



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoc.org



# Spring 2021 Education Plan and Assurances

## [Imagine Schools Chancellor Campus]

*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.Spring Intervention Plan**

At Imagine Schools, of utmost importance to all our stakeholders (leaders, teachers, staff, parents and students) is our mission to provide high-quality instruction and an equitable education for all students, including those in vulnerable populations. Our school is committed to ensuring that every student continues their learning and receives their additional services required by law in a safe and healthy environment in all learning modalities. All students with an IEP, 504, or identified as ELL, will continue to be provided necessary services and accommodations to ensure they receive a free and appropriate education. These students will be monitored closely and appropriate teams will meet regularly to determine if students are regressing and additional or supplemental supports are needed.

The Imagine campuses will continue to follow their specific district's revised school calendar for the remainder of the 2020-21 school year. Each campus will offer the traditional 5 days a week, in-person instruction for their students or option to participate in our Imagine Innovative Model (IIM). Students in either option will continue to utilize the same instructional and curricular resources for core subjects in all grades K-8. A full plethora of courses and services will continue to be provided- including core

instruction, full elective courses, physical education, SEL focus and daily check-ins, character development, recess, and dedicated intervention for all students.

Our organization as a whole and each of our individual campuses are committed to focusing on closing the achievement gaps with fidelity and urgency. With the support of Renaissance, our National Academic and Assessment Teams, school leaders and academic coaches at every campus have disaggregated STAR progress monitoring data for fall and midterm to identify which students are struggling and not making adequate progress. In addition, the foundational skills at each grade level have been identified and made a priority with targeted lesson planning and intervention plans addressing learners in all modalities.

Our school will implement a Spring Intervention Plan with the following components:

### **1a. Focus on Closing Achievement Gaps**

A focus on closing achievement gaps particularly for those students that have been exacerbated during the pandemic is a top priority. Students from vulnerable populations will be monitored for steady progress on grade level standards through an individual learning gain calculation completed with each benchmark window. The administrative team will identify at-risk vulnerable students in each grade level, monitor their progress—with particular emphasis on the best ways of meeting their social/emotional and educational needs. Weekly collaboration with academic coaches and classroom teachers will be held to assess vulnerable students' mastery and needs on grade level focus standards.

Additionally, monthly data chats will closely track the progress of the lowest quartile of students, students with disabilities, and students identified as having other vulnerabilities in need of extra support to ensure an equitable learning environment is offered to all. Imagine Schools will continue to benchmark using the Renaissance Star Enterprise suite including Reading and Mathematics in grades 1-8 and Early Literacy in Kindergarten.

Star assessments provide a wealth of “actionable” data. They provide information on the students succeeding, students in need of intervention, predicting the students meeting standards and will reach proficiency on state assessments, and validating if the curriculum and interventions implemented are successful.

Data will be analyzed by grade level and subgroups to determine adequate learning through a positive change in NCE and the Student Growth Percentile (SGP). SGPs are a norm-referenced quantification of individual student growth derived using quantile regression techniques. The SGP score compares a student's growth from one period to another with that of his or her academic peers nationwide—defined as students in the same grade with a similar scaled score history. SGPs range from 1–99 and interpretation is similar to percentile rank (PR) scores: lower numbers indicate lower relative growth and higher numbers indicate higher relative growth, students performing in the 40-60 range are considered adequate progress. Through collaborative planning and data chats, teachers will use individual student data to determine how to leverage whole-group remediation to address learning gaps as well as determine where targeted intervention is needed. Tiered support will be deployed for students not meeting adequate growth during the school's designated intervention time.

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The following questions will be used to plan intervention for the identified students:

- What does this particular student need?
- Has anyone intervened with this student before?
- How intense was the intervention? Whole group? Small group? Individualized?
- How successful was the intervention?
- Was the intervention implemented the way it was intended and for a sufficient amount of time?
- Based on this information, what are the best next steps for this student?

Teachers will use learning progressions from the computer adaptive program to provide scaffolding for students based on the Star data. These instructional resources will provide students with targeted practice to support their progress toward standards mastery. Student progress will be monitored and tracked to determine what students are learning and if they are making adequate progress toward mastery of grade level standards. Using data systemically to ask questions and obtain insight about student progress along the way will help teachers monitor continuous improvement and tailor instruction to meet the needs of all students. In addition to teachers, students will track and monitor their individual data. Progress monitoring will become part of an ongoing cycle to improve student learning.

The school's plan for additional instructional time will possible options include after school, weekends, and/or summer programs, but all dependent on guidelines and appropriate funding available. Tutoring sessions will be conducted by certified teachers and intended for students scoring in the lowest quartile and students who would benefit from additional explicit standards-based instruction provided outside of the regular school day. Sessions will possibly begin upon return to school in January and end by June 2021. Tutoring sessions are focused on filling achievement gaps and skill deficits created due to the loss of instructional time due to the pandemic.

The school calendar was adjusted prior to the beginning of the school year to extend the amount of time students would attend to meet the required instructional minutes for the 20-21 school year.

Lost instruction time will be made up through dedicated intervention scheduled daily, small group differentiated instruction, and scaffolding of grade level content. Students will also have time daily to work on computer adaptive software offering deliberate practice of foundation skills and gaps from lost learning

### 1b. Targeted Outreach

Through our MTSS and RTI programs, tiered support will be deployed for identified students. Teachers will use evidence-based resources to target additional, prescriptive instruction for students based on STAR data results. If student presents with a deficiency in reading, the student will first be screened for skill gaps in phonemic awareness or phonics. If a deficit is demonstrated, students will receive targeted interventions focused on the mechanics of reading prior to addressing any other component. **These interventions will be implemented for students enrolled in both the traditional model and the innovative model (Imagine Innovation Model).**

There will be targeted outreach for students who are demonstrating a decline in our school's progress monitoring system for reading and mathematics, by grade level and by learning modality through monthly Early Warning Signs (EWS) tracked school wide and paired with academic data for ongoing progress monitoring. EWS consists of attendance, discipline, retention, course failure, and mobility indicators by subgroup. Students exhibiting multiple warning signs are prioritized for additional interventions through Multi-Tiered System of Support (MTSS). The school provides an intervention block identified within the daily master schedule for each grade level to ensure time is

provided within the school day to schedule and support students' identified needs from Star assessment data chats and other progress monitoring tools.

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**1c. Additional Interventions and Supports for students transitioned out of Innovative Learning Model**

Additional interventions and supports will be provided to students who are transitioned out of the innovative learning model and into face to face instruction through continued communication with parents. Students will participate in scheduled check-ins, when needed.

Families will be provided a regular schedule of instructional meetings by the teacher or member of the leadership team. Teachers will monitor daily student mastery and lesson performance, communicate any concerns with families and leadership, and schedule reteach lessons for students who are struggling to understand lessons. Leadership team members will collaborate with grade level teachers and assist in providing appropriate scaffolding for students who are struggling after the transition out of the innovative learning model. Students who demonstrate a regression on Star Assessments will receive additional support to help close any achievement gap from qualified personnel. Identified students will be closely monitored on a monthly basis throughout the school year.

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. Innovative Learning Modality

The Innovative learning modality will be offered to all students who are making adequate academic progress. Students will not be restricted to returning to in person learning by a set timeline in a semester and may return within one week's notification or less given they provide the school reasonable time to transition the student.

### 2a. Only to students who are making adequate academic progress

Consistent progress monitoring assessment data and EWS will be utilized to identify students who are not making adequate progress in the innovative learning option. All progress monitoring reports will be shared monthly with all students, parents, and staff, but especially with those students who are not making adequate progress.

Imagine School students (1<sup>st</sup>-8<sup>th</sup>) will have four benchmark assessments using Renaissance Star Enterprise Assessments and (K-5) three benchmark assessments using i-ready. The initial measure was within the first two weeks of school. We will use STAR Early Literacy to assess our incoming Kindergarten students. STAR Enterprise Assessments from Renaissance Learning and i-Ready are norm-referenced and highly reliable measures that will assist teachers with planning and addressing each student's individual needs. Every school's Instructional Leadership Team, including the Academic Coach assigned to each campus, will assist teachers in this process of data disaggregation and planning for prescriptive instruction on a regular basis.

In addition to this fall benchmark, given the first three weeks of school, both STAR Enterprise assessments (1-8) and i-ready (K-5) are administered throughout the school year. STAR Testing windows are identified as (Late Oct/Nov) Midterm Window, (early January) for the Winter Window, and (Early-Mid May) for the Spring Window. I-ready assessments are given three times a year. We will also use these assessments more frequently to closely progress monitor our struggling students. **All assessment results will be available upon request to each sponsoring district or ordered by the FDOE. Renaissance will be providing progress monitoring data for all Imagine campuses requested by DOE.**

In addition to predicted proficiency related to our Florida state standards by grade level, we also use STAR data to assess and monitor student growth. Data is analyzed by grade level and ESSA subgroups to determine the Student Growth Percentile (SGP). SGPs are a norm-referenced quantification of individual student growth derived using quantile regression techniques. The SGP score compares a student's growth from one period to another with that of his or her academic peers nationwide—defined as students in the same grade with a similar scaled score history. SGPs range from 1-99 and interpretation is similar to percentile rank (PR) scores: lower numbers indicate lower relative growth and higher numbers indicate higher relative growth

**Consistent Progress monitoring tools:** STAR, i-Ready, Achieve 3000

**STAR:** Students making inadequate progress will be determined by demonstrating a negative decline in NCE on three consecutive Star Assessments, a student who receives a score lower than 40 SGP on the winter benchmark assessment (typical growth range is 40-60). These students will be flagged as not making adequate progress and parent will receive first notification from the teacher along with a copy of the STAR parent report and any other monthly progress monitoring data reports. The next step will be a

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member of the leadership team following up with a written letter indicating inadequate progress with the recommendation for best learning modality for the student to achieve success may be to return to brick and mortar.

**i-Ready:** i-Ready has multiple progress monitoring tools that indicate student growth and proficiency on standards mastery. Standards mastery assessments are administered at the specific grade levels and can indicate student growth and progress on the standards being targeted by the teacher. These ongoing progress monitoring assessments along with the diagnostic testing (fall, winter, spring) provide detailed student progress. Teachers, academic coach, and the instructional leadership team will monitor these reports to see which students are not making adequate progress and need additional scaffolding or interventions. Teachers and the leadership team share with parents these progress monitoring reports to discuss progress and the best learning modality for their child. Growth measures are specific to each grade level (norm referenced). Teachers will be able to monitor student's progress based on the student's diagnostic growth report from the fall and winter windows. Any student below grade level and not making progress in reading/math will need to receive the reports and the letter documented in the next section.

**Achieve 3000:** Ongoing assessments are administered to students in middle school intensive reading classes which adjust text levels to ensure the targeted lessons match the needs of the student. Communication between the school and the parents will take place with students who consistently demonstrate a performance below 70% and are struggling on standards/skill mastery. Teachers will communicate with students first through conferences and follow-up with parents through phone calls, letters, and emails regarding the student's inadequate progress and recommend a return to face-to-face learning.

All Imagine students identified as **ESE** will continue to receive all legally mandated services and accommodations when receiving instruction using the Imagine Innovation Model. ESE Students with IEPs will receive support services from qualified staff at each campus, as outlined in their IEP. Students with 504 Plans will be granted all accommodations outlined in their 504 Plans.

Schools will use a variety of resources and methodology to ensure that this occurs. Schools will schedule IEP and 504 Plan meetings in a timely fashion via Zoom or Google Meet. The ESE coordinator and principal will verify instruction from ESE teachers of record to ensure services are being provided. The school will provide continued communication with parents to answer any questions and ensure any concerns are being addressed promptly. Students with IEPs will participate in scheduled in person, Zoom or Google Meet check-ins and lessons with Exceptional Education Staff of record. Families will be provided a regular schedule of instructional meetings by the teacher of record. Teachers will monitor daily student usage and lesson performance. Teachers will complete an Assignment Tracker for all ESE students which will include plans for re-teaching content when needed, accommodations, and outcomes of contact with students. Teachers will schedule reteach lessons for students who are struggling to understand lessons. MTSS will collaborate with grade level teachers and assist in providing accommodations for lessons given to students. ESE teachers will be responsible for modifying assignments, as appropriate, to meet the needs of the students. Teacher of Record for each ESE student documents contact time with students, all outcomes, progress monitoring data, and concerns on the Student Services Provider Log and provides this information to the ESE Coordinator and School Administrator by 5 p.m. each Friday. Teachers will include the ESE Coordinator and School Administrator on all communication with families and scheduled meetings with students.



Imagine Schools Chancellor Campus  
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561-585-1189  
Stephanie Standley, Principal



Dear Parent/Guardian of: \_\_\_\_\_

On November 30, 2020, the Governor of the State of Florida issued Executive Order No. 20-276. In this order, it is stated that “any student who is not making adequate academic progress in the Innovative Learning Modality must be transitioned to another learning modality (in-person)) as soon as practical”.

In order for a student who is not making adequate progress to remain in the Innovative Learning Modality, we must obtain written acknowledgement from the parent or guardian verifying the receipt of this information and the intent to remain in the Innovative Learning Modality.”

It is our goal to provide a quality education as we finish this school year, while also continuing to provide students needed flexibility to be academically successful during this crisis. We strongly encourage and recommend any students that are struggling academically to return to face-to-face instruction, as soon as possible.

We have noticed through our continual progress monitoring of your son/daughter while participating in the Innovative Learning Modality this fall, he/she is not achieving adequate progress in:

- Reading**
- Math**
- Both**

The strongest recommendation based on research has been made to have your child return to a traditional brick and mortar school for instruction for the second semester to prevent further educational risks and deficiencies in reading and/or math.

Please complete and return this form by (date) below to inform us in writing of your choice for your student’s educational program at this time.

I, \_\_\_\_\_ parent/guardian of \_\_\_\_\_  
acknowledge receipt of my child’s academic progress and choose to:

Return him/her to school

Continue with online learning

\_\_\_\_\_  
Signature

Date \_\_\_\_\_

All Imagine students identified as an **English Language Learner** attending the Imagine Innovation Model, will continue to be provided all legally mandated services, assessments, and accommodations. Our ELL Students will receive support services from qualified staff at each campus, as outlined in their ELL Plan. This includes ensuring that each school's ELL personnel meeting all legal requirements and timelines to ensure that WIDA is used to assess ELL students using ACCESS.

Schools will use a variety of resources and methodology to ensure that this occurs for every ELL student. Schools conducted baseline benchmark assessments using the Renaissance Star Enterprise Assessments for Reading and Star Math in grades 1-8 and Early Literacy in Kindergarten or i-ready Reading (K-8) within the first two weeks of the school year. Following the baseline assessments, the school's ELL Committee analyzed the data on each identified ELL student to determine predicted proficiency and Student Growth Percentile (SGP). ELL coordinators will continue to schedule required ELL meetings with families in their home languages via Zoom. The ELL coordinator and principal will continue to verify that accommodations are being provided. The school will provide continued communication with parents to answer any questions and ensure any concerns are being addressed promptly. Students with ELL Plans will participate in scheduled Zoom check-ins, when needed. Families will be provided a regular schedule of instructional meetings by the teacher or ELL coordinator. Teachers will monitor daily student contact and lesson performance. Teachers will complete an assignment Tracker for all ELL students. Teachers will schedule reteach lessons for students who are struggling to understand lessons. MTSS will collaborate with grade level teachers and assist in providing appropriate accommodations for ELL students who are struggling with online lessons. Students who demonstrate a regression on STAR Assessments will receive additional support to help close any achievement gap from qualified personnel. Both teachers and school leadership team will closely monitor ELL students on a frequent basis throughout the school year.

### **2b. Please see attached letter**

**Provide written notice to the parent/guardian that the child is not making adequate progress and will describe the associated education risks.**

The charter school will obtain 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. Students not making adequate progress in the innovative learning option will receive a written parent notification requesting to return to the traditional face-to-face or virtual option. Parents that choose for their student to continue in the innovative learning option must provide a written acknowledgement verifying their intent for their child to remain in the innovative learning option fully aware of the associated educational risks.

The school will establish criteria and set protocol with regards to appointing a staff member from the leadership team to account for monitoring eligible students, submitting letters to parents, tracking and following up with the written acknowledgement letters from parents. Teachers will continue just as they have done this fall, to be the first communicators with sharing progress with students, parents, and administration. Students with fall progress monitoring data indicating consistent inadequate progress will be notified ASAP to allow parents the opportunity to make an informed decision regarding the return from winter break.

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

### **3.Enhanced Outreach-Truancy/Attendance of Students Implemented Strategies**

#### **3a. Vulnerable Students with limited or no contact with school**

a. The school will identify vulnerable students who have had limited or no contact with the school and transition them to the appropriate learning modality. This will include students who have yet to appear or enroll for the 2020-21 school year.

Imagine Schools has a point person who works with administration to track students who did not initially attend school or who are not regularly engaged in the innovative learning option. Classroom teachers attempt initial contact of each of these families to assess barriers to school attendance. For those families whose initial contact cannot be made, or initial contact is made but the student still does not attend, a referral is submitted to the leadership team for enhanced outreach. School guidance counselors and social workers may be used to attempt further communication and help determine if additional support services need to be in place for the family to ensure a safe return to school. Truancy plans and academic contracts to assist students may be established to check in on a daily/weekly basis and monitor the student's progress emotionally and academically – also to establish student/parent accountability and partnership with the school.

The school leadership team attempts to communicate with identified families by accessing additional contact information and making home visits when necessary-(\*increasing reports of Covid-19 cases has put this measure on hold at this time) but if the pandemic improves this would be an option to reach those families. The school problem solves with the families and assists in removing barriers to school attendance. For students who are minimally engaged in the virtual platforms, brick and mortar enrollment is strongly encouraged. Results of this outreach are reported and documented by the school leadership team. Continued support and guidance are provided to the families by the school for as long as needs exist that prohibit engagement in school.

#### **3b. Identify VPK- and Kindergarten eligible students for Kindergarten readiness**

The school will communicate through Parent/Teacher Conferences to go over the results of the VPK and kindergarten readiness Assessment. This includes their current skills as well as provides strategies for parents to work with their students to attain skills to get to the next level learning for kindergarten readiness. Additional academic offerings will possibly be provided in the summer of 2021 by the school to support kindergarten readiness and offer jump start programs within the school district and VPK programs.

The school will reach out to community partners and local VPK schools this spring that are typical feeder schools for their elementary school and gauge the eligible students' kindergarten readiness -current skills they are observing, offer resources and strategies for parents to help with preparing their child over the summer for kindergarten in the 2021-22 school year.

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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**

Collaborative professional development includes the following areas to support teachers and leaders in implementing the Spring 2021 Education Plan:

#### **Implementation of the Spring 2021 Education Plan**

Weekly leadership meetings will focus on monitoring the implementation of the school's progress monitoring of the Spring 2021 Education Plan and its alignment with the school improvement plan. The leadership team will problem solve and address any barriers that may arise. The Instructional Leadership Team will share the plan with teachers during weekly collaborative planning and provide ongoing support and professional development in the following areas:

#### **4a. Innovative and virtual learning modalities**

School level academic coaches support teachers with the implementation of technology and instructional strategies through office hours, specific requests in coaching cycles, and collaborative planning/PD time.

Innovative learning lessons are available for specific content areas through many of the online core curriculum and supplemental resources being utilized such as: Google Apps, Thinkcentral, Brainpop, Nearpod, FUNdations, Journeys, Collections, Flipgrid, Jam board, Reading A to Z, Studies Weekly, Achieve 3000, Personal Math Trainer, Seesaw, Class Dojo, etc. Teachers are sharing best practices for student engagement and instructional strategies that target both learning modalities with student choice and empowerment in their learning. Teachers in traditional and innovative learning options collaborate together weekly during common planning and receive specific feedback from leaders as a result of frequent walk through observations. Content specific professional learning is ongoing. Shared lessons including videos will be compiled and shared throughout the school and region through a shared Google PD library.

#### **4b. Interventions to support students in various learning modalities**

**Focus Skills- Identifying Priority Skills that need to be mastered for future learning at each grade level based off the Florida Standards.**

Imagine Schools National Academic and Assessment team provides ongoing support and professional development opportunities to further enhance the quality of instruction and support teachers in meeting the needs of all learners. Professional Development opportunities through Renaissance were prioritized to address the best way to target gaps and utilize instructional planning reports and standards mastery data reports to effectively plan using **focus skills identified in Renaissance**. Upcoming Renaissance professional development will focus on:

- Boost Learning with Renaissance Focus Skills;
- Measuring Mastery with Formative Skill Checks;
- Brick and Clicks: Continuous Learning in and out of the Classroom;
- Data-Driven Approach to Differentiated Learning

The Academic Coach and instructional leadership team will facilitate conversations with teachers during collaborative planning on focus skills and student progress towards grade level mastery. Implementation of engagement strategies for all learning modalities was an emphasis during preplanning with a workshop provided by Dr. Sulla's Innovative Design for Education. The school continues to provide professional development and coaching sessions for teachers on student engagement strategies to provide effective instruction to support students. Digital applications were purchased to provide additional intervention and support in Math and ELA and include ongoing professional development and support.

Ongoing professional development is provided in the use of the Google Suite and use of breakout rooms to support small group instruction and intervention, as well as strategies to engage learners through virtual platforms and in virtual settings. Features to send individual assignments and group assignments have been provided to teachers with training and support to ensure ease of use. Sessions were held to support virtual implementation of assessments. The school academic coach supports teachers and works collaboratively to answer questions from teachers that might be looking for additional strategies using virtual platforms for intervention.

### **Reading intervention Professional Development**

Ongoing professional development will continue with the emphasis on effective and explicit teaching and monitoring of foundational skills in K-2 but also in any grades where students are showing a phonics and decoding deficiency. Academic coaches will provide support with training teachers how to effectively administer a universal phonics screener and next steps for intervention and consistently progress monitor the data to pinpoint reading deficiencies for individual students.

#### **4c. Technology needs:**

Technology based professional development was implemented with all instructional staff over the summer and preplanning at the start of 2020-21 school year.

This included training for the following Google Suite applications:

- Google Classroom (For Delivery of Instructional Materials and communication);
  - Google Documents (For Collaboration and the Creation of Assignments);
  - Google Meet and Zoom (To Deliver Instruction and Perform Small Group Instruction/Interventions);
- and
- Google Forms (For Progress Checks, Exit Tickets, and Assessments).

Imagine Chancellor utilized Zoom versus Google Meets for Innovative Learning modality and provided professional development to the teachers to its use and features. (Use of breakout rooms for student collaboration, small group support and intervention)

Professional Development in technology needs will continue to be ongoing as new staff is hired, more educational tools are presented. In addition, the need to train support staff and substitutes in utilizing the online learning systems and online curriculums for core and intervention will need to continue.

## **Acknowledgement**

## Spring 2021 Education Plan and Assurances

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>
Stephanie Standley
<b>Contact information: email, phone number</b>
<a href="mailto:stephanie.standley@imageschools.org">stephanie.standley@imageschools.org</a> 561-585-1189
<b>Date submitted</b>
12-15-20
<b>Signature of authorized representative</b>
