

SY 2021-22 LEA

Continuous Education Plan

Background and Purpose

The Office of the State Superintendent of Education (OSSE) is requiring 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 will 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.

Whereas last year the CEPs included a section addressing how LEAs would prepare and maintain a safe physical environment, this year we are requiring that all public and public charter LEAs, as well as all private, parochial and independent schools in the District, submit separate health and safety plans that describe how they will safely reopen schools in accordance with DC Health's health and safety recommendations. OSSE will review each plan and provide comment, which may request follow-up by the LEA or school.

Finally, to align with requirements from the US Department of Education, OSSE is conducting a school year 2020-21 assessment data collection for all individual public and public charter schools serving students in grades K-12 to understand how they assessed students during the pandemic. These collections will be reviewed and approved by OSSE.

The CEP application, as well as the health and safety plan, are 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. These principles provide LEAs and families with clear and consistent expectations for continuous education throughout the 2021-22 school year, including for in-person learning and distance learning under limited circumstances. We strongly encourage you to review these guiding principles closely before drafting your CEP application, as well as the Continuous Education Resource Guide and

accompanying Technical Appendix, which provide additional resources for developing your plans.

To inform the public of LEAs' responses, the CEPs and health and safety plans will be publicly posted on OSSE's website, and all LEAs and independent schools must share them directly with their families upon review or approval by OSSE. For public charter LEAs, the DC Public Charter School Board (PCSB) will also use the content of the CEPs for oversight purposes in the 2021-22 school year. Please consult the accompanying Technical Appendix document for additional requirements on stakeholder engagement and sharing plans with the public.

Q1. 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;
- 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.

Operation Plan for Paul PCS allows for on-site learning for all students for 180 day at 6 hours per day, or 1080 hours, professional development for staff to ensure a healthy and safe learning environment. Our school calendar and proposed bell schedule can be found in supporting documents.

In the event of student(s) or staff being excluded from school due to a potential COVID exposure, we will resume instruction virtually. We are able to accommodate this by ensuring all staff and students will have access to Paul issued Chromebooks to sign into Zoom to receive live instruction and to access the Google Classrooms for classroom materials. Additionally, for students who are participating in virtual instruction while teachers and classmates are participating in in-person instruction, each of our classrooms are equipped with virtual learning technology - SWIVL and interactive screens - to facilitate instruction. The school schedule will remain the same in the event of school going fully virtual. Immediate messaging via social media outlets, email home to families, and text through PowerSchool will be used to communicate with families. All responses will be monitored throughout the following hours / days. Phone calls will be monitored as well until COB or 5PM.

Key to a smooth year is uninterrupted learning is through dissemination of the following materials:

Chromebook to all students at the beginning of the year; they will take these devices to-and-from school daily.

Uninterrupted instruction through remote learning will occur even in the event of a closure by immediate return to the virtual environment, in alignment with current schedule.

The operations plan can be implemented in our current facilities.
The operations plan can be implemented using our current staff and anticipated hires.

Q2. 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:

Yes The LEA itself

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

By campus/at the school level

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

The LEA will use a hybrid teaching model that ensures virtual students will receive live instruction via Zoom and have access to classroom materials, classroom content and lessons via Google Classroom. Teachers will use SWIVL technology while delivering instruction, ensuring students in person and virtual are able to interact with teachers and their peers for active participation during instruction. Virtual students will be able to participate in whole group instruction and small-group instruction.

d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments.

All students eligible for remote learning will join their normally scheduled classes via Zoom. We will use Swivl technology in all classrooms to support this.

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.

Students with medical certification to receive distance learning instruction will be provided a Paul issued student Chromebook to access instruction. Students will use the Chromebook to log into Zoom and access classroom materials via Google Classroom. At the beginning of the school year and each grading period, students will receive hard copies of materials such as textbooks, novels and math manipulatives.

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.

Students with medical certification will receive live instruction via Zoom and have access to classroom materials, classroom content and lessons via Google Classroom. The classroom materials, classroom content and lessons available via Google Classroom are the same as those provided to students receiving in person instruction.

Q3. 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. It is our belief that all children can learn and should learn, this learning extends beyond academics and intentionally includes social and emotional learning, relationship building and mental health awareness. We utilize a comprehensive plan to teach, practice and celebrate social and emotional learning, called The Paul Way. This plan encourages social and emotional skills to be explicitly taught and then practiced through the many elements that our students will experience throughout their day, from arrival to dismissal.

The LEA has an experienced and dedicated Culture Team, the Culture Team is also part of the school based leadership teams. They are part of the planning and decision making for the school based teams so that a culture lense is part of all of our work. The LEA has an Assistant Director of Culture, Climate and Support, who oversees social and emotional learning, relationship building and mental health awareness for the entire LEA.

We provide social and emotional learning, relationship building and mental health awareness through direct daily lessons, weekly whole student body meetings, monthly student meetings with a mental health focus, daily in class check ins and follow up in collaboration with discipline specific teachers. We also provide out of school time opportunities for students to practice their social and emotional learning skills and relationship building, this comes through clubs, small groups and athletics. In order to create lesson plans and the scope and sequence for social and emotional learning we use Thrively, a data driven, social emotional learning resource used as well as the data from the OSSE Youth Risk Behavior Survey (YRBS). In an effort to be data driven and responsive, we have a scope and sequence for how the social and emotional lessons will be taught and celebrated throughout the school year. The Culture team and the

Clinical/Counseling team will collaborate to ensure that lessons are taught with fidelity and that skills are practiced throughout the day.

The LEA has a comprehensive Clinical/Counseling team that consists of school counselors, social workers, a mental health clinician, behavioral health expansion clinicians, and a school psychologist. This team not only addresses the needs of Tier 2 and Tier 3 students but also supports staff in Tier 1 lessons and responses.

At the start of the school year, the Culture and Clinical/Counseling teams will partner with both schools to conduct multiple student orientation groups so that students are connected and aware of the need for social emotional learning as well as mental health support. In order to continue to support and address the needs of all students the Culture and Clinical/Counseling teams will push into classrooms to provide targeted psycho-educational awareness lessons, as well as, conducting psycho-social awareness lessons during weekly grade-level or whole school student meetings. These meetings are part of the designated time and space to teach, practice and celebrate social and emotional skills and are often facilitated by a member of the Culture Team and students.

Throughout the year the LEA will hold monthly Student-Led, Teen Summitts, to allow students the opportunity to discuss their views/concerns regarding societal issues that impact the mental health needs of youth and how they can take steps to become change agents. Likewise, students will also be able to engage in these conversations through the school sponsored social media platforms (that have been created exclusively for students) that allow them to stay informed about school/community mental health events and/or learn about mental health topics related to youth. The LEA also uses several data collection tools in order to create plans for student support for the start of the year as well as to respond and develop plans of support throughout the year. The data will inform participation in more Tier 2 and Tier 3 groups, like morning meeting groups with a Culture Team member to ensure students are starting the day focused on a specific goal, or a midday group for students that have historically struggled to meet expectations or have demonstrated the need to refocus or reconnected after lunch as well as an end of the day group for students that need to check in prior to leaving for home, to ensure that their emotional needs have been met for the day and their is a plan for the next day. Parent outreach in order to collaborate with the wellbeing of students, will also serve as a key component and the catalyst for teaching social and emotional learning, relationship building and mental health awareness. Students who need more formalized social-emotional and/or mental health services, will receive these services through parental, self and/or teacher referral, or by students being identified through the Student Support Process.

The team also will start the year with plans of support from data from previous school years so that while we are introducing these skills to all we are also targeting the students that we know need more intentional support.

All stakeholders are notified about referrals as part of the referral process. Staff and families are trained on the referral process at the start of the school year. Each time that a referral is made, all stakeholders are notified. Students, Staff and Families can also make referrals for scholars.

Q4. 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.

The LEA currently uses multiple tools and screeners to determine student mental and behavioral needs. We also have a process for students to be referred for services, this referral can be completed by a student for themselves, by a parent/guardian for their student or by any staff member. The referral process includes gathering basic information about the student, the specific need as well as what conversations have been had with the student connected to concerns or needs. Once the referral is complete the referral is reviewed and the student is connected to the best fit counselor or therapist.

As part of the Culture and Clinical/Counseling team members' intentional push into classrooms to facilitate lessons as well as supporting teachers to facilitate lessons, there are also student needs surveys connected to the social and emotional lessons and mental health awareness. The needs surveys are part of, Thrively, the social emotional learning resource used by the LEA as well as there are some specific needs surveys also created by the LEA. We also utilize data from the OSSE Youth Risk Behavior Survey (YRBS) in order to determine more specific questions to pose to students, in order to get at all student needs. The needs surveys are administered in class and also emailed out to students to complete on their own. They are often connected to an incentive in order to encourage students to complete them in a timely manner.

The surveys elicit responses that help to better determine what social-emotional and/or mental health needs must be addressed to improve student outcomes. The data/results from the survey will serve to drive the school-wide initiatives that need to be created and/or amended; as well as, a tool to better determine individual students who may need additional/standardized assessments (i.e. Clinical Risk Assessment, Beck Youth Inventories-II or Behavioral Assessment Scale for Children-III) and/or a referral for school-based or community-based mental health services.

We believe that consequences are an opportunity to learn and in order to do this we utilize mediation techniques that allow students to talk through misunderstandings, restorative circles, logical consequences, goal setting and incentives to change unhealthy behaviors. We also engage with students when they have made a poor choice in ways that are mutually beneficial and respectful, this can include connecting the student with a counselor or an apology of action that allows them to give back to their school community.

Q5. 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 Genuine Foods. All students will have breakfast and lunch served at the school daily. To the extent possible all meals will be served in small groups (max 2 'cohorts') in the cafeteria. When this is not possible due to the schedule, students will eat in their classrooms.

For our students who access our school through remote learning options, meals will be available for pick up. This will be arranged on a case-by-case basis through the Business Office (business-office@paulcharter.org) for eligible families. Communication about this will be distributed upon receipt of documentation of eligibility for remote learning.

Similarly, for a single student who is self-quarantining due to a potential exposure outside of the school, meals will be provided - arranged for on a case-by-case basis through the Business Office (business-office@paulcharter.org).

In the advent that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, our LEA will distribute meals similarly.

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 weekly pick-up times. 7 meals at a time will be distributed one day per week.

Q6. 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.

Prior to the LEA re-opening, teachers and non-instructional staff will engage in the 2021 Summer Professional Development Institute. This 2-week training will include but not be limited to how educators can address the challenges of coping with the adjustments and demands of returning to school. Additionally, in collaboration with community-based organizations, the Counseling/Clinical Team will conduct quarterly Professional Development Learning Community Workshops/Events to foster and promote the importance of self-care for educators through targeted topics such as: Stress Management, Maintenance of Healthy Living, and The Importance of Communicating with Professional and Personal Support Networks. The LEA will also support educators' social-emotional needs by utilizing the school sponsored social media platforms (exclusively created for staff) to promote positive affirmations and weekly self-care tips and activities.

In collaboration with community-based partners, the LEA will offer internal mental health support for staff through quarterly, small group chat and chew discussions and self-care competitions and incentives (i.e. spa service gift cards, movie gift cards, and off-site team building courses). The LEA also offers all employees access to the Employee Assistance Program (EAP) - whereby employees can obtain free, confidential short-term counseling, referrals, and follow-up services.

Q7. 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.

Before the school year starts, the LEA will send out surveys to parents regarding the preferred learning model (i.e. virtual, hybrid, etc.) and whether or not their child has medical condition requiring unique accommodations and preventing participation with in-person learning. The LEA will also incorporate feedback provided by scholars, parents, and staff throughout the year via focus groups, Parent Advisory Group meetings and grade-level parent meetings regarding SY20-21 safety measures, strengths of our virtual learning model that can be incorporated into in-person learning, strengths of our

staff and student wellness strategies that should be continued in SY21-22. The LEA will send high-level communications out during the summer via Constant Contact and letters from school and executive leaders regarding SY21-22 plans for a safe reopening, schooling model, and strategies to prioritize accelerated learning. In addition, parents and scholars will be provided details on reopening measures, safety/health protocols, and instructional approach and facilitation during the August parent orientations. Detailed information will be available on the Paul PCS Website and Paul social media platforms in August. All materials will be translated in Spanish (and Amharic as needed), and interpreters will be available to support parents at orientation meetings. All Paul parents will have access to Power School by which they can access their students academic progress at any time. In addition, parents will continue to receive progress reports or report cards every month that summarize their child's academic progress. After key assessments (i.e. MAP and interim benchmark assessments) students and parents will receive reports detailing their child's progress. Lastly, teachers, case managers, and counselors will reach out to parents on a weekly basis to set up phone conferences and meetings to discuss scholars who evidence additional need for support.

Q8. Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in school year 2020-2021, including how the LEA is identifying these students and conduct individualized outreach to students and families to reengage them in learning in school year 2021-2022.

The LEA has identified students that were less engaged during distance learning through attendance reports. These students and their families are being contacted throughout the summer for attendance impact meetings. We want to ensure that the student and families are clear of the impact that their lack of engagement via attendance has impacted the student and the school community.

We believe that our students matter and when they are not present the whole community is impacted. We will hold mandatory virtual meetings with students that have missed 15 or more days during distance learning. The meetings will be facilitated by our Attendance Counselor, she will share data as well as resources to support the students' improved attendance such as the PASS program, the Re Engagement Center as well as our Community Based Organizations (DBH, LACY and ONSE).

For students that have 5-14 absences for the 2020-2021 school year, they will receive a outreach from our Attendance Counselor, by way of a phone call, email and mailed letter that outlines their attendance from the previous school year as well as our attendance policy. The letter will also include school based and community based support to improve attendance.

We also have a program, ONSE that is part of the Office of the Attorney General that will be targeting 9th and 10th graders that have 10 more absences and 3 or more core course failures. The program will allow each student to be assigned to a support staff

member that will create an individualized plan of support for the student and family. There are three support staff members and they can have a caseload of up to 10 students each.

Families are notified every time their student is absent from a class or a whole day of school. We also engage families in an attendance impact meeting with school staff at the 5th unexcused absence as well as the 10th. These meetings are used to develop action plans to support higher engagement for students.

Q9. 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:

- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence
- Adjusted assessment administration schedule and/or frequency

Q10. 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?

ELA Math

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

NWEA MAP, HMH Reading Inventory, HMH Math Inventory, School-based interim assessments, WIDA screener

We added a fourth interim exam for the first time, in the absence of not taking the PARCC assessment this school year to have an end of year assessment that measures students' mastery of grade level standards. The fourth interim assessments paralleled the PARCC assessment in being aligned to the common core power standards, the exam structure question types and text selection.

After our spring testing of MAP we did an analysis of MAP growth (Fall-Spring; Winter-Spring*) from 2018-2021 to identify differences in trends between the past three school years. We plan on using the Spring 2021 data to plan for our intervention classes

in the Fall of 2021. We will continue to use the MAP assessment throughout the 2021-2022 school year to measure student growth and achievement in math and ELA.

Grades 6 - 10 will use MAP Growth

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). Please feel free to attach supporting documentation for this answer in the Supporting Documents tab.

[See Website Calendar](#)

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

For the MAP assessment, the goals are set by NWEA regarding the projected RTI growth goals for each student from fall to winter and winter to Spring. We also set goals for the conditional growth percentile and percent for each grade-level that met projected growth to be at or above 50% to be on par with comparable growth to other students in the grade-level outside of Paul. For our internal benchmark assessments, we set goals based upon correlation reports we've commissioned to determine the performance on our interims that is most closely aligned with 3+ (approaching standards or higher) performance on PARCC from the previous school years.

There will be no differences across schools, specific groups of students or content/grades regarding how we track these goals over the school year. We have several structures and platforms (i.e. Google Studio, Illuminate, NWEA) that we will continue to use to track these data points and goals throughout the school year. We will continue with our monthly task force meetings that are used to discuss all of our key metrics (including NWEA and Interim Assessments), examine our progress against the goals, and determine action steps and responses as needed for grade-levels and specific subsets of students.

For each interim assessment we have goals for the number of students who are identified as approaching standards or higher (3+) based on the correlation reports mentioned above. These goals are consistent across grade level, subject and

population. The goal increases by 10% for each interim. Starting with Interim 1 the goal is 40% of students will receive a 3+, Interim 2 - 50%, Interim 3 - 60%.

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

As stated above, the approach will not differ based upon school, groups of students, or content/grade levels. Student progress will be monitored daily/weekly via teacher-created formative assessments. Teachers and instructional specialists will use student work analysis in content team meetings and coaching meetings to gauge progress towards goals and make instructional adjustments as necessary (i.e. informing small-group instruction and whole class re-teach needs).

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.

Collaboration with the non-public schools happens quarterly in the form of progress report and grade review. If there are any concerns with the information provided the non-public and the LEA meet and discuss changes in the student's schedule or services to ensure all of the support necessary is provided. Each non-public school consistently reports on the quarterly grades and student's IEP goal progress. Schools are expected to also inform the LEA on attendance as it pertains to milestone absences 10, 15, 20, and 25. At each milestone the student's team determines its effect on the student's academic performance and collaborates on next steps.

Q11. 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.

Our LEA will address "interrupted instruction" and the need to accelerate learning through ensuring all scholars have strong supports to access grade-level standards. Our approach is on strengthening our Tier I instruction through: 1) ensuring that curriculum units more explicitly provide guidance for scaffolding and differentiation to address anticipated misconceptions derived from a clear understanding of the scope and major concepts within each; 2) strengthen and provide ongoing coaching and professional development on teachers creation of formative assessments and daily check-for understanding strategies that provide timely, specific data to inform immediate adjustments in instruction including responsive small-group instruction; 3) leverage instructional platforms to provide practice and reinforcement of skills outside of the instructional blocks to address content gaps and strengthen student fluency (i.e. Khan Academy, NewsELA, iReady, etc.); 4) leverage extended day programming to provide

targeted support for scholars who demonstrate additional support with accessing the content. Teachers will collect quantitative and qualitative data daily and weekly. Teachers and instructional specialists will analyze and craft responses to data during content team meetings and individual coaching meetings. Grade-level teams will examine trends and needs of the grade-level in grade-level team meetings.

Q12. 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. After-school programming

Summer 2021 programming

Summer 2022 programming

Weekend programming (e.g. Saturday school)

b. New uses of staff planning time for accelerated learning

New professional development for staff on accelerated learning

c. Staffing and Related Supports

The Talent department does not plan on investing in new hard/software.

d. Other-

We do not anticipate any additional staffing for SY 21-22, nor are we seeking any new vendors

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

After-school programming (SAT Prep, HWC*, targeted intervention support, Robotics Club, Math Club,)

Summer 2021 programming- SYEP and ESY

Summer 2022 programming- SYEP and ESY

Weekend programming (e.g., Saturday school)

New professional development for staff on accelerated learning- Professional Development Institute

Q13. 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.

This upcoming year, we are continuing to provide weekly/biweekly coaching and weekly professional development to all teachers. One priority for the upcoming year is improving our use of formative assessment data to inform small group instruction planning.

Another feature of our professional development for the coming year is a learning session for teachers to work in collaboration with their coach and colleagues during Unit Digestions. The Unit Digestion is a process being used to improve teacher's content knowledge in understanding the progression and depth of grade level standards to inform daily lesson plans across a unit.

Through our programming for social-emotional learning, our staff will engage in regular professional development to learn strategies and available resources to promote wellness in order to ensure that scholars are safe and supported. The wellness team will distribute needs assessments on a quarterly basis of our stakeholders in order to ensure there is a comprehensive understanding of professional development and resources that are needed to support our scholars.

Q14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance student's academic and/or social-emotional progress.

During virtual learning, teachers adopted online interactive platforms to engage students during live instruction. Teachers had access to our network Nearpod subscription. Nearpod allows teachers to provide engaging strategies for checks for understanding that teachers could see responses in real-time, providing opportunity to respond to student challenges with the content. In addition to Nearpod, teachers also leveraged other platforms to check for understanding such as Kahoot, Desmos and Jamboard. Teachers will continue to leverage online platforms for the upcoming year during in person and virtual instruction.

Prior to and throughout the pandemic we conducted student profile sessions where students are able to reflect on their data in order to set goals. This work was also used to drive our student-led conferences. We will continue to use this practice to increase student ownership of data going forward.

During virtual learning, Paul PC Middle School designated time throughout the week to focus on Social-Emotional development, College and Career Readiness, and Academic Support time through four structures; CREW (4x a week), CCR (2x a week), SEL (2x a week) and SLC Advisory (1x a week).

CREW

The ways in which, Paul PC Middle School supported our scholars' social emotional development through Crew, which is a planned and implemented morning meeting where students greet each other and their teachers, share out, connect and collaborate on an initiative and finally debrief on how the share, and initiative connected with one of the 5 SEL Components also known as our Paul Healthy Habits as seen below.

Paul Healthy Habits

1. We work to become Self-Aware
2. We strive to self-manage
3. We commit to making responsible decisions
4. We try our best to be socially aware of our peers and community
5. We develop and use healthy relationship skills

CCR and SEL

In addition to Crew, we had a College-Career Readiness class and SEL class, which were both planned and implemented by the counseling team to ensure that scholars were learning and reinforcing our Paul Healthy Habits and both SEL and Academic skills needed to grow in College and beyond.

SLC Advisory

Lastly, we also assigned small groups of scholars to a Paul PS Middle School Staff member who became their Advisor for the year. Their advisor supported both the scholar and their families by being the liaison between the school, scholar and family. There was also a designated time weekly for the SLC advisor to meet with the scholar and support them being set up for success in the following week. In addition, the SLC advisor worked with the scholar to reflect on their progress both academically and socially and emotionally and being able to present their progress through Student Led Conferences quarterly.

Credit Recovery

Throughout this year, Paul PC Middle School also had designated time throughout each quarter after testing to have a Credit Recovery Week. During this time our scholars who had high "F's" were given the opportunity to complete a credit recovery week-long assignment that encompassed what they learned that quarter in order to bring up their grade from an F to a C.

Mental Health Matters

Each quarter, our mental health team conducted wellness needs assessments with our scholars in order to determine services that were needed. These services included individual and group counseling, push in support in classes, crisis management, referral to community agencies and family outreach. In addition, the information from the needs assessments helped to develop the scope and sequences for topics for our bi-weekly large guidance groups called Teen Summit, which were held on a bi-weekly basis and facilitate by our social workers. These sessions were voluntary, but were heavily attended by scholars. On average 150 participants joined each of these Teen Summits throughout the year. The clinicians also maintained an Instagram page that was used to provide our stakeholders with wellness strategies. Lastly, parent workshops were provided in Spanish and English which allowed for families to learn strategies to support

their scholars in distance learning. We will continue these practices in the upcoming school year.

Q15. 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.

Paul PCS regularly monitors grades with weekly grade dashboards and trend analysis, including 9th grade on track and a senior progress to graduation dashboard. Meetings are held biweekly with the school leadership and members of the network data team to identify students who are off track and to plan interventions. Interventions include outreach to families, mandatory participation in office hours, grade recovery programs, and in some unique circumstances schedule or course adjustments.

Additionally, we hold quarterly college readiness taskforce meetings to monitor our performance and develop strategies to improve our performance in key metrics like college applications and acceptances, dual enrollment, college assessment performance (SAT/ACT/PSAT/AP), and college retention/persistence. These meetings also include research on best practices to help inform our work. We have focused on career outlooks, transition to college planning, and avoiding summer melt in the past and will continue to hone our work in these areas as well as other areas we deem necessary based on our data.

Finally, Paul PCS has a detailed credit check and scheduling process overseen by the data team but completed by our counselors that looks at students' earned credits and needed credits to determine course needs and plans to support students to get back on track, which we envision may be a bigger issue next year given the high failure rates in SY20-21.

Q16. 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 student's learning.

Upon return for the fall semester, Paul will administer the MAP (Measures of Academic Progress) assessments in ELA and Math. The MAP assessment is designed to measure a student's academic achievement and growth over time in reading and mathematics. Students take MAP assessments three times within a school year (fall, winter and spring). This assessment was taken by students last school year and the scores will be compared and used to track students' progress. The MAP data will support the LEA in determining support for students, such as identifying students for enrollment in our intervention programs or the need for increased IEP services.

Services are dependent upon student data-based progress made that are documented within their success action plans, progress monitoring, and service logs.

One month after receiving services, the Special Education Leadership team will consult with the related service providers as well as special education teachers and review students of concern. The team will subsequently determine the best accelerated service options as needed for each student within our school offerings. Parents will be notified through a team meeting and provided with a written explanation of the accelerated learning services plan for their scholar.

Parents receive a Family Handbook that outlines the academic expectations, includes a calendar for receiving student progress reports and report cards, and resources for parents to support learning at home. Parents are provided with eight official academic updates (four progress reports and four report cards) and three official conference days that allow teachers and parents to meet face to face to discuss student progress. During these conferences, students are encouraged to attend and prepare a presentation outlining their academic goals and progress. Paul also utilizes PowerSchool and DeansList as online tools to keep parents informed of students' academic, attendance, and school-based behavior data.

The curriculum design is based on individual learning needs (e.g. IEP specialized instruction services and settings), the school carefully and regularly assesses these needs. Students entering Paul participate in a weeklong orientation at the start of the school year in which multiple data are gathered to identify strengths and weaknesses. Each student receives a customized schedule based on their needs.

Teachers will be trained in differentiating instruction to support the needs of all students with learning differences in their classes. Students are primarily placed in an inclusive classroom in order to support their access to rigorous instruction. Core classes, math and ELA, have co-teachers to support their learning and to ensure that all students remain in their least restrictive environment.

Parents receive a quarterly meeting offering where they are provided with up to date information regarding special education. This meeting is on the school calendar starting in the beginning of the year

Parents receive a bimonthly newsletter that provides them with instructional tips and ways to support their students throughout the year. Along with relevant resources, important dates, and contact information.

Once a family member has disclosed their need for support the Paul team makes requests to ensure that they receive access to all of the information as determined by their needs.

Along with their nondisabled peers, students with disabilities who will be identified needing additional support will have access to intervention programs through the general education recovery plan being provided by the LEA to all students. Tier-1 school-based intervention programs will be offered in an inclusive setting where students with IEPs will receive support with their nondisabled peers. The LEA determines what intervention programs are appropriate for individual students by analyzing multiple data points (MAP reports, school-based assessments, reading and math inventories, and input of parents and school team) and then identifying appropriate supports and programming that will meet their needs. The students' disabilities will not impact the students' access or lack of access to invention programs available to their non-disabled peers. The students' disabilities will not determine the students' placement in a more restrictive environment.

Q17. 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

f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.

N/A

Q18. 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.

English Learner Identification will happen within 30 days of enrollment if the student is enrolled at the beginning of the year, or within two weeks if enrolled during the school year. Newly enrolled students whose responses indicate a primary language other than English and do not have screener data will be assessed using WIDA Screener to help determine whether a student is eligible for language assistance services.

Immediately following identification, parents or guardians will receive information about the student's ELP level and program. This information will be translated into the family's home language and when necessary, an oral interpretation will be made available.

Returning and newly enrolled English learners students who were not able to take ACCESS in spring 2021 will be assessed using the WIDA MODEL at the beginning of the 2021-22 school. The scores will serve as a guide for English learner students' annual language development goal setting and level and type of English language development services.

Our EL program model will continue to meet our students' unique learning needs to ensure that all ELs can access and fully engage instruction. Using ACCESS scores (both recent and historical), MODEL scores, and WIDA's Can Do Descriptor, the EL team will set individual language goals for ELs across the four language domains of reading, writing, listening, and speaking teachers.

The EL team will use this information to adapt lessons, assignments, and instructional groups to reduce language barriers and enhance instruction and learning. Additionally, the EL team will be responsible for creating and administering academic and language assessments to evaluate student progress towards meeting academic learning targets and progress in language acquisition. By using appropriate and reliable assessment data, the EL teacher will have insight into the ELs' response to instruction and interventions, and determine whether current interventions are sufficient for improving student performance or if different approaches and supports are needed.

Through our Inclusion/Collaborative Teaching Model, the EL teacher and general education teacher will collaboratively plan differentiated instruction in which academic content and English language skills are learned simultaneously. When appropriate, ELs may receive small group instruction led by the EL teacher for targeted language and content instruction. Our students who have recently arrived in the U.S. and/or have limited formal school experiences receive language assistance through our Newcomer Program.

The EL Team will offer after school enrichment to provide individualized support to our ELs. In addition to the academic support that is provided, EL teachers will act as case managers in which they will also closely monitor grades, attendance, and social-emotional needs, while consistently and proactively communicating with the families of our ELs.

Q19. 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 hire instructional staff that will support return to in-person learning and to address learning loss experienced by our students.

Q20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its allocation for evidence-based interventions 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 vast majority (closer to 80%) of our spending will occur on teacher salaries to ensure we have the appropriate support to provide rigorous instruction for our students as they recover their learning lost due to the pandemic. We will use these funds over the course of the allowable fiscal years to maintain high levels of teacher support and intervention services.

Q21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses of the funding.

Additional ESSER III-ARP funding will be used to support building maintenance and ongoing preparedness initiatives to ensure we keep the community safe from COVID and other illnesses.

Q22. 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.

ALL intervention services are available to all students, no matter their level of need.