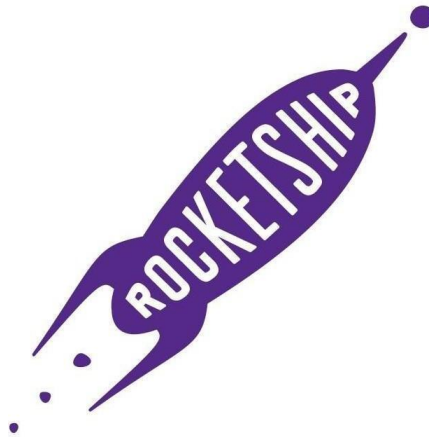


2023-2024 Continuous Education Plans



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Rocketship Legacy Prep
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Situational Preparedness

1. **To be prepared for situational distance learning, the LEA has a plan for:**
 - a. **The provision of situational distance learning through either:**
 - i. Provision of 1:1 learning devices.
 1. As of the submission of this plan, the LEA has 3,000 learning devices.
 2. **Distribution Strategy:**
 - a. **The devices:**
 - i. Will be distributed to all students in the event of a foreseen school closure (e.g., with advanced warning).
 3. **An accurate assessment of current student access to broadband internet/WIFI.**
 - a. In previous years, we have surveyed our students/ families to assess internet access. Over 95% of our families have had consistent access to internet/wifi. For families who do not, we provide support in gaining access or provide broadband hotspots.
 - b. ~95% of our students have access to broadband internet/WIFI at their primary place of residence/ location used for situational distance learning.
 4. **In the space below, please describe the LEA's plan to provide internet access to students who do not currently have it in the event of the need to move to situational distance learning.**
 - a. We have contracts set up with internet providers to provide hotspots or internet access to families in need.
 5. **In the space below, please describe in detail the LEA's plan to distribute learning devices to students.**
 - i. In the event of a school closure, we will provide 100% of our families the ability to check out a learning device, if needed.
 - ii. Students will be able to access online learning, designed by individual campus teams.
 - b. **Communicating with all interested stakeholders, including:**
 - i. ***Method for family engagement (including communication) during situational distance learning.***
 1. We will utilize a combination of methods to best engage our families during situational distance learning. Each of our campuses will proactively own and lead campus wide communication efforts, including but not limited to our PowerSchool communication system led by Operations Leads and Office Managers, school specific Facebook groups and educator specific efforts to ensure personalized communication and follow up with each of the students/ families.
 - ii. **Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner.**
 1. During any period of situational distance learning, campuses will utilize our region-wide communications system, email, and school specific Facebook

groups to inform all stakeholders of the switch in learning modality. Our messenger system allows ease in differentiating communication by stakeholders and will allow our LEA to share relevant information and updates in a timely and comprehensive manner.

c. **The following additional considerations:**

i. **Family training and support:**

1. Upon pickup and receipt of a Rocketship Chromebook device, families and students will be oriented to proper use of the device, common troubleshooting and important log in details. Once they receive a device, if they need support, families will share any training/ support needs through their classroom educator. Educators will communicate with appropriate campus partners to ensure that families receive the support and training necessary to monitor and support their student's transition to situational distance learning. School leadership teams will train and provide opportunities for families to be adequately informed and guided through the use of required platforms and technological tools via virtual sessions (1:1 and/or group).

ii. **Teacher training on technology, tools and remote instruction models before the school year:**

1. Prior to the transition into situational distance learning, all staff will confirm that they have required technology and tools at their disposal to facilitate situational distance learning. Additionally, each campus leadership team will facilitate at least one mandatory training session for all educators to attend, in order to articulate the required components of the situational distance learning instruction model. It will cover the learning schedule, family engagement and communication expectations, required tools and platforms, as well as educator expectations during this transition.

iii. **Articulation of clearly communicated student, teacher and family situational distance learning expectations.**

1. Students participating in distance learning will experience learning from home five days a week via synchronous learning. The learning will primarily take place online via virtual classrooms. There will be dedicated small group instruction, social emotional learning time, and the ability for children to opt into clubs based on personal interests. All instruction will happen in a virtual environment.
2. Instructional leadership (principal, principal in residence and/or Assistant Principal) will coach and support classroom educators in assuming responsibility for the students showing severe or persistent signs of disengagement, help troubleshoot engagement issues (IT, wraparound services, content), and triage support for the student as needed.
3. **Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.** All students are expected to attend all required synchronous learning sessions. Attendance will be taken during each block of instructional learning time and entered into our PowerSchool Student Information System.
4. **Synchronous learning with Core Content Teacher:** When remote, this instruction is conducted via platforms Zoom, in which student(s) and teacher are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. The expectation is that the student(s) may ask questions and the teacher may ask

questions of the student(s) to engage in real time student-learning.

5. **Synchronous learning without Core Content Teacher:** Instruction takes the form of tasks that students will be expected to do to engage in learning. One way to think about this type of instruction is “Guided Practice.” Tasks can involve completing an online activity or game to reading a book in hardcopy and annotating the text. This can be group work or individual work. The student on-site would do this task under the supervision of their Supporting Individualized Learning Specialist or Tutor. When remote, the student would do this task independently. If the student needs support, the teacher is immediately available by phone, email, text, or “chat”. If the Supporting Learning Specialist or Tutor happens to also be the content teacher assigning the work, support can be provided in-person. If the Supporting Individualized Learning Specialist or Tutor is not the content teacher, the content teacher may provide support in the same manner as for students learning remotely, per the school’s Technology Plan.
6. **Asynchronous learning without Content Teacher:** This instruction is individual or group work that can be done independently. The work would be at the student’s learning level. We will utilize our literacy-rich curricular resources to assign work to students. The teacher will expect the work to be completed by a certain predetermined date and time. Students learning on-site would have time allotted to complete this work while their Supporting Individualized Learning Specialist or Tutor may be providing instruction to another cohort of students. Homework also fits into this category. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected throughout the week and will be used as one way to measure attendance and engagement. The product of these work blocks are often referred to as “exit tickets” or “student reflections.”
7. **Daily attendance** will be entered in each learning block by classroom educators and verified by our Office Managers at our respective campuses. Student learning engagement will be measured by student’s attendance within learning blocks, as well as the completion of required work during each section of a student’s day.

8. **Schedule:** Rocketship DC will follow a schedule that aligns with the the components below:

K-5 English Language Arts	K-5 Math	K-5 Science	Arts/PE	Social Emotional Learning
CKLA Skills (K-2) CKLA Knowledge (K-5)	Eureka Math	Amplify Science	Visual Arts Music Physical Education Theatre	Shortest Distance Morning Meeting

7:50	Arrival [10]	Arrival [10]
7:55		
8:00	Launch [10]	Launch [10]
8:05		
8:10	Breakfast/Community Meeting [20]	Breakfast/Community Meeting [20]
8:15		
8:20		
8:25		
8:30	Arts/Physical Education [40]	English Language Arts/Literacy [40]
8:35		
8:40		
8:45		
8:50		
8:55		
9:00		
9:05	English Language Arts/Literacy [90]	Science [40]
9:10		
9:15		
9:20		
9:25		
9:30		English Language Arts/Literacy [90]
9:35		
9:40		
9:45		
9:50		
9:55	English Language Arts/Literacy [90]	
10:00		

10:05		
10:10		
10:15		
10:20		
10:25		
10:30		
10:35		
10:40		
10:45	Recess [25]	
10:50	Playground	
10:55		
11:00		
11:05	Transition	
11:10		
11:15	Lunch [25]	
11:20	Classroom	
11:25		Math [20]
11:30		
11:35		
11:40		
11:45		Recess [25]
11:50		Playground
11:55		
12:00	English Language Arts/Literacy [60]	
12:05		Transition
12:10		
12:15		Lunch [25]
12:20		Cafe
12:25		
12:30		
12:35		Transition
12:40		
12:45	Eureka Math [90]	
12:50		Math [70]
12:55		

1:00		
1:05		
1:10		
1:15		
1:20		
1:25		
1:30		
1:35		
1:40		
1:45		
1:50		
1:55		
2:00		
2:05		
2:10		
2:15		
2:20		
2:25		
2:30	Landing Period SEL Daily Closeout Team Chart Close Out/ Pack Up [15]	Landing Period SEL Daily Closeout Team Chart Close Out/ Pack Up [10]
2:35		
2:40		
2:45	Transition to Dismissal	Transition to Dismissal
2:50		
2:55		
Dismissal		

Student and Staff Well-Being

- The LEA is interested in receiving additional technical assistance related to student and staff well-being.

2023-24 Health and Safety Plan

2. In the space below, please provide the exact URL where the LEA’s current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of COVID-19 in its facilities.

- a. Please see our Health and Safety Plan by clicking the following link:

■ [Rocketship Public Schools School Safety Plan - Revised March 1, 2023 \(2\).pdf](#)

Accelerated Learning

Employing Intentional Strategies for Accelerating Learning

3. 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

- i. Adjusted class/block/bell schedules

1. English Language Arts Block: This year, we will be using the Core Knowledge Language Arts (CKLA) program through Amplify with all of our Kindergarten-5th Grade students. This program is specifically designed to support students in their progression from learning to read to reading to learn through explicit instruction in language and reading skills partnered with content knowledge mastery. In grades K-2, students will engage in 120 minutes of Tier 1 instruction in the form of Skills Strand and a Knowledge Strand. The 60-minute Knowledge Strand builds general knowledge, vocabulary, and other language skills. The Skills Strand, also 60 minutes, uses a phonics-based approach to teach the mechanics of reading and spelling. In grades 3-5, students will engage in an integrated content block that ranges from 90 - 120 minutes in each grade. Students will engage in thematic unit studies that range across science, social studies, and genre specific topics. There will be an emphasis on time spent in complex text and developing critical thinking skills. Explicit instruction in writing and grammar will be provided as students gain proficiency in their expressive writing skills. All students will also engage in 30 minutes/day of small group reading instruction where they will be receiving targeted support and instruction at their designated reading levels and skills.
2. In our math instructional blocks, we will increase the allocation of Tier 1 instructional time in designated Math block using Eureka Math curriculum; Daily bell schedule breakdown (Spiral Review - opportunities for targeted practice of previously taught standards using data to guide instruction, Eureka Math - Tier 1 instruction of new grade level content, and as the year progresses, Small Group Instruction - Tier 2/3 instruction using Eureka Math Equip for additional Eureka Math

lessons/resources that correlate to unfinished learning in Tier 1 instruction)

3. We are increasing instructional time for Arts and Physical Education (P.E.) classes. This enhancement reflects our commitment to a well-rounded education that nurtures creativity and promotes physical well-being. The extended time allows for a more comprehensive exploration of artistic expression and physical activities, ensuring alignment with National Art and Physical Education standards. By dedicating more time and standards alignment to these content areas, we aim to foster holistic development and provide students with a strong foundation in both creative arts and healthy living.
4. Science Instruction- For the new Science Curriculum, Amplify Science, students will be engaging in phenomenon based instruction. They will be introduced to world problems and with guidance will learn how to solve them. Students will be participating in partner reading, weekly hands-on labs, creating unit long investigation notebooks, participating in digital simulations as well as honing their reading and writing skills in a low and high tech capacity. Engaging with technology is the way of the future and through intentional practice, students will be set up for success to engage in the world around them.
5. Part of our instructional model emphasizes personalized learning through our Learning Lab content block. These instructional blocks will be utilized to provide [mCLASS](#) interventions to assigned groups of students based on their beginning and middle of year benchmark assessments (DIBELS). Instructional learning specialists (ILS) will facilitate intervention during this block aligned to student reading data and collect ongoing progress monitoring.

ii. After-school programming

1. Our before and aftercare program, Rocket Booster!, allows students to spend time in a safe, nurturing environment both before and after school. Rocket Booster! serves as an extension of our school day programming and provides academic intervention, enrichment opportunities, and social-emotional support for students. Rocket Booster! Before and Aftercare launched at the beginning of the 2021-2022 school year and provides extended day services to over 300 students across our three campuses daily. During services, 100% of our students had access to both physical movement and academic content designed to build off lessons they were receiving throughout the school day.

iii. Longer school day

1. All Rocketship DC schools operate on a seven hour school day. We believe access to high quality content and curriculum requires our instructional block to include; English Language Arts, Science, Mathematics, Arts, Physical Education, Health and Social-Emotional learning.
2. **Longer school year**
N/A

iv. Summer programming

1. The Rocket Booster! Extended Learning Program also provides summer school services at each of our three campuses. During summer 2023, over 500 Rocketship DC students were provided the opportunity to attend summer school five days a week for five weeks. Through our Rocket Booster! summer session, students engaged in English and Math instruction, art, and physical enrichment. This year, we partnered with Teach for America to build a strong partnership that provided our summer school participants with consistent and rigorous instruction.

v. School break/holiday programming

1. N/A

vi. Weekend programming (e.g., Saturday school)

1. N/A

b. Instructional Change

i. High-impact tutoring

1. In our Learning Labs, we have Instructional Learning Specialists/ Tutors that are dedicated to providing individualized tutoring/intervention to students that need support to access grade level academic content.

ii. New curriculum purchase

1. English Language Arts: Amplify CKLA (K-5); Amplify Skills curriculum (phonics instruction); Dibels (progress monitoring benchmark assessments)
2. Science: Amplify Science (K-5)

iii. New intervention program or support

1. mCLASS Intervention
2. Eureka Math Equip

iv. New uses of staff planning time for accelerated learning

1. We will utilize common planning time for our grade level staff that allows content coaching, professional development, and common plan time by content and subject area expertise.

v. New professional development for staff on accelerated learning

1. **Standards Institute:** Standards institute was an external learning opportunity that all Rocketship DC academic leaders (regionally based and school based) participated in in July 2023. Standards Institute supported our leaders' understanding of effectively unpacking Common Core standards and responding to student data.
2. **Amplify CKLA Skills and Knowledge:** Built on the Science of Reading, Amplify Core Knowledge Language Arts (CKLA) sequences deep content knowledge with research-based foundational skills. This curriculum was adopted across K-5. Staff received summer training sessions with regional leadership as well as academic school leaders to deepen their understanding and will continue to receive monthly development pertaining to effective ELA implementation.
3. **Amplify Science:** Staff received summer training sessions with regional

leadership as well as academic school leaders to deepen their understanding and will continue to receive monthly development pertaining to effective ELA implementation for the remainder of the school year.

4. **Dibels Reading Assessment:** All school based staff and regional achievement managers received a full day of Dibels training in order to adequately administer these benchmark assessments with students. Regional leaders were also trained on Dibels prior to implementation with teachers.
- c. **Staffing and Related Supports**
 - i. **Additional staffing**
 1. N/A
 - ii. **Additional vendor and/or community partner support**
n/a
 - iii. **New hardware purchase**
-60 iPads
 - iv. **New software purchase**
-MClass Amplify software
 - d. **Other**
 - i. **Please describe.**
 - 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.**

Students with Disabilities

4. **Describe the LEA's plan to ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.**
 - a. **Identify:**
 - i. **Any barriers the LEA has in meeting these requirements; and**
 1. As we prepare for the 23-24 school year, we know that many of our students with disabilities will have significant academic needs and there will be a higher demand for services, evaluations, and IEP meetings this year. Rocketship is anticipating a higher than average number of initial referrals from both the LEA and families. Typically this unexpected volume of initial evaluations with already planned re-evaluations created a high volume of evaluations to complete between March and June annually. We anticipate potential barriers to include volume of eligibility processes and eligibility determinations.
 - ii. **The LEA's plan to address those barriers; and**
 1. We will prioritize systems designed to accelerate academic achievement through rigorous progress monitoring to provide additional time and capacity for all stakeholders to support the increased demand for services, evaluations and eligibility determinations. Addressing this barrier will begin during the first 30 days

of teacher professional development programming. All staff, including special education teachers, general education teachers, paraprofessionals and related service providers will also be provided with appropriate training and ongoing support to be able to meet the needs of our students with disabilities in ways that will accelerate their achievement. This also includes intensified development for special education teachers and service providers to complete annual planning for all current students with disabilities with the goal of completing all triennial evaluations before June 2024. Rocketship has created systems and structures in addition to the OSSE Special Programs data system that will allow for IEP teams to proactively plan and collaborate in meeting all initial and reevaluation timelines. This will allow the team adequate time to complete potential initial evaluations in the last quarter of the school year (March - June).

iii. The LEA's plan for communication with families to ensure completion of evaluation requirements.

1. Rocketship DC has Integrated Special Education Specialists (ISE Specialists) that serve both as a student's teacher and case manager. This means that our ISE Specialists and families establish a strong partnership through frequent, informal formal communication around progress as well as communication around formal IEP team meetings and compliance documents.. By positioning our teachers as case managers, we are able to maintain small caseloads that ensure frequent and consistent communication with families. ISE Specialists are provided intensive training throughout the school year to equip each specialist with the necessary case management skills to collaborate with families about their student's IEP and Eligibility meetings are being communicated in a timely manner. Our LEA has developed a check and balance system with our Regional and School-Based teams to monitor and manage legal and district IEP requirements for students and families.

2. **Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.**

Rocketship's Regional Special Education team will review all relevant information and data for students enrolled in the 2022-2023 school year.

This data will include:

iv. Details on IEP implementation during distance learning such as:

1. Services prescribed by the IEP
2. Services available to the student through distance learning;
3. Student's engagement in the available services, any reason for disengagement and
4. Efforts made to engage or re-engage the student.

- v. Progress monitoring data such as:
 - 1. School-wide data reflecting progress/regression for entire grade-level (which can then be used to compare to individual student-level data)
 - 2. Student-level data reflecting progress/regression for individual students to include both standardized assessments and individual IEP goal progress.
- vi. Details on recovery services and accelerated learning opportunities available to the student.
- b. **Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families and how the LEA plans to ensure the delivery of these services to students.**
 - i. Once the LEA has compiled quantitative and qualitative data points from the student's IEP performance, it will be reviewed by teachers and school leaders to make an initial recommendation in communicating to families on whether Compensatory Services are warranted, sharing all data reviewed.
 - ii. Students for whom Compensatory Services are warranted, the IEP team will meet to develop a plan for appropriate Compensatory Services that will include any continued provision of accelerated learning and recovery services as well as additional services that are required for the student to recover lost learning or skills.
 - iii. For students whom the LEA is not recommending Compensatory Services, families will be provided with the written recommendation that includes all data reviewed based on the outcome of the decision. Families can choose to (1) meet with the IEP team to review the recommendation or (2) agree to the recommendation that is provided. If the family chooses to review the recommendation, the IEP team will convene and review the relevant data then make a final determination including the need of and plan for any Compensatory services, both to include any continue provision of accelerated learning and recovery services as well as additional services that are required for the student to recover lost learning or skills. If the family agrees with the recommendation they will sign the documentation provided to indicate their agreement and a Prior Written Notice will be issued outlining the process including data, recommendation and agreement.
 - iv. All plans for compensatory services will be outlined and signed by both the family and LEA and will include the specific type, location, timing and amount of services that will be provided as well as the timeframe for those services. All documentation for Compensatory Service Plans and Decisions will be uploaded into each student's individual profile in SEDS using miscellaneous cover pages and will include all relevant documentation, as well as meeting notes if applicable.

Assurance Statement for Continuous Education Plans (CEPs)

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

The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math and science across grades K-12.

The LEA attests to the following statement regarding **2023-24 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 the 2023-24 school year.

The LEA attests to the following statement regarding **graduation and promotion** for the 2023-24 school year:

The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203 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 situational 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 situational 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 situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery and other educational opportunities.

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.

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

The LEA will ensure that EL 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 EL program and services to all EL students across both situational distance and in-person learning environments,

The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

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

The LEA will ensure that, to the extent its situational distance learning program uses technology, each student will have access to a device, other needed technology 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 revision 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 2023-24 school year and provide families awareness of:

An accessible, family-facing description of their continuous education plan for the 2023-24 school year, in an understandable and uniform format; and

- An accessible, family-facing description of their health and safety plan for the 2023-24 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.

Submission of the 2023-24 school year CEP is considered a six-month update of the LEA's 2022-23 CEP, consistent with requirements asked of LEAs receiving ESSER III-ARP funds. The LEA will update the 2023-24 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2024.

By submitting this continuous education plan and signing below, the LEA assures that this plan reflects the LEA's best thinking on how it will provide continuous education during potential situational distance learning and accelerate learning for the 2023-24 school year.

Assurance Statement for Health and Safety Plans

The LEA attests to the following statement regarding operating in accordance with applicable **DC Health and OSSE COVID-19 guidance**:

- The LEA ensures that it will adopt any required measures from applicable DC Health and OSSE COVID-19 guidance to help respond to and reduce the risk of COVID-19 transmission among students, staff, families and the community.