

## SY 2022-23 Continuous Education Plan (CEP)

**LEA Name: Achievement Preparatory Academy PCS**

**LEA Head of School Name: Sarah Lewis**

**LEA Type: Elementary**

**Date Generated: 08/22/2022**

### Background and Purpose

The Office of the State Superintendent of Education (OSSE) required all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2022-23 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being** and **accelerated learning**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services. LEAs receiving ESSER III-ARP funds must review and update (as necessary) their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. **The plan below has been approved as an update for these purposes.**

The CEP application is 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 situational preparedness, 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.

To inform the public of LEAs' responses, the CEPs will be publicly posted on OSSE's website and all LEAs and independent schools must share them directly with their families upon approval by OSSE. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

## Support Across Learning Environments

In the 2022-23 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning. Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly including but not limited to strains on a school's operational posture due to disease, inclement weather or other event and are ultimately up to each LEA's discretion. The following section is meant to engage and assess the LEA's ability to move to situational distance learning at any point in the school year. At a minimum, an LEA "ready" to transition to situational distance learning will have plans addressing the following listed provisions.

**Q1. To be prepared for situational distance learning, the LEA has a plan for:**

### **a. Provisions for learning**

**a. The provision of situational distance learning through either: (Select all applicable strategies below and complete only the questions associated with the selected options)**

- 1. Provision of 1:1 learning devices.
- 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials.
- 3. Other

### **1. Provision of 1:1 learning devices**

**a1. As of the submission of this plan, the LEA has \_\_\_ learning devices.**

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### **a2. Distribution Strategy:**

**The devices are:**

Will be distributed to all students in the event of a foreseen school closure (e.g., with advanced warning).

**a3. An accurate assessment of current student access to broadband internet/WIFI.**

**a4. Approximately \_\_\_% of our students have access to broadband internet/WIFI at their situational distance place of learning.**

85%

**a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently**

**have it in the event of the need to move to situational distance learning.**

Achievement Prep will make hotspots available for families who do not have access to internet, in the event we need to shift to situational distance learning for at least 5 days.

**a6. In the space below, please describe in detail the LEA's plan to distribute learning devices to students.**

During situational distance learning, Achievement Prep will distribute learning devices (with access to Google Meet), Clever Badges and complementary learning handouts/ packets to scholars from the school location. If a family is unable to travel to the school, Achievement Prep will make every effort to deliver the learning devices and materials to families at their residences.

**2. Distribution of Non-Digital Materials**

**1. In the space below, please describe in detail the LEA's plan to distribute materials such as paper packets, manipulatives, or other supplies to students.**

**3. Other**

**Please describe, Other**

**b. Communication with Stakeholders**

**b. Communicating with all interested stakeholders, including:**

**i. Method for family engagement (including communication) during situational distance learning.**

**Describe the LEA's method for family engagement during situational distance learning in the space below.**

Family engagement with include, but not limited to -

- ParentSquare with general school updates
- ClassDojo
- Phone calls to greatly impacted families
- Text messages with real-time updates (when necessary)
- Email and Home visits, when appropriate
- Materials for EL families will be translated and distributed

**ii. Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner.**

**Describe the LEA s communication plan to alert students, educators and families of a move to situational distance learning in a timely manner in the space below.**

In the event of situational distance learning, our communications with families will include, but not limited to:

- ParentSquare with general school updates
- ClassDojo
- Phone calls to greatly impacted families
- Text messages with real-time updates (when necessary)
- Email
- Materials for EL families will be translated and distributed
- Website, when appropriate

### **c. Additional Considerations**

#### **i. Family training and support.**

**Describe the LEA's situational distance learning training and support for families in the space below.**

Each scholar who will need to engage in virtual learning will be given their Achievement Prep Chromebook and learning materials to use at home during the virtual learning period. Chromebooks should only be used for school related activities, and families will be reminded to review the Technology and Asset Agreement and expectations that were provided during Parent Orientation (also found in the Scholar and Family Handbook). All of the technological tools, digital resources, and platforms are used within the classroom during in-person learning, which will allow for a seamless transition into virtual learning.

Parents will be supported through the temporary transition to virtual learning by receiving resource guides that provide detailed information about all learning materials. The parent will also receive technology support and other resources related to unique circumstances. Communication will be delivered via direct phone calls, in-person/virtual meetings, email, and/or phone blasts. *Achievement Prep has also designed a step-by-step guide to provide to families if distance learning becomes necessary. It will be introduced at Back to School night as an offering and sent home via hard copy with tech materials and via email. Immediate tech support will be made available by an Oxygen Member.*

In addition, AppleTree@Achievement Prep will use the Every Child Ready Virtual Curriculum for SY22-23; an iPad for scholars to engage in virtual instruction for a short period; and will provide hotspots for families who do not have access to the internet. Each scholar will also receive an iPad mini at the start of the year to ensure that they have access to all online content. If a family is unable to travel to the school, AppleTree will make every effort to drop off the learning devices and materials to the family at their residence. The Every Child Ready curriculum has been modified to support virtual learning and includes a combination of synchronous and asynchronous learning opportunities for scholars. The instruction will be facilitated by a full-time virtual teacher. We will use both Class Dojo and Sparkler to disseminate instructional videos and assignments. All live and pre-recorded lessons will be accessible via Zoom. The Every Child Ready Curriculum is broken down into 10 thematic units, each with its own unique set of materials. At the start of each unit, all families will receive a "unit kit" that will include all of the supplies needed to facilitate learning for that unit at home.

#### **ii. Teacher training on technology, tools, and remote instruction models before the school year.**

**Describe the training for teachers on the LEA's technology, tools, and remote instruction model in the space below.**

Teachers will engage in multi-day training this summer on our GoogleMeet platform, its tools, and expectations for remote instruction, should it be necessary. The training will include setup practice, use of chat, toggling between screens, use of hotspots, and training on how to help scholars/families troubleshoot.

**iii. Articulation of clearly communicated student, teacher, and family situational distance learning expectations.**

**Describe the LEA's expectations in the space below.**

**For Scholars:**

- Timely log-in, in conjunction with their normal daily schedule
- Screen on
- Engaging via chat, microphone, and hard-copy materials sent home with digital resources
- Submission of completed, hard-copy materials upon return

**For Teachers:**

- Lesson plans submitted, following normal submission deadlines
- Timely log-in
- Attention to all scholars and attendance taken via SIS
- Professional working environment, although remote
- Prepared with easily visible, digital resources
- Collect anecdotal data
- Grade all returned materials

**For Families:**

- Timely log-in
- Attention to all school communication via ParentSquare and Class Dojo
- Support and minor troubleshooting of Chromebooks, according to distributed step-by-step document (Additional troubleshooting can happen via our main office techs)
- Completion of DREAMwork (homework), in accordance with their normal submission

**iv. Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.**

**Describe the LEA's schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.**

All teachers are expected to adhere to the daily schedule for all Core content areas, unless otherwise instructed by the school leader. Interventions will occur asynchronously via Read/Math 180, Zearn, and iReady. Any instructional learning that is missed or incomplete will need to be submitted within a reasonable time that is in accordance with our late work submission policy. In exceptional circumstances or illness, parents of scholars who are unable to participate should notify Achievement Prep as they would for any school absence, and those scholars will be given special consideration.

Platinum Teachers will be expected to report daily attendance via the existing SIS with the appropriate code. We will regularly review attendance data to gauge scholar engagement.

**Student and Staff Well-Being**

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in SY22-23. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see [OSSE's 2022-23 Guiding Principles for Continuous Education](#) .

If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

- The LEA is interested in receiving additional technical assistance related to student and staff well-being.

### **2022-23 Health and Safety Plans**

LEAs should have a publicly accessible health and safety plan outlining its approach to help prevent and respond to reduce the risk of COVID-19 transmission among students, staff and visitors in the 2022-2023 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools can be found [here](#) .

**Q2. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of the COVID-19 virus in its facilities.**

<https://drive.google.com/file/d/1DY5FRkkREa0g74H4AgkYM1dA5d880aN8/view>

### **Accelerated Learning**

#### **Employing Intentional Strategies for Accelerating Learning**

**Q3. 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**

- i. Adjusted class/block/bell schedules ; ii. After-school programming ; v. Summer programming

##### **b. Instructional Changes**

High-impact tutoring ; New curriculum purchase ; New intervention program or support ; New uses of staff planning time for accelerated learning ; New professional development for staff -accelerated learning

##### **c. Staffing and Related Support**

Additional staffing ; Additional vendor and/or community partner support ; New software purchase

##### **d. Any Other, Please Describe**

**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.**

The schedule was adjusted to provide time embedded into the learning day for social emotional learning and small group instruction. Small group instruction will be provided in both reading and math. Teachers will use various data points to create flexible small groups for scholars that are targeted to their specific academic needs in these two content areas. Throughout the course of the year, teachers will receive support in analyzing scholar data in order to determine what standards and skills will be taught during small group instruction. They will also receive support in instructional practices useful for moving scholar data closer to proficient levels or accelerate their learning beyond proficient levels when necessary. They will use RELAY's Looking at Scholar Work (LASW) protocol. 1-2xs weekly, teachers will be led through this protocol with Coaches to close gaps faster. Instructional leaders are also partnering, planning, and preparing professional learning with ANET representatives and RELAY coaches to provide strong instructional coaching throughout the year, connected to our data and priorities.

There will be an opportunity to do after-school tutoring in the Late Fall/Winter semesters, based on the data collected during the Fall. In addition, there will be an opportunity for Saturday tutoring sessions in the Spring semesters, based on the data collected during the Fall. We are using Top Scholar Services' high-dosage tutoring this summer and will step back in a few days (along with OSSE-offered high-dosage tutoring meetings/options) to determine if we will continue through the school year. This year we will maintain our partnership with Reading Partners to continue to support reading instruction with one-on-one tutoring for approximately 40 scholars. We have also added two FTEs into our staffing model to provide daily tutoring to small, flexible groups of scholars.

We are working with a consultant this year to help us develop our guided reading program and coach our literacy coach to improve overall reading instruction during guided reading. We will work with this consultant to also add a close reading component for our 3rd and 4th graders. We will also begin using Zearn in conjunction with Eureka Squared this year. Reading and Math small groups will utilize Bridges Intervention and Leveled Literacy Intervention. Teachers will receive training on these interventions during our Summer Institute.

**Q4. Describe the LEA's plan to ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.**

**Identify:**

**i. Any barriers that the LEA has in meeting these requirements**

Special Education Database System will not transfer IEPs for new scholars by beginning of year. Without that information, we would encounter the barrier of no (or limited) access to performance levels needed for support.

**ii. The LEA's plan to address those barriers**

Achievement Prep will take the following steps to ensure that scholars with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit:

- All scholars (K-4th grade) will engage in the beginning of the year assessment NWEA MAP assessment. In addition, SWDs will take their Tier 3 intervention diagnostic assessments to determine their current levels of performance and identify if any regression has occurred and if so, to what extent.
- PreK3-4 scholars with disabilities will be assessed using the Every Child Ready Assessment which assess scholars skills and progress monitors throughout the school year.

- Special education teachers and related service providers will conduct observational assessments while implementing the IEP and tracking scholar's progress.
- Based on the SWDs performance, K-4th grade scholars will receive support aligned to their needs to include but not limited to: increase reading/math support via Systems 44 and/or TouchMath; increased (double) Push in support during core content classes (inclusion-Co Teaching Model); instruction within a small group setting.
  - **0 - 35th percentile** - Intervention support through Tier 3 Research Based Program & increased inclusion support.
  - **36th -74th percentile**- Inclusion support in Reading and/or Math

**iii. The LEA's plan for communication with families to ensure completion of evaluation requirements.**

The LEA representative will facilitate 1:1 meetings with each SWD's family.

The meeting will provide an opportunity to:

- discuss the SWDs present levels of performance;
- Identify any barriers to service provision;
- collaborate and develop Accelerated Learning Plans and other solutions that are mutually agreed upon

**Q5. Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.**

Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all scholars with disabilities:

Timeline	Action Description
Week 0 -1	Data will be used to inform BOY/Baseline Testing scholars, teachers, and families with the scholars present level of performances <ul style="list-style-type: none"> <li>● Systems 44 Diagnostic</li> <li>● iReady/Zearn Diagnostic</li> </ul>
Week 1	Teachers will analyze results from EOY and BOY assessments and create action Scholar Support Maps to respond and address the academic needs.



Week 1-4	Direct Instruction & Support Scholars will engage in core content, small groups, and intervention in the virtual learning platform.
Week 5-6	Analysis of scholar data to determine the scholar's progress:  1. Did the scholar make progress that would be expected during the recovery period?  2. How does the scholar's progress compare to the progress for all scholars?  3. Is there evidence of regression for the scholar?
Week 6	The IEP team determines if any IEP amendments are necessary to address the scholar's progress and needs

**a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families, and how the LEA plans to ensure the delivery of these services to students.**

Communication regarding Compensatory Education to families will take place via IEP team meetings within the first 8 weeks or a one-on-one with the parent.

To ensure the scholar receives their services, Scholar Support Teachers and Related Service Providers will have set schedules to accommodate mandated hours.

In addition, our Director of Scholar Support will observe and check-in on hours weekly. All Related Service Provider hours will be documented weekly and monthly.

**CEP Assurance Statements**

**Assurance Statement for Continuous Education Plans (CEPs) :**

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 the following statement regarding 2022-23 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 2022-23.

**The LEA attests to the following statement regarding graduation and promotion for 2022-23**

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203 and/or in accordance with its charter agreement - if applicable.

**The LEA attests to the following statement 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 situational 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 situational 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 situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- 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.

**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 situational 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 (please check all boxes):**

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

**The LEA attests to the following statement 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 revision 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 2022-23 school year and provide families awareness of:
  - An accessible, family-facing description of their continuous education plan for the 2022-23 school year, in an understandable and uniform format; and
  - An accessible, family-facing description of their health and safety plan for the 2022-23 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.
- Submission of the 2022-23 school year CEP is considered a six-month update of the LEA's 2021-22 CEP, consistent with requirements asked of LEAs receiving ESSER III-ARP funds. The LEA will update the 2022-23 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

## **Health and Safety Assurance**

### **Assurance Statement for Health and Safety Plans :**

- The LEA ensures that it will adopt any required measures from applicable DC Health and OSSE COVID-19 guidance to help respond to and reduce the risk of COVID-19 transmission among students, staff, families and the community.