



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoc.org



# Spring 2021 Education Plan and Assurances

[Lone Star MYcroSchool]

### 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

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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 support. Charter schools must not unreasonably restrict the decision of a parent or guardian to alter the learning modality (in-person, innovative, virtual) that best suits their child's needs. Restricting when changes can be made to a certain time of the semester or requiring more than a week's notice prior to changing a student's learning modality are presumptively unreasonable.

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☒ **Assurance 5: Truancy/Attendance of students.** *The charter school or charter school network agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The charter school agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.

☒ **Assurance 6: Continue professional development.** *The charter school or charter school network agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The charter school agrees to continue to provide professional development to teachers and leaders to become proficient in the delivery of grade-level standards within all learning modalities, as well as the utilization of progress monitoring for remediation and intervention.

### District Spring 2021 Education Plan

**Directions:** The charter school or charter school network must address each of the following areas and their sub-components in the corresponding text box below. Please remember to clearly label the required information you are providing below accordingly, e.g., 1.a., 2.c., 3.d., etc. Additionally, please check to make sure you have **thoroughly and clearly answered each required area and sub-component below prior to submission.**

1. **Spring Intervention Plan.** The charter school or charter school network shall explain in detail a proposed 2021 Spring Intervention Plan with the following three components:
  - a. A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the school’s plan for additional instructional time including afterschool, weekends, and/or summer programs, and an explanation of how lost instruction time has been or will be made up.
  - b. Targeted outreach for students who are demonstrating a decline on the district’s progress monitoring system for reading and mathematics, by grade level and by learning modality.
  - c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

1.a. Focus on closing the achievement gap

- The school will follow up with a “panoply of services” for all students by doing the following:
  - a) ESE, 504, and ELL students will receive prescribed and requested interventions and support virtually and with fidelity to the IEP, 504, or ELL plan. These students will receive priority support on Fridays. On virtual and in person days, these students will be supported using consistent electronic communication from teachers and staff. Progress will be consistently monitored by the ESE Teacher and consultation or support facilitation will be provided whether in person or virtually according to what is required by the student’s plan.
  - b) The ESE teacher will consult regarding ESE, ELL, and 504 students with all classroom teachers on Wednesdays during common planning time.
  - c) The school will address individual needs for all vulnerable populations listed in executive order DOE 2020-EO-07 considering the school is a dropout recovery school e.g.

technology and connectivity, technology support, mental and behavioral health counseling (electronic or in person when possible), progress monitoring via software or other shared applications, tiered support plans, and weekly communication with parents/guardians.

### 1.b. Targeted outreach

1. STAR Reading and Math baseline will be administered to all students in person or web-based quarterly to measure growth in reading and math for each student enrolled during the first quarter of school or the first quarter of continuous enrollment.
2. Qualitative and quantitative data, including state assessment data, will be discussed during monthly teacher common planning times and used by teachers to determine level of placement on the flowchart.
3. Tiered support will be determined by all teachers for each student during daily planning time and/or professional development meetings monthly.
4. Tiered support in conjunction with progress monitoring will be updated via software or shared school applications.
5. Tiered support plan will follow the deployment flowchart from classroom teacher, academic advisory, attendance monitoring, and any mental or behavioral support personnel assistance to the student.
6. Individual Support Plans and schedules for students will be updated by the Graduation Coach when Reading and Math levels are determined by the instructional team.
7. Adequate progress is determined for individual students based on 2 years of growth in both Reading and Math as outlined in the School Improvement Plan and/or in the LEA Charter Agreement with Duval County Public Schools.
8. Tiered support is adjusted quarterly by the Instructional Team during professional learning communities and adjustments to levels of support are discussed and documented in shared app or software as a living and shared document.
9. Direct Instruction Groups daily providing intensive instruction in reading
10. Direct Instruction Groups daily providing intensive instruction in math

### 1.c. Additional interventions and supports

- Mental Health Therapist provides counseling and review of student progress; helping set goals to meet graduation requirements
- Director of Community Relations and Student Recruitment assists students with setting goals for life after high school keeping them focused on obtaining a high school diploma and the relevancy for life after high school.
- Pair students with adult mentor at the school to provide additional progress monitoring and encouragement
  - Student and mentor will meet bi-weekly with mentor to discuss academic progress and set goals
  - Mentor will provide progress reports to parent/guardian monthly

2. **Innovative Learning Modality.** The charter school or charter school network shall explain in detail its plan to:
- Offer the innovative learning modality only to students who are making adequate academic progress.
  - Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The charter school must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The school must submit a copy of the written acknowledgement form that they will provide to parents/guardians.

2.a. Students making adequate academic progress

School officials will continue to monitor students' academic progress and communicate to students and parents/guardians the available learning modalities. Communication will specify the innovative learning modality is more appropriate for students who are on track to graduate and who are making adequate academic progress.

2.b. Written notice to parent/guardian

Lone Star MycroSchool will adhere to the expectation as defined in EO7 regarding written parent/guardian communication and their acknowledgement of receipt of said communication. Please see attached sample letter.

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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### 3.a. Identify vulnerable students

Lone Star's Director of Student Recruitment and Community Relations, along with the school's administration, will examine attendance data to determine which students need intervention and work with the student(s) and their families and determine the appropriate learning modality for re-engagement.

- Telephone calls to parents and students
- Email communication to parents and students
- Social media advertising and promotions

3.b. N/A

4. **Professional Development.** The charter school or charter school network shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including:
- a. Innovative and virtual learning modalities;
  - b. Interventions to support students in various learning modalities; and
  - c. Technology needs (especially new learning management systems).

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

- Encourage all teachers and administrators to obtain Google Level I certification
- Professional development sessions provided by management company
  - implementing Google classroom
  - implementing MYcroPaths - instructional model that includes direct instruction, small group instruction, targeted instruction, and simultaneous instruction for in-person and virtual learners
  - implementing Google suite to include - classroom, hangouts, and meet
- Participation in Duval County's Professional Learning Network completing professional development sessions based on individual teacher needs

#### 4.b. Interventions

- Professional Learning Communities
  - Teachers sharing best practices to meet the needs of students in various learning modalities
  - Teachers sharing video lessons
  - Principals collaborating to develop systematic approach to addressing changing needs of students to ensure appropriate placement in learning modalities for all students

#### 4.c. Technology needs

- Reading and math intervention software and the professional development to support it
- Progress monitoring software that delineates student information to assist teachers with targeting specific needs of individual students

## Acknowledgement

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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>
LaShanda Evans, Principal
<b>Contact information: email, phone number</b>
lashanda.evans@siatech.org
<b>Date submitted</b>
Dec 9, 2020
<b>Signature of authorized representative</b>
<i>LaShanda Evans</i>

Board Approval Date: December 8, 2020

Board Approval Signature: *Efferem Williams*  
[Efferem Williams \(Dec 9, 2020 14:37 EST\)](#)  
Efferem Williams, Board President





Dear Parent/Guardian,

In compliance with the Governor's executive order to continue to provide educational opportunities for all students, Lone Star MYcroSchool offers an Innovative Learning Modality (virtual learning). Your student is currently participating in the virtual learning model. Unfortunately, your student is not making adequate academic progress in this learning modality. It is the recommendation of the school administration that your student return to the traditional brick and mortar format for instruction.

It is our goal to provide all of our students with the best instructional model to assist them in meeting graduation requirements. At this time, your student is not progressing at the rate that s/he should towards meeting graduation requirements. Having your student return to the traditional instructional model will afford your student a structured learning environment with in person instruction. Research indicates that as students fall behind the chances for them to graduate declines.

In an effort to assist you and your student with a successful transition back to the traditional learning model, we will conduct a meeting to develop a plan for moving forward. Please complete and return this letter to the school as soon as possible so that we can move forward with helping your student achieve their goal of earning a high school diploma.

**Please check the appropriate statement:**

\_\_\_\_\_ I have read and understand the recommendation that my student return to traditional learning. I would like an appointment to come in and discuss my student's schedule for in person learning at Lone Star MYcroSchool.

\_\_\_\_\_ I have read and understand the recommendation that my student return to traditional learning. I want my student to continue in the innovative learning modality (virtual/distance learning). I accept responsibility for this choice and I will work with my student to provide more guidance and structure.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student/Parent Signature: \_\_\_\_\_

If you have questions, please contact Lone Star MYcroSchool at 904-725-5998.









# Lone Star\_2021 Spring Education Plan\_EO Assurances\_Charter with Letter

Final Audit Report

2020-12-09

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