



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoc.org



## **2020-21 Florida's Optional Innovative Reopening Plan**

**Alpha Charter of Excellence**

## 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: Pages 2-6

This plan is a response to the July 6, 2020, the State issued [Emergency Order 2020-EO-06](#). Per the Order, all public schools are expected to re-open in August and offer a minimum of five days per week of instruction in a brick-and-mortar facility. The reopening of schools must be driven by local data and the goal of restoring optimal conditions for learning. Alpha Charter of Excellence starting school date will be pending decisions made by the Superintendent of Schools, Mr. Alberto Carvalho and orders from the Florida Department of Health. The proposed reopening of school date in Miami Dade County is August 24, 2020.

The reopening of school will be a brick and mortar school servicing students at least five days of school per week. The school will offer a hybrid model. Students will be attending physical school five days a week and those parents opted in distant learning will have the same level of education at home. The goal is to ensure the safety and wellness of students and staff, deliver high quality instruction and provide

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parents with a choice in instructional delivery models. The synchronous learning online model will be used having students learn in real time while teachers are delivering the lesson.

Teachers will be in providing instruction to our students physically and virtually through classroom Google and zoom conferencing. Accommodations have been made for at risk staff members as well by providing online instructions to those students at home.

Students will be able to comply with this schedule either in person (physically) in school or distant learning. Those students staying home will need to follow the same schedule as those students that are in school physically. The teacher will be in the classroom teaching while students are learning in the class setting as well as distant learning. All teachers have laptops with video access. All students have equitable access to digital curriculum and consumables. The school has completed the purchases of all consumables and digital curriculum. Those parents opting distant learning will pick up all the consumable textbooks and have access online for digital curriculum before the beginning of the school year. The school has also purchased Moodle platform and will be using Google Classroom learning platforms designed to provide teachers, administrators and learners with a single system to create personalized learning environments.

For students that need access to Wi-Fi, the school will be assisting parents in applying for internet essentials through Comcast. These services are provided to Title I school and parents that participate in the free lunch program.

Teachers will be able to use digital technology to have students engage in educational resources, the daily lesson through video conferencing, sharing their screen and using bookmarking options. The students are able to add commentary and discuss with other students.

### 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.

**X 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: Pages 5-6

**X 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

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learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: Pages 6-7

**X 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: Pages 9-10

**X 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 individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: Pages 10-11

**X 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: Page 12

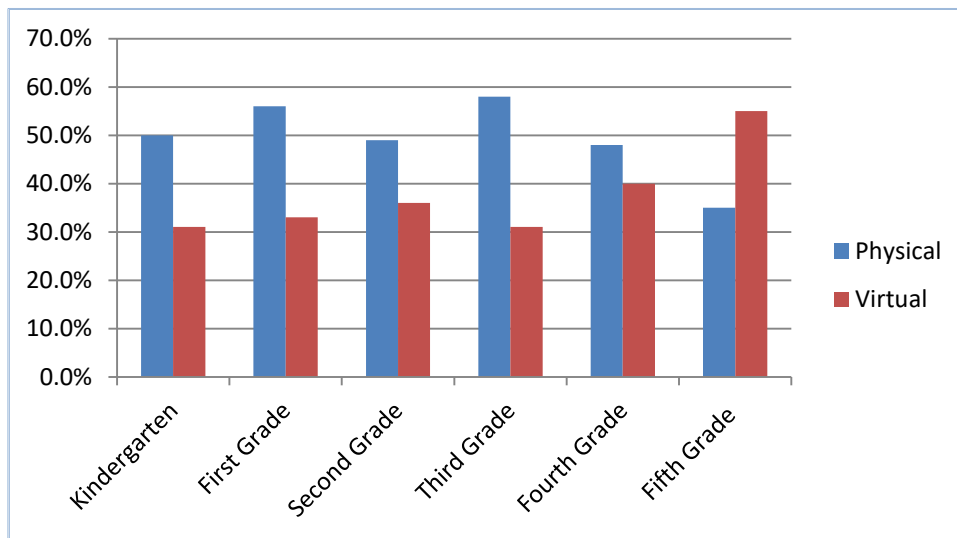
**X Assurance 6:** Progress monitoring data must be shared regularly by the charter school with its sponsoring school district, in a manner prescribed by the Department.

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.

In July, Alpha Charter of Excellence surveyed the parents in grades Kindergarten through Fifth Grades. The data shows the parent decision of either in the classroom instruction or distant learning. This reopening plan is based on the two options choice parents decided for their child.



The school has established staggered arrival and dismissal times for students. The seat time is as follows:

- Kindergarten – First Grades: 8:30 a.m. – 2:00 p.m.
- Second – Third Grades: 8: 15 a.m. – 2:45 p.m.
- Fourth and Fifth Grades: 8:00 a.m. – 3:00 p.m.

Attendance will take place at the beginning of the school day. The distant learning student will have a grace period from 8:00 a.m. to 9:00 a.m. to connect to their conference video. Teachers will be taking attendance through Pinnacle. The school will have support personnel to assist classroom teachers with students not logging in on time or having difficulty staying engaged.

The school curriculum materials are available in textbook and online. The school has chrome books to be given to those students without devices at home. The school has also applied to varies grants that support the purchase of more chrome books for students.



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The school has purchased consumable textbook as well as online subscription for the entire student population. All students will be receiving their consumable textbooks and will have access online for their e-textbook. Distant learning students will have access to Google Classroom and Class Kick. With these programs, teachers are able to upload assignments, evaluate and record. Teachers will also use accommodation strategies with these programs to assist those students in ESE and ELL. The assignment gets scored both ways, online or by the teacher. These grades will be recorded in our grading system called Pinnacle. Physical classroom students are able to complete their assignment in class and turn in the assignment to their teachers. Teachers will be able to score and provide a grade.

The school has established protocols for expanding safety and security. The access remote doors will provide security for visitors not to enter the school building without checking into the main office. The school's office is equipped with masks, gloves and thermometer to check temperature for any visitors. The school has also purchased masks for all staff members, installed hand sanitizers in all classrooms and cleaning products for regular cleanings.

The school will be requiring parents to perform temperature checks on students prior to school time. The school will provide temperature checks on staff members as they walk into the school. All staff members and students will require face coverings. The school is also looking into purchasing Pexi Glass dividers to assist with separation between students inside the classroom.

All classrooms have hand sanitizers next to the door. Students will be asked to sanitize their hands often. All teachers will have a surplus of classroom supplies and materials for students to use. Any devices provided to students will be properly sanitized before distribution. Online textbooks have also been purchased so students will not need to share.

The school has posted simple flyers with information on how to keep your hands clean, and effective measures to prevent the spread of the virus. The school has a cleaning crew that will be performing routine sanitization of general facilities throughout the day. The bathrooms will be monitored and cleaned periodically. The high touch areas will be cleaned and sanitized frequently as well. Air filters will be changed monthly.

The classroom will be used to maximize social distance. The cafeteria, auditorium and other areas will be used for instructional use if needed. The teachers and staff will encourage use of digital resources for instruction and have student use their electronic device.

Breakfast will be provided to all students as a grab and go to classroom model. Students will not be using the cafeteria for lunch. Lunch will be provided inside the classroom. The cafeteria workers will be delivering the student's lunch during lunch time. Parents will be able to pick up lunch from the students that are at home. The school has implemented a software that tracks the meals students eat daily for reporting purposes.

Contact tracing is used by health departments to prevent the spread of infectious disease. In general, contact tracing involves identifying people who have an infectious disease (cases) and people who they came in contact with (contacts) and working with them to interrupt disease spread. This includes asking people with COVID-19 to isolate and their contacts to quarantine at home voluntarily.

The School Will:

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- Interviewing people with COVID-19 to identify everyone they had close contact with during the time they may have been infectious
- Notifying the health department with potential exposure
- Referring contacts for testing (pending direction from the health department / MDCPS)
- Monitoring contacts for signs and symptoms
- Connecting contacts with services they might need during the self-quarantine period

All stakeholders will have communication with the school through video conference meetings, parent meetings, EESAC, Board Meetings, and workshops. The school will maintain ongoing communication with Miami Dade County Public Schools.

The school has instructional and support staff to ensure the continuity of instruction and effective implementation of all learning models. Our ESE Specialist will ensure compliance with our ESE student population, IEP / 504 Meetings, assisting teachers with collaboration, reviewing lesson plans with specific student needs, review data for progress monitoring and completing meetings throughout the school year. Our ESOL coordinator will assist teachers with ESOL strategies, provide professional development relating to English Language Learners and review data for progress monitoring.

The school has two professional development days scheduled for August to assist teachers with different instructional practices related to physical setting and distant learning. In addition, our Human Resources department will be providing a training outlining the faculty handbook and the Covid-19 Policies of the school. The policy covers the following topics: Workforce tracing, recommended precautions measures, mandated protective equipment, sanitization, confidentiality, and non discrimination.

### 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.

The instructional model have been designed with input from the parents. The school will be preserving in school instruction defined by the master schedule. In addition, the school will also be providing distance learning options to the parents. The school has a counselor and a mental health agency that will be working addressing students' academic, emotional and social needs. Both counselor and mental health agency can provide tele-therapy to those students that are in distant learning as well as in person support. The staff have been trained to identify warning signs and refer students to our counselor. The administration of the school will continue to provide support for the reopening of schools to all parents and the community.

Families will be able to engage in virtually meetings, parent workshops and the school will continue to advocate and communicate with all stakeholders. It is important to maintain clear communication with

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the school system, parents and community stakeholders. The school will continue to collaborate with nonprofit organizations to assist the parents, students, teachers during the school year.

The school will continue to have collaboration and communication with Project Up Start. Our liaison will provide families with information they need to assist students who are homeless, in foster care, migrant workers and in need of any other services.

Alpha Charter of Excellence will continue to provide the same services as per the student's IEP. Most students have accommodations that can continue to be done by the classroom teacher, and the collaboration will continue to be provided by an ESE teacher during class via zoom or in face to face. For facilitation, the teacher and ESE teacher will meet to come up with a plan for the student via zoom or face to face.

The ESE specialist will meet with teachers in person or virtually to discuss the ESE students weekly. The teachers must make themselves available to talk with the ESE specialist. I had a problem with this when we were doing virtually as many teachers would not return calls or email. If a teacher encounters a problem, the teacher should contact the ESE specialist, so we can come up with a plan.

Gifted students will continue to receive services by meeting with Mrs. Montgomery (the gifted teacher) twice a week virtually or in person for Social Studies. The course provided to these students will be Social Studies Gifted.

Teachers will be using strategies for Advanced Learners. The courses for the advance will be through Social Studies. ACE has engage in a rich and engaging content with the following textbook companies: Pearson Science, Houghton Mifflin Social Studies and TCI Social Studies. In addition, the school has purchased licenses through Savvas Realize, Class Kick and other software that enables students to be challenged in the classroom and continue lab experiments remotely.

With rich and engaging content, embedded assessment with instant data, and flexible classroom management tools, Realize gives you the power to raise interest and achievement for every student.

The plan for academic instructions for the ELL population will be to provide instruction through the ESOL links and use the resources provided by the ELA Pacing Guides and year at a glance including other instructional ESOL resources available. For grading purposes, the reading grades need to reflect the development infused with phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. In addition, Language Arts reflects the English language development of the ELL population. Newcomers ELL students will be provided with a packet that will help them acquired and understand the English language which includes heavily visual materials. Teachers will continue to use ESOL strategies and WIDA Can Do Descriptors.

For other population identified as vulnerable such as students from low income families, at risk students, students of migrant workers, students who are homeless, students with disabilities, students in foster care and other students who are ELLs, the school has hired interventionist instructional personnel to assist students in the classroom. Teachers will monitor their data and provide intervention services as needed. The school will also provide students with the use of electronic devices if needed. Iready and Imagine learning software are also available to assist students in Reading and Math. The school has a CIS staff member that can assist students and families with other resources needed during the school year. The



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school will be providing these parents with school materials, uniforms or other supplies as requested. Finally, the school has a partnership with other nonprofit organizations to assist parents with housing, financial literacy, youth programs, child care services and refugee services.

### 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.

ACE will follow the testing schedule and progress monitoring assessment of Miami-Dade County Public Schools and use the same interim assessments to assess student progress throughout the year. These assessments are aligned to state standards and ACE's curriculum since the school is using the same curriculum for all subject areas as the District.

Data informed instruction and sharing will be implemented with fidelity. The progress monitoring data will be shared with the Sponsor and the FDOE. The school will be following the Miami Dade County Public School Testing Schedule for the upcoming school year. The School's data being shared will be:

- I-Ready Diagnostic Test2 (AP1) – (AP3)
- Other District Test (Assessment Baseline Science Test, ELA Writing, Mid Year Science Test)

The school has a testing coordinator that will ensure assessments are administered securely for all students. During our innovative learning models, teachers are collaborating with parents to make sure the students have a designated area for testing, there are no distractions while testing and the students are completing the assignment individually. The test is monitored by the teacher via zoom. In the classroom, teachers are able to monitor testing to ensure integrity by monitoring students.

Student assessment and performance data will be used to inform all stakeholders (students, parents and teachers) about where the students are succeeding and what areas need strengthening. The data from assessments will serve as a feedback system to guide teachers in lesson planning and individualizing instruction. Information about individual progress is also essential in helping teachers provide timely and appropriate interventions and differentiated activities for students.

The results of the baseline assessments will be used to formulate the instructional focus calendar which identifies targeted goals throughout the year and may be adjusted based on interim assessment data. During mid-year testing, results will be used to formulate a "Crunch Time Calendar" that addresses the areas of weakness for each student that must be addressed with increased intensity before the State Testing. This process will keep parents and students on track on each respective standard and it will let them know the progress made to specific learning objectives.

The performance of students will be closely monitored throughout the year. Academic leaders will analyze the results of progress monitoring assessments by grade, by subject, by teacher, by student sub-groups, and by individual student. A comparison of the results from sub-groups, grades, subjects, classrooms, and teachers will assist the school's academic leaders determine whether a specific teacher, or a specific group of students, are in need of academic support. Following the quarterly Data Review Team Meetings, the principal and leadership team will conduct individual data review meetings with each teacher to review the performance results for the students served by the teacher. These individual data review meetings allow the principal and teacher to engage in in-depth conversations regarding individual students' areas of strengths and weaknesses. Additionally, the

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meeting allows the principal and teacher to celebrate successes as well as to discuss areas for improvement and identify goals and strategies. The basic elements of MTSS are required by the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA); therefore, they are the basis for all broad-based initiatives for schools striving to increase student outcomes. The overarching goal supporting the implementation of Florida's MTSS is to:

- Enhance the capacity of all Florida school districts to successfully implement and sustain a multi-tiered system of student supports with fidelity in every school;
- Accelerate and maximize student academic and social-emotional outcomes through the application of data-based problem solving utilized by effective leadership at all levels of the educational system;
- Inform the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that prepares all students for post-secondary education and/or successful employment within our global society.

ACE students will be taught using the Problem-Solving/Response to Intervention (RtI) model. RtI often refers to three tiers of instruction and intervention in which regular classroom teachers are encouraged to assume more responsibility for providing effective instruction to students who struggle in learning to read or comprehension. The Iready data as well as student grades will be used for placement into the intervention for the school year 2020-2021.

All students will be receiving 90 minutes of uninterrupted Tier 1 core reading instruction that includes explicit, systematic and differentiated instruction in both whole group and small group using the McGraw-Hill Reading Wonders. During distance learning teachers will be providing the differentiated instructions group through Zoom in special rooms called breakout rooms. Students identified as Tier 2 targeted instruction, will receive an additional 30 minutes using the McGraw-Hill Reading Wonders WonderWorks curriculum targeting Kindergarten and 1<sup>st</sup> grade functional basic skills in Reading and targeting vocabulary and reading comprehension in the 2<sup>nd</sup> to 5<sup>th</sup> grades using the McGraw-Hill Reading Wonders WonderWorks (ACT) Interactive Worktext. Those Tier 3 intensive intervention students will be provided with functional basic skills in communication and they will receive an additional 15 minutes of intervention using Adaptive Learning Program for Kinder and 1<sup>st</sup> grade, Words Their Ways for 2<sup>nd</sup> and 3<sup>rd</sup> grades, and Quick Reads for 4<sup>th</sup> and 5<sup>th</sup> grades. The delivery of Tier 3 instruction is focused on the skills that pose the greatest barrier to acceleration of student learning. During distance learning these interventions will be provided by the teacher through Zoom adhering to the master schedule. The parents of these students who exhibit reading deficiency will be notified and be provided the Read at Home plan. Tier III intervention will be provided by a Reading Certified Teacher.

**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.

The school will work with the team members of the IEP to determine the need of each students. The ESE Specialist of the school will ensure all students with an IEP / 504 are being serviced. The school has contract with a speech agency to provide either Tele or Physical therapy of language and speech to our students. The ESE specialist will be responsible in communicating with teachers on any accommodations needed by the students. Those accommodations will be outlined in the teacher lesson plans.

Speech and Language courses will be provided to selected students as identified in the IEP plan. The course will include the minutes provided and identified in the IEP plan.

If school is opened, we will conduct the meeting in person with social distancing. If school is not it will be done virtually, we will either meet with the parent using zoom or via conference call.

Alpha Charter of Excellence will provide speech in person if school is opened. If school is not open, speech will be provided one-on-one virtually via zoom. Students will be provided their accommodation by using the Classkick and Class Dojo platform via zoom.

Students will be identified based on their test scores at the beginning of the school year. Also, students' grades will be monitored by the classroom teacher. If the student has a D or F they will be put into RTI. Parents will have to consent for putting their child in RTI.

RTI will happened during Spanish time. Reading certified teachers will provide the intervention through a pull out small group intervention while students are physically in school. If the students are in distant learning, the RTI will happened through zoom video conference during their scheduled Spanish time in the break room. The Reading teachers will provide the intervention through small group instruction. The data from Iready and the intervention resources purchased by the school will be the materials used throughout this process.

Our teachers will provide implementation of services through remote access or physically. The ESE Specialist will consult with teachers and provide assistance throughout the school year. Using Class Kick and Google Classroom, teachers are able to include the ESE accommodations for our ESE Students. Also, Zoom conferencing video have break rooms where teachers can place students that need extra assistance. Our interventionist personnel will be able to teach these children in smaller learning remote environments.

Teachers have the support and assistance of the Assistant Director, Coaches and Support Personnel will be reengaging students back to the instructional program when needed. Also, through Classroom Dojo, teachers are able to reconnect with students and parents to reengage students back into the classroom learning environment.

Target instruction will be provided through pull out / push for students attending physical setting. For those students attending remotely, zoom break rooms will be used for intervention strategies with our

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instructional support personnel. Furthermore, the instructional coaches will assist teachers in providing additional strategies and resources to assist the targeted students. The school purchased additional Reading and Math resources from Iready to support differentiated learning activities.



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### 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.

For all our newly registered students, the Home Language Survey (HLS) has been completed and added to their student cum. The registrar of the school has entered the information of the HLS in the DISIS system.

It is important to conduct ELL committee meetings throughout the school year. For all instructional models, the plan process will be asking the parents to meet via Zoom, physical meeting or via conference call on a specific day and time providing ample time to assist the meeting. Parents will be notified via phone call and/or scan the meeting invitation letter can be sent to them via email or individual Class Dojo account.

The plan to identify and place students that have regressed or not making adequate progress in Tier 1 must participate in intervention using the ELA enrichment/intervention placement chart. Student data will be used for decision making on a case by case basis for ELLs. In addition, if they are receiving appropriate intervention and not progressing an ELL committee will convene to determine alternative strategies or referral to RTI/Multi-Tiered System of Supports.

The ESOL coordinator will monitor students not making adequate progress and assist classroom teachers with different intervention strategies to assist the student. Imagine Learning will be used throughout the school year. This program will assist students in a comprehensive sequence of building phonological awareness, phonics, fluency, vocabulary, academic language and comprehension. It also provides teachers with the necessary strategies to assist with these benchmarks.

### Assurance 6 does not require an additional narrative.

Data informed instruction and sharing will be implemented with fidelity. The progress monitoring data will be shared with the Sponsor and the FDOE. The school will be following the Miami Dade County Public School Testing Schedule for the upcoming school year. The School's data being shared will be:

- I-Ready Diagnostic Test2 (AP1) – (AP3)
- Other District Test (Assessment Baseline Science Test, ELA Writing, Mid Year Science Test)

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### Acknowledgement

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

<b>Name and title of person responsible for completion and submission of the Innovative Reopening Plan</b>
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<b>Date submitted</b>

July 14, 2020

Signature of authorized representative