



## Continuous Education Plan & Healthy and Safety Plan

Updated September 2021

### **PART 1.A: Health and Safety Plan**

Please see the “Health and Safety Plan” section below for health and safety questions.

### **PART 1.B: Support Across Learning Environments**

**1. 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:

1. 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;
  
2. 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
  
3. 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:
  - a. 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

Based on anticipated enrollment, Achievement Prep facilities are adequate enough to accommodate all of its scholars in its current building, including spaces designated for health care and proper social distancing. We will not need to secure additional space.

Based on current staffing levels, Achievement Prep can accommodate all scholars in person five days per week. We will not need to secure additional staff for in person instruction.

Operation Plan for ACHIEVEMENT PREP allows for on-site learning for all students for 182 days and professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found [here](#). And a sample schedule of a typical school week can be found [here](#).

In the event of an unexpected closure or partial closure, our communications with families will include but not be limited to:

- ParentSquare with general school updates
  - Phone calls to impacted families
  - Text messages with real-time updates (when necessary)
  - Email
  - Materials for EL families will be translated and distributed
- 
- Uninterrupted instruction through remote learning: K-3rd grade scholars will have laptops assigned to them on a 1:1 basis. During the school year, teachers will use Google Classroom and familiarize scholars with how to use the platform so that in the event of a closure, scholars will have the technology and exposure to Google classroom to allow for uninterrupted instruction.
  - PreK3-4 classrooms will be staffed with two full time teachers. Should a campus level outbreak of COVID - 19 or other public health conditions require the closure of the school campus, AppleTree@Achievement Prep is prepared to offer a virtual Early Childhood Learning experience with the help of an adult in the home serving as the co-teacher using our Every Child Ready virtual curriculum model. This virtual learning experience will be a mix of synchronous and asynchronous learning.
  - PreK3-4 scholars who have a confirmed or suspected exposure to COVID-19 will receive instruction via distance learning following most current criteria of OSSE and DC Health allowing them to quarantine under the most recently published guidelines with a return to school after a negative COVID test. During this time, the scholars will participate in Morning Meeting and Read Alouds virtually via Zoom with their in-person peers. They will receive small group instruction twice a week by their teacher. All other activities will be asynchronous activities in which scholars will be expected to participate with the help of an adult.
  - In the event of a positive outbreak, iPads are available for scholars to take home and use to participate in asynchronous learning. EveryPreK3-4 scholar will also be able to pick up a “learning go” bag which will include books and other materials needed to facilitate learning at home. If a family is unable to pick up their learning devices and “learning go” bags, these items will be delivered to their homes.

For an isolated case where an unvaccinated scholar/staff member was exposed to COVID-19 outside of school, the school will follow the following plan:

- Dissemination of materials: All K-3rd grade scholars will keep all of their school materials in Scholar Wellness Bins which will include laptops, texts and math materials. In the event that these materials need to be distributed to families, members of the school’s Culture Team will make arrangements to conduct a home visit and leave the materials at the threshold so as not to endanger anyone.
- Uninterrupted instruction through remote learning: All K-3rd grade families will have access to equipment and materials for remote learning as described above. In PreK3-4, the staff member will provide instruction virtually with the second teacher facilitating in

person instruction assisted by the instructional assistant as necessary. However, due to the fact that AppleTree@Achievement Prep's classrooms are staffed with two teachers and a teaching assistant, there will be no need for a teacher to facilitate instruction during their quarantine period if their co-teacher is in the classroom.

- b. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

All DC Health and OSSE guidance will be followed to provide a safe environment for staff and students. Consistent and clear communication with staff, scholars and families is vital for supporting the community and for maintaining the health and safety of the school community. Achievement Prep will communicate in a timely manner with staff, scholars and families any updates to safety protocols, required quarantines (only when relevant), school closures and any other factors that will impact our ability to keep scholars and staff safe.

2

In the event of an unexpected closure or partial closure, our communications with families will include but not be limited to:

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

Key to a smooth year of uninterrupted learning is through dissemination of materials: How will you safely distribute materials so as to limit exposure?

- Uninterrupted instruction through remote learning: K-3rd grade scholars will have laptops assigned to them on a 1:1 basis. During the school year, teachers will use Google Classroom and familiarize scholars with how to use the platform so that in the event of a closure, scholars will have the technology and exposure to Google classroom to allow for uninterrupted instruction.
- PreK3-4 classrooms will be staffed with two full time teachers. Should a campus level outbreak of COVID - 19 or other public health conditions require the closure of the school campus, AppleTree@Achievement Prep is prepared to offer a virtual Early Childhood Learning experience with the help of an adult in the home serving as the co-teacher using our Every Child Ready virtual curriculum model. This virtual learning experience will be a mix of synchronous and asynchronous learning.
- PreK3-4 scholars who have a confirmed or suspected exposure to COVID-19 will receive instruction via distance learning following most current criteria of OSSE and DC Health allowing them to quarantine under the most recently published guidelines with a return to school after a negative COVID test. During this time, the scholars will participate in Morning Meeting and Read Alouds virtually via Zoom with their in-person peers. They will receive small group instruction twice a week by their teacher. All other activities will be asynchronous activities in which scholars will be expected to participate with the help of an adult.
- In the event of a positive outbreak, iPads are available for scholars to take home and use to participate in asynchronous learning. EveryPreK3-4 scholar will also be able to pick up a "learning go" bag which will include books and other materials needed to facilitate learning at home. If a family is unable to pick up their learning devices and "learning go"

bags, these items will be delivered to their homes.

For an isolated case where an unvaccinated scholar/staff member was exposed to COVID-19 outside of school, the school will follow the following plan:

- **Dissemination of materials:** All K-3rd grade scholars will keep all of their school materials in Scholar Wellness Bins which will include laptops, texts and math materials. In the event that these materials need to be distributed to families, members of the school's Culture Team will make arrangements to conduct a home visit and leave the materials at the threshold so as not to endanger anyone.
- **Uninterrupted instruction through remote learning:** All K-3rd grade families will have access to equipment and materials for remote learning as described above. In PreK3-4, the staff member will provide instruction virtually with the second teacher facilitating in person instruction assisted by the instructional assistant as necessary. However, due to the fact that AppleTree@Achievement Prep's classrooms are staffed with two teachers and a teaching assistant, there will be no need for a teacher to facilitate instruction during their quarantine period if their co-teacher is in the classroom.

The operations plan can be implemented in our current facilities.

3

**2. 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
  - One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning
- 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.
- 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; 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
- 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.

Achievement Prep is committed to delivering a rigorous, holistic, and dynamic educational experience for all scholars. There are rare occasions when circumstances or world events will

impinge upon Achievement Prep’s ability to operate the campus or a teacher’s ability to deliver instruction on site. Under these circumstances, Achievement Prep is compelled to develop alternative methods for teaching and learning. Continuity of learning is the continuation of education in the event of a prolonged school closure. For this reason, the following was developed to ensure the continuity of teaching and learning for our scholars.

The goal for the virtual learning plan is to keep our scholars engaged so they can learn and grow, while also continuing to provide them with meaningful opportunities to remain connected, even during a temporary closure.

The following virtual learning plan outlines an approach to maintaining teaching and learning using digital platforms and online resources in the event of an extended period of classroom/school closure, which will be delivered by Achievement Prep.

### ***The Plan***

Achievement Prep Platinum Teachers will use familiar and predictable structures that are used in our in-person setting, as the temporary shift to virtual learning takes place. These structures include:

- Daily schedule
- Technological Tools, Digital Resources, and Platforms
- Transferrable systems and routines (i.e. “Brighten the Line chants, PBIS, etc.) 4
- Learning Expectations (i.e. DREAM values, universal expectations, etc.)

### **Daily Schedule**

All teachers are expected to adhere to the daily schedule as it is written during virtual learning, unless otherwise instructed by the school leader. All scholars are expected to participate in virtual learning during a class/school closure. 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.

### **Technological Tools, Digital Resources, and Platforms**

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 Contract 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.

### **Family Support**

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.

In addition, AppleTree@Achievement Prep will use the Every Child Ready Virtual Curriculum for SY21-22 for any scholar with a medical consent. 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. Each scholar will also receive an iPad mini at the start of the year to ensure that they have access to all online content.

**Instructional Methods:** Combination of synchronous and asynchronous lessons along with guided activities.

**Platforms:** Class Dojo, Sparkler, and Zoom. Families will also receive a free subscription to Noggin.

**Materials:** All materials, including an iPad Mini will be distributed to scholars at the start of the school year. Prior to the start of each unit, new materials kits will be provided to families.

Monday through Friday, scholars will participate in a synchronous Community Connection meeting that will last 10-20 minutes and Read Alouds. Scholars will also participate in daily one-on-one/small group lessons with their teacher that will each last approximately 15 minutes. These lessons will include a range of content areas, including social-emotional learning, language, literacy and math.

5

In addition to synchronous learning, there will also be asynchronous lessons and activities provided to scholars. Teachers will provide a pre-recorded STEM lesson once a week. While these lessons will not be live, there will be opportunities for scholars to answer questions, read along with stories, etc. as they are watching teacher-created content.

Finally, scholars will be provided with daily activities that they can do with the support of a family member or caregiver. These activities will range from Journaling, to independent play to additional Read Alouds.

AppleTree@Achievement Prep designed the instructional day to maximize flexibility for families, scholars are expected to spend approximately 30-40 minutes a day receiving live instruction, 10-15 minutes viewing pre-recorded lessons and 60-90 minutes engaging in guided at-home activities with a caregiver and a 20-30 minutes using the Noggin subscription for supplemental activities and skill-building opportunities. Additionally, families will receive a sample daily schedule that will provide suggestions on building in other early childhood routines such as nap, shared mealtimes, etc.

## Student and Staff Well-Being

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

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

We are considering the following assessments to determine the social-emotional well-being of scholars when they return for the 2021-22 school year: All scholars will participate in social emotional skills development to support their well-being upon returning to school. Scholars who are identified as needing extra support in developing these skills and/or in meeting expectations of the school day will be referred by their teachers and school staff for additional services. The referral will be reviewed to determine which types of services (e.g. social skills group, individual counseling, behavior plan etc.) will best support the scholars needs. Scholars who are identified as needing mental health support will be referred to our partner organization, APRilMay, for further assessment. Understanding at the scholar level how scholars are experiencing reentry into school is critical to our success overall.

Based on scholar responses, our LEA is prepared to offer support through the following means: Achievement Prep will be supporting scholars' reentry into the school building by teaching coping, communication and self-regulation skills throughout the school day. Scholars will participate in teacher-led activities that help to build their social-emotional skills and teach scholars techniques and strategies to support and communicate their needs. The school PBIS system will support scholars learning and using the skills taught during these lessons. Our school schedule includes increased opportunities for movement, brain breaks, mindfulness and community building. During the school day, scholars will have an opportunity to apply what they've learned during their content classes as well. Teachers will also identify opportunities to

6

incorporate SEL lessons learned into content and learning experiences. For scholars who are showing the need for more intensive, one-on-one support, the LEA will provide direct mental and behavioral health services with Achievement Prep Staff including Sophie Khan-Reed (Culture and Climate Coordinator) and our mental health partnership with AprilMay.

AppleTree@Achievement Prep facilitates a Tier 1 Positive Behavior Support process that includes the direct teaching of behavioral and social emotional skills, the reinforcement of those skills, and responding restoratively when scholars need support with those skills. All principals and teachers receive professional development on these processes and coaching is offered throughout the school year through our Social Emotional Learning Specialist.

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.

Achievement Prep is preparing to monitor behavior of scholars using a variety of positive, relevant and developmentally appropriate behavior modification approaches including: changing our values to account for the challenges of transitioning back into the school space. Achievement Prep is putting extra emphasis on teaching scholars strategies to help express

their emotions and needs. Scholars are also gaining tools to help them manage their emotions and learn self-regulation. Time and space are provided for scholars to have extra brain and movement breaks to support them throughout the school day. Achievement Prep uses a PBIS system to address scholar behavior and discipline. Scholars are provided incentives and recognition for meeting expectations. Scholars are provided additional tools and support to help them meet expectations when they are having challenges.

5. Describe how the LEA will ensure access to nutritious food for all qualifying scholars regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.

Achievement Prep will continue to partner with Revolution Foods to offer pre-packaged breakfast, lunch and snack.

On-site meals:

- Scholars will eat breakfast, lunch and snacks in their classrooms rather than mixing in the cafeteria.
- Scholars will be instructed to wash their hands before and after eating and to not share utensils, cups, or plates.
- Scholars may bring lunches from home. Such lunches will be kept with scholar belongings in their Scholar Wellness Bins. Parents/guardians will be encouraged to ensure that all items used for lunch are cleaned/sanitized each day.

Meal Distribution during remote learning, self-quarantine and quarantine restrictions:

- Achievement Prep will make pre-packaged meals available to scholars engaged in remote learning, as well as those who self-quarantine or are required to quarantine.
- Families will receive information (included in the communications for virtual learning and quarantines) about meal pick-up times.

7

- Meals may be distributed to a parent or guardian to take home to their children without the scholar being present, only when the parent's identity can be verified. Meals will only be released to a designated parent, guardian or designated receiver for scholar meals. In order to claim meals for your scholar, the person redeeming the meals must show a valid ID and be listed as a designated receiver for that scholar.
- Families can arrange for daily pick-up or they can receive multiple meals, at one time, for up to 5 days of meals.
- In the event that Achievement Prep is unable to operate an on-site educational program for a finite period of time, we will inform families of nearby sites by sharing a list of available sites published by DCPS.

## **Part 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 support for staff internally or through established partnerships with community organizations.

Achievement Prep will provide professional development specifically focused on trauma-informed care and brain state model to staff beginning in July and will continue throughout the 2021-22SY. This social-emotional and mental health related professional development will be supported through ongoing discussion and practice. We have an established partnership with a community based partner, AprilMay, who will provide full staff and individual support to school staff as needed. Achievement Prep has a "Sunshine" Committee that is specifically focused on leading and providing access to opportunities for staff to engage in activities (internal and external) that support physical and mental health of our staff. Additionally, professional development will include elements of self-care and mindfulness. In order to allow our staff to process together and stay connected, we are considering identifying a space within the school where teachers and staff can come together for this purpose.

## **Part 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<sup>3</sup>, 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.

8

Achievement Prep plans to communicate with families about safe reopening, scholar wellbeing, and accelerated learning clearly and consistently through family webinars in the Spring that will also be recorded and sent to families for viewing. There will also be family orientation prior to the start of the new school year to share any updates and additional details families need to know, and there will be ongoing communication for changes made using newsletters sent via ParentSquare. We are also considering the possibility of scheduling home visits for new families who may not be able to attend these events. 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 Scholar/Family Home Language Surveys.

Our community of staff will solicit and incorporate scholar and family feedback on these plans. Families received a survey in Spring of 2021 to begin gathering feedback. There is also a formal plan to gather survey information from families quarterly. We will continue our use of positive calls home and positive texts to families. There will be informal opportunities for families to provide feedback through activities like "Chat-and-Chews" during arrival and/or dismissal times. Our team will solicit, review and incorporate quarterly feedback through surveys and

informally (on a monthly basis) through check-ins with school leaders so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. In order to monitor scholar progress and adjust supports, our LEA will take both MAP and STEP near the end of each quarter which will allow for two key points of structured communication with families. First, report cards will be able to communicate the information about growth and proficiency to families in written form. Following report cards, families will also be able to utilize parent teacher conferences within weeks to discuss the information further and set goals that will allow teachers and families to be on the same page about growing scholars. Additionally, we will provide families with tips and techniques to improve scholar learning at home.

## **Part 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 re-engage them in learning in the 2021-22 school year.

In school year (SY) 2020-21, we identified scholars as being consistently less engaged with distance learning based on the following behaviors: daily attendance during synchronous instruction, scholar work completion, and family responsiveness to outreach. All scholars had access to school-provided equipment by August 28, 2020 and technology issues were addressed on an on-going basis when issues were identified by staff and/or reported by the parent). In August, Achievement Prep first began offering on-site learning options to scholars. We prioritized spots for scholars of Essential Workers, then disengaged scholars. Of those identified, 43% returned to on-site learning, leaving 13 scholars as consistently less engaged with learning in the 2020-21 school year.

For these scholars who were consistently less engaged with learning, the school is considering the following strategies: Extended school year instruction, small group instruction, 1:1 intervention plans, and social-emotional support.

Achievement Prep will review data on scholar engagement on the following basis: an on-going basis – weekly, monthly, and quarterly – through various data dashboards (attendance/academic).

9

Parents will be notified and informed through various strategies, inclusive of phone blasts, direct phone calls, texts, and emails, in-person/virtual meetings, and/or home visits.

## **Accelerated Learning**

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:

Category	Approach	Yes
Standards	Taught <b>fewer</b> standards than in a typical school year / not able to teach all the standards	X
	Taught a <b>narrowed or prioritized</b> set of standards relative to a typical school year	X
	Did not adjust standards / Taught the <b>same standards</b> as a typical year	
Scope &	<b>Adjusted</b> curricular <b>scope</b>	X
Sequence	<b>Adjusted</b> curricular <b>sequence</b>	

Did **not adjust curriculum** / followed same curricular scope and sequence as a typical year

Assessments **Adjusted** types of **assessments** administered

**Adjusted** assessment administration **schedule and/or frequency**

X

**Adjusted use of assessment data** for planning instruction

Other:

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? (check boxes)

English language arts (ELA)

Math

Science

English language proficiency

10

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;

- 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);
- d. Whether you set goals 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
- 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
- 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.

Achievement Prep will offer the following summative assessments to eligible scholars in the 2021-22 school year. As these are summative assessments, they will be conducted multiple times a year. Achievement Prep will use the Strategic Teaching and Evaluation of Progress (STEP) assessment from the University of Chicago to monitor reading progress throughout the year. STEP assessments will be administered three times a year: beginning, middle and end of the year. NWEA assessments will be administered four times a year: Fall, Winter I, Winter II and Spring. PARCC will be administered at the end of the year. Results will be used internally and with families but will not be part of school accountability.

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

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment Administration schedule
-----------------------	----------------------	----------------	------------------------------------

ELA: Every scholar will be a proficient reader as measured by the STEP.	Reading as measured by STEP levels.	K-3	STEP October 2021; January 2022; March 2022
-------------------------------------------------------------------------	-------------------------------------	-----	---------------------------------------------

<p>ELA: 50% of scholars will receive a level of approaching or higher on PARCC.</p>	<p>Reading as measured by proficiency on PARCC.</p>	<p>3rd grade</p>	<p>PARCC May 2022</p>
<p>ELA: All scholars will meet their growth targets on NWEA MAP.</p> <p>Math: 50% of scholars will receive a level of approaching or higher on PARCC.</p> <p>Math: All scholars will meet their growth targets on NWEA MAP.</p>	<p>Reading growth as measured by RIT levels</p> <p>Math proficiency as measured by PARCC.</p> <p>Math growth as measured by RIT levels</p>	<p>K-3</p> <p>3rd grade</p> <p>K-3</p>	<p>NWEA MAP October 2021, December 2021, February 2022, May 2022</p> <p>PARCC May 2022</p> <p>NWEA MAP October 2021, December 2021, February 2022, May 2022</p>

For our PreK3-4 scholars of AppleTree@Achievement Prep, The Every Child Ready assessments, Every Child Ready: Mathematics (ECR:M) and Every Child Ready: Language and Literacy (ECR:LL), will be administered to all scholars as AppleTree@Achievement Prep has done in prior years. These assessments are designed to show baseline knowledge, interim progress, and end-of-year learning so that we can see what scholars know and what they have learned. The assessments will be given three times a year - Beginning-of-Year: Sept 20-Oct 1; Middle-of-Year: January 18-28; and End-of-Year: May 31-June 10

d-e: Monitoring Progress, goals, and content.

Goals and ELA: Our vision is for scholars to matriculate from our school knowing how to read, write, and calculate at or above grade level. In order to achieve this goal, we administer math and reading assessments several times each year and use that data to make instructional decisions, including but not limited to small group instruction, instructional groupings, tutoring and intervention. We believe that teachers must be equipped with clear, accurate and updated scholar data to help them make specific and differentiated plans for all scholars. To this end, Achievement Prep includes “Data Days” in our calendar when teachers work closely

with instructional coaching and school leaders to review, analyze and triangulate data sources in order to understand what scholars have mastered and what areas of opportunities there are for each scholar to move closer to mastery. At the end of these data days, teachers will have created reteaching plans for whole group lessons, created flexible small groups to target instruction for certain scholars and identified individualized instructional pathways in iReady to differentiate instruction for scholars. Coaches and teachers will also create a scope of sequence of reteaching that outlines what standards and skills will be taught between assessments. We monitor their progress towards meeting these goals as follows:

#### ELA

For ELA, we expect scholars in grades K-3 to meet grade level proficiency as determined by the STEP assessment. Fifty percent of third grade scholars are expected to achieve a score of approaching or higher on the ELA PARCC assessment. Progress monitoring will be similar to prior years. After the STEP and MAP exams, the school will conduct Data Days where teachers will work with coaches to analyze scholar data and create instructional action plans to move scholars closer to proficiency. Teachers will collect formative assessments during guided reading, Foundations and ELA instruction. Teachers will collaborate with instructional coaches during weekly data meetings to monitor scholar progress and create reteaching plans to move scholars towards proficiency. This year, beginning in the summer and continuing throughout the year, ELA teachers and the instructional coach will work with a literacy consultant to help them improve guided reading instruction, analyze reading data and create reteaching plans to move scholar achievement.

#### Math

For math, we expect scholars in grades K-3 to meet grade growth targets as determined by the NWEA MAP assessment. Fifty percent of third grade scholars are expected to achieve a score of approaching or higher on the Math PARCC assessment. Benchmark goals for Winter I and Winter II will be established and monitored in order to ensure scholars meet these growth and proficiency targets.

#### PreK3-4 of AppleTree@Achievement Prep

The assessment provider sets the goals for mastery of individual standards as well as an overall goal per window and an end-of-the-year goal. AppleTree@Achievement Prep follows the goals as set by the provider.

In order to assess mastery between BOY, MOY, and EOY checkpoints, teachers will use Every Child Ready created “Checks For Understanding” (CFUs) which are targeted skill-specific assessments. These CFUs will be given on an as needed basis (as part of an instructional and/or coaching cycle) to identify when scholars are ready to move to the next standard within the grade-level progression.

#### f. Non-public collaboration

We currently have 2 scholars enrolled in non-public schools. They are enrolled in Accotink Academy and St. Joseph’s P. Kennedy Institute per OSSE’s placement process. We collaborated with the schools regarding disruptions in scholar learning that occurred in school year 2020-21

in the following ways:

- Held meetings with schools to review scholars' progress towards goals, Annual IEP meetings and monitored attendance & engagement in services;
- Collaborated with non-public schools' team members to ensure each scholar had technology devices and resources to engage in virtual learning platforms;
- Offered 1:1 parent training and support throughout the 20-21 SY.

13

Additionally, we collaborated with the families to ensure scholars' Individualized Education Plan goals reflected this disruption. In partnership with the schools' points-of-contact, we provided ongoing support to families to meet their individual needs. When appropriate, the team met to discuss progress and consider any changes to the IEP to reflect the changing needs.

### Part 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.

Achievement Prep has an extensive plan for assessing scholars through multiple means, monitoring their progress, and providing additional support. For Kindergarten-third grade, we will use A-NET and UChicagoIMPACT and a guided reading consultant to collect, analyze and support our staff in addressing scholar learning needs. The plan includes reviewing and analyzing various data reports, including A-NET, MAP, and STEP and grade level meetings and weekly data meetings and teacher support development through data analysis and action planning to respond to individual scholar data. In order to collect and respond to more timely and relevant data, coaches and teachers will collaborate on Weekly Data Meetings where they will follow the Relay data analysis protocol and look at bi-weekly curriculum assessments, classwork, exit tickets and other scholar work samples. Teachers will action-plan reteaching lessons and spiralled lessons based on conclusions from the Weekly Data Meetings.

AppleTree@Achievement Prep will utilize Summer 2021 and extended day program programming to support scholar learning for the 2021-2022 school year, in addition to the implementation of its Every Child Ready Instructional Model. Data will be collected throughout the summer and into the school year through our ongoing Checks For Understanding and our traditional, Every Child Ready assessment, described in the Assessment section (3A). Using data from these sources will help to inform our instruction, particularly any needs for differentiation and additional intervention.

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). 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 scholar learning
---------	----------	----------------------------------------------------------------------------------

Schedule Adjustments	Adjusted class/block/bell schedules	x The schedule was adjusted to provide time embedded into the learning day for social emotional learning, small group instruction and movement breaks. By providing scholars with time focused on social skills and
----------------------	-------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>social emotional learning, they will be better equipped to handle the transition back to school. This will help make the adjustment back to the rigors of daily in-person instruction easier for scholars. 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.</p>
	<p>After-school programming Longer school day</p>	



	<p>Longer school year</p>	<p>x The decision has been made to respond to learning loss by extending the SY21-22 by three weeks. This time will serve two purposes. One, it will provide academic support to scholars by providing instruction in priority standards to best support scholars as they prepare for the upcoming school year. It will also have a secondary focus on social emotional learning. Considering how long scholars have been absent from in-person instruction, we will provide a space to help scholars adjust back to in-person learning by spending time focused on relationship building and socialization back to school. Both of these goals will better prepare scholars for in-person learning and provide them with a foundation for success for the upcoming school year.</p>
--	---------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Summer 2021 programming</p>	<p>x Please see the above comments for a description of summer programming.</p>
	<p>Summer 2022 programming</p>	
	<p>School break/holiday programming</p>	
	<p>Weekend programming (e.g., Saturday school)</p>	

<p>Instructional Changes</p>	<p>High-dosage tutoring<sup>5</sup></p>	<p>x In order to provide scholars with tutoring embedded into the school day, we have identified new programs that we will begin using during the SY 21-22. We have also added two FTEs into our staffing model to provide daily tutoring to small, flexible groups of scholars. Training will be provided to these teachers during our Summer Institute and they will receive support from instructional coaches during the school year.</p>
	<p>New curriculum purchase</p>	<p>x While decisions have not yet been made regarding new curriculum, we are currently exploring Zearn Math as a supplement or an alternative to iReady, which currently serves as our blended learning, individualized math program. A committee of leaders and teachers will convene beginning in the summer to compare the programs and review the research on both to make final determinations.</p> <p>Additionally, we are exploring supplements and alternatives to our guided reading library to employ the use of decodable text over predictable text. 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 discuss and make final decisions about the texts</p>

		we use in an effort to continually improve reading instruction that is supported by current literacy research.
	New intervention program or support	x During SY21-22 we will use a new math and new reading program for our tutoring program. For reading, we will use Leveled Literacy intervention and for math we will use Bridges Math Intervention. Both of these programs can be used with small flexible groups. Teachers will receive coaching and support to help them respond to learning loss and prepare scholars for upcoming learning in their core reading and math classes. This tutoring will use flexible grouping and respond to data throughout the year. Teachers will use various assessment data (A-NET, MAP and STEP) to determine standards and skills that need to be developed by certain scholars. The data analysis cycle will be iterative and small tutoring groups will be identified based on-going data analysis.
	New uses of staff planning time for accelerated learning	
	New professional development for staff on accelerated learning	
Staffing and Related Supports	Additional staffing Additional vendor	x One additional ELA/Reading teacher and one additional Math teacher will be hired to specifically provide reading and math tutoring to scholars using Bridges Intervention and Leveled Literacy Intervention. These teachers will receive training in these interventions during our Summer Institute. They will receive additional support and coaching throughout the year

	and/or community partner support	
	New hardware	

	purchase	
	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.

We are in the process of creating a staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging scholar needs around safe reopening, well-being, and accelerated learning. The process is being led by our Managing Director of Curriculum & Instruction, instructional coaches and school leaders. We are identifying what went well by looking at a variety of factors gathered through an analysis of academic data sources including NWEA MAP for reading and math, A-NET for reading and math, and STEP data for reading. Additionally we will review attendance data to gauge scholar engagement. We will conduct family and staff webinars to collect further information regarding what went well so it can be replicated or improved. Using information gleaned from the school year 2020-21, we are planning on supporting teachers through our “Setting the Foundation” training and support. A copy of that initial plan can be found [here](#) . Strategies will continue to be added to our repertoire once we understand scholars’ actual needs after the start of the year. As the year continues, we will conduct regular, weekly, job-embedded professional learning. Each Wednesday, scholars will have an early release day. During these afternoons, teachers will engage in professional learning. The scope and sequence of that professional learning will be determined by various inputs including results from interim assessments, classroom observations, scholar behavior data, scholar engagement and attendance data, accelerated learning and instructional practice to respond to learning loss and gaps in achievement.

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students’ academic and/or social-emotional progress. *We encourage LEAs to submit any practices described in this response to the US Department of Education’s [Safer Schools and Campuses Best Practices Clearinghouse](#) so that they can be shared with other states and LEAs.*

At this point, we have been able to identify the following strategies as being exceptionally

helpful during distance learning and will be continued throughout the 2021-22 school year. One lesson learned was the value of teaching scholars how to engage with educational platforms and tech embedded learning practices. Because we recognize the value of this for scholars, we will continue using Google Classroom during the school year. Teachers will use both paper/pencil and online engagement tools for scholars to complete classwork and engage in learning. The value of this is twofold. One, it will continue to develop scholars' technology fluency and skill. Two, in the event some scholars will need to transition to distance learning, they will have already been exposed to instruction using the Google Classroom platform so their transition to distance learning will be significantly lessened. It was also essential for all scholars to have access to equitable technology so this year, for the first time, we will have a 1:1 laptop program for scholars. Every scholar will be assigned a Chromebook for their use during

18

the school day. In the event that the scholar needs access to distance learning, we will be able to arrange for their laptop to go home so there will be no interruption in their learning.

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.

For grades 9-12, credit attainment and recovery will be important for students who were fully or somewhat disengaged during the 2020-21 school year. For students who are not behind their cohort in credit attainment and therefore risk not graduating in four years from the start of their 9th grade year, we will offer the following programs: N/A. and the following transition activities to support students to matriculate to the college or career of their choice: 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.

19

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-3rd 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. Also, 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-3rd 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)
  - **0 - 35th percentile** - Intervention support through Tier 3 Research Based Program & increased inclusion support; additional testing referral
  - **36th -74th percentile**- Inclusion support in Reading and/or Math
- Develop individualized Accelerated Learning Plans (ALPs) to address individual needs and progress monitoring

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
----------	--------------------

<p>Week 0</p>	<p>BOY/Baseline Testing</p> <ul style="list-style-type: none"> <li>• NWEA MAP</li> <li>• Systems 44 Diagnostic</li> <li>• iReady Diagnostic</li> </ul>	<p>Data will be used to inform scholars, teachers, and families with the scholars present level of performances</p>
<p>Week 1</p>	<p>Develop &amp; implement individualized ALPs</p>	<p>Teachers will analyze results from BOY assessments and create action plans to respond and address the academic needs.</p>

<p>Week 1-4</p>	<p>Direct Instruction &amp; Support Scholars will engage in core content, small groups, and intervention in the virtual learning platform.</p>
---------------------	------------------------------------------------------------------------------------------------------------------------------------------------

<p>Week 5-6</p>	<p>Analysis of scholar data to determine the scholar's progress:</p> <ol style="list-style-type: none"> <li>1. Did the scholar make progress that would be expected during the recovery period?</li> <li>2. How does the scholar's progress compare to the progress for all scholars?</li> <li>3. Is there evidence of regression for the scholar?</li> </ol>
<p>Week 6</p>	<p>The IEP team determines if any IEP amendments are necessary to address the scholar's progress and needs</p>

Element	LEA Campus 1 Campus 2
<p>How the need for accelerated learning for scholars with disabilities will be evaluated</p>	<p>All scholars will be assessed at the start of the school year using NWEA MAP and other diagnostic assessments.</p> <p style="text-align: right;">N/A N/A</p>
<p>How appropriate services will be determined or</p>	<p>Based on the SWDs performance, they will receive support</p>



<p>designed for scholars with disabilities</p>	<p>aligned to their needs to include but not limited to: increase reading/math support via Systems 44 and/or TouchMath; increased (double) Pushin support during core content classes (inclusion-Co Teaching Model)</p> <ul style="list-style-type: none"> <li>● <b>0-35th percentile-</b> Intervention support through Tier 3 Research Based Program &amp; increased inclusion support; additional testing referral</li> <li>● <b>36th-74th percentile-</b> Inclusion support in Reading and/or Math</li> <li>● Develop individualized Accelerated Learning Plans (ALPs) to address individual needs, progress monitoring and</li> </ul>
<p>How accelerated</p>	<p>ALPs will be</p>

<p>learning will be scheduled and delivered to scholars with disabilities</p>	<p>implemented during core content inclusive setting, during non core-content classes and extracurricular classes, after school and virtually</p>
<p>How instructional approaches used for accelerated learning of scholars with disabilities will be communicated to families</p>	<p>The LEA representative will facilitate 1:1 meetings with each SWD's family. The meeting will provide an opportunity to:</p> <ul style="list-style-type: none"> <li>● discuss the SWDs present levels of performance;</li> <li>● Identify any barriers to service provision;</li> <li>● collaborate and develop Accelerated Learning Plans and other solutions that are mutually agreed upon</li> </ul>

For AppleTree@Achievement Prep:

- Specialized instruction will be provided to scholars with disabilities through the itinerant consultation model where the special education teacher serves as a consultant to the general education teacher. Also, direct intervention services will be provided to scholars whose IEP has outside of general education services. Special Education Teachers will meet with the General Education Teachers to review data that was

collected and determine if any adjustments are needed to the IEP and services.

- New and Returning scholars will have an IEP review meeting within 30 - 45 school days, allowing the IEP team an opportunity to provide intervention services and collect

23

observational data. In the IEP meeting, the team will review observational data and ECR data in order to determine if changes and modifications need to be made. • General Education Students who are assessed with ECR and placed into Tier II intervention groups that are not making expected progress will be referred to the Special Education Team to go through the eligibility process.

- The IEP team will communicate to parents regarding accommodations and modifications according to the IEP in the 30 day IEP review meeting.
- Students with disabilities are in the classroom with their non-disabled peers. AppleTree@Achievement Prep implements a Multi Tiered System of Support (MTSS) to all scholars and scholars are placed into small groups to receive additional academic support. Scholars with IEPs will be placed into groups with their non-disabled peers to address any learning gaps based on data from ECR and observational assessment.

Achievement Prep will ensure equitable access to educational opportunities across learning environments by developing a master schedule and roster to allow full implementation of IEP services. Our Scholar Support/Special Education program offers a full continuum of services allowing scholar's individual needs to be met in a variety of ways including but not limited to push-in support, use of co-teaching models, pull out service and related services. We will ensure that scholars with disabilities (SWD) receive equal access to interventions by [ensuring the master schedule allows for SWDs to fully participate in the general education program in addition to interventions. Achievement Prep will intentionally schedule and program intervention services where SWDs can benefit without compromising tier 1 supports and instruction. We will also ensure that each scholar is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place scholars in more restrictive environments). We have intentionally identified core content classes as sacred and as such SWDs cannot be removed during these times. Per the schedule, there are designated times for intervention that provide SWDs access to curriculum and any additional interventions that will meet their individual needs. Scholar Support/Special Education teachers' schedules will be developed in collaboration with the Director of Scholar Support services and the Principal to ensure fidelity to the policy.

Achievement Prep will continue to support parent training for scholars receiving related services through distance learning by: The parents of SWDs will be offered initial training of their scholar's plan(s) by September 31, 2021. Ongoing support and collaboration will continue to occur based on the individual needs of the family. In addition, group training will be developed and offered based on the current data trends on a quarterly basis. As needed, related service providers will provide parent training through consultation to provide strategies and activities to be implemented at home to support IEP Goals of all scholars PreK3 - 3rd grade.

Achievement Prep will take the following steps to ensure that family members with disabilities can access content to support their scholars' learning:

- We will use the Google Classroom platform to aid in any transitions to virtual learning. If a

SWD requires quarantine or is medically required to be isolated, the family will have access to general instruction via live stream during the school day.

- Additionally, there is 24 hour access to all assignments and notes through the Google Classroom platform.

24

- On an individual case by case basis, school leadership will work with parents to ensure that they have the tools and resources needed to access content to support their scholars' learning.

- 17. For correctional facilities only:** Describe the LEA/State Public Agency's plan to serve students with disabilities in correctional facilities, including:
- 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;
  - 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;
  - 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;
  - 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;
  - 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
  - The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.

The LEA/State Public Agency will take the following steps 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:

Element LEA/State Public Agency
How the need for accelerated learning for students with disabilities will be evaluated
How appropriate services will be determined or designed for students with disabilities
How accelerated learning will be scheduled and delivered to students with disabilities
How instructional approaches used for accelerated learning of students with disabilities will be communicated to families

The LEA/State Public Agency will take the following steps to ensure that family members with disabilities can access content to support their students' learning:

25

The LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2021-22 school year by N/A. The LEA/State Public Agency will communicate those instructional approaches to families by N/A

The LEA/State Public Agency will maintain Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and document delivered IEP services in correctional facilities by N/A.

The LEA/State Public Agency will deliver specialized instruction and related services for students across all settings by N/A.

## **English Learners**

18. 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.

Achievement Prep will ensure that all English learning across all grade levels. All scholar, including scholars who need to be re-screened due to distance learning will take the following assessments. English learners will take the Pre-IPT Oral English assessment for PK-3 and PK-4 scholars virtually; WIDA Kindergarten screener for Kindergarten scholars; and the WIDA Online Screener for scholars in 1-3 grade within the first month of enrollment to determine level of English proficiency. The school's testing coordinator will create a schedule during the summer that ensures 100% of EL scholars are testing within the first two weeks of school following a model for baseline testing that we have used in the past. Teachers will be notified about the testing and provided with the schedule prior to the start of school so they can plan around this testing calendar. For scholars who are medically fragile and, therefore, not attending school in person, they will engage in a one-on-one virtual screening, which we will do by establishing one-on-one testing sessions conducted by the scholar's teacher or the testing coordinator. A clear tracking system will be employed to monitor the date of testing and which sections of the test were completed with emphasis on scholars who were provisionally screened during distance learning to ensure correct assessment of skills and proficiency. Achievement Prep will follow its policy and procedure regarding parent notification for all screened scholars.

This Parent Notification letter outlines testing procedures, scholar data, instructional priorities for the scholar for the upcoming school year.

Once the scholar's learning needs are understood, the scholar will receive English language instruction through our ELL program, a description of which is found [here](#). ELs will have access to accelerated core content, as delivered to all scholars, through the following: 100% of our EL scholars will participate in our inclusion model so they will be engaged with learning alongside their peers and will receive grade level instruction. As outlined in the LEA English 26 Learner Program Improvement Strategies, EL scholars will have access to grade-level academic content through an inclusion model that will advance their language proficiency and their academic performance. These inclusion practices will include differentiation for scholars as well as small group instruction similar to their peers. Teachers will provide differentiated instruction to EL based on need and following WIDA ELD Standards. In PreK3 and 4, once identified as an EL, the scholar will receive language goals written by the Language Acquisition Manager or EL Teacher for the year. Teachers will also be provided with time to collaborate with each other weekly. During this collaboration, teachers will review scholar progress and determine strategies for improving scholars' language proficiency and academic performance. They will work collaboratively with an instructional coach who can provide them with additional resources and instructional strategies. At that point, the scholar will begin receiving interventions that will support reading, writing, listening and speaking skills, the 4 domains of language. These interventions will be extensions of the scholar's current classroom instruction with a focus on building vocabulary and following multi-step directions, among others. Scholar data will be tracked, and goals will be revisited every quarter for adjustments, if needed. Moreover, scholar data from the classroom along with teacher feedback will be noted in the scholar's profile. Additionally, as outlined in the LEA English Learner Program Improvement Strategies, teachers will receive training on trauma informed instruction and scholars will have a Social-Emotional Learning curriculum as part of the daily instruction. We will also utilize our family engagement tool, ParentSquare, to communicate directly with families of EL scholars to guides them to take an active role in their scholars' academic success and continue to develop their language and academic skills at home while we continue to make progress at school.

School leaders and instructional coaches will work closely with teachers of EL scholars to ensure differentiation of instruction and assessment accommodations are implemented. We are also working to identify training for teachers on providing "just in time scaffolds" for all content areas. Continued monitoring of language acquisition will occur per our plan as described in question 10.

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

**For [LEAs receiving ESSER III-ARP funds](#):** Please outline your LEA's approach for the use of federal emergency grant funds by responding to the questions below. You will provide additional detail and spend plans when you complete an ESSER III-ARP application in Enterprise Grants Management System (EGMS) later this summer. If relevant, you may reference other responses provided in this CEP or in the health and safety plan.

**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.

Achievement Prep will utilize the ESSER III-ARP funds in the following ways to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health guidance:

- Funds will support the establishment of safe indoor and outdoor spaces. This includes PPE, signage, screening materials, and cleaning service.
- Masks will be required of all scholars and staff. In the event that a scholar arrives without one or breaks the one they have, we will have masks on standby. In addition to

27

masks, we have other personal protective equipment such as gloves, face shields, and gowns for emergency use. Every room in the building and every hallway is outfitted with hand sanitizer for frequent use. Travel size PPE kits will also be available for scholars that include personal hand sanitizers, tissues, gloves. Individual scholars will be assigned a Scholar Wellness bin for their personal belongings (backpacks, coats, etc.). These bins and individual desks will be used to store instructional supplies and manipulatives as well, to avoid unnecessary sharing, even among grade cohorts. An increase in cleaning supplies and cleaning personnel will be funded to continue adherence to the CDC and DOH guidelines.

- While only teachers, essential workers and essential visitors will be permitted into the space, any staff that interact with that population would be separated by plexiglass, installed for additional safety.
- Signature signage and color visuals ordered and posted throughout the school will be imperative for teaching our PreK3 through third grade scholars the importance of physical distancing in school. This will include physical distancing on the stairs, in the hallways, restroom entryways, and outdoor spaces leading toward entryways. Although regulations are beginning to relax between the vaccinated and the non-vaccinated or lift completely within the District, we recognize attention to cohorting and distance as our due diligence.
- To ensure fidelity of our implementation, additional positions have been added as two-year grant-funded roles that provide health screening services at arrival, dismissal, family and community events; attention to signage and distancing within the space and in waiting areas; as well as monitor(s) for our Satellite Waiting Room (SWR), also known as the “isolation space”.

**20. LEAs receiving ESSER III-ARP funds only:** Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions <sup>[1]</sup> to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

Achievement Prep will use at least 20% of its allocation for the following evidence-based interventions, extended school year (ESY), and earlier start to the school year: ● In order to address the effects of interrupted instruction, unfinished learning, and inconsistent

intervention due to remote learning, we will use at least 20 percent of the allocation on current, high-quality literacy and math curricula. This includes necessary staff to implement the necessary programming, as well as development and training of teachers to ensure fidelity of use and support.

- Systems 44 is an approach that focuses on oral language skills and strategies for struggling readers. It is also a systemized approach to reading comprehension and writing. After much research and leader-level training, Bridges Math is a blended intervention strategy that uses direct instruction, structured investigations, and open

28

exploration to develop scholars' understanding of mathematical concepts. Systems 44 and Bridges will be used as Tier 3 interventions.

- FUNdations Rise takes into account the fundamental gaps in scholars' ELA learning - for both ELLs and non-ELLs.
- Our definition and response to learning loss includes instructional and social loss. To support this response, we assigned a portion of the allocation to two Interventionists. Their sole responsibility is to create intervention cycles and lessons utilizing baseline and quarterly data. To support their work, two Instructional Coaches (ELA + Math) will meet, plan, and coach their application of the plan.
- Extended school year for our STAR scholars/SPED population will be three weeks long, beginning June 21, 2021.
- We have opted for an extended school year to reacclimate to school in-person (and for some, *introduce* them to school in-person); to build independence through routines; to strengthen social skills and address the effects of trauma through social-emotional skill lessons; and to begin closing gaps earlier. The aforementioned programs will begin within the first few weeks of the school year's start.

**21. LEAs receiving ESSER III-ARP funds only:** Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses<sup>[2]</sup> of the funding.

Achievement Prep will use any remaining funds consistent with the allowable uses in the following ways:

- During the Pandemic, there was an overwhelming number of children in the District that could not be 'found'. Schools have struggled with keeping tabs on where their families are and securing re-enrollment has been equally as challenging. Our experience has been no different. An Enrollment and Attendance Coordinator will work with families yearlong from enrollment to re-enrollment - leading efforts that increase year-over-year applications for admission; creating strong processes for scholar outreach and recruitment; managing scholar information systems and paper enrollment submissions to OSSE and PCSB; driving attendance incentives and supporting truancy concerns.
- Physical education, Dance, and Drama provide the movement, socialization, and enrichment that scholars need, as they return from virtual learning. Our co-curricular teachers will be responsible for creating standards-based lessons and activities. Each of them are prepared, in these grant-funded roles, to serve as monitors, escorts, and supporters during the arrival and dismissal processes in order to ensure health and



safety protocols are upheld.

**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 scholars disproportionately impacted by the COVID-19 pandemic, including scholars from low-income families, scholars of color, English learners, children with disabilities, scholars experiencing homelessness, children in foster care and migrant scholars.

29

Our population is 100% at-risk, with scholars and families that meet the qualifications of low-income, scholars of color, homeless, or children with disabilities. Achievement Prep plans to ensure that the aforementioned interventions will actually respond to the academic, social, emotional, and mental health needs of scholars disproportionately in the following ways:

- Academic Interventions - We are partnering with a consultant for coaching and development of leaders. Data and Coaching Meetings will occur to analyze scholar data on a weekly basis. We will partner with ANET, Reading Partners, and a Guided Reading specialist to move the needle on Tier 1 and Tier 2 interventions
- Scholar Support staff will work with our STAR scholars via pull-outs, but mostly push-ins to immerse them in the learning and get the individual support during practice. Our Director of Scholar Support and SPED vendors through the Coop will uphold accountability measures.
- Social/ Emotional Needs - We will do the work of Conscious Discipline to support the mindset and approach to bring scholars back to school after a pandemic. Daily SEL lessons, in conjunction with a yearlong SEL scope and sequence will support scholars' transition.
- Mental Health for Scholars and Staff - One of our takeaways during virtual learning was the importance of continuing home visits, as needed, to check in on our most removed families - removed by distance or circumstance. AprilMay will help us support our families and provide all-around support with trauma, counseling, and one-ones for scholars and staff as well.
- Educator Wellness funds will go toward a reimbursable "fund" that allows each employee access to a stipend that they can draw down on this year. Reimbursable funds can go toward costs associated with gym memberships, yoga classes, counseling fees, massages, books, cooking classes, meditation resources etc. There will be a clear justification system that will circumvent the abuse of such a program, but rather solidifies its purpose and impact.

## 2021-22 School Year Health and Safety Plan Questions

Please provide the LEA's detailed plan to implement each of the following mitigation strategies to minimize COVID-19 transmission in the school setting.

### Face Masks

1. Provide the LEA's plan to comply with the requirements that:
  - a. except for specific circumstances (e.g., while eating) articulated in OSSE's guidance, all students, staff and visitors, including those who are fully vaccinated, must wear non-medical face coverings or face masks at all times while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
  - b. masks must be worn correctly.

To ensure all scholars, staff, and visitors, including those who are fully vaccinated, wear a non-medical face covering or mask while on school grounds, buses, and at school-related activities, we have developed the Achievement Prep COVID-19 Health & Safety Policy.

All staff and essential visitors (including contractors), including those who are fully vaccinated, must wear face masks at all times while on school grounds, on school buses, and while participating in any school-related activities. A face mask may be a non-medical (cloth) face covering. If otherwise, they should not participate in in-person school activities. Staff may wear face masks with clear plastic windows, or briefly remove their face masks, when interacting with scholars with disabilities identified as having hearing or vision impairments who require clear speech or lip-reading to access instruction.

- Achievement Prep will provide staff with a logoed face mask on the first day of school. We will also provide face masks in emergency situations.
- Staff are expected to maintain their masks and arrive each day wearing a mask ● Staff will

not be permitted in the building without a face mask. Staff that refuse to wear a mask will be sent home and will be required to use personal leave.

To ensure easy compliance with this policy, any member of our community who arrives without a face covering, loses or damages their face covering while attending a school activity will be provided a new one. The school will keep a supply of PPE, including masks, until such time as face coverings are no longer required at schools.

To ensure that masks are worn correctly, Achievement Prep will provide guidance to scholars and staff on mask usage. This includes:

- Cleaning hands before putting on a face mask
- Adjusting a face mask so that it covers the nose and mouth and fits snugly against the face
- Avoid touching a face mask while wearing it
- Encouraging staff to bring additional masks each day
- Inform staff scholars that temporary masks available
- Promote the safe removal and storage of masks through demonstrations and signage ● Demonstrating how to properly wear a mask when speaking (speak louder, do not pull the mask away from the face, etc.)

2. Provide the LEA's policies and procedures in the event that a student, staff member, or visitor is unable or unwilling to wear a face mask at all times.

31

For scholars who refuse to wear a face covering at all times, the following procedure will be followed:

All scholars will be required to wear a face mask at all times. For scholars that refuse to wear a mask:

- 1st Step: Teacher will instruct scholar on how to wear a face mask properly ● 2nd Step: Culture Specialist will coach scholar, in a mask free space, on wearing a face mask
- 3rd Step: Reach out virtually to parent for reinforcement
- 4th Step: Request onsite visit from parent to work with scholar on wearing a mask

Staff or visitors who refuse to wear a face covering:

All staff and essential visitors (including contractors), including those who are fully vaccinated, must wear face masks at all times while on school grounds, on school buses, and while participating in any school-related activities. A face mask may be a non-medical (cloth) face covering. If otherwise, they should not participate in in-person school activities. Staff may wear face masks with clear plastic windows, or briefly remove their face masks, when interacting with scholars with disabilities identified as having hearing or vision impairments who require clear speech or lip-reading to access instruction.

- Achievement Prep will provide staff with a logoed face mask on the first day of school. We will also provide face masks in emergency situations.
- Staff are expected to maintain their masks and arrive each day wearing a mask ● *Staff will not be permitted in the building without a face mask. Staff that refuse to wear a mask will be escorted from the premises and will be required to use personal leave until they are willing to comply with the policy.*

Any staff or adult essential visitor that is unable to wear a mask will not be allowed entry into the building. They will be asked to leave the premises immediately until they are able to comply with the mask requirement.

A scholar that is unable to wear a mask will be physically distanced from other scholars, including and up to removal from the classroom to work with a support staff on properly wearing a mask. If the scholar remains unable to wear a mask, we will call the family for assistance in working with the scholar to practice wearing a mask safely and consistently. Unless we are unsuccessful with the scholar, we will do our best to keep the scholar in school.

### **Physical Distancing**

3. Provide the LEA's policies and procedures to support physical distancing between individuals and within and across groups, including in classrooms, common spaces, during arrival and dismissal procedures, and during extracurricular activities.

Each classroom will be organized to support scholars seated and standing at least 3 feet apart from one another (head to head). Teachers will stay at least 6 feet from scholars and each other. For our scholars who are 18 and older, the physical distance will be 6 feet. We are encouraging all staff and eligible scholars to get vaccinated, and will require masks. The school will not hold in-person assemblies until guidance allows for this. During activities such as PE, recess, and

32

during arrival and dismissal, the school will continue to have signage reminding scholars and staff to stand at the appropriate social distance for their age, which is currently 6 feet for all.

Staff and scholars will be assigned specific entry points for arrival times.

- A staff person will be stationed at each door for arrival who will ask health screen questions and check temperatures.
- A staff person will be stationed on sidewalks in front of the building to direct scholars to their respective doors.
- A staff member will be stationed along walkways and at play areas to direct traffic and to ensure that anyone waiting for entry is following physical distancing guidelines such as space marker delineations.
- Staff will also be stationed in the stairwells to monitor traffic and to direct scholars to their respective floors.

At dismissal time, teachers will escort their scholars to assigned Dismissal Waiting Areas. These Waiting Areas will meet physical distancing guidelines. Scholars will be escorted (physically distanced) to the front door by a runner to ensure that scholars safely meet their parents. Teachers will ensure that scholars are physically distanced and will remain in the waiting area until all scholars are gone.

#### Arrivals

- Doors will open for staff by 6:45 am

- Doors will open for scholars by 7:45 am
- Health screening and temperature checks will be taken by assigned staff who adhere to PPE best practices and monitor physical distancing guidelines
- Staff and scholars waiting for entry must follow the space delineation markers (6 feet apart) on the sidewalks and floors.
- Parents and siblings may stand with scholars but everyone must maintain 6 feet of physical distance.

Tot Lot entrance:

- Door 1: Kindergarten scholars and staff
- Door 2: 1<sup>st</sup> Grade scholars and staff

Parking Lot entrance:

- Door 1: 2<sup>nd</sup> Grade scholars and staff
- Door 2: 3<sup>rd</sup> Grade scholars and staff

Main/front door:

- AppleTree scholars and staff
- Tardy scholars and staff (after 8:30am)

### Dismissals

- Teachers will escort their scholars to designated Dismissal Waiting Area to wait for pickup.
- Scholars will remain in their Dismissal Waiting Area until their name is called and will be escorted to the exit point.
- Parents arriving for pickup will notify the Door Attendant of their scholar's name. • The Attendant will announce the scholar's name via a walkie talkie and the parent will move to a physically distanced area to wait for their scholar.

33

### Dismissal Waiting Areas

Scholars will be required to remain at least 6 feet apart, following the space delineations. Any chairs in Dismissal Waiting Areas will be placed 3-6 feet apart •

Multi-Purpose Room: Kindergarten and 1<sup>st</sup> Grade scholars

- Cafeteria: 2<sup>nd</sup> and 3<sup>rd</sup> Grade scholars
- Basement Classroom: Siblings and scholars that live in the same household

### Scholar Wellness Bins

Achievement Prep does not use lockers and will not use cubbies. Instead we will assign a Scholar Wellness Bin (SWB) to each scholar.

- SWB's are necessary to ensure scholars have a space to store their personal belongings and school supplies to eliminate sharing of materials between scholars. Ultimately, this will help minimize the spread of COVID-19 and other germs.
- SWB will be placed alongside a wall in each classroom and teachers will monitor access by scholars to ensure that scholars are at least 3 feet away from each other when placing items in or retrieving items from the bins.

To promote physical distancing, Achievement Prep is implementing the following policies and procedures:

- a. Classroom - We will pay special attention to our classroom and office configuration in

order to optimize space for physical distancing. Although CDC recommends there be at least 3 feet of physical distance between scholars in elementary school, each classroom is physically structured to accommodate about 15 scholars at least 5 feet apart. We have placed floor markers for scholar desks and chairs and will instruct scholars to “stay in the box” so that all scholars are at least 3 feet apart at all times.

- b. Common Areas - Similar to classrooms, we will pay special attention to the configuration of common areas to optimize space for physical distancing. In areas such as our Multi-Purpose Room and Cafe, floors will be clearly marked for according to physical distancing recommendations. When scholars are present, they will be at least 3 feet apart. If adults are using these spaces, tables will be arranged such that everyone maintains at least 6 feet of physical distance.

Staff may use the common spaces to eat lunch and masks can be removed when eating. However, everyone must adhere to the 6 feet physical distancing requirement.

- 4. Provide the LEA’s policies and procedures regarding the use of cohorts for scholars and/or staff, including steps to minimize interactions between cohorts, as applicable.

Our LEA is planning on creating cohorts by

- Assigning staff and scholars into static cohorts that prevent cross-contamination between groups. Each group will have an identified entry point and corresponding stairwell that allows for cohort stratification throughout the entire day. This separation will allow us to quickly isolate groups and limit potential exposure risks to unaffected cohorts, should a case occur.

34

- Scholars and staff will be assigned to a cohort and will have minimal interactions with other cohorts and remain distinct to the greatest extent possible, as mixing cohorts will pose avoidable risks of exposure if a COVID-19 case occurs.
  - Kindergarten Platinum Teachers & Staff - use the right wing of 2nd floor
  - 1st Grade Platinum Teachers & Staff - use the left wing of the 2nd floor
  - 2nd Grade Platinum Teachers & Staff - use the right wing of the 3rd floor
  - 3rd Grade Platinum Teachers & Staff - use the left wing of the 3rd floor
- Each cohort will have an identified entryway and corresponding stairwell (as previously mentioned) that allows for cohort stratification throughout the entire day. This separation will allow us to quickly identify and isolate impacted groups and to limit potential exposure risks to unaffected cohorts, if a COVID-19 case occurs.
- Scholars will eat breakfast, lunch and snacks in their classrooms rather than mixing in the cafeteria. There will be no scholar rotations outside of the classroom-aside from co-curricular classes. As much as possible, teachers/staff will move in and out of spaces, but scholars will stay in designated classrooms.

## **Handwashing and Respiratory Etiquette**

- 5. Provide the LEA’s policies and procedures to support handwashing and respiratory

etiquette including frequent, proper handwashing strategies and encouraging covering coughs and sneezes.

Our policy for Handwashing and Respiratory Etiquette states the school will reinforce frequent, proper handwashing strategies by staff and scholars with soap for at least 20 seconds. We will also include hand sanitizer that contains at least 60 percent alcohol throughout the school and in the bathrooms (see next question). We will have all scholars and staff have the opportunity to wash hands, either with soap and water for at least 20 seconds or, if not readily available or would compromise cohort isolation practices, hand sanitizer with 60% alcohol at the following times:

- Before and after eating;
- Before and after group activities or scholar centers;
- After going to the bathroom;
- After removing gloves;
- After blowing noses, coughing, or sneezing
- After physical education, dance and drama

In regards to respiratory etiquette, we will encourage scholars and staff to:

- Cover coughs and sneezes with a tissue when not wearing a mask or cough/sneeze into the upper sleeve
- Throw away used tissues and wash hands with soap and water or use hand sanitizer
- Step away from others, when possible, to cough or sneeze into a tissue
- Put on a face mask

35

6. Provide the LEA's plan to make available adequate supplies (e.g., soap, paper towels, hand sanitizer, tissues) to support healthy hygiene practices including, as relevant, in classrooms, bathrooms, offices and common spaces.

We are planning on having hand sanitizer, tissues in all bathrooms, classrooms, and common areas and will do weekly supply checks. We will also seek to have soap through hands-free dispensers and paper towels in every bathroom. These will be checked on a nightly basis by our custodial staff.

### **Personal Protective Equipment (PPE)**

7. Provide the LEA's policies and procedures to acquire, distribute and support the appropriate use of PPE including gowns/coveralls, gloves, surgical masks, eye protection (face shield or goggles) and N95 masks, as relevant and necessary.

We are taking very careful account of how to restrict occupancy to ensure optimal safety for all stakeholders - staff, scholars, parents and partners. We are taking precautions in community spaces to ensure that social distancing is enforced throughout our facilities by limiting movement to designated times and via designated routes.

- Plexiglass sneeze shields will be installed at the lobby desks and we will install floor decals indicating increments of 3-6 feet spacing throughout the classrooms, hallways,

restrooms, and waiting areas (both interior and exterior spaces).

- Every classroom, office, and shared space, will be equipped with sanitizer, sanitizing wipes, sanitizing spray, gloves, masks, paper towels. Classrooms will also have gowns for use when a scholar needs to be escorted to an SWR. Materials will be distributed on a weekly basis (Wednesdays) and upon request using an Operations Request Form.
- We've added touchless hand sanitizer dispensers at every entryway and the entry/exit points of each stairwell and will be frequently monitored by our facilities personnel.
- Currently all PPE is stored in the ES kitchen storage with the washing machine and dryer. PPE will also be stored in a storage closet on each floor of both the ES and MS buildings. In ES, it will be on each floor in the storage closet outside of the tech closets. Distribution will be managed by the Operations Manager or Operations Coordinator.

### Maintain Clean and Healthy Facilities

8. Provide the LEA's schedule for routine cleaning of rooms, surfaces and objects, including high touch objects and surfaces (e.g., pens, keyboards, elevator buttons, light switches, handles, stair rails, faucets, phones, doorknobs, grab bars on playgrounds).

		Throu ghout the day	Monthly
Classroom	Floors of classrooms	X	
	Student desks, chairs	X	

36

	Teacher desks, chair	X	
	Walls and white boards	X	
	Manipulatives, text books, etc.	X	
	Pens, pencils, white board markers, crayons, markers	X	
Hallway/Stairs	Fixtures (switches, knobs, buttons)	X	
	Railings	X	
	Lockers		



Office and Common Area	Floors of hallways	X	
	Pens, pencils	X	
	Fixtures (switches, knobs, buttons)	X	
	Chairs	X	
	Copiers, etc.	X	
Bathrooms	surfaces	X	
	floor	X	
	Fixtures, handles, switches, faucets	X	
Outdoor Space	Playground	X	
	Balls, toys	X	
Other			

9. Provide the LEA's cleaning and disinfecting protocols in the event that (1) a student, staff member, or visitor develops symptoms of possible COVID-19 while in the school; or (2) if the LEA is notified that a student, staff member or visitor who tested positive has been in the school. Include the LEA's plan to comply with specific required protocols for scenarios when it has been 24 hours or less since the sick person was in the school, as well as when it has been more than 24 hours but less than 3 days since the sick person was in the school.

- Frequently throughout each day, our facilities team will clean and disinfect high touch surfaces and objects. Our daily cleaning protocol requires sanitization of all surfaces, furniture, bathrooms and hallways. We have expanded our daily treatments to include providing special, detailed attention to objects/surfaces that are usually reserved for 37 deep-cleaning (e.g., doorknobs, light switches, the edges/back of chairs, window sills and handrails).
- Cleaning MUST happen before and after eating and any other time can be determined by the teacher.
- Scholar restrooms will be cleaned on an hourly basis and special cleaning interventions will be employed following any occasions of high-traffic. We have sealed-off the middle sink and middle stall in every restroom to ensure that no two individuals will simultaneously occupy restroom equipment within 6 feet of one another.
  - a. Schedule must allow for:
    - 2(G) - 3(B) scholars in restroom at a time
    - 20 minutes for the class + 5 minutes for a socially distant transition ■
    - 10 minutes for cleaning
- Adult/single-use restrooms can be used on the floor of their classroom. Cleaning will

happen within the first 10 minutes of every other hour due to frequency of use. Cleaning solution will also be inside for the comfort of adults to wipe down before/after use.

- In the event that a scholar, staff member or visitor develops symptoms of possible COVID-19 while in the school, we will
  - a. Close off the area where the sick person has been (including relocating other scholars to a different room as soon as possible)
  - b. Wait several hours before entering the room
  - c. Open windows and doors to increase air circulation
  - d. Cleaning staff will don PPE for the cleaning process
    - Clean surfaces, including visibly dirty surfaces with soap or detergent
    - When cleaning is completed, staff will
      - Remove masks and gloves
      - Wash hands
      - Put on a clean mask
  - e. Re-open the space for routine use after cleaning
- In the event of a positive COVID-19 case within our school community, we will continue our standard daily cleaning routine and also institute an even more aggressive sanitization protocol in order to curb any potential exposure risk.
  1. Once aware of a positive COVID-19 case, we will perform in-house contact tracing to ascertain where potential high exposure locations might be within the school and also to understand which members of our school community may have had contact with the potentially infectious person.
  2. Our cleaning team will be notified of the confirmed case and we will share all of the details from our internal review of potential locations of exposure.
  3. The cleaning team will completely sanitize the rooms, materials and equipment that the infectious person may have come in contact with and deploy antiviral fumigation throughout the building for overnight treatment. No individuals will be allowed in the potentially contaminated area directly following identification of a known positive case until proper sanitization has been administered.
  4. Lastly, Achievement Prep will follow existing procedures for reporting communicable diseases in the event of a confirmed case of COVID-19 in a scholar, staff member, or any individual who has entered the building, the school will notify DC Health by submitting the specified online case report.

10. Provide the LEA's plan to make available sufficient and appropriate cleaning and disinfection supplies and to comply with the requirement that staff must wear gloves while cleaning and disinfecting spaces throughout the building.

We will run our supply inventory on a weekly basis to ensure that we have appropriate disinfection supplies. We are preparing to stock at least 2 months of supplies and maintain our regular ordering schedule so that our stock is not depleted in case of an emergency. Our cleaning is done by M&G Services Unlimited, Inc. and our agreement with M&G Services Unlimited Inc. irms that they will wear gloves while cleaning and disinfecting spaces throughout the building.

They are also responsible for ensuring sufficient disinfection and cleaning supplies. Per our agreement, the vendor will provide adequate protection for its employees and engage in any work under stringent safety precautions, including wearing gloves while cleaning and disinfecting spaces throughout the building. Furthermore, we may conduct random checks.

11. Provide the LEA's plan to perform necessary maintenance to ventilation and water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) so that they are ready for use and occupancy and are adequately maintained throughout the operating period.

In order to meet the COVID-19 facilities safety requirements issued by the District, we engaged an MEP engineering firm to perform a comprehensive building assessment of the HVAC system, our plumbing and waterways and our capacity for sanitized disposal/waste within our facilities. The firm's findings focused on three core elements - 1) preparing the physical building for reopening, 2) HVAC system modifications to optimize airflow and minimize the spread of airborne pathogens and 3) acquiring proper PPE and performing ongoing sanitation. To date, we have implemented the directives from the MEP assessment and we continue to expand on its initial guidance.

Our first objective was to ensure that our physical space was safe and fit for reentry. We started by conducting VRV testing and balancing of the main air handlers so that we could maximize the amount of fresh air circulated into the building. In order to prevent COVID-19 particulates from being recycled by our internal air handlers, we upgraded our filters to MERV 13 throughout the building. We then performed the following steps to ensure that our HVAC system was properly configured for occupant safety:

- We reviewed air distribution conditions of existing spaces - specifically looking for covered diffusers and blocked returns that would impede airflow.
- Performed initial air flush of all spaces prior to occupants re-entering building ● Cleaned all HVAC intakes.
- Verified proper separation between outdoor air intakes and exhaust discharge outlets to prevent re-entrainment of potentially contaminated exhaust air.
- Performed a general inspection of spaces to identify any potential concerns for water leaks or mold growth that could negatively impact occupant health.
- Reviewed control sequences to verify systems are operating according to this guidance to maintain required ventilation, temperature and humidity conditions to occupied areas. ● Altered the normal sequence of operation to run 2 hours before and 2 hours after occupancy.

39

We also performed a comprehensive plumbing and water systems flush prior to re-entry in accordance with ASHRAE Guideline 188. The building water systems preparation was inclusive of the following:

- Domestic water systems were flushed and Domestic cold-water systems to flush piping mains and branch lines.
- Water pressure and flow rates were tested and calibrated
- Hot water tank was primed 150 F for 1 hour, reset to normal operating temperature and

flushed.

- All toilets, sinks and soap dispensers were checked for correct operation Drinking fountain bubblers will be removed and capped. Only touchless, filtered water spouts will operate during the 20-21 school year.

### **Response to a Confirmed or Suspected COVID-19 Case**

12. Describe the LEA's policies and procedures to:

- a. Comply with the requirement to not admit or to dismiss any student, staff member or visitor who is COVID-19 positive or otherwise meets criteria for exclusion, per OSSE's guidance; and

In order to enter an Achievement Prep building, scholars, staff and visitors will undergo our health screening protocol-before entering the premises

- We require entrants to affirmatively acknowledge that they are COVID-19 symptom free and that they have not knowingly come into contact with any person confirmed to be COVID-19 positive.
- Visitors who fail the health screen questions and have an elevated temperature will be denied entry
- Parents and advocates of students with disabilities will be permitted with prior notice (to the extent possible).

A designated area (Satellite Waiting Room) will be available for any scholar or staff member who exhibits symptoms (e.g., fever, cough, nausea) while on premises until they can be safely removed from the facility. This area will be separate from the area used for routine healthcare.

- b. Dismiss any individual or cohort that is potentially exposed to COVID-19 within the school setting.

When a scholar or staff member develops symptoms of COVID-19 throughout the school day but is not confirmed to have COVID-19:

- Immediately rope off or close, clean and disinfect areas and equipment with which the ill individual has been in contact.
- Once the room is vacated at the end of the day, perform deep cleaning and disinfection of the full classroom, and any other spaces or equipment in which the ill individual was in contact.
- This includes the isolation room after use by an ill scholar or staff member. • Staff supporting, accompanying or cleaning up after a sick scholar or staff member must adhere to PPE requirements.

A designated area (Satellite Waiting Room) will be available for any scholar or staff member who exhibits symptoms (e.g., fever, cough, nausea) while on premises until they can be safely removed from the facility. This area will be separate from the area used for routine healthcare.

13. Provide the LEA's plan to comply with the requirements to:

- a. Identify a staff member as the COVID-19 point of contact (POC) to whom families, staff, contractors and vendors should report a positive case of COVID-19 and who is responsible for reporting positive cases of COVID-19 to DC Health;

- b. Report any applicable positive COVID-19 case in a student, staff member or essential visitor to DC Health on the same day the school is notified;
- c. Not exclude students or staff with pre-existing health conditions that present with specific COVID-19-like symptoms on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to COVID-19.

Our COVID-19 point of contact is Coy Nesbitt, Managing Director of Operations. Our choice is to have someone who will be in regular contact with families, staff, contractors, and vendors and report positive cases of COVID-19 to DC Health.

Our reporting plan of applicable positive COVID-19 cases in a scholar, staff member, or essential visitor to DC Health will include both how staff, families, and vendors know to contact us when a member of our community has a positive test result. The COVID-19 POC will be able to receive calls throughout the day and into the evening hours. The COVID-19 POC may also proactively reach out to families of scholars, staff, and visitors who had symptoms or have been absent to inquire. All confirmed reports will be shared with DC Health in a means that is requested by them.

Ensuring that all staff and students learn as often on-site as possible, we will not exclude students and staff with COVID-like symptoms if they have provided written or verbal guidance from a medical professional that such symptoms are chronic and unrelated to COVID. To this end, our COVID-19 POC may review all of our daily screening questions to ensure that students or staff with preexisting symptoms have not been exposed.

In some cases, the COVID-19 POC may seek the counsel of the school nurse.

Ensuring that all staff and scholars learn as often on-site as possible, excluding scholars and staff with similar symptoms but no underlying case must be avoided. To this end, our COVID-19 POC may review all of our daily screening questions to ensure that scholars or staff with preexisting symptoms have not been exposed. In some cases, the COVID-19 POC may seek the counsel of a healthcare provider.

14. Provide the LEA's procedures to support DC Health with contract tracing in the event of a positive case of COVID-19.

We have created our own health screening form that also records temperatures at the time of entry. We will store the forms for at least 30 days in order to support DC Health with contact tracing efforts should a positive COVID-19 incident occur within the facility.

Our COVID-19 POC will report all positive cases and contact with positive cases to DC Health, as described in Section N. of the Health and Safety Guidance from OSSE (p 28-29). The COVID-19 POC will contact DC Health if a staff member, essential visitor, or scholar notifies the school that they (or their scholar) tested positive for COVID-19 if the individual was on school grounds or participated in school activities during their infectious period. Immediately upon learning of the positive case, the COVID-19 POS will notify DC Health by submitting an online form on the DC Health COVID-19 Reporting Requirements website using the Non-Healthcare Facility COVID-19 Consult Form.

15. Describe how the LEA will notify the school community, as appropriate, of the positive case and corresponding actions taken by the LEA/school.

As soon as possible on the same day the case was reported to Achievement Prep, the COVID-19 POC will notify DC Health by submitting an online form on the DC Health COVID-19 Reporting Requirements website ([dchealth.dc.gov/page/covid-19-reporting-requirements](https://dchealth.dc.gov/page/covid-19-reporting-requirements)) under the section “Non-Healthcare Facility Establishment Reporting.”

After notifying DC DOH:

- Inform affected staff via text or in-person of a positive case
  - Notify of positive case
  - Inform will receive a call from DC DOH
  - Share quarantine information
- Call parents of affected scholars
  - Notify of positive case
  - Inform will receive a call from DC DOH
  - Share quarantine information
- Send communications to all staff (using developed templates)
- Send communications to families (using developed templates)

Our protocol also limits the number of staff with details of a positive case to protect the privacy of the individuals while alerting families and staff to mitigate spread. The COVID-19 POC will work closely with DC Health to determine whether the scholars and staff within the infected person’s cohort may stay at school or be sent home and for how long. The COVID-19 POC will update impacted families and staff on how to participate in off-site learning until it is safe to return to on-site learning.

Achievement Prep will comply with all OSSE related guidance in planning for responding to confirmed or suspected COVID-19 cases. We will comply with the requirement to not admit or to dismiss any scholar, staff member or visitor who is COVID-19 positive or otherwise meets criteria for exclusion, per OSSE’s guidance.

Scholars, staff, and essential visitors must stay home, or not be admitted, if: ● They have had a temperature of 100.4 degrees or higher or any of the symptoms listed above in the “ASK, ASK, ASK, LOOK” section of this presentation.

- They or any close contact is confirmed to have COVID-19.
- They are awaiting COVID-19 test results.
- They have traveled to a high-risk state or country for non-essential activities within the prior 14 days.

If excluded, scholars/parents/guardians, staff, and visitors should call their healthcare provider for further directions.

We also commit to dismiss any individual or cohort that is potentially exposed to COVID-19 within the school setting by:

- Immediately isolate the scholar from other scholars and staff in the Satellite 42 Waiting Room.
  - The scholar must immediately put on a cloth (non-medical) face covering or

surgical mask, if not already wearing a mask.

- Notify the scholar’s parent/guardian of the symptoms and that the scholar needs to be picked up as soon as possible.
  - Instruct to seek healthcare provider guidance.
- Immediately dismiss exposed staff; such staff will not be admitted to a Satellite Waiting Room (unless transportation is needed)
  - Instruct to seek healthcare provider guidance.
- Immediately follow cleaning and disinfecting procedures for any area and materials with which the scholar was in contact.

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 Scholar/Family Home Language Surveys. Communications include:

#### Virtual/In-Person Townhalls

- Returning Staff Webinar: Reopening Plans for 21-22 SY
- Returning Families Webinar: Reopening Plans for 21-22 SY
- All Staff Reopening Webinar (during summer training)
- Family Reopening Webinar (at the beginning of the school year)

#### Check-ins

Achievement Prep will conduct regular check-ins with teachers and families throughout the school year. These opportunities for two-way communications will include but not be limited to:

- Monthly School Newsletters via ParentSquare with general school updates
- Text messages with real-time updates (when necessary)
- Periodic Advisory Newsletters with specific updates for each scholar’s classroom
- Weekly Phone Calls/Texts to check in on families and discuss scholar progress
- Our “APrep CareCorps” will do regular home visits to support scholar care and needs.

At all times, Achievement Prep’s website will be regularly updated with general information about the school as well as specific details on 21-22 instructional program, typical school operations details (menus, activities calendars, enrollment applications, etc.), senior staff, and other important announcements. This information will be available to families 24 hours, 7 days a week.

- Operating Status: The school’s operating status (open, closed, weather delay, et. al.) will be communicated as a banner on the main page of the website. Should the school need to close due to COVID-19 or for any other health or safety related reason, a banner will be visible on the homepage.
- Scholar Learning: A link to the student information system (LMS), PowerSchool Parent Portal, will be available for scholars and families to access scholar report cards, progress reports, and updates from teachers.

- Family Resources: Families will find the Scholar and Family Handbook, school enrollment and registration details, links to virtual learning resources and

- additional information to support families, such as social services resources.
- **Contact Information:** Parents of current and prospective scholars will find information on how to contact school leaders and staff.
- **Food Service:** Achievement Prep’s food menu will be available to families each month.

Achievement Prep’s social media channels including Facebook, Twitter, Instagram, and LinkedIn. These channels will be used on a daily basis to

- Build broad awareness of Achievement Prep;
- Engage the broader DC community (and country) in the success of Achievement Prep scholars and staff;
- Provide updates on operating status, continuous learning plan adjustments as needed;
- Update stakeholders on community activities (i.e. scholar bin pick-ups, scholar support giveaways, food drives, etc.).

### **COVID-19 Testing and Vaccines**

16. If applicable, describe the LEA’s current or planned COVID-19 testing protocol for symptomatic and/or asymptomatic students and/or staff, including steps the LEA will take to encourage participation in the testing program. Please include the LEA’s plan to ensure that results of such testing programs are reported to DC Health per DC Health’s COVID-19 reporting requirements:

[dchealth.dc.gov/page/covid-19-reporting-requirements](https://dchealth.dc.gov/page/covid-19-reporting-requirements).

The school has the following COVID-19 Testing Protocol.

- COVID Tests will only be administered by the nurse in a Satellite Waiting Room for safety and privacy purposes.
  - A COVID Test can only be administered to scholars with a signed consent form.
  - The COVID-19 POC will confirm that a signed consent form is on file and notify the nurse before a test is administered.
  - If the scholar has a valid consent form, then RAPID and PCR test will be administered.
  - If a scholar does not have a valid consent form, then a test will not be administered and the nurse or designee will immediately contact a parent/family member to notify them that the scholar is to be picked up within an hour.
  - If the RAPID test is negative, then scholars must be picked up and can return when the PCR test result is negative.
    - If the RAPID test is positive, then the scholar must be picked up and returned after the required quarantine period.
- The COVID-19 POC will be responsible for reporting results to DC Health: ○ Submit a **Non-Healthcare Facility COVID-19 Consult Form** online using DCRC.

In the event that the nurse at Achievement Prep determines to test scholars, s/he will



follow the safety guidelines outlined the PPE Best Practices for School Staff when a school staff member is administering a COVID-19 test. This includes staying, when possible 6 feet distance from the individual, wearing a N95 mask (with access to Respirator Fit Testing program), eye protection (face shield or goggles), gown/coverall, and gloves. The school will follow its protocol, outlined in question 14, to notify DC Health and to follow DC Health reporting requirements.

17. Provide the LEA’s plans to support COVID-19 vaccination of staff and students, as eligible, including efforts to encourage participation in public and community-based vaccination opportunities.

Our LEA is supporting eligible students and staff to get vaccinated by:

- Hosting on-site vaccination and testing events in partnership with DC Urgent Care.
- Including information about vaccinations on surveys to staff and families.
- Include information about vaccination events in webinars and Town Halls
- Encouraging staff and families to speak with their healthcare providers about COVID-19 vaccinations.
- Staff who are scheduled to receive vaccinations will be granted administrative leave instead of charging their personal or sick leave.

**Students with Disabilities**

18. Provide the LEA’s plans to provide appropriate accommodations to students with disabilities with respect to its health and safety policies and procedures.

LEAs will ensure that appropriate accommodations are offered to SWDs with respect to its health and safety policies and procedures by taking the following steps SWD families will be able to request support through the LEA’s Director of Special Education if and when the need for accommodations due to quarantine are required. The family with a SWD will be contacted by the Director of Special Education or appropriate point of contact to inform them of the process to receive accommodations. In addition, a meeting will be held to: 1. Provide update on SWDs current condition 2. Develop and agree to what accommodations and other supports are recommended/needed 3. Discuss anticipated date of return and reintegration plan

**Training, Technical Assistance, and Monitoring**

19. Please provide the LEA's plan to provide training and technical assistance on its policies and procedures to safely reopen schools in accordance with the DC Health Guidance for Schools and the OSSE Health and Safety Guidance for Schools, including: a. who will receive training and technical assistance; b. the topics that the training and technical assistance will address; and c. how and by whom the training and technical assistance will be delivered.

Audience	Topic Trainer/ TA
----------	-------------------

	provider	Date Range (if available)
<i>Teachers and Staf</i>	Reopening - Safety CEO, Managing Protocols Director of (webinar & in-person) Operations, Principal, Assistant Principal	June 2021, July 6th - August 6th
<i>Scholars</i>	Hygiene & Safety Principal, Assistant Protocols Principal, (in-person)	August 9th - August 27th
<i>Families</i>	Reopening - Safety Principal, Assistant Protocols Principal, (webinar & in-person) Operations Manager	June 2021, August 2021, September 2021

20. Provide the LEA’s plan to monitor the implementation of the health and safety plans at each campus, including how, when and by whom the implementation will be monitored, and how the LEA will respond if a given campus is not adhering to the plan.

While we can create protocols and procedures WE are all responsible for holding ourselves AND one another accountable for our community actions. This is not a one man or group responsibility. If you see something, say something. Do not wait for a “leader” to address protocols we all agree are necessary to keep us all safe.

- The MDO will monitor the completion of health screenings and temperature checks on a daily basis.
- School leaders, including the principal and assistant principal, will hold teachers

- and staff accountable for adhering to the face mask requirement.
- Teachers will be responsible for monitoring physical distancing between scholars in their classrooms and during transitions.
- The entire staff will be responsible for reminding each other about health and safety protocols.
- The Operations Manager will be responsible for ensuring that PPE is appropriately distributed and worn.

One of our DREAM Values is Accountability. Staff will be reminded on a regular basis during content/team meetings, Wednesday PD sessions, webinars and other training. Staff will be held accountable for repeated actions that jeopardize the health and safety of our school community. Any staff that demonstrates an unwillingness to the health and safety protocols will be subject to disciplinary actions. The goal is not simply compliance but Respect (another DREAM Value) for the community.

46

## **Communicating Policies and Procedures to Students, Families, Staff and Visitors**

21. Describe the LEA's plans to communicate key health and safety policies and procedures to students, families, staff and visitors.

Achievement Prep plans to communicate key health and safety policies and procedures with scholars families and staff:

### Virtual/In-Person Townhalls

- Returning Staff Webinar: Reopening Plans for 21-22 SY
- Returning Families Webinar: Reopening Plans for 21-22 SY
- All Staff Reopening Webinar (during summer training)
- Family Reopening Webinar (at the beginning of the school year)

### Check-ins

Achievement Prep will conduct regular check-ins with teachers and families throughout the school year. These opportunities for two-way communications will include but not be limited to:

- Monthly School Newsletters via ParentSquare with general school updates
- Text messages with real-time updates (when necessary)
- Periodic Advisory Newsletters with specific updates for each scholar's classroom • Weekly Phone Calls/Texts to check in on families and discuss scholar progress • Our "APrep CareCorps" will do regular home visits to support scholar care and needs.

At all times, Achievement Prep's website will be regularly updated with general information about the school as well as specific details on 21-22 instructional program, typical school operations details (menus, activities calendars, enrollment applications, etc.), senior staff, and other important announcements. This information will be available to families 24 hours, 7 days a week.

Achievement Prep’s social media channels including Facebook, Twitter, Instagram, and LinkedIn.

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 Scholar/Family Home Language Surveys.

## 2020-21 School Year Assessment Data Collection Questions

Note: Assessment data collection responses will be submitted by **each individual K-12 school**, rather than each LEA.

1. Please describe your approach to assessing student learning in the past school year (2020-21), including:
  - a. Information on the school’s strategy and approach to assessing student learning given the school’s specific operating status throughout the 2020-21 school year; b. Whether assessments were delivered remotely or in-person; and
  - c. Highlighting any changes to your original assessment plans due to the impact of the pandemic.

Achievement Prep Elementary School employed a two-pronged approach to assessments during SY20-21. At the beginning of the year, teachers were teaching from their classrooms on campus while scholars were learning remotely and we planned on major assessments (MAP, STEP, PARCC) to be administered in-person. The beginning of the year, both STEP and MAP were conducted in person following social distancing and cohort rules. While that was a success, many families preferred their scholars to take the assessments virtually. At a point in the first quarter, we decided that teachers would also work remotely and would no longer come into the building. With that shift, our assessment approach also shifted and we began assessing scholars remotely. Most scholars were assessed in full groups and scholar laptops were monitored remotely using GoGuardian. This allowed us to maintain as secure a testing environment as possible. Scholars with accommodations were assessed in breakout rooms in order to meet their individual testing needs. The assessments we administered can be found on the chart below.

2. Please identify the content areas for which your school administered non-state summative spring assessments (interim, benchmark, end-of-course, or end-of-year) in both 2019-20 and 2020-21.
  - a. *Please limit your responses to those assessments administered as common*

assessments at the school or LEA level as opposed to those developed and used solely by individual teachers. (check boxes with columns for 2019 and 2020) i. ELA

1. MAP
2. STEP
3. end of unit assessments

ii. Math

1. MAP
2. end of unit assessments

iii. Science

1. N/A

iv. English language proficiency

1. N/A

3. Did you set assessment-specific goals<sup>[3]</sup>, benchmarks, or targets for performance on assessments administered in the 2020-21 school year?

i. Select: Yes/no

ii. If yes, are these goals/targets set by (select one):

1. Assessment provider (e.g., NWEA)

2. The LEA or school (e.g., charter organization, school or teacher)

iii. If yes, are the goals/targets meant to measure (select one)

1. Student proficiency
2. Student growth
3. Both

4. Please describe the steps your school took in the 2020-21 school year to assess all students equitably, including but not limited to students with disabilities, students with the most significant cognitive disabilities, English learners and English learners with disabilities.
- a. *We acknowledge that schools may be developing individual assessments or tools for certain situations where vendor-created tools are unavailable. Understanding where there may be gaps will help us better understand where support may be needed.*
  - b. If applicable, include information on the specific assessments used to assess different groups of students (content area, grade, and type [interim, benchmark, etc.]
  - c. Provide narration on accessibility and the availability of accommodations and accessibility features.
  - d. Highlight where there may be gaps or challenges in providing common assessments for all students (e.g., if vendor-created tools are not available at certain grade levels or for certain content areas).

During virtual assessments we utilized Zoom and Go Guardian. Zoom allowed us to test cohorts of scholars collectively. This was done mostly by advisories. Zoom's breakout room feature allowed us to also provide scholars with the necessary environment to provide those accommodations. Our Special Education teachers were able to work with scholars on their caseloads to provide both small group testing and one-on-one testing using breakout rooms. Additionally, this allowed for scholars to receive their testing accommodations, such as read

aloud, frequent breaks or use of a calculator in an environment that met their individual needs and also didn't allow for distractions for other scholars. Teachers also were able to utilize breakout rooms for scholars who needed breaks or redirection. Scholars could be moved to a breakout room where a co-teacher or a Urban Teacher resident could work with the scholars individually to meet their needs prior to moving back to the testing environment. Go Guardian is a software that allows teachers to monitor scholar's screens remotely. This tool allowed us to monitor scholars during assessment to ensure they were not rushing or skipping questions. It also allows us to focus on test security by monitoring that scholars were not opening other windows or browsers to assist them with assessment questions.

During the year we used the above procedures using the following tests and test vendors: ●

**Content Assessments:** We administered bi-weekly content assessments for English and math to measure scholar mastery of the standards being taught in our written curricula. These assessments were created by instructional coaches and were aligned to the lessons taught during a two week period of time. These assessments were administered using Illuminate, which also had an online monitor tool to assist with scholar monitoring. It also allowed us to provide scholars with individual accommodations found in their IEP. Special Educators used Zoom breakout rooms to administer assessments using scholar accommodations. There were no accommodations on our scholars' IEPs that we were unable to meet using Illuminate, Zoom and Go Guardian.

49

- **Benchmark assessment--NWEA MAP:** We administered the NWEA MAP assessment four times during the course of the year: beginning of the year, Winter I, Winter II and Spring. Rather than using the NWEA app, which we had used during in-person testing, scholars were able to use the <https://test.mapnwea.org/> website. The MAP assessment provides embedded accommodations for scholars who have them listed on their IEP. The Network testing coordinator worked with the Director of Scholar Support to ensure a correct list of accommodations was uploaded into scholar profiles in NWEA for each assessment. This allowed for items to be read aloud when appropriate as well as other accommodations. Special Educators used Zoom breakout rooms to administer assessments using scholar accommodations. There were no accommodations on our scholars' IEPs that we were unable to meet using Illuminate, Zoom and Go Guardian.
  - **Benchmark assessment--STEP:** The STEP assessment provides us with data on scholars' reading proficiency and reading growth. This test is administered in a one-on-one environment using the online STEP tool. Because it is a one-on-one assessment, all scholars' accommodations were met. Special Educators used Zoom breakout rooms to administer assessments using scholar accommodations. There were no accommodations on our scholars' IEPs that we were unable to meet using Illuminate, Zoom and Go Guardian.
5. Please describe any strategies you implemented to change curricular scope or sequence for ELA, math and science based on the impact of the pandemic on school schedules, distance learning and reopening status. Please share any takeaways or lessons learned.
- a. If applicable, highlight any concrete strategies that adjusted the school's original plans for standards coverage, curriculum, and scope and sequence. Examples could include, but are not limited to: implementing Student Achievement Partners' priority standards; adjusting timing or sequencing; acceleration planning; redesigning 2020-21 quarter 1 to focus on content missed in quarter 4 of 2019-20. Include details for all content areas and identify where approaches

differed across grades, as appropriate.

- b. Outline how the changes in standards/content coverage impacted the school's plan for non-state summative assessments and ability to measure student learning.

At the beginning of the year, we planned on providing scholars with a virtual experience that mirrored an in-person experience as much as possible so our scope and sequence and pacing calendars was aligned to full days of instruction. During Quarter 1, it became clear that this, while a lofty goal, was not in the best interest of scholars who were showing signs of fatigue and disengagement due to the high amount of screen time required. We pivoted to providing more asynchronous learning and moving some classes to an A/B rotation. This had an impact on our pacing calendar. Our instructional coaches and our teachers worked collaboratively to revise the scope and sequence of our units and to create a pacing guide aligned with our new school schedule. Coaches and teachers used Achievement Partners' priority standards and A-NET's priority standards and assessment blueprint document to create a schedule of assessed standards from which a pacing calendar and scope and sequence of learning was created. Teachers planned instruction and lessons based on this new sequence of learning. Additionally, teachers created individualized pathways for scholars on iReady that not only supported current levels of learning but also provided instruction, support and differentiation on skills and standards scholars had not yet mastered from previous years.

the schedule to provide tutoring and intervention embedded into the instructional day. This had the greatest impact on grades 2 and 3 since the data indicated more significant gaps in the performance of those scholars. This revised schedule allowed us to provide small group instruction for scholars grouped by skill and standard to allow for teachers to differentiate instruction based on scholar need. Coaches and teachers reviewed data from the intervention groups weekly and revised the scope and sequence of learning for each group accordingly based on achievement.

6. Please identify which assessment tools you used for non-state summative spring assessments in ELA, math and science (for tested grades) at your school(s) in the 2020-21 school year, as well as the data on participation numbers, the “goals” identified above and performance toward those “goals.”

a. *Please limit your response to assessments administered in spring as common assessments at school or LEA levels versus assessments developed and used solely by individual teachers.*

b. *A reminder that tested grades/courses included*

i. *ELA, mathematics: grades 3-8; high school (ELA I, ELA II, Algebra I & Geometry)*

ii. *Science: grades 5, 8 and high school biology*

c. *If your school sets individual grade-level goals, please provide a row for each grade and student group. If your school sets goals across grade levels, please list the aggregated goals, participation, and performance for the grade span and student group.*

d. *If your schools did not assess locally in science, please describe in your narrative responses why not and how you will address science content.*

e. *Be sure to identify tools used to assess specific student groups (e.g., students with disabilities, English learners, etc.).*

f. *For the purposes of this collection, “goals” are defined as LEA- or*

*school-determined expectations for individual students or student groups. If the LEA or school is using an assessment tool for which they set specific goals for students (e.g., MAP), OSSE expects the LEA or school is using those defined*

*goals for this exercise, but LEAs or schools should note and explain where this is not the case.*

g. *If you do not have information on the number of*

Tool

MAP

MAP

By the middle of Quarter 2, our STEP and MAP data indicated gaps in scholar knowledge so the school revised



students meeting or exceeding a goal, please fill out all the remaining columns. Collecting information on the types of assessments used and the participation in those assessments will help

OSSE better understand the non-state summative assessment landscape across LEAs.

				K-3
Interim	NWEA	In person	Math	K-3

Type of Tool	Source	Format	Content	Grade
Interim	NWEA	In person	ELA	51

Interim	UChicago Impact	Remote	ELA	K-3	183	159	100% of scholars in: K: achieve STEP level 3; 1: achieve STEP level 6; 2: achieve STEP level 9; 3: achieve a STEP level 12	
Diagnostic	Curriculum Associates	Remote	ELA	K-3	183	143	N/A	

STEP

iReady

183 124 N/A

7. What are your school's takeaways from the results of assessments and assessment administration this year, and what caveats would you highlight?
  - a. Detail how your school is approaching understanding the results of non-state summative assessments this spring. If there are any high-level takeaways, please share.
  - b. Outline any caveats for interpreting the data from spring assessments at the school and/or LEA level. Caveats for interpretation may include information on student participation; opportunity to access standards/instruction; impact of remote administration on results; questions of test security, etc.
  - c. Provide context for any missing information in question 6, if appropriate.

The school will be using both STEP and MAP data to make instructional decisions as well as a basis from which to create instructional groupings for tutoring, intervention and additional support at the beginning of the SY21-22. This data will be analyzed over the summer to identify scholars in greatest need of tutoring and intervention. These scholars will receive this additional support in both reading and math. Depending on the data and the needs of each scholar, this could look like additional support from the classroom reading or math teacher by utilizing small group instruction within Tier I instruction. This could look like differentiated guided reading groups and targeted math groups. Additionally, we have embedded time in the day for tutoring and intervention using various programs including Systems 44, Read 280, Leveled Literacy and Bridges Intervention. During the summer teachers will be training on how to use these programs to combat learning loss. Throughout the school year, scholars will rotate through these tutoring and interventions based on on-going data collection and scholar performance. These programs and interventions were created to respond directly to our data which indicates that gaps in both reading and math begin in 2nd grade and the gaps grow into third grade so these scholars with the greatest learning gaps in 2nd and 3rd grade will be prioritized for tutoring and intervention.

8. How did your school communicate the results of 2020-21 school year assessments to individual students and their families?

52

Assessment reports are available to families from NWEA MAP and will be distributed to families with report cards. Additionally, scholar's STEP levels are communicated to families on report cards and progress reports which include the scholars current STEP level and the expected STEP level for the scholars' grade level. MAP data is similarly reported to families on report cards including their expected levels of growth as compared to their actual level of growth.

9. Please describe how your school used or will use the results from 2020-21 school year assessments to improve instruction and student performance, access to summer enrichment, and access to instruction and enrichment in the 2021-22 school year.

The school will use assessment data in the following ways:

- **Summer Learning:** We have added three weeks of half day instruction for all scholars beginning in early August. The scope and sequence of this enrichment has been created based on assessment data. Priority standards and skills from the previous year have been spiraled into the curriculum and pacing calendar for summer learning. This will

provide scholars with additional support in priority standards prior to the beginning of the school year.

- **Programming:** In an effort to respond to assessment data, we have identified priority courses within math and reading that will be the focus of development, observation and coaching. This will include guided reading and Foundations in reading and conceptual development in Eureka Math. These have been identified based on data collected from both STEP and MAP. This data indicates that we need to accelerate scholars' reading skills in order to bring them closer to proficiency and guided reading and Foundations (foundational skills) was identified as the greatest levers to improve reading instruction. Data also indicates that scholars are performing well with procedural elements of math but need further development in conceptual understanding of math so we will focus more attention and programming on the conceptual development portion of our written curriculum.
- **Professional Learning:** The professional learning calendar for the upcoming year is currently in development and scholar assessment data is greatly informing the scope and sequence of professional learning. We have contracted with a guided reading consultant to assist us with analyzing data and creating professional learning opportunities aligned to scholar data. This includes on-going coaching and observations throughout the year to continually improve guided reading for all scholars. We are partnering with A-NET for the upcoming year to consult on our math development. A-NET will help use scholar math data to create a professional learning plan for our math teachers that focuses on the rigor of the priority standards and help them develop a repertoire of instructional practices that are aligned with both the rigor of the standard as well as conceptual development for scholars.
- **Tutoring & Intervention:** Based on both STEP and MAP data, we have created time within the daily schedule for tutoring and intervention. We have added additional staffing for these positions and created time within the day for scholars who have the greatest need, based on the data. This will include Systems 44, Read 180, Leveled Literacy and Bridges Intervention for math. Data will be used to identify which scholars will begin the year in these tutoring programs and since these groups are flexible, data will be collected throughout the year to determine which scholars will rotate into tutoring and intervention groups.
- **Staffing:** Because the data suggested that we needed to focus more on embedded tutoring and intervention, we are increasing our staffing model to include one reading and one 53 math interventionist to work with flexible small groups in an effort to improve reading and math proficiency particularly in 2nd and 3rd grade, where the data suggests our greatest need exists.

## 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 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 § 2203<sup>[4]</sup> 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 54 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:

55

- 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.

By submitting this continuous education plan and signing below, the LEA assures that this plan reflects the LEA's best thinking on how it will provide continuous education and accelerate learning for the 2021-22 school year.

Further, by submitting this continuous education plan, the LEA will ensure that schools provide a minimum of 180 instructional days of at least 6 hours of instructional time in accordance with 5A DCMR 2100.3 for the 2021-22 school year. Any deviation from this requirement must be approved by the Superintendent prior to communication and implementation.

LEA Name: Achievement Prep  
LEA Leader Name: Shantelle Wright  
LEA Leader Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

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

The LEA attests to the following statement regarding operating in accordance with the **DC Health and OSSE public health guidance**:

- ✓ The LEA assures that it will adopt the measures in the DC Health and OSSE COVID-19 guidance for schools to help reduce the risk of COVID-19 transmission among students, staff, families and the community.

LEA Name: Achievement Prep  
LEA Leader Name: Shantelle Wright  
LEA Leader Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

### **Assurance Statement for 2020-21 School Year Assessment Data Collection**

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.

LEA Name: Achievement Prep  
LEA Leader Name: Shantelle Wright

School Leader Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

[1] The American Rescue Plan Act defines “evidence-based” using the same definition as the Every Student Succeeds Act, to mean an activity, strategy, or intervention that:

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –

(I) strong evidence from at least one well-designed and well-implemented experimental study; (II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii)

(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Please see the US Department of Education’s [guidance](#) on using evidence to strengthen education investments for more information.

[2] Please refer to OSSE’s web site for guidance on allowable uses of the ESSER III-ARP funds at [osse.dc.gov/recoveryfunding](https://osse.dc.gov/recoveryfunding)

[3] For the purposes of this collection, “goals” are defined as LEA-determined expectations for individual students or student groups. We expect that for the most part, LEAs using tools that themselves set specific goals for students (e.g., MAP), are using those defined goals for this exercise, but LEAs should note and explain where this is not the case.

[4] In the 2019-20 school year, the DC Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.