



FLORIDA INSTRUCTIONAL CONTINUITY PLAN (ICP)

2026-2027

Local Educational Agency

Leon County Schools

Charter School

Tallahassee School of Math & Science

Submitted by

Zekeriya S. Ozsahin

Component 1: Leadership and Planning

Cross Functional Planning Team: Our ICP Leadership team listed below is involved in the creation of this plan. This plan would be implemented if the school closure or emergency occurred when campus could not be accessed. Our school principal, **Mr. Zekeriya Ozsahin**, is the owner of the plan and responsible for the implementation of the ICP, if needed.

2026-2027 Team Members- Please see chart in Component 10

Goals of the ICP:

Goal #1: Provide parents with relevant up-to-date information using communication with clarity.

Critical Success Factors (CSFs) that determine achievement of the ICP outcomes or goals:

- Parents continually participate when communication is requested from them.
- Communication is sent on a periodic basis and is gathered from multiple streams to go into one accessible line of communication.

Action Plan needed to address CSF's

- See Diagram of Communication (Component 10: Emergency and Ongoing Communications)

Process for evaluating effectiveness of the ICP Goal:

- If the plan is enacted, Tallahassee School of Math and Science will administer parent satisfaction surveys bi-annually to monitor feedback.

Goal #2: Continue the full panoply of academic services

Critical Success Factors (CSFs) that determine achievement of the ICP outcomes or goals:

- All students at Tallahassee School of Math and Science will have access to an array of services via virtual learning.

Action Plan needed to address CSF's (protocol and executive Steps)

In order to close academic achievement gaps, Tallahassee School of Math and Science will provide a variety of opportunities for students who are not making satisfactory academic progress or have lost instructional time, including:

- Free After-School Tutoring from 3:00-4:00 PM on Mondays and Tuesdays each week.
- Online Tutoring Sessions—outside of regular school hours for E-Learners who need extra help.
- Extended Study Sessions to be held after school and into the evening.

- Saturday Studies for students who are unable to attend Tutoring or Extended Study sessions during the week.
- Hiring additional Paraprofessional staff to support teachers at each grade level, including ESE and ESOL students at all levels, which enable targeted students to be pulled out and tutored individually or in small groups. Currently Tallahassee School of Math and Science employs fourteen paraprofessionals: eleven working with classroom teachers, one with ESE staff and two with ESOL staff.
- Home visits, which allow teachers and staff to connect with students and parents and assist with academic and trouble-shoot technology problems for E-Learners.
- Pulling data from STAR assessments so we can identify and target students who are not performing at grade level.
- Sending out “At-Risk Lists” weekly to teachers to further identify low-performing students so they can be assisted.

Process for evaluating effectiveness of the ICP Goal:

- If the plan is enacted Tallahassee School of Math and Science will provide instruction five (5) days per week for all students with distance learning options for families subject to advice and orders from the Florida Department of Health, local departments of health and subsequent executive orders. Benchmark results

Goal #3: Continue progress monitoring and interventions

Critical Success Factors (CSFs) that determine achievement of the ICP outcomes or goals:

Progress monitoring assessments will continue: Curriculum Based Assessments, STAR Reading and Math, and ReadLive. Assessments are proctored; assessments given to students virtually would be done through Zoom or Microsoft Teams.

Action Plan needed to address CSF’s (protocol and executive Steps)

- Any K-3 student who exhibits a substantial deficiency in reading based on screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations are provided intensive, explicit, systematic, and multisensory reading interventions.
- Students who are retained, are provided with evidence-based, explicit, systematic, and

multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies prescribed by the school.

- Substantial Reading Deficiency has been determined for each grade level, using various benchmark and progress monitoring tools.
- When a student is identified as having a substantial reading deficiency on one indicator, they are automatically identified as having a substantial reading deficiency.
- Parents of students with a substantial reading deficiency are notified in writing that the student has a substantial reading deficiency.
- Notification includes a description and explanation--in terms understandable to the parents--of the exact nature of the student's difficulty in learning and lack of achievement in reading, and the intensive interventions that are provided.
- A read-at-home plan that includes multi-sensory strategies is provided.
- Students with a substantial reading deficiency are covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan.
- The kindergarten screeners, along with other available data, are used to identify students in need of intervention.
- An annual report is provided to parents whose student is provided with an intensive intervention.

Process for evaluating effectiveness of the ICP Goal:

- If the plan is enacted Tallahassee School of Math and Science will continue to analyze data throughout the year to determine small group placement, tier placement, and appropriate curriculum for skill deficits. Tallahassee School of Math and Science will use this data to have ever-fluctuating groups that suit the needs of students and will give necessary interventions through small groups either in person or through Microsoft Teams.

Component 2: Curriculum Resources/Digital Content

Tallahassee School of Math and Science will have the following in place to help with curriculum

resources and digital content to maintain the three goals listed in the ICP.

Student/Parent Preparation

To be prepared in the event the virtual option is needed on a wide scale, Tallahassee School of Math and Science teachers have been proactive and reviewed with students during the first few weeks of school where to go to access instruction if having to access school from home. Tallahassee School of Math and Science Parents have been showing demonstrations addressing the virtual option during Curriculum Nights that took place in September 2025. Communication will continue to be consistent through three platforms: email, DOJO, website, and social media. During our normal school day, students can access software through our LMS, TSMS Connect, and currently interact daily with the programs.

Innovative and virtual learning modalities

Tallahassee School of Math and Science would offer families to attend school virtually immediately. During August Pre-Planning, teachers were given two weeks of training to get familiar with the possibility of hybrid modality, or complete virtual instruction. Throughout the first semester weekly meetings were held with Administration and curriculum leaders, covering the latest technological updates and ideas for improving instruction, as well as during Staff meetings. Teachers are supported by Curriculum Team Leaders, the Reading Coach and STEM Coach, who come into classrooms for observations, offer guidance on any issues, check technology, as well as provide demonstrations.

The Administration promotes training offered by Leon County Schools and will continue in-house training as needed to support teachers with academics, at-risk students, and daily procedures and protocols. New staff at Tallahassee School of Math and Science have been assigned a mentor who helps them become familiar with digital content to be used within the LMS and includes appropriate instructional support with our academic coaches.

Interventions to support students

Teachers would work closely with the ESE and ESOL departments to help facilitate interventions and accommodations. Training, resources, and guidance are provided through the Reading Coach and Curriculum leaders.

Therapy and intervention services would be available for all students, whether on campus or via

Zoom or Teams. Teachers have various modes of communication with parents (email, phone call, DOJO, letter.)

Technology

Tallahassee School of Math and Science will use our internal LMS called TSMS Connect. This platform incorporates tools like ZOOM, links to digital curriculum sites, assignment access, and uploads.

To implement the virtual model of instruction, Tallahassee School of Math and Science has equipped teachers with new desktop and laptop computers. Tallahassee School of Math and Science has also purchased classroom cameras and wireless headsets to assist teachers in their classroom and Zoom meeting presentations. Smartboard software and subscriptions to interactive lessons through Nearpod and the video conferencing program Zoom have been purchased to provide teachers with the most up-to-date resources.

During our two weeks of pre-planning and our professional development throughout the semester, Tallahassee School of Math and Science hosted specific training on technology to prepare for the possibility of virtual instruction. To increase speed, our internet service has been upgraded to a 1 Gigabyte fiber connection to our campus. We are currently at a ratio of 1:1 for computers on campus. Chromebooks were purchased in order to improve instructional quality for all students.

Academic Coaching

Our academic coaches have programs of which they serve as the point of contact. They set up professional development through the company and also provide training on-site. This includes scheduling product demonstrations, grade level meetings, and progress monitoring. With the help of our academic coaches, we monitor the performance of the LMS and make recommendations for improvements or modifications.

Component 3: Professional Learning

Professional Development Opportunities:

During August Pre-Planning, teachers were given two weeks of training to prepare curriculum tools

both for online and on-campus instruction. Throughout the first semester weekly meetings will be held with Administration and curriculum leaders, covering the latest technology updates and ideas for improving instruction, as well as during staff meetings. Tallahassee School of Math and Science allows planning time (two to three months) for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g., coaching. When something happens, teachers will be trained in how to implement tools already in place. Teachers are continuously supported by Curriculum Team Leaders, the Reading Coach and STEM Coach, who come into classrooms for observations, offer guidance on any issues, check technology, as well as provide demonstrations.

The Administration promotes training offered by Leon County Schools and will continue in-house training as needed to support teachers with academics, at-risk students, and daily procedures and protocols. All teachers new to teaching will be enrolled in the District's Professional Education Competence (PEC) Program or the College of Education (COE) Beginning Teacher Program, as required by the FLDOE's (Florida Department of Education) Statement of Status of Eligibility. Tallahassee School of Math and Science also encourages peer observations and continuously promotes available learning opportunities.

Determination of Professional Learning Needs:

Tallahassee School of Math and Science follows the same professional learning plan as Leon County Schools. In the beginning of the school year, teachers complete a 'Deliberate Practice Plan,' which identifies the areas for which they need more support. Tallahassee School of Math and Science also uses information from walkthrough observations completed by administration and academic coaches.

When interviewing new candidates, Tallahassee School of Math and Science Administration has added a question that allows the candidate to identify what professional development they feel they need. This helps establish a starting point for our mentors to assist in developing new teachers' teaching practices. Tallahassee School of Math and Science also provides leaders and instructional staff with multiple survey opportunities to determine their professional learning needs.

Checking Effectiveness of Professional Learning:

Tallahassee School of Math and Science follows Leon County Schools by implementing an LCP impact survey that provides aggregate data which we use to determine the effectiveness of professional development. The survey identifies which professional development staff attended and explores how professional development impacted their teaching practices.

Component 4: Instructional Practices

Teacher Learning Needs for Virtual Instruction: During August Pre-Planning, teachers were given two weeks of training to learn how to utilize the online programs and curriculum. Teachers will participate in weekly data meetings, professional development, and training opportunities. Teachers will also attend weekly meetings with Administration and curriculum leaders for updates and ideas for improving instruction. Teachers are supported by Curriculum Leaders, the Reading Coach, and STEM Coach, who come into classrooms for observations, offer guidance on any issues, check technology, and provide demonstrations.

The Administration promotes trainings offered by Leon County Schools and will continue in-house trainings as needed to support teachers with academics, at-risk students, and daily procedures and protocols.

If TSMS needs to transfer to an online instructional method, teachers will continue weekly data meetings, professional development, and curriculum training. Teachers will need to be trained on using a headset and utilizing an online communication portal such as Zoom.

Best Practices for Virtual Education Delivery: To implement the hybrid style of instruction, TSMS has equipped teachers with new desktop and laptop computers. TSMS has also purchased classroom cameras and wireless headsets to assist teachers in their classroom and Zoom meeting presentations. Smartboard software and subscriptions to interactive lessons through Nearpod and the video conferencing program Zoom will be purchased to provide teachers with the most up-to-date resources.

During our two weeks of Pre-Planning and continually during the year, we hosted specific trainings on technology to prepare for the school year. To increase speed, our internet service has been

upgraded to a 1 Gigabyte fiber connection to our campus. We are currently at a ratio of 1:1 for computers on campus. Chromebooks have been purchased in order to improve instructional quality for all students.

Assessing Delivery Methods for All: Students will be progress-monitored three times a year using FAST assessments. STAR Reading and STAR Math assessments will be given to all elementary students and middle school students in intensive courses each month.

In order to close achievement gaps, TSMS will provide a variety of opportunities for students who are not making satisfactory academic progress or have lost instructional time, including:

- Free After-School Tutoring from 3:00-4:00 PM on Mondays and Tuesdays each week.
- Extended Study Sessions to be held after-school and into the evening.
- Saturday Studies for students who are not able to attend Tutoring or Extended Study sessions during the week.
- Hiring additional Paraprofessional staff to support teachers at each grade level, including ESE and ESOL students at all levels, which enable targeted students to be pulled out and tutored individually or in small groups. Currently TSMS employs eleven paraprofessionals: nine working with classroom teachers, two with ESE staff and one with ESOL staff.
- Home visits, which allow teachers and staff to connect with students and parents and assist with academic and trouble-shoot technology problems.
- Pulling data from FAST and STAR assessments so we can identify and target students who are not performing at grade level.
- Sending out “At-Risk Lists” weekly to teachers to further identify low-performing students so they can be assisted.

Lesson Plan/ Virtual Instruction Review: TSMS has purchased digital and paper versions of all teacher editions and student materials. Teachers will utilize digital programs such as McGraw Hill, HMH, IXL, Study Island, Accelerated Reader, Reflex, Lexia Core 5 (elementary), Lexia Power Up (middle school), and iReady. TSMS will purchase Nearpod subscriptions for all teachers if an online or hybrid learning opportunity is needed.

Instructional Planning: Teachers currently receive one instructional planning period each day with

an additional planning period on Friday afternoons. During these planning periods, teachers will participate in data meetings, curriculum trainings, and professional development. Should the school transition to an online or hybrid teaching method, these instructional planning times will stay the same.

Educator Needs for Virtual Teaching: Teachers will require additional training opportunities relative to online and hybrid teaching methods. TSMS has a large quantity of new teachers who have not participated in online and hybrid teaching. Instructional Coaches and school mentors will offer training and additional support to all teachers.

Teachers at TSMS will continue to be provided with instructional trainings and resources throughout the school year. First-year teachers will be assigned a mentor and participate in the College of Education or Professional Education Competency programs through the Leon County School District. Teachers that are new to TSMS, but not new to the county will be assigned as mentors within their subject or grade level. TSMS has purchased online paper versions of all teacher editions and student materials.

Curriculum Coaches who will provide training: Patricia Pagozalski and Ashleigh Ottley

Professional Learning Opportunities: Patricia Pagozalski and Ashleigh Ottley

Component 5: Parent and Family Support

Communication: Tallahassee School of Math and Science will have the following sites and tools in place to maintain the line of communication between teachers and parents, teachers and students, administrators, and families:

Survey for technology needs: The survey will serve as a tool to inform the school technology staff of technology needs during the closure period.

DOJO: Dojo is an APP utilized to send messages to parents and to incentivize students.

Social media sites, such as Facebook, Instagram, etc.: These tools will be used to inform our families of events taking place virtually during this period of closure.

Emails: This tool will be used to maintain a line of communication between staff and families.

TSMS Connect: This tool will be used to communicate progress and grades to our Tallahassee School of Math and Science families.

FOCUS: This tool will be used to communicate progress and grades to our Tallahassee School of Math and Science families.

*See Diagram of Communication in Component 10.

At-Home Learning Environment: Tallahassee School of Math and Science will continue to provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning. Tallahassee School of Math and Science will regularly communicate with parents to provide tips and provide guidance on how to create a distraction-free learning environment.

The guidance will include the following examples:

- A personal space for the student
- Manage student stress levels
- Make sure the student eats healthy meals
- Set a schedule and keep consistent
- Create a daily plan
- Communicate with school
- Use school resources
- Personalize the learning
- Cultivate self- directions over time
- Help the student find motivation

Families sign the Tallahassee School of Math and Science Internet Usage/Access form at the beginning of the year. It states that the support and encouragement of a parent/caregiver/guardian can be critical to student success. As is the case for on-campus learning, parents/caregivers/guardians of virtual students are expected to be engaged with their child(ren)'s education but are not expected to serve as their child(ren)'s primary teacher of the academic curriculum. Parent/caregivers/guardians serve as learning coaches and help by:

Establishing a quiet, designated workspace

Providing support and encouragement, while also expecting the student to do his or her part

Ensuring the student logs in each day and participates in class

Monitoring that the student is on track with assignments and coursework

Maintaining communication with the teacher by phone, email, and/or online meetings

Ensuring students follow the Guidelines for Telecommunications Use

Outreach/Wellness Checks: Tallahassee School of Math and Science has developed a plan to conduct regular outreach, and wellness checks to help support the health and safety of students and their families. We have staff at Tallahassee School of Math and Science that are currently trained and certified as a Mental Health Aider. This training helps staff to be able to recognize the symptoms of mental health and how to offer and give initial help, and how to guide individuals to professional help if needed and appropriate. Tallahassee School of Math and Science is currently working with the following local providers to provide Mental health support to our students and families:

Alexis Dyess, SLP

Apalachee Center

Behavior Management Consultants (BMC)

Capital City Youth Services (CCYS)

Tallahassee School of Math and Science students will be able to receive regular weekly visits from our school counselor to provide in-school counseling on a virtual platform. In addition, regular mental health screenings should be available to all students, faculty, and staff. Students who are identified as needing additional supports and/or exhibit social, emotional, and/or perceived psychological deficits are referred to the school level MTSS (multidisciplinary) problem-solving teams to determine the level of interventions in accordance with identified student needs. Interventions may include referrals for intensive service provided by community-based mental health and/or substance abuse treatment professionals.

Tallahassee School of Math and Science employs a universal screening tool that is administered to all students as a method for early identification of students who may need mental health support. Using the Internalizing Screening Scale (Cook) and Externalizing Screening Scale (Drummond) to

identify at-risk students.

Special Student Population's, e.g., ESE, ESOL, homeless, etc.

Continuing outreach to ESOL families: The ESOL Coordinator will ensure that important documentation, such as ELL committee meetings, is completed within the appropriate time. These meetings will be held virtually with the required team members. The ESOL department will hold virtual sessions to continue to provide student pull-out support services as regularly scheduled. In addition, the ESOL Coordinator will hold virtual professional development training with teachers of ELLs to improve their practice. The ESOL coordinator will hold weekly office hours as well as be available by appointment to meet virtually with parents to help them navigate the various online platforms as needed.

Continuing outreach to ESE families: The ESE department (Coordinator, teachers, supplemental services: SLP, OT, PT, etc.) will ensure that all documentation, such as appropriate services, IEPs, yearly meetings, and other important documents are monitored and completed within the appropriate times. The students' services, ESE meetings, and documents will all be completed virtually with the same support team as on campus. The ESE department will continue to meet with teachers and virtually hold professional development training to ensure that all students receive appropriate instruction, accommodation, and are having their needs met within the general population.

Homeless: TSMS has continued to work with Leon County Schools for their Families in Transition (FIT) Program which helps connect families with services to help them in time of need. This includes but not limited to; loss of housing due to economic hardship, living with friends or relatives, currently in a shelter, motel or campground. All of which would fall under the eligibility to receive services through the McKinney-Vento Act.

Component 6: Technology and Technical Support

Our Instructional System Coordinator will survey families to determine internet access and computer device needs. Tallahassee School of Math and Science will set criteria based on the economic condition of the household in distributing school computers to families. Once we decide a family is eligible for a device, they come to the school to sign a technology use contract and can keep the device at home for the remainder of the school year. Our main goal is to not leave any child behind academically and to have every student online for instruction each day. This allows Tallahassee School of Math and Science to provide devices that will support the digital curriculum and comply with Free and Appropriate Public Education (FAPE).

If virtual learning is needed, Tallahassee School of Math and Science would implement the use of Zoom, which is compatible with our LMS system, called TSMS Connect. Tallahassee School of Math and Science has a back-up plan, using Microsoft TEAMS with an integration through Clever, a single sign-on platform, so that students will have access to their teachers through virtual instruction.

We currently use Google Chromebooks and have implemented a web content filtering solution for all devices used by students and staff through Google Workspace.

TSMS families can apply for the Internet Essentials program from Comcast which brings affordable, high-speed Internet to families. You may qualify if you are eligible for public assistance programs like the National School Lunch Program, Housing Assistance, Medicaid, SNAP, SSI, and others. This includes internet for \$9.95 a month, option to buy a computer for \$149, in-home Wi-Fi at no additional cost, and access to Xfinity Wi-Fi Hotspots.

Component 7: Cyber Security

Cyber Security Framework: Our website and LMS (TSMS Connect) are managed by Charter Resources. We also use school emails, FOCUS (Student Information System software) and Leon Leads Online Professional Development and Evaluation Platform maintained by Leon County Schools.

Incident Response Plan: The Tallahassee School of Math and Science IT department will set up an online Help Desk to assist with issues that arise. Technology Survey's will be sent regularly to check up on problems as they arise. The Help Desk will have staff on-site to answer calls and online to assist through the school's info@tsmas.org email address and requests submitted via Google form. Again, If delivering virtual instruction Tallahassee School of Math and Science would implement the use of Zoom, which is compatible with our LMS system, called TSMS Connect. Tallahassee School of Math and Science has a back-up plan, using Microsoft TEAMS with an integration through Clever, a single sign-on platform, so that students will have access to their teachers through virtual instruction. In the 2020 school year, we implemented Zoom and did not face any significant problems.

Cyber Security Policies and Procedures: Students complete a Student Internet Usage and Access Form each year. By signing up for this form, the student understands that Internet access is designed solely for educational purposes, and that these resources are to be used only for their education.

Tallahassee School of Math and Science has taken reasonable precautions to supervise Internet usage by students. Parent consent is required in order to recognize that it is impossible for the Tallahassee School of Math and Science to control access by students to all information or materials available on the Internet. It is likewise impossible to limit disclosure of information related to school Internet websites or publications by the larger Internet public. Tallahassee School of Math and Science parents agree not to hold the school responsible for materials acquired, contact made, or for any limit on the educational privacy of their child as a result of the disclosure of information on the Internet. Parents accept full responsibility for the supervision of their child outside the school setting.

Each family will give consent for their child to utilize the school Internet services, and for disclosure of certain information when related to an activity or an academic assignment within Tallahassee School of Math and Science, in accordance with the Family Educational Rights and Privacy Act, 20 USC § 1232g:

All Tallahassee School of Math and Science students have been assigned computers, one laptop

per student with a ratio of 1:1.

Component 8: Engaging Students with Limited Access

Tallahassee School of Math and Science ESE Department

*A curriculum pick-up onsite will be available for those who do not have internet access.

Interventions in Reading: Teachers work closely with the ESE and ESOL departments to help facilitate interventions and accommodation. Training, resources, and guidance are provided through the Department heads, Reading Coach and Curriculum leaders. Needed services, Assessment options, and instructional practices will be given through a virtual platform. A Reading Interventionist is assigned to meet with students and can be done virtually via Zoom.

Interventions in Math: Teachers work closely with the ESE and ESOL departments to help facilitate interventions and accommodations. Training, resources, and guidance are provided through the Department heads, Math Coach and Curriculum leaders. Needed services, Assessment options, and instructional practices will be given through a virtual platform.

Outside Service Providers: Therapy and intervention services are available for all students via Zoom or Teams. ESE and ESOL Coordinator will identify families who do not have internet access and create a separate plan.

Weekly Administrator Meetings: Leadership will continually meet with teachers and support staff to ensure that students are receiving their services, while providing resources to teachers and parents when working with students virtually.

Component 9: Continuation of School Operations

Continuation of School Operations:

All students at Tallahassee School of Math and Science will have access to an array of services

regardless of the instructional delivery option. Tallahassee School of Math and Science will continue to provide the following services:

Online Tutoring Sessions—outside of regular school hours--for E-Learners who need extra help; hire additional Paraprofessional staff to support teachers at each grade level, including ESE and ESOL students at all levels, which enable targeted students to be pulled out and tutored individually or in small groups. Currently Tallahassee School of Math and Science employs seventeen paraprofessionals: fifteen working with classroom teachers, one with ESE staff and one with ESOL staff;

Pulling data from STAR assessments so we can identify and target students who are not performing at grade level;

Sending out “At-Risk Lists” weekly to teachers to further identify low-performing students so they can be assisted.

Tallahassee School of Math and Science will have a cross-curricular and cross-disciplinary leadership team representing all aspects of school operations. This leadership team will identify and decimate the daily operations of the school via emails, phone calls, and team virtual meetings. The teams will identify who is responsible for all critical elements of the operations of the school.

Professional Training: Tallahassee School of Math and Science will 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.

Performance During Virtual Instruction: For students who are not making adequate academic progress, Tallahassee School of Math and Science has the following protocol in place:

Any K-3 student who exhibits a substantial deficiency in reading based on screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations are provided intensive, explicit, systematic, and multisensory reading interventions.

Students who are retained are provided evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies prescribed by the school.

Substantial Reading Deficiency has been determined for each grade level, using various benchmark and progress monitoring tools.

When a student is identified as having a substantial reading deficiency on one indicator, they are automatically identified as having a substantial reading deficiency.

Parents of students with a substantial reading deficiency are notified in writing that the student has a substantial reading deficiency.

Notification includes a description and explanation, in terms understandable to the parents, of the exact nature of the student's difficulty in learning and lack of achievement in reading, and the intensive interventions that are provided.

A read-at-home plan that includes multisensory strategies is provided.

Students with a substantial reading deficiency are covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan.

The kindergarten screener, along with other available data, is used to identify students in need of intervention.

An annual report is provided to parents whose student is provided with an intensive intervention.

Technology: To implement the online style of instruction, Tallahassee School of Math and Science has equipped teachers with new desktop and laptop computers. Tallahassee School of Math and Science has also purchased classroom cameras and wireless headsets to assist teachers in their classroom and Zoom meeting presentations. Smartboard software and subscriptions to interactive lessons and the video conferencing program Zoom have been purchased to provide teachers with the most up-to-date resources.

During our two weeks of pre-planning and continually during the semester, Tallahassee School of Math and Science hosts specific training on technology to prepare for the school year. To increase speed, our internet service has been upgraded to a 1 Gigabyte fiber connection to our campus. We are currently at a ratio of 1:1 for computers. Chromebooks have been purchased to improve instructional quality for all students.

Food Services: Food service will be provided in conjunction with the school's food service management company based on guidance and reimbursement from the Florida Department of Agriculture and Consumer services and the USDA. Parents and students will be informed if a

Curbside Meals Pickup Plan is reinstituted as well as the existence and locations of food banks and pantries and any free meal opportunities provided by the School District.

Building Operations: Mr. Rudy Saez, School building Operations manager, will be responsible for the management and upkeep of the school site. In addition, Tallahassee School of Math and Science works with a local custodial and maintenance company, which will continue the maintenance of the school site. Mr. McCovery, APA, will conduct weekly inspections of the site.

Special Education Services and Accommodations: Teachers work closely with the ESE and ESOL departments to help facilitate interventions and accommodations. A curriculum pick-up onsite will be available for those who do not have internet access. Training, resources, and guidance are provided through the Department heads, Reading Coach and Curriculum leaders. Needed services, Assessment options, and instructional practices will be given through a virtual platform. Therapy and intervention services are available for all students via Zoom or Teams. ESE and ESOL Coordinator will identify families who do not have internet access and create a separate plan. TSMS Leadership will continually meet with teachers and support staff to ensure that students are receiving their services, while providing resources to teachers and parents when working with students virtually.

Community Outreach:

TSMS promoted community outreach programs in cooperation with the Leon County School District. Those programs included Tallahassee Memorial Hospital who ran adolescent mental health Zoom meetings, Second Harvest who distributed supplemental food kits, Farm Share events throughout the year, Big Brothers-Big Sisters of Tallahassee food distribution events, Tallahassee Mag Lab monthly presenting an online program for all families to promote science, and the Step Up for Students Program who offered reading scholarships.

Component 10: Emergency and Ongoing Communications

Diagram of Communication

Team Position	Name
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Principal	Zekeriya Ozsahin
Assistant Principal Attendance	Brandon McCoverly
Assistant Principal Curriculum	Patricia Pagozalski
Assistant Principal Curriculum	Ashleigh Ottley
Assistant Administrator/ PR	Mary Locke
Food Services/ Transportation/ Title 1	Courtney McCalla
Gifted Coach	Hannah Jimenez
ESE/ESOL Coordinator	Hannah Jimenez