



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Oasis Middle 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

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.

1a)

- We will continue our work to close achievement gaps. Progress monitoring tools include student grades, attendance and student performance on progress monitoring assessments such as Renaissance Learning's STAR and Curriculum Associates' iReady.
- After school tutoring will be offered a minimum of once each week in math and ELA. Tutoring will be offered to students who are attending in-person and virtually.
- Summer school will be offered for those students needing to recover credits.

1b)

- Students not making adequate progress as demonstrated in quarter/semester grades or on progress monitoring assessments will receive written notification of such progress and be made aware of after school tutoring sessions.

1c)

- Students transitioned from our virtual learning program will be placed with the same in-person teachers as they had during their virtual learning program.
- These students will be offered the opportunity to attend our after school tutoring sessions.

- All students not making adequate progress will be provided weekly small group interventions in their math and ELA classes.

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.

2a)

- Virtual students that ARE making adequate progress will be sent a Google Form link from OMS offering them the opportunity to (1) remain in the virtual program, or (2) to change to in-person instruction on January 5, 2021, or at any point in the school year, so long as two days notice is given to the school.

2b)

- Parent(s)/guardian(s) of students who ARE NOT making adequate progress will be sent an electronic notification stating that they must return to school for in-person instruction on January 5, 2021. Parent(s)/guardian(s) will sign electronically to acknowledge that they have received such notification, and indicate the intention for their student to return, or not return. Families not responding electronically will be called.
- Parent(s)/guardian(s) of students that ARE NOT making adequate progress, that choose to remain in the virtual program, will receive electronic confirmation of this decision, as well as a summary of the potential educational implications of not returning. Parent(s)/guardian(s) will sign (electronic or written) acknowledging that they have received such notification.
- Parent(s)/guardian(s) of students in both modalities that ARE NOT making adequate progress will receive monthly progress reports identifying specific concerns and recommending OMS tutoring sessions.

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.

3a)

- Students that have had limited contact with the school (10 days or more unexcused absences – individual periods or entire school days) and are enrolled in virtual instruction will be directed to transition back to in-person instruction. An electronic notification will be sent to the parents of these students.
- Parent(s)/guardian(s) who do not respond electronically will be contacted by phone, in writing, and then through a home visit by our social worker. Once the parent/guardian is contacted, if the parent/guardian chooses to allow their child to remain in our virtual program, the parent/guardian will be required to acknowledge their child has been absent excessively and is in jeopardy of failing to earn their required middle school credits.

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).

4a & b)

- Professional development in innovative and virtual learning modalities is scheduled in: Monitor and Verify Learning In-Person and Virtually & Establishing Relationships, Routines, Roles, and Rigor at the Beginning of the School Year: In-Person and Virtually.
- Professional development was delivered to all math and ELA teachers on the use of intervention software such as iReady and STAR to monitor and support those students not making adequate process.

4b)

- Professional development in Google Suites has been offered to teachers with some teachers preparing to take the Google certification.
- A K-12 STEM Instructional Coach is available to work with teachers to provide additional support in creating an effective, engaging, innovative learning space.


4c)

- Professional development is available for teachers in using their Prometheus Boards.
- All teachers were trained in the proper use of Google Classroom.

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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.	
Donnie Hopper, Principal, Oasis Middle School	
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Date submitted	
12-07-2020	
Signature of authorized representative	
Michael Campbell, Chairman, CSA Governing Board 	Date: 12/8/2020