



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoc.org



## **Spring 2021 Education Plan and Assurances**

### **Jefferson K-12: a Somerset School**

*Due: December 15, 2020*

## Spring 2021 Education Plan and Assurances

### Purpose

The purpose of this document is to guide charter schools and charter school networks to plan for the continued implementation of the 2020-21 District Reopening Plan through an updated Spring 2021 Education Plan and to capture an updated agreement of assurances. The flexibility provided for in DOE Order No. 2020-EO-07 is necessary to respond to and mitigate the impact of the emergency and to promote the health, safety and welfare of persons connected with Florida's educational system. Overall, this document focuses on accomplishing the following four goals:

1. Building on the successful reopening of all public schools to in-person instruction;
2. Promoting parental choice while ensuring that every student is making adequate academic progress;
3. Providing financial continuity to enable each school district to maintain the full panoply of services for the benefit of Florida students and families, including students from vulnerable populations such as low-income families, migrant families, the homeless, English Language Learners (ELLs), students in foster care and students with disabilities; and
4. Empowering every district and charter school to maintain high-quality school choices for Florida students and families with a focus on eliminating achievement gaps, which have been exacerbated by the crisis.

### Directions

Charter schools and charter school networks shall complete this form and submit it to their school district sponsor no later than December 15, 2020. The subject line of the email must include the name of the charter school and Spring 2021 Education Plan and Assurances. The charter school shall complete the plan, agree to all assurances and faithfully implement the plan to receive the statutory flexibilities and financial supports that are offered in DOE Order No. 2020-EO-07. Approval of this plan will be predicated on the ability to deliver the needed resources for intervention programs to address any learning loss or lack of progress for students not on grade level, especially those students who are returning from options other than the traditional brick and mortar setting.

### Charter School Education Plan Assurances

The charter school or charter school network must agree to ALL of the assurances by checking the corresponding boxes.

**Assurance 1: All schools will remain open.** *The charter school or charter school network agrees to the conditions set forth in section II.a. of DOE Order No. 2020-EO-07.* The charter school will continue to assure that its brick and mortar school will continue to operate at least five days per week for all students, subject to advice and orders of the Florida Department of Health, local departments of health and subsequent executive orders.

**Assurance 2: Continue the full panoply of services.** *The charter school or charter school network agrees to the conditions set forth in sections II.b. and II.e. of DOE Order No. 2020-EO-07.* The school agrees to continue to provide the full array of services required by law so that families who wish to educate their children in a brick and mortar setting, full-time, continue to have the opportunity to do so.

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The school agrees to provide students with Individual Educational Plans (IEPs) the services necessary to ensure that they receive a free and appropriate education. The school agrees to identify students who may have regressed during school closures or during the fall term. The school will ensure that IEP teams are appropriately determining needed services, including compensatory services. If an ELL's reading, writing, listening or speaking skills have regressed during school closures, the school agrees to convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed.

☒ **Assurance 3: Continue progress monitoring and interventions.** *The charter school or charter school network agrees to the conditions set forth in sections II.c. and II.d. of DOE Order No. 2020-EO-07.* The school agrees to continue to provide robust progress monitoring and requisite interventions to all students, with tiered support for students not making adequate progress. Students who are receiving instruction through innovative learning modalities must transition to another learning modality if they fail to make adequate progress. The school agrees to provide monthly progress monitoring reports to parents/guardians for students identified as performing below grade level and/or demonstrating decline on the school's progress monitoring system. At the end of the spring semester, the school will provide the Department with a detailed report, in a format prescribed by the Florida Department of Education, based on progress monitoring. The report will delineate the interventions provided to students and the effectiveness of each intervention. The purpose of this report is to identify and differentiate between effective and ineffective intervention strategies provided to students who are not making adequate progress. The school agrees to continue to provide supplemental services (afterschool, Saturday Academy, and summer school) for any student who, based upon progress monitoring or other data, has not achieved grade-level mastery or who is not on track to achieve a minimum of one year of academic growth during the 2020-21 school year. The school agrees to identify these students and provide written notice of the need and availability of these services to parents/guardians.

☒ **Assurance 4: Innovative learning modality.** *The charter school or charter school network agrees to the conditions set forth in sections II.g. and II.h. of DOE Order No. 2020-EO-07.* The charter school agrees that if a student receiving instruction through the innovative learning modality is failing to make adequate progress, the parents/guardian will be contacted, and the student must be transitioned to face-to-face instruction. The school agrees that a student who is not making adequate progress will only be allowed to remain in the innovative learning modality if the charter school: 1) provides written notice to the parent or guardian that the child is not making adequate progress and any associated education risks; and 2) obtains written acknowledgement from the parent or guardian verifying the receipt of this information and the intent to remain in the innovative learning modality. The school agrees that students transitioned out of the innovative learning modality must be given additional interventions and support. Charter schools must not unreasonably restrict the decision of a parent or guardian to alter the learning modality (in-person, innovative, virtual) that best suits their child's needs. Restricting when changes can be made during a certain time of the semester or requiring more than a week's notice prior to changing a student's learning modality are presumptively unreasonable.

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☒ **Assurance 5: Truancy/Attendance of students.** *The charter school or charter school network agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The charter school agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.

☒ **Assurance 6: Continue professional development.** *The charter school or charter school network agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The charter school agrees to continue to provide professional development to teachers and leaders to become proficient in the delivery of grade-level standards within all learning modalities, as well as the utilization of progress monitoring for remediation and intervention.

### District Spring 2021 Education Plan

**Directions:** The charter school or charter school network must address each of the following areas and their sub-components in the corresponding text box below. Please remember to clearly label the required information you are providing below accordingly, e.g., 1.a., 2.c., 3.d., etc. Additionally, please check to make sure you have **thoroughly and clearly answered each required area and sub-component below prior to submission.**

1. **Spring Intervention Plan.** The charter school or charter school network shall explain in detail a proposed 2021 Spring Intervention Plan with the following three components:
  - a. A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the school's plan for additional instructional time including afterschool, weekends, and/or summer programs, and an explanation of how lost instruction time has been or will be made up.
  - b. Targeted outreach for students who are demonstrating a decline on the district's progress monitoring system for reading and mathematics, by grade level and by learning modality.
  - c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

**A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the school's plan for additional instructional time including afterschool, weekends, and/or summer programs, and an explanation of how lost instruction time has been or will be made up.**

We understand that achievement gaps are still persisting nationwide, especially due to the pandemic. From the beginning of the pandemic, our schools immediately switched to our innovative model, Remote-Live Instruction (RLI), to ensure that our students would continue to receive the necessary support to succeed. The plan and Innovative Model apply to all school types in the network.

The Innovative Model maintains high-quality instruction and services for the 2020-21 school year. It is aligned with guidelines established by the Florida Department of Education in DOE ORDER NO. 2020-EO-07.

Brick and Mortar Modality - Families who wish to educate their children in a brick-and-mortar school full time will continue to have the opportunity to do so. Students who are failing or not making adequate progress in Reading or/and Math, at risk of possible retention, and high school students in 12<sup>th</sup> grade that

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are not meeting graduation requirements, will be advised to attend school using this option. The schools will be open 5 days a week. Students will receive instruction on campus where in-person class is feasible. The Network's board of directors will use CDC, local, state, and national guidelines and news to help aid in this decision. The Network's board will authorize the decision to open or close any of its schools, subject to the advice of the State or local Department of Health. In any case of full school closures, the school will contact all stakeholders, the Florida Department of Education, and the District about its day-to-day decision and plan to ensure that every student continues to learn and is safe throughout the process.

### Innovative Model:

Remote Live Instruction (RLI) – Instruction will take place primarily online with live, real-time synchronous instruction. Through this synchronous instruction model, students who choose this model will receive the same instruction as their brick-and-mortar peers. This is the model students accessed during COVID-19 school closures. Students may be invited on campus in small groups or individually for assessments and targeted instruction.

Schools will provide the full array of services required by law so that families who wish to educate their children in a brick-and-mortar setting have the opportunity to do so. These include tutoring, access to digital platforms, and the ability to interact with a student's teacher and peers.

- Our schools will continue to offer core courses and electives in all our educational innovative models.
- ESE and general education teachers will plan and deliver instruction aligned with IEP goals. They will use specially designed instruction and supplementary aids using State adopted curriculum materials.
- Teachers will provide services that can be incorporated via the digital platform.
- Gifted teachers will follow the Educational Plans and deliver lessons that differentiate and enrich the educational experience.
- ELL teachers will plan and deliver lessons that incorporate strategies to enhance second language acquisition in accordance to their student LEP Plans and using state adopted curriculum materials.
- Mental health counseling and social emotional lessons will be provided to reduce stress, nervousness, fear or anxiety using CASEL approved curriculum and identify students in crisis.
- General Education teachers will provide accommodations identified on IEPs/504 Plans.
- Schools will continue to provide individualized instruction through pull-out, push-in support and before and after-school, and Saturday tutoring to all of our vulnerable populations.
- Gifted and ESE services will continue to be provided through pull-out, push-in support during normal school hours. The gifted and ESE teachers will ensure that every plan is being followed and documented accordingly in EdPlan.

Currently, Face-to-face and RLI tutoring is provided before and after school, on Saturdays, and summers for students who are not making adequate progress. These tutoring/support sessions are taught by certified teachers and paraprofessionals for students who show the need for the extra support based on student performance and assessment data. These tutoring sessions have begun and will continue as needed. In addition to this, teachers and other faculty members offer office hours for students to receive additional support.

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Specialized instruction will continue to be provided by adapting, as appropriate, the content, methodology, and/or delivery of instruction to address the unique needs of the student that result from his/her disability, and to ensure access to the general curriculum. The content may be adapted by providing accommodations and modifications during lesson delivery. The methodology may be adapted by reviewing the student's IEP and choosing the evidence-based method that will ensure individualization to make academic progress. The delivery of instruction will be discussed at IEP meetings in order to ensure a Free and Appropriate Public Education.

### **Targeted outreach for students who are demonstrating a decline on the district's progress monitoring system for reading and mathematics, by grade level and by learning modality.**

We continue to look at multiple data points including several diagnostic tools, student performance, and other academic data to identify and determine which students are demonstrating a decline in learning gains. Parents of at-risk students have been notified by teachers, counselors and administrators using electronic progress reports, in-person and online conferences. The school will continue to identify at-risk students and if they are receiving instruction in the innovative model will be encouraged to send students to in-person learning. Students who are showing a decline in learning gains will be provided additional support from either their teacher or another certified educator. This includes tutoring, pull-out support, attending office hours, among other methods. Additional intervention programs and services will be used to provide students continuous learning and support as needed and necessary. All of our schools are staffed with certified professionals to meet the needs of all students and provide adequate classes and tutoring when a student is identified to need the extra resources to continue to succeed. Students in Tier 2 and 3 will continue to receive additional intervention in both Reading and Math. Schools identify specific times within their master schedules to support students with identified needs.

ELL students who attend school in-person will receive ELL services as normal. There will be both pull-out and push-in support to ensure that students are continuing to grow socially, emotionally, and academically. Students who attend school through Remote Live Instruction will also receive the ESOL services to help them achieve their goals. The Remote Live Instruction students may choose to either receive additional help in-person (by coming to campus on specified days and times) or through Remote Live Instruction. Students who choose to receive the support through Remote Live Instruction will join breakout rooms where they will receive personalized instruction with an ELL Certified or Endorsed teacher, and they will also be able to get extra support while in class.

The LEP Committees will meet to discuss the ELLs, update the LEP plans for each student, and discuss these plans and services with parents or guardians. Throughout this process, teachers will be involved to help them understand what services students are receiving and what additional services they can advocate for the students who seem to either not be improving academically or regressing. This is in addition to monitoring the assessment scores from Imagine Learning, Ellevation, or other ELL assessments, and grades of the ELLs.

The Individualized Education Plan teams will meet in person or virtually to review and revise IEPs, as required by state and federal laws. All required IEP Team members will be present in order for a meeting to be held, and the 10-day notification with Procedural Safeguards will be provided. Each team member will bring important information to the IEP meeting and add to the team's understanding of the student and what services the student needs. Parents/Guardians will be strongly encouraged to be involved in this process whether via video conferencing or in person. For students who access their education through

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Remote Live Instruction, we will offer several different methods to schedule annual IEP meetings or for initial IEPs. In all cases, teachers will have the ability to offer their feedback and request for students to be evaluated or re-evaluated by team members. ESE students will either be receiving Remote Live Instruction (synchronous learning), in-person learning, or a combination of both modalities. The teacher will be able to determine how a student is progressing academically. The school will determine whether the student will benefit from additional services provided through an IEP. All ESE and gifted services and strategies will be documented in the EdPlan and any other appropriate school or district system.

Students will be provided accommodations as outlined in their IEP. The IEP services will be provided in-person or through Remote Live Instruction settings to the greatest extent possible. Students who are able to return to the in-person setting will be educated within the Least Restrictive Environment (LRE) as documented on their IEP. Students who access their education via Remote Live Instruction will be provided their services through push in or pull-out virtual models. For students with consultation, the ESE teacher will support the General Education teacher with appropriate instructional strategies to implement within the LRE. For students with support facilitation, the ESE teacher will work in conjunction with the General Education teacher during live instruction and provide specially designed instruction with ESE students. For students with Resource Room or a pull-out delivery model, the ESE teacher will provide a separate breakout room to individualize instruction based on the nature of the disability. Supplementary aids and services will be provided via the digital platform as per the IEP to ensure access to FAPE. General Education teachers will provide accommodations identified on IEP/504 plans to ensure equal access to course instruction, materials and evaluation. The implementation and documentation of accommodations will level the playing field and minimize the impact of the student's disability on their academic performance via digital platforms. Students who join through Remote Live Instruction will have ESE teachers coteach with the general education teacher. The ESE teacher or qualified paraprofessional will pull students into breakout rooms to provide the necessary services.

### **Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.**

Students who are transitioning from our innovative learning model, RLI, back to brick-and-mortar instruction will continue to receive the same services and support as every student, regardless of modality. With the nature of the RLI model, our teachers who teach our brick-and-mortar students are also simultaneously teaching our RLI students. Our innovative learning model allows for a seamless transition for students who return to brick-and-mortar instruction or vice-versa. Interventions will continue to be provided for both modalities for students identified for Tier 2 and Tier 3 support/resources. Students who transition will have someone assigned to them to ensure that services and learning needs are still being offered. Schools have identified specific times within their master schedules to support students with identified needs.

The resources and interventions can include but are not limited to:

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### Elementary Literacy Intervention and Support Resources

Intervention	Phonological Awareness	Phonics	Fluency	Vocabulary	Comprehension
iReady Toolbox	X	X	X	X	X
Wonders	X	X	X	X	X
SRA Reading Mastery	X	X	X	X	X
iReady	X	X	X	X	X
Ladders to Success	X	X	X	X	X
Catch up with Coach	X	X	X	X	X
Readworks	X	X	X	X	X
Khan Academy	X	X	X	X	X

### Elementary Math Intervention and Support Resources

Intervention	Math Support/Resources
iReady Math	X
iReady Toolbox	X
IXL	X
Go Math	X
Catch up with Coach	X
Reflex Math	X



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### Secondary Literacy Intervention and Support Resources

Intervention	Phonological Awareness	Phonics	Fluency	Vocabulary	Comprehension
iReady Toolbox	X	X	X	X	X
Common Lit	X	X	X	X	X
Study Sync	X	X	X	X	X
iReady	X	X	X	X	X
Ladders to Success	X	X	X	X	X
Catch up with Coach	X	X	X	X	X
Readworks	X	X	X	X	X
Khan Academy	X	X	X	X	X

### Secondary Math Intervention and Support Resources

Intervention	Math Support/Resources
iReady Math	X
iReady Toolbox	X
IXL	X
Math Nation	X
Catch up with Coach	X
Khan Academy	X

\*The schools will also be using Imagine Learning, Ellevation, or other ELL strategies for ELL students.

In addition to the original assessments that our schools have been using (may include but is not limited to iReady Reading and Mathematics, IXL Math, Achieve3000, Edgenuity, PSAT 8, SpringBoard, PSAT 9, PSAT NMSQT 10/11, MDCPS Interim Assessment, and Carnegie), our schools will also continue to use the Adaptive Progress Monitoring (APM) as another assessment and data point for our students. These

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resources will continue to be used to help address and assist students who are not making the adequate progress based on the multiple data points identified by the schools.

### 2020 - 2021 ASSESSMENT CALENDAR GRADES PreK-12

*Be advised that due to COVID-19, testing dates are subject to change.*

ADMINISTRATION WINDOW	DESCRIPTION	ABBREVIATION	PARTICIPANTS
July 12 - 24 Closed	Florida Standards Assessments - End of Course Assessment <b>Algebra 1 CB7</b>	FSA EOC	Grades 9-12, eligible
July 26 - 30 Closed	Alternate Assessment for Grade 3 Prometric (SAT-10)	AAGTP	Grade 3, retained
August 21 - September 22 Closed	Florida VPK Assessment Assessment Period 1 (AP1)	VPK	Preschoolergarten
August 24 - June 4	CELLA Online - Initial Testing for ELL students (within 10 days of student entry)	CELLA	Grades 1 - 12
August 24 - June 4	OLP/PS - Initial ELL testing for students (within 10 days of student entry)	OLP/PS	Grade K
August 24 - May 1	Topic Assessments - Algebra 1 & Geometry (Performance Matters)	TOPIC	Grades 9 - 12
August 24 - June 4	LEA Test Prep for Reading & Mathematics	LEA	Grades 4 - 12
August 24 - June 4	Edgenuity for Reading & Mathematics	EDGE	Grades 6 - 12
September 2020	Florida Standards Alternate Assessment FSA(A) - Datafile - Data Collection	FSA(A)	ELL, eligible
September 7 - June 4 (as needed)	Florida's Postsecondary Education Readiness Test - Comparative Score for Algebra 1 EOC	PERT	Grades 11 eligible
September 14 - October 2	Florida Assessments for Instruction in Reading (FAIR)	FAIR FB	Grades 3-10
September 14 - October 9	Florida Assessment Tests (Benchmarks): Science, Biology 1	BBA	Grades 5, 8 Grades 9-12 eligible
September 14 - October 9	Florida Diagnostic Test (FDI)	F-Ready	Grades K-6
October 2 - October 30	Fluency Growth Monitoring	F-Ready	Grades K-8
TDU - December 16	Florida Kindergarten Readiness Screener (STAR Assessment)	FLK1R	K, kindergarten
TBD - December 18	Florida Standards Assessments English Language Arts Grade 10 Retake CB7 Writing Component Reading/Listening Component	FSA ELA RETAKES	Grades 10, 11, 12, eligible includes 10 <sup>th</sup> grade students in Spring 2020
TDU - November 20	Florida Standards Assessments - End of Course Assessment Algebra 1 and Geometry CB7 Florida Next Generation Science State Standards End-of- Course Assessments Biology 1, Ecology and Life History CE1	FSA EOC NGSS EOC	Grades 9-12, eligible includes students enrolled in Algebra 1 in Spring 2020
TDU - October 30	Florida Standards Alternate Assessment - Performance Task Grade 10 ELA Math Algebra 1 EOC Math	FSA(A)	Grades 9-12, eligible
October 8 - 22	District ELL Writing Test	DWT	Grades 4-5, optional
October 8 - 30			Grades 6-10, optional
October 19 - November 4	Accelerated Progress Monitoring (Cardinal Assessments) FSA Math (Grades 3-8) and Reading (Grades 3-10)	APM	Grades 3 - 10
October 27	SAT (in school administration)	SAT	Grade 12
November 2020	Florida Standards Alternate Assessment (FSA(A) - Datafile) Data Collection	FSA(A)	ELL, eligible
November 1 - 27	Fluency Growth Monitoring	F-Ready	Grades K-8
December 18 - December 18	Winter Assessments English Language Arts, Algebra 1, Geometry	WTA	Grades 9-12, EOC optional
November 23, December 15	Florida Standards Assessment - End of Course Assessment Algebra 1 and Geometry CB7	FSA EOC	Grades 9-12, eligible

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**GRADES PreK-12**  
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December 1 - 18	Ready Growth Monitoring	I-Ready	Grades K-8
January 6 - 27	Florida VPK Assessment (APZ)	VPK	Pre-kindergarten
January 11 - February 3	Florida Assessments for Instruction in Reading (AFIR)	FAIR-PS	Grades 9-10
January 11 - February 3	i-Ready Diagnostic Test (APZ)	I-Ready	Grades K-8
January 25 - March 19	Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)	ACCEBBS	Grades K-12, all licensed ELLs
January 25 - May 7	Grade 3 Reading Student Portfolio	OTRSP	Grade 3
January 26	Preliminary SAT / National Merit Scholarship Qualifying Test	PSAT / NMQT	Grade 9, optional Grade 10 Grade 11, optional
January 26	Preliminary SAT (9 - PSAT)	PSAT (9)	Grades 9 & 10, optional
February 1 - 17	Adaptive Progress Monitoring (Cambridge Assessments)	APM	Grades 3 - 10
February 1 - 26	Ready Growth Monitoring	Ready	Grades K-8
February 22 - March 12	Florida Standards Assessments English Language Arts - Grade 11 includes Writing and Reading Components CBT	FSA ELA RETAKE	Grades 11-12, eligible
	Algebra 1 Retake CBT	FSA EDC ALGEBRA 1 RETAKE	Grades 9-12, eligible Retake only
March 2021	Florida Standards Alternate Assessment (FSAA) - Datacube Data Collection	FSAA	K-12, eligible
March 1 - 31	Ready Growth Monitoring	Ready	Grades K-8
March 1 - April 16	Florida Standards Alternate Assessment English Language Arts and Mathematics Writing	FSAA	Grades 3-8 Grades 4-8
March 24	SAT (in school administration)	SAT	Grades 11-12
March 16 - April 30	Florida Standards Alternate Assessment English Language Arts Writing End-of-Course Assessments, Algebra 1 & Geometry	FSAA	Grade 9 and 10 Grade 9 and 10 Grade 9-12, omitted
March 24	SAT (in school administration)	SAT	Grades 11-12
April 5 - 10	Florida Standards Assessments English Language Arts - Writing Component - CBT	FSA	Grades 3 - 10
April 5 - 16	Florida Standards Assessments English Language Arts - Writing Component - Paper Florida Standards Assessments English Language Arts - Reading Component - Paper	FSA	Grades 4 - 8 Grade 3
April 13	SAT (in school administration)	SAT	Grades 11-12
April 13 - 18	Standard Achievement Test, 10th Edition Reading and Mathematics	SAT-10	Grades K-2
April 20 - June 11	Cambridge Assessment International Certificate of Education Examinations	ACE	Grades 10 - 12, enrolled and registered
April 29	SAT (in school administration)	SAT	Grades 11-12
April 30 - May 21	International Baccalaureate External Written Examinations	IB	Grades 11-12, enrolled and registered
May 3 - 14	Advanced Placement Exams	AP	Grades 9-12, enrolled and registered
May 3 - 14	Florida Standards Assessments English Language Arts - Reading - Paper	FSA	Grades 4-8

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**GRADES PreK-12**  
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May 3 - 11	Mathematics - Paper		Grades 3-6
May 3 - 26	Florida Standards Assessments English Language Arts - Reading - CBT Mathematics - CBT	FSA	Grades 7-10 Grade 7-8
May 3 - 26	Florida Standards Assessments - End-of-Course Assessments Algebra 1 and Geometry CBT	FSA EDC	Grades 9-12, eligible
May 3 - June 1	i-Ready Diagnostic Test (APZ)	Ready	Grades K-2, 4-8
May 3 - June 1	Florida Assessments for Instruction in Reading (AFIR)	FAIR-PS	Grades 9-10
May 19 - 21	Science Science Assessments - Paper	Science	Grades 5 and 8
May 11 - 20	Florida VPK Assessment (APZ)	VPK	Pre-kindergarten
May 24 - June 4	Alternative Standardized Reading Assessment (i-Ready or ITBS)	ASRA	Grade 3

- a. **Innovative Learning Modality.** The charter school or charter school network shall explain in detail its plan to:

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- a. Offer the innovative learning modality only to students who are making adequate academic progress.
- b. Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The charter school must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The school must submit a copy of the written acknowledgement form that they will provide to parents/guardians.

### **Offer the innovative learning modality only to students who are making adequate academic progress.**

#### **Innovative Model:**

Remote Live Instruction (RLI) – Instruction will take place primarily online with live, real-time synchronous instruction. Through this synchronous instruction model, students who choose this model will be receiving the same instruction that their brick-and-mortar peers. These students will be receiving the same instruction from the same teacher at the same time as their in-person peers through this synchronous model. This is the model students accessed during COVID-19 school closures. Students may be invited on campus in small groups or individually for assessments and targeted instruction.

Progress monitoring data, student performance data, and other factors will be utilized to identify students who are not making the adequate growth in the RLI option. A student who is not making adequate progress in reading and math will be identified and receive additional support. Parents will be notified of the performance, and will be contacted about transitioning the student to the brick-and-mortar option. This progress monitoring will be done on a monthly basis to ensure that students are meeting their progress monitoring goals and, if not, that resources and support are put immediately in place to ensure their success. Monthly progress reports will continue to be sent out to parents and families to help them better understand how their student is growing and to make the necessary accommodations if needed.

**Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The charter school must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The school must submit a copy of the written acknowledgement form that they will provide to parents/guardians.**

Parents of students who are not making adequate progress in RLI will be notified, in writing, of such and will be informed that the student should return to brick-and-mortar learning. If the parent or family fails to respond to the written letter, the school will call and document all communication attempts. The school will document the decision of the family, to either keep the student learning through RLI or transition them to brick-and-mortar.

For students who are not making adequate progress, there will be several support systems in place to ensure that they continue to grow academically. In addition to the programs that were purchased (listed in assurance 1), students will be encouraged to attend teacher office hours, will begin to have pull-out tutoring, and other additional services with teachers, paraprofessionals, or other educators.

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### Parent Intervention Notice Jefferson K-12: a Somerset School

Date: \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

Dear Parents and Guardians,

The recent Emergency Order issued by the Florida Department of Education states that if a student receiving instruction through a virtual learning model (Remote-Live Instruction, for example) is not making adequate academic progress, the student must be transitioned back to in-class, on campus learning.

Students who are identified as not making adequate academic progress will only be able to remain in the current learning setting, despite a school's recommendation to transition back to in-class learning, if the school: 1) provides written notice to the parent that the child is not making adequate progress and informs the parent of any associated education risks (such as grade level retention or failure to meet graduation requirements) and 2) obtains written acknowledgement from the parent verifying receipt of this information and the parent's choice to keep the student in the virtual learning model.

We are sending this letter to notify you that your child, \_\_\_\_\_, is not currently making adequate academic progress based on one or more of the criteria indicated below. He/She needs additional academic support to meet grade level standards or graduation requirements.

- Progress monitoring data
- Potential grade level retention
- Not meeting high school graduation requirements (12<sup>th</sup> grade).
- State assessment data
- Truancy

Pursuant to the emergency order, is it our recommendation that your child be transitioned to in-school, on campus learning so that he/she can receive additional interventions and supports.

Our highly talented teachers and support staff are dedicated to working together to accelerate your child's progress throughout the remainder of the school year. Your child's progress will be closely monitored and updates regarding their progress will be provided monthly.

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Please select one option below to indicate receipt of this letter and the educational choice you are selecting for your child:

*By my signature below, I acknowledge I have received notification that my child is not making adequate academic progress towards standards mastery after having participated in intensive interventions in a remote setting. The School has recommended that my child be transitioned to in-person, live instruction so that he/she can receive additional interventions and supports. The risks and benefits to my child's education have been explained to me by the School and I understand those risks.*

\_\_\_\_\_ *I will transition my child to in-person, on campus instruction as recommended by the School.*

\_\_\_\_\_ *My child will NOT transition to in-person, live instruction at this time. I understand that my decision is against the advice of the School and I accept the risks associated with this decision. The School is not responsible for any adverse impact to my child's academic progress as a result of my choice to keep my child in the current virtual learning modality.*

Parent/Guardian Signature: \_\_\_\_\_  
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

As always, do not hesitate to contact us at 850-997-3555 if you need additional information or assistance.

Educationally Yours,

Principal Cory Oliver

- b. **Enhanced Outreach - Truancy/Attendance of Students.** The charter school or charter school network shall list strategies they are implementing to:
  - a. Identify vulnerable students who have had limited or no contact with the school and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.

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- b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

**Identify vulnerable students who have had limited or no contact with the school and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.**

At the beginning of the year, schools provided families with the necessary devices and tools required to continue learning through the innovative RLI or FCL model. There are support systems in place to ensure that the students have the necessary equipment and resources to continue learning with these modalities if the families choose. If there is an issue where the student absences are directly correlated to reliable connectivity or device accessibility, the school will address the issue to ensure the student is engaged and attending classes.

Each school has a database and an attendance clerk who works with administration and tracks students who are not attending school either in person or through RLI. Schools contact these students and the families to better understand what obstacles prevented the student from attending school. Parents are notified daily based on the attendance bulletin. Students with excessive unexcused school absences will receive referrals. Additionally, counselors will perform necessary interventions. There will be regular meetings to ensure all students are immediately identified and provided with the necessary resources to encourage attendance. Counselors and administrators will discuss cases of truancy and will document as required by law. For all RLI students who meet this status of truancy, schools will recommend the student attend school in person. If additional outreach does not have a positive impact, and the student continues to miss school or is not engaged with the learning, there will be a wellness check, a home visit, or both. Continued support and guidance will be provided to the families for as long as needed and to guarantee that the student is engaged with learning.

**Identify VPK – and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.**

Seeing that VPK and other preschool programs are voluntary, our schools with VPK programs have developed an online application that is connected to the school's database that can be accessed by any device. This registration form is available in both English and Spanish. Parents who needed help with the process of signing up were able to call the schools for assistance. Additionally, schools will use several forms of communication to reach out to current families and neighboring preschools to inform them of our high-quality kindergarten programs. There will be continuous parent involvement through weekly communications on curriculum goals taught and how the parent can assist his/her child at home. Packets would be prepared for students to take home on Friday to review skills at home and upcoming lesson skills. If a parent is doing virtual learning, they can drive by to pick up the packet at a designated time determined by the applicable schools. The packets will be in English and Spanish.

Robust progress monitoring practices will continue to be in effect including for students receiving instruction through innovative models. The teachers will be able to ensure that every student is engaged

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with instruction by monitoring both the in-person and Remote Live Instruction students. Every teacher will be able to see every student, will be able to ask students to participate, show their work through multiple different applications, and will be held accountable for meeting the classroom expectations and rules. The schools will adhere to the guidelines relating to class size based on the school average for the different grade levels as per s. 1003.03. This includes students who are attending through Remote Live Instruction.

The VPK Assessments is administered to all students three times during the school year, beginning (AP1), Middle (AP2) and end of year (AP3). The assessment includes four measures because they are predictors of future reading and mathematics success: print knowledge, phonological awareness, oral/language vocabulary and number sense.

Upon completion of the VPK Assessment, the data is reviewed and a progress monitoring plan is set in place to ensure that students build upon their areas of weakness. The teacher develops interactive and hands-on lessons to increase knowledge and skills where the student has shown a deficiency. Additional resources are utilized from FCRR.

Furthermore, after the AP2 VPK Assessment is administered, students engage in Success Maker lessons in both Reading and Mathematics to enhance their readiness for Kindergarten.

Lastly, the Office of Early Learning will begin a two-year Pilot program beginning in January 2021 to focus on Progress Monitoring tool "STAR Early Literacy Assessment". It will establish the consistency with the VPK Assessment and Kindergarten readiness and provide a comprehensive overview of the learning and growth.

This section only applies to our applicable schools.

- c. **Professional Development.** The charter school or charter school network shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including:
- a. Innovative and virtual learning modalities;
  - b. Interventions to support students in various learning modalities; and
  - c. Technology needs (especially new learning management systems).



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### **Innovative and virtual learning modalities and Technology Needs**

RLI was successfully implemented in our schools at the start of the pandemic. Through the purchase of devices and digital tools, trainings, and strategic implementation, the schools were able to seamlessly transition to RLI and offer students an engaging, synchronous learning model. This model is still currently in place in addition to a blended model. Additionally, each school received additional RLI, secure proprietary platform, and Classroom of the Future support and professional development sessions. These sessions allowed educators to become familiar with the RLI modality of instruction. Professional development was provided to educators on how to teach students using both RLI and brick-and-mortar instruction in a synchronized environment. A teacher guide is available through a secure platform with information on how to get the most out of RLI and Classroom of the Future. Content specific professional learning is ongoing. Shared lessons, tips, and features are continually shared.

At the start of the pandemic, our schools understood the negative impact that school closures could have on student learning and immediately moved to synchronous distance learning. We began to use our synchronous learning model with a secure proprietary platform which allowed students to continue following their normal school routine while at home. Since the beginning of the pandemic, we provided several PDs to ensure that everyone was comfortable with the transition and that students continued to get the high-quality level of instruction.

Teachers will continue to receive professional development to learn about different strategies and tips that can be implemented to help every student, regardless of learning modality, continue succeeding. These professional developments include but are not limited to ELL training, reading and math strategies, training on using the secure proprietary platform, trainings on Classroom of the Future, Google Classroom 101, effective strategies for Tier 2 and Tier 3 students, and program specific trainings and some selections from the table listed below, but will not include all of these selections.

<b>Professional Development Teachers</b>	<b>Times/Dates</b>	<b>Personnel</b>	
iReady Initial Training	SUMMER	Admin, Guidance, Instructional Coaches, Teachers	iReady and Somerset Network
iReady Review API	FALL	Admin, Guidance, Instructional Coaches, Teachers	iReady
BEST Virtual Practices	SUMMER	Admin, Guidance, Instructional Coaches, Teachers	In House and Academica Network Sessions
Standards Reading Mastery	SUMMER	Elementary Teachers	FDLRS
Trauma Informed Care: SEDNET	SUMMER	Guidance, Instructional Coaches, Teachers and Paraprofessionals	In House

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Behavior De-escalation: SEDNET	SUMMER	Guidance, Instructional Coaches, Teachers and Paraprofessionals	SEDNET
Special Education and Accommodations	SUMMER	ESE, All Teachers	In House
Collaborative Practices in Inclusion	SUMMER	M/H Teachers	Florida Inclusion Network
Restorative Practices: SEDNET	SUMMER	Guidance, Instructional Coaches, Teachers and Paraprofessionals	SEDNET
Guidance and MTSS	SUMMER	ESE, Instructional Teachers	In House
PBIS	ONGOING	All Instructional Staff, Discipline Team	PBIS and In House
Sandford Harmony (SEL)	ONGOING	Elementary Teachers and Paraprofessionals	Emerging Leaders
Content Area Data Chats	ONGOING	All Teachers	Emerging Leaders
Study Sync	SUMMER	M/H Teachers	McGraw Hill
Classroom of the Future/ ZOOM	SUMMER and FALL	All Teachers	In House and Academica Network Sessions
School Safety and Special Incident Response Plan	SUMMER INITIAL and ONGOING	ALL STAFF	In House
Health Sanitation and Healthy Schools Training (DOH)	SUMMER	ALL STAFF	DOH and In House
PSRTI: Addressing the Achievement GAP	ONGOING	ELEMENTARY	PSRTI
TATS: Rock my Classroom	SUMMER	Pre K	TATS PreK
New Teacher Academy: PAEC	ONGOING	New Teachers and Mentors	PAEC
LRP: IDEA and COVID 19	SUMMER	Administrators	LRP
Emerging Leaders	ONGOING	Emerging Leaders	In House and PAEC
Deaf and Hard of Hearing	SUMMER	ESE Teachers	University of Miami
Leadership Level2 Certification: PAEC	ONGOING	Principal and Assistant Principals	PAEC
Restraint and Seclusion	SUMMER	Security, Admin and Counseling	In House
CPI	WINTER	Security, Admin and Counseling	FDLRS

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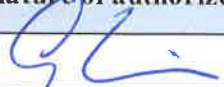
The PDs above will improve the quality of instruction by helping teachers feel more comfortable with the innovative learning models. Professional development will train educators how to best use the digital equipment in their classrooms, provide extra resources and tips to help students who are not progressing as much as they could be, better assist ELL students, how to best assist students with accommodations, and ensure that students are engaged and learning when they are in the classroom, in person, or online. As teachers feel more comfortable in their classrooms and leveraging technology, teachers are able to hold their students accountable for making academic, social, and emotional growth every second that they are together. Administrators and the Leadership Team have worked with the Panhandle Education Consortium to participate in a program for Emerging Leaders that are working towards become part of the school and district leadership teams. The Principal and Assistant Principals are also part of the PAEC Level 2 certification courses, which is a 2 year Professional Development training. Additionally, many of our in house professional developments are led by our Emerging Leaders members and our Leadership Teams.

### Interventions to support students in various learning modalities

Initial and ongoing professional development is provided in the use of Zoom and breakout rooms to support instruction and intervention, Google Classroom, and additional applications and strategies to continue engaging learners in RLI and brick-and-mortar. Features included in secure proprietary platform were also showcased and explained to every school and are constantly being used and tailored to best help all students. Additionally, each school has someone who can be reached out to to answer any and all questions including questions about additional strategies and support for students.

## Acknowledgement

The charter school or charter school network verifies that the information contained in this form that it provides to its school district sponsor is consistent with, and meets the intent of, the provisions outlined in DOE Order No. 2020-EO-07.

<b>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</b>
Principal Cory Oliver
<b>Contact information: email, phone number</b>
850-997-3555
<b>Date submitted</b>
01/11/2021 2nd submission Revised
<b>Signature of authorized representative</b>


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