



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[Volusia]

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

The purpose of this document is to guide districts to plan for the continued implementation of the 2020-21 District Reopening Plan through an updated Spring 2021 Education Plan and to capture an updated agreement of assurances. The flexibility provided for in DOE Order No. 2020-EO-07 is necessary to respond to and mitigate the impact of the emergency and to promote the health, safety and welfare of persons connected with Florida's educational system. Overall, this document focuses on accomplishing the following four goals:

1. Building on the successful reopening of all public schools to in-person instruction;
2. Promoting parental choice while ensuring that every student is making adequate academic progress;
3. Providing financial continuity to enable each school district to maintain the full panoply of services for the benefit of Florida students and families, including students from vulnerable populations such as low-income families, migrant families, the homeless, English Language Learners (ELLs), students in foster care and students with disabilities; and
4. Empowering every district to maintain high-quality school choices for Florida students and families with a focus on eliminating achievement gaps, which have been exacerbated by the crisis.

Directions

Districts shall complete this form and email to ReopeningPlan@fldoe.org no later than December 15, 2020. The subject line of the email must include district name and Spring 2021 Education Plan and Assurances. The district shall complete the plan, agree to all assurances and faithfully implement the plan to receive the statutory flexibilities and financial supports that are offered in DOE Order No. 2020-EO-07. Approval of this plan will be predicated on the ability to deliver the needed resources for intervention programs to address any learning loss or lack of progress for students not on grade level, especially those students who are returning from options other than the traditional brick and mortar setting.

District Education Plan Assurances

The district must agree to **ALL** of the assurances by checking the corresponding boxes.

Assurance 1: All schools will remain open. *The district agrees to the conditions set forth in section II.a. of DOE Order No. 2020-EO-07.* The district will continue to assure that all brick and mortar schools must continue to be open at least five days per week for all students, subject to advice and orders of the Florida Department of Health, local departments of health and subsequent executive orders.

Assurance 2: Continue the full panoply of services. *The district agrees to the conditions set forth in sections II.b. and II.e. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school full time will continue to have the opportunity to do so. The district agrees to provide students with Individual Educational Plans (IEPs) the services necessary to ensure that they receive a free and appropriate education. The district agrees to identify students who may have regressed during school closures or during the fall term. School districts must ensure that IEP teams are appropriately determining needed services, including compensatory services. If an ELL's reading, writing, listening or speaking skills have regressed during school closures, school districts agree to convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages services are needed.

Spring 2021 Education Plan and Assurances

☒ **Assurance 3: Continue progress monitoring and interventions.** *The district agrees to the conditions set forth in sections II.c. and II.d. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide robust progress monitoring and requisite interventions to all students, with tiered support for students not making adequate progress. Students who are receiving instruction through innovative learning modalities must transition to another learning modality if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parents/guardians for students identified as performing below grade level and/or demonstrating decline on the district's progress monitoring system. The district agrees to provide the department with a detailed report, in a format prescribed by the Florida Department of Education, based on progress monitoring data that delineates the interventions provided to students and the effectiveness of each intervention at the end of the spring semester. The purpose of this report is to identify and differentiate between effective and ineffective intervention strategies provided to students not making adequate progress. The district agrees to continue to provide supplemental services (afterschool, weekend and summer) for any student who, based upon progress monitoring or other data, has not achieved grade-level mastery or who is not on track to achieve a minimum of one year of academic growth during the 2020-21 school year. The district agrees to identify these students and provide written notice of the need and availability of these services to parents/guardians.

☒ **Assurance 4: Continue charter school flexibility.** *The district agrees to the conditions set forth in section II.f. of DOE Order No. 2020-EO-07.* The district agrees to continue to extend the same flexibility in instructional methods and funding to every charter school that submits a Spring 2021 Education Plan.

☒ **Assurance 5: Innovative learning modality.** *The district agrees to the conditions set forth in sections II.g. and II.h. of DOE Order No. 2020-EO-07.* The district 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 district agrees that a student who is not making adequate progress will only be allowed to remain in the innovative learning modality if the district or charter school: 1) provides written notice to the parent or guardian that the child is not making adequate progress and any associated education risks; and 2) obtains written acknowledgement from the parent or guardian verifying the receipt of this information and the intent to remain in the innovative learning modality. The district agrees that students transitioned out of the innovative learning modality must be given additional interventions and supports. School districts and charter schools must not unreasonably restrict the decision of a parent or guardian to alter the learning modality (in-person, innovative, virtual) that best suits their child's needs. Restricting when changes can be made to a certain time of the semester or requiring more than a week's notice prior to changing a student's learning modality are presumptively unreasonable.

☒ **Assurance 6: Truancy/Attendance of students.** *The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.

☒ **Assurance 7: Continue professional development.** *The district agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide professional development to teachers and leaders to become proficient in the delivery of grade-level standards within all learning modalities, as well as the utilization of progress monitoring for remediation and intervention.

District Spring 2021 Education Plan

Directions: The district must address each of the following areas and their sub-components in the corresponding text box below. Please remember to clearly label the required information you are providing below accordingly, e.g., 1.a., 2.b., 4.c., etc. Additionally, please check to make sure you have **thoroughly and clearly answered each required area and sub-component below prior to submission.**

1. **Spring Intervention Plan.** The district shall explain in detail a proposed 2021 Spring Intervention Plan with the following three components:
 - a. A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the district’s plan for additional instructional time including after school, weekends and/or summer programs, and an explanation of how lost instruction time has been or will be made up.
 - b. Targeted outreach for students who are demonstrating a decline on the district’s progress monitoring system for reading and mathematics, by grade level and by learning modality.
 - c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

Public schools in Florida closed in April of 2020 for the remainder of the 2019-2020 school year due to the COVID-19 Pandemic. Volusia County Schools developed an intervention and remediation plan to combat the loss of learning that occurred when students across the state and the nation transitioned to remote learning. These interventions, remediation and supports include but are not limited to enhanced remote learning, tutoring, the utilization of learning programs, robust progress monitoring systems and when possible, extended hours as well as summer school. Tutoring occurs before school, at lunch, and after school. We plan to offer remediation services in summer school as well. The information below details the intervention and remediation plan to address the needs of remote learners and brick and mortar learners impacted by the pandemic.

1a and 1b. Elementary:

K-5 ELA and reading will utilize i-Ready data, district assessments, progress reports, and report cards to monitor and assess student learning in the second semester. For students with learning gaps, we will follow the interventions from our K-12 ELA/Reading plan decision tree, include iReady in our Extended Day Educational Program, offer tutoring, and use Waterford/Success Maker at designated schools.

Waterford/Success Maker:

- Students are identified based on initial placement assessment.
- Students log on daily for 20- minute sessions in ELA.
- Platform is differentiated based on the student’s deficit skills as determined by the placement test.
- Generates data reports teachers can utilize to remediate further in small group.

i-Ready:

Instructional resources targeted to each child’s specific academic need; the online i-Ready Assessment helps educators diagnose students’ unfinished learning in Reading. Tools for Scaffolding Comprehension offer differentiated teaching resources targeting the most important concepts and skills. These student-driven digital lessons can be accessed in or out of school, or in combination. Educators can adjust the i-Ready recommended lesson sequence and add Teacher-Assigned Lessons to ensure students develop skills in

Spring 2021 Education Plan and Assurances

conjunction with the core curriculum. I—Ready Personalized Instruction is flexible and can be used during school, before/after school, in-class/pull-out, summer school, at home, or in a computer lab. For students with disabilities, we will utilize direct instruction and structured literacy programs based on student IEP goals and present levels of performance. Students with disabilities will be included in the additional layers of support provided by the school. Additional interventions will be provided utilizing the Ready Teacher Toolbox.

K-5 Math will utilize i-Ready data, district assessments, progress reports, and report cards to monitor and assess student learning in the second semester. For students with achievement gaps, we will utilize Pearson Envision resources, Math teacher toolbox, Extended Day Educational Program, offer tutoring, and use Waterford/Success Maker at designated schools.

i-Ready The new i-Ready Prerequisites Report for Mathematics and Tools for Scaffolding Comprehension help teachers identify students' individual learning needs for the upcoming grade-level and provide resources to address skills gaps. Teacher-Assigned Lessons in i-Ready give educators the flexibility to adjust the recommended online lesson sequence as needed. Mathematics Learning Games for grades K–8 provide engaging mathematics practice that strengthens understanding of mathematical concepts—including fluency and number sense—and fosters a positive relationship to challenging standards. Students with moderate to severe math disabilities with intensive supports indicated on the IEP, will receive intervention through Connecting Math Concepts in grades K-2. SWDs will have access to all tutoring opportunities available to all students at the school site.

K-5 Science will utilize district assessments (DIAs and SMT 2), progress monitoring, progress reports, and report cards to monitor student progress. To assist with closing achievement gaps, we will offer tutoring for 5th grade FSSA after SMT 2 results. Resources for teachers are found on our CANVAS site. Students with disabilities will receive explicit and systematic instruction for intervention and remediation through Pearson Envision Resources, Zearn small group lessons, and i-Ready Teacher Toolbox. SWDs will utilize i-ready online lessons. Lessons may be assigned aligned to IEP goals.

1c-Elementary:

Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

Students transitioning from the innovative learning model "Volusia Live" back to traditional face-to-face instruction receive transition support from the school administration. Volusia Live students transitioning back to traditional face-to-face instruction will receive support from their classroom teachers, school administration and intervention/support teachers. School administration will support students social emotional learning in a safe environment. Based on progress monitoring data students not performing on grade level, will be asked to return to face-to-face instruction. This will afford students opportunities to receive targeted instruction and support to move toward proficiency of the standards. Students with severe deficits or with individual educational plans will receive a continuation of services during the

intervention instructional block which is part of each school's master schedule. All students returning to face-to-face instruction will receive small group targeted instruction. Students showing severe deficit skills (one to two grade levels) below will be monitored and provided small group instruction and offered after-school tutoring. Students with moderate to severe math disabilities with intensive supports indicated on the IEP, will receive intervention through Connecting Math Concepts in grades K-2. SWDs will have access to all tutoring opportunities available to all students at the school site. We will provide summer school opportunities for students that have not demonstrated adequate progress during the school year as measured by course grades and state assessments.

1a and 1b. Middle School:

Intensive reading 6-8: Students will be monitored for individual growth towards FSA proficiency utilizing Read 180: Lexile growth, Achieve 3000: Lexile growth, progress reports, report cards, and district assessment student data through Professional Learning Communities with administrative support to drive the remediation plan. In order to support struggling students, we will continue to provide Tier 2 and Tier 3 reading classes. Students with disabilities with severe dyslexia may be supported through our Wilson Reading Program. We will offer tutoring for students with achievement gaps as well as our ESOL students. Students with disabilities will be included in the additional layers of support provided by the school.

ELA 6-8: Students will be monitored through Volusia Literacy Tests, district interim assessments, progress reports, and report cards. We will offer tutoring for students with achievement gaps as well as our ESOL students. Students with disabilities will be included in the additional layers of support provided by the school.

Algebra and Geometry: Students will be monitored via district interim assessments, standards mastery test, progress reports, and report cards. Students who score lower than a 70% on the standards mastery test will be provided remediation through our district Canvas course. We will offer tutoring for students with achievement gaps as well as our ESOL students. Students with disabilities will be included in the additional layers of support provided by the school. Students with moderate to severe math disabilities with intensive supports indicated on the IEP, will receive intervention through Ascend Math.

Additional math remediation resources will include:

Test Information (with PDF and video)

- Getting to Know the FSA EOC Exam
- FSA Practice Test Walkthrough (FSAssessments.org)
- Types of Items on the FSA EOC Exam
- What to do before the test
- What to do during the test

Boot Camp Questions and Answer Key

- Compiled 2 ways: One 88-page PDF and individually by Domain
- Solution Videos available in Student Area

Science Grade 8: Students will be monitored via district interim assessments, standards mastery test, progress reports, and report cards. Students who score lower than a 70% on the standards mastery test will complete the Canvas remediation by standard that is utilized as an intervention prior to FSSA. Tutoring to Support FSSA remediation will be provided to all struggling and ELL students. Students with disabilities will participate in the same tutoring and remediation opportunities available to all students at the school site based on district assessment data.

Civics: Student progress will be monitored via district interim assessments, standards mastery test, progress reports, and report cards. Students who score lower than a 70% on the standards mastery test will complete the Canvas remediation by standard that is utilized as an intervention prior to the end of course exam. Tutoring to support Civics remediation will be provided to all struggling and ELL students. Students with disabilities will participate in the same tutoring and remediation opportunities available to all students at the school site based on district assessment data.

1c-Middle School

Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

Progress Monitoring for Volusia Live Students

Students that are currently utilizing remote learning and not demonstrating adequate progress will return to brick and mortar to receive face to face instruction. Adequate progress will be determined by progress monitoring tools such as iReady, District Interim Assessments, Standards Mastery Tests and Volusia Literacy Tests along with student grades available from progress reports and report cards. Students not performing at grade level as determined by these progress monitoring tools and/or not passing all of their classes with a C or above on their report cards will be identified and selected to return to face to face instruction and to receive additional supports as mentioned in this section of the spring implementation plan. Parents will be contacted and presented with student's data and rationale for the return plan.

Intervention and Remediation for Volusia Live Students

Students returning from Volusia Live that are not demonstrating adequate progress will receive remediation and intervention services offered at the school site which may include before school, after school, and during the school day opportunities. These remediation and intervention services may include but are not limited to tier 2 and tier 3 instruction, remediation and intervention during the school day, and before and after school tutoring. In addition, all returning Volusia Live students will have access to resources obtained for the purpose of student support and enrichment. These resources include iReady, Khan Academy, Algebra Nation, and other content specific material. ESOL students will receive targeted tutoring supports based on need. ESE students will continue to receive accommodations as outlined in their Individualized Education Plans. These supports will be provided for students throughout the year or until the students demonstrate adequate progress in all of their classes. We will provide summer school opportunities for students that have not demonstrated adequate progress during the school year as measured by course grades and state assessments.

1a and b. High School:

Intensive reading: Students will be monitored for growth towards FSA proficiency, Read 180: Lexile growth, Achieve 3000: Lexile growth, progress reports, report cards, and district assessment student data through PLC's with administrative support to drive the remediation plan. Students are supported through Tier 2 and Tier 3 reading classes utilizing Achieve 3000 and Read 180/system 44. These are also used in access courses and ELL courses. In addition, students who need intervention will have access to remediation through Khan Academy. Students with moderate to severe reading disabilities with intensive supports indicated on the IEP, will receive intervention through Mindplay. Students with disabilities will be included in the additional layers of support provided by the school.

ELA: Students will be monitored through Volusia Literacy Tests, district interim assessments, progress reports, and report cards. We will offer tutoring for students with achievement gaps as well as our ESOL students. Students with disabilities will be included in the additional layers of support provided by the school. With regard to the Volusia Literacy Test, teachers will work with individual students with intervention strategies and remediation support. In addition, students will receive Achieve 3000, Read 180/system 44 support and Khan Academy in general education classes as well as access and ELL courses.

Algebra/Geometry: Students will be monitored via district interim assessments, standards mastery test, progress reports, and report cards. Students who need intervention will receive individual support with reteaching, Khan academy, CANVAS Remediation Course by standard that is utilized for intervention prior to EOC. If student is at proficiency or at pace in other model, then there would be no movement between plans. Algebra bootcamps for students in need of a retake and first-time test takers will also be provided. SWDs will have access to all tutoring opportunities available to all students at the school site. Students with moderate to severe math disabilities with intensive supports indicated on the IEP, will receive intervention through Ascend Math.

Additional math remediation resources will include:

Test Information (with PDF and video)

- Getting to Know the FSA EOC Exam
- FSA Practice Test Walkthrough (FSAssessments.org)
- Types of Items on the FSA EOC Exam
- What to do before the test
- What to do during the test

Boot Camp Questions and Answer Key

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- Solution Videos available in Student Area

Biology: Students will be monitored via district interim assessments, standards mastery test, progress reports, and report cards. CANVAS Remediation Course by standard that is utilized as an intervention prior to FSSA and tutoring to support the Biology EOC for remediation will be provided for all students who need intervention support.

U.S. History: Students will be monitored via district interim assessments, standards mastery test, progress reports, and report cards. CANVAS Remediation Course by standard that is utilized as an intervention prior to the end of course exam and tutoring for remediation will be provided for all students who need intervention support.

1c. High School

Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

Progress Monitoring for Volusia Live Students

Students that are currently utilizing remote learning and not demonstrating adequate progress will return to brick and mortar to receive face to face instruction. Adequate progress will be determined by progress monitoring tools such as iReady, District Interim Assessments, Standards Mastery Tests and Volusia Literacy Tests along with student grades available from progress reports and report cards. Students not performing at grade level as determined by these progress monitoring tools and/or not passing all of their classes with a C or above on their report cards will be identified and selected to return to face to face instruction and to receive additional supports as mentioned in this section of the spring implementation plan. Parents will be contacted and presented with student's data and rationale for the return plan.

Intervention and Remediation for Volusia Live Students

Students returning from Volusia Live that are not demonstrating adequate progress will receive remediation and intervention services offered at the school site which may include before school, after school, and during the school day opportunities. These remediation and intervention services may include but are not limited to tier 2 and tier 3 instruction, remediation and intervention during the school day, and before and after school tutoring. In addition, all returning Volusia Live students will have access to resources obtained for the purpose of student support and enrichment. These resources include iReady, Khan Academy, Algebra Nation, and other content specific material. ESOL students will receive targeted tutoring supports based on linguistic and academic need. ESE students will continue to receive accommodations as outlined in their Individualized Education Plans. These supports will be provided for students throughout the year or until the students demonstrate adequate progress in all their classes.

Spring 2021 Education Plan and Assurances

2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
- Offer the innovative learning modality only to students who are making adequate academic progress.
 - Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The district must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The district must submit a copy of the written acknowledgement form that they will provide to parents/guardians.

2a. Students who were remote learners for the first semester will be required to have earned letter grades of C or higher in all classes, have a 90% attendance record, and be at grade-level proficiency on standardized assessments to be allowed to stay in remote learning for the second semester. Parents who want to change their option for second semester are required to visit the district's website at www.myvolusiaschools.org or their school to select their child's new option by January 15, 2021.

Option 1: Face to Face instruction: I plan for my child to be a face-to-face learner at their brick and mortar school when second semester begins on January 26, 2021.

Option 2: Volusia Online Learning: I plan for my child to enroll in the Innovative Model, Volusia Live, with their assigned school when second semester begins on January 26, 2021.

Students who were digital learners for first semester will be required to have earned letter grades of A, B, or C in all classes, have a 90% attendance record, and be at grade-level proficiency on standardized assessments to be allowed to stay in digital learning for second semester. This option requires students to follow a traditional school bell schedule and engage on their device from home with their teachers at scheduled times through the school day.

2b. Volusia County Schools will provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. Volusia County Schools will obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The district will submit a copy of the written acknowledgement form that they will provide to parents/guardians.



VCS Compact
Agreement for Parent letter for 2nd semeste



Vol LIVE Warning

Volusia County Schools is committed to ensuring the district vision of “Ensuring All Students Receive a Superior 21st Century Education.” During COVID-19, the district is also committed to keeping students, their families, and staff safe from the virus to the greatest extent possible. If the district determines it is in the best interest to close brick and mortar schools to maintain health and safety, or an executive order is made to do so, the following expectations will be in place for parents/guardians:

Spring 2021 Education Plan and Assurances

1. Parents/guardians are to encourage their students to engage in instruction during the school day, which includes Volusia Live students signing on at the beginning of the school day and remaining on-line throughout the school day. Students enrolled in Volusia On-Line (VOL) are expected to attend regularly
2. Regular school attendance is required of all students. For students enrolled in Volusia Live, parents/guardians are to do their part in ensuring students are attending from the time the school day begins to the end of the day. If a student cannot be in attendance, the parent/guardian is responsible for reporting the absence in the same manner as in the traditional brick and mortar school, or the student will receive an unexcused absence
3. As in traditional brick and mortar schools, students should not be tardy to class. Parents/guardians are responsible for ensuring that their child is in class on time in order not to miss important instruction
4. Parents/guardians are to maintain open communication with teachers
5. Teachers are not responsible for the supervision of students who are enrolled in Volusia Live or Volusia On-Line options. Children under the age of 11 or students should not be left at home without adult supervision and in some cases, nor should older students. Parents/guardians are responsible for the supervision of their children when students are not at the traditional brick and mortar school settings
6. As in brick and mortar schools, students are to complete all class assignments and homework and submit assignments when they are due. Parents/guardians are important partners with the schools in helping this to occur
7. The Student Code of Conduct continues to apply to students who are attending Volusia Live and VOL. Similarly, parents/guardians are to adhere to the Parent/Guardian Code of Conduct for Volusia Live which is attached here:



VCS Parent-Guardian
Code of Conduct for 1

8. For more information regarding learning options and the Student Code of Conduct, visit www.vcs.edu

3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
- a. Identify vulnerable students who have had limited or no contact with the district and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.
 - b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

3a. The pandemic has exposed stressful challenges that many of our students and families are facing today. Taking attendance daily and monitoring when students miss too much school is more essential now than ever before.

- The Student Services Department and School Social Workers will:
 - Regularly run attendance reports such as chronic absenteeism and compulsory attendance reports
 - Create a school team that regularly reviews attendance data for trends for all students in need of support, (i.e., school team members may include PST Chair, administration, attendance clerk, school counselor, academic coach, etc.).
- Schedule a parent/teacher conference or PST meeting to address barriers to attendance and problem-solve solutions to re-engage the student in the learning environment.
- Establish a school plan for reducing chronic absences and identify individual role/responsibilities based on analysis of strengths and challenges around school climate.
- Review attendance data every week for students who are chronically absent and look for patterns, including those who have a historical pattern of chronic absence in previous school years.
- Identify barriers to student attendance, including health challenges, and assess the underlying cause for a student's continuous absences.
- For those students who do not have a situational reason for being absent (i.e. acute medical reasons, death in family, etc.), assess a need for more intense interventions.
- Identify students who are missing 20% or more of school days for the current school year. Monitor their attendance daily and follow-up on each absence for more intense interventions.
- Identify specific students who have a history of missing 20% or more of school and continue to be at-risk due to other major challenges, such as homelessness, DCF involvement, DJJ involvement, etc. Monitor their attendance daily, provide follow-up on each absence, and coordinate with involved parties for more intensive services and monitoring.
- Refer students and families to appropriate community agencies for assistance (i.e. social service agencies, human services, food banks, counseling agencies, housing authority, medical/health services, career center, etc.).

3b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

- The Early Learning Department will target VPK students who initially registered to enroll in the 20-21 School Year VPK program and declined due to COVID concerns.
- The Early Learning Department will target Kindergarten students that have not returned to brick and mortar.
- The Early Learning Department will create flyers to send to schools where the VPK enrollment is low.
- The Early Learning Department will begin an earlier registration process for the upcoming 2021-22 VPK School Year program.
- The Early Learning Department will host a Kindergarten Roundup to educate parents prior to entering Kindergarten and providing registration assistance.
- The Early Learning Department will hold a virtual Transition to Kindergarten training for Head Start teachers and private providers.
- The Early Learning department will advertise the Summer VPK program for the students who are eligible to attend.

4. **Professional Development.** The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including:
- a. Innovative and virtual learning modalities;
 - b. Interventions to support students in various learning modalities; and
 - c. Technology needs (especially new learning management systems).

Beginning in January, ongoing professional learning will be available for all teachers and administrators in Volusia County schools. These professional learning sessions will be open and available in person and virtually for reference even when teachers and administrators complete the courses. All our administrators and district leaders will be provided ongoing professional learning to support our teachers in implementing the Spring 2021 Education Plan. Our administrators receive monthly professional learning and at each session, the assistant superintendents and other district leaders provide professional learning and information on our innovative and virtual learning modality and how to best support and provide interventions to all our students in our various learning modalities. Data is reviewed with our leaders on a regular basis and support is provided for them to maximize learning at their school sites. District teams consisting of assistant superintendents, directors, coordinators, specialists, and resource teachers provide infield support to all our schools via learning walks. Standards-aligned instruction is at the focus of the learning walks. With the data collected during the data walks, action plans are devised and then monitored. Teachers in all levels meet weekly in Professional Learning Communities. There they will receive support from administrators, district curriculum content specialists, and instructional coaches assigned to their school. The trainings will consist of but not be limited to: navigating technology for maximum engagement in our innovative model, progress monitoring in our innovative model, and interpreting and responding to data for students on an individual basis.

In Volusia County Schools, we have Digital Learning Teacher Leaders (DLTLs) at each school. These DLTLs are there to provide job-embedded professional learning for teachers specifically to technology needs. Our instructional coaches also play an integral part in the professional learning. Each month, our instructional coaches receive professional learning in not only best coaching practices but also in an emphasis on supporting teachers with our different learning modalities. Coaches are trained to utilize SchoolCity, our data platform, and work individually or in small groups with teachers to identify struggling students. Instructional coaches will provide professional learning on how to best their teachers in utilizing the data to plan effective lessons and interventions to address the needs of all our students. When learning gaps are determined, coaches will work with teachers to drill down to individual student needs and make a plan to reassess and remediate learning gaps.

4a. Volusia County Schools will continue to provide professional learning to teachers on our innovative and virtual learning modality, Volusia Live. The professional learning provides teachers and leaders the training and resources necessary for our Volusia Live innovative learning modality. The professional learning focuses not just on the technical aspects of teaching and learning virtually, but more importantly, it also provides instructional strategies on how to engage students in the learning.

In addition, teachers will complete the “Utilizing Canvas to Engage Students in Learning” professional learning. This professional learning focuses on how to create and facilitate instruction in a virtual setting utilizing Canvas with the level of engagement needed for the relevance and rigor and learning.

Principals will receive reports that will list their teachers and show if they completed these professional learning sessions. Principals will work with those who have not completed them to ensure that all teachers in our school district have engaged in these trainings.

School principals will also designate teacher leads to support those teachers who may be unfamiliar with teaching students in Volusia Live. A Canvas site has also been created with a repository of parent and student resources for our innovative learning modality.

Teachers will also have job-embedded professional learning through the support of the instructional coaches. Instructional coaches will support teachers in teaching via Volusia Live. Every month, instructional coaches are provided professional learning on coaching best practices and supporting teachers with standards-aligned instruction. This includes how to support teachers in planning effective lessons in the different learning modalities.

4b. To support interventions for students in the different learning modalities, teachers will receive professional learning on utilizing SchoolCity to analyze student data which could occur during Professional Learning Communities (PLCs). Teachers will learn how to use the SchoolCity Data Chat Protocol as a tool to dig deep into the data and implement specific intervention plans for students based on the standards they did not master. Teachers will also receive support from district curriculum teams on looking at the data and developing plans to support students with interventions.

Spring 2021 Education Plan and Assurances

Every month, principals will also receive professional learning on analyzing student data. They will get trained on how to use the PowerBi reports to analyze their overall school wide trends. Then, principals get trained on how to use SchoolCity to drill down the data to specific classrooms and then to the specific students. Principals will then determine if intervention plans need to be modified in order to meet the needs of students.

4c. As previously mentioned in 4A, teachers receive comprehensive training in the features offered in various technical platforms and device hardware accessories to successfully host their Live instruction. To implement a successful innovative education plan, Volusia County Schools will provide teachers with access to the necessary software and hardware to meet the needs of our innovative learning modalities.

Teachers will leverage Microsoft Teams and Zoom as their live-streaming platform. Teachers will use Microsoft Teams or Canvas to host their instructional materials and content. Teachers have been provided Bluetooth headsets and microphones, as well as additional monitors to support their Volusia Live teaching environment.

Teachers have been provided a digital repository library of various training materials, dedicated to both software and hardware, to continue to support their learning in our innovative education plan.

Here is an outline of when various professional learning opportunities will be available:

Date	Professional Learning Topic/Session	Target Audience	Notes
Continued throughout months of January, February, March, April, and May	Utilizing Canvas to Engage Students in Learning	Teachers and School-Based Administrators	Focuses on how to create and facilitate instruction in a virtual setting utilizing Canvas with the level of engagement needed for the relevance and rigor and learning. Once teachers have completed the course, they will still have access to the resources and information available
Continued throughout months of January, February, March, April, and May	Volusia Live	Teachers and School-Based Administrators	Provides teachers and leaders the training and resources necessary for our Volusia Live innovative learning modality. The professional learning focuses not just on the technical aspects of teaching and learning virtually, but more importantly, it also provides

Spring 2021 Education Plan and Assurances

			instructional strategies on how to engage students in the learning.
Continued throughout months of January, February, March, April, and May	Job-embedded professional learning – Support of Learning Modalities	Teachers	Teachers support those teachers who may be unfamiliar with teaching students in Volusia Live.
Continued throughout months of January, February, March, April, and May	Repository of parent and student resources	Parents and Students	A Canvas site has been built for parents and students to access various resources pertaining to our different learning modalities
Continued throughout months of January, February, March, April, and May	Repository of teacher resources	Teachers	Teachers have access to a digital repository library of various training materials, dedicated to both software and hardware, to continue to support their learning in our innovative education plan.
Continued in January, February, March, April, May	Monthly at Coaches' Professional Learning Sessions	Instructional Coaches	Instructional Coaches' professional learning is focused on coaching best practices and supporting teachers with standards-aligned instruction. This includes how to support teachers in planning effective lessons in the different learning modalities.
During PLCs in January, February, March, April, May	Utilizing SchoolCity data to determine specific interventions	Teachers and Instructional Coaches	During PLCs, SchoolCity will be utilized to analyze student data. Teachers will learn how to use the SchoolCity Data Chat Protocol as a tool to dig deep into the data and implement specific intervention plans for students based on the standards they did not master. Teachers will also receive support from district curriculum teams on looking at the data and developing plans to support students with interventions.

Spring 2021 Education Plan and Assurances

Monthly (January, February, March, April, May)	Principals' Monthly Professional Learning	Principals and Assistant Principals	Every month, principals will also receive professional learning on analyzing student data. They will get trained on how to use the PowerBi reports to analyze their overall school wide trends. Then, principals get trained on how to use SchoolCity to drill down the data to specific classrooms and then to the specific students. Principals will then determine if intervention plans need to be modified in order to meet the needs of students. The principals then train their assistant principals on the information.
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Acknowledgement

The district verifies that the information they provide to the Florida Department of Education contained in this form is consistent with, and meets the intent of, the provisions outlined in DOE Order No. 2020-EO-07.

Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.
Patricia Corr, Assistant Superintendent
Contact information: email, phone number
pcorr@volusia.k12.fl.us 386-734-7190 ext 20777
Date submitted
December 15, 2020 (Edited 1.06.21)
Superintendent Signature (or authorized representative)
<i>Dr. Carmen Balgobin</i>



Volusia LIVE! Progress Letter

Student Name, Alpha

Dear Parent/Legal Guardian,

Student Name is currently enrolled in the Volusia LIVE! innovative instructional model in accordance with the VCS Reopening Plan for the 2020-2021 school year. Enrollment in Volusia LIVE! requires students who are not demonstrating adequate progress to return to the traditional setting. Progress monitoring will be ongoing through formative and summative assessments, student work, and student grades. Adequate progress requires the student maintain regular attendance, on-time daily log-in, acceptable engagement in all learning tasks throughout the school day and a minimum of a “C” or better in all subject areas.

At this time **Student Name** is **not** meeting the following requirements for continued enrollment in Volusia LIVE!:

- _____ **Maintaining a C or higher in all subject areas**
- _____ **Daily on time attendance with fewer than 3 unexcused absences or tardies in one grading period**
- _____ **Consistent daily engagement in all instructional tasks/assessments on learning platforms, i.e. Canvas and/or TEAMS**
- _____ **Appropriate classroom behavior**

To continue enrollment in Volusia LIVE!, improvement in the areas identified above must occur immediately. If improvement does not occur, your child’s enrollment option will be changed, and your child must return to traditional brick and mortar instruction.

If you have any questions or concerns, please contact me at _____.

Sincerely,

_____ I have received and understand the Volusia LIVE! Progress letter. I understand it is my responsibility as a parent/guardian to ensure my child is adequately progressing in all subject areas.

_____ My child will return to the traditional face to face setting beginning on _____.

_____ I acknowledge my child is not making adequate progress; however, he/she will NOT return to the traditional face to face setting at this time.

Sign and Return:

Student Name: _____ Parent Signature: _____