



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



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

# **SOUTH BROWARD MONTESSORI CHARTER SCHOOL**

*Due: December 15, 2020*

### 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 must continue to be 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 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 that are required by law so that families who wish to educate their children in a brick and mortar school full time will continue to have the opportunity to

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do so. 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 must 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 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. The school agrees to provide the department with a detailed report, in a format prescribed by the Florida Department of Education, based on progress monitoring data that delineates the interventions provided to students and the effectiveness of each intervention at the end of the spring semester. The purpose of this report is to identify and differentiate between effective and ineffective intervention strategies provided to students not making adequate progress. The school agrees to continue to provide supplemental services (afterschool, weekend, and summer) 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 must 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 supports. 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 to 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.

1.a. Identification/Monitoring of Students: SBMCS will continue to use the following to identify and monitor both **remote and in-person students** by grade-levels:

**Kindergarten:** students will continue to take the Letter Sounds/Letter Names and Concepts of Print quarterly to assess and monitor their reading skills.

**K-5 students—6-Week Monitoring:** The school currently uses the I-Ready diagnostics to identify students' grade-level performance in math and reading. Every 6 weeks, ALL students take an I-Ready Growth Monitoring Assessment. Students identified as needing intervention will continue to be provided the appropriate support consisting of research-based instructional strategies, grouping, and manipulatives (physical and virtual).

**K-5 students—Monthly Monitoring(Tier 2 and 3)** Students on Tiers 2 and 3 will take the I-Ready growth monitoring assessment every month to monitor and provide the support they need to close learning gaps.

**Detailed Narrative Based on API Assessment and the SWD, Gifted, and ELL Subgroups:**

The IReady diagnostics was used to assess students in September 2020. Below is how the school used and will continue to use the data to support all students according to the subgroups given below:

**English Language Learners (ELL):** The I-Ready diagnostics was administered in September of 2020 and data showed that more than half of the school's ELLs were performing at one or two levels below their actual grade-levels. ELLs that were performing at one or two levels below grade level were placed



on Tier 2 and 3, respectively. ELLs on Tiers 2 and 3 will take the I-Ready growth monitoring assessment every month for progress monitoring and determining the support they need to close learning gaps. Some examples of support being provided to ELLs include Imagine Learning to support vocabulary acquisition skills, I-Ready leaning assignments assigned on a weekly basis, heritage language support during small-group or one-on-one instructions, and other appropriate accommodations.

**ESOL (A1 ONLY):** The school utilizes Imagine Learning to progress-monitor and provide academic support to students categorized as A1. Students at home and on campus are given 30 minutes daily to work on Imagine Learning.

**Students with Disabilities (SWD):** The data from the AP1 assessment showed that all 3 of the school's SWD were performing at one or two levels below their grade-levels. All 3 were placed on Tiers 2 or 3 depending on their I-Ready diagnostic score and placement. The progress of all 3 students will be monitored every month using the IReady monthly progress monitoring to inform decisions on the appropriate interventions and resources they will be provided. Some examples of the intervention or resources they will be provided include one-on-one instructions with their teachers, one-on-one support with a speech therapist on a weekly basis, virtual or physical manipulatives, and to mention few examples. The school will continue to implement the fall plan to meet all federal and state mandates regarding SWD: 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/contact. The school will continue to set up IEP meeting schedules that are convenient for parents. The school will seek parent consent before recording any virtual meetings, scheduled IEP meetings will continue to take place either by Zoom or Teams 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.

**Gifted:** The school has no students identified as Gifted at this time. 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 IReady Progress Monitoring data to help them identify and instruct advanced learners according to their specific needs.

1.a. Closing achievement Gaps: Additional Time and Resources: To accommodate for any lost time in learning, and depending on available funding, SBMCS will provide the following to students that have not achieved grade-level mastery:

**K-2 Students:** Use of IReady monthly progress monitoring to identify and provide support to students that are performing below grade level. Some resources that the school will use to provide support are Primary Phonics program (hard copy or virtual through Flyleaf's Phonics series), Journeys intervention resources (hardcopies or virtual), and IReady/Ready workbooks. The students will have one-on-one support from paraprofessionals and their classroom teachers. Each classroom has a schedule for providing one-on-one intervention.

Additional instruction time will be provided during school hours according to the classroom schedule, after-school tutoring will be offered based on available funding.

**3-5 Students:** Use of IReady monthly progress monitoring to identify and provide support to students that are performing below grade level. Some resources that the school will use to provide support for this group are Iready reading and math program and Journeys intervention resources (hardcopies or virtual). The students will have one-on-one support from paraprofessionals and their classroom teachers. Each classroom has a schedule for providing one-on-one intervention.

Additional instruction time will be provided during school hours according to the classroom schedule, after-school tutoring will be offered based on available funding.

For the Spring Intervention Plan (Remote Learners Only), the school will do the following for students that opt to continue learning remotely:

**Progress Monitoring:** Students will take the IReady Growth Monitoring Assessment monthly if identified as Tiers 2 and 3 students. Students that are performing below grade-level will, at first, be provided the opportunity to resume their instructions in the face-to-face format. If they choose to return, they will be provided support and intensive instructions depending on the identified learning gaps. The school will utilize research-based reading and math resources, Journeys intervention resources, and one-on-one teacher instructions. If they choose to continue remotely, the school will use virtual platforms like Teams videoconferencing, virtual resources like manipulatives and the IReady program to meet the needs of the students.

### **Detailed Discussion about Financial and Human Resources to Support the Expanded Learning and Supplemental Intervention Plan**

**Financial Support:** The school has been using allotted funding from the district to pay instructional staff and to purchase resources to support academic needs of students. The school currently has qualified teachers to provide instructions to small groups or one-on-one of students that have been identified as performing below grade-level. The teachers are paid from the allotted FTE funds provided to the school on a monthly basis.

The school has an after-care program to meet the needs of working parents. The school uses the payment from the parents that need the after-care services to pay for the aftercare staff. Depending on future funding from the district, the school plans to extend the after-care program to offer after-school tutoring sessions to students that are continuing to perform below their grade levels. Based on future funding, Tiers 2 and 3 students will be offered after-school tutoring in small groups, three times a week, for 45 minutes to 1 hour depending on the student need.

The school has a contract with an ESE consultant to meet the needs of SWD, the consultant is paid from the FTE (allotted funds from the district) that the school gets on a monthly basis. The school has two paraprofessionals working with homeroom teachers to provide small group or one-on-one intervention to students performing below grade level. The school has utilized funding from Title I to purchase IReady subscription which is used for diagnostics, progress monitoring, and interactive learning sessions according to a student's academic needs.

**Human Resources:** Qualified homeroom teachers of students performing below grade level will continue to use a given class schedule to provide small-group or one-on-one interventions. The school currently has 2 paraprofessionals that support students with Tiers 2 and 3 interventions. They are paid from the existing FTE that the school gets on a monthly basis. The paraprofessionals work with both the face-to-face and online students to provide Tiers 2 and 3 support according to the given classroom schedule. Some of the interventions include monitoring ELLs while they are engaging with the Imagine Learning program, monitoring Tiers 2 and 3 students during IReady assigned interactive sessions and providing direct support in small group academic activities assigned by the homeroom teachers, and to mention few examples.

The school has contracted the services of a speech therapist and ESE consultant to provide services to SWD.

The school has a curriculum director who provides support to teachers, parents, and students. Some of the support includes training of homeroom and paraprofessional teachers, coordinating the availability and purchases of resources that students need, ensuring hardware and software are meeting academic needs of the school, etc.,

1.a. Assessment integrity: The school will continue to administer IReady to all students with integrity as best it can. The school will continue to make the best efforts at educating parents about the importance of students completing the IReady diagnostic and Growth Monitoring assessments to the best of their ability. The school will continue to utilize Teams videoconferencing to monitor and support remote learners during given assessment periods.

1.b. Targeted outreach—Reading:

K-2: IReady diagnostics and Growth Monitoring will be utilized to identify, monitor, and support students who are performing below grade-level. Tier 2 students will receive one-on-one instructions for 30 minutes, three times a week, according to classroom schedule. Supplemental resources like research-based manipulatives and reading programs like SRA and Primary Phonics will also be used to support students in this category. Tier 3 students will receive one-on-one instructions daily, for 30 minutes according to classroom schedule.

3-5 IReady diagnostics and Growth Monitoring will be utilized to identify, monitor, and support students who are performing below grade level. Tier 2 students will receive one-on-one instructions for 30 minutes, three times a week, according to classroom schedule. Supplemental resources like research-based manipulatives and reading programs like SRA will also be used to support students in this category. Tier 3 students will receive one-on-one instructions daily, for 30 minutes according to classroom schedule.

1.b. Targeted outreach—Math:

K-2: IReady diagnostics and Growth Monitoring will be utilized to identify, monitor, and support students who are performing below grade level. Tier 2 students will receive one-on-one instructions for 30 minutes, three times a week, according to classroom schedule. Supplemental resources like research-based manipulatives, Montessori didactic materials (virtual and physical), and Ready Toolbox will also be used to support students in this category. Tier 3 students will receive one-on-one instructions daily, for 30 minutes according to classroom schedule.

3-5: IReady diagnostics and Growth Monitoring will be utilized to identify, monitor, and support students who are performing below grade level. Tier 2 students will receive one-on-one instructions for 30 minutes, three times a week, according to classroom schedule. Supplemental resources like research-

based manipulatives, Montessori didactic materials (virtual and physical), interactive activities using Nearpod, Singapore math strategies, and Ready Toolbox will also be used to support students in this category. Tier 3 students will receive one-on-one instructions daily, for 30 minutes according to classroom schedule.

Targeting Parents: Per a more targeted outreach, teachers will provide monthly feedback to parents on how their children are doing in reading. The parents of students that are remote and showing decline in learning will be contacted by the teachers and given the option of learning in-person. Students that are identified as performing below grade-level will continue to be provided appropriate research-based supplemental resources and/or intensive intervention instructions. Some of the resources include interactive tutorial videos, teacher-assigned tasks on I-Ready, and intervention resources from Journeys. The more intensive interventions include providing 30-minute one-on-one instructions from teachers and paraprofessionals.

1.c. Additional support for students that have been identified for retention or were previously retained will include—Elementary: Students will be provided extra time for one-on-one intervention instructions with a paraprofessional and classroom teacher according to the classroom schedule. Also, extra time will be provided to the student to complete assigned academic tasks during school hours.

Depending on available funding, the students will be offered after-school tutoring to bridge academic gaps. IReady reading and math will be used as progress monitoring and supplemental support, this program has interactive videos with research-based strategies in reading and math.

1.c. Data-Informed Instruction: SBMCS will continue to use IReady diagnostics and growth monitoring assessments to identify and monitor student progress. All students will take the diagnostics three times a year according to the BCPS testing calendar. All students will take the IReady growth monitoring every 6 weeks, and students on Tiers 2 and 3 will take the growth monitoring assessment every month.

The IReady diagnostics data will be made available to the district through Charter.Tools. The school has filled and submitted a form to the State allowing them to check student progress through the school's progress monitoring system—IReady.

1.c. The school will work with BCPS to participate in BCPS' Extended School Year services for Students with Disabilities (SWD).

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.



2.a. Innovative Learning Modality: South Broward Montessori will continue to provide a robust and quality remote learning to students that are making adequate learning progress. All the innovative learning modalities from the fall semester will continue to be offered to students:

**K-5:** The school will remain open five-days a week, Monday to Friday to all students. For students that will continue to learn remotely, the school will provide distance learning through a combination of online platforms, and electronic devices. Students that have opted to learn from home will continue to participate through Teams video calls or Google Meet. Teachers will continue to use, among other technology-related accessories or devices, webcams and microphones to effectively deliver in-class instructions to all students.

The School has learning programs that have both hardcopy and electronic versions for all students. Attendance will be taken through Teams--during videoconferencing--Google Classroom, and in-class student count, per day. School hours, which include drop-off and dismissal, will continue to 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.

**Kindergarten--2:** Given that most of our younger students need a lot of manipulatives and concrete materials, the school will continue to provide opportunities for parents to pick up concrete teacher-made materials or resources. Teachers will have packages a week prior to introducing a new lesson for parents to pick up. Teachers will continue to work with parents to provide any learning materials that will support student learning.

2.a. Intervention Supports:

**K-2:** The school will continue to provide multi-tiered system of support which will include concrete materials and virtual manipulatives. Parents will be able to pick up any materials needed for one-on-one interventions that will be given through Teams videoconferencing. For students with gaps in reading, support will be provided through research-based resources from reading Ready Toolkit and Journeys/HMH leveled reading library; math resources will be provided from math Ready Toolkit.

**3-5:** The school will continue to provide multi-tiered system of support for reading through research-based resources from reading Ready Toolkit and Journeys/HMH leveled reading library; math resources will be provided from math Ready Toolkit. Also, one-on-one instructional support will be provided from the classroom teacher and paraprofessionals.

For all students (remote and face to face), the frequency of intervention will depend on the identified need and tiered-level support needed. One-on-one instructions will be provided according to classroom schedules.

**Detailed Discussion of an Array of Services, Accommodations, Interventions for ELLs Not Making Adequate Progress**

**Homeroom Services:** Teachers of students that continue to perform below grade level will use the monthly I-Ready progress monitoring to plan and provide appropriate interventions to ELLs. Teachers will continue to provide heritage language support and resources like heritage dictionaries, ESOL learning strategies to support students that are performing below grade level. Homeroom and paraprofessional teachers will continue to facilitate the successful use of Imagine Learning to the ELL subgroup.

**ESOL Contact:** The school will continue to implement its fall plan with appropriate adjustments: The School's ESOL contact who was responsible for collating and using data from the Home Language Survey to identify new ELLs will continue to do so for newly enrolled students. The contact will continue to 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 continue to 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.

**ELL/Parent Committee:**

A. 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.

B. 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 that will continue to be provided is the Google Classroom's Google Translate and slides with captions, especially for students with limited English proficiency.

2.a. Targeted Instruction: K-5: After using the I-Ready diagnostics to identify students that needed intervention, the school has been providing one-one-one instructions to Tier 3 students for 30-40 minutes daily according to the classroom schedule. Students on Tier 2 will continue to be provided supplemental resources using IReady, virtual manipulatives, and one-on-one with a classroom teacher and paraprofessional for 30 minutes, three times a week, according to a classroom schedule.

Depending on available funds, the school plans to offer after-school tutoring to Tiers 2 and 3 students.

2.a. Supportive learning and student transition: Students that have opted for remote learning, but are not making progress, will be given the opportunity to return to the face-to-face learning model. Those that do return will be provided extra time for one-on-one instructions. They will be given extra time to complete academic tasks. Also, depending on funding, they will be provided after-school tutoring for 30 minutes.

2.b. After the next diagnostics in January, parents of students that have not made adequate progress will be notified via email using the attached Parent Acknowledgment Form. The notice will let parents and guardians know about the risks associated with, in this case, continued remote or e-learning. Should parents decide to continue with e-learning, South Broward Montessori agrees to obtain a written acknowledgement verifying receipt of notice and intent to continue with e-learning from parents and guardians. The School agrees to submit the written acknowledgement to the district on request.

3. **Enhanced Outreach - Truancy/Attendance of Students.** The charter school or charter school network shall list strategies they are implementing to:
- 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.
  - Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

3.a. Identification of students and family engagement: The school takes daily attendance of all students. Attendance is taken via the Teams videoconferencing platform or Google Classroom. Students that do not log onto any virtual platforms for more than two days are contacted by Admin. The teachers and Admin staff will reach out to parents and guardians through phone calls, emails, and Parent Link to offer in-person options to students that are absent for prolonged periods. When all attempts by the school fails, the school will contract the services of a social worker.

**Thorough Discussion of Professional Development to Ensure that Support Staff are Prepared to Support Intervention Needs of ALL Students:** Teachers have received training on how to use Microsoft Teams, Google Education products like Google Docs, Classroom, and Meets. Also, they have received training on the use of webcams and other electronic devices. They have also received training on online etiquette, teaching both face-to-face and remote learners, setting up conferences with parents, using break-out rooms for one-on-one interventions for Tiers 2 and 3 students, using virtual manipulatives and other programs to facilitate learning. Teachers have been trained to record and report student attendance. Paraprofessionals have received training on how to use Microsoft Teams and Google Classroom to support homeroom teachers with students that need multi-tiered support.

The school has a literacy and math coach/contact that attend professional development sessions provided by the district. The contacts are given monthly schedules to enable them to prepare and share pertinent information, strategies, and resources they got from the district, with the school's instructional staff.

The curriculum director conducts walk-throughs and captures images of students samples every week to serve as input for future professional development goals to meet the needs of all students. To ensure that teachers continue to be prepared to support all students, all instructional staff meet with administration once a week to provide or share feedback on the success of past trainings or PDs.

**ELL Professional Development Preparation:** The ESOL contact will continue to 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. Some of the programs that the contact will continue to train and monitor teacher implementation include WIDA, ACCESS, Imagine Learning, Ellevation, and ESOL matrix for accommodations. The contact will continue to coordinate, monitor, and implement existing progress monitoring systems to classify newly enrolled ELLs for the purpose of providing them with the appropriate accommodations, resources, and services.

The curriculum director will continue to monitor and update the school leader on successful completion of ESOL-endorsement courses from LAB. Teachers will be encouraged to check for and enroll in elementary subject-area courses, research-based learning strategies, e-learning courses, and any related courses that will be available via this platform.

**SWD Professional Development Preparation:** The school currently has an ESE contact who is responsible for attending district trainings and meetings, after which she uses a monthly schedule to prepare and provide in-school sessions to provide pertinent information, training, and resources to both instructional and noninstructional staff, to meet the needs of SWD. The school also has a contract with an ESE consultant to support the school with meeting state and federal requirements for SWD.

Although the school has no students identified as Gifted, the ESE contact who is also the Gifted Liaison is well prepared to continue providing information and resources to instructional staff, students, and parents should the need arise. The liaison will continue to attend district-required training and informational sessions to serve students that assessment data has shown are performing above their grade levels.

3.a. Student and family re-engagement strategy: Attendance is taken daily using Teams, Google Classroom, and when necessary, parents can call in if they are having technical difficulties with online platforms. The protocol for identifying and assisting families who fall through the cracks include teachers identifying students that have been absent for more than two days; teachers contacting Admin; and Admin contacting parents to provide support to ensure that students continue to receive quality instructions. Some support that the school will continue to offer include providing electronic devices, providing opportunities to return to campus when internet access is a persistent issue or provide reliable resources that parents can use to get internet access.

3.a. Attendance procedures and monitoring/Attendance staffing plan/Student access and attendance: The school staff responsible for monitoring student attendance are the teachers, office manager, and IMT staff. The office staff, consisting of the office manager and IMT, along with the principal are responsible for reaching out to students that have been absent, without parent excuse, for more than two days. The office staff are responsible for getting in touch with parents of these students to remind them of the risks associated with prolonged absences. The office staff is responsible for providing any support to help students continue receiving quality instructions. Some examples of support include offering parents the opportunity to resume face to face learning, provide electronic devices, provide resources for getting internet access. Communication modes include phone calls and emails. Where all efforts fail, the school will contract the services of a social worker.

3.b. Identification of VPK and Kindergarten eligible students: Not Applicable

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).

4.a. Faculty and staff professional development: South Broward provided and will continue to provide the following:

**Learning Across Broward (LAB)** For courses that provide research-based strategies for e-learning instructions, research-based strategies for reading and math, and any related courses

**Google for Educator** For effective use of the Google Classroom platform

**Microsoft Teams/Work Magic Support** For effective use of the Microsoft Teams platform

**Contractor/IT** The school's IT personnel has continued to train and support instructional staff on the use of electronic hardware like webcams, microphones, desktops, smartboard, etc., to deliver instructions effectively.

**Webinars:** The curriculum director will continue to provide webinars that provide valuable information and training opportunities to instructional staff and parents.

4.a. Professional development/Instructional: Microsoft Work Magic Support will continue to provide training and support to enable teachers utilize "break rooms" to provide individual or one-on-one support to Tiers 2 and 3 students using Teams. Teachers will continue to have access to the Google for Educator resources to post work samples, materials, video, and other resources that students need for effective Tiers 2 and 3 intervention.

4.a. Professional development: Innovative learning environment: The curriculum director will continue to provide one-on-one training and resources to teachers that need training on the instructional delivery of the school's innovative environment.

4.a. Professional development: Quality instruction and student performance: The curriculum director will continue to provide face to face professional development to aid teachers do the following:

1. Effectively plan, manage, and teach students that are face to face and online
2. Get feedback or check for student understanding from all students during whole group instructions
3. Utilize Google Classroom to get student samples
4. Use the webcam to see student work sample during synchronous learning
5. Use videoconferencing to monitor students during a whole-class assessment
6. Provide ideas, tips, suggestions on how to involve parents in helping teachers get student work samples.
7. Meet with teachers every Tuesday to get feedback and use it to inform further professional development goals

**Thorough Discussion of Professional Development Designed to Ensure Teachers are Prepared to Support Intervention Needs of ELLs and SWD:**

**ELL Professional Development Design:** The School currently has teachers that have completed more than half of required ESOL endorsement courses. The school will continue to implement the submitted fall plans to ensure teachers become fully trained and endorsed in ESOL. The curriculum director and ESOL contact will continue to work together to ensure that ELLs are provided resources like Imagine Learning Language and Literacy, Imagine Math, Heritage Dictionaries and Language Support, and small-group or one-on-one tired instructions and/or support.

The curriculum director will continue to monitor and update the school leader on successful completion of ESOL-endorsement courses from LAB. 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.



## Spring 2021 Education Plan and Assurances

The ESOL contact will continue to 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. Some of the programs that the contact will continue to train and monitor teacher implementation include WIDA, ACCESS, Imagine Learning, Ellevation, use of ESOL matrix for accommodations. The contact will continue to coordinate, monitor, and implement existing progress monitoring systems to classify newly enrolled ELLs for the purpose of providing them with the appropriate accommodations, resources, and services.

**SWD Professional Development Preparation:** The school currently has an ESE contact who is responsible for attending district trainings and meetings, providing training and resources to school staff to meet the needs of SWD. The school also has a contract with an ESE consultant to support the school with meeting state and federal requirements for SWD. Some of the support and resources the contact provides include coordinating and setting up parent/teacher meetings, coordinating with the district for ESE-related services like nurse participation in required meetings, paperwork for new ESE cases and services, among others. The contact also provides specific learning strategies to teachers of SWD to provide the support needed in a general education classroom.

Although the school has no students identified as Gifted, the ESE contact is well trained and prepared to continue providing information and resources to instructional staff, students, and parents should the need arise.

### 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>
Elizabeth Kpenkaan
<b>Contact information: email, phone number</b>
principal@sbmontessoricharter.com
<b>Date submitted</b>
12/11/2020
<b>Signature of authorized representative</b>
