabilities, MMBDA will continue to coordinate and collaborate to ensure that there is the sharing of data to enhance the quality of service delivery. EL Coordinator attends all MDT Meetings of co-identified students. ELL students who are experiencing difficulties in school may be referred to the Students Support Team which will identify appropriate interventions and monitor students' performance using such. ELL students may also be referred for special education evaluation, in such a case, MMBDA will have an MDT Meeting with the parent, teachers, LEA representative, and the EL Coordinator to review data and determine whether additional assessments are needed to determine whether the student has a disability. If the team determines that additional assessments are needed, then the LEA will consult with the respective evaluator to address the efficacy of administering the assessments in the student's native language. All efforts are made to ensure that there is no overrepresentation of EL students receiving special education services. The MDT will also consider whether the student's limited English Proficiency is a determining factor in the discussions as to whether the student is found to have a disability. If the student's limited English Proficiency is found to be a determining factor, then the student will not be found eligible for special education services.

Special Education Coordinator will attend meetings to develop the Acceleration Plans for co-identified students. The EL Coordinator and the Parent Involvement Coordinator will collaborate and create a plan to enhance the quality of parental engagement in the school community for the purpose of nurturing English learner students' linguistic, academic, social and emotional development.

The goal of the coordination and collaborative efforts are to track and monitor the number of parents who attended and engaged in school and classroom activities.

English learners will continue to be provided with both classroom and testing accommodations that will enable them to equitable access grade level content. Students receiving English Language Learner services will be case managed by a coordinator. The case manager will continue to track and monitor student performance data and provide necessary interventions as an early warning system.

Teachers began taking online professional development sessions through WIDA this past school year to build capacity in serving English Language Learners. Intensive professional development opportunities to all staff will be provided. The School Leadership Team will generate a Professional Development Plan that is targeted to building the capacity of all teachers to provide high quality instruction to English Learners. Teachers have also participated in various professional development opportunities this past school year regarding implementing Project GLAD Strategies to enhance student learning.

MMBDA will use the following data sources to monitor student achievement: ACCESS scores; iReady scores; Edulastic scores; Teacher Reports; Report Cards; Classwork Completion. The EL Coordinator will monitor student performance data in a dashboard to track each student's progress on several key indicators.

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.

ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are consistent with the most recent OSSE and DC Health guidance on reopening schools. Strategies that are planned and being implemented now are:

- Contracting services of a Mechanical Engineer Assessment to make recommendations for upgrading the HVAC/Boiler system to ensure that proper ventilation, air filtration and circulation is maximized for indoor air quality
- Purchase and installation of UV light sanitizers installed in all air handlers
- Purchase and installation of UV light sanitizers for all classrooms
- Reconfiguration of office space to density of decrease classroom occupancy
- Purchasing outdoor classroom space- i.e., tents, shades
- Purchasing and installing additional hand sinks in hallways

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.

20% of the funds will be used for evidenced based interventions to address academic impact of lost instructional time.

- Summer Camp 2021 - A two-week summer outdoor camp provides opportunity for reengagement, social emotional learning and promotion of students to attend summer school. Activities support health and physical fitness, individualized learning through art, reading, urban hiking, drama, photography, and gardening.
- Summer School 2021 - Students will receive 5 hours of instruction in ELA, Math, Art, Health and PE, and Mindfulness. Teachers will use data from the Spring administration of Edulastic to assign differentiated instruction to address learning skills. ESY and related services will be provided to all students with an IEP.
- High-dosage tutoring - 7 tutors have been contracted to provide daily one-on-one tutoring to students.

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.

As stated previously, funds will be used to mitigate the effects of the past 18 months when school and student life was disrupted by the pandemic. Purchasing items for the health and safety of students, including PPE, air quality systems, appropriate sanitation and cleaning procedures, MMBDA will use ESSER funds to create new positions and increase staffing to meet and support the needs of students impacted by the loss of instructional time and to support the unmet needs for behavioral and mental health needs of our school population. The school has created two new instructional coach positions to support teachers and the teaching and learning process, a student support coordinator to serve as a liaison between the student, parent, parent involvement coordinator, counselor, teacher, other in an effort to ameliorate problems encountered that affect the whole child development and growth.

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.

MMBDA serves students who are 54% direct certified, and diverse in race and ethnicity. All services will be available to all students and families. Availability of opportunities will be disseminated through a variety of mechanisms to include website, robo calls, social media, signs, phone calls, home visits, letters and emails.

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.