



Spring 2021 Education Plan and Assurances

Monarch Academy will continue to implement the 2020-21 [Instructional Continuity Plan](#). Recently, the Governor confirmed long-distance learning will continue through Spring 2021. The new executive order mandates needed revision to the current educational plan and an updated agreement of assurances. The flexibility provided in the 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.

Monarch Academy Agrees to the following Assurances:

- ☒ **Assurance 1: All schools will remain open. *Monarch Academy agrees to the conditions set forth in section II.a. of DOE Order No. 2020-EO-07.*** The facility will continue to assure the school will 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. *Monarch Academy agrees to the conditions set forth in sections II.b. and II.e. of DOE Order No. 2020-EO-07.*** The facility 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. Monarch agrees to provide students with Individual Educational Plans (IEPs) in the form of a Program of Study (POS) to ensure individual goals are met. Monarch agrees to identify students who may have regressed during school closures or during the fall term. Paraprofessionals will be scheduled for one-on-one tutoring for individual academic challenges.

- ☒ **Assurance 3: Continue progress monitoring and interventions. *Monarch Academy agrees to the conditions set forth in sections II.c. and II.d. of DOE Order No. 2020-EO-07.*** Monarch Academy agrees to continue to provide robust progress monitoring and requisite interventions to all students, with paraprofessional 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. Monarch Academy agrees to provide daily/weekly communications of individual progress made and quarterly report cards monitoring academic development to all students' parents/guardians. Monarch Academy 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.

☒ **Assurance 4: Innovative learning modality.** *Monarch Academy agrees to the conditions set forth in sections II.g. and II.h. of DOE Order No. 2020-EO-07.* The facility 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 facility agrees that a student who is not making adequate progress will only be allowed to remain in the innovative learning modality if he/she: 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. **Private 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 changes require more than a week's notice to parents prior to changing a student's learning modality.

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

☒ **Assurance 6: Continue professional development.** *Monarch Academy agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The facility agrees to continue to provide professional development to administration, teachers, and staff 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.

- 1) **Spring Intervention Plan.** Monarch Academy's detailed proposed 2021 Spring Intervention Plan contains the following three components:
 - a) A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. It includes additional instructional time including before and after school, 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 Monarch Academy's progress monitoring system for reading and mathematics.
 - c) Specific additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

- a) Monarch Academy will close achievement games for those students affected by the pandemic. This will include additional instruction time online, via phone call, or selected in-class tutoring times before school and after school.
- i. Monarch Academy has recently implemented the NWEA MAP testing that supports students and educators by creating assessment solutions that precisely measure growth and proficiency. These tests will be administered three times a year and will provide insights to help tailor instruction. The first test was administered during November 2020. The second test will be completed during the month of February. At this point, another professional development is scheduled to assess individual student growth. Monarch Academy will then compare NWEA growth statistics utilizing November and February assessments.
 - ii. All elementary and secondary long-distance learners may request extended learning opportunities in the following forms:
 1. before school tutoring (8:00 – 8:30),
 2. during the school day through individual tutoring with paraprofessionals and teachers online,
 3. after school (3:00-3:30),
 4. with an online math tutor,
 5. and peer-tutoring
 - iii. During designated extended instructional times, innovative learners will be provided:
 1. additional professional learning from teachers who have students engaged in the innovative learning model
 2. before and after hour support for parents and students
 3. Assign a school level staff to contact innovative learners frequently
 4. Work with parents to enroll struggling innovative learning students back into the classroom.
 5. Continue to work with parents to identify and correct technology issues
- b) A targeted outreach is planned for students who are demonstrating a decline in the Monarch Academy's progress monitoring system for reading and mathematics.
- i. Progress monitoring will be assessed through daily communications for grades 1-10 and weekly communications for grades 11-12 emailed or sent home directly.
 - ii. Quarterly report cards will continue to monitor student challenges and be sent to parents.
 - iii. NWEA MAP testing will support the areas of reading, mathematics, and science and will be given November, February, and April. From these assessments, solutions presented on the website tackle curriculum standards that precisely measure growth and proficiency. Educators can immediately target challenges and implement

interventions to ensure growth through individual enrichment programs and classroom workshops.

- iv. Class size is 1:9, with rotating paraprofessionals.
 - v. A support team at Monarch Academy, which includes a teacher and administrator, uses a problem-solving process for reviewing progress monitoring data to make decisions about continuing, discontinuing, or intensifying interventions. Such interventions are labeled in the student's curriculum log which identifies the student's academic plan.
 - vi. Vulnerable students will be identified through the above processes and staff phone calls, emails, and conferences via ZOOM will be engaged to promote student success through individual educational plans.
 - vii. Monarch Academy offers two different Distance Learning Options to its students. Option A consists of live instructional learning. Students may check out technology at the beginning of the school year if needed. Option B is a paper packet option that will allow the student to work remotely without constant Wi-Fi but still be in contact with Monarch Academy and its teachers. Monarch Academy's standard curriculum is utilized in both areas.
 - viii. Family support is initialized through Facebook, Zoom, Class Dojo, and emails to stay in constant contact.
 - ix. Students who are unsuccessful on the innovative learning platform, with the above supports, will be encouraged to return to in-class instruction.
 - x. Students with excessive absences will also be monitored and supported by staff members with the goal to increase their attendance. eLearners with multiple absences will be encouraged to return to brick-and-mortar and will receive support as they transition back to campus.
- c) Specific additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.
- i. Transitioning from Innovative Learning to in class learning.
 - ii. Find time outside of the core learning during the school day to provide targeted remediation through one-on-one tutoring via ZOOM with teacher and/or paraprofessional.
 - iii. Ease the transition by using strategies such as hybrid learning allowing students to spend ½ day online and ½ day in class, or one day in one day out.
 - iv. Implementation of social emotional learning strategies that include added teacher support and peer mentoring.
 - v. Develop more Differentiated Professional Development for teachers to aid in developing scaffolding and support mechanisms.
 - vi. Innovative Learning Modality
 - 1. Monarch Academy shall provide:
 - a. Innovative learning modality only to students who are making adequate academic progress.

- b. Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks.
- c. This letter will be included in the student's academic folder.
- d. The parent or guardian will verify the receipt of this information and their intent to have their child remain in the innovative learning modality. This letter will be included in the child's academic folder.
- e. Written notice of inadequate progress will be sent home at least one week prior to any modality change.
- f. For students to continue in the Innovative Learning Modality, they must demonstrate and maintain adequate progress in the following areas:
 - i. Course grades
 - ii. Quarterly Report Cards
 - iii. NWEA MAP Diagnostics/Growth
 - iv. Graduation Requirements
 - v. Classroom Assignments
 - vi. Attendance
- g. The Progress Monitoring systems are fluid and interchange seamlessly between the two innovative learning plans.

If students are not making adequate progress, parents/guardians are notified by telephone to describe the risks of potential failure and/or retention of their students. The parents/guardians are strongly encouraged to send their children back to in class learning. The parents/guardians also receive a letter from the principal. Note samples below:

Monarch Academy offers professional development opportunities provided and planned to support teachers and staff 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).

1. Professional development opportunities will be presented through [ZOOM Video Tutorials and Blogs](#) throughout the 2021 year.