

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Monument Academy PCS

LEA Head of School Name: Dr. Jeffrey Grant

LEA Type: Middle School

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.

Part A:

The LEA is able to accommodate all students in person five days a week with its current physical space. The LEA has added an additional outside classroom to accommodate the increase in student population (seeking 115 students.) The class sizes will consist of no more than 15 students in each classroom. The LEA plans to have the following breakdown model:

- 1 5th grade classroom
- 2 assigned classrooms each for grades 6 and 7, and 3 assigned classrooms for grade 8
- 2 assigned classrooms for students whose IEP requires 20 hours outside of the general education classroom.

Students will have assigned seats throughout the day. They will face the same direction to reduce transmission from virus-containing droplets. Individual desks will all be turned to face the same direction, and students will be staggered to maintain six feet distance.

- No more than 3 students will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one-another, students will maintain a 6-foot distance.
- Cafeteria will be closed as a space for meal consumption.

Part B:

The LEA is able to accommodate all students with its current staffing model. The LEA has two teachers in each classroom, a general educator and one of the following: an inclusion teacher, teacher assistant, or assigned teacher. Furthermore, the LEA has a teacher assistant assigned to each content (4 total), and a dedicated aide for each student whose IEP requires such (6 total).

Part C:

Below are explanations of how the school will respond in the event that (i) a single student or staff member is forced to stay home due to COVID-related circumstances, and (ii) the entire school must close for in-person instruction due to COVID-related circumstances.

i. Students that are excluded from school due to confirmed or suspected coronavirus will access instruction virtually through Google Classroom, which provides a Google meet link. The student will simultaneously receive the same direct instruction as the in-person students and follow the same academic schedule. The student will be sent home with an iPad and charger (or have one delivered to them) so that he/she can complete distance learning. Part (ii) below has greater detail about iPad distribution. If a staff member is excluded from being in the building due to COVID-related circumstances, then their work and schedule will be determined on a case-by-case basis. In the event that a teacher is required to stay at home and is well enough to work, then that staff member will be able to provide instructional support and be the person working directly with distance learners while the second instructor leads the way with in-person instruction. If the staff member is not well enough to deliver instruction, then a mixture of an in-house substitute and co-teacher will cover in their absence.

ii. In the event that a time-limited distance learning model is needed due to the closure of the entire school, students and staff will return to the Distance Learning Schedule. This schedule, the basic structure for which can be seen in the supporting documents (See: Distance Learning Schedule_Example), moves electives and advisory time to Fridays. During normal instruction, all students are provided with iPads to use in the evenings in their Student Life Homes. In the event that the school needs to transition to this distance model, students will be sent home with these iPads, as well as a charger. Since students live on campus, this makes it easier to send them home with their devices. In the event that a decision is made over the weekend to switch to a distance model, then the school will ask parents to pick up a device when able. Otherwise, the school will deliver devices to the homes of students. The school will typically declare the first day, when device pick up and delivery is taking place, to be an asynchronous day, so as not to penalize students who haven't yet received technology.

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.**

The instructional day for all students will be 6.5 hours, five days a week, with additional extended day programming Monday through Thursday. The school will employ an A Day/B Day model for the 21-22 school year. Content classes will be two hours, while elective classes are structured for one hour blocks. Additionally, students will engage in an advisory session for 30 minutes each morning that consists of either Data Reflection, Community Circles, Current Events Discussion, or the Purpose Prep SEL curriculum. Beyond that, students engage in Dialectical Behavior Therapy for Schools (DBT) sessions for 45 minutes in the evening, twice a week. The SY21-22 daily schedule is located in the supporting documents (See: 21-22 Daily Schedule).

Monument ensures equal opportunity to great teaching and learning by providing all sessions with a basic structure that is accessible to students in both the virtual and in-person settings. All class sessions, whether in-person or distance, will be organized via Google Classroom, and thus will have a unique Google Meet link attached to them in the event that distance learners need to attend virtually. Students who are participating in distance learning will receive instruction synchronously with their in-person peers via this Google meet link. Teachers are trained to capture their instruction through the combination of a SWIVL camera, screen sharing from their laptop, and screen sharing from their Promethean panel. Students that are in need of additional support will have access to Google meet breakout rooms for small, tailored instruction provided by either the classroom teacher or teacher assistant. When the school tested this model out in the Spring of 2021, we discovered that distance learners sometimes reported of not being heard by their teachers, in comparison to their in-person peers. The school has adjusted for this feedback by assigning specific staff to the distance learners and providing teachers with additional tools and training to better incorporate the distance learners in the flow of the in-person classroom.

In the event that a project with specific hands-on materials is taking place in-person, the school will ensure that any distance learners have the materials they need to complete the project remotely, or that they have access to an alternate project that can be completed safely from the virtual setting.

- **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;**

Monument Academy has a four-pronged approach to ensuring that all students with medical certifications have access to the necessary technology for distance learning. The school will ensure that: 1) the student has adequate wireless internet access at home; 2) the student has an iPad, keyboard, charger, and stylus; 3) the student and family have adequate training on how to use the device and all the platforms utilized by the school; and 4) teachers are trained to prepare and deliver their instruction such that distance learners have an equal opportunity for success.

For part 1, Monument will continue to work closely with families so that they can take advantage of the DC Government's Internet for All program. Monument is a CEP school, so all families are eligible to receive free wireless internet in their homes. Monument also has a stock of hotspots that it will use in the event that a student has an unstable home situation, or if a student needs something as a temporary measure.

For part 2, Monument currently has a more than adequate supply of iPads, keyboards, chargers, and stylus pens. These will be distributed prior to the beginning of school.

For part 3, Monument already has several training videos posted to the Family Resources page of its website. We'll direct families to these resources as a first step for getting acclimated to using the iPad to complete distance learning. We'll also hold an orientation session to cover the full scope of distance learning, as well as monthly follow-up sessions to address pain points for distance instruction. Teachers, Student Life Advisors, and the Academic Technology Specialist are all available to assist students with any questions about using the tools provided.

For part 4, every classroom is equipped with a Promethean flat panel display and a SWIVL camera to bridge the gap between in-person and distance learners. Teachers will cast their lessons on Google Meet so that virtual learners can participate. An assistant teacher is dedicated to answering questions and facilitating small group work with distance learners. And all classwork is assigned via Google Classroom, so distance learners have the same access as in-person learners to the work. Moreover, a substantial amount of class time is dedicated to online learning platforms like MobyMax, Discovery Education, Flocabulary, Nearpod, Kahoot,

and Newsela, all of which are easily accessible to distance learners via the Clever platform.

- **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**

Monument will take an individualized approach to eliminate barriers experienced by families of students who are unable to attend in-person learning. Some of these interventions include providing the necessary technology - iPads, chromebooks, and/or hotspots - to ensure internet access and academic engagement, daily student check-ins by the Student & Family Engagement team, routine Student Support Team (SST) meetings to discuss social-emotional and academic progress, parent capacity building on academic content and platforms through parent centered workshops, home visits, and lastly, referrals to community based resources to ensure a consistent continuum of care.

All Monument students are eligible for DC's Internet for All Program, and Monument will walk families through the application process to ensure that they take advantage of it as needed. When students begin the distance learning program, parents and students are provided with detailed videos that walk them through each aspect of participating in school through their assigned device. Families also have ready access to the school's IT department in the event that questions come up.

- **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.**

Monument Academy utilizes a mixture of instructional methods to deliver the highest quality of distance education for our students with medical certifications. The distance platform is built upon three pillars: Google Classroom, Google Meet, and Clever. While Google Classroom isn't technically an LMS, it functions in much the same way, since all assignments and lesson materials are distributed on this platform. Google Classroom is also the platform that students use to join specific Google Meet sessions for each of their courses. Clever is a Single Sign-On platform that allows students to log in to our primary instructional platforms: MobyMax, Newsela, Discovery Science, and Flocabulary.

As explained in part C, students engaging in distance learning will receive the same mixture of direct

instruction and student-guided instruction as their in-person peers. Students that are participating in distance learning will receive direct instruction synchronously using a combination of Google Classroom, Google Meet, Swivl cameras, and the screen sharing of teacher laptops and Promethean panels. Students that are in need of additional support will have access to Google meet breakout rooms for small, tailored instruction provided by either the classroom teacher or teacher assistant. Additionally, students will follow the same curriculum materials and be provided with the same instructional assignments. All classroom materials will be posted in the assigned Google classroom accessible by all students. Additionally, all lessons will be recorded for students to watch/re-watch as they need.

A portion of class time for both in-person and distance learners will be devoted to our student-guided, technology-based platforms: primarily MobyMax, Newsela, Discovery Science, and Flocabulary. All necessary digital materials are pushed to student iPads and Chromebooks, so students always have access to the platforms they need for instruction. And Clever makes it easy for students to log in to all these platforms, since they can use their school-provided Google account for single sign-on.

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.**

Monument Academy PCS (MAPCS) will continue to offer comprehensive mental health services to all students via the multi-tiered support systems' model. All students have access to the LEA's Tier 1 school-wide social-emotional learning program, which is the Dialectical Behavior Therapy (DBT) skill-building groups. Students will focus on the following DBT skills within groups: Mindfulness, Distress Tolerance, Emotional Regulation, and Interpersonal Effectiveness. Also, students will participate in well-being guidance lessons via Purpose Prep curriculum which focuses on capacity and character building. Additionally, all students will participate in quarterly gender specific assemblies that will foster healthy peer relationships, promote positive communication, increase mental health awareness, and expose, educate, and guide students by facilitating appropriate topics related to students' developmental stages and ages.

The LEA's Tier 2 services will assist students with targeted and intensive needs by utilizing universally-deployed screening assessments and tools such as student and parent intake assessments, mental health questionnaires, the Adverse Childhood Experiences survey, and DBT-related assessments--Difficulties in

Emotional Regulation Scale (DERS), Maryland Assessment of Recovery Scale (MARS), and the Ways of Coping Checklist-DBT (WCCL-DBT, only administered to students with IEPs) to identify additional specific needs. Tier 2 services will be delivered through targeted groups that will enable students to form secure peer relationships, process complex emotional responses, and learn additional coping strategies and skills for optimal functioning.

Lastly, the LEA's Tier 3 services will offer students individual counseling and clinical case management rendered by licensed counselors, graduate level counseling interns, and mental health therapists who are partnered with our LEA. At present, MAPCS is partnered with SMILE Therapy Services, Life Enhancement Services, Howard University School of Social Work, and the Chicago School of Professional Psychology. In addition to the prescribed behavior support services documented on student IEPs, students will be identified for individual counseling and clinical case management by the referenced screening assessments and tools, staff observations, and the current internal well-being referral system.

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.

Monument aims to provide a safe and nurturing environment that is welcoming and understanding of all of our students' needs. Distance learning has been challenging for not just our students but students everywhere. Addressing those challenges are as follows:

1. Tier 1 interventions - Dialectical behavior therapy, where our students are taught skills such as Radical Acceptance and Wise Mind as a way to give them tools to use when things become difficult.
2. Alternative Learning Center - Students who are continuously unsuccessful in the classroom will be placed in an alternative space where they can receive instruction virtually but without the presence of the number of students that would be in the classroom. This will help deal with the over stimulation of a classroom that a student might be prepared for after not being in a classroom for 18 months.
3. Behaviour Specialist - one of the primary roles of our behaviour team is to identify students who are having a difficult time adjusting to the environment and providing that additional resource whether it is simply a person to talk to or someone who can help them inside and outside of the classroom.
4. Wellness huddles - small group discussions about what has taken place over the last 18 months and how it has not only affected them but the world as a whole. The idea behind this is to show them that they are not alone in what they are feeling and that together we can all gain some comfort.

Every student is different and as such our approach to their behaviours are specific and designed to address the functions of their behaviours. Students behaviour plans are designed based on any pattern of continuous behaviour and addressed through the best interventions we have available at the time. Those interventions include but are not limited to:

- Non-contingent reinforcement to address attention seeking behaviours.

- Frequent breaks contingent on a set schedule to address escape or work avoidance behaviours.
- Small groups to minimize distractions.
- Pull outs to address problem behaviours before they escalate into higher magnitude behaviours.

Monument also wants to emphasize the celebration of our scholars through different rewards and points systems. Students have access to the following:

1. Academic rewards
 - a. Honour Roll
 - b. Principal list
 - c. Perfect attendance
 - d. Head of School
 - e. DBT student of the month
2. Token economy - Students receive points for exhibiting positive behaviours and those points can then be redeemed for different items from the school store.
3. Bi-Weekly incentives that all students are able to attend unless there are behaviour or academic concerns.

Monument Academy also aims to provide our students with the skills necessary to thrive in an ever evolving and chaotic environment. Our students are taught coping skills to help them deal with stress, communication skills to help them better communicate with those around them, and problem solving skills to help them tackle problems not only in the classroom but also in their daily lives.

Monument's discipline practices are grounded in the science of behaviour analysis; we focus on the functions of a student's behaviour and attempt to address the function--therefore eliminating the maladaptive behaviour and replacing it with a more appropriate behaviour. We also understand that we serve a special population and have to tailor our approach to ensure that we are making meaningful change and not perpetuating the same systems that have failed our students previously.

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.**

Monument will continue to run a meal service through the school using a FSMC that has been approved by OSSE and meets all of the USDA and OSSE Food and Nutrition requirements and standards. Breakfast, lunch, dinner, and snack will be given to students on site and packaged for those who are receiving distance instruction to pick up. These students receiving distance instruction will be able to pick up pre-packaged meals for the week on assigned days.

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.**

MAPCS will continue to prioritize staff wellness by offering professional development opportunities during the regularly scheduled professional development sessions that will cover topics on trauma-informed care practices, utilizing DBT skills, and evidence-based practices while working with youth and families in the academic setting. MAPCS encourages staff education on the MTSS model for clinical services and the staff will receive updates about the LEA's clinical services and how the LEA supports students, parents, and staff. Staff is scheduled to receive training on the Signs of Suicide curriculum (OSSE and DBH), and will receive training and review of the well-being lessons provided by Purpose Prep, which ultimately focuses on mental health awareness and coping strategies. Staff will support the implementation and execution of the student well-being groups, facilitated by the clinical team, throughout the academic year. Additionally, staff will participate in learning activities that will promote mindfulness and self-care and that will incorporate all of the LEA's core values. Additionally, staff will be given tools that will help manage vicarious trauma, compassion fatigue, and burnout. MAPCS staff will have intentional safe spaces for debrief and consultation sessions with the clinical team via scheduled collaborative planning sessions to identify mental health concerns, strategies, and resources. The Director of Well-Being will also guide staff members to the LEA's Human Resource department to explore the Employee Assistance Program. MAPCS staff will also be supported with training opportunities led by our multiple partner agencies as the LEA identifies specific staff training needs. Lastly, MAPCS will continue to participate in the School-Based Mental Health Expansion program under the Department of Behavioral Health, which provides staff training and ongoing consultation.

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.**

Part A - The LEA has and will continue to facilitate focus groups consisting of parents/guardians, students, staff and community partners to assess needs and solicit feedback on school reopening and recovery planning. In addition to focus groups, we will utilize our monthly Head of School and Parent Advisory Council meetings to discuss best practices, conduct data dives on citywide recovery guidelines and brainstorm innovative ways to meet the safety needs of our community.

Part B - The LEA will facilitate a Town Hall series specific to our CEP in addition to email, text and robocall notifications in families' language of choice of our school's recovery and reopening plans. Families will also be provided several opportunities to ask questions or provide feedback through our MA Parent Portal and during daily check ins with Student & Family Engagement team members. Our new trimester calendar will also create new opportunities to engage families in "retreat style" learning communities during our enrichment and remediation weeks to deeply discuss instructional approaches and progress throughout the school year.

Part C - The LEA will communicate with families regarding their student's status and progress during Student-Led Conferences that will be held Dec 6-10th and April 4th-8th. Additionally, the Math and Reading Interventionists will communicate the results of MAP and PARCC to all scholars' parents. Furthermore, academic updates will be shared during progress report and report card windows scheduled for the following days:

- Trimester 1 Progress Report: 9/3
- Trimester 1 Progress Report: 10/7
- Trimester 1 Report Card: 11/15
- Trimester 2 Progress Report: 1/14
- Trimester 2 Check-in/Update: 2/11
- Trimester 2 Report Card: 3/14
- Trimester 3 Progress Report: 4/29
- Trimester 3 Report Card: 6/28

A sample report card can be found in the supporting documents (see: Sample Monument Report Card). It contains not only course grades, but also attendance data and scores on PARCC and NWEA MAP Assessments.

Finally, parents can check progress on all assignment completion and grades via daily or weekly reports from Google Classroom. Parents can access "official" course grades, which teachers update on a weekly basis, in Home Access Center (HAC). Teachers will communicate individually via phone and/or email for any further updates.

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.**

The LEA plans to re-engage students who were consistently less engaged in distance learning by ensuring that all students board weekly. We have identified these students by their In-Seat Attendance Rates. Once

identified, the Admin team scheduled home visits, provided work packets for students to complete, and identified and set them up with our community partners that could provide additional support as needed. For SY 21-22, any student that had truancy concerns last year will receive weekly check-ins from either our well being department or one of our academic leadership team members. Furthermore, each student will be assigned a Behavior coach that will work with the student to identify individual goals and check in on their progress daily. Lastly, the Student Support Team will place the student on an attendance plan that will be supported through weekly reports to the parent/guardian.

Monument Academy will determine which students are in need of additional academic support due to Covid-19 based on attendance records, completion of past work, and class-based assessments. Using these factors, Monument will identify students of concern and ensure that they are placed in smaller cohorts with additional supports. At this time, Cohort 7* is one of the cohorts that has been created to assist students that missed critical academic components due to excessive absences and/or academic regression. Furthermore, Monument will employ the following tailored steps to assess student learning lost and implement academic interventions:

1. Identify students with an in-seat attendance (ISA) rate of 60% or less
2. Conduct and Administer a classroom-based assessment in all content classes
3. Identify students that scored less than 50% on the classroom based assessments
4. Gather teacher feedback and suggestions during weekly Thursday Data Meetings. During this meeting, student's attendance, academic progress, and teacher input will be shared
5. Create an individual action plan for identified students using the Monument Academy's Data Analysis tracker. This plan will be shared with parents and reviewed after 30 days.
6. Work with Interventionists to set-up small group and/or one-on-one sessions to address student's deficits
- 6b. If an identified student has an IEP, the IEP team will review IEP to determine appropriate accommodations and if revisions to IEP are needed
7. Review student's progress during monthly quarterly assessments to determine if additional support is needed.
8. Provide students with additional academic support during extended day with: enrichment programs for Reading and Math, Homework Help and Study Hall facilitated by the Houseparents

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;**

Monument Academy’s primary assessment tool is the NWEA MAP assessment, which is administered for the subjects of Reading and Mathematics in the Fall, Winter, and Spring. Every student at the school takes the NWEA MAP assessment, so that means all grade levels: 5, 6, 7, and 8. This assessment provides the school with baseline data, interim data, and end-of-year data.

In addition to the NWEA MAP assessment, the school also utilizes the Ed Tech platform MobyMax in a way

that's similar to how other schools utilize I-Ready. MobyMax is utilized across all core subjects (ELA, Math, Social Studies, and Science) and grade levels (5, 6, 7, and 8), and it collects diagnostic data to begin students on a learning path. Teachers can utilize MobyMax to create benchmark assessments to evaluate progress on key content targets.

Monument is also in the process of creating a series of internal benchmark assessments for science and social studies across all grade levels that teachers will use during the middle and end of year to track progress toward mastery of key course standards.

The majority of Monument students enter the school multiple years behind grade level in Math and Reading, during COVID times or otherwise, so the school is well-versed in using versatile assessments like NWEA MAP or instructional platforms like MobyMax to create a more individualized learning path for each student.

- **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);**

This is the school's calendar for administering the NWEA MAP assessment (both Reading and Mathematics):

- Fall (Beginning of Year): August 23 - 27 (students who enroll at Monument after this window will still take the assessment)
- Winter (Middle of Year): December 6 - 10
- Spring (End of Year): May 23 - 27

The school hasn't set the calendar for the benchmark assessments in Social Studies and Science, but we don't want them to overlap with NWEA MAP. They will most likely take place in mid-November and mid-April.

- **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**

Monument sets goals on the NWEA MAP assessment, for both students and the school as a whole.

- i. Monument Academy utilizes the NWEA MAP assessment for Reading and Mathematics. MAP is an

adaptive assessment that yields a “RIT Score” upon completion. This RIT score is compared to other students in the same grade level across the country to determine an achievement percentile. Moreover, MAP has an algorithm to establish a Fall-to-Winter and a Fall-to-Spring growth target when a student completes his/her assessment in the Fall. A student’s RIT score growth from Fall-to-Winter or Fall-to-Spring yields a growth percentile as well. (Monument Academy utilizes Fall-to-Spring growth as opposed to Spring-to-Spring growth, which measures growth across school years).

All that is to say, each student has a performance goal for both the Winter and Spring assessments based on their performance on their Fall assessment. These performance goals are determined by NWEA. Moreover, students also have “stretch” goals that would place them in the 60th percentile for growth for each testing interval.

The school has a yearly performance goal such that at least 50% of Full-Academic-Year students will meet their Fall-to-Spring Growth target in each subject area, with at least an 85% participation rate amongst all Full-Academic Year students in both the Fall and Spring assessments. This is one of the school’s accountability metrics with the PCSB.

ii. Monument Academy pushes its NWEA MAP assessment data into a data warehouse and pushes that data out into several dashboards that help students, parents, teachers, and administrators track progress over time. For example, our Student Profile Dashboard allows students, parents, and teachers to visualize a student’s performance on NWEA MAP over time (both in terms of achievement percentile and meeting growth targets). They can also triangulate that data with attendance, behavior, course grade, and SEL data to spur discussion of root causes for successes and struggles.

The school also has a dashboard specific to NWEA MAP that allows it to cut the data by different demographic groups (for example: at-risk, not at-risk, students with disabilities, students without disabilities), grade levels, and schedule cohorts. This allows the school to compare performance amongst different subgroups to that school-wide goal of having 50% of students meet their Fall-to-Spring growth target, to see if there are any specific subgroups with outlier performance.

Beyond that, students are consistently reminded of their winter and spring growth targets--through advisory, their Student-Led Conferences, and in school assemblies where they are lauded for meeting their targets.

- **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

Monument Academy leans heavily on the Winter and Spring NWEA MAP data to adjust instruction for both the 2021-22 school year and the 2022-23 school year. Upon completing the Winter assessment, teachers do a deep dive on the data to determine general areas of weakness and strength amongst students so that they know what to spend more time revisiting. They also recommend regrouping our academic cohorts based on how students are progressing on the assessment (with additional guidance from course grades and behavior patterns).

Moreover, teachers utilize the Learning Continuum growth report generated by NWEA MAP to see where each student in their class falls across major standards in each content strand. Teachers utilize this report to create small learning groups around each content standard, based on where the students perform.

At the end of the school year, teachers utilize MAP data to review their practices and adjust their instructional plans based on areas where students demonstrated the greatest and weakest growth. They also begin to form academic cohorts for returning students based on their end-of-year performance.

- **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.**

The LEA and non-public schools collaborate to assess the extent of interrupted instruction for students by meeting bi-weekly to review the students' data (report card, attendance, informal and formal assessments, communication logs, etc). The LEA is automatically notified after the student has missed 10 consecutive days of instruction. Once the LEA has been notified, a collaborative meeting is scheduled with the IEP Team to discuss ways to support the student.

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.

As stated in part (B) of Question 10, Monument is well-versed in serving students that are multiple years behind grade level in Reading and Mathematics, during COVID times or otherwise. There is always tremendous urgency to accelerate learning by creating as much of an individualized learning path for each student as possible.

The school uses Spring 2021 (EOY) NWEA MAP data for its returning students and Fall 2021 (BOY) NWEA MAP data for all its students to determine the gaps and strengths that exist across standards in reading and mathematics. The school utilizes that data to group students accordingly within classes, and to provide additional interventions as necessary.

Instructional leaders track progress within MobyMax (captures data of mastery of standards across grade levels for multiple subjects), in Reading or Math sessions with our interventionists, and in Extended Day programs like high-dosage tutoring to evaluate the effectiveness of the interventions and to capture the progress the student is making. Weekly RTI meetings are convened to discuss interventions and progress for our students.

The Winter (MOY) NWEA MAP assessment provides another important data point to monitor student progress and re-evaluate scheduling and interventions for the student. It also provides important insights for teachers on which standards need to be revisited and retaught. Teachers utilize professional development time to review and discuss assessment results within their departments, and to develop plans to adjust instruction.

Beyond academic data, Monument also reviews students' behavioral data to identify patterns and develop intervention plans to overcome behavioral obstacles to academic success. Monument has a Behavior Dashboard and a Student Profile Dashboard that track student visits to the Alternative Learning Center and behavior incidents. Analyzing this behavior data can often lead to innovative interventions for individual students and groups of 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**

N/A

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

- Adjusted Scheduling
 - Monument has adjusted the daily schedule to accommodate for longer class blocks to address learning loss. This model was utilized during hybrid instruction and yielded higher gains of academics.
 - Our after school programming will be set up for an hour Monday through Thursday. Two days

- will be focused on academic enrichment opportunities, while the other days will focus on engagement opportunities. Students will be allowed to choose their own enrichment opportunity based on their interests. Students that had attendance concerns during the previous year will be required to attend certain enrichment opportunities to address deficits and learning loss.
- For the 21-22 SY, we will employ our Trimester schedule which added an additional 10 days to our instructional calendar to address the learning loss that occurred during the pandemic.
 - Our summer 21 school programming is structured into 9 days of on-site summer school and extended school year for 4 hour time blocks. We are also providing engagement camps for our elective classes as well. Our summer 22 program will follow the same schedule.
 - Our trimester calendar is structured to allow for a two week break period in between each trimester. During this break, Monument will hold optional enrichment and engagement camps for students to participate in.
- Instructional Changes
 - Monument Academy has structured the daily schedule to allot more time for individual and content specific teacher planning time. Teachers will have an uninterrupted hour of individual planning time on Mondays and Fridays, an hour of collaborative planning time either Tuesday or Wednesday, and hour of data planning on Thursdays.
 - In order to ensure that we are addressing student learning needs in an expedited manner, we have made changes to our RTI and referral process by adding a special education coach and weekly collaborative sessions with the SST stakeholders. This process will take effect July 1.
 - Additional Hardware purchase
 - Monument has purchased Promethean Interactive Flat Panel Displays for every classroom. This technology opens up exciting new avenues for teachers to present material and engage students, as well as for students to share their work with the class. They are a great tool for building on the strides our teachers and students have made in utilizing educational technology during distance learning.

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.

The Academic team held a two day professional development closeout session on June 22 and 23 to identify and review trends in student data during this school year. Additionally, the staff reviewed and revised all respective content curriculum maps to address content that was not taught in a sufficient manner, discussed best practices to incorporate daily for the upcoming school year, and met with department heads to discuss trends, problems and solutions to emerging student learning and needs.

Instructional leaders will continue to track progress within MobyMax (captures data of mastery of standards across grade levels for multiple subjects), in Reading or Math sessions with our interventionists, and in Extended Day programs like high-dosage tutoring to evaluate the effectiveness of the interventions and to capture the progress the student is making. Weekly RTI meetings are convened to discuss interventions and progress for our students.

During the two day professional development closeout session, staff reviewed well-being related student data and discussed student progress and growth areas regarding student social-emotional goals for the LEA. Additionally, staff received an overview of the well-being department, well-being and SEL goals for the upcoming school year, staff resources, and ways to collaborate with the well-being department to promote

recovery services, stabilization, and success.

The Student & Family Engagement team utilized data collected via an EOY Parent/ Family Experience & Satisfaction survey to reflect upon and extract best practices to continue in the upcoming school year. As a result of these reflections, student family needs were identified, a more streamlined family resource referral process was established, and new community partnerships were obtained to create new development opportunities for staff and families (parent workshops).

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

From an academic standpoint, Monument will continue to utilize some structural innovations that we found to be effective during distance learning. The biggest one is the class schedule. The school pivoted to block scheduling in which each core content class met for 2-hour blocks twice a week. Both students and teachers responded positively to this schedule, and we saw that students were able to better engage with the instruction with the additional time. It also gave teachers time to utilize more tech-based, student-focused interventions while also being able to support student use of those interventions in a more hands-on manner.

The school is also doubling down on the use of technology to structure and deliver instruction. All classes utilize Google Classroom to organize content and disseminate materials. All classrooms are now equipped with a Promethean Interactive Flat Panel Display to help enhance our digital platforms to really come alive, and to encourage student sharing and participation.

From a social-emotional perspective, Monument Academy has adjusted its daily schedule to allocate time for social emotional learning for 30 minutes daily. The Well-Being and Behavior Team will focus on implementing the Purpose Prep curriculum and restorative practices such as Restorative Justice circles. Monument's clinical and related service providers are prepared to continue to provide comprehensive telehealth services to students during continuous learning and school recovery. Social emotional learning and mental health needs will be addressed through multi-tiered support services. Monument will facilitate the established school-wide social emotional learning program, Dialectical Behavior Therapy (DBT) skill-building groups, with accompanied assessments. Students will also have access to participate in small counseling groups that target issues such as grief and loss, emotional regulation, and social and life skills. Monument's mental health team will facilitate whole class guidance lessons that focus on character building and core values. Additionally, students and families who are in need of intensive mental health and behavioral support will be provided counseling and clinical case management support by our partner agencies. Monument's social emotional learning program includes restorative practices that focus on mediation opportunities and community building exercises to foster healthy peer interactions and support. Most importantly, Monument's clinical team is prepared to work in collaboration with the Family Engagement department and external partnerships to coordinate well-being wraparound services, parent support groups, and ongoing psycho-education workshops to increase supervision and student safety, to

stabilize and empower students and families, and to enhance social and emotional growth. Lastly, Monument's programming will focus on recovering skills, repairing relationships, and building resilience as our students continue to face new experiences through this pandemic and beyond.

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.**

A. Monument Academy maintained IDEA timelines by continuing to hold annual IEP meetings and implementing the students' IEPs. MAPCS will assess students with disabilities upon returning to school using BOY MAP assessments which will take place during the second week of school and through placement tests for all core subjects (ELA, Math, Social Studies, and Science) through our supplemental program of MobyMax. This information will be utilized to identify gaps in knowledge that were brought about from the pandemic.

The SST will meet to review a student's IEP to determine the nature of learning loss and effective ways to address it in an expedient manner. If a student does not receive services for an extended period of time (generally more than 10 consecutive school days), the IEP Team will make a subsequent individualized determination to decide whether a student with a disability requires compensatory services to make up for any skills that may have been lost because the student did not receive educational benefit. To the extent possible such services will be provided with the method most accessible to the student.

B./C. The team will evaluate the need for accelerated learning by reviewing the NWEA MAP Data, diagnostic data provided by MobyMax assessments, and classroom-based assessments to design the appropriate level of services for SWDs. MAPCS will first design the individualized or small group instruction to focus on standards of weakness. The Data Team will meet weekly to determine student progress on these standards and further steps that may be necessary. In the event that additional services are needed, MAPCS will provide additional enrichment activities after school, review IEP hours to determine if additional hours are needed, and/or review the students' LRE. MAPCS will communicate/inform parents of their student's progress through the dissemination of weekly progress reports, phone calls by the case managers, and monthly parent meetings.

The team will contact the student, their parents and/or guardians to make sure the student is informed of any missed assignments. Each class will continue to be set up with a General Education Teacher and a Special Education Teacher. The Special Education Teachers will modify assignments with students as necessary and provide small group instruction. Within MobyMax, the teacher assigns the students' instructional level assignments that are aligned with the grade-level curriculum. The students' accommodations based on their IEPs needs are put into MobyMax, which adjust to their instructional needs.

Dedicated Aides will continue to work one on one with their assigned students to help complete all assignments. In the event that data from class grades, NWEA MAP assessments, and individual assignments (all reviewed during weekly Response to Intervention meetings) suggest that a student is in need of additional services, then the school will work with the student and his/her family to establish those needed services or instructional adaptations. We will ensure that the results from our distance learning approaches do not lead them to being placed in more restrictive environments by providing individualized instructional support as necessary, allocating additional time to work on/review IEP goals with students, and tailoring instruction to fit the students' needs as best as possible.

D./E. The teachers and case managers will continue to communicate with the parents and/or guardians weekly to assist with parent support. If we find that a parent has a disability, the Family Engagement Team will pair the family with the necessary resources (language interpreter, Community Support Worker [CSW] from one of our partner agencies, one on one staff support, etc.) to ensure equitable access to their child's education to ensure that all parents are able to engage in the education of their student. Special Education Teachers will complete daily check-ins with the students, parents and/or guardians before and after class to assist with misconceptions or technical support about the assignments. In the event that a student receives related services via a distance platform, the special education coordinator, service provider, parent, and Monument IT staffer work together to ensure that all necessary technology is available on the student's device and that the student and parent are trained in how to use it. If additional support is needed, MAPCS

will provide home visits to assist any parent that may be visually impaired and/or parents with disabilities.

For our students who are experiencing homelessness or are in the custody of the District of Columbia, we conduct routine SST meetings to frequently assess the families' needs to best deliver recovery services. This may include providing additional technology such as hotspots that can move with the family, additional community support with our partner agencies, telehealth services, home visits, and weekly one-on-one support from a member of our well-being, family engagement or behavior team.

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. Monument does not currently have EL students enrolled. For all students who are enrolling in a DC school

for the first time, MAPCS will begin with administering the OSSE Home Language Survey (HLS), a questionnaire completed by parents of all students at the time of enrollment. The OSSE HLS will not be re-administered to a student who is re-enrolling in a DC school. Identification will happen within 30 school days of Stage 5 enrollment using the WIDA Screener (Primary OSSE Screener 1-12). A student shall not be identified as an EL student only on the basis that the OSSE HLS indicates a language other than English is spoken in the home or routinely used in other settings. Parents will be notified of the results within the first 30 days of the school year or first two weeks of EL placement if after the start of the school year. At the beginning of the school year, MAPCS will check the Early Access to English Learner Data application to verify whether a student has prior screener data or assessment history.

Based on information provided, MAPCS will administer the WIDA Screener (Primary OSSE Screener 1-12). EL supports will be offered through individualized supports planned by an assigned case manager. EL students will access the general education curriculum with appropriate accommodations and modifications. In compliance with state and federal guidelines, MAPCS is committed to providing equal opportunity for English language learners. To ensure that ELLs are provided with an equal opportunity, MAPCS will:

- Identify limited English Proficient students;
- Assess their level of English Language proficiency;
- Provide appropriate instructional support services for students identified as limited English proficiency; and
- Monitor their academic growth through the use of periodic evaluations and teacher input

MAPCS will re-screen students screened provisionally during distance learning during the first 10 days of school using the WIDA Screener (Primary OSSE Screener 1-12), if applicable. MAPCS will determine if the student is making progress towards those goals by reviewing previous scores to determine an increase in critical areas in which the student originally showed difficulty and reviewing their progress. All ELs must receive scores in all four domains (listening, speaking, reading, and writing) in order to receive a composite proficiency level. Students with a composite proficiency level of 5.0 or higher will be exited from EL services.

Parents will be notified of the results within the first 30 days of the school year or first two weeks of EL placement if after the start of the school year.

B. Once ELLs are identified, MAPCS will provide ongoing support to our students. MAPCS will employ the Sheltered Content Program. In this model, English language is acquired through exposure to academic content instruction within the general education classroom. ELs learn content and English alongside their native English-speaking peers. Teachers use clear English and scaffolding strategies to present students with skills and concepts that are equivalent to those taught in mainstream content courses. Instruction is adapted to ELs' English proficiency level, spirals through the curriculum, activates prior knowledge, and promotes classmate collaboration.

The academic content areas of English language arts, social studies, science, and mathematics are used to drive the success of all ELLs. This ensures that ELLs have access to the same academic content and performance standards as non-ELLs. All instruction is given in English through a program that is created by the ESL teacher and general educator to meet the individual needs of each child. Both teachers work to reduce language-based barriers in academic subjects and improve ELLs' comprehension and/or word reading

ability. Through their full inclusion and participation in the general education classroom, English language learners at Monument are held to the same rigorous standards as all students. MAPCS will assess the student's ongoing progress and achievement in English language proficiency and content areas in order to plan and modify instruction accordingly by reviewing classroom-based assessments, diagnostic tests administered through MobyMax and MAP data to promote the student to different instructional levels within the EL program on the basis of growth in English language skills. MAPCS will determine if the student is making progress towards those goals by reviewing previous scores to determine an increase in critical areas in which the student originally showed difficulty and reviewing their progress on the Access for ELLs 2.0 assessment. All ELs must receive scores in all four domains (listening, speaking, reading, and writing) on ACCESS for ELLs 2.0 in order to receive a composite proficiency level. Students with a composite proficiency level of 5.0 or higher will be exited from EL services.

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.

The ESSER III-ARP Funds will be used to fund vital staff members on our team that will lead or assist in implementing our strategies and programs that are in alignment with OSSE and DC Health Guidance including:

- Providing regular COVID testing for all on-site staff and students
- Providing a full-time school nurse to assist with testing, symptom checks and other health related issues for students and staff
- Utilizing small class sizes
- Utilizing all of our spaces- including our newly renovated outdoor courtyard and outdoor classroom space to provide opportunities for social distancing and safe learning
- Providing funds to support additional hours worked by key staff members which will enable the school to engage all students.

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.

Monument Academy will use 20% of the ESSER III-ARP allocation to address academic learning loss by funding the vital staff members who implement the following strategies:

1. Intervention Programs

We utilize our interventionists to assist with general education students below grade level in both R/ELA and in Mathematics. Students are identified based on triangulation of data including MAP assessments, classroom based assessments, and qualitative research and data. The identified students work with Interventionists twice a week in small groups or in an individual setting. Interventionists are also involved in the after school academic program and provide support during Enrichment/Remediation Weeks and Summer School as part of our extended school year through our trimester calendar.

2. Extended Year Programs

Through our new extended school year calendar, students will be in school from August 9 through June 24. This includes 190 standard instructional days and an additional 10 days of engagement camps. Monument Academy's new calendar adds additional time on task and minimizes the additional learning loss that can occur over longer periods away from school. In order to further address learning loss, Monument provides additional summer programming including summer school that is designed and implemented by our Academic Team to meet the needs of students and promote greater student progress.

3. Afterschool Programs

Monument Academy provides a robust Extended Day Program for all students. Because students board 5 days a week, 100% of students participate in the Extended Day Program. During extended day, students receive additional academic engagement through programs such as literacy club, math motivators, tutoring, chemistry club, journalism and more. The Extended Day Program also includes enrichment activities and clubs such as athletics, dance, Chef Team, Drumline, Chess, and BOKS Physical Fitness. The Extended Day program addresses learning loss by providing additional time for students to receive instruction and enrichment in a fun and engaging setting.

Monument Academy's ESSER III-ARP funding will support the staff that lead and implement these initiatives, all of which are a part of our comprehensive program that works to address learning loss in our scholars.

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.

Monument Academy will use the remaining ESSER III-ARP funds to support addressing the specific needs of our student population. Monument provides wraparound support for students including mental and physical health services, social-emotional learning, and behavior support. The ESSER III-ARP allocation will cover the cost of Monument staff who provide these services. This is consistent with the allowable uses of funding by Addressing Specific Needs including Mental Health Services and Supports for students.

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.

Monument Academy's student population, when compared to the rest of the city, has disproportionately large numbers of students from low-income families, students of color, children with disabilities, and students experiencing homelessness. So any interventions the school implements, including those funded by ESSER III-ARP, will specifically target the academic, social, emotional, and mental health needs of these groups of students. Monument has such a large number of students who qualify for Free Lunch that it participates in the CEP program. Here is some more demographic data from our student population at the end of the 20-21 school year:

- 100% Students of Color
- 49.5% Students with Disabilities (of those students, 78.7% are Level 3 or 4)
- 22.1% Homeless
- 74.7% At-Risk

Monument Academy implements a fiscally responsible procurement process that ensures funds are utilized to address academic achievement and the learning loss that has occurred during the pandemic. The school's operations program has checks and balances that are orchestrated through a partnership with EdOps and in collaboration with Monument's Board of Trustees Finance Committee.

The Monument Leadership Team constantly analyzes student academic and social-emotional data as a means of determining the most logical and strategic use of funds. Research-based resources and data-driven strategies are identified and procured based on relevancy, success within the groups' demographics, and budget constraints.

Through ongoing collaborative efforts with leadership and other staff members, fresh quantitative and qualitative data will be generated and shared with relevant stakeholders for feedback. Monument's Director of Data and IT manages a dashboard that is updated daily with student data including attendance, truancy, discipline data, # of students w/ IEPs, and at-risk status. In twice per week leadership meetings department heads will share the performance of the students and triangulate the data across academics, behavior, and social-emotional growth.

Monument has also normalized the utilization of surveys grounded in ACES to gather background information and data on the families we serve. It is imperative that we are aware of and plan for the trauma our students and their families have faced. Our mission mandates that we serve students who have or are on track to have interaction with the Department of Child and Family Services.

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.