CHARTER SCHOOL
COMPLIANCE & SUPPORT

# Spring 2021 Education Plan and Assurances
# CHARTER SCHOOL PLAN EVALUATION

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| **Non-Profit Entity:** | |
| **Name of School/ System:** | |
| **Date Review Completed:** | **Reviewer:** |

**Meets the Standard**: The response reflects a thorough understanding of key components. It demonstrates capacity to open and operate under the DOE Order No. 2020-EO-07. The Plan provides an overview of their Spring 2021 Educational Plan and addresses all of the Assurances as required by the FDOE. It provides specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

**Deficient:** Lacks necessary/meaningful details. The plan requires important additional information. The Plan does not provide an overview and/or addresses all of the Assurances as required by the FDOE.

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**OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST**

**SYSTEM EVALUATION: Charter Schools Included in this Evaluation:**

| MSID # | School Name |
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**Overall Recommendation**:

| MEETS | DEFICIENT |
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| ☐ | ☐ |

| District Spring 2021 Education Plan Component | MEETS | DEFICIENT |
|---|---|---|
| 1. Spring Intervention Plan | ☐ | ☐ |
| 2. Innovative Learning Modality | ☐ | ☐ |
| 3. Enhanced Outreach – Truancy / Attendance of Students | ☐ | ☐ |
| 4. Professional Development | ☐ | ☐ |

**Final Reviewer: Ms. Tiffanie A. Pauline**
**Title: Assistant Superintendent, Compliance and Support**

**Signature of Final Reviewer:** _____

1. **2021 Spring Intervention Plan:** The charter school or charter school network shall explain in detail a proposed 2021 Spring Intervention Plan including 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.

☐ **Meets**
☐ **Deficient**

| Key Component | Evaluation Criteria | Notes/Page Number(s) |
|---|---|---|
| Five Day Model | The Plan includes a 5 day, in-school model for parents who choose this option at any point during the school year. | |
| Services for Students | The Plan provides a full array of courses and services for all students, inclusive of full-time, in-person instruction. | |
| Identification of students | The Plan includes a systemic, data-based protocol to identify students who may have regressed during the 20-21 fall term or school closures. | |
| Special Education | The Plan identifies the inclusion of a Special Education Specialist/teacher to monitor the implementation of IEPs, 504s, EPs and provision of a free and appropriate education. | |
| Special Education Meetings | The Plan ensures that IEP teams meet and are appropriately determining needed services, including compensatory services. | |

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| English Language Learners Committee Meetings | The Plan identifies ELL students who may have regressed on reading, writing, listening, or speaking skills and ensures that an ELL committee meeting will be convened to determine appropriate ESOL services are provided. | |
| English Language Learners | The Plan includes strategies to implement additional interventions and provides for use of progress monitoring scores to be used in lieu of FSA scores to exit a student from the ESOL program for the 2020-21 school year or to determine whether to provide extended services to ELL students beyond three years. | |
| Other Populations Identified by School and/or State Law | The Plan provides in-person instruction and/or specialized services for vulnerable populations such as students from low income families, at-risk students, students of migrant workers, students who are homeless, students with disabilities (SWDs), students in foster care, and/or students who are English Language Learners (ELLs). | |
| Closing Achievement Gaps: Additional Time | The Plan includes a specific schedule of expanded learning and supplemental interventions, including additional instructional hours with an explanation of how lost instructional time will be made up. Specifics may include after-school tutoring, Saturday academies, and/or summer intervention programs for students who have not achieved grade-level mastery or who are not on track to achieve a minimum of one year of academic growth for the 2020-21 school year.<br><br>The plan considers adequate financial and human resources to support the expanded learning and supplemental intervention plan. | |
| Assessment Integrity | The Plan ensures for the secure administration of assessments that are administered in all innovative learning models. | |

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| Assessment Selection - Reading | The Plan identifies selected instruments to assess student progress in Reading and has developed a calendar for the administration of progress monitoring assessments for students in all innovative learning models as required. (If multiple grade levels are covered in the Plan, all appropriate assessments have been included.) | |
| Targeted Outreach - Reading | The Plan provides details of how targeted outreach will be provided for students who demonstrate a decline on the school's Progress monitoring system in Reading. | |
| Assessment Selection - Mathematics | The Plan identifies selected instruments to assess student progress in Mathematics and has developed a calendar for the administration of progress monitoring assessments for students in all innovative learning models as required. (If multiple grade levels are covered in the Plan, all appropriate assessments have been included.) | |
| Targeted Outreach – Mathematics | The Plan provides strategies of how targeted outreach will be provided for students who demonstrate a decline on the school's Progress monitoring system in Mathematics. | |
| Additional Supports | The Plan details the additional interventions and supports that will be provided to students who have transitioned out of the innovative learning model. | |
| Data-Informed Instruction | The Plan demonstrates that the school will provide continuous learning and data-informed decision-making and that data will be made available to the District and the FDOE as requested. | |
| Summer School (if applicable) | The Plan includes information on summer school interventions and/or course recovery, if being offered by the school for Summer, 2021. | |

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| | The Plan demonstrates adequate financial and human capital resources to support summer school Interventions and/or course recovery, if being offered by the school for Summer, 2021. | |
| Authorization of School Closure | The Plan includes a provision for the charter school governing board to authorize the decision to open or close a charter school, subject to the advice of the state or local Department of Health. | |
| Communication of School Closure | The Plan includes a strategy for communicating the day-to-day decision to open or close a school with stakeholders, the Florida Department of Education, and the District. | |

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

☐ **Meets**
☐ **Deficient**

| Key Component | Evaluation Criteria | Notes/ Page Number(s) |
|---|---|---|
| Innovative Learning Modality | The Plan includes information on how the school will provide an innovative learning modality to students who are making adequate academic progress. | |
| Intervention Supports | The Plan includes scheduled, robust interventions for all students with additional tiered supports for those students who are not making adequate progress, in a timely manner. | |

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| Targeted Instruction | The Plan identifies and provides interventions for students that demonstrate regression, in all instructional models. | |
| Monthly Progress Monitoring Reports | The Plan includes a schedule for providing all parents with a required monthly progress report for students that are not making adequate progress. | |
| Supportive Learning and Student Transition | The Plan demonstrates that the school will provide an alternate strategy(ies) for students who are not making adequate progress through the provision of additional support and transition to another teaching model, in a timely manner (not more than one week after parent request). | |
| Parent Acknowledgement Form | The Plan includes a form or framework for notifying parents of a student's lack of adequate progress. At a minimum, the process should demonstrate written notification by the school and written acknowledgement from the parent/guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. | |

**3. 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.
b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

☐ **Meets**
☐ **Deficient**

| Key Component | Evaluation Criteria | Notes/ Page Number(s) |
|---|---|---|
| Student and Family Engagement | The plan demonstrates how the school's plan adapts existing family engagement strategies for student success in all learning environments. | |
| Identification of Students | The Plan lists how the school will ensure the systematic and timely identification of students who are not engaged in the instructional program and provides appropriate interventions. | |
| Student Re-Engagement Strategy | The Plan contains a clearly defined outreach protocol that will ensure maximum enrollment and participation in school for in-person and remote models. The protocol will include steps to specifically identify and assist those families who may "fall through the cracks". | |
| Attendance Procedures | The Plan provides attendance guidelines that clearly define the school's obligation to students and families and recognizes that attendance is a key indicator of student academic success. | |
| Attendance Monitoring | The Plan includes frequent monitoring and strategies to effectively enforce student attendance and discourage absenteeism. | |

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| Resources for Students | The Plan indicates what resources will be deployed in order to ensure that every student is accounted for and participating in their education. | |
| Attendance Staffing Plan | The Plan identifies school staff with responsibilities for monitoring student attendance and who will aid families and students that may be "at risk" and display a pattern of truancy or non- attendance. | |
| Student Access and Attendance | The Plan considers strategies to ensure that a student's absence is not related to technical difficulties such as the lack of reliable connectivity or device accessibility. | |
| Identification of VPK and Kindergarten Eligible Students (if applicable) | For those charter schools or networks that provide VPK services/programs, the Plan will include a goal to identify and engage students in order to maximize kindergarten readiness. | |

**4. 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).

☐ **Meets**
☐ **Deficient**

| Key Component | Evaluation Criteria | Notes/ Page Number(s) |
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| Professional Development | The Plan includes provisions for Professional Development (PD) to ensure teachers can successfully deliver instruction that is aligned to grade-level standards within all learning modalities. | |

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| Faculty and Staff Professional Development | The Plan includes a list of PD opportunities for leaders, teachers and support staff that supports the delivery of instruction in all modalities. | |
| Professional Development: Instructional | The Plan includes PD that is specifically designed to ensure that teachers are fully prepared to support the intervention needs of students in all learning modalities, including innovative and virtual models. | |
| Professional Development: Innovative Leaning Environment | The Plan includes PD that targets teachers who are teaching in an innovative and virtual environment for the first time or teachers who may need additional training on instructional delivery in innovative and virtual environments. | |
| Professional Development: Quality Instruction and Student Performance | The Plan includes an explanation of how the proposed PD will improve the quality of instruction and ensure accountability for classroom/program performance. | |
| Professional Development: Increasing Student Achievement | The professional development is comprehensive, ongoing, intensive and designed to improve educators' effectiveness in raising student achievement. | |