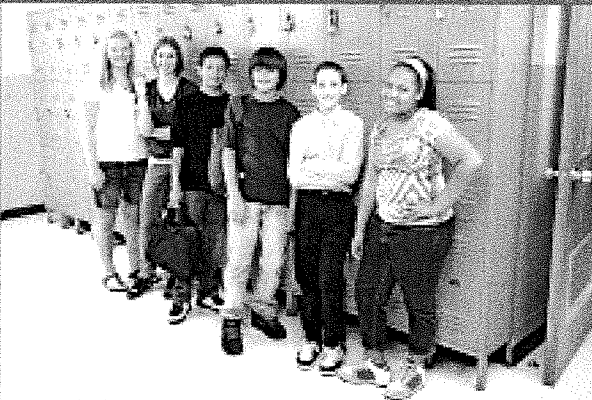
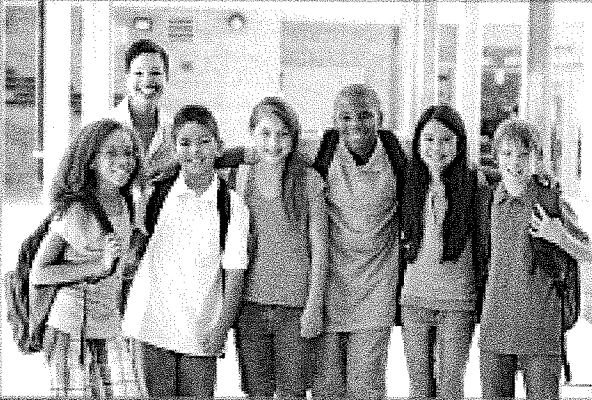


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[Healthy Learning Academy Charter]

Due: December 15, 2020

Spring 2021 Education Plan and Assurances

Purpose

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

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

Directions

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

Charter School Education Plan Assurances

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

✓ **Assurance 1: All schools will remain open. *The charter school or charter school network agrees to the conditions set forth in section II.a. of DOE Order No. 2020-EO-07.*** The charter school will continue to assure that its brick and mortar school 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

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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 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

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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.

✓ **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.

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1. Spring Intervention Plan-Healthy Learning Academy

1.a. Healthy Learning Academy will focus on closing achievement gaps- additional instructional time, particularly those that have been exacerbated during the pandemic, will be provided during the school day and during our After Care program and in our summer tutoring program in order to help close any and all achievement gaps.

1.b. Students who are demonstrating a decline on the school's progress monitoring system for reading and mathematics will receive interventions. Students in need of reading interventions in each grade receive either tier three pull-out interventions focusing on phonics, sight words, fluency and comprehension or tier two push-in interventions in which the students will work on reading skills in smaller groups in the classroom under the guidance of a teacher. Because we use Journeys series books in Reading, tier 2 and 3 students will use Journeys workbooks designed for extra support for interventions as well as the Journey's series Reader's Notebooks. In addition, tier 3 students will use Read Naturally in order to focus on fluency, phonics and reading comprehension simultaneously. ESE students who have severe decoding deficits will be using iStation. Upper primary students with reading comprehension deficits will be remediated through the Visualizing and Verbalizing program. Students who have deficits in math will have interventions in the classroom provided by an interventions specialist using the series interventions books. (Do these actually exist?) Students learning in our Virtual Academy take part in the exact same classroom and interventions experiences as other students. Intensive interventions take place one on one or in small groups through Google Meetings. Virtual Academy students follow their class during all classroom learning activities, including tier 2 interventions groups.

1.c. When students leave the Virtual Academy and resume brick-and-mortar instruction, they will be able to take part in the after school remediation and the summer tutoring program that HLA is offering. Other interventions will continue as before unchanged.

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.

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2. Innovative Learning Modality:

2.a. HLA's principal has met virtually and will continue to meet regularly with each family to discuss their children's educational needs. Families of students whose academic performance has declined while studying under the innovative learning modality(digital academy) have been encouraged to resume in-person instruction.

2.b. Parents and guardians of children who are not making adequate progress will receive a written notice which describes educational risks associated with innovative alternatives to brick-and-mortar instruction. The parent or guardian will be required to acknowledge the receipt of this information along with their intent to have their child remain in the innovative learning modality.

Example of letter to families-below;

Dear Parent or Guardian,

During this unprecedented national emergency, schools have developed innovative technological approaches to education in order to meet the needs of all families. Although many of these new teaching methods have worked well in meeting the educational needs of learners, evidence is mounting that some vulnerable learners do not perform as well in virtual education as they would if they were to remain in brick-and-mortar educational settings. Our progress monitoring indicates that your child has made less progress that we would ordinarily expect during a regular school year. The Florida Department of Education has required that parents of such students receive written notice describing this educational risk which has been documented in many instances in which students study using innovative approaches such as virtual education. The Florida Department of Education is requiring that you acknowledge the receipt of this information in addition to your intent to have your child remain in the Virtual Academy. Please sign and return the bottom of this form for our records.

Box 1. I have received information about the risks associated with innovative learning approaches such as Virtual Academy. _____

Box. 2. I wish to have my children remain in the Virtual Academy. _____

Parent Signature Line _____

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.

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Enhanced Outreach-Truancy/Attendance of Students

3.a. Healthy Learning Academy will continue to provide enhanced outreach to our families to ensure maximum in-person student enrollment at HLA. Administration will continue involving families both B&M and DA in all school wide communication. At this time, all vulnerable students who had limited contact with the school have been transitioned back to brick and mortar education. With our remaining digital academy students, we will closely monitor and identify any vulnerable students and assist them as they transition back to the brick & mortar setting. Currently all of our students are actively engaged at Healthy Learning Academy.

3.b. Entering Kindergarten students will take our readiness test upon enrollment. All kindergarten-eligible students and their families will receive additional support and materials 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).

4. Professional Development-Healthy Learning Academy

4.a. HLA has a technology support assistant on staff this year. All teachers are required to complete one week of innovative and virtual learning technology training and professional development under his guidance. The classroom instructors have streamlined the structuring for their Google Classrooms so they are uniform across all classes. Administration will continue to offer on-demand technology trainings based on identified needs from the staff.

4.b. HLA will offer opportunities and provide planning days for teachers to work on Professional Development through ACIS and FLDOE Professional Development, Diverse Learners Professional Development & Teacher workshops, as well as training through the Teachers Academy. Administration will use staff meetings to provide PD to teachers 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. HLA will offer study sessions after school for those teachers who still are not fully certified or endorsed in reading and need to take the Reading Endorsement K-12 Test for reading instruction for all Tier 3 students.

4.c. HLA will continue to offer support and training in learning management systems. Administration will support teachers in attending trainings offered at the district level or as a self paced modular.

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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.

Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.
Suzanne H Borganelli
Contact information: email, phone number
<u>sborganelli@hlacharter.com</u> 352-372-2279
Date submitted
12/10/20
Signature of authorized representative
<i>Suzanne H. Borganelli</i>