



FLORIDA DEPARTMENT OF
EDUCATION
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Spring 2021 Education Plan and Assurances

City of Pembroke Pines Charter School System

**Pembroke Pines - Florida State University Charter Elementary School
(FSU-Broward District) 73-0351**

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



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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) and 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 English for Speakers of Other Languages (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 ELL 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, before school, 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



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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.

☒ **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, before school, 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.



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The City of Pembroke Pines Charter School System (PPCSS) will continue to provide students with an equitable and rigorous education. This spring intervention plan focuses on a targeted outreach process to identify students that are not making adequate progress, an effective transition plan for those students, and the additional support to ensure success. Once a student has been identified as not making adequate progress parents will be notified via a letter that will contain the students' academic progress and allow parents the option to change the modality to better address the needs of their child. Appendix A provides a sample letter that will be sent to families; modifications to the letter are pending district provided guidance. Upon verification of the family's request the school will transition the student to their new modality within a week. PPCSS will collect family requests through Smart Choice. Students not meeting with success will also be assigned an adult advocate. The student will meet with their advocate to establish a relationship that will be based on social emotional awareness and academic progress. The advocate will meet regularly with the student to review their progress and address the needs of the student. Students who have transitioned modalities will be monitored and monthly reports will be provided to parents to inform them on their child's progress and to give them the option to change modality. The student will be allowed to transfer modality within one week.

The following are elements of the PPCSS Spring Intervention Plan:

Additional Time and Resources

The City of Pembroke Pines Charter Schools will provide students who are not making adequate progress with the additional time and resources needed to ensure success. Before School and after-school tutoring sessions will be provided to students that have been identified through Early Warning Systems. The City of Pembroke Pines has allocated adequate funding to ensure that both human and material resources are provided to support the tutoring program. Funding is made available to supplement the budget for additional tutoring. The funding source for these services comes directly from the state's shared revenue.

Summer Programing

The City of Pembroke Pines Florida State University Charter School (PPCS FSU) will offer a summer academy for third grade students who are not making adequate progress in reading. If needed the summer program will expand to other grade levels. The summer program model will follow a blended learning approach. In addition, PPCS FSU will offer a summer enrichment program that provides students with differentiated instruction and is monitored by a teacher.

Tutoring Schedule

City of Pembroke Pines Charter School System
Tentative Schedule of Tutorial Programs

5051 and FSU: K-5

Day	Time	Subject Area/ Grade Level	Resource(s)	Virtual/ OnSite	Campus
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Mondays & Wednesdays	7:00 - 8:00	Reading/1	Fundations and/or i-Ready Teacher Tool Box	Virtual	West Central
Mondays & Wednesdays	7:00 - 8:00	Reading/2	Fundations and/or i-Ready Teacher Tool Box	Virtual	West Central
Tuesdays & Thursdays	7:00 - 8:00	Reading/3	i-Ready LAFS and/or Teacher Tool Box	Virtual	West Central
Tuesdays & Thursdays	3:30 - 4:30	Reading/4	i-Ready LAFS and/or Teacher Tool Box	Virtual	West Central
Tuesdays & Wednesdays	3:30 - 4:30	Reading/5	i-Ready LAFS and/or Teacher Tool Box	Virtual	West Central
Tuesdays	3:30 - 4:30	Math/1	i-Ready MAFS and/or Teacher Tool Box	Virtual	West Central
Tuesdays	3:30 - 4:30	Math/2	i-Ready MAFS and/or Teacher Tool Box	Virtual	West Central
Wednesdays	3:30 - 4:30	Math/3	i-Ready MAFS and/or Teacher Tool Box	Virtual	West Central
Wednesdays	3:30 - 4:30	Math/4	i-Ready MAFS and/or Teacher Tool Box	Virtual	West Central
Wednesdays	3:30 - 4:30	Math/5	i-Ready MAFS and/or Teacher Tool Box	Virtual	West Central
1/25-3/18 T,W,TH	3:30-4:30	Reading 3-5	Performance Coach/ iReady Toolbox	On site	East
1/25-3/18 T,W,TH	3:30-4:30	Math 3-5	Performance Coach/ iReady Toolbox	On site	East
2/1-4/30 T,W,TH	7:00-8:00	Reading K/1	Primary Phonics	On site	East
2/1-4/30 T,W,TH	7:00-8:00	Math K/1	i-Ready MAFS and/or Teacher Tool Box	On site	East
1/25-3/18 T,W,TH	3:30-4:30	Reading 3-5	i-Ready LAFS and/or Teacher Tool Box	Virtual	East
1/25-3/18 T,W,TH	3:30-4:30	Math 3-5	i-Ready MAFS and/or Teacher Tool Box	Virtual	East
2/1-4/30	7:00-8:00	Reading K/1	Fundations, i-Ready	Virtual	East



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T,W,TH			LAFS and/or Teacher Tool Box		
2/1-4/30 T,W,TH	7:00-8:00	Math K/1	i-Ready MAFS and/or Teacher Tool Box	Virtual	East
M, W	7:00-8:00	Reading K-2	Primary Phonics/Successmaker	Onsite Virtual	FSU
F	7:00-8:00	Math K-2	SuccessMaker	Onsite Virtual	FSU
T, TH	7:00-8:00	Reading 3-5	SuccessMaker/Success Coach	Onsite Virtual	FSU
M, W	3:30 - 4:30	Reading K-2	Primary Phonics/Successmaker	Onsite Virtual	FSU
F	3:30 - 4:30	Math K-2	SuccessMaker	Onsite Virtual	FSU
T, TH	3:30 - 4:30	Reading 3-5	SuccessMaker/Success Coach	Onsite Virtual	FSU
F	3:30 - 4:30	Math 3-5	Acaletics/SuccessMaker	Onsite Virtual	FSU

5081: 6-8

Day	Time	Subject Area/ Grade Level	Resource(s)	Virtual/ OnSite	Campus
Monday/ Wednesday	3:30-4:30	Reading 6-8	iReady Scaffolding Lessons	Virtual	Central Middle
Tuesday/ Thursday	3:30-4:30	Math 6-8	iReady Scaffolding Lessons	Virtual	Central Middle
Monday/ Wednesday	3:30-4:30	Reading 6-8	iReady Scaffolding Lessons	Virtual	West Middle
Tuesday/ Thursday	3:30-4:30	Math 6-8	iReady Scaffolding Lessons	Virtual	West Middle

5121: 6-12

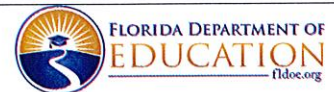


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Day	Time	Subject Area/ Grade Level	Resource(s)	Virtual/ OnSite	Location
Monday	3:30-4:30	Reading 6-12	iReady Triumph Common Core Coach Performance Coach	Virtual	Academic Village
Tuesday	3:30-4:30	Math 6-12	iReady Kuta Works	Virtual	Academic Village
Wednesday	3:30-4:30	Reading 6-12	iReady Triumph Common Core Coach Performance Coach	Virtual	Academic Village
Thursday	3:30-4:30	Math 6-12	iReady Kuta Works	Virtual	
Friday	3:30-4:30	Reading 6-12	iReady Triumph Common Core Coach Performance Coach	Virtual	

Targeted Outreach (Reading and Math)

Grade Level	Progress Monitoring Tool	Identification Process	Support Team/MTSS Team	Transition Strategy and Support
K-2	i-Ready, STAR Early Literacy, STAR, or Fountas and Pinnell Benchmark Assessments or Core Curriculum Ongoing Assessments	<ul style="list-style-type: none"> Teacher will compare AP1 and AP2 levels to determine adequate progress. Collaborative Problem-Solving Team (CPST) and/or Multi-Tiered System of Support (MTSS) team will meet to identify students. Adequate progress is determined as students who are not on track to make a year's worth of progress. 	<ul style="list-style-type: none"> School administration, guidance counselor, curriculum specialist, teacher, ESE facilitator, Psychologist and/or social worker 	<ul style="list-style-type: none"> Students will be provided with an adult advocate that meets regularly with each student. Interventions will be provided based on the analysis of the (CPST Team and/or MTSS Team) Before and after school tutoring
3-5	i-Ready or STAR or Core Curriculum	<ul style="list-style-type: none"> Teacher will compare AP1 and AP2 levels to determine adequate progress. 	School administration, guidance counselor, curriculum specialist, teacher, ESE facilitator,	Students will be provided with an adult advocate that meets regularly with each student.



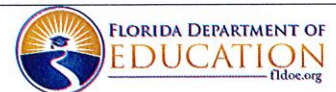
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	Ongoing Assessments	<ul style="list-style-type: none"> • Collaborative Problem-Solving Team (CPST) and/or Multi-Tiered System of Support (MTSS) team will meet to identify students. • Adequate progress is determined as students who are not on track to make a year's worth of progress. 	Psychologist and/or social worker	Interventions will be provided based on the analysis of the (CPST Team and/or MTSS Team)
6-8	i-Ready and/or Core Curriculum Ongoing Assessments	<ul style="list-style-type: none"> • Teacher will monitor student success via a report based on grade level assessments. • Students that have dropped two letter grades, on their assessment average, or have a D or F assessment average from Q1 to Q2 will be identified as not making adequate progress. 	School administration, guidance counselor, curriculum specialist, teacher, ESE facilitator, Psychologist and/or social worker	<p>Students will be provided with an adult advocate that meets regularly with each student.</p> <p>Interventions will be provided based on the analysis of the (CPST Team and/or MTSS Team)</p>
9-12	i-Ready and/or Core Curriculum Ongoing Assessments	<ul style="list-style-type: none"> • Teacher will monitor student success via a report based on grade level assessments. • Students that have dropped two letter grades, on their assessment average, or have a D or F assessment average from Q1 to Q2 will be identified as not making adequate progress. 	• School administration, guidance counselor, curriculum specialist, teacher and social worker	<p>Students will be provided with an adult advocate that meets regularly with each student.</p> <p>Interventions will be provided based on the analysis of the (CPST Team and/or MTSS Team)</p>

In addition, students will go through the MTSS process to determine their need for additional interventions. A social worker has been added to the Pembroke Pines Charter School staff, rotating on a schedule to service all campuses, and is an invaluable asset in connecting students and families with community resources. The social worker maintains a database documenting all students who have been referred for services in mental health, behavior and substance abuse. The social worker shares this database information with the members of the student support team to ensure continuous support for students in need.

Additional Support Programs

Reading



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Grade Level Band	Support Structure	Programs and Resources
K-2	<ul style="list-style-type: none"> • Small group instruction 	<ul style="list-style-type: none"> • Foundations • Phonics for Reading • Rewards • Leveled Literacy Intervention (LLI) • i-Ready • STAR/ STAR CBM • ReadyGen and ReadyGen ORF • Success Maker
3-5	<ul style="list-style-type: none"> • Small group instruction 	<ul style="list-style-type: none"> • Foundations • Phonics for Reading • Rewards • Leveled Literacy Intervention (LLI) • i-Ready • STAR/ STAR CBM • ReadyGen and ReadyGen ORF • Success Maker
6-8	<ul style="list-style-type: none"> • Small group instruction • Intensive reading course • Course recovery 	<ul style="list-style-type: none"> • Edmentum's Study Island • National Geographic Learning-Inside • Curriculum Associates i-Ready
9-12	<ul style="list-style-type: none"> • Small group instruction • Intensive reading course • Course recovery 	<ul style="list-style-type: none"> • Edmentum • Edgenuity • National Geographic Learning-Edge • Curriculum Associates i-Ready

Math

Grade Level Band	Support Structure	Programs and Resources
K-2	<ul style="list-style-type: none"> • Small group instruction 	<ul style="list-style-type: none"> • Reflex Math for math fluency • HMH Personal Math Trainer/ GoMath • i-Ready • STAR • Success Maker
3-5	<ul style="list-style-type: none"> • Small group instruction 	<ul style="list-style-type: none"> • Reflex Math for math fluency • HMH Personal Math Trainer/ GoMath • i-Ready • Acaletics • Success Maker
6-8	<ul style="list-style-type: none"> • Small group instruction • Intensive reading course • Course recovery 	<ul style="list-style-type: none"> • Edmentum's Study Island • i-Ready • Go Math

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		<ul style="list-style-type: none"> ● MyHRW ELA ● Reflex Math for fluency
9-12	<ul style="list-style-type: none"> ● Small group instruction ● Intensive reading course ● Course recovery 	<ul style="list-style-type: none"> ● Edmentum ● Edgenuity ● i-Ready

Elementary Support Model

Utilizing Florida's Continuous Improvement Model (FCIM), teachers implement the steps in the Plan-Do-Check-Act cycle to focus instruction based on disaggregation of data. Highly qualified teachers trained on Marzano's High Probability strategies continuously meet to review data, reflect on current practices, and adjust instruction accordingly. Data chat meetings will continue to be held regularly to address academic needs of students at all instructional levels. Students needing additional support are monitored through the MTSS/ RTI process, which ensures students receive targeted instructional support to address any academic deficiencies. BASIS, Performance Matters, or FOCUS is used to monitor students frequently throughout the school year.

Highly structured management systems and resources, such as i-Ready, Daily 5, Success Maker, ReadyGen's instructional routines, Foundations, Think Central, Leveled Literacy Intervention, and Star Enterprise are also used to differentiate the students' learning experiences. Personal Math Trainer (PMT) an online, adaptive system with interventions, enrichment, and assessments will continue to be implemented for all students. Reflex Math will be used to increase math fluency for students in grades K-5. Educational activities and lessons are tailored to the instructional level of each group. Teachers differentiate instruction through flexible grouping, ongoing assessment, and students' interests. These practices will continue utilizing Zoom interactive lessons. Schedules for support staff are created to allow additional intervention time for students.

Middle School Support Model

PPCMS MTSS Team will continue to meet regularly to analyze student data from multiple sources to identify academic student goals, align professional development needs to target specific objectives, and assess further needs. Support and direction will continue to be provided to teachers through virtual Professional Learning Communities, district-based professional development, and a mentoring program. The leadership team dedicates time to address issues of long-term importance, including common policies, common direction, organizational development and improvement initiatives that will lead to school improvement and student academic achievement.

The middle school team also supports student learning by examining professional practices and learning progression charts to ensure mastery towards meeting the grade level expectations outlined in the Pupil Progression Plan (Policy 6000.1). They provide teachers with research-based strategies and resources to assist all students in the multi-tiered systems, which includes the Exceptional Student Education and English Language Learners in acquiring academic skills to ensure educational learning gains.



The team ensures successful implementation of school-wide literacy goals to increase students' achievement:

- Student-centered activities and numerous opportunities are given for students to collaborate, apply critical thinking skills, and participate in meaningful discussions.
- Through the school-wide Accelerated Reading Program, students meet or exceed their quarterly goals to increase vocabulary and comprehension skills.
- Technology programs such as iReady, My HRW, GoMath, Reflex Math, and Study Island are used as supplemental resources to remediate and enrich students.
- The Media Specialist implements and promotes literacy initiatives

High School Support Model

The Multi-Tiered Systems of Support (MTSS) Leadership Team will meet virtually to discuss student concerns and provide research-based strategies that address specific academic and/or behavioral issues, develop academic and behavioral plans, and recommend appropriate interventions. Student cases are revisited on an ongoing basis. The team will evaluate student performance and provide support for instructional and behavioral interventions. A district-provided school psychologist continuously consults and collaborates with the CPS team through Zoom to meet students' needs.

The following data sources and data management systems are used to drive decision making at each tier for reading, mathematics, science, writing, and behavior: Florida Standards Assessment in Mathematics and English Language Arts, NGSSS Assessment in Science, iReady, Study Island, curriculum-based measures, formative assessments, End-of-Course assessments, AP examinations, Cambridge examinations, SAT/ACT/PSAT results, Virtual Counselor/BASIS, formal and informal observations, behavior/organization chart, and Data Warehouse.

Equity of Learning Model

All students will have access to state approved curriculum, instruction, and the technology to achieve their learning goals. Regardless of the environment, equitable services will be provided for all students.

Students with IEP's and EP's will be provided with their accommodations and specially designed instruction through virtual instruction through Zoom.

- Students with 504's and ESL students will receive their accommodations virtually through Zoom.
- Teachers will continue to work collaboratively with our schools' social worker to continue to support foster, homeless, and migrant students.

ESE and 504 students

Exceptional Student Education students with IEPs and 504s will continue to receive support from their campus Academic Support Facilitators and/or teachers. Classroom teachers will adhere to 504/ESE accommodations. All ESE teachers will become support teachers in any course that includes one of the students they support. In addition, they will be providing support through digital meetings with their students. All information relevant to ESE services will be disseminated to teachers via the Canvas ESE course.



IEP Meetings

City of Pembroke Pines Charter School has established a system to conduct IEP meetings virtually whenever there is a legally compliant IEP team and parent available to participate. Hence, the City of Pembroke Pines Charter Schools will use Google Hangout Meets to conduct virtual IEP meetings in accordance with district Procedures. Such meeting will only occur if the parent agrees to join the team in a virtual setting. When using Google Hangout Meets, a link to the conference will be generated and embedded in the body of the email. Please note that a call in number is also provided in the calendar invite for the parent to participate via telephone should they elect.

Documents such as the required Parent Participation form and the draft IEP, as well as the Procedural Safeguards, can be attached to the meeting invitation. Participants will click the link to join the meetings. If any member selects a reminder, it will prompt the participant of an upcoming meeting. The LEA will read from the script provided by the district to facilitate the IEP meeting. All correspondence during campus closures as a result of Covid -19 are provided electronically. For parents who do not have a current email address in EdPlan/FOCUS, school staff will call the family and request an email. If the parent does not have an email address, the school will provide assistance for the parent to obtain an email address. All attempts to contact parents will be documented in EdPlan/FOCUS. All required IEP team members (parent, general education teacher, ESE providers, LEA, Evaluation Specialist,) are required to attend IEP meetings. Any participant who can only participate for a portion of the meeting will require an IEP Team Member Excusal Form. At this time, all documents requiring parent signatures must be obtained through electronic mail. Once a virtual meeting has concluded, the documents generated will be forwarded to the parent via email. The district is working with EdPlan/FOCUS to secure an electronic signature option in the future.

Accommodations/Services

The City of Pembroke Pines Charter School System has developed a plan to ensure the provisions of accommodations and associated services identified on a student's IEP (Speech, OT, Counseling) as required by federal law for students in all instructional models. Each student with a disability will be provided a Temporary Distance Learning Plan that will be emailed to the students' parent and/or guardian. Attendance is monitored through Jupiter daily. Students not engaging in learning activities through Canvas may be contacted by school staff to ensure that they have access to online learning. Unless the parent specifically places in writing their request to revoke services, attempts to engage the parent/student in distance opportunities must continue by each service provider. All attempts will be documented in EdPlan/FOCUS. Services are provided through teleconference/teletherapy. ESE support staff will collaborate with general-ed teachers to push into the virtual gen-ed class to provide virtual reteach and remedial lessons (in alignment with the IEP) individually and/or in small groups. The PPCSS system will have time embedded into the school's online schedule for ESE to provide these small group services without disruption to the class lesson and curriculum. Also, ESE service providers will upload videos and/or activities on Canvas to ensure IEP goals are being addressed and can be documented for mastery on EdPlan/FOCUS. Students will be able to submit videos/audio and/or activities for feedback through Canvas.

Counselors will contact parents via telephone/email to schedule appointments for counseling via multiple modalities. In-person counseling is being offered in a limited capacity at this time. Accommodations will be provided to students and documented by the ESE service providers within the parameters of distance learning.

Response to Intervention

The City of Pembroke Pines Charter Schools has a process for the identification and placement of students who have regressed, are not making adequate progress and/or who are not meeting learning expectations or established IEP goals. The plan includes a process for providing intervention strategies to identified students for students in all instructional models. For students who are not meeting adequate progress of their IEP goals: The CPS team will meet virtually to discuss the student and the data that has been collected. PPCS will schedule virtual CPS team meetings, review the data that is presented, and proceed with providing support to the student and family (provide parents with resources, consider the need to implement interventions).

All ESE service providers must review each goal for every student on their caseload. The provider will determine how assignments/lessons can be created and provided to the families to support student progress on each goal on the IEP. Providers are required to monitor each student's progress toward their goal(s) by communicating and consulting with the parent(s), reviewing work submitted by the student, direct instruction through video/phone/recorded lessons and collaborating with the student's teachers, based on the services documented on their IEP. Progress reports will be provided at the end of each quarter. ESE service providers will collaborate with general education teachers to address concerns/lack of progress with IEP goals. Parents and students will be contacted to discuss possible solutions. If changes to the Temporary Distance Learning Plan (TDLP) need to be made, a meeting will be scheduled with general education teachers' zoom sessions, and provide virtual pullout sessions to address the areas of concern, schedule interim IEP to review current accommodations and goals and revise accordingly. ESE teachers are conducting virtual lessons with the students and providing direct specialized instruction as per their IEP goals. They are also conducting phone/zoom/google hangouts for extended time and other (accommodations) for the students to receive extra help in their mastery of lessons/skills being taught and work completion.

Advanced Level Students

Advanced students are identified through the progress monitoring tools used at each level as well as GPA and teacher recommendation. The City of Pembroke Pines Charter Schools offers a rigorous curriculum at each level that is differentiated to meet the needs of all students. Courses, schedules, and placements are designed to accommodate the population of gifted and high achieving students.

At the elementary level, classes are created with student achievement in mind. Top performing students are placed in advanced level classes and move through the curriculum at an accelerated pace. In addition, programs such as i-Ready, Successmaker, and Accelerated Reader allow students to work at their level. Teachers meet with students regularly through Zoom to support their learning. Project based learning is also implemented in many of

these classes. Students work together using rubrics to create innovative projects as they learn concepts needed to support their tasks.

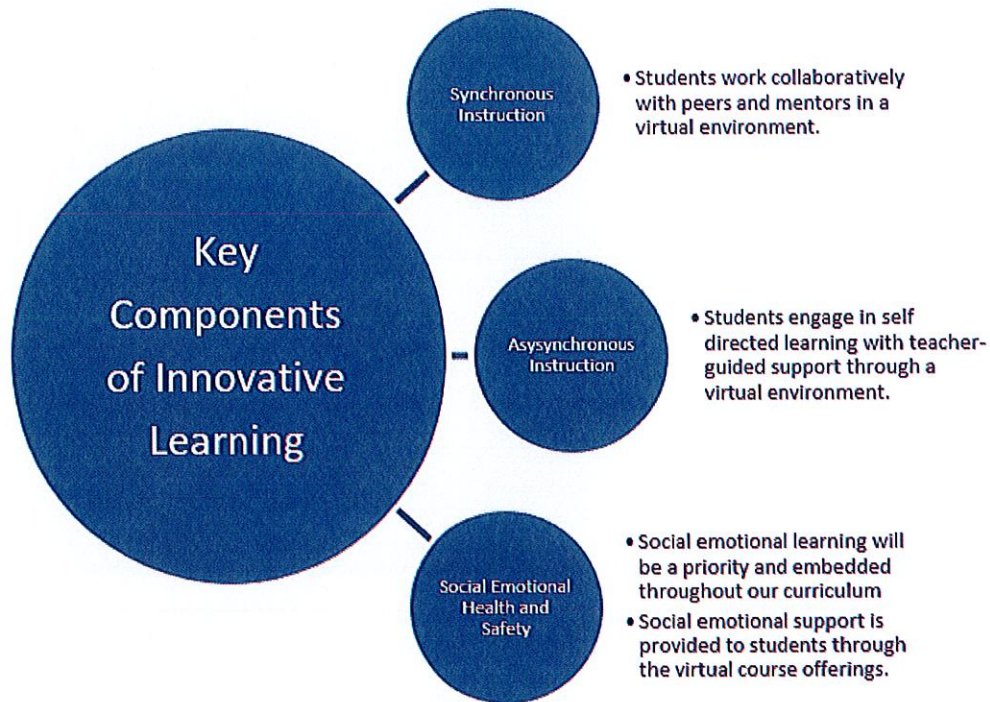
At the middle and high school level students are placed in advanced level courses in core subjects and in high school credit courses in Algebra I, Geometry, Biology, Debate, Art, and Drama, as well as CTE courses. Middle school students and their families sign an agreement when they are placed in high school level courses.

PPCSS High School offers various advanced level courses in the Honors class as well as AP courses and our Advanced International Certificate of Education (AICE). This is an international diploma that students can earn via an advanced academic curriculum and assessment program written and administered by a non-profit department Cambridge International Examinations (CIE) of the University of Cambridge in England. AICE program courses and examinations may be offered during grades 9 through 12 in schools worldwide registered as CIE Centers. High school students can also enroll in CTE courses.

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.

Innovative Learning Model

The City of Pembroke Pines Innovative Learning Model blends synchronous and asynchronous instruction. Students will have access to the state-approved online curriculum through Canvas, live synchronous lessons with their teachers, and utilize various digital resources to guide their learning experience. Synchronous instruction is defined as live instruction that occurs on a regular and consistent basis through Zoom. Guidance Counselors and support staff will embed social, emotional health as a part of the student’s daily experience. The diagram below breaks down the three main components of PPCSS’ Innovative Learning Model.



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In addition to the support provided in the PPCSS intervention plan; the following will continue as part of the Innovative Learning Modality:

- The school will continue to provide instruction Monday-Friday through Zoom for students in the Innovative Learning Modality and through in-person instruction for students in the brick-and-mortar setting.
- All schools' times will follow the current schedule. Elementary students' school day will run from 8:30 am – 2:30 pm. Middle and High School students' school day will run from 8:30 am – 2:45 pm.
- Students choosing to come to campus will need to transport their school-issued device or personal device (if possible) to and from school each day.
- Instruction will continue to be delivered through Zoom utilizing core curriculum, supplemental curriculum, and research-based strategies.
- The Broward County School board calendar will continue to be followed regarding teacher planning and early release days.
- Schedules will include multiple opportunities for movement and breaks to allow relief to students throughout the day.
- Canvas, our Learning Management System, will be used by teachers to share content, assignments, and feedback with students individually and in groups.
- Social-Emotional Learning (SEL) will continue to be a priority. The PPCS Counseling Department will be offering social emotional support to encourage engagement.
- Students receiving 504 accommodations or ESL services will continue to be supported in the eLearning environment.
- Students with IEP's and EPs will continue to be provided their accommodations and specially designed instruction through our Innovative model.

Face to Face Instruction

All PPCS families are offered the option of returning to the brick and mortar environment through our Smart Choice Program. Any student choosing to return to campus will notify the school and will be able to return to a classroom, with a designated teacher for in person instruction, within one week of filed request. Face to face instruction will also be encouraged for students in tiered interventions. This will be a different model than what has been previously offered. The model used for the fall included interventions through Zoom. Those students who remain in the Innovative Learning Modality will continue to receive tiered interventions through Zoom.

Monitoring

PPCSS is committed to monitoring student success. Progress monitoring will be shared with both LEAs as per our approved reading plans. Progress monitoring data will be reviewed quarterly. The tools used for monitoring may include, but are not limited to:

- Jupiter Ed/Focus



- Canvas LMS
- Clever SSO
- iReady/SuccessMaker
- Zoom

These monitoring tools will be used to:

- Provide and record grades
- Analyze data on student engagement
- Assess the impact of instruction and continue to problem solve technical issues
- Support teachers and students in aligning learning to the Distance Learning Plan

Progress Monitoring

- Elementary School
 - i-Ready Progress Monitoring
 - STAR Early Literacy
 - STAR 360
 - Fountas and Pinnell Benchmark Assessment System
 - Foundations
- Middle School
 - i-Ready Progress Monitoring
 - Core Curriculum Ongoing Assessments
- High School
 - i-Ready Progress Monitoring
 - Core Curriculum Ongoing Assessments

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.

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Part A: The City of Pembroke Pines follows the Broward County Attendance Policy 5.5. In addition, the following efforts have been put in place to support students who do not have the appropriate contact time.

- Students are monitored by classroom teachers
- After 3 absences or repeated tardies, teachers contact the School Counselor and Assistant Principal (AP)
- School counselor contacts family to obtain detailed information regarding absences or tardies through a virtual parent conference
- School counselor debriefs AP
- School will generate a social worker referral for pattern of non-attendance
- Social worker will immediately follow up with the family to determine additional resources and interventions
- Increase support to MTSS/RtI contacts and Collaborative Problem-Solving Teams to develop additional individualized interventions and strategies to improve academic performance
- Students who are showing patterns of non-attendance will receive a notice to return to school and a phone call from a school guidance counselor or administrator (See Appendix B)
- AP, when necessary, contacts families as well to ensure attendance improves and provides pertinent reminders regarding attendance protocol and impact on academics
- Student Emergency Contact cards are utilized to contact parents; however, when said attempt(s) are not successful, all alternate numbers are used in efforts to get in touch with parent(s)/guardian(s). Therefore, when needed, grandparents, aunts, family friends, etc. that are noted as approved contacts are solicited to request that parent/guardian contact the school regarding their child
- When possible, the school will provide support needed to improve truancy; for instance, providing family with laptop or allowing student to return to campus

*NOTE: At this time we do not have any students that have not enrolled students that have had no contact with the school.

Part B:

PPCS FSU does not currently have a VPK program. Kindergarten engagement is achieved through constant communication with parents, modeling behaviors, introducing students to new routines, and providing extra support and assistance. PPCS FSU believes in providing developmentally appropriate instruction that is explicit and systematic and engaging.

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).



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Spring 2021 Education Plan and Assurances Charter School Plan Evaluation: Professional Development

Pembroke Pines Charter School System will provide professional development opportunities to support teachers, and leaders during Spring 2021. Included in this initiative are innovative virtual learning modalities, interventions to support students in various learning modalities, and professional development to meet the needs of technology requirements.

Faculty and staff professional development will include opportunities provided by the Panhandle Education Consortium (PAEC) along with others provided by Pembroke Pines Charter School System.

Part A:

The school is focusing on offering professional development using innovative and virtual learning modalities. Master teachers collaborate and train peers on effective strategies. A needs assessment was used to determine the objectives for each training. These trainings include but are not limited to:

- Small group instruction using breakout rooms (for teachers)
- Zoom safety and security measures (for teachers and leaders)
- Collaborating in a safe environment through Canvas (for teachers and leaders)
- State offered professional development for effective online teaching strategies (for teachers)
- Monitoring Instruction through Virtual Walkthroughs and Observations (for leaders)

Part B:

The school is focusing on offering professional development using interventions to support students in various learning modalities. A needs assessment was used to determine the objectives for each training. These trainings include but are not limited to:

- Small group instruction using breakout rooms (for teachers)
- Reading endorsement courses (for teachers)
- BEST standards workshop (for teachers)
- Foundations in an online environment (for teachers)

Part C:

The school is focusing on offering professional development on effective use of technology resources. A needs assessment was used to determine the objectives for each training. These trainings include but are not limited to:

- Zoom 101 (for teachers and leaders)
- Canvas for beginners (for teachers and leaders)

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- Advanced Canvas options (for teachers and leaders)
- Utilizing Kahoot through Zoom (for teachers)
- Utilizing Zoom for Teacher Evaluations (for leaders)

Professional development will be documented and feedback will be continuously collected from participants in order to meet the needs of the schools. In addition, administrators will be provided with an Evidence of Implementation Checklist; based on the professional development their teachers have attended. Appendix B is an example of the Feedback form as well as the Evidence of Implementation Checklist.

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.
Lisa Libidinsky, Principal
Contact information: email, phone number
Lisa Libidinsky, Principal lilibidinsky@pinescharter.net , 954-499-4244
Date submitted
12/14/2020 UPDATED: 01/05/2021, 01/11/2021
Signature of authorized representative
<i>Charles J. Dodge</i>

School Letterhead

Parent Opt-Out of On-Campus Learning (Second Semester)

Parent Acknowledgement Form

Date

[Insert Student Name]

[Insert Parent/Guardian Name]

My signature below verifies that I have been informed that my child, [insert student name] is not making adequate academic progress at this time. The school reviewed my student's current academic performance with me on [insert date/time]. The school is requesting that my child return to on-campus learning for the second semester (January 11, - June 9, 2021). **My signature serves as acknowledgement and understanding of this recommendation and my decision to decline on- campus learning. I am choosing to keep my child at home and fully engaged in eLearning.** I understand that it is my responsibility to make sure my child is logged in and engaged in learning.

Parent's Name (Printed)

Parent's Signature

Date

School Representative's Name (Printed)

School Representative's Title

School Representative's Signature

**Exclusión de los padres del aprendizaje en el campus (segundo semestre)
Formulario de reconocimiento de padres**

Fecha

[Insertar nombre del alumno]

[Insertar nombre de padre]

Mi firma a continuación verifica que he sido informado de que mi hijo, [insértese el nombre del estudiante] no está haciendo un progreso académico adecuado en este momento. La escuela revisó el rendimiento académico actual de mi estudiante conmigo en [insértese fecha/hora]. La escuela está solicitando que mi hijo regrese al aprendizaje en el campus para el segundo semestre (11 de enero, - 9 de junio de 2021). Mi firma sirve como reconocimiento y comprensión de esta recomendación y mi decisión de rechazar el aprendizaje en el campus. Estoy eligiendo mantener a mi hijo en casa y totalmente comprometido en eLearning. Entiendo que es mi responsabilidad asegurarme de que mi hijo esté conectado y participe en el aprendizaje.

_____	_____	_____
Nombre del padre (impreso)	Firma del padre	Fecha
_____	_____	_____
School Representative's Name (Printed)	School Representative's Title	School Representative's Signature

**Retrait des parents de l'apprentissage sur le campus (deuxième semestre)
Formulaire de reconnaissance des parents**

Date

[Insérer le nom de l'étudiant]

[Insérer le nom parent/tuteur]

Ma signature ci-dessous vérifie que j'ai été informé que mon enfant,[insérer le nom de l'étudiant] ne fait pas de progrès scolaires adéquats pour le moment. L'école a passé en revue le rendement scolaire actuel de mon élève avec moi à [date d'insertion/heure]. L'école demande à mon enfant de retourner à l'apprentissage sur le campus pour le deuxième semestre (11 janvier - 9 juin 2021). Ma signature sert de reconnaissance et de compréhension de cette recommandation et de ma décision de refuser l'apprentissage sur le campus. Je choisis de garder mon enfant à la maison et pleinement engagé dans l'apprentissage en électronique. Je comprends qu'il est de ma responsabilité de m'assurer que mon enfant est connecté et engagé dans l'apprentissage.

Nom du parent (imprimé)

Signature du parent

Date de signature du parent

School Representative's Name (Printed)

School Representative's Title

School Representative's Signature

Spring 2021 Education Plan and Assurances

Appendix B

Spring 2021 Education Plan and Assurances Charter School Plan Evaluation: Evidence of Implementation Leadership Checklist.

Pembroke Pines Charter School System will provide professional development opportunities to support teachers and leaders during Spring 2021. Included in this initiative are innovative virtual learning modalities, interventions to support students in various learning modalities, and professional development to meet the needs of technology requirements.

Faculty and Staff Professional Development will include professional development opportunities provided by the Broward County School District, along with others provided by Pembroke Pines Charter School System.

School leaders will use the following checklist to progress monitor evidence of implementation of strategies gained by professional development attendance.

- Online classroom management
- Standards-based instruction
- Provides virtual opportunities for student engagement
- Uses instructional data regularly to modify instruction
- Presents online instruction in digestible bites
- Teachers provide students with the opportunity to collaborate in the virtual classroom
- Use different assessment eLearning tools such as Flipgrid, Canvas based LTIs, Nearpod
- Teacher compares eLearning assessments and in-class face to face assessments to adjust instruction and lesson planning
- The teacher has aligned instructional outcomes with various means of measurement
- Teacher strategically assesses students' achievement
- The teacher demonstrates an understanding of why eLearning assessment need to be different from traditional assessment
- The teacher uses the formative assessment process to increase student achievement

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- The teacher makes data-based decision to be responsive to each student's needs
- Teacher utilizes when appropriate the use of asynchronous class time for eLearning
- Teachers will show proficiency in the use of the school LMS to communicate course expectations
- The teacher celebrates student differences
- The teacher includes resources to include student's cultural references
- The teacher creates a culture of inclusion
- The teacher communicates high expectations
- The teacher's lesson plans include strategic interventions to assist students in need
- The teacher provides students with specific and purposeful feedback
- The teacher provides students with the platform to have balanced conversations with each other