



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoc.org



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

**Enterprise High School**

## 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: \_\_\_\_

We are a charter high school providing coursework for all 9<sup>th</sup> through 12<sup>th</sup> graders to earn their high school diploma. We are considered an alternative school for students age 16 through 21 (22 for ESE). We are going to offer 4 options to all of families and this will stay in place for the first semester of the 20-21 school year. We will follow state guidelines and PCSB decisions to extend these options through second semester. At anytime, we will adapt to a total virtual environment to a total traditional model as the government and DOE deems appropriate. We will expect and provide 5 hours of instruction to all of our students through all of our options from Traditional to Hybrid Model to All Virtual.

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

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

**Assurance 1:** Upon reopening in August, the charter school or charter school network will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_pp 4-5\_\_

**Assurance 2:** The charter school or charter school network must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_p 6.\_\_

**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: \_\_pp 7-9.\_\_

**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: \_\_pp 9.\_\_

**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: \_\_pp.10.\_\_

**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.

**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.

**Assurance 1**

**Option 1-Traditional-** Our school has always run adjacent shifts for students with an AM shift from 7:00-12:00 and a PM shift from 12:00-5:00. This model will stay in place when we return on August 12<sup>th</sup> with extensive changes in the seating arrangements in the classroom and all safety precautions in place. We will follow the 180 day calendar already submitted to Pinellas County School Board. If there are any delays in opening decided by PCSB or DOE, we will adjust our calendar accordingly.

**Option 2-Hybrid 3/2-** We will also offer a hybrid model that allows students to be in school three days per week- Monday, Wednesday and Friday for AM or PM shift. AM shift will be from 7:00-12:00 and PM shift will be from 12:00-5:00. On Tuesday and Thursday, students will participate in synchronous innovative learning from home. Students will be using GO TO videoconferencing platform to interact with teachers and students in class to engage in their learning for the day. All teachers will have an additional monitor connected to their computer to ease the interaction between students in class and students on-line. Teachers can also use SMART Board to connect students on line to students in class. We will expect on- line students to participate in 5 hours of instruction daily. We will also expect students to participate in remediation efforts with weekly usage of Reading Plus and Imagine Math programs. Students will also be participating in teacher led small group instruction for ACT ( reading and math) prep activities. Teaching staff will be available for synchronous innovative learning from 7:30-12:00 and 12:30-3:30 each day; Monday through Friday.

**Option 3-Hybrid 2/3** A second choice for the hybrid model will be in school on Tuesdays and Thursdays for AM or PM shift with innovative learning on Mondays, Wednesdays and Fridays. On Tuesdays and Thursdays, AM shift will be from 7:00-12:00 and PM shift from 12:00-5:00. Innovative Learning is available on Monday, Wednesday and Friday from 7:30-12:00 and 12:30-3:30. (See description in Option 2 for details on the virtual model).

**Option 4- Innovative Model 5 days-** The fourth option will be all five days of innovative learning from home during the times of 7:30-12:00 and 12:30-3:30. Student will be expected to participate in innovative online learning for 5 hours per day. Students requesting this model will need to complete documentation supporting this choice for their education. (See description in Option 2 for details on the virtual model).

These options will stay in place for the first semester of the 20-21 school year. If there are positive changes in the COVID-19 outbreak, we can move towards our traditional model with proper communication to families and students. If COVID-19 dictates a roll back to Phase 1, we can easily move towards the synchronous learning for all during the times listed above. We will communicate a deadline of August 6<sup>th</sup> for all students and families to make a choice for their student. Any student (18 or older) or parent can make changes from their original selection. Any change from the original selection needs approval from an administrator and the new change will start the

following week. If approval is given on a Thursday or Friday, the new schedule will start on the 2<sup>nd</sup> Monday after approval.

The expectation is for every student to interact with his or her teacher and peers for five hours every day. Assignments and participation in class will account for full attendance in person or online. If students arrive to school late, leave early, do less than the minimum coursework expectations, did not log in or participate in any capacity, he or she will be marked tardy or absent by the teacher. Students will be assigned a self-contained classroom for in-school participation to minimize contact with others throughout the school.

### **Safely Re-Opening Schools:**

1. We will mandate masks be worn by all staff, students and visitors inside the building at all times, unless drinking-eating.
2. We will mandate all staff, students and visitors to have their temperature scanned upon entering building.
3. We will indicate ENTER and EXIT doors for campus to decrease movement throughout building.
4. We will ask students to work at one desk station while in school.
5. We will have pencil/pen supplies for each student in a labeled Ziploc bag with their name on it.
6. We will ensure desks/tables are six feet apart. We will remove excess or unnecessary furniture to allow as many students in classroom with appropriate spacing.
7. We will sanitize rooms midday, at the end of each day and at any other time deemed appropriate.
8. We will hire a part time cleaning staff to assist staff with cleaning/sanitizing throughout the day.
9. Collaborative activities amongst peers will be minimized or adapted to setting.
10. Students will be allowed to eat breakfast and lunch at spaced out tables in cafeteria, in classroom or outside in courtyard seating.
11. All Parent Conferences will take place via phone or videoconferencing platforms.
12. Visitors will be minimized during the school day.
13. Accurate attendance records need to take place to communicate a quarantine situation due to a positive Covid result from a staff or student member. Once a Positive Covid result has been identified – Communication will go out to all students/staff in classroom to self-quarantine for 14 days and monitor symptoms. If staff member is well enough to work from home, class will continue using Option 4 listed above. If staff member is too ill to work, students will be directed to a specific teacher for instruction.
14. Communication to a certain sub-set of students/families will be done via text, School Messenger, Newsletter or phone calls. Announcements will also be created on our APEX curriculum website that should be read on a daily basis for any updates on a quarantine situation.
15. There will be no field trips during this time frame. We will also refrain from inviting speakers to the school to limit access to exposure to Covid-19.
16. Any student needing a Chromebook device at home for their instructional delivery, we will accommodate the check-out process for student/family.
17. If there are problems with internet connection at home for an extended period of time, we will encourage the student/family to come into school for their instruction. If that is not possible, then we will troubleshoot ways to bring internet to the household temporarily.

## 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.

### **Services for special populations- ESE, ELL, homeless, low-income and foster students.( Assurance 2)**

We will maintain the full range of ESE services to our ESE students. This includes counseling and speech language services by contracted services with our school. If a student has an identified service on IEP, our LEA will ensure all services are in place. We provide our ESE Support through a co-teaching and support facilitation model. There should be no reduction or changes in amount of services regardless of school option that chosen by student. All staff members, psychologist, and speech-language therapist have access to our videoconferencing platform. IEP meetings, IEP updates and Re-Evaluation Meetings have been taking place since the COVID-19 shutdown in March. We will continue to update those documents when due dates have passed or are upcoming with appropriate team members through videoconferencing platform. If student/parents insist on an in-person meeting. Planning will need to go into place as far as space and to ensure all participants are following our safety guidelines. Our goal is to ensure all IEP's are in compliance by date certain in October and again in February.

Our ELL Team will be addressing the needs and deficits of our ELL students upon return in August. Our teacher and bi-lingual assistant will meet with all students in their native language to determine if there are any needs at home that we can assist with immediately. We will ensure our options for Innovative Learning Plans are translated into native languages.

Homeless students will be identified in Focus with appropriate code. An Administrator or Staff member will talk to student to see what the student/family needs immediately. Resources will be shared with family and school will contact Pinellas County HEAT Team to determine additional needs/supports. Additional food packages at school will be shared with families, as needed.

Low-Income Families needs will also be addressed. All of our students receive a free breakfast and lunch due to our CEP status. Resources can be shared on an as needed basis with any family. Additional food packages at school will be shared with families, as needed.

Foster students will always be prioritized for enrollment due to their circumstances. Transportation needs will be addressed with student and with case manager. All services will be in place for student on first day of enrollment.

All of our students, regardless of Option chosen, will have the ability to check-out a Chromebook to use for instructional purposes.

### 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.

#### **Progress Monitoring Assurance 3**

Students still needing to pass FSA Reading/Writing and Algebra EOC testing to meet graduation requirements will participate in formative assessments in the areas of Reading, Writing and Math. We use Reading Plus, Write Score and Imagine Math and conduct this testing three times per year. The first round of formative testing will take place in August-September and will be shared with district according to deadlines set. Writing will have the 2<sup>nd</sup> round of testing in late November and 3<sup>rd</sup> assessment in January. Reading and Math will have the 2<sup>nd</sup> assessment in January and 3<sup>rd</sup> assessment in March-April. Analysis of results and plans of action will be done by the curriculum-aligned PLC team. PLC Teams analyze group and individual data to determine remediation efforts to impact learning and testing results. Adequate results will be measured by a students progress in the appropriate intervention curriculum ( Reading Plus, Write Score or Imagine Math). Results can also be measured by completing coursework and grades.

Students can be referred to the RTI Team to discuss their academics for a more specific tiered support plan. Students struggling with academics, behavior or mental health are referred to this team and follow-up meetings will review interventions and data. Based on the data, changes can be made or interventions will be maintained if student is making improvement. Interventions from the tiered support are documented and data is collected to monitor success or lack thereof. Students are discussed once every 8 weeks to analyze results of interventions and to make changes if needed. If an individual is on OPTION 4 or either one of the Hybrid Models ( Option 2 or 3), a discussion can take place with student and parent to see if a change to OPTION 1 is possible to assist student more in a 1:1 setting within school building.

Listed below are some of the interventions used to assist students.

#### **Tier Two Interventions Academic:**

Set assignment due dates for courses.

Goal Setting

Individualized Graduation Plan for student

Change of homeroom

Reduce classes from 2 down to 1 class open on Apex.

If student has a 504 plan- determine if additional accommodations will help student succeed.

Assistance from part time teacher(s) for certain assignments such as lengthy writing assignments.

Listen to audio imbedded into Apex lessons

Study guides need to be completed.

1:1 designed instruction or small group

Type assignments and email to teacher

Assistance from Bi-lingual Assistant

Assign a mentor

**Tier Three Interventions Academic:**

Smaller classroom environment

Focus on remediation efforts using Reading Plus, Imagine Math and Write Score

Monitoring academic progress on a daily basis

Self-Monitoring Tools

**Tier Two Interventions- Behavior:**

Assign a mentor

Send home a Release of Info for any Mental Health Involvement

Set daily and weekly expectations

Monitor academic progress on a weekly basis

Move to a different homeroom

Earned breaks

Time out space when needed

Contact parents on weekly basis with review of performance

Counseling if needed due to anxiety, depression, etc.

Change of shift or accommodated shift time

Assistance with getting a job

Follow up with community agencies if involved

Self-Monitoring Tools

**Tier Three Interventions Behavior:**

Assign a mentor and require weekly meetings

Daily expectations

Daily Academic goals

Smaller classroom setting or move to homeroom where there is an established relationship

Alternative bell schedule

Counseling in place on weekly basis



Follow up with community agencies if involved

Daily or weekly communication with parents

Time out space identified

Daily check in with administrator

Self-Monitoring Tools

#### **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.

IEP meetings, IEP updates and Re-Evaluation Meetings have been taking place since the COVID-19 shutdown in March. We will continue to update those documents when due dates have passed or are upcoming with appropriate team members through videoconferencing platform. If student/parents insist on an in-person meeting. Planning for in-person meeting will need to go into place as far as space and to ensure all participants are following our safety guidelines. Our goal is to ensure all IEP's are in compliance by date certain in October and again in February.

At the high school level, we will ensure all services outlined on IEP will be in place from the first day of student entering into school. If student has chosen OPTION 2, 3 or 4, each service provider will be given access to their own videoconferencing platform. If student is in the process of evaluation or re-evaluation to determine if additional services are needed, we will follow through with the RTI or Re-evaluation process to ensure all necessary steps have been followed to make the final determination of eligibility or lack of eligibility at the IEP meeting.

If a student has regressed due to the Covid-19 virtual learning since March, a plan for success will be developed and the ESE Case Manager will be responsible for monitoring and ensuring success for all students. If at anytime, a student has chosen Option 2, 3, or 4 for instructional learning, the IEP team or case manager can recommend a student return to Option 1 Traditional Model to receive the support and instruction they need. If that is not possible, case manager will arrange specific times of instructional support through videoconferencing to meet the needs of the student.

## 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.

Our ELL Team will be addressing the needs and deficits of our ELL students upon return to school. Our teacher and bi-lingual assistant will meet with all stuents in their native language to determine if there are any needs at home that we can assist with immediately. We will ensure our options for Innovative Learning Plans are translated into native languages.

The ELL team will review progress made in the courses over the summer session and generate a plan for success for each student. Formative assessments in reading, writing and math will assist with specific interventions to incorporate into a student's success plan. If any supports are identified for social-emotional needs or counseling, we will ensure that is provided to student. If excessive academic regression is noted through formative assessments or classroom performance, an ELL Committee can be convened to address needs and make changes to their plan.

Upon returning to school, all students identified through the Home Language Survey form as potential ELs will be administered an English language proficiency assessment. All students previously identified as ELL will continue to receive supports in accordance to federal and state requirements. Any student choosing OPTION 4 Innovative Model, will receive their supports through the videoconferencing platform. All ELL students will have access to the bi-lingual assistant through videoconferencing between 7:30-12:00 and 12:30-3:30 every day.

At any time, the ELL committee can recommend a student choose OPTION 1 for traditional schooling over the other options if a student needs more support from the staff to be successful.

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

### 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>
7/20/2020
<b>Si-gnature of authorized representative</b>

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