



Continuous Education Plan SY 21-22

I Dream Public Charter School

Updated February 2022

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Safe Re-opening

In-person learning

I Dream PCS has purchased all required and suggested education materials that families will need depending on the school format, whether in-person or virtually. In any scenario, I Dream PCS will purchase supplies kits for families to hold at home. At the school for in person learning, I Dream PCS will also have any necessary learner materials within each respective classroom.

During the Summer, I Dream PCS determined each family's technology needs and ability to access any potential virtual learning while at home. I Dream PCS received a grant to supply a chromebook and hotspot for any learner in need of such. As of January 2022, we have distributed all chromebooks and hotspots to those families in need of technology. They will keep received technology at home until the end of the school year in the event that the school must return to virtual learning. Any printed materials will be distributed at dismissal, as well.

Remote or virtual learning is conducted via Zoom in which learner(s) and coach are interacting directly with one another. Instruction may be given via direct instruction or with learners working on projects or tasks, monitored by the coach.

On-site, this instruction may include the coach and learner(s) occupying the same room. We have selected Seesaw for our LMS and will utilize Zoom for meeting platforms. The expectation is that the learner(s) may ask questions and the coach may ask questions of the learners(s) to engage in real-time.

There may be an isolated case where an unvaccinated student was exposed to COVID-19 outside of school. In this case, we will follow the same protocol as above. The family will either already have access to virtual learning at home or we will ensure the family receives I Dream PCS-issued technology. We will also provide any printed materials learners may need at the time of technology distribution. In some cases, we may priority mail materials to families, which we have done during the 2020-21 school year.

Additionally, we may encounter a situation in which a staff member displays COVID-19 symptoms, answers affirmatively to our building screening questions, or tests positive to a COVID-19 test. Staff or adults exhibiting COVID-19 -related symptoms will be asked to leave the building and either go to a hospital or go home. If the person in question is unable to leave or drive, they will remain in the isolation room until medical professionals can be called to the scene. In these situations, they will be asked to not return to the school building until they meet the return to school criteria.

1. Someone who has not been tested may return to school

- a. Submit documentation from a healthcare provider of an alternate diagnosis, and meet standard criteria to return after illness; OR
 - b. Meet symptom-based criteria to return:
 - c. At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and symptoms have improved; AND
 - d. At least 10 days from when symptoms first appeared, whichever is later.
2. Positive COVID-19 test must not return to school until:
- a. 72 hours after the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; AND
 - b. at least 10 days after symptoms first appeared, whichever is later; OR
 - c. Negative COVID-19 test result or medical diagnosis rules out COVID-19, they may return when healthy (providing written documentation of either).

Should a teacher who is quarantining due to close contact, symptoms displaying, or contracting COVID-19 and are unable to lead instruction, the school needs to be able to provide continued instruction. I Dream PCS plans to do this by having an Assistant Teacher (Coach) who will be primarily responsible for filling in the substitute need. Additionally, each of our classrooms has 2 staff members who are able to lead learning in the event that one of the staff members is quarantining and unable to lead learning virtually.

Distance learning instruction for medical certifications

PK3-K learner's with medical certifications will have access to asynchronous learning opportunities through Seesaw, Dreambox, and Lexia. They will also receive real-time, synchronous small group instruction with a teacher.

1st-3rd grade learners with medical certification will have access to real-time, synchronous instruction throughout the instructional day through the simulcast model. This includes whole group and small group learning opportunities. Synchronous learning will occur via Zoom. Additional asynchronous work will also be assigned through Seesaw, Dreambox, and Lexia.

Distance learning access to technology and resources

I Dream PCS surveyed families at the beginning of the year about their technology needs- both for a device and for internet. We distributed the technology accordingly to ensure that all learners have technology and the internet should we enter quarantine or for any learners with medical certifications.

As with the SY20-21, we will provide various options for learners to receive any items or materials needed throughout the school year. We will offer pick up on a designated day and time frame, which will be based on family availability. If no one is able to come to the school, we have a contracted delivery service that will deliver any materials. We also have the option to

mail items directly to the home. Mailing would be organized so that materials for a given week would be shipped out the previous week and received on time.

Distance Learning Model for Learners with Medical Certifications

Our LEA chooses to offer a remote learning program through our simulcast model. The program will offer the core academic content for students through Seesaw and Zoom. We plan to send home all instructional materials to remote learners as needed (math manipulatives, math games, FOSS materials for experiments, white boards, markers, papers, printed assignments, and other school supplies). We have found that the following remote learning practices provide the most effective instruction: modeling, guided practice, small group instruction, utilizing computer software that provides differentiated, scaffolded instruction (e.g., Lexia, DreamBox). We will tailor instruction depending on the students' needs and learning styles. The schedule will mirror that of the students who attend on-site learning option with the following anticipated modification: Asynchronous breaks and specials.

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

- Staffing: small classroom size. Less than 20 learners per class with 2 adults
- Materials--including at home "school space": basic school supplies, instructional materials (examples listed above), and furniture such as laptable, desk, and chair as needed
- Technology: chromebook, headphones, and hotspot as needed
- Schedule: instruction in the morning and afternoon with build in breaks.

Learner and Staff Well-Being

Social-emotional, mental, and behavioral heal support plan

I Dream PCS will continue to support learners' social-emotional, mental and behavioral health during continuous learning and school recovery, through implementation of the following course of action. I Dream PCS will communicate referral pathways by holding information sessions for families as well as sending home fliers with information about our services and how to request support.

a.)

- Coaches will conduct partner visitings in the beginning of the year and throughout the school year in order to build relationships with families and learners, gain background and information about learners and families, and work with families to determine support services.

- Every learner will participate in small group tribe time in the am and pm. AM sessions are used to check-in, teach SEL lessons, and monitor SEL goals. PM sessions are used for reflection and goal setting for the next day.
- SEL resources include from Lesley Koplow's Bears, Bears Everywhere, Open Circle, Tribe Communities, EL Education - Management in the Active Classroom and Crew
- Coaches will embed social-emotional and wellness checks within daily classroom lessons.
- Coaches and community leaders will conference with families and if necessary, refer students to the mental health team for students displaying needs for support.
- School administration will model social emotional and wellness checks during coach professional learning time that can be used in the classroom and to support the social emotional and wellness needs of classroom coaches.

b.)

- Coaches and Support Specialist will conduct partner visit to determine mental health and behavior needs.
- Classes will have bi-weekly learner update meetings to identify learners who would benefit from mental health or behavioral services.
- LEA will utilize SELweb to screen and assess all learners for social emotional needs. This is a computer based assessment that will occur once in the fall and once in the spring.
- Coaches will complete in-house rubric on each learner to capture relationship skills.
- Coaches will utilize Tribe Time to check in with learners emotional well-being and refer learners to Support Specialist
- The mental health team will make referrals to neighborhood Family and Support Collaboratives for families in need of additional social emotional and mental health support.

c.)

- LEA will partner with Connected Psychology to provide mental health services to learners and families.
- LEA has a social worker on staff to provide mental health and behavioral health services and support.
- LEA has a designated space in the school to provide direct mental and behavioral health services to learners.

Approach to behavior

At I Dream PCS, we are committed to developing the whole child; therefore, in addition to thoughtfully tailoring our academic programming to meet the unique needs of each of our

learners, I Dream is equally comprised of a responsive and restorative social emotional program.

As our Theory of Change states, we see behavior differently. We know that behaviors are a form of communication that reflect personal and cultural identity. We teach consistent reflection practices to adult and young learners in order for behavior to promote growth and self-awareness.

In alignment with our core values: Equity, Relationships, Purposeful Work, and Collaboration, we are intentional in creating safe, inclusive learning environments by nurturing productive relationships with learners and between learners. Coaches are purposeful in developing classroom agreements with learners to foster ownership, encourage learner voice, and cultivate learner accountability. Adults respond to missteps with empathy, restorative practices, and logical responses. Through this approach, learners take responsibility, repair harm, are self-reflective, and grow as a result of conflict.

I Dream incorporates a purposeful blend of rituals, traditions, routines, common language, restorative practices, positive behavior supports, and social emotional curricula in order to build an inclusive community that supports learners' individual social emotional development. Through these practices, we promote our learners to continuously strive to be compassionate, creative, collaborative, courageous, organized, and self-directed.

In addition, I Dream PCS believes in and practices restorative justice. Please refer to our [Restorative School Culture Approach](#) and our [Community Code of Conduct](#).

Access to Nutritious Food

Our LEA contracts with Preferred Meals. During the school year, learners will receive lunch in the cafeteria. Learners will be served Breakfast and Lunch and snacks daily.

For our students who access our school through remote learning options, meals will be available for pick up and delivery. Communications will be sent via text, email and phone call on a weekly basis. Meals will be delivered on a weekly basis and families will be able to pick up meals during normal school hours when needed.

For a single student who is self-quarantining due to a potential exposure outside of the school, meals will be provided by delivery only. Meals will be placed outside of the learner's home for a contactless delivery and pick-up once a week.

Support for staff social-emotional and mental health

I Dream PCS plans to support the social-emotional and mental health of staff by giving everyone a voice in the well-being practices that work for them. I Dream PCS hired a Wellness Consultant for the past two years to develop the school's Well-being Plan for staff, learners and families. Out of this collaboration emerged the [I Dream Wellness Purpose](#), aligned with our school's Core Values, the creation of weekly Tribe Time for staff members,, and the implementation of wellness goals as part of each staff member's Professional Learning Plan.

Wellness Goals - Every staff member co-creates wellness goals and action plans with their manager as part of their Professional Learning Plan each year. The goals support each staff member's definition of wellness and describes what s/he needs to become physically, emotionally, and mentally healthy throughout the year. During regular check -ins between the staff member and manager, the goals are reviewed and revised as needed.

Adult Tribe Time - Social emotional support for staff is provided through weekly Adult Tribe Time. Tribe Leaders are staff members trained by the Wellness Consultant to lead small groups (6-7 staff members) in 30 minutes of Adult Tribe Time each week. Tribe members check in about their well-being and wellness goals, engage in new learning about self-care, and build relationships through games, initiatives, and community service. Tribe Leaders build ownership in the tribe by its members through debriefs and delegation of leadership to facilitate all or part of Adult Tribe Time, and designing activities based on tribe members' needs and wants.

A new Wellness Consultant will be in place for SY21-22 to meet with staff members who need additional support to create wellness goals and implement their action plans. The Wellness Consultant will also connect staff members with local or online health and wellness services (fitness/health classes, social clubs or groups, programs in the arts, counseling services, mental health care providers) to achieve their action plans. The Wellness Consultant listens to the staff and plans and/or leads activities and events based on staff needs.

Additional social emotional and mental health support for staff include:

Community Circles - I Dream PCS embraces a responsive and restorative approach to school culture that includes building relationships with and between coaches, staff, families, and other adults who border our learners' lives. Learners benefit in their development from seeing adults consistently model restorative behavior in their interactions as well. Community Circles occur for at least 45 minutes once a month and focus on mindfulness and the well-being of the community through teaching empathy, social awareness, and how to have difficult conversations with each other.

Mental Health - I Dream PCS partners with Connected Psychology to provide mental health services to learners, and connect staff with mental health providers, counselors

Benefits - Each health plan I Dream PCS offers includes mental health services. During onboarding and summer professional development, all staff members are notified about what is covered through their chosen insurance. For example, CareFirst, our selected healthcare provider, offers a personal wellness coach for health plan members.

Professional Development - I Dream PCS staff participate in weekly professional development to support learners, families, and themselves. Professional development occurs from 2-5 pm during our early release day each week. During SY21-22 (dates TBD), staff members will be trained in:

- Social Emotional Learning curriculum
 - [Bears, Bears Everywhere](#) - implemented during the first six weeks of school in PK3-2
 - [Open Circle](#)
- [Management in the Active Classroom](#) (EL Education)
- [I Dream PCS Community Code of Conduct](#) & [Proactive Behavior Plan](#)
- Tribe Time (for learners) - Explicit instructional time for social-emotional learning each day
- Grief & Loss - how to identify and support learners and adults dealing with death and loss
- Mental Health First Aid - how to recognize when a staff member is, or you are, in crisis and need immediate care. Create plans for care of fellow staff members (see next paragraph for options)
- Mindfulness - breathing and movement techniques to raise self-awareness and calm the body and mind

For staff in crisis or needing acute care, such as grief, depression, or trauma, I Dream PCS offers immediate support from the school nurse or other trained personnel onsite through:

- Buddy classroom or personnel - a proactive plan to cover the classroom or non-instructional responsibilities of the staff member in crisis by someone who they selected to be their check in person during the Mental Health First Aid session. Someone on staff who has a relationship with the person, who the person wants to be in contact with.
- Comfort Zone - a designated, quiet space in the building for the staff member to process until on-site or off-site care can be provided
- Call emergency contact or family to pick up the staff member
- Contact crisis hotline

Communication to Families about safe reopening

Our LEA plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently by implementing the following plan of action.

- a. Feedback from learners and families will be solicited through on-going surveys. I Dream PCS will survey families during the summer to gather parents' input on various topics before the beginning of the 2021-2022 school year. The responses received will serve as a guide to planning and revising plans to ensure the needs of learners and families are met. Surveys will continue throughout the school year to collect feedback on the progress of the school year.

During the school year, our community of staff will continue to solicit and incorporate student and family feedback during our bi-weekly family meet ups and quarterly town hall meetings.

- b. Prior to the beginning of the 2021-2022 school year, I Dream PCS will facilitate a Reopening Town Hall meeting to discuss reopening plan, safety plan and protocols. Families will also be informed about the LEA's plan for student well-being and operation procedures.

I Dream PCS' website will include information about reopening, student well-being and accelerated learning. The website will also include specific details on operating procedures, and typical school operations details (menus, activities calendars, applications, etc.). This information will be available to families 24 hours, 7 days a week.

To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. I Dream PCS will also utilize the Office of the State Superintendent Language Support line when needed.

I Dream PCS will also utilize the Family Handbook to communicate operating procedures and protocols for in-person instruction .

- c. I Dream PCS Weekly Newsletter will communicate information about what is happening in the school, upcoming events, strategies and tips for learning. The newsletter will also communicate updates and information on selected assessments. Learner's progress will be communicated during Learner Led Conferences; a designated meeting for learners to

demonstrate what they can do and share their progress with their families. In addition to celebrating progress, Action Plans are updated and adjusted during this time.

Re-engaging Learners

I Dream PCS is committed to learners' success, both academically and social-emotionally. In school year (SY) 2020-21, we identified learners as being consistently less engaged with distance learning based on the following behaviors (e.g. learners attendance; assignment completion rate; learner/family responsiveness to outreach and class participation). Once identified, the listed behaviors were identified and discussed during bi-weekly Learner Update Meetings. Identified learners were provided with customized supports to meet their unique needs.

Learner Update Meetings will continue in school year (SY) 2021-2022 to allow the team to collaborate, gain a common understanding of where learners are, and identify supports and strategies that will enhance the learner's school experience.

At the beginning of the year, coaches will conduct Partner Visits, to build relationships with families, identify potential barriers, and work with families to create plans to mitigate potential barriers. If a learner is absent, the family will receive a phone call from the main office. After 2 absences, the Support Specialist will reach out to the family. After 5 absences, the Support Specialist will conduct a Partner Visit to meet with the family and create an attendance support plan.

Tribe Time will also be utilized to create a community of support that would help engage learners and foster regular attendance. In addition to Tribe Time, learners will be engaged through Dream Time; a structured time each day designed for learners to explore their individual interests, passions, and dreams.

Families will also receive individual interventions and supports to re-engage them in learning in the 2021-22 school year. When learners are identified as less engaged, coaches will inform the team to discuss classroom behaviors and observations. The team will discuss interventions and next steps. I Dream PCS will meet with families to explore barriers and provide appropriate services .

I Dream PCS will also utilize the classroom community to re-engage families. Each classroom has a directory of family's contact that is used for communication. Coaches refer families to one another, with their consent , for additional support.

Dreamkeepers, a community of families, learners and community members who serve as ambassadors, will re-engage families through outreach and community events.

Accelerated Learning

Adjusting of standards

- 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
- Adjusted curricular scope
- Adjusted assessment administration schedule and/or frequency
- Adjusted use of assessment data for planning instruction

Assessing interrupted instruction

The linked [Curriculum and Assessment table](#) provides an overview of the assessment schedule for eligible learners at I Dream PCS during the 2021-2022.

Summative assessments will be conducted three times a year or at the end of each unit. Results will be used internally and with families but will not be a part of school accountability.

This schedule is subject to change, based on learner need, usefulness of assessment data, and unexpected need to close on-site learning options due to health reasons.

Goals for assessments

Goals: Our vision is for learners to matriculate from I Dream PCS to have the confidence and skills to learn through their passions and dreams, while developing their sense of self and their value in a true community to challenge themselves to learn deeply, express who they are, and know who they are in this world to be. As we collect more accurate baseline data through in-person administration of assessment practices, we are still developing the following goals:

ELA

We expect learners in grades PK3 and PK4 to meet typical growth targets in Language and Literacy as determined by Teaching Strategies GOLD.

We expect learners in grades K-2 to meet their growth targets for ELA as determined by the NWEA MAP Growth assessment.

We expect learners in grades PK3-3rd to meet their Customized Learning Plan Literacy goals as determined by learners, their families, and coaches (described in the linked assessment list).

MATH

We expect learners in grades PK3 and PK4 to meet growth targets in math as determined by Teaching Strategies GOLD.

We expect learners in grades K-2 to meet their growth targets for math as determined by the NWEA MAP Growth assessment.

We expect learners in grades PK3-3rd to meet their Customized Learning Plan math goals as determined by learners, their families, and coaches (described in the linked assessment list).

See the linked [Curriculum and Assessment list](#) for a description of the different assessment approaches.

SCIENCE

We expect learners in grades K-3rd to show proficiency on embedded and benchmark assessments as determined by FOSS (Full Option Science System).

Non-state summative assessments

Monitoring learner progress at I Dream PCS will be different from last year as assessments will be administered in-person. The schedule and school calendar will continue to allow for monitoring learner progress in the following ways:

- Monitor classroom level progress during RTI and Learner Update meetings
- Calibrate assessment administration and scoring during grade-level meetings
- Differentiated summer professional development for new and returning
- Differentiated weekly professional development during the school year
- Curriculum partnerships with contracted math and Special Education consultants EL Education

English language proficiency

For learners who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, our goal is for them to reach full proficiency (or increase 2 levels) after 2 years in our SIOP model.

Overall interrupted instruction plan

I Dream PCS has an extensive plan for assessing learners through multiple means, monitoring their progress, and providing additional support. We will use our data system manager with contracted support TBD to collect, analyze and support our staff in addressing learning needs. =

The [I Dream PCS Learner Support Plan](#) includes analysis of learner data during RTI and grade-level meetings, Data days and other allotted professional development time as well as individualized coaching and data-analysis support provided to instructional staff as needed. A complete description of the Learner Support Plan is linked [HERE](#).

How to maximize learning opportunities

1. Adjusted Scheduling
 - a. Longer school day
 - b. Summer 2021 programming
 - c. Summer 2022 programming
2. Instructional Changes
 - a. New curriculum purchase
 - b. New intervention program or support

Longer School Day

- We will provide an extended school day from 8-4:30 that was in our original design, but truncated during the 2020-2021 school year due to adjustments made for virtual learning. The extended school day allows for more instructional time as well as breaks/enrichment opportunities to increase learner engagement.

Summer 2021 Programming

- Summer school programming has been offered to all I Dream PCS learners. One-on-one or small group tutoring for reading and an adaptive online Lexia Learning Core 5 will be utilized to increase targeted reading foundational skills, fluency, and comprehension. Dreambox Learning will be used daily for learners to target needed math skills and build on their progress during the school.

Summer 2022 Programming

- Summer school programming will continue to be offered to all learners eligible for ESY next year in order to target specific skill development and content knowledge needed to build on reading and math progress made during the school year and minimize learning loss over the summer.

New Curriculum purchase / implementation

- Kindergarten will implement EL Education ELA Modules and Reading Foundations Skills block and Contexts for Learning Mathematics to align with the more rigorous Literacy and Math curricula used in elementary grades (1st-3rd) instead of Creative Curriculum (Early Childhood aligned)

New Intervention program or support

- See above description of Lexia Core5 used for summer school that will also be used during the upcoming school year to provide targeted instruction and monitor progress to inform instructional decisions.

Staff Professional Learning

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging learner needs around safe reopening, well-being, and accelerated learning. The process is being led by the Principal, Executive Director, and other instructional leaders at I Dream PCS.

We are identifying what went well by looking at a variety of factors gathered through family, staff, and learner feedback as well as learner progress on Customized Learning Plan goals and other assessment results.

Using information gleaned from the 2020-21 school year, we are planning on supporting instructional staff throughout the upcoming school year. An overview of the PD Calendar for the 2021-2022 school year provided in the linked [Professional Development Plan](#). A draft of the school calendar is linked [HERE](#).

Strategies will continue to be added once we better understand learners' actual needs after the start of the year. As the year continues, we will respond to new and emergent learner needs using results from interim assessments, behavior logs, attendance, and other relevant data reviewed during RTI and learner update meetings.

Extending Effective Practices

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year. Access to learning has increased by:

- Communicating regularly with families to identify and support individual needs
- Providing online learning programs and platforms that can be used asynchronously at home to support targeted Literacy and Math skill development (ie. Lexia and DreamBox)
- Providing learners with devices to use at home to facilitate virtual learning (as needed)
- Sending home manipulatives and other physical materials to support hand-on learning (as needed)

I Dream PCS will ensure that staff continue to use these practices by purchasing accounts for DreamBox and Lexia for all learners in grades K-3 (and PK4 as appropriate) and providing professional development for implementation and progress monitoring. We will utilize RTI and learner update meetings to determine strategies needed and monitor whether the practices continue to be effective by tracking learner attendance and achievement. We will change, eliminate, or add new practices if these practices do not continue to increase attendance and learner achievement.

Learners with Disabilities

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: All learners will be assessed in core academic subjects as well as social emotional development within the first few weeks of school. These assessments may occur virtually or in person. Based on data, I Dream will determine the additional services required to mitigate such learning loss. Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all students with disabilities: the LEA will hold 30 day reviews for learner's with IEPs. The IEP team including the families will attend this meeting and families will receive PWN for any changes made to the learner's IEP during the review. I Dream has contracted a Special Education Coordinator to track timelines, notify families, and document delivered services in order to stay in compliance with all IDEA and OSSE timelines. I Dream will work with families, be flexible, and extend response times to be able to meet the needs of our families during this time. We will utilize 3 modes of communication on 3 separate days. We will document communication and delivered services in SEDs.

How appropriate services will be determined or designed for students with disabilities

- LEA will use beginning of year assessments and observational data to determine, design, and drive interventions, small group, and whole group instruction. Interventions will be documented and progress monitored. Interventions will be adjusted, increased, and/or decreased based on progress. Teachers will participate in unit roll outs prior to launching each unit. During this time, they will use previous data to modify and adapt the curriculum to meet the needs of students with disabilities.

How accelerated learning will be scheduled and delivered to students with disabilities

- LEA will use data to determine and design accelerated learning for students with disabilities. I Dream PCS has an extended school day to build in time for interventions. I Dream PCS will accelerate learning by teaching foundational skills during small group interventions. Learners will also gain access to the grade level standards through adaptations and modifications to the general education curriculum

How instructional approaches used for accelerated learning of students with disabilities will be communicated to families

- The LEA will hold 30 day reviews for learner's with IEPs. The IEP team including the families will attend this meeting and families will receive PWN for any changes made to the learner's IEP during the review. In addition, a special education teacher and general education teachers will engage in continuous 2-way communication with families to keep

them abreast with instructional approaches used for accelerated learning with their child.

The LEA will ensure equitable access to educational opportunities across learning environments by providing technology, at home materials, virtual interventions as well as small and whole group instruction. The LEA will ensure that students with disabilities receive equal access to interventions by providing virtual learners hands on materials and small group interventions as well as specialized instruction through Dreambox and Lexia. 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 providing the following before considering a more restrictive environment:

- The student received scaffolded and differentiated materials and instruction on a daily basis in collaboration with the inclusion and general education teacher.
- There is documented evidence that work completion and work quality is different when being given a smaller setting or 1:1 support.
- Student is unable to complete tasks or attend to instruction in class more than 80% of a class block, due to significant behaviors (e.g. inattention), receptive language and/or processing deficits, or critical skill deficits.
- Student's IEP has been amended/created to address critical skill areas, including out-of general education instruction.
- Student has been taught self-help and self-monitoring skills relevant to their particular needs.

Other means of improving attention, work quality, and work completion has been attempted, including scaffolds, preferential seating, and appropriately differentiated instruction/materials.

The LEA will continue to support parent training for students receiving related services through distance learning by: I Dream PCS is sending out surveys to families to identify technology, wifi, and technology training needs. I Dream will provide families with technology training as needed in either group or 1:1 sessions. I Dream will hold a virtual Open House prior to the start of distance learning to help families understand how to access, use, and navigate distance learning. Coaches will offer weekly video sessions with families to discuss what learners are working on each week. For families who cannot attend in person, they will be provided with a recording of the session. I Dream will also schedule bi-weekly check-ins with families whose learners have IEPs. I Dream and related service providers will work together with families to determine and provide necessary support and training to families whose students receive related services. Training will not only include technology related topics but also best practices and specific individual strategies families can implement with their learners at home in order to

ensure learners with disabilities have access to the general education curriculum and are making progress in achieving their IEP goals.

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

I Dream will collect information through the use of surveys and interviews to establish needs of learners with family members with disabilities. Based on these findings, I Dream will collaborate with families and provide appropriate adaptations, modifications, and supports to ensure family members with disabilities can access content to support their learners.

Serving English Language Learners

All families that have learners who are enrolling in I Dream PCS for the first time will complete OSSE Home Language Survey (HLS) at the time of enrollment. If the OSSE HLS indicates that a language other than English as the answer to question 1, 2, or 3, the learner will be screened for possible identification as an EL using the appropriate screener. Pre-IPT Oral will be used for PK3 & PK4, WIDA Screener for Kindergarten, and WIDA Screener for 1st-3rd grade. I Dream PCS did not have any learners who were screened provisionally during distance learning. English learners will take the Pre-IPT within the first month of enrollment to determine level of English proficiency. For students who are medically fragile and, therefore, not attending school in person, they will be engage in a one-on-one virtual screening which we will do by being given the Pre-IPT remote testing option. All learners that transfer to I Dream PCS and were provisionally screened during distance learning will be re-screened within 30 days of Stage 5 enrollment.

Once the student's learning needs are understood, the student will receive English language instruction through:

EL program model

All teachers of ELs, including general education, specialists, and, if applicable, special education teachers, will adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELs in participating fully in the educational program. As with special education, I Dream implements an Inclusive/collaborative teaching model for English Language Learners. General education, special education, and EL coaches collaborate to plan for differentiated instruction to meet the needs of all learners. I Dream also implements a co-teaching model to best meet learner needs. A co-teaching model will be implemented both in-person and through distance learning.

Language goal

Coaches will collaborate with learners and families to set language goals across the four language domains of reading, writing, listening, and speaking to advance EL learners' English proficiency. A learners' present level of English language acquisition will be used to develop individualized goals.

Language Instruction

I Dream coaches will incorporate a variety of learning styles during in-person and remote learning. All children learn differently. Coaches will present material through a variety of learning styles (i.e., oral, visual, tactile, kinesthetic). Coaches will diversify learning activities according to the stages of language development. Learners need multiple opportunities to practice speaking, listening, reading, and writing. The coach must relate the stage of language development to an appropriate activity depending upon the level of language the activity necessitates. For example, writing captions from illustrations for a book report is appropriate for a low to intermediate level learner, however, a more advanced learner should be able to write a book report from an outline that has been developed with a peer or a coach. Coaches will activate prior knowledge. Using an EL's prior knowledge and experiences is important for inclusion and engagement in the lesson. Learners may have knowledge of a subject in their home language and only lack the English vocabulary to share this knowledge. Learners may have had experiences related to the story or lesson, so providing students with a variety of opportunities (e.g., drawing, pointing, providing picture cards) to make connections to their lives is a valuable instructional strategy. Coaches will incorporate the learners' languages and cultures. Using the learners' home languages will give them a sense of pride. Coaches may incorporate the home languages in a variety of ways. Learners' home cultures can be incorporated through literature, poems, pictures, movies, and field trips. In our multicultural world, all learners benefit from learning about different cultures.

If formative assessment data suggests that the English learner may be at risk for reading problems in English, I Dream will provide him or her with opportunities to receive additional direct instruction in intensive, structured sessions with small groups of learners who have similar skill levels. The types of interventions provided and the amount of time in pullout instruction will be linked to the identified gaps in learner knowledge. Especially with emerging readers, interventions will address the five core reading elements: (a) phonological awareness, (b) phonics, (c) reading fluency, (d) vocabulary, and (e) comprehension. This instruction may be provided in-person or through a virtual model.

Access to Academic Content

Coaches will provide EL students access to academic content by grade and proficiency level by differentiating instruction and implementing the strategies described above.

Progress Monitoring

I Dream PCS will implement Response to Intervention as a means for monitoring and intervening when learners need additional support, including ELLs. I Dream PCS uses data to create action plans at both the classroom and individual level. Progress monitoring tools and frequency will be identified when language goals are created. Coaches will monitor learners' goals and make adjustments to instruction and interventions as needed. This includes using Universal Design for Learning and differentiating instruction as well as increasing the frequency, decreasing the group size, and/or changing the intervention as needed.

Effective Use of Funds in SY 21-22

The Health and Safety portion of the Continuous Education Plan outlines in detail how I Dream PCS plans to safely open and operate school. We are not funding our work towards these efforts out of ESSER III. All funding from ESSER III is for mitigating learning loss.

ESSER III funds will be used to support I Dream PCS's before and aftercare program as well as the salary for a new position- Director of Curriculum and Assessments. The before and aftercare program is open to all students free of charge and offers extended day learning with a separate curriculum that is in line with that of I Dream PCS.

The Director of Curriculum and Assessments develops a curricular program (ELA, math, dream time, social studies, and science) in support of I Dream PCS's mission and vision. They will monitor and evaluate the effectiveness of classroom instruction by organizing and leading classroom walkthroughs and observations and provide leadership and support to adopting research-proven pedagogy and standards based instructional practices.

ESSERIII funds will not be used to supplement other allowable areas, instead it will be solely spent on mitigating learning loss.

I Dream PCS is not just offering a Before and After care program. We have decided to offer it free of charge to all families specifically to address the academic, social, emotional, and mental health needs of our learners. This program will provide additional hours during the day to support our learners that have been disproportionately impacted by the COVID-19 pandemic. Additionally, the primary responsibilities of the Director of Curriculum and Assessment are to evaluate the specific needs of those learners that have been disproportionately impacted and, by working with our coaches, determine the best programming to meet their needs and catch

them up to where they would be by now in their academic, emotional, social, and mental health journey.