

APPENDIX 21

Beginning with the 2021-2022 school year, OSCS will expand its students served to include students in grades Kindergarten (K) through eighth (8th) grade. The mission, vision, approach, and philosophies of OSCS as described in the Charter Renewal Contract will continue to be the same and will be applied to the middle school grades. The following information is intended to supplement the information found in the Charter Renewal Contract and the associated appendices to account for OSCS's expansion into middle school grades.

OSCS is currently the only Kindergarten through fifth grade elementary school in the Upper Keys. Each year, our parents ask for the school to expand into middle school so that their fifth graders do not have to attend another school. Last year, ***% of our parents surveyed felt that the addition of a middle school would benefit our students. The addition of forty students in our sixth through eighth grade in the 2021-2022 school year will provide our families with the opportunity to remain in the same school until high school. Our students will continue to experience small class size, low teacher to student ratios, individualized instruction in the Montessori based school we have built over the past ten years.

The addition of the middle school will allow us to grow our marine science program and to continue to educate students to be stewards of the environment. In elementary school, the students learn about our fragile South Florida ecosystem while working with local park rangers and scientists to solve real world problems. Expanding the program to include sixth through eighth grade will allow our students the opportunity to learn about national environmental problems and make connections to the issues we face here in the Keys.

I. Educational Plan

In addition to the stated mission and objectives found in the Charter Renewal Contract, OSCS's main priorities for middle school are:

- To provide an innovative and rigorous curriculum based on the Florida State Standards and NGSSS as applicable to grade level
- To provide core curriculum in English language arts, mathematics, social studies, science, and a rich array of specials and electives
- To offer support services and strategies to students below grade level, at grade level, and above grade level learners as well as students with special needs
- To promote enhanced academic success by aligning responsibility and accountability in a small school setting
- To provide low performing students with one-on-one and small group lessons to increase mastery of the standards
- To evaluate the progress of each individual student measuring learning outcomes through standardized assessments, classroom assessments, observations, anecdotal notes, discussions, and participation in classwork and small groups
- To communicate student progress with parents regularly regarding progress towards mastery of the standards, reading progress, and the results of standardized testing

A. Middle School Program Design

Students enrolled in middle school will successfully complete three English Language Arts courses, three mathematics courses, three social studies courses including a civics education course, three courses in science, and one course in career and education planning. OSCS will follow the Monroe County Progression Plan for middle grades.

Schedule

Student daily schedules will include all requirements for FTE minutes per subject area course and electives to meet the requirements of the student progression plan.

ELA	6th Grade	7th Grade	8th Grade
FSA Level 1-2	Language Arts 1 and Intensive Reading	Language Arts 2 and Intensive Reading	Language Arts 3 and Intensive Reading
FSA Level 2-3 (past 3 years)	Language Arts 1 and Critical Thinking	Language Arts 1 and Critical Thinking	Language Arts 1 and Critical Thinking
At Level	Language Arts 1	Language Arts 2	Language Arts 3
Advanced	Advanced Language Arts 1	Advanced Language Arts 2	Advanced Language Arts 3

Mathematics	6th Grade	7th Grade	8th Grade
FSA Level 1-2	Grade 6 Mathematics and Grade 6 Intensive Mathematics	Grade 7 Mathematics and Grade 7 Intensive Mathematics	Grade 8 Mathematics and Grade 8 Intensive Mathematics
At Level	Grade 6 Mathematics	Grade 7 Mathematics	Grade 8 Pre-Algebra
Advanced	Advanced Grade 6 Mathematics	Honors Algebra I	Honors Geometry

Science	6th Grade	7th Grade	8th Grade
Below/ At Level	Comprehensive Science 1	Comprehensive Science 2	Comprehensive Science 3
Advanced	Advanced Comprehensive Science 1	Advanced Comprehensive Science 2	Advanced Comprehensive Science 3
Advanced	N/A	Honors Physical Science	Honors Biology

Social Studies	6th Grade	7th Grade	8th Grade
At Level	US World History	Civics	US History
Advanced	Advanced World History	Advanced Civics	Advanced US History

Physical Education	6th Grade	7th Grade	8th Grade
All	PE (0.5 credit)	PE (0.5 credit)	PE (0.5 credit)

Electives	6th Grade	7th Grade	8th Grade
All	1.5 Credits	1.5 Credits	1.5 Credits

B. Reading/English Language Arts Curriculum

Teachers will provide instruction in Reading and Language Arts using the Language Arts Florida Standards¹ (LAFS) to promote academic excellence in Reading, Speaking & Listening, Language and Writing. The grade specific LAFS will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress from grade to grade. The ELA program will provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage, and effective use of speaking and listening skills, higher-order reading skills, and study skills enabling success in school and beyond.

Placement & Courses

Student placement and progression will be based on the Monroe County School District's Student Progression Plan. Students will receive 90 minutes of consecutive, uninterrupted, daily instruction in Reading/ELA. Students will be required to successfully complete three middle school annual courses in Language Arts with an emphasis on literature, composition, and technical text.

Intensive Reading courses will be in addition to the required Language Arts courses in grades 6-8 outside of the normal reading block. All students who score below required proficiency levels on the FSA for English/Language Arts will be in an intensive reading course in addition to required grade level ELA course. All students who exhibit significant risk will be given intensive intervention as soon as that risk is identified, in order to avoid retention. For example, students who exhibit a substantial deficiency in reading skills, based on results of assessments conducted, or through teacher observation, will have a progress-monitoring plan through the RTI/MTSS and be given intensive intervention, immediately following the identification of the deficiency. In accordance with s.1008.25 (5)(a), students will continue to be given intensive intervention until the reading deficiency is remediated. The students, who are identified through the RTI/MTSS process as Tier 2, will receive a minimum of 30 minutes of uninterrupted, daily, immediate intensive intervention outside of the normal reading block. Individual intervention beyond the initial block and Tier 2 that is required for students, which have been identified through the RTI/MTSS process as Tier 3, will take place outside of the 90 minute block for an additional 60 minutes per week.

Primary Instructional Strategies

Systematic & Explicit Instruction: The School will use formative and summative assessment data to realign the instructional framework and provide systematic and explicit instruction for text-based vocabulary acquisition and close reading models using complex text that is grade level appropriate.

Differentiated Instruction: For optimal instruction, students will be grouped in various ways and in flexible settings to accommodate varying reading levels and learning styles. Teachers will utilize the methods of whole-group instruction, small-group instruction, individual instruction, and independent reading to address the various needs of the students. Teachers will set specific reading goals with students during data chats and will monitor the reading goals as a part of their independent reading and accountability strategies embedded into their weekly instruction.

Print Rich Environment: Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual

¹ OSCS understands that Florida's ELA standards are currently being reviewed and are subject to be updated for the 2021-2022 school year. OSCS will ensure that its curriculum is aligned with the most-current state standards.

interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The classroom library will have high-interest materials representing a variety of genres and cultures allowing for the greatest degree of student choice.

Socratic Seminars: A Socratic Seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. Students are able to help one another understand the ideas, issues, and values reflected in a text through a group discussion format. Students practice how to listen to one another, make meaning, and find common ground while participating in a conversation.

C. Writing Curriculum

The writing standards focus mainly on text types, responding to reading and research. The standards include the acquisition of writing skills, such as the ability to plan, revise, edit, and publish. Students will be exposed to many types of writing such as opinion, informative/explanatory, and narrative. The expectation is that students learn to appreciate that a key purpose of writing is to communicate clearly to an external audience and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. Students will develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, teachers will be expected to provide students significant opportunities and time to write, producing numerous pieces over short and extended time frames throughout the year.

Primary Instructional Strategies

Students will be required to write across the curriculum on a daily basis through the use of strategies including but not limited to reader responses, two column notes, journal entries, completing framed paragraphs and written responses. Students writing in response to reading may include: quick-writes, mapping, brainstorming, essay questions journal entries, and/or writing a summary. Writing before, during, and after classroom instruction will provide systematic, explicit writing instruction and ample practice in spelling, grammar, usage, and mechanics daily. Conventions (capitalization, spelling, word usage, grammar and punctuation) will be emphasized at the start of the school year and continue through to the end of school.

D. Mathematics Curriculum

Through a rich Mathematics curriculum based on the Florida State Standards², teachers will develop students' mastery of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem solve making them able to remain competitive in an ever changing, fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem-solving ability, and communication skills required to excel at or above grade level expectations. The MAFS describe the mathematical skills and concepts all students need for success in college and careers. The Standards for Mathematical Practice describe the ways in which Mathematical Content Standards should be approached. The Standards for Mathematical Practice are the same at each grade level; however, students will engage with and master new and more advanced mathematical ideas as they progress through each grade. The Mathematical Practice Standards will be taught in conjunction with the standards at each grade level.

² OSCS understands that Florida's mathematics standards are currently being reviewed and are subject to be updated for the 2022-2021 school year. OSCS will ensure that its curriculum is aligned with the most-current state standards.

Placement and Courses

Student placement and progression will be based on the Monroe County School District's Student Progression Plan. The school will follow the state course descriptions for the mathematics courses to be offered in grades 6-8. The purposes of these courses are to provide instruction and promote academic excellence in basic mathematic skills, geometry, algebra, problem solving, and mathematical reasoning. The skills covered will prepare students for FSA and EOC, as well as promote student success for the real world work environment.

Students at risk of not meeting academic requirements including all students who score below proficiency on FSA Mathematics, will be required to enroll in an Intensive Mathematics course in addition to the core course. Students in need of Intervention/Remediation will have one of their electives replaced with a required Intensive Mathematics class. The intensive class will support the regular class. Teachers of the regular classes will provide data to the intensive teacher to cover topics that students didn't master.

Students earning Senior High School Credit(s) for Students in Grades 6, 7, and 8 are required to adhere to End of Course requirements as per FLDOE. Middle grades students enrolled in Algebra I Honors must pass the EOC assessment to earn a standard high school diploma.

Primary Instructional Strategies

Differentiated Instruction: The number of students in each group may vary based on understanding of the concept. If a student is struggling with a concept, the teacher may provide scaffolding and support by re-teaching. If a student is excelling and has mastered the grade level standard, the teacher may provide enrichment.

Think-alouds: The students will learn explicit explanations of the steps of problem solving through teacher modeling of metacognitive thought. Often students see a problem and hear the answer but do not know what happened in between. When a teacher works through what is going on in his/her brain as a problem is solved, students can begin to fill in the gaps.

Graphic organizers: Students will use visual displays to organize information into things like trees, flowcharts, and webs. This will help students to consolidate information and to improve comprehension of stories, organization of writing, and understanding of difficult concepts in word problems.

Student-generated word problems: Students will create word problems for a specific math skill. Through the construction of a problem, students learn what to look for when solving word problems and makes mathematics relevant to their own lives.

E. Science Curriculum

The school's science curriculum aims to provide cutting-edge science instruction with a marine science focus that incorporates a hands-on, inquiry-based approach with opportunities for students to learn through discovery and standards based activities. Students will participate in hands-on science investigations and field labs in the community weekly, exposing them to the scientific process and scientific thinking. The middle school marine science program will build upon the Kindergarten through Fifth grade program while introducing students to a national focus on the environment.

Placement and Courses

Student placement and progression will be based on the Monroe County School District's Student Progression Plan. Senior High School Credit(s) for middle grade students - Students are required to adhere to EOC requirements for Biology, as stated by the FLDOE.

Additionally, the school will include the following topics in the Science curriculum:

- Comprehensive Health Education (6-8)
- Human Growth and Development (6-8)
- Substance Abuse Education (Health, grades 6-8)
- Mental Health Education (6-8)

Primary Instructional Strategies

Differentiated Instruction: The students will use scientific laboratory equipment, hands-on activities, technology-based activities, and field labs. The number of students in each group may vary based on understanding of the concept. If a student is struggling with a concept, the teacher may provide scaffolding and support by re-teaching. If a student is excelling and has mastered the grade level standard, the teacher may provide enrichment.

Integrated Teaching: Students will pose authentic problems to solve. Students will participate in project based learning that incorporates critical thinking, process skills, and product development. Students will work with community members, including park rangers and scientists, to ask questions and solve problems affecting our Florida Keys environment.

Critical Thinking and Higher-Order Questioning: Teachers will encourage students to pose their own questions, evaluate the information presented, and make informed decisions about the information. Students will work with others to answer questions and use critical thinking skills to solve real world problems. Teachers will focus on teaching inferencing skills to promote higher level questioning and thinking skills to master the standards.

F. Social Studies Curriculum

The teachers will deliver a Social Studies curriculum that will prepare students to achieve mastery of Social Studies NGSSS as well as content area literacy standards for all grades. Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in public affairs. Social Studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. The comprehensive Social Studies program will emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences.

Placement and Courses

Student placement and progression will be based on the Monroe County School District's Student Progression Plan. Students in 7th grade will be required to take the Civics EOC Exam.

Primary Instructional Strategies

Visual Aids: Teachers will use visuals such as graphs, maps, information and digital materials. The teachers will also use newspapers as a literacy enrichment supplement and incorporate data analysis daily by means of graphs and charts.

Socratic Seminars: A Socratic Seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. Students are able to help one another understand the ideas, issues, and values reflected in a text through a group discussion format. Students practice how to listen to one another, make meaning, and find common ground while participating in a conversation.

G. Physical Education Curriculum

The P.E. program will consist of a standards based, balanced, sequential and progressive program-involving moderate to vigorous physical activity. It will be in step with the current practices and procedures in education and to contribute to the all-around development and education of students. This course will also focus on health and teach students to develop habits of health that contribute to the continued good functioning of the body. Students will participate in P.E. for one semester each year.

H. Grade 7/8 Career Research and Decision Making

Students will receive career and education planning instruction through this course. This career and educational planning course will result in the completion of a personalized academic and career plan that informs students of:

- High school graduation requirements, assessment, and diploma designation options
- College entrance test requirements
- Florida Bright Futures Scholarship Program requirements, State University and Florida College System institution admission requirements
- Programs through which a student can earn college credit including Advanced Placement and dual enrollment
- Career academy and career-themed course opportunities

This course will also include research-based assessments to assist students in determining educational and career options and in setting goals.

I. Industry Certifications

The school may also offer Microsoft Specialist certifications in 7th and 8th grades. Students will be given the opportunity to participate in Monroe Computes and earn certification in various areas of technology.

J. Grades 6-8 Electives

Some of the other elective courses that may be offered depending on student selections include but are not limited to Spanish, art, music, computer science, cooking, and STEM.

K. Selection of Instructional Materials

OSCS has not yet selected the instructional materials that will be used for the middle school grades. The Administration will make decisions on the best curriculum to use for middle grades for each subject area by March of 2021. All selected curriculum and instructional materials will be aligned with the most current state standards. OSCS will provide to the Monroe County School Board by March of 2021 a list of resources and instructional materials to be purchased and used for the middle school grades that will be aligned to state

standards, including a rationale for each choice. The selected instructional materials and resources will be used by the teachers to provide rigorous instruction in all subject areas.

L. Student Performance, Assessment, and Evaluation

Standard of Achievement

- 1) Standards will be set, consistent with Monroe County School District, in all content areas for sixth, seventh, and eighth grade.
- 2) OSCS standards are correlated with the Florida State Standards.
- 3) RENNAISANCE/STAR reading assessment will be used to screen students for reading in sixth, seventh, and eighth grade. Screening will be followed by diagnostic testing and remediation for students who are not reading at grade level. MTSS procedures for the lowest scoring students would be implemented immediately on completion and scoring of baseline testing.
- 4) OSCS will use the student's past and current academic records and teacher observations to determine the educational strengths and needs of each student. In addition, each semester, all student portfolios, hands-on projects and work folders will be analyzed and reviewed by a team consisting of the School Director and 2 elementary teachers, screening for weaknesses in reading, writing or mathematics, which require remediation. Remediation of specific weaknesses in the knowledge base of students will be achieved through one on one intervention by each student's teacher.
- 5) An individual "Academic Improvement Plan" for each student requiring remediation shall be developed by the review team. The student's teacher, after consultation with the student's parents, shall implement the Academic Improvement Plan which will be based on initial and additional diagnostic assessments. Parents will be informed, and the academic improvement plan will be updated semi-annually or as needed.
- 6) For eligible students with disabilities, OSCS will develop and implement appropriate Individual Educational Plans (IEPs) in accordance with federal and state laws and regulations. OSCS will:
 - a) Review the student's current IEP and the level and extent of the services provided by the student's previous educational institution in the context of the educational program provided by that institution.
 - b) Review the student's existing evaluation data available in the student's cumulative records folder.
 - c) Contact the School Board's Director of Exceptional Student Education for administrative assistance if needed.
 - d) Provide and implement all programs developed under a student's IEP in accordance with all appropriate federal and state laws and regulations, including but not limited to, the Americans with Disabilities Act (ADA), the Individuals with Disabilities Educational Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Florida's Equity in Education Act, and the provisions of the LULAC Consent Decree.
 - e) If an appropriate program, based on a student's IEP, cannot be implemented by OSCS, the student will be transferred to the appropriate School Board school site for implementation of the IEP.
- 7) The school's educational goal is that each student enrolled will make better than a measurable one year of academic growth in reading between the initial Fall assessment and the Spring assessment using the Renaissance/STAR reading assessment or other assessment instrument as prescribed for baseline testing. Each student will achieve one year of academic growth in mathematics between the initial Fall assessment and the Spring assessment using the Renaissance/STAR math assessment or other assessment instrument as prescribed for baseline testing.
- 8) The parents of each student will receive a biannual progress report and the results of all test and assessment instruments. Parent teacher conferences will be held 2 times per year. Final portfolio review for each student will be held during the final parent teacher conference.
- 9) The data obtained from both the standardized testing and baseline or other assessment instruments will be analyzed and the results will be used to improve curriculum design and teacher training allocation.
- 10) All parents of OSCS students will receive the results of all standardized testing including assessment and achievement, including translation of the test results to the primary language of the parent if requested.

- 11) Low performing students will be detected early in the school year through testing and through teacher observation, and intervention will be implemented immediately using best practices of instructional remedial strategies. After ascertaining that the student is not in need of ESE intervention, considerable daily one-on-one interaction with a certified teacher working on reading or math strategies using research based curriculum materials will make at least one year of academic growth.
- 12) Low performing students who may be candidates for exceptional student programs will be evaluated by the Monroe County evaluation team to determine what needs and services are the best practices to address the students learning issues. An IEP or 504 plan will be developed and appropriate services provided to the student.
- 13) OSCS will comply with all aspects of the Middle School Progression Plan for entry, promotion, and retention for sixth, seventh, and eighth grade.
- 14) The Multi-Tiered Support System instructional decision-making model required by State Statute will be utilized by OSCS. Supplemental and intensive instruction is structured within the regular school day as well as before and after school hours period during school hours, intensive classes for both math and reading are scheduled for identified students scoring below proficiency on the FSA or on diagnostic assessment tools. There are also resource and inclusion classes scheduled for ESE students.
- 15) Students in sixth, seventh, and eighth grade scoring Level 1 or Level 2 on FSA are the first targeted for supplemental an intensive instruction.
- 16) Effectiveness will be measured through data analysis from assessments. Parent and teacher conferences will take place after any and all progress monitoring in order to collaboratively evaluate and strategize effectiveness of interventions.
- 17) Alternative instructional delivery methods to support acceleration and enrichment activities will be provided for all gifted students and other accelerated learners. Standardized test results, teacher input, and gifted testing by the ESE department identify students for enrichment strategies.

Multi-Tiered Support System (MTSS)

The School will implement the MTSS process set forth by the Monroe County School District.

The Director's role as an instructional leader dictates continuous involvement in the teaching and learning process including being present at all MTSS meetings and progress monitoring meetings in order to facilitate the dissemination of data. The principal is trained on and implements classroom walkthroughs on a regular basis. The principal is involved in review of student work samples and artifacts collected from special area teachers that show support of instruction in reading, writing, math, and science.

Assessment

1. OSCS will administer the Renaissance/STAR Reading and Math benchmark test approved by the Monroe County School District to all students in sixth, seventh, and eighth grade to measure the progress of the student in relation to one academic year.
2. OSCS goals for student achievement will be outlined in the School Improvement Plan (SIP). On the 6th Grade FSA ELA Test and FSA Mathematics Test, 75% of OSCS students will score a Level 3 or above. On the 7th Grade FSA ELA Test and FSA Mathematics Test, 75% of students will score a Level 3 or above. On the 8th grade FSA ELA Test and FSA Mathematics Test, 75% of students will score a Level 3 or above. On the 8th grade NGSSS Science Test, 75% of the students will score a Level 3 or above.
3. OSCS students will participate in all required state assessments, including initial assessment and diagnostic assessments. Student assessment will also include teacher observations and individual student portfolios. Regular parent and teacher conferences will be held to further assist the student's progress and the parent will receive progress reports to document the student's progress through the accelerated learning curriculum twice each year.
4. OSCS will comply with all aspects of the Middle School Student Progression Plan for entry, promotion, and retention for sixth, seventh, and eighth grade.

Educational Goals and Performance Standards

- OSCS will use the tests, methods, and strategies listed above to assess achievement.
- 75% of all OSCS students will meet the percentage-based achievement goals.
- 75% of students will make a year's worth of progress in Reading and will read at or above grade level on assessments in the spring.
- 75% of students will make a year's worth of progress in Mathematics and will score at or above grade level on assessments in the spring.
- 75% of students will make a year's worth of progress in Writing and will score at or above grade level on assessments in the spring.
- 75% of students will make a year's worth of progress in Science and will score at or above grade level on assessments in the spring.
- Of the struggling students in Reading (lowest 20% when tested in September), 75% percent will make a year's worth of progress.
- Of the struggling students in Mathematics (lowest 20% when tested in September), 75% will make a year's worth of progress.

M. ELL, ESE, and Gifted Education

English Language Learners

The School shall adopt the District's plan for English Language Learners and agrees to comply with state and federal requirements for serving English Language Learners, including the procedures that will be utilized for identifying such students and providing support services.

An initial identification procedure will be established in order to identify students that may need to receive additional instructional strategies and techniques to improve their English proficiency. All students will be screened for language proficiency upon entry in accordance with the LULAC consent decree using the Home Language Survey. The home language survey is given to parents when students are enrolling in a public school for the first time. Based on parent responses, students qualifying for testing are tested within 10 days of entering the school. Students coming from other public schools will already have an LEP plan in place if needed. However, all students coming from public schools will have their cumulative folders assessed by the ELL coordinator to make sure that the appropriate testing took place in previous schools where needed.

The staffing plan for the school's English Language Learner program, including the number and qualifications of staff is as follows:

To ensure that classroom teachers are able to provide the appropriate individualization needed, all classroom teachers hired will be either ESOL-endorsed or working towards ESOL endorsement through participation in Professional Development. All teachers will fall within the timeline requirements for obtaining the ESOL endorsement. The concept of nurturing every child's potential provides a foundation for each of the ELL programs. Where English as a Second Language is appropriate, the teachers will be certified to teach English as a Second Language or have the ELL endorsement. The curriculum used for ELL students is equal in scope, sequence, and quality to the regular core curriculum offered to all students.

Services for LEP eligible students will be provided in a timely manner and appropriate. Students will be placed in ELL courses within 20 days of entry into school. LEP plans will be established and maintained with an inclusion model as the primary methodology. The individual needs of ELL students are met through the teacher

prepared materials and individualized assignments. In a Montessori material supplemented classroom, teachers are able to implement ELL strategies without having to move students to a self-contained room. Self-contained programs may be provided where needed to meet students learning needs. Teachers will receive in-services in ELL curriculum and instruction, ELL testing and evaluation, ELL methods, and linguistics.

OSCS will provide equal instruction for the development of listening, speaking, reading, vocabulary, and writing skills of non- English speaking students through the standards based curriculum. The standards based academic content is taught in ways designed to make the content expectations comprehensible to ELL students.

The methodologies to be applied for ELL instruction include the following:

- Language experience approaches
- Cooperative teaching and learning
- Multi-sensory activities
- Language drills
- Dramatizations
- Taped stories for listening centers
- Visual aids
- Brainstorming activities
- Simplification of text
- Follow-up guided reading activities
- Predictable stories
- Questioning techniques
- Student Partnering/Peer Mentoring

OSCS will follow the Monroe County School District English Language Learner Plan. The School will evaluate the effectiveness of the ELL program through the analysis of data for ELL students and surveys provided to parents and staff. Data is gathered on ELL students yearly on annual tests for ELL students, district and state required tests, and the OSCS pre and post test to determine learning gains. This data will be evaluated to ensure that students are making the appropriate progress. Parents and teachers are also asked to evaluate the ELL program each year and are asked for suggestions on how to improve its effectiveness.

The Limited English Proficiency (LEP) committee will be comprised of the school-level ELL contact, administrator, and student's classroom teacher. The LEP committee will review the educational background of a transferring student to determine appropriate grade level, subject, and ELL program placement. Parental input regarding educational background should be taken into consideration especially when transcripts, records, or report cards are not readily available. The final determination for placement will be decided by administration. Bilingual school personnel may assist the students and their families when necessary to ensure proper program placement. The LEP committee will implement a progress monitoring plan for ELL students who are determined to be below grade level in ELA, math, science, and social studies. Parents or guardians will be invited to the meeting to provide input for the progress monitoring plan.

ELL students are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done. School board policy provides flexibility to school staff in making academic placement decisions for students. Parents/guardians may appeal academic placement decisions to the principal.

ESE

OSCS will follow all Monroe County School District policies and procedures found in the Monroe County Special Programs and Procedures Manual. Students will provided services in accordance with their IEP/Section 504 plans. The OSCS IEP team will meet on an as needed basis with the district personal to hold meetings, make decisions, and create IEP/Section 504 plans for students who qualify for the services. School employees

responsible for ESE services at the school are encouraged to attend District sponsored training on exceptional education requirements and procedures for serving disabled students, earning special weighted funding, compliance with federal laws, audits, delivery systems, etc. The administrative fee also includes access to all training offered by the District ESE staff, forms needed to staff/place students into the ESE program, assessments and testing required for students and the reports these tests generate and specific IDEA/compliance training.

Professional Development

School employees are permitted and encouraged to attend District based professional development and teacher training. School staff will be responsible for material costs to the same extent that district staff may be responsible. If the school would like a District based program presented/facilitated on their behalf, they will be required to arrange at a cost.

District planning team meetings and training workshops will be made available by the District for all school employees.

Methods used to Identify Students' Strengths and Needs

OSCS will utilize the methods, tests, and strategies identified in Appendix 6 to determine the educational strengths and needs of each child.

In addition, the school will be inclusive of ELL and ESE students, and comply at all times with the requirements of the LULAC Consent Decree, IDEA, Section 504 of the Rehabilitation Act, and all other applicable state and federal laws.

Upon enrollment of new students at OSCS, academic performance data would be collected to ascertain the needs and services that would be required for those students who would enter school qualifying as ELL and ESE students entering with an IEP.

OSCS will hire the needed highly qualified consultants, specialists, and on staff personnel to deliver the special education and related services required by our students.

Accommodations may be made for ESE and ELL students in order to obtain a true assessment of skills such as changes in the way the test items are presented (visual enhancements, sign language, Braille, in another language), changes in the way the student responds (dictation of answers, verbal response), changes in the scheduling allowing more time or frequent breaks, changes in the setting (one-on-one testing or in a small group), testing proctored by a familiar person, or assistance by a bilingual aide. The fundamental goal of accommodations is to achieve an accurate picture of the student skills and achievements and to allow the student show what he or she has learned. All accommodations will be given in accordance with the student's IEP or ELL plan.

The appropriate ELL strategies will be employed to help the student learn both the English language and the academic content of the class. Teachers will modify the lesson to help the student understand. The teacher or bilingual buddy will help the student practice vocabulary for a given lesson. The teacher will use illustrations to help convey meaning or key content. Visuals, recordings, may convey the most important content concepts. The ESE specialist, as well as programs on the computer, will assist in building vocabulary, spelling, and grammar skills.

Spanish is the second language spoken by the largest population of ELL learners and Keys elementary students with a second language at home. OSCS will hire a minimum of one teacher or teacher's assistant who is fluent in Spanish to be available to teach and assist ELL Spanish speaking students and parents.

Gifted Education Program

Students identified as gifted, talented, or who score a Level 4 or Level 5 on standardized testing will be eligible for enrollment in advanced middle school courses. Advanced courses will be offered in English Language Arts, Mathematics, Science, and Social Studies. Students in advanced courses will develop deeper content area knowledge as well as creativity, communication, and critical thinking skills that are aligned with the Individual Education Plan goals.

Students will be tested for the Gifted Education Program through referrals by teachers, referrals by parents and/or through earning scores of Level 4 or Level 5 on FSA.

II. Organizational Plan

The OSCS Middle School will open in the Fall of 2021. Our current fourth grade class will be the first class of sixth grade students to enroll. The open spots for seventh and eighth grade will be filled through our current lottery system in the Spring of 2021. The middle school will provide a unique opportunity for students of the Upper Keys to learn more about our unique environment. Students will experience weekly field labs to work with community members to solve problems facing our fragile ecosystem. The middle school will provide engaging and relevant courses in ELA, mathematics, science, and social studies based on the newly adopted standards.

The current Governing Board of OSCS will oversee the middle school as well as the current elementary school. **Appendix 16** of the current charter contract outlines the roles and duties of the directors and officers.

Appendix 17 describes the governance and management of our current Board of Directors. This includes a description of the qualifications of the Board of Directors and the Board members. The Board Policies and Handbook is included in this appendix.

In the Spring of 2021, the OSCS Board of Directors and Principal will begin interviewing qualified candidates for the position of Assistant Principal. At this time the Principal and the School and Community Programs Coordinator will also begin interviewing for middle school teachers to fill all necessary instructional positions.

Assistant Principal Job Description

The Assistant Principal works with the Principal ensuring smooth daily operation of the elementary school and the middle school. This position requires a highly organized, motivated individual with skills in leadership, an understanding of the best practices and philosophies of education, and the overall mission and vision of OSCS.

The minimum qualifications include a Bachelor's Degree in Business Management, Elementary Education, or a related field. An advanced teaching certificate or Master's Degree in Educational Leadership is highly desirable. Experience in educational leadership, business practice, elementary and/or middle school teaching, grant writing, and teacher training is essential. Qualification as a "highly effective" teacher or administrator is also highly recommended.

Reports to: Principal

Performance Responsibilities:

1. Support the director to manage and operate the school in accordance with policy and procedure
2. Assist with the upkeep of school facilities
3. Mentor and coach teachers

4. Assist and lead in fundraising activities including grant writing
5. Management and purchase of resources
6. Planning and implementing professional development
7. Leading teachers through the use student and school data in an effort to create a plan of improvement
8. Interacting with parents and children, implementing and understanding our school behavior plan
9. Attend fundraising events as requested by the Board of Directors and School Director
10. Manage and administer the testing program for the school
11. Support the Director to manage and administer the development of long and short range instructional and facility needs
12. Coordinate and supervise transportation services
13. Attend all meetings of the Board of Directors and implement all policies and procedures set by the Board
14. Assist the Director with development of the annual budget
15. Establish and maintain professional relations and provide information regarding the corporation to the community at large
16. Other duties as assigned by the School Director

Middle School Teacher

The teachers represent OSCS and are responsible for directing a rigorous learning curriculum in accordance with policies and procedures set forth by the Board of Directors, consistent with the Monroe County School Board and the OSCS Charter Contract, Articles of Incorporation, By-Laws, relationships, covenants, statutory regulations, and governmental code of requirements.

The minimum qualifications of this position include a Bachelor's Degree in education or other related field and a current Florida Teaching Certificate in the specified subject area including English Language Arts, Mathematics, Science, and Social Studies. A teacher with a strong knowledge of marine zoology, oceanography, climatology, and geography is desirable. Computer skills, fluency in a foreign language, and a general science background is a plus.

Reports to: Principal

Performance Responsibilities:

1. Direct and guide the students in the classroom
2. Supervise aides and enrichment programs taught by aides/instructors
3. Take full responsibility for the implementation of the curriculum
4. Attend fundraising events as requested by the Board Directors and School Director
5. To attend staff meetings, back to school nights, children's performances, open houses, staff development events, participate and share ideas and thoughts
6. Make presentations to local interested groups, parents of students, corporation members, local teachers and educators as requested
7. Coordinate field trips, outside language, art, and music activities and guest speakers
8. Select and requisition classroom materials
9. Maintain daily academic records of student progress and attendance records
10. Prepare written student progress reports and schedule parent/teacher conferences twice yearly
11. Maintain classroom environment in a pristine and aesthetically pleasing manner
12. Other duties as assigned by the School Director

III. Business Plan

The OSCS Board of Directors, Principal, and School and Community Programs Coordinator have worked together to develop a budget for the next four years. The proposed budget is based on an increase of enrollment in the 2020-2021 school year from 116 students in the current charter contract to 140 students. This will include a 2nd/3rd grade split class with the addition of one certified teacher and one certified Montessorian. In the 2021-2022 school year, the enrollment will increase from 140 students to 180 students with the addition of a middle school to include students in sixth, seventh, and eighth grade.