

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Roots PCS

LEA Head of School Name: Dr. Bernida Thompson

LEA Type: Pre-K;Elementary

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Background and Purpose

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

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

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

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

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

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

1. Effective Fall of 2021, the operation plan of Roots PCS is to provide in-person instruction five days a week for at least 180 hours per the 2021-22 school year in our current physical space. The Roots facility will accommodate our 120 students. Please refer to outline of cohorts below:

- Cohort #1—This cohort will consist of 30 students in grades PK3-4;
- Cohort #2—This cohort will consist of 30 students in grades K-1;
- Cohort #3—This cohort will consist of 30 students in grades 2-3 ;
- Cohort #4—This cohort will consist of 30 students in grades 4-5.

Cohort 1 will be composed of 30 three-and-four-year-old students with four teachers and an assistant. This cohort will be housed in the pre-primary division and consist of four groups, which will be separated by partitions. Cohort 2 will be composed of 30 K-1 students with two teachers. This cohort will be housed in the K-1st (primary) division of the school and consist of two groups. Cohort 3 will be composed of 30 2nd and 3rd grade students with two teachers. This cohort will be housed in the 2-3 (elementary) division of the school. Lastly, cohort 4 will consist of 30 4th & 5th grade students with two teachers. This cohort will be housed in the multi-purpose room of the school. As stated above, the cohorts will be in the previously identified classrooms, with the exception of Cohort 4 which will receive instruction in the multi-purpose room. Roots will need to hire two new teachers to achieve this plan.

In the case that in-person education is disrupted due to quarantine or other closure, Roots will:

- Automatically switch to distance learning;
- Ensure that all students will have devices and provide resources to access to the internet/wi-fi;
- Ensure that the teachers have the capacity to switch to an engaging synchronous and asynchronous schedule (used previously);
- Ensure that lessons will be recorded for families to access/review at their availability.

In the event of an unexpected closure or partial closure due to staff or student exposure, we will communicate with families using the following methods and timelines:

- Parents will be notified by email, cell phone, and digital platforms (i.e. Class Dojo) immediately and the cohort will be placed in quarantine immediately;
- Roots will respond in a timely manner to any questions or concerns that families may have.
- Students will be allowed to transport their learning materials home in the event of a quarantine.
- Teachers and students that have been exposed to COVID-19 within a cohort will be quarantined for 10 days.
- In the event of exposure within a cohort, the educational platform will switch from in-person to online instruction for students and teacher(s) of that cohort.
- Daily screenings will be performed to determine potential exposure to COVID-19 that may have happened outside of the school.

In the spirit of continuity and consistency, distance learning schedules will be the same as the in-person schedule. Teachers will have the capacity to livestream/record their daily instructional blocks, affording all students the attention of the teacher. In other words, all instruction and learning will be synchronous.

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.**

Students participating in distance learning will have access to real-time, synchronous instruction and support by the teachers using our digital platforms and SMART Boards. Students will log on to class and will be able engage and participate in learning that's taking place in real time. The teacher will provide instruction to both, in-person and distance learners in real time.

- **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;**

All parents will have access to the updated medical certification forms. In addition, Roots PCS will have devices available (as needed) for students with medical certifications to actively participate in distance learning environments. Roots will provide families with resources to receive internet/wifi capability.

- **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**

In the spirit of continuity, Roots PCS will provide access to all of the aforementioned distance learning platforms and digital resources to the families of students with medical certificates.

- **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 distance learning program will mirror the in-person instructional program in real time. Lessons will also be recorded for family accessibility. Below are some of the digital platforms we will be using.

Our LEA chooses to offer a distance learning program through the following unique digital platforms:

- iReady;
- SeeSaw;
- Google Classrooms;
- Class Dojo
- Microsoft Teams

We plan to use the following textbook materials in addition to our distance learning platforms:

- Math-My Math (K-5)
- ELA-Journeys
- Teaching Strategies (GOLD)

We have found that the following remote learning practices provide the most effective instruction:

- Small group/individualized instruction
- Hands-on activities
- Family engagement/accountability
- Schoolwide communication
- Schoolwide Collaboration

We will tailor instruction 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:

- Absenteeism
- Students with IEP's/501's
- Intervention/RTI

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.**

The plan Roots has for supporting students' social-emotional, mental & behavioral health needs during continuous learning and school recovery, include:

- Our African-Centered way of loving and accepting each child's spirit
- Our African-Centered morning opening ritual of social-emotional check in and positive affirmations
- Our African-Centered value system that we teach our children which builds and strengthens mental health awareness in a natural, holistic way
- Our classroom teachers and administrators being alert to when/if students need to be referred for further mental and behavioral health needs. If so, parents will be contacted and resources will be suggested and made available to students of families in need of further assistance.

Roots does not feel it needs a standardized survey. Parents and staff communicate freely and set plans based on their close and consistent communication. Parents will be asked, "Since the pandemic, have you noticed any social-emotional changes in your child? If so, what? What would you like to see the school do to help your child adjust to the present setting of school re-entry and general environment?"

In addition to the above resources made available to families, we will contract with Dr. Michael Hughes and Ms. Eshauna Davis for socio-emotional and mental/behavioral health support for students and families.

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.

Roots PCS is preparing to monitor behavior of students using a variety of positive, relevant, and developmentally appropriate behavior modification approaches including rewards, positive reinforcement and encouragement, as well as strategies from our restorative justice training and framework. Additionally, Roots employs a proactive approach to behavior and discipline that accounts for the challenges of transitioning from distance learning to in-person instruction. Teachers will begin each day checking in with students, reviewing rules and expectations, expressing joy to see and welcome them, and lastly, affirming their positive attributes. Small errors in behavior are ignored

Based on parent/student responses and feedback, Roots will assist in the transition of students by using gentle and patient ways over time. If a parent and/or teacher decide the child needs additional resources, Roots will use its contracted child psychologist/behavioral specialist to provide further assistance.

The mental health, behavioral management program at Roots is available to all students who may exhibit social-emotional or behavioral issues and behaviors due to the pandemic. Roots will provide families with city and community resources that support the social and emotional well-being.

For students who are showing the need for more extensive, one-on-one supports, outside of the capacity of Roots, the family will be referred to an external resource such as The National Children's Center.

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.**

Though Roots serves breakfast, lunch, and snack for students receiving in-person instruction, there are no wrap-around services (food, shelter, family supports). Neither will Roots be serving meals to students who use distant learning nor during quarantines and closures. Roots, however, will give families contact information for such services and information as to where free meals are available throughout the city during distant learning experiences.

Roots PCS contracts with Top Spanish Caterer to provide meals (breakfast, lunch, and snack) to eligible students who attend school on site. Meals will be brought in the morning and served at that time. Lunch will be brought at noon and served at that time. Snack will be brought with the lunch and served at 3:30pm. Meals will be served in the classrooms.

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.**

6. Roots PCS plans to support teacher and staff social-emotional and mental health needs by providing positive feedback and daily positive messages of encouragement and gratitude. At the beginning of the school year, Roots will provide a professional development session entitled, “Staff and Teacher Social-Emotional Mental Health Wellness.” This training will encourage peer collaboration to engage in fun filled activities with one another. It will provide administrative open-door support and a plan for staff retreats. It will encourage teachers and staff to use whatever self-care measures feel right for them – church activities, yoga, exercise, mental health counseling, etc. Roots will encourage staff and teachers to make a list of the things and places they feel are helpful to one another and engage in them.

Throughout the year, teachers will engage in daily staff mental health check-ins to ensure that all staff members are given the opportunity to engage in and support the overall social and emotional well-being of the entire staff.

2.C: Family Engagement

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

learning as informed by LEA-selected assessments.

Roots PCS plans to communicate with families about safe reopening, student well-being, and accelerated learning clearly and consistently first at the June PTA/Recital/Promotion activity. Roots will also have the information on the Roots website, at the August Parent Orientation, the September Opening PTA, and in the September School Newsletter. Parents will also be able to speak with administration directly and as often as needed, as parents choose. 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 communication and information will be made available to families who speak a language other than English on our website, in our monthly newsletters, and weekly bulletin translations.

Our community of staff will solicit and incorporate student and family feedback on these plans by sharing them with the Parent Advisory Action Council for review. Roots will solicit their involvement, review, and incorporate their feedback on a continuous basis so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. The Parent Advisory Council is composed of all Roots parents. They meet on the last Thursday of each month at 6pm. A member of the Roots Administration attends the meetings, during which time all parent feedback is shared. To monitor student progress and adjust supports, Roots PCS will assess students by administering the i-Ready diagnostic benchmark for Language Arts and Math in September. After which, students will be assigned (by i-Ready) individualized learning paths based on the assessed needs of each student. Grade-level instruction will be taught, while the i-Ready Teachers will teach to the student's grade level as the i-ready program technology gives the student instruction and practice on the level shown by the assessment. Teachers will provide parents with a weekly progress report to inform them of their child's growth and performance. Another i-Ready diagnostic benchmark will be administered in December. It is expected that students will have mastered what was lacking in September, and i-Ready will give them a new learning path of things now needed to be learned. Formal report cards will be issued in December before Winter break. The last i-Ready assessment will be issued in May. Parent communication about their child will be continuous with the teacher. The teacher and administration will use all strategies available to reach and engage every family (phone, email, class dojo, google classroom). It is the goal of Roots to build trust and meaningful partnerships with families through ongoing communication. Building intentional relationships at the beginning of the year will ensure students have success navigating through their learning paths.

2.D: Attendance and Re-Engagement

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

In the school year 2020-21, Roots had no students who were consistently less engaged with distant learning, and only identified a handful of students who were somewhat less engaged than others. Attendance, student work completion rate, activity online, grades, and student/family responsiveness to outreach was between fair to excellent. Summative assessments, however, did not fare as well, even though all students had access to school-provided equipment from the very beginning of the school year, September 2020. Technology issues were addressed by the parent letting us know what they needed whenever they needed it. Roots continued total distance learning the entire school year. All students had access to school-provided equipment by **September 8, 2020** and technology issues were addressed as they were presented on an ongoing basis throughout the school year. Roots PCS was completely virtual throughout the 2020-2021 school year.

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;

- Teaching Strategies Gold Assessment (PK3-4)

- My Math diagnostic (K-5)--Diagnostic will be administered four times a year
 - My Math Benchmarks (K-5)--Benchmarks will be administered to students on a quarterly basis.
 - Journeys (ELA) diagnostic (K-5)--September 2021
 - I-Ready diagnostic (K-5)--Diagnostic Assessments in ELA and Math will be administered to students in grades K-5 three times a year.
 - Teacher-made assessments and projects for Math, ELA, and Science.
- **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);**
- Teaching Strategies Gold Assessment—September 2021 and June 2022
 - My Math diagnostic—September 2021
 - My Math Benchmarks—administered four times year
 - i-Ready diagnostic—mid-September, mid-January and mid-May 2022
- **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

With the exception of i-Ready and Teaching Strategies, Roots sets the goal for performance on non-state summative assessments. Each Math and ELA assessment and grade level will be graded using the following rubric:

A=Excellent 90-100% B=Good 80-89% C=Fair70-79%

I=Improvement needed 0-69%

For non-summative assessments in ELA and Math, progress and growth will be monitored using data from the quarterly benchmarks and weekly progress checks provided by their respective curricula. Teacher-created assessments will align with and be informed by the benchmarks and progress checks. Teacher will use this data to inform and personalize instruction.

For i-Ready, goals will be set and monitored throughout the year. Individual and adaptive learning paths will be automatically assigned to students based on their diagnostic results. Student data and progress will be tracked by the teacher and the i-Ready administrator. Student data will be used to personalize and inform instruction. For each content area, small groups will be formed and instructed based on growth areas determined by i-Ready (assessment provider).

- **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**

Roots will use the non-state summative assessment data to track and monitor student progress, as well as inform teacher instruction using a variety of strategies and approaches. Weekly check-ins and progress checks will be given on a weekly basis, and will be used to inform and individualize instruction. Data will be shared with parents on a consistent basis. Also, intervention schedules, blocks, and resources will be made available as needed. In the event of distance learning, the data tracking and collection process will pivot to digital access to all platforms.

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

N/A

3.B: Employing Intentional Strategies for Accelerating Learning

11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

Goals and ELA: Our vision is for students to matriculate from our school to their chosen middle school meeting grade level proficiency determined by the i-Ready summative assessment.

Roots also expects students in grades K-4 to meet their grade level proficiency determined by the i-Ready summative assessment.

Monitoring progress will be the same as last year. Teachers will keep daily records and documentation of student progress. Teachers will have team collaboration meetings weekly and staff meetings biweekly. Teachers will continue to loop with their students for at least two years/two grades by keeping Teachers will participate in professional development trainings throughout the year.

We monitor their progress towards meeting the goals as follows:

ELA

For ELA, we expect students in grades K-5 to meet their grade level proficiency determined by the i-Ready summative assessment.

MATH

For Math, Roots expects students in grades K-5 to meet their grade level proficiency determined by the My Math summative assessment. Monitoring progress will be the same as above.

SCIENCE

For Science, Roots expects students in grades K-5 to be able to produce projects and tell information about the 10 science themes taught throughout the year. Monitoring progress will be the same as above.

ENGLISH LANGUAGE PROFICIENCY

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

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**

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

Section	Activity	Yes	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules		
	After-school		

	programming		
	Longer school day	X	School day will be increased by one hour; 8am-4pm instead of 8:30am-3:30pm; to increase student growth; as well as longer access to in-person instruction longer. The extended day will also account for longer transitions due to COVID-19.
	Longer school year		
	Summer 2021 programming	X	To address/prevent learning loss during the summer months. The summer enrichment program will focus on and accelerate learning loss in then content areas of ELA and Math for students in grades K-5. The learning resources used are i-Ready (ELA) and Zearn (Math)
	Summer 2022 programming	X	To address/prevent learning loss during the summer months. The summer enrichment program will focus on and accelerate learning loss in then content areas of ELA and Math for students in grades K-5. The learning resources used are i-Ready (ELA) and Zearn (Math)
	School break/holiday programming		
	Weekend programming (e.g., Saturday school)		
Instructional Changes	High-dosage tutoring ⁵	X	Offered during the school day. Will identify partners suggested by OSSE. In addition, administration will serve as

			instructional coaches
	New curriculum purchase	X	Maybe—currently vetting an ELA curriculum
	New intervention program or support		
	New uses of staff planning time for accelerated learning	X	Teachers will have additional planning time to collaborate, analyze data and set goals for accelerated learning. Additional time will be built into the work day; teachers will have an additional hour per day for lesson planning/collaboration and to analyze data.
	New professional development for staff	X	There will be a two week professional development for all staff (August 23-September
Staffing and Related Supports	Additional staffing Additional vendor	X	Hired two new teachers for grades 4th and 5th. One teacher is a Math specialist and the other is an ELA specialist, their classes will consist of one co-hort. Also, Roots will hire an independent contractor to provide an afterschool enrichment program (OST) for students in grades K-5.
	and/or community partner support	X	Currently looking for partners to enhance our afterschool enrichment program, as well as our tutoring program.
	New hardware purchase	X	We will purchase 5 SMARTBoards to replace the older models and to make instruction accessible to all

			students. The upgraded SMARTBoard will enhance the teachers capacity to provide instruction
	New software purchase		
Other			

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.

Roots is in the process of creating the 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 led by the Principal, Vice Principal, Program Compliance Administrator, and Intervention Specialist. We are identifying what would work well by looking at a variety of factors gathered through student and parent feedback, teacher feedback, and assessment scores. Using information gleaned from school year 2020-21, Roots is planning on supporting teachers through a two-week intensive preservice professional development August 23 – September 3, 2021. Teachers will receive training on the academic curricula that will be in use for the 2021-22 school year. Teachers will be taught new skills of how to use the new smartboards, how to get quality work samples from students, and how to maximize student learning via accelerated learning. There will be another full day in-service PD in November and again in April. The last one will be an evaluative PD when the school year ends in June. 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 consider and use results from interim assessments, student behavior logs, student engagement, and student in-seat attendance to guide our practices. Teachers will be supported by the Principal and Vice Principal who will have training over the summer in virtual coaching.

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, Roots has been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year;

- recording lessons for families to access at their availability;
- use of engaging software (i.e. Class Dojo, Google Classroom, and SeeSaw);

- consistent communication with families--teachers will conduct weekly meetings/check-ins with parents;
- ensure all students have access to digital devices and the internet

These strategies were helpful by keeping the students updated with lessons whenever they needed them, making the lessons fun and enjoyable, maintaining open and consistent communication with parents regarding their children and the school community at-large, and to ensure distant learning platforms were accessible to all students. Roots will ensure staff continue to use these practices by monitoring and coaching. This way Roots will be able to know whether to continue the practices or add new practices in order to achieve maximal effectiveness.

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.

Roots will use a Student Recovery Planning Tool – Students with Disabilities to capture students' data regarding present levels, intervention, and implementation. To identify present levels, we will use

iReady to assess students at the beginning of the year, describe results, and use student/family input. If present levels require additional or different ongoing services and/or annual goals to make progress on grade level content, we may update or amend student's IEP. Additionally, we will work with the family to determine if an update or amendment is appropriate.

Roots will evaluate, design, and deliver accelerated learning for students with disabilities by reviewing data collected from present level assessments and using research-based accelerated learning practices such as course restructuring and competency-based instruction. Instructional time will be reorganized to compress and pair similar content to eliminate redundancies and emphasis on mastery. Roots will communicate this approach with families through a shared document and discussion of the Student Recovery Planning Tool .

All students with disabilities will be included in the general application of the guiding principles of this document. Afterwards, we will review and conduct the following activities to ensure the continued provision of a free appropriate public education (FAPE) to our students with disabilities. We will conduct individualized review of student data to identify appropriate accelerated learning approaches, review student's individualized education plan (IEP) to determine if the accelerated learning approach can be supported, engage with families regarding the school's plan to deliver accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE. General education teachers will provide interventions and services will push in, where possible.

Roots will support parent training for students receiving related services by gathering parent input on what support is needed and providing that training. Also, Roots will continue to provide the technology needed for services to continue through distant learning, if needed.

Roots will provide accommodations needed for all family members. Our goal is to provide information to all parents and listen to parent input.

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

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

English Learners

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

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

For all students enrolling for the first time, Roots will administer the OSSE Home Language survey. Roots will use data from the home surveys to determine our language development plan.

English learners in the pre-primary division (PK3-4) will take the Pre-IPT Oral English screening. English learners in kindergarten will be given the WIDA Screener. In the first semester they will be given listening and speaking only and in the second semester they will be given all four domains. And students in the 1st-5th division will take the WIDA Screener. All students will be screened within the 30 days of Stage 5 enrollment to determine level of English proficiency. Parents of eligible students will be notified by letter, email, and phone within 30 days of Stage 5 enrollment or within two weeks of placement if not identified at the beginning of school.

If a student demonstrates oral language proficiency on pre-K or first semester kindergarten screeners, but is too young to demonstrate proficiency on all four domains, then the student should be re-screened on all four domains using an age appropriate OSSE-approved valid and reliable screener (mentioned above).

For students who are medically fragile and, therefore, not attending school in person, they will be engaged in a one-on-one virtual screening within 30 days of Stage 5 enrollment. Once the student’s language proficiency is determined, parents of eligible students will be notified by letter, email, and phone. Roots will develop an English language development plan, including online and paper materials provided by the school, that would allow the student to receive English language instruction primarily in English, and native language support. To accelerate the learning of this population, Roots will provide access to all high-dosage tutoring and synchronous/asynchronous assignments and activities. Continuous monitoring of language acquisition will occur throughout the semester and school year.

Roots will provide eligible students with an English language development plan based on results of the given screener. Also, within the 30 days of Stage 5 enrollment, Roots will incorporate data from other school-wide diagnostics (i.e. i-Ready, My Math, and Journeys (K-5) and Teaching Strategies (PK3-4).

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.

Roots does not receive these federal emergency grant funds. However, Roots receives the ESSER Equivalent Funds of \$91,260. Roots will use the funds to purchase individual desks and desk shields, smartboards for classrooms, and other necessary equipment and materials for a safe re-opening.

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.

Roots does not receive these federal emergency grant funds. However, Roots receives the ESSER Equivalent Funds of \$91,260. Roots will use the funds to purchase individual desks and desk shields, smartboards for classrooms, and other necessary equipment and materials for a safe re-opening.

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁷ of the funding.

22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

SY 2021-22 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding delivery of instruction:

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.
- The LEA attests to completing the ELA curriculum materials survey coinciding with the submission of the CEP.

The LEA attests to the following statement regarding 2021-22 school year attendance:

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2021-22.

The LEA attests to the following statement regarding graduation and promotion for 2021-22:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 220310 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements regarding serving students with disabilities, including students in non-public special education school settings (please check all boxes):

- Students with disabilities have equitable access to distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

The LEA attests to the following statements regarding serving English learners (please check all boxes):

- The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
- The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,
- The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

The LEA attests to the following statement regarding technology:

- The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding family, stakeholder and public engagement (please check all boxes):

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA has taken comments of the above-named groups into account in the development of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

The LEA attests to the following statement regarding locally administered assessments:

- The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.