



FLORIDA DEPARTMENT OF
EDUCATION
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2020-21 Florida's Optional Innovative Reopening Plan

South Broward Montessori Charter School

2020-21 Florida's Optional Innovative Reopening Plan

Purpose

The purpose of this document is to support charter schools and charter school networks in the development and submission of their Innovative Reopening Plan for the Fall 2020 school semester. This document will assist schools in aligning their plan with required assurances or serve as the actual template for schools without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

Directions

Charter schools and charter school networks shall complete this form and submit it electronically to their sponsoring school districts for review and approval *by the time specified by the district* (All plans are due to the Department by July 31). Charter schools have **two options** in the submission of an Innovative Reopening Plan:

Option 1: The charter school or charter school network provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in that plan (captured next to Assurances 1-5 below). The charter school's Innovative Reopening Plan must accompany this template upon submission. (*Note: charter school networks may submit one plan that covers multiple schools within their respective networks, provided that each participating school is identified.*)

Option 2: The charter school or charter school network completes the Department's template provided later in this document.

Proposed Innovative Model (Required for Option 1 and Option 2)

The charter school or charter school network shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. Provide the page(s) where the narrative of the proposed Innovative Model is located in your submitted plan: _____

South Broward Montessori Charter School is a K-5 elementary school that utilizes the Montessori method and other research-based programs to deliver instructions to its students. The School will continue to use didactic Montessori materials, learning programs like Journeys, Primary Phonics, SRA reading, Ready Math, Imagine Learning, Writing City, and other programs to provide quality instructions to its students. The School will continue to safely provide instructions to student groups in a classroom environment following CDC guidelines. The School plans to reopen to students according to the BCPS 2020/21 school calendar, with start date of August 19, 2020. The School will open five-days a week, Mondays to Fridays, to all students. Some parents have indicated that, at this time and given the risks associated with the coronavirus, their children cannot participate in on-site school-related activities due to extenuating or health-related issues. For students who cannot participate in school-related activities, the School will provide distance learning through a combination of online platforms, electronic devices, and opportunities for parents to pick up materials or resources, five days a week. Students with extenuating circumstances

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or health-related issues will be able to participate in in-class instructions through Zoom video calls or Google Meet. Teachers will use, among other technology-related accessories or devices, webcams and microphones to effectively deliver in-class instructions to all students and any student(s) that cannot be in the classroom due to extenuating or health-related issues. Virtual platforms like Zoom and Google Meet will avail, the students that cannot be present on the school site, the opportunity to remotely interact with their peers and teachers through the live videos provided by these platforms.

The School has learning programs that have both hardcopy and electronic versions for all students. Attendance will be taken through Google Classroom and from in-class student count, per day. Google Classroom, a virtual platform, will be utilized to record attendance for students that cannot physically be on the school site as a result of health concerns related to the coronavirus. School hours, which include drop-off and dismissal, will be from 7:50 AM to 3:15 PM daily for all students.

Seat time: For students that have elected to learn from home, they will participate in classroom activities synchronously through Zoom videoconferencing. Below are details for classroom activities from Monday to Friday:

Kindergarten-5th Grade:

From 7:50-8 AM: Attendance will be taken by the classroom teachers. Students that are at home will participate in roll-call or attendance-taking through Zoom's live video call. Students will be able to log into Zoom from 7:50 AM daily.

Instructions in elementary-level subjects or **courses will be provided according to the schedule** below:

8:00-9:30 AM: ELA/Reading

9:30 10:30 AM Math

10:30-11:30 AM Science

11:30-12:30 PM ELA/Montessori Activities

12:30-1:30 Social Studies

1:30-2:00 PM Art

2:00-2:30 PM Physical Education (P.E.)

Strategies for safely disseminating, maintaining, and replenishing materials and devices: Two office staff—the Office Manager and Administrative Services Coordinator--have been designated to order, track, store, maintain, and monitor supplies and devices. The two office staff will be responsible for reaching out to parents through Parentlink, emails, and phone calls. They will be responsible for sending out a survey to collect data on students that need electronic devices and internet. They will be responsible for contacting parents to provide device pick-up appointments. They will be responsible for collecting requests provided by parents from the classroom teachers as well. The School will provide hardcopy materials like notebooks, student activity sheets, writing utensils, teacher-made activities, and other learning resources for pick-up. They will be responsible for physically and virtually posting updated information and communicating safety guidelines to the school community, setting up appointments for pick-up/drop-off of materials and devices with the following options below:

Out-side School Building Option 1: Materials will be placed in a location outside the school fence, materials will be protected from harsh elements for parents to pick up. Examples of items that can be picked up from an outside location are properly-packaged containers of supplies like pencils, erasers, glue sticks, rulers, and to mention few examples.

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Front Office Option 2: Where a signature is required for checking out electronic devices, the two staff will plan for parents to, first come by appointment, form a line with floor markings in place to maintain the CDC recommended six-foot distance while in the front office.

Drive-by Pick-up Lane Option 3: One more option will be that of providing a set time when parents can safely drive through the school and pick up items. They will be able to drive in from one entrance point and exit through a different one.

Continuity of provisions for Free/Reduced meals: The School has staff that handle the collection and maintenance of data for students that qualify for FRL. For students that will opt to not come to the school campus, forms to apply for FRL will be available on the school website for new and returning students, the forms can be filled out and either dropped off by parents or scanned/faxed to the school. School will safely provide lunch by providing grab-and-go lunch based on staggered scheduling.

Adequate and qualified staffing: For the 202_21 School Year, every grade-level--K-5--will have teachers with Florida teaching certificates as well as Montessori credentials to provide instructions. The School has qualified teachers and paraprofessionals to meet the needs of students that need tiered interventions or support in academics or behavior management. The School has staff that are qualified to provide services for and meet the needs of SWD, students with a 504 Plan, students with academic gaps, and students that are performing above grade level. The School has contractors that provide services to students that need speech therapy or counseling.

Provisions for professional development: Teachers and paraprofessionals will have the following training options to prepare for effective implementation of learning models:

Learning Across Broward—Teachers will be encouraged to check for and enroll in subject-area courses, reading and ESOL endorsement courses, courses that provide research-based strategies for instructions, and any related courses that will be available via this platform.

In-School virtual training—Teachers will sign-up to train and get certifications in Google for Education. This will help them effectively plan and deliver instructions using the Google Classroom platform. Teachers will also be provided training from the school's curriculum director on how to use virtual platforms to create opportunities for students to virtually engage in Montessori-based activities. Teachers will also be encouraged to register for webinars offered by reputable institutions of learning on how to effectively deliver online instructions.

Health and Safety of visitors: For visitors that must come inside the school premises, the School will have them receive temperature checks at the entrance of the front office before admission, visits to the school will be by appointments to encourage physical distancing, markers on floors will be available to encourage 6-foot distance between visitors, and all visitors will be required to wear masks. Posters with CDC guidelines will be posted in the front office. The School will implement appropriate cleaning procedures of its facility, school will be stocked with necessary PPE and hand sanitizers for staff and visitors. School will communicate to visitors about the importance of not coming to the school campus when symptomatic. This communication will be available on the school website, and sent through Parent Link and emails to parents. Symptomatic visitors will be provided with alternative options to meet their needs, this will include mailing materials to addresses, Zoom video calls, or any other appropriate means.

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Reopening Plan Assurances (Required for Option 1 and Option 2)

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

Assurance 1: Upon reopening in August, the charter school or charter school network will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 2: The charter school or charter school network must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 3: The charter school or charter school network will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student who is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 4: The charter school or charter school network will work with IEP teams to determine needed services, including compensatory services for students with disabilities. Charter schools must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 5: The charter school or charter school network will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Charter schools should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan:

Assurance 6: Progress monitoring data must be shared regularly by the charter school with its sponsoring school district, in a manner prescribed by the Department.

Template Option for Reopening Plan (Option 2)

Plan for Implementation of Assurance 1

- In the box below, describe the reopening in August of brick-and-mortar schools reflecting at least five days of school per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders. Also, provide the charter school's reopening date and schedule.

SBMCS, a K-5 elementary school, plans to reopen to students according to the BCPS 2020/21 school calendar, with start date of August 19, 2020. The School will open five-days a week, Monday to Friday to all students. Some parents have indicated that, at this time and given the risks associated with the coronavirus, their children cannot participate in on-site school-related activities due to extenuating or health-related issues. For students who cannot participate in school-related activities, the School will provide distance learning through a combination of online platforms, electronic devices, and opportunities for parents to pick up materials or resources, five days a week. Students with extenuating circumstances or health-related issues will be able to participate in in-class instructions through Zoom video calls or Google Meet. Teachers will use, among other technology-related accessories or devices, webcams and microphones to effectively deliver in-class instructions to all students and any student(s) that cannot be in the classroom due to extenuating or health-related issues.

The School has learning programs that have both hardcopy and electronic versions for all students. Attendance will be taken through Google Classroom and from in-class student count, per day. Google Classroom, a virtual platform, will be utilized to record attendance to meet the needs of students with extenuating circumstances or health-related issues. School hours, which include drop-off and dismissal, will be from 7:50 AM to 3:15 PM daily.

The teachers and responsible school-staff will continue to monitor and provide school-related supplies, electronic devices, software updates, subscriptions, parent resources, and all other relevant resources. SBMCS will have two office staff to monitor and replenish all related supplies to ensure that the health and safety of students and staff are not compromised. The School will use appropriate resources to train all staff and students on safety measures according to CDC guidelines, latest by second week of school. Training will include, but will not be limited to, proper handwashing, maintaining social distance, recognizing symptoms, putting on face shields or masks, and to mention few examples of CDC guidelines training for students and staff. High-traffic areas, Montessori materials, and other related areas and resources will be disinfected as frequently used. The School will clean and disinfect all areas daily. School will provide the CDC guideline on Contact Tracing to parents and staff. School will provide information and documentation for safe return of students and staff after quarantine, or any absences related to any infectious disease through the 2020/21 Employee and Parent Handbooks. An isolation room stocked with all necessary supplies will be available on the school premises; temperatures of staff and students will be taken each morning or during the drop-off period. SBMCS will provide face shields, plexiglass dividers when social distancing is not possible for students and teachers. Parents will be required to keep sick children at home according to the Code of Conduct and/or Parent Handbook. School will continue to use Charter.Tools, phone calls, emails, and all related means of correspondences to communicate with the appropriate Broward county district authorities and all relevant agencies. The School will continue to staff its classrooms with Montessori and Florida Educator certified teachers to implement and provide instructions on the Florida learning standards (B.E.S.T.) and the Montessori method. The School will continue to provide free and reduced lunch to eligible students.

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Seat time: Students that opt for distance learning will participate in classroom activities synchronously through Zoom video calls. Below are details for classroom activities from Monday to Friday:

Kindergarten-5th Grade:

7:50-8 am AM: **Attendance** will be taken by teachers. Students that are at home will participate in real-time attendance through Zoom videoconferencing. Students will be able to log into Zoom at 7:50 AM.

Instructions in elementary-level subjects or courses will be provided according to the schedule below:

8:00-9:30 AM: ELA/Reading

9:30 10:30 AM Math

10:30-11:30 AM Science

11:30-12:30 PM ELA/Montessori Activities

12:30-1:30 Social Studies

1:30-2:00 PM Art

2:00-2:30 PM P.E.

Students that opt to attend our school from their homes will be fully engaged in learning via the school's synchronous format which will be provided through live Zoom videos and Google Meet. Teachers will be provided with webcams and microphones to ensure that students at home have the same access or view as the students in the classroom, most especially with activities that require close-up/zoom-in teacher modeling. Students will also be provided learning opportunities asynchronously. This will include video recordings of class sessions, educational videos, links to educational sites, and to mention few examples.

Strategies for safely disseminating, maintaining, and replenishing materials and devices: Two office staff have been designated to order, track, store, maintain, and monitor supplies and devices. The two office staff will be responsible for reaching out to parents through Parentlink, emails, and phone calls. They will be responsible for collecting requests provided by parents from the classroom teachers. They will be responsible for posting and communicating safety guidelines to the school community, setting up appointments for pick-up/drop-off of materials and devices with the following options: picking materials from a pick-up location outside the school building, using markers and having parents keep six-foot distance while picking up materials or devices, using vehicle pick-up lanes and having masked staff deliver materials and devices.

Measures to protect the health and safety of visitors: For visitors that must come inside the school premises, the School will have them receive temperature checks at the entrance door of the front office before admission. Visits to the school will be by appointments to encourage physical distancing, markers on floors will be in place to encourage 6-foot distance between visitors, and all visitors will be required to wear masks, and posters with CDC guidelines will be posted in the front office. The School will implement appropriate cleaning procedures of its facility, school will be stocked with necessary PPE and hand sanitizers for visitors as needed. School will communicate through its website: Parent Link, and other means, the importance of not coming to the school campus when symptomatic. Symptomatic visitors will be provided with alternative options to meet their needs, this will include mailing materials to their addresses, Zoom video calls, or by any other appropriate means.

Detailed description of equitable instruction, curriculum, and assignments: Both synchronous and asynchronous modes will be utilized to meet the learning needs of all students. Students that opt to learn from their homes will have real-time access to the instructions taking place in the classroom.

Asynchronous modals like recorded instructional videos, appropriate videos from educational programs and websites, attached student activity sheets and other means will be provided to meet the needs of all students.

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Programs that will be used include Journeys, Ready Math, I-Ready, Writing City, Studies Weekly, and Primary Phonics. All the programs come with physical/hardcopy and electronic versions. For reading, the Journeys program provides varying activities that help to meet the following needs:

There are tiered activities to support and bridge academic gaps for students that need intervention or texts with varying complexities; Journeys/HMH, for instance, provides texts that differ in complexity. Primary Phonics and its virtual version, Flyleaf Publishing.com, will be provided to support the development and enhancement of foundational skills in reading. Ready Math, a part of the I-Ready program, has both hard-copy and electronic versions which allow students to access textbooks, workbooks, enrichment activities, and tiered activities to meet all learning needs. Writing City, also provided in hardcopy and electronically, will be utilized to enhance the writing skills of our students. Teachers will be able to use available resources on these programs to provide quality learning opportunities to all students. Studies Weekly is a program that provides activities in science and social studies and are aligned to the Florida learning standards.

Instructions and assignments: Each student's teacher will be responsible for accessing and planning grade-level instructions to meet his or her learning needs. Teachers will utilize different programs to provide quality instructions, plan for and instruct students that need tiered lessons.

Student access: The learning programs will have student accounts: Journeys/HMH, Writing City, Studies Weekly, and I-Ready all have accounts that students can remotely access. They will be able to use the same reading textbooks, student activities, and research-based tiered student activities from their homes. Classroom teachers and paraprofessionals will be responsible for providing small group support for Tier 2 students, and one-on-one for Tier 3 students.

Schedules for instruction or seat time, for all students, will be:

8:00-9:30 AM: ELA/Reading

9:30 10:30 AM Math

10:30-11:30 AM Science

11:30-12:30 PM ELA/Montessori Activities

12:30-1:30 Social Studies

1:30-2:00 PM Art

2:00-2:30 PM P.E.

For students that will need interventions, the School will use the schedule below:

RtI Tier 2 Schedule—Three times a week for 30 minutes

K-1 Grade: Tuesday/Wednesday/Thursday – 12:30 to 1:00 P.M.

2-3 Grade: Monday/Wednesday/Friday – 11:30 A.M. to 12:00 P.M.

4-5 Grade: Monday/ Tuesday/Wednesday – 1:00 to 1:30 P.M.

RtI Tier 3 Schedule—Daily for 30 minutes

K-1 Grade: 10:30 – 11:00 A.M.

2-3 Grade: 12:00 – 12:30 P.M.

4-5 Grade: 12:30 to 1 PM

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The given schedules will be available to both students that are on the school premises as well as those that have opted for distance learning. Zoom and Google Meet will provide live opportunities to provide small group or one-on-one support for students that need intervention or any appropriate support.

Attendance: Attendance will be taken for both students that are in the classroom as well as those that opt for distance learning. Kindergarten-5th Grade-level students, at home, can log into Zoom from 7:50 AM. Attendance will be taken from 7:50-8 am AM. Students that are at home will participate in Zoom's videocall real-time attendance.

Provisions for professional development and parent support: Teachers and paraprofessionals will have the following training options to prepare for effective implementation of learning models. Learning Across Broward—Teachers will be encouraged to check for and enroll in elementary subject-area courses, courses that provide research-based strategies for instructions, e-learning courses, and any related courses that will be available via this platform.

In-School virtual training—Teachers will sign-up to train in Google for Education. This will help them effectively plan and deliver instructions using the Google Classroom platform. Teachers will also be provided training from the school's curriculum director on how to use virtual platforms to create opportunities for students to virtually engage in Montessori-based activities.

Teachers will be provided webinars, from reputable institutions of learning, on how to provide effective online instructions in different elementary-level subject areas.

Support for parents: The School's curriculum director will provide teachers with videos to help parents learn how to navigate Google Classroom. To help prepare parents to support their children, the School will provide short how-to videos which can be found on the school website. Teachers will be provided short videos, slides, or word documents to provide to their students' parents on how to use the School's online learning platform. Teachers will receive a training on how to schedule their time to provide parents with any extra support—the teachers will be able to provide support through videoconferencing, phone calls, and emails. For other related support like mental help, Parents will be provided resources or information to help them meet the needs of their children. The School has a contract counselor that can provide services for students if or when there is a mental health need. For the first two months of school, admin staff and teachers will check in with parents to see if they need further support to help their children with online learning.

Plan for Implementation of Assurance 2

- In the box below, describe the plan for a full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction and services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

All students will be provided instructions by highly qualified teachers in all academic areas. The School will utilize resources and programs like I-Ready, Writing City, Journeys, Montessori materials, Studies Weekly, and Ready Math to deliver instructions to all students. The School has an ESE contact who is responsible for the identification and monitoring of students for and implementation of IEPs and 504s. All instructional teachers with students that need special services will be responsible for providing all instruction-based services as required on a student's IEP or 504 Plan. All instructional teachers will plan and teach students according to their varying academic needs. Students that are identified through the Progress Monitoring system of the School will be provided tiered interventions by both the classroom teacher and supporting staff. English language learners will be provided various appropriate support and resources to enhance their learning: The School currently has teachers that have completed more than half of required ESOL endorsement courses. ELLs will be provided resources like Imagine Learning Language and Literacy, Imagine Math, Heritage Dictionaries and Language Support, and to mention few resources and support for ELLs.

Description of array of courses and services: The following courses/subjects will be provided to the students:

ELA(Reading, Language, and Writing)

Math

Science

Montessori—Cosmic Education, Peace Education, Practical Life, and presentation of didactic Montessori materials

Social Studies

Art

Physical Education

Services provided will be based on varying student needs. Teachers will be responsible for identifying specific student needs and planning lessons to address given needs. Services entail instructions from teachers, peer collaborations, student-centered activities, interventions or support for students that have academic gaps, enrichment activities for students that need more challenging work, use of programs like Elevation, Imagine Learning, Heritage Dictionaries, and to mention few services.

Students with disabilities or with a 504 Plan will be provided schedules to meet with counselors, speech therapists, or any other related service that the school may need to provide. Students performing below-level will be provided with resources and support from both their classroom teachers and qualified paraprofessionals.

Advanced Learners: The School's academic programs will have enrichment activities for advanced students to utilize. Teachers will assign appropriate materials from Journeys, Primary Phonics, Ready

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Math Studies Weekly, Writing City and from other programs, make strategic grouping arrangements, and provide teacher support to meet the needs of advanced students. Classroom teachers will be responsible for identifying advanced learners and planning instructions to meet their needs. Strategic grouping can be accomplished via Zoom's break out rooms.

Assurance 2.2—Full array of services for SWD as required by law: The School currently serves SWD and those with a 504 Plan, and will continue to offer the following, but not limited array of services: The School's ESE teacher/representative will continue to document all necessary updates on Edplan, students will continue to receive services or accommodations that are on their IEP, parent participation will be encouraged through emails, phone calls, or through videocalls. All efforts will be documented accordingly by the ESE teacher/representative. The School will continue to set up IEP meeting schedules that work for parents. The School will seek parent consent before recording any virtual meetings, scheduled IEP meetings will continue to take place either on the school site or by Zoom video conferencing (subject to parent consent), the teacher of the SWD will continue to use the student's IEP and Progress Monitoring instrument to plan and provide instructions. The SWD that require other services like speech therapy will continue to receive them from a contract speech language pathologist. The contract speech pathologist will document all necessary updates on Edplan. The School will continue to use Accelify to document all necessary and required updates for students on a 504 Plan. The School will continue to provide a contract counselor to meet the needs of the students on a 504 Plan.

Services for advanced learners and gifted students, and Edplan documentation: The School does not currently serve any gifted students. To accommodate any future students that may become eligible for the gifted program, the School has a gifted liaison that is trained in the evaluation process that is needed to identify and serve eligible gifted students. The School has an ESE teacher/representative that will be able to document and update information in Edplan should the School need to provide gifted services to eligible students in the future. For the advanced students, the School's academic programs will have enrichment activities for advanced students to utilize. Teachers will assign appropriate materials from Journeys, Primary Phonics, Ready Math and from other programs, make strategic grouping arrangements, and provide teacher support to meet the needs of advanced students. Classroom teachers will be responsible for using Progress Monitoring data to help them identify, plan lessons for and instruct advanced learners according to their specific needs.

Accommodations in the IEP and documenting in Edplan: All accommodations and services documented on a given IEP will continue to be provided to eligible students and documented in Edplan. Parent Participation forms will be sent out to parents as required by the law. Accommodations that require one-on-one instructions, speech therapy, social stories, visuals, and to mention few examples will be provided to the SWD according to classroom schedule and flexible time.

Plan for Implementation of Assurance 3

- In the box below, describe the schedule and process for administering local progress monitoring assessments, as well as the assessment tool(s) used by the school by grade level. In addition, describe how the data is used to determine how adequate progress is being made and how intervention and tiered support is being deployed.

The School will follow the BCPS testing/assessment schedule for I-Ready and Florida Kindergarten Readiness Screener (FLKRS) to administer progress monitoring assessments. The School will utilize Journeys and Ready Math to plan and implement intervention strategies to help bridge learning gaps for students performing below grade level. To ensure that the school's plans for Response to Intervention (RTI) will be implemented effectively and with fidelity, the curriculum director along with the ESE, math and literacy contacts will monitor student progress through the I-Ready platform, Journeys, and Ready Math intervention activities according to a school-based schedule. They will also meet every month, or as needed, to review data for the purpose of planning and providing appropriate interventions to meet the need(s) of the students.

For students with extenuating circumstances and health-related issues that cannot be on the school site, a combination of Google Meet or Zoom video and I-Ready diagnostics will be utilized to ensure the fidelity of captured student performance data. Also, where necessary, informal assessment resources will be available for pick-up and drop-off according to a school-based schedule.

All relevant and required data will be available to the District and the State through Charter. Tools and any other means as requested.

Data informed instruction: The School will use two Progress Monitoring instruments: For Kindergarten, two instruments namely I-Ready and FLKRS will be used to monitor progress. The other grade-levels, first to fifth, will use I-Ready as progress monitoring instruments. For students that opt for distance learning, the School will provide the I-Ready assessments while they are on a live Zoom video. Parents that opt for their children to participate only remotely will be notified that their children will need to take their I-Ready assessment during either a live Zoom video or Google Meet session. Resources from Journeys and Ready Math programs will be utilized to provide progress of student learning and will be used to plan for and provide instructions to students.

Multi-tiered system of support for reading will come from Journeys/HMH leveled reading library, one-on-one support with teacher and paraprofessional, for K-5 grade level students that need interventions. Resources from Ready Math's tiered unit student activity and one-on-one support from teachers and paraprofessionals will be utilized to meet the needs of students with learning gaps. The frequency of how students will be supported is given below:

RTI Tier 2 Schedule—**Three times a week—30 minutes a day**

K-1 Grade: Tuesday/Wednesday/Thursday – 12:30 to 1:00 P.M.

2-3 Grade: Monday/Wednesday/Friday – 11:30 A.M. to 12:00 P.M.

4-5 Grade: Monday/ Tuesday/Wednesday – 1:00 to 1:30 P.M.

RTI Tier 3 Schedule—**Everyday—30 minutes a day**

K-1 Grade: 10:30 – 11:00 A.M.

2-3 Grade: 12:00 – 12:30 P.M.

4-5 12:30 to 1 PM

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Alternate strategy(ies) for students that are not making adequate progress: In addition to the Progress Monitoring instruments, tiered resources from HMH/Journeys and Ready Math, as well as one-on-one support from teachers and paraprofessionals, the teachers will work in collaboration with the ESE/504 Plan staff to provide extra support. The support may entail the use of other learning strategies, a different learning approach or resources, observations and documentation, parent notifications for the purpose of identifying students that may need services from the ESLS department when necessary.

Plan for Implementation of Assurance 4

- In the box below, describe how the charter school will work with IEP teams to determine needed services, including compensatory services for students with disabilities.

The School has an ESE staff that will be responsible for identifying students that need related services, as well as coordinate and implement or provide support for all 504 and IEP services.

The School will continue to provide associated services like occupational therapy, speech therapy, counseling and other related services as required by federal law.

Plan for Implementation of Assurance 5

- In the box below, describe how the charter school will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed.

The School has an ESOL contact who will be responsible for collating and using data from the Home Language Survey to identify new ELLs. The contact will coordinate, monitor, and implement existing progress monitoring systems to classify ELLs for the purpose of providing them with the appropriate accommodations, resources, and services. The contact will train and support teachers to meet the needs of ELLs, monitor their progress through appropriate ELL-based programs, and coordinate meetings between teachers and parents. The School uses WIDA, ACCESS, among others, to identify and classify ELLs according to their English proficiency classification.

Through student performance, teacher input, and programs like Imagine Learning, WIDA, and other Florida-standards-aligned programs, the ELL committee will be able to implement strategies that enhance student learning. Students with learning gaps will be identified through ELL-specific assessments (ACCESS) as well as the school-based monitoring system—I-Ready, and appropriately tiered interventions will be provided to the students by their classroom teacher(s) and other supporting staff. The School's ELL Committee will follow due process in identifying, monitoring, providing support to ELLs, recording meetings, and to mention few examples of due process for conducting ELL Committee meetings as required by federal law.

Supplemental resources for ELLS: The School will utilize Ellevation to provide distance learning to ELLs. Ellevation is an online educational program that provides videos, graphic organizers, slides, work samples, and other resources to enrich the learning experience of students. Another supplemental resource

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will be provided through Google Classroom's Google Translate and slides with captions, especially for students with limited English proficiency.

Additional Interventions for ELLs: ELLs that need tiers 2 or 3 intervention will be provided one-on-one support according to the schedule below:

RtI Tier 2 Schedule—Three times a week

K-1 Grade: Tuesday/Wednesday/Thursday – 12:30 to 1:00 P.M.

2-3 Grade: Monday/Wednesday/Friday – 11:30 A.M. to 12:00 P.M.

4-5 Grade: Monday/ Tuesday/Wednesday – 1:00 to 1:30 P.M.

RtI Tier 3 Schedule--Everyday

K-1 Grade: 10:30 – 11:00 A.M.

2-3 Grade: 12:00 – 12:30 P.M.

4-5 12:30 to 1 PM

Proper identification of English language proficiency: Students that opt for distance learning will be assessed through the online version of the IPT. This type of instrument has two kinds of reports: the individual diagnostic report and the oral, reading, and writing score report. The diagnostic report includes the record of test answers, which shows details of student performance. Performance is based on different areas like vocabulary, grammar, comprehension, and language instruction.

Assurance 6 does not require an additional narrative.

Acknowledgement

The charter school or charter school network verifies the information in this form.

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
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Date submitted
7/19/2020
Signature of authorized representative
EKpenkaan