



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

[Boulware Springs Charter]

2020-21 Florida's Optional Innovative Reopening Plan

Purpose

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

Directions

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

- Option 1:** The charter school or charter school network provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in that plan (captured next to Assurances 1-5 below). The charter school's Innovative Reopening Plan must accompany this template upon submission. *(Note: charter school networks may submit one plan that covers multiple schools within their respective networks, provided that each participating school is identified.)*
- Option 2:** The charter school or charter school network completes the Department's template provided later in this document.

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

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

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Boulware Springs Charter School's Innovative Learning Model seamlessly aligns with Florida K-5 standards and has provided students with a personalized, mastery-based education since 2014. Boulware's teachers identify essential learning goals and skills for which students must demonstrate mastery at the end of each grade level. Students and families are provided formative feedback throughout the year regarding progress that students are making towards mastery of their learning goals. Funding from a CSP grant and fundraising efforts have enabled us to provide a take-home Chromebook for every K – 5th grade student. When distance learning became necessary in March 2020, student learning continued uninterrupted with additional support from Zoom and Google classroom. The full panoply of school services continued for all students. Boulware successfully transitioned all students to a virtual platform as teachers engaged in remote instruction, including attendance monitoring, tiered instruction, disciplinary support, faculty meetings, professional learning, and IEP meetings. Technology help was available for both students/families and faculty. Responses to requests for tech help were immediate. Boulware Springs is proud of what was accomplished in unprecedented times and families have been both thankful and complimentary. Even though we are a small school of 160 students, there were over 3500 teacher pupil interactions during the 8 week period.

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Boulware Spring's Innovative Learning Model Goals:

- Maximize student learning and engagement.
- Minimize student movement on campus to reduce number of students interacting daily.
- Reduce number of students an individual teacher interacts with daily.

As of July 19, 2020, only 15% of our families are opting for some form of remote instruction for fall.

2020 (K-5) ~ Parallel Learning Programs: Campus & Distance.

• Individual Screening Assessments by Appointment for K-5 Students Prior to Reopening:

Boulware Springs will schedule appointments with K-5 families prior to the first day of school to accomplish the following goals: (1) familiarize families and students with new campus routines and to support the healthy return of students and faculty; (2) administer individual reading, mathematics, and science (3rd – 5th) MAP (Measuring Academic Progress) assessments by appointment; and (3) provide an extended preplanning period for teachers to analyze baseline progress monitoring assessments and design focused/targeted instruction to reduce emerging achievement gaps.

• K-5 Campus:

To reduce the risk of viral spread we are adapting how students will be grouped and located in our school. All of our classes for this school year will be self-contained. Students will be assigned to a grade level teacher and will remain in an assigned learning space. Instructional regrouping will be limited to 2 teachers and their assigned student groups. Grades will not be grouped together for instruction. With the exception of additional safety procedures/policies and smaller class sizes, on campus learning will not be any different than any other school year. There will be 6-foot markings on sidewalks throughout campus.



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

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

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

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

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

Assurance 4: The charter school or charter school network will work with IEP teams to determine needed services, including compensatory services for students with disabilities. Charter schools must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the

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individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

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

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

Template Option for Reopening Plan (Option 2)

Plan for Implementation of Assurance 1

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

Boulware Springs Charter will reopen campus to all students opting for on-campus learning on August 17, 2020 for five days of school per week (minus scheduled holidays, teacher work days, and professional learning days). The school campus will remain open to all students selecting the on-campus learning option subject to advice and orders of the Florida Department of Health and the local departments of health, Executive Order 20-149 and subsequent executive orders. Distribution of Chromebooks and instructional materials for students electing to participate in learning remotely will take place during the week of August 10, 2020.

Plan for Implementation of Assurance 2

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

All families, regardless of the location of their learning environment (on campus 5 days per week, or remotely via Distance learning.) will continue to be provided the full array of services required by law including Title I tiered intervention instruction, special education accommodations and tiered instructional supports, speech and language services, OT/PT, mental health services, academic/school counseling. We will use district McKinney-Vento services to support any Boulware family who needs assistance. Students' learning will not be disrupted as a consequence of homelessness or being placed in foster care. Because we are a CEP school, all of our students receive free breakfast and lunch at school. Any student identified as falling behind will be provided ample opportunity through multiple pathways to master state standards including small group instruction, reteaching, and extended learning opportunities.

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Plan for Implementation of Assurance 3

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

Boulware Springs is a data driven school. We use data to drive instruction and to help us to create effective learning plans that help ensure that all students achieve mastery of standards. Each school year begins with administering MAP testing to identify students' strengths and areas for growth in reading, mathematics, and science (3rd – 5th). Students are also again assessed with this test in December to ensure that we are on track for mastering standards by the end of the school year. All students are tested yet again in May to determine mastery of standards. K – 2nd grade students are also assessed with SIPPS Diagnostic Placement Assessment to provide yet another data set. These assessments are in addition to unit testing in both reading and math. If a student is not showing the determined amount of growth necessary in any of these assessments, we make adjustments to our curriculum and teaching. In addition, teachers and administrators meet monthly to identify students in need of intervention and/or tiered support in order to be successful. During these meetings stakeholders also review data and gather teacher input regarding any students that may need counseling and/or mental health services.

Plan for Implementation of Assurance 4

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

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Prior to school opening, students will return to the school individually to be evaluated for progress/regression from the previous school year. Data from evaluations, including MAP testing data, will be evaluated to determine the level of ESE services each student needs for the upcoming school year. If students are in need of additional services, IEP teams will meet to evaluate current IEP goals, adjust services and classroom and assessment accommodations that will be needed to achieve academic proficiency. All teachers will continue to develop rigorous learning experiences, supported by technology, with principles of universal design for learning embedded throughout the curriculum allowing all learners, including children with disabilities and English learners, an opportunity to acquire meaningful learning of grade level goals through multiple means of representation, engagement, and action and expression.

Students with disabilities in a general education setting will receive accommodations and support according to each student's IEP or 504 plan, facilitated by the classroom teacher. Individual manipulatives or materials required per IEP accommodations will be provided for the individual student and not shared by others in the classroom to ensure cleanliness of learning materials required to meet the student's learning needs. In targeted, small group intervention, direct services will be provided to students in accordance with their IEP goals and services.

Targeted, small group intervention will be provided with appropriate spacing for the safety of students and all members of the group; and the students and the ESE teacher will wear face masks for the safety of all. Students requiring speech or language therapy will have face to face therapy sessions with adequate spacing provided between the SLP and student. The use of face shields will be used to ensure safety, but allow for full facial view in order to support articulation development and progress towards articulation goals.

IEP meetings will be held annually, at a parent's request, and/or when the team needs to amend a student's IEP. IEP teams will meet via video conferencing to allow all members of the IEP team an opportunity to participate in the development of an Individual Education Plan and provide input. If parents or guardians are unable to meet virtually, the school will arrange a meeting space that allows the parent and ESE case manager to meet face to face, with proper spacing, and the rest of the IEP team to meet via video conferencing. Progress monitoring of each student's IEP goals will be monitored continuously and documented according to the IEP. Data through MAP Testing, teacher observation, and student work samples will be used to evaluate each student's progress towards their IEP goals and documented through PEER.

In the event that full time distance learning must take place, students with disabilities will receive targeted, small group intervention through teleconferencing using Zoom as a platform, or a comparable video conferencing system allowing the teacher and student to interact face to face and share a digital white board for students to respond in writing. Speech and Language therapy will be conducted via teleconference with the student and SLP. Students with disabilities in the general education setting will continue learning and receiving accommodations through daily synchronous learning in accordance with our school schedule. Universal design for learning will

Plan for Implementation of Assurance 5

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

Prior to school opening, students will return to the school individually to be evaluated for progress/regression from the previous school year or establish baseline data for new students to Boulware. Data from evaluations, including MAP testing results, will be evaluated to determine the level of academic support each ELL needs for the upcoming school year. All teachers develop rigorous learning experiences, supported by technology, with principles of universal design for learning embedded throughout the curriculum allowing all learners, including ELLs, an opportunity to acquire meaningful learning of grade level goals through multiple means of representation, engagement, and action and expression. Supports will be embedded into curriculum planning so each ELL will have accessibility to the learning goals. Continuous monitoring of ELLs' progress through teacher observation, classroom assessments, student work product, and through MAP Testing will be collected and evaluated throughout the school year. MAP testing results will be evaluated by data teams to adjust academic supports and resources for ELLs. Additional supports will be implemented as ELLs need them, in order to ensure their progress towards meeting grade-level standards allowing them to achieve language proficiency and academic success. In addition to classroom support embedded into curriculum planning, ELLs will have access to Title 1 intensive reading instruction to support their continued progress towards grade level language proficiency.

In the event that full time distance learning must take place, ELLs will receive synchronous instruction through teleconferencing using Zoom as a platform, or a comparable video conferencing system allowing the teacher and student/students to interact face to face individually, in small groups, or as a class. This learning platform allows for sharing of materials, multiple forms of presentation (teacher presented, ppt, video share) and allows students to interact verbally or in writing through a digital white board. All students will be provided with the technology needed to interact with the digital platform. ELLs will be supported in the use of the digital platform through one-on-one teacher support and support for students' parents. Universal design for learning will be embedded into the digital distance learning curriculum meeting all appropriate grade level standards and allowing students the opportunity to have access to multiple means of representation, action and expression, and engagement to support ELLs continued progress towards grade level language proficiency.

Assurance 6 does not require an additional narrative.

Acknowledgement

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

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
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Date submitted
7-20-20
Signature of authorized representative