

## SY 2021-22 Continuous Education Plan (CEP)

**LEA Name: Digital Pioneers Academy PCS**  
**LEA Head of School Name: Mashea Ashton**  
**LEA Type: Middle School;High School**  
**Date Generated: 08/26/2021**

### Background and Purpose

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

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

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

## Application Questions

### Safe Reopening

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

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

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

The operations plan for both campuses of Digital Pioneers Academy allows for on-site learning for all students for 180 days at least 6 hours per day, or 1080 hours, as well as professional development for staff to ensure a healthy and safe learning environment.

School Calendar:

[https://docs.google.com/spreadsheets/d/1MOyrl\\_1O58ZQeQFRGFGGoAFS4lf36YJDU5pK5QfFR7Uk/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1MOyrl_1O58ZQeQFRGFGGoAFS4lf36YJDU5pK5QfFR7Uk/edit?usp=sharing)  
Schedule:

[https://docs.google.com/spreadsheets/d/1MOyrl\\_1O58ZQeQFRGFGGoAFS4lf36YJDU5pK5QfFR7Uk/edit#gid=1448516893](https://docs.google.com/spreadsheets/d/1MOyrl_1O58ZQeQFRGFGGoAFS4lf36YJDU5pK5QfFR7Uk/edit#gid=1448516893)

a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space;

The LEA can accommodate all students in-person five day per week in our current physical spaces.

b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and

The LEA can accommodate all students in-person for five days per week given its current staffing model.

c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:

i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance:

All students will have a computer they transport back and forth to school. In the event they are quarantined because they were deemed a close contact and are not fully vaccinated, they will have access to all classes being taught in-person via Swivl, which is a tool that videos and live streams classes directly to students' computers through a camera that tracks a microphone as the teacher is walking around the room. We will notify families of the plan as soon as we know they are quarantining. We will do this through ParentSquare, texts from our teachers and deans and phone calls to parents. Parents can get in touch with the school by calling 202-677-3522 or emailing [mainoffice@digitalpioneersacademy.org](mailto:mainoffice@digitalpioneersacademy.org). The only materials students will need are the computer and charger, which they should be taking anyway. There will not be any additional materials to gather. We will have extra hotspots on hand if needed.

Staff who are excluded will stay home and teach from home if technologically possible. While at school, staff schedules may shift in order to ensure continuity of student learning. Staff will ensure that students at home have access to a live feed of the class or have small group instruction over Zoom.

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

In the case of an outbreak, students will remain in their same classes, and we will revert to our remote school plan from 2020-21. The only materials students will need are the computer and charger, which they should be taking anyway. There will not be any additional materials to gather. We will have extra hotspots on hand if needed.

**2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:**

- a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):**

- The LEA itself
- Another District LEA (please select name)
- One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)

- b. How the LEA will deliver its distance learning program (select one):**

- Centrally at the LEA level
- By campus/at the school level
- Both (please describe the LEA's approach)

- c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.**

Our scholars will be taught by a dedicated staff member to ensure that scholars have comparable instruction time to their peers.

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

Staffing: a highly-skilled member of our KLR (known-love-respected) team to coordinate attendance, tech needs and engagement; assignments provided by the students' teachers.

The KLR staff member will ensure all scholars are provided the same access to DPA resources and instruction as any other student, and they will focus on engagement. In some cases, scholars will work independently with the help of recorded videos from teachers, and in others, scholars will attend live instruction through the use of Swivl, which can live broadcast a classroom (with excellent sound) to a scholar's computer. In all cases, scholars will use Zoom, Google Classroom and other modes to communicate with their 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;**

We have found that the following remote learning practices provide the most effective instruction: Use of targeted questioning, engagement through Nearpod and other devices, constant feedback and games to keep students engaged. We will tailor instruction depending on the students' needs and learning styles. The schedule will mirror that of the students who attend on-site learning option with the following anticipated modifications: potentially shorter electives and more independent time using Dreambox and other sites.

- **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**

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

Staffing: a highly-skilled member of our KLR (known-love-respected) team to coordinate attendance, tech needs and engagement; assignments provided by the students' teachers. We plan to use the following materials with our remote instruction and delivered to students' homes: chromebook, wifi hotspot if necessary, pencils, notebooks, pens, PPE, tissue boxes, dry-erase board, dry-erase marker, water bottle, books, calculator, ruler, protractor, packets, colored pencils, paper and jump ropes. We will provide at least 3 Zoom trainings for families so we can have 100% attendance from families. In addition, we will support scholars as much as necessary to create productive spaces.

- **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.**

Our LEA chooses to offer a remote learning program through our unique program. The program will offer the core academic content for students through a combination of Google Classroom, LearnZillion and other education resources. Much of the methods used will be student-guided, while a dedicated staff member will relay information and teach some classes. Content specialists will be available to help scholars as necessary.

## **Student and Staff Well-Being**

### **2.A: Whole Child Supports**

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

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

Understanding at the student level how students are experiencing reentry into school is critical to our success overall. Based on student responses, our LEA is prepared to offer support through a variety of means.

All scholars will take a social emotional learning assessment three times per year. Based on the results, modifications will be made to the learning plan for cohorts or individual scholars. We are considering the FDQ questionnaire and other options. Based on the results of these surveys, we will tailor our services accordingly, assigning staff members and external partners to individuals or groups of students through counseling, psycho-social groups, group therapy or other means.

We have two full-time social workers who have a consistent caseload and can add to it as needed. They can also respond to any potential student issue or crisis. Further, our KLR (known-love-respected) team -- our deans -- perform check-ins with scholars constantly and support in and out of the classroom. They conduct attendance phone calls to ensure scholars are in school and fully engaged. The team also manages our PBIS that provides incentives to scholars; this is a tool we used during the pandemic and is an excellent way to reengage disconnected scholars. Scholars accrue points based on positive behaviors and can redeem items or gift cards based on the number of points they have.

We also have wrap-around services that we provide, including boxed meals for families, emergency relief funds to families, supports to community resources, etc.

At the classroom level, we offer SEL lessons in homerooms on topics such as empathy, healthy relationships, and conflict resolution. These lessons allows for a small, intimate pod group to share shout outs for each other based on our community values and time to connect with a teacher or other trusted adult. The homeroom teachers can check-in with students with the mood meter and mindfulness moments.

Our team sponsors psycho-social educational groups. These are small groups like the Black Kings group and one for females as well. We lead groups on grief and loss. We take recommendations from teachers and we take notes from that.

Finally, DPA is exploring connections to the Wise Center through Georgetown as well as other external partners that offer student-level mental health services, both individually and in a group format.

**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.**

Our LEA is preparing to monitor behavior of students using a variety of positive, relevant and developmentally appropriate behavior modification approaches including positive behavioral interventions and supports (PBIS), trauma-informed practices and restorative justice programs.

Our staff is trained to address various situations involving scholars. We use our KLR team (our deans) for resetting within the classroom or right outside the door to keep small things small and address issues that are not causing a safety concern to scholars or the classroom learning environment. We use removals to keep the learning environment

safe from egregious or sustained unprofessional behavior. In 99% of situations, we will try and fix early, fix small and avoid an escalated situation by having a dean "push in" before the scholar needs to be sent out of class. We will try and solve the problem as early as possible and try to keep scholars in class, but we are not lowering our standards for how scholars should behave or what is unacceptable in our classrooms. As we reenter in-person learning, we will teach students the tools they need to be successful in a group environment and model for them.

#### Restorative Cycle

If a scholar is removed from their class, they will be required to process their behavior through a reflection to be completed in the Restore and Reboot Center (RRC). Once a scholar has been sent to the RRC, it is imperative that they complete a full, thoughtful and complete reflection of their behavior and are able to close the loop with the referring staff member before returning to class. If the process is not followed with fidelity then it quickly loses its effectiveness for scholars and creates rifts in expectations between adults that leads to inconsistent school culture. We also use restorative circles to bring the community together and promote positive relationships among peers in potential conflict.

#### Additional Interventions/Consequences

If there has been a larger behavior infraction, the dean will propose a consequence to a school leader. Once finalized, the dean communicates additional requirements / consequences to the scholar (in person), teachers (via email) and the family (by phone) within two hours.

We use consequences as a last resort after the additional interventions do not work. These can include deductions, in-school suspension, and, in the rarest of cases, out-of-school suspension.

**5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.**

Our LEA contracts with Preferred Foods, which provides food to our on-site scholars as well as those off-site through boxed meals. For those on-site, scholars will eat in their classrooms. Half will eat inside while the other goes to recess, and then the two groups will switch. This is so we are in compliance with 3-foot social distancing while scholars are eating inside with masks off.

For those scholars who are accessing our remote learning options, meals will be available for pick-up daily. They can pick-up boxed breakfasts and lunches daily by coming to the cafeteria. Our cafeteria workers will provide the meal and track as necessary. We will communicate daily via ParentSquare to all families with students in our remote program, reminding them they can come to pick up meals. They can also pick up 3 meals at a time if more convenient for them.

For a single scholar quarantining as a close contact, DPA will uber the boxed meal (or drive multiple meals to scholars) to that scholar so they have their food and do not need to be in contact with anyone in the school building. We will communicate daily with these families to ensure adequate delivery.

In the advent that a cohort(s) of scholars will need to learn remotely due to temporary quarantine restrictions, our LEA will distribute meals at several off-site locations that are close to family homes. We will strategically look at maps to determine the best location to meet our families' needs.

In the advent our entire LEA or a campus is unable to operate an on-site educational program for a finite period of time, meals will be made available to all qualifying families through drop-off locations at local supermarkets or other landmarks, primarily in Wards 7 and 8, as that is where 95% of our scholars live.

## **2.B: Educator Wellness**

**6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:**

- **a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and**
- **b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.**

Our LEA plans to support teacher and staff social-emotional and mental health needs by making available the following to all interested staff: mental health care through our insurer and free online resources related to mental health. We also partner with Spark, a collection of physical fitness classes offered free to staff. In addition, we offer, through the Teaching Well, wrap-around support for educators and school leaders. This model has been shown to reduce teacher attrition by 45% as it is focused on a human-centered leadership approach. The Teaching Well also provides coaching to teachers and leaders on mindful mentoring for students, school wellness training, and training for staff to train other team members. For staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through our insurer.

We spend considerable time during professional development on "team time", which is geared toward building our team and making our staff more connected, which creates a healthy working environment and supports mental health.

In addition, we plan intentionally around making our team feel safe and satisfied. We offer unlimited snacks in our teachers' lounges, we commit to multiple social gatherings per year, we offer gift cards for outstanding work and meeting goals, and we offer "swag" for staff. This creates pride in our school and fosters a positive working environment. In addition, we have adult spirit week, which allows staff to engage in board games, field days, and other fun activities to promote a team spirit.

## **2.C: Family Engagement**

### **7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:**

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

Our LEA plans to communicate with families about safe reopening, scholar well-being, and accelerated learning clearly and consistently. We will do this by updating our website, updating our social media posts to reflect changes, sending weekly parent bulletins through ParentSquare, in-person reenrollment events (summer BBQ, for example), Zoom meetings for families, and in-person family orientations and tours of the building. To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. We will ensure families have access to interpreters as necessary as well as translation of written documents, based on their Home Language Survey responses.

Our community of staff will solicit and incorporate student and family feedback on these plans, based on google survey feedback, Zoom meeting feedback as well as general emails. We will be accessible and respond to every piece of feedback. We will have frequent feedback review as a leadership team -- once weekly -- so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. In order to monitor student progress and adjust supports, our LEA will ensure each teacher is making contact with each family at least one weekly, we will have quarterly conferences and we will have frequent 1:1 check-ins between teacher and scholar.

After each Zoom session and in-person event, we will dedicate a section of the parent bulletin to feedback key points and how we as an LEA responded to them. We will have a goal of reaching 100% of families through google surveys, texts, phone calls, home visits, by the first day of school. We will ensure that we have interpreters calling parents (or in-house staff members who speak the language) who do not speak English at home.

## **2.D: Attendance and Re-Engagement**

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

In SY 2020-21, we identified students as being consistently less engaged with distance learning based on the following behaviors: student attendance, student work completion rate, online activity, whether a camera was on and off and how consistently, focus during assessments, student/family responsiveness to outreach, student grades, summative assessments, and participation in class discussions.

We will identify who was consistently less engaged with distance learning in 2020-21 by grade level and academic status. All students had access to school-provided equipment by April 2020 and technology issues were addressed through providing hot spots to any family who requested one within one week. In May 2021, the LEA first began offering on-site learning options to students. We prioritized spots for disengaged students but all scholars were permitted to attend if they chose, as long as their immunizations were up-to-date. Of those identified, 10% returned to on-site learning, leaving approximately 100 students as consistently less engaged with learning in the 2020-21 school year.

For these students who were consistently less engaged with learning, the school is considering the following strategies: summer school, high-dosage tutoring, a school day over 8 hours, intentional push-in and pull-out groups, outside activities, and other ways through collaboration with families and teachers.

The LEA will review data on student engagement on a weekly basis through leadership team meetings and professional development. We will have exclusive time to dive into data surrounding engagement based on the previously noted indicators.

We will notify families of disengagement through a variety of ways: text, email, phone calls, and letters. We will use our KLR team (deans) to reach out daily about disengagement and create proactive solutions based on the strategies noted above. In certain cases, we will request in-person meetings to develop further connections with families around supporting student engagement.

## **Accelerated Learning**

### **3.A: Set Clear Goals and High Expectations for All Students**

#### **9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:**

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence



- Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- Adjusted types of assessments administered
- Adjusted assessment administration schedule and/or frequency
- Adjusted use of assessment data for planning instruction

**10. Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:**

- **a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year?**

- English language arts (ELA)
- Math
- Science
- English language proficiency

- **b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;**

We will use the following assessments:

6-8th Grade

ANet Math Diagnostic

Fountass & Pinnell Reading LLevel (3-4 times this year)

NWEA MAP (Fall, Winter, Spring)

ANet ELA (4 times this year)

ANet Math (4 times this year)

9th Grade

ANet Math Diagnostic

Fountass & Pinnell Reading Level (1-4 times this year)

NWEA MAP (Fall, Winter, Spring)

Interim Assessment English (4 times this year)

Interim Assessment Math (4 times this year)

Interim Assessment Science

Interim Assessment World History

Interim Assessment World Language

- **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);**

PARCC - 5/10-5/20

MAP Fall - 9/22-9/23

MAP Winter - 1/25-1/27

MAP Spring - 6/1-6/2

Interim Assessment 1 - 10/27-12/28

Interim Assessment 2 - 12/15-12/16

Interim Assessment 3 - 2/16-2/17

Interim Assessment 4 - 4/6-4/7

- **d. Whether you set goals<sup>3</sup> 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**

By EOY, We expect

- 95% or more scholars to be Proficient (4) or Advanced (5) on PARCC in Math and ELA for grades 6-9.
- 90% or more scholars to either score above the 80%-tile in Math and ELA or to grow 2+ years in ANet and MAP.
- 90% or more scholars to read above level W on Fountas and Pinnell.

The PARCC goal is the same as last year. We measure our progress towards this goal by monitoring weekly quizzes and interim assessments through ANet.

The MAP goal is the same as last year. We measure our progress through weekly quizzes and intervention progress monitoring.

Weekly quizzes are analyzed during content & grade-level weekly data meetings where we analyze trends and plan for reteaches. We also leverage this data during content & grade-level weekly intellectual preparation meetings to ensure we are setting scholars up for success.

The reading goal is new as we believe it is vital that we support our readers more explicitly. We will monitor progress by F& P testing 3-4 times this year, tracking scholar progress until they read at or beyond a level Z.

With all of these goals, we track differentials for subgroups, specifically scholars with IEPs and ELs to ensure that the level of performance and/or growth is not wildly different (ideally differentials are zero and at most 10% or less); we will adjust our programming if differentials are more than 10% for any of these goals.

As always, our weekly professional development is focused on maximizing scholar outcomes and we will use this time to analyze trends across the school as well as make adjustments to our programming. As mentioned, we work with several partners to do this, including ANet, Relay, Instruction Partners and more.

- **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**

We analyze data after each test and create action plans around the data. This past year, we started weekly data meetings, where content teams have the opportunity on a regular basis to look at data and adjust instructional practices accordingly. As a school, we have quarterly data professional development days where we look at trends across the school and create specific content and grade-level plans.

- **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.**

Our special populations team meets regularly with the non-public schools to determine the success of the scholars and support accordingly, especially as it relates to scholar IEP goals and progress. We engage parents as well to ensure scholars' needs are being met. We currently have two scholars in non-public schools.

### **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.**

DPA has an extensive plan for assessing scholars through multiple means, monitoring their progress and providing additional support. In addition, we will use ANet, our operations team and our data intern to collect, analyze and support our staff in addressing scholar learning needs. The plan includes reporting on growth and mastery and will be helped by our partnership with BetterEd Solutions in grade-level team meetings and content meetings.

In SY20-21, DPA taught 90% grade-level standards with a focus on major standards, or standards that will be essential for success in the next grade level in Math and ELA. We followed our regular curriculum for Math and ELA, Illustrative Math's OpenUp Resources and Guidebooks respectively. We also took NWEA MAP in both the Fall and Spring. We also took ANet Interim Assessments in Math and ELA four times this year. Our scholars also took daily Computer Science using the Republic School's curriculum, which includes a project for each unit. We adjusted our approach by not having a daily science or social studies block.

While some scholars had regular access to instruction, we know that many scholars were not able to (for a variety of reasons). We are following research-based approaches to teach grade-level standards while prioritizing standards and providing robust interventions (preview and review). We will track scholar progress on weekly assessments (both spiral and current standards) as we build up to each interim assessment. Simultaneously, we will be providing guided reading using Fountass and Pinnell to accelerate scholar reading skills. We will monitor growth using MAP and adjust our approaches after data dives from these additional sources of data. Lastly, we hope to incorporate high-dosage tutoring for both math and reading for as many scholars as possible.

#### **12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):**

- **a. Adjusted Scheduling**

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming
- School break/holiday programming
- Weekend programming (e.g., Saturday school)

• **b. Instructional Changes**

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

• **c. Staffing and Related Supports**

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

• **d. Other**

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

#### Adjusted class/block/bell schedules

We have always had tremendous flexibility with our schedule due to our semi-self contained model (one Humanities and one STEM teacher). Now, we will just leverage the different blocks we have as we analyze data and support scholar needs. Specifically, we have added a guided reading block on top of our reading intervention block.

#### After-school programming

We will try to incorporate academic support during after-school families that opt-in.

#### Longer school day

We have always had a longer school day (~8+ hours each day). We will continue this and maximize our daily schedule to meet scholars where they are.

#### Summer 2021 programming

this year we held optional summer school (including ESY). We hope this minimizes summer slide.

#### Summer 2022 programming

Next year, we will likely hold mandatory summer school for scholars not meeting our growth and/or grade-level expectations; while also providing enrichment opportunities for all scholars.

#### High-dosage tutoring

We participated in CityBridge’s pilot program and we hope to partner with high-dosage tutoring programs in the fall.

#### New intervention program or support

Our intervention program for ELA will be targeting both fluency, comprehension and language for grade-level content. Our intervention program for math will be both fluency and problem solving (with a numeracy focus). Our guided reading block will ensure all scholars rapidly grow in reading level proficiency using F&P.

#### New uses of staff planning time for accelerated learning

We will leverage both weekly intellectual preparation and weekly data meetings to keep a laser focus on scholar mastery and growth.

#### New professional development for staff on accelerated learning

We will continue to leverage both weekly PD and monthly PD days to support teacher skill development.

#### Additional vendor and/or community partner support

We are partnering with ANet, Instruction Partners, All Means All, the Teaching Well and Relay NPAF to build capacity in our leadership team and to support our teachers. We are also partnering with the community to provide our scholars with more enrichment opportunities.

### **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 constantly reviewing our PD plans and will determine what is needed on a quarterly basis based on trends and needs. We have a daily team huddle, weekly PD (2+ hours) and monthly PD days to address staff needs to ensure a safe re-opening, well-being, and accelerated learning. Our quarterly staff/scholar surveys, Insight survey,

and NewSchools SEL surveys to help us identify trends and priorities. We will also adjust based on scholar assessment results.

The process is being led by our CEO/Principal, Director of Curriculum and Instruction, grade-level captains, Dean of social-emotional learning and others.

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

We have learned a lot during the Remote School and hope to leverage the creative online platforms to support all learners, especially in regards to Universal Design Learning. For example, opportunities for scholars to engage with teacher-made videos, self-paced lessons and/or to show understanding via video responses like FlipGrid to support their learning. Teachers and scholars alike have become even more familiar with new platforms to collaborate, like JamBoard, Nearpod, Desmos and more. We will continue to use these strategies to meet the needs of our diverse learners.

We will adjust based on assessment results and scholar/parent surveys.

**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.**

We will be adding a 9th grade in 2021-22, so we will not have credit recovery in the coming academic year. Going forward, credit recovery for previously failed courses will be completed through summer school. We will message this to students and families throughout the year at community meetings, report card conferences, et.c

### **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.**

DPA will take the following steps 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: We will administer baseline math assessments according to scholars' goals as well as F&P testing to determine reading level.. Additionally, DPA 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 students with disabilities: From these assessment results and classroom observations, the SPED team will determine which goals are best.

We believe that all kids can. While we deliver one high-quality education and curriculum for all scholars, our practitioners build strong relationships with all our scholars and intellectually plan at a high level to ensure all scholars meet and master grade-level expectations and benchmarks. We don't lower the bar; we support our teachers to help scholars meet it.

Integrated Co-Teaching (ICT). We provide ICT classes for scholars in need of serious academic intervention. In an ICT class, scholars with disabilities learn alongside general ed scholars who don't have learning disabilities or special needs. Special education scholars are not isolated and both groups learn from one other. Our ICT class, which includes one ICT per grade, offers two teachers in classrooms with scholars with the greatest amount of academic need. One teacher is certified in delivering high-quality, rigorous, and responsive pedagogy; the other teacher specializes in providing quality General Education services. Having two teachers in one class promotes higher levels of collaboration among teacher teams and allows teachers to tailor instruction to meet the needs of all scholars. Class sizes are small and scholars receive double, if not triple, the amount of individualized instruction in an ICT class than they would in a traditional general education classroom.

Small Group Instruction (Tier 2): Scholars not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Scholars who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

One-on-One Supports (Tier 3): At this level, scholars receive individualized, intensive interventions that target the scholars' skill deficits. Scholars who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 . The data collected during Tiers 1, 2, and 3 are included and used to make eligibility decisions.

**Guiding Principle #1: We Maintain High Expectations for All Scholars**

All scholars can. Our scholars are innately genius and, regardless of ability, have so much to teach us. We are highly planned and intellectually prepared for every lesson. We engage all minds and do not teach rigidly or to scholars who know the answer. We engage all minds. Moreover, if our scholars struggle, we reflect and adjust course so they get "it." We figure it out and acquire the right and appropriate supports so our children achieve.

**Guiding Principle #2: We Demonstrate our Passion for Teaching and Learning**

When we love what we do, our scholars will, too. Passion is contagious and we aim with every lesson, every book, and every unit, to make the content come alive. We pitch high and bring our authentic selves and personalities to our craft in ways that excite scholars who may have lost the confidence needed to do well.

**Guiding Principle #3: We Create Intellectually Safe and Engaging Learning Environments**

We foster a school and community environment where scholar motivation and belonging is our top priority. We want our scholars to feel confident to express themselves and their ideas to be supported by the community. Our educators work hard and collaboratively to promote intellectual safety that results in intellectual growth.

#### Guiding Principle #4: We Collaborate to Maximize our Impact on Scholar Learning

Helping scholars with special needs succeed is the work of the entire school community. Our Special Educators consistently attend grade-level Professional Learning Communities (PLCs), plan intellectually for every lesson with their scholars, study scholar work to consistently provide necessary supports for mastery, and consistently communicate with their teacher team and families to ensure communication is clear and intervention timely.

#### Guiding Principle #5: We Invite Parents to be our Partners in Improving Scholar Achievement

Parents are our partners and we don't leave them out. We consistently invite them to the table and solicit the advice and support to best service their scholars.

#### Guiding Principle #6: We Administer Frequent Assessment Cycles

We never take our eyes off the data. We administer frequent assessments across content areas to/ for our most vulnerable scholars, in addition to the assessments administered for the entire school. This way, we constantly monitor scholar progress using ANet, MAP and short-cycle assessments, and we use the data to make collaborative, strategic, and real-time data-driven decisions to close the gap for all scholars with special needs.

#### Guiding Principle #7: We Deliver a Rigorous Response to Intervention (RTI) Program

Our rigorous and rich RTI program ensures that we detect early signs of difficulty and can deploy the proper supports for teachers and scholars before academic issues metastasize. Our ultimate goal is to graduate 100% of scholars out of our RTI process and help them acquire the skills that put them on the path to success at the current grade and for the following year.

DPA will ensure equitable access to educational opportunities across learning environments by providing extra support, such as high-dosage tutoring and parallel instruction, so that all scholars can meet our goals. DPA will ensure that students with disabilities receive equal access to interventions by using our SPED staff to monitor progress. DPA will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by providing more push-in support.

DPA will continue to support parent training for students receiving related services through distance learning by having nearly daily contact with parents via the teachers, as well as formal conferences multiple times per year. We will also communicate any changes to the scholar's IEP as we monitor progress. We will do this by phone, email or text, as well as a formal letter.

DPA will take the following steps to ensure that family members with disabilities can access content to support their scholars' learning: We will publish the resources we use online and create additional resources for parents if they want to practice at home with their scholars.

We have two scholars in nonpublic settings, and we will communicate with the schools at least quarterly, formally, and we will communicate often informally. We will ensure parents are kept up to speed with their scholars' progress in nonpublic settings, and we will ensure all compliance is met related to their IEPs.

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



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

We are not a correctional facility.

## English Learners

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

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

DPA's model includes assurances that English learners (ELs) will be adequately prepared and challenged. DPA is committed to providing an equitable and appropriate education for all students. We will screen students first by having all students complete the Home Language Survey. We will administer the WIDA screener for a language reported other than English on the Home Language Survey. We will initiate communication with the family via a letter that will be uniform for all students sent within 30 days of the start of school.

DPA will use Sheltered Instruction as the LEA's Language Acquisition Model. Sheltered Instruction emphasizes simultaneous language and content instruction, as it is the most equitable means of delivering high quality instruction to ELs. Some components of this are:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

Through sheltered content instruction, ELs have access to the same academic content as their English proficient

peers and teachers through scaffolding. Any EL teacher may choose to employ pullout instruction for ELs on an as-needed basis.

In addition to curriculum aligned to Common Core, DPA teachers will use the WIDA English Language Proficiency Standards to understand the academic language demands of their content areas as well as what ELs can be expected to do across different proficiency levels.

We will collect ACCESS data annually to determine goals and whether our EL scholars are meeting those goals.

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

**19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

ESSER III-ARP funds will be used to:

- 1) Fund salaries and benefits for Deans and Associate Deans, who will be dedicated to implementing each grade's safe return to in-person learning
- 2) Begin programs focused on extending social-emotional learning from students to families (e.g. Wise Center)
- 3) Fund salaries and benefits for operations staff, who will be responsible for ensuring a compliant, safe, and efficient return to in-person learning

**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>6</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.**

The 20% of ESSER III - ARP funds (\$483,204.39, from the preliminary allocation), will be used to fund salaries and benefits for Deans and Associate Deans. Since these staff members are tasked with implementing each grade's safe return to in-person learning, the sum of their salaries and benefits costs will more than exceed the 20% threshold required.

**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>7</sup> of the funding.**

The remaining 80% of ESSER III - ARP funds will be used to:

- 1) Begin programs focused on extending social-emotional learning from students to families (e.g. Wise Center). This is allowable because funds can be spent on programs that support stronger stakeholder engagement.
- 2) fund salaries and benefits for operations staff, who will be responsible for ensuring a compliant, safe, and efficient return to in-person learning. Because the members of our operations staff serve as parent and community liaisons, vendor managers, and clerks while administering and managing the ESSER III - ARP grant.

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

**students experiencing homelessness, children in foster care and migrant students.**

Our entire academic program is dedicated to serving the type of student who might be disproportionately impacted by the pandemic. To ensure that the services we contract for and staff time is dedicated to our highest need students, operations staff will gather data and analyze programs on the basis of a student's socioeconomic, race, language proficiency, disability, housing, family background, and immigration status.

## SY 2021-22 Continuous Learning Plan Assurance Statement

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

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

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

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

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

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

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

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

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

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

**The LEA attests to the following statement regarding technology:**

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

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

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

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

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