

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

**LEA Name: Ingenuity Prep PCS**

**LEA Head of School Name: Will Stoetzer**

**LEA Type: Pre-K;Elementary;Middle School**

**Date Generated: 08/09/2021**

Revised 02/02/2022 (no changes made)

### **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.**

#### Part A & B:

Ingenuity Prep's Operation Plan allows for 5 day per week on-site learning for all students for 180 day at 6 hours per day, or 1080 hours. We will not need to secure additional space or staffing to do so. Our school calendar can be found [here](#). Sample schedules for each academy can be found [here](#).

#### Part C:

##### Communication:

- Families: In the event of an unexpected closure or partial closure, we will communicate with families as soon as possible via DeansList - a system which allows us to automatically push announcements out to families via phone message, text and email. In the event of a larger closure (e.g. entire grade or academy level), we will also post information to our social media accounts. Families will be given information on who to reach out to with questions as part of all announcements.
- Staff: In the event of an unexpected closure or partial closure, we will communicate specifics to staff via email as soon as possible informing them of closure details. Staff with coverage implications will receive detailed follow-up from their manager.

##### Schedule/Staffing:

- Student/staff schedules for K-8 will remain similar to those for in-person learning, taking into consideration appropriate amounts of screen time for younger students. We will consider making larger adjustments to Pre-K schedules as developmentally appropriate. Quarantined staff will continue to teach unless they request leave. For any staff requesting leave, managers will communicate coverage plans.

##### Equipment/Materials:

- Students: Ingenuity Prep will maintain key aspects of its virtual program in order to enable near instantaneous access to virtual learning. All students will continue to have access to their Clever profile enabling access to zoom classrooms and digital learning platforms. Students will be pre-rostered to virtual sections so that all software platforms work seamlessly. Students who do not have access to a chromebook or wifi will either be sent

home with technology (if we are made aware of the need to quarantine early enough in the day on a school day) or will be provided with information on how to pick it up the following school day. Ingenuity Prep will also be prepared to distribute any necessary materials (e.g. novels, math manipulatives) to quarantined students in the same manner as we will distribute chromebooks/wifi. However, we will design our virtual program to limit the need for any materials beyond what students can access via Clever. Pick up of technology and materials will be facilitated via outside pick-up with systems to reinforce health and safety (e.g. masks, social distancing). In the event that a family is unable to come to school for this purpose, we will make arrangements to drop off materials for the student.

- Staff: Ingenuity Prep will have access to systems and will have been trained on all aspects of virtual programming prior to the first day of school. All staff will be provided with a school issued laptop to ensure that they are able to access IP virtual learning platforms. We will also make available for pick-up hotspots in the event that staff do not have reliable home internet. In the event that teachers need access to additional materials (chart paper, books, doc cams, etc.), there will be a system in place for them to request these items for pick-up at the school. Our Operations team will facilitate all pick-up of materials/equipment to ensure quarantine health and safety protocols are in place. Pick up of technology and materials will be facilitated via outside pick-up with systems to reinforce health and safety (e.g. masks, social distancing). In the event that a staff member is unable to come to school for this purpose, we will make arrangements to drop off materials for the student.

**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.**

At this juncture in our planning process Ingenuity Prep is pursuing a plan to offer in-house virtual learning to students with medical exemptions. This plan is based on our current estimation that approximately up to 15% of our student population could qualify and pursue medical exemption from in-person learning. The details of our plan can be found below. However, it is important to note that we currently have a data deficit due to the following:

- Medical certification forms were only released on June 11.
- Families cannot be expected to return forms until later in the summer.
- We can't anticipate what health care providers will do in assessing eligibility.
- We can get a sense of how many families are interested in a virtual option but can't know how many will ultimately be eligible for exemption.

This data deficit is limiting our ability to be 100% certain that what we are currently planning for will be the best, most viable option. Should we end up with a significantly larger or smaller population or an uneven grade-level distribution of students requesting an exemption, we may pursue alternative options including partnering with other charter LEAs to provide a virtual learning option.

Current Plan Details: Students with exemptions will be virtual participants in live instruction alongside their in-person peers. Classrooms will be equipped with technology and teachers will utilize learning platforms (e.g. SeeSaw, Nearpod, Google Classroom) to support these students' ability to fully participate in learning that is happening live in the classroom with their in-person peers. Teachers will be provided with professional development to support their ability to successfully use new technology and to differentiate across modalities during instruction. Students will also be provided with support to ensure successful engagement with platforms. Our goal is for students learning virtually to have the same experience as their in-person peers, thus meeting the required 6-hour instructional day for all students and ensuring students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.

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

All students with medical exemptions participating in virtual learning will be issued an Ingenuity Prep chromebook and any materials that they may need to support their learning (e.g. math manipulatives). They will also be issued a wifi hotspot if they do not have reliable internet access at home.

- **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**

Families will be given guidance on how to ensure that their virtual student has an environment at home that is conducive to learning and the school will continue to have technology support available - both on its family facing webpage and through a tech support email.

- **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.**

See response to part C  
above

## **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.**

Ingenuity Prep is putting in place a robust plan to support the socio-emotional, mental and behavioral needs of its students for the 21-22 school year.

Identification: Ingenuity Prep is considering using [DECA](#) and [DESSA](#) screeners to help us assess individual student needs for support. Teachers will also share self identification resources with families during beginning of year conferences. All staff will be given trauma informed training so they are able to identify warning signs in students who have social-emotional and mental health needs.

Staffing: Ingenuity Prep will assign a mental health clinician to each academy (ECA, ESA and MSA) to provide clinical counseling to students with IEPs and without IEPs. The clinician will serve as a support for staff in those academies through targeted training, crisis management and consultation.

External Partnerships: Ingenuity Prep partners with a DBH clinician through Catholic Charities who will be available full-time to provide mental health counseling to all students without IEPs and help connect families to resources. Ingenuity Prep will also continue its partnership with Georgetown WISE Center who will provide mental health support to teachers and students.

Program: All Ingenuity Prep students will participate in daily SEL as part of their morning advisory block. Teachers will leverage [Second Step](#) as the basis for this time. Each academy will have a designated staff member responsible for the establishing and maintaining the vision of excellence for this daily time.

- 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.**

Ingenuity Prep plans to implement an approach to behavior and discipline that works to ensure that all of our students feel safe, successful and known. Our academies will institute age appropriate practices that all establish clear expectations, provide a progressive ladder of logical consequences and are all undergirded by restorative justice concepts and a common response to intervention framework to address individual student needs and prevent the overidentification of students into special education. Details can be found [here](#).

### **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.**

Ingenuity Prep has partnered with [Revolution Foods](#) to provide all students with free fresh breakfast and frozen lunch meals every school day, regardless of their learning modality (in-person or virtual). Through our meal program, students are exposed to a variety of whole fruits and vegetables, healthy carbohydrates, and lean proteins.

#### In-person Details:

- Breakfast: Upon arrival each student will be provided with a grab-and-go breakfast bag to take to their classroom for consumption.
- Lunch: Students in our Early Childhood Academy (PreK3-K) and Elementary School Academy (1st - 4th) will have individualized meals delivered to their classroom for consumption. Students Middle School Academy (5th-8th) will pick up individualized meals for consumption in the cafeteria.

#### Remote or Quarantining Students:

- These students will have the opportunity to pick up fresh breakfast and frozen lunch meals from an outdoor food service station daily before or after instructional time. Meals for the current day can be picked up in the morning or meals for the following day can be picked up in the afternoon. All meals will be prepackaged to include all meal components, silverware, napkins, and seasoning. Meal pick-up locations will be set up to promote social distancing. Students picking up meals will be required to wear a mask and staff distributing meals will be required to wear masks and gloves.

#### Communication plan:

- Details of our meal service program will be shared with families via the following: Back-to-school night programming, family-facing website, social media announcements and our family newsletter.

## **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.**

Ingenuity Prep plans to support teacher and staff social-emotional and mental health needs by making available the following to all staff:

- Georgetown WISE Partnership - enabling staff to sign up for 1-on-1 counseling sessions

- DC Department of Behavioral Health Partnership - providing staff support during crisis situations including but not limited to student death, BLM incidents.
- Employee Benefits - All medical plans include in-patient and out-patient mental health coverage. Ingenuity Prep covers all premiums, staff costs are exclusive to co-pay or co-insurance costs. Ingenuity Prep also sponsors regular opportunities for staff to participate in yoga classes and leverages its clinician staff to lead other wellness development opportunities for staff (e.g. meditation, health living, etc).
- Staff Development - All staff will be given trauma informed training so they are able to identify warning signs in students who have social-emotional and mental health needs.

## 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.**

Ensuring that families feel well informed and have had the opportunity to provide input into our plans for the 21-22 school year and the ongoing improvement of our program is important to Ingenuity Prep. In order to support these goals we plan to institute a variety of communications throughout the summer and school year. These communications will be designed to build continuous context and an increasing amount of specificity for families as we lead up to the first day of school at key points during the year. Included in our communications will be regular opportunities to ask questions or provide input/feedback on the information we are sharing via survey, 1:1 conversation or other mechanism.

Communication will come in a variety of forms including:

- Via DeansList - a system which allows us to automatically push communications out to families via phone message, text and email
- Website Updates - We will maintain a dedicated mini site on our school website where we will post the latest information on the 21-22 school year and key information for families
- Social Media posts via Instagram and Facebook with key information
- Back-to-School Night - face-to-face event where families will have the opportunity to hear from leaders about our program
- Home Visits - we will strive to have a "virtual home visit" with each family prior to the start of school. These visits will provide 1-on-1 opportunities for families to engage with their child's teacher.
- BOY Conferences - face-to-face event families will be informed about the result of their students' BOY diagnostics and plans for support or other adjustments to accelerate their learning.
- Progress Reports - sent to families to allow them to stay current on the progress of their child in the interim time between quarterly conferences.
- Quarterly Report Cards - sent home and discussed with families at conferences

- Quarterly Family/Teacher Conferences - dedicated 1:1 conferences between each family and their student's teacher(s), sharing student progress and plans for continued support.
- Bi-weekly newsletter - to share with families what the math and literacy focus is for that time period
- Family Survey (3x per school year) - where families will have the opportunity to share their feedback with us across a variety of topics.

Ingenuity Prep has historically had less than a handful of families who need to engage with us in a language other than English. Families who do need support will be pre-identified (based on historical knowledge or information gathered during enrollment) and will receive 1:1 tailored translation support.

Lastly, families can always reach out to our Family Engagement Manager for specific information, questions, input/feedback. One of the big goals of this dedicated staff role is to facilitate building trusting, meaningful relationships between our teachers, staff, and families so that they can become advocates and academic champions for their student(s) and our school community.

## 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.

Throughout 2020-21, Ingenuity Prep monitored and analyzed academic and supporting data to identify and prioritize students for ongoing re-engagement and intervention. The details of our approach are as follows:

- Our primary identification data point is academic performance - students who are in the bottom 1/3 of each grade in math or reading. Students who are behind in both take the highest priority, followed by literacy and then math
- Within the academic data categories above we have further differentiated for students with low attendance (<70%), students with IEPs and homeless students.

Students who meet these criteria were prioritized to attend in-person learning in Spring 2021 and our in-person Summer School and will be considered priority for planning and communication leading up to the first day of school and BOY diagnostic testing. All students will be given diagnostics in reading and math in the first 3 weeks of school which will further guide the specific interventions for each student. Details of plans to support students will be shared with families at BOY conferences in mid September. These plans will include Tier 1 supports such as guided reading groups aligned not just to reading level but to literacy gap and small group math interventions. If a student's data has flagged them for additional support, we will share the details of their Tier 2 or Tier 3 intervention plan, including possible afterschool intervention and socio-emotional supports. Plans will continue to be re-evaluated as new data becomes available.

## 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;**

Ingenuity Prep plans to administer a comprehensive set of non-summative assessments in Math and ELA over the course of the 21-22 school year. We will set and track progress toward goals across assessments. All details can be found [here](#) (or accessed in Supporting Documents).

- **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);**

All details can be found [here](#) (or accessed in Supporting Documents).

- **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**

We will set goals for performance on these assessments. All details can be found [here](#) (or accessed in Supporting Documents).

All assessment data will be included in our newly developed data warehouse. Data dashboards will be developed in Tableau to track and analyze data on the whole and across subgroups (race, gender, IEP, ELL, MV, etc.) to action plan and monitor progress toward goals. Each academy will stepback on their data post each assessment cycle to determine any shifts to strategy.

We will also use non-summative data (e.g. daily exit tickets, bi-weekly quizzes, unit assessments) to drive ongoing iterations to daily instruction and interventions. In order to effectively and consistently look at data to monitor student progress and adjust instruction we will implement LASW protocols at coaching meetings and hold regular data meetings to look at bi-weekly quiz data to determine instructional shifts and adjustments to Tier 2/Tier3 interventions for students in RTI.

- **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**

See response to part d above.

- **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.**

We currently have 5 students enrolled in non-public (NP) schools. They are enrolled in Accotink Academy, Sheppard-Pratt, Children's Guild, Kennedy School and High Roads- PGC per OSSE's placement process. We collaborated with these schools regarding disruptions in student learning that occurred in school year 2020-21 in the following ways: consistent review of NP's administration of FAPE and Due process, collaboration with IEP team at NP concerning virtual and in-person attendance, tracking of unexcused absences, compliant provision of related services, and progress towards IEP goals. Over the summer as students prepare for return to full in-person learning, will develop and implement a comprehensive process to conduct with all NP's (And aligned to IP's process for all SWDs at the LEA) to determine to what extent the student was able to access virtual learning and services and the impact of virtual learning on student's progress towards IEP goals. We will collaborate with the families to ensure students' Individualized Education Plan's goals reflect this disruption.

### 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.

Ingenuity Prep plans to take a comprehensive approach to identifying needs and planning for the accelerated learning in the 21-22 school year. More specifically:

- We will use EOY data to inform programmatic shifts for the start of the school year.
- We will conduct BOY diagnostic testing in math and reading to ensure that students have a plan for accelerated learning that meets their specific needs.
- We will utilize our data team, data warehouse infrastructure and Tableau data dashboards to collect and analyze assessment and standards based mastery data to support data driven response/planning. We will also use this data to inform ongoing iterations to student interventions - driving updates to individual student intervention plans.
- Our program will include the implementation of a robust RTI framework accompanied by additional staff intervention support and several new intervention curriculums. In 5th-8th grades we are also reimagining how we approach intervention time by incorporating small group time into all core content blocks. Lastly we will continue to implement guided reading for all students in 7th & 8th grade who have not yet reached a Level Z.

#### 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.**

All details on our approach for **implementing each strategy selected above and how it will accelerate student learning** can be found [here](#).

**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.**

Ingenuity Prep approach to professional learning involves 3 basic components;

- Summer Training
  - (1 day) New Teacher Leader Training to prepare them for the roles and responsibilities of teacher leadership
  - (2 days) New Staff Summer Training - to orient new staff and provide them introduction or more robust training on topics already covered with returning staff.
  - (2 weeks) All Staff Summer Training - to ensure staff understand our organizational approach to executing on our priorities and goals in the 21-22 school year, and how they will support these key initiatives as well

as understand what success looks like in the first five weeks of the school year, and are as prepared as possible to be successful

- Monthly PD Days
  - Each month staff will participate in a day-long professional learning day designed to respond to academic and behavior data from the month and action plan.
- External Professional Development
  - All academies and teams at Ingenuity Prep have designated budgets to enable them to send staff members to externally led professional development. These funds are typically used to leverage expertise that does not exist inside the school to build higher level or specialized skills.

As we plan for a safe and robust return to in-person learning in 21-22, we are focused on professional learning across the following areas:

- Deep command of curriculum and other tools
- Approach to assessment, progress monitoring and action planning from data
- Supporting students socio emotional needs
- Understanding school-wide systems for a safe and strong launch

As the year progresses and we continue to gather and monitor data, we will utilize our monthly PD days to step back on strategies and make adjustments.

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

Ingenuity Prep will continue to employ the following strategies that we have found to be successful across 20-21:

- Leveraging software platforms like Nearpod, Seesaw and Google Classroom to facilitate lesson presentation and assignment delivery/completion.
- Family Facing mini-website designed to be a one stop shop for most information families may need (e.g. digital versions of grade level newsletters, tech support videos, meal service information)
- Clever access for all students to enable smooth transitions to virtual learning in the event of quarantine
- School issued Chromebooks for all students with medical exemptions participating in virtual learning and to any students who are subject to a quarantine from in-person learning.
- Leveraging DeansList as a vehicle to electronically send progress reports

These strategies and any necessary training/support will be provided to staff and families via Summer Staff Training and Back-to-School programming/communication for families. We will have processes in place to ensure website content is up to date and informative.

We will continue to gauge the effectiveness of these strategies through classroom observations and staff/family feedback 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 do not serve these grade levels.

### 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.**

Part A: The LEA 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:

- Prior to the return to full, in-person instruction, Special Education Vice Principals will use team input and various sources of data (distance learning attendance, related service provider session notes, progress towards IEP goals, adjustments of services during virtual learning, parent input, team input, etc) to begin to determine the nature and extent of interrupted instruction due to virtual learning. This includes any type of lack of/inability to access the educational benefit of services or general education instruction due to virtual learning.
- Upon return to school, all students with disabilities will receive all offered assessments, with accurate accommodations, that all IP students receive to determine the impact of any interruption to instruction.
- In addition, IEP teams will conduct a cross walk of IEP goals to determine which assessments offered to all students will provide data aligned to IEP goals, and which IEP goals require additional assessments to determine the nature and extent of interrupted instruction and make preliminary recommendations for beginning of year recovery planning and support.
- The full data collection process will also include comparing return to in-person instruction with Quarter 2 and Quarter 3 SY1920 IEP Progress Reports.

Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports are designed to ensure access to accelerated learning are made available to all students with disabilities: Students with disabilities will be included fully in the administering of assessments that all students participate in to determine their accelerated learning needs. In specific instances where the IEP agrees that additional and more targeted assessments are needed to fully

understand the extent and nature of acceleration learning needs (ie for students in a more restrictive environment or with more highly specialized learning goals and services), the IEP will create an assessment plan to ensure students with disability both have access to all assessments provided, but also have individualized assessments as needed to ensure their needs are accounted for and met.

Part B: Details on how we plan to evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how we will communicate those instructional approaches to families can be found [here](#).

Part C: The LEA will ensure equitable access to educational opportunities across learning environments by training academy principals and special education vice principals on an aligned and compliant approach to determining a student's acceleration needs and specific LRE as students require access to FAPE. The LEA will ensure that students with disabilities receive equal access to interventions by ensuring the same data benchmarks are used to qualify and place students in available and appropriate interventions within each academy. Students with disabilities should experience these interventions as fluidly as their individual IEP team intends, and based on alignment of the intervention and their IEP needs. For example, if a student does not have IEP services in an academic area currently, but based on their assessment data qualifies them for an intervention, they will be enrolled in the intervention as an acceleration support. If the intervention is implemented with fidelity and the student meets RTI benchmarks to intensify their level of support, the IEP will convene to determine if additional assessments are required to determine eligibility for that type of academic services as a part of the students IEP services. Students can and will receive interventions as part of their IEP services when the IEP team has agreed that type of intervention and it's setting are the student's appropriate LRE, and required for the student to access in and make progress within the general education curriculum. The LEA 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 using the special education eligibility process only after RTI processes have occurred, and full IEP team agreement finds that the accelerated or distance learning approaches are due to their disability and they require those specialized IEP services in order to access FAPE.

Part D: The LEA will continue to support parent training for students receiving related services through distance learning by assembling service area specific parent resources (ie behavioral support services, speech and language services, occupational therapy services, and audiological services). These resources will be provided to all families with students receiving virtual related services. These resources will be created to provide parents with accessible information to support their child in accessing related services through distance learning, such as student support strategies and ways to support with skills application at home. These resources will also be made available at all parent engagement events, such and back to school nights and parent-teacher conferences, in addition to accessible to all IEP teams to provide parents with during MDT meetings throughout the year. IP will also ensure that any students receiving virtual related services will receive clear and consistent communication with parents receiving related services to update them on their progress towards IP goals and provide additional strategies as relevant.

Part E: Overall, IP will ensure that all parent support and communication opportunities include inclusive and targeted information for family members of students with disability. The LEA will take the following steps to ensure that family members with disabilities can access content to support their students' learning: For example:

- Back-to-School Night - will incorporate information and content addressing how students with disabilities will be supported in acceleration learning and how families can support differentiated learning needs at home. Families will have the opportunity to hear about the inclusive general education program and specific models of providing IEP services at their child's academy.
- Home Visits - IEP team members will be included in home visits for students with disabilities to ensure that data and input is gathered from the family in regards to accessing content and supporting the student's learning and IEP needs.
- BOY Conferences - face-to-face event families will be informed about the result of their students' BOY diagnostics and plans for support or other adjustments to their IEP services to ensure access to accelerated learning opportunities.
- Progress Reports - These reports will include an general update on students' progress towards IEP goal to ensure acceleration opportunities and IEP services are working in tandem to support students' growth.
- Quarterly Family/Teacher Conferences - dedicated 1:1 conferences between each family and their student's teacher(s), sharing student progress and plans for continued support.

**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.**

Not Applicable to our LEA.

### 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.**

Part A: English learners will take the WIDA Screener (K-8) within the first month of enrollment to determine level of English proficiency. To ensure that this requirement is met, we will use the QLIK Early Access Data reports to identify newly enrolled students with historical ACCESS scores, as well as confirm we are preparing to screen all students in-person who were screened provisionally in SY2021. In addition, the Student Support Services team will connect bi-weekly with the Operations/Enrollment team to ensure we have an updated and accurate list of any families who noted that they speak a language other than English at home. A BOY testing schedule will be created to be completed during the first 30 days of school, and the staff allocated to conduct the screeners (to be determined based upon new student enrollment data and returning ELL students) will be trained in the screener protocol during summer staff training.

For students who are medically fragile and, therefore, not attending school in person, they will engage in a one-on-one virtual screening, which we will do by selecting and training a virtual screener administrator to conduct a virtual language screening process. Similar to the provisional screening process conducted in SY2021. Once the beginning of year screening process is complete, student support staff will compile the results and notify teaching staff of the identified student's needs. Additionally, the screening results will be shared with families in writing, and informing families of their child's identification of being eligible for english language learning services.

Part B: Once the student's learning needs are understood, the student will receive English language instruction through IP's comprehensive ELL Service Delivery Plan. This plan incorporates a data driven approach to determine each students' individual language development needs as well as what targeted academic supports are needed for students to make progress towards their grade level goals. The school will take into consideration the student's primary learning



modality (in-person vs. virtual) and possible need for quarantine when solidifying individual student supports. As shared in Question 2, the school plans to have students with medical exemptions be virtual participants in live instruction alongside their in-person peers, with the goal being for students learning virtually to have the same experience as their in-person peers - including the same level of support from teachers. The ELL Service Delivery model is a blend of the Content Based and Sheltered Content Model, and integrated into the staffing and schedule structure of each individual academy. ELL Services will be built upon a thoroughly trained and developed staff at each academy, focusing on development of all staff on WIDA's Guiding Principles and Language Development and research based inclusive best practices for service students with ELL needs. Additional staff will receive more targeted instructional development and support to deliver indirect and direct ELL language services and to ensure all learning opportunities for ELL students are appropriately supporting their language needs. An outcome of this development over the summer will include use of the WIDA CAN DO Descriptors to create individual language goals in each domain area that will be monitored for progress using acceleration data review cycles and data collection aligned to measure progress towards language goals. Depending on the specific needs of ELL students as evidenced by update ACCESS assessments and WIDA screeners, our plan of EL Service delivery will be updated to ensure all students needs are met, and in alignment with WIDA's Guiding Principles of Language Development. Students will receive a range of EL services and supports, in alignment with their ACCESS level, their language domain status, and their progress towards general education grade level academic goals. ELs will have access to accelerated core content, as delivered to all students, through the following: Regardless of learning modality (in-person vs. virtual) ELL Students will have access to all opportunities for accelerated learning via our overall assessment and accelerated learning data review cycle. ELL Students will participate in all initial and ongoing assessments with accommodations aligned to their ELL (or any dual-identification) needs to ensure accurate assessment of their accelerated learning needs. In addition to the acceleration review cycles, staff will review ELL Quarterly Progress Report data aligned to their individual ELL language goals to determine the efficacy of acceleration opportunities in supporting specific language goal progress. The goal is that the strategic data collection, review, and adjustment cycles will address acceleration needs and progress noted in both content mastery and language development areas. Adjustments to tier-one, intervention groupings, and or adjust EL Service delivery structures to ensure ELL students receive access to all accelerated learning opportunities in addition to ELL Services. Continued monitoring of language acquisition will occur per our plan as described in question 10.

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

### **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.**

To implement prevention and mitigation strategies consistent with OSSE and DC Health guidance, Ingenuity Prep plans to increase physical distancing by reducing student/teacher ratios and leveraging interventionists during pull out supports. We will use ESSER III-ARP funds to add one Kindergarten classroom, five intervention teachers and three specials teachers. Each of these positions will be used to reduce student/teacher ratios, maximizing physical distancing between students and adults during 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.**

To address the academic impact of lost instructional time, Ingenuity Prep will use a bulk of our ESSER III-ARP funds to reduce student/teacher ratios, increase targeted interventions, and add planning time for teachers to align instruction. Ingenuity Prep plans to hire five intervention teachers, three special teachers, and two Kindergarten teachers.

Research shows that students in classes with smaller student/teacher ratios perform better in all subjects and on all assessments when compared to their peers in larger classes. In smaller classes students tend to be as much as one to two months ahead in content knowledge, and they score higher on standardized assessments. Small classes make the biggest difference for early elementary school students. For minority and at-risk students as well as those who struggle with English literacy, smaller classes enhance academic performance.

Five Intervention Teachers will provide Tier 2 and Tier 3 supports for students at-risk of falling behind or experiencing significant learning loss as a result of the pandemic. Intervention teachers will push in and pull out of classrooms based on student groupings and identified needs. To support students and reduce the student/teacher ratio in Kindergarten, Ingenuity Prep will add an additional class staffed by two Kindergarten teachers.

Finally, by adding three middle school specials teachers, we will provide teachers with intellectual prep time to align instruction, assess student progress, and lesson plan. According to Research on Improving Systems in Education (RISE) better aligned instruction can help to close equity and achievement gaps by ensuring that no child is left behind.

**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.**

More than half of all young people have reported exposure to violence or abuse, and by the age of 16, more than two-thirds will have experienced a potentially traumatic event. The COVID-19 pandemic and systemic racial injustices have only increased the number of traumatic events that students experience. School closures and social isolation have affected all students, particularly those living in poverty or coming from communities hit hardest by the virus. Adding to the damage to their learning, a mental health, and social-emotional crisis is emerging as many students begin to return to school buildings with new trauma. Adverse childhood experiences like these can impact a student's cognitive abilities and impede their development, limiting their academic potential.

To support students experiencing the effects of traumatic events, like the coronavirus pandemic, Ingenuity Prep will use its remaining ESSER III-ARP funds to maintain two social workers and two school psychologists originally funded through CARES-ESSER funding. Social workers and school psychologists will meet with students and families regularly to address mental health challenges and develop plans for treatment and support.

**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.**

The COVID-19 pandemic and resulting economic downturn have negatively affected many people's mental health and created new barriers for people already suffering from mental illness and substance use disorders. According to research from the Kaiser Family Foundation, nearly half (45%) of adults in the United States reported that their mental health has been negatively impacted due to worry and stress over the virus. As the pandemic wears on, it is likely the mental health burden will increase as measures taken to slow the spread of the virus, such as social distancing, business, and school closures, and shelter-in-place orders, lead to greater isolation and potential financial distress.

Students are not immune to the physical and mental health impacts associated with COVID-19. According to the Centers for Disease Control and Prevention (CDC), "students depending on school services such as meal programs and physical, social, and mental health services will be impacted. Mental health issues may increase among students due to fewer opportunities to engage with peers."

To support all of our students, including those receiving special education services, Ingenuity Prep will use ESSER III funds to retain two social workers and two school psychologists. Social workers and school psychologists prioritize students receiving special education services and provide all students with year-round mental health and social-emotional supports.

Additionally, Ingenuity Prep plans to use ESSER III funds to reduce learning loss for students from communities most impacted by the coronavirus. By adding additional teachers and interventionists to our team we will prioritize students who are currently homeless, receiving special education services, or in foster care with. Targeted academic interventions. We believe this approach will result in all of our students closing learning gaps and receiving individualized and differentiated instruction.

## 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.