



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[Hardee County School District]

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

Spring 2021 Education Plan and Assurances

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.

☒ **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.

Spring 2021 Education Plan and Assurances

☒ **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.

1.a. School based problem solving teams continually monitor the progress of all students in all learning opportunities. Elementary schools will begin afterschool programs beginning in January and running through April to focus on closing achievement gaps. Summer school programs will be implemented during the month of June continuing to make up instructional time and provide additional instruction to close the achievement gaps for Migrant, ELL and students that have not made adequate progress during the school year. Summer Reading Camps will also be provided for third grade students that are in need of intensive reading remediation to support fourth grade promotion. Secondary Schools will offer afterschool programs, summer boot camps, and credit recovery options for those students that are in need of intervention to stay on track to meet graduation requirements. Afterschool programs will run January through April with Summer Boot Camps and Credit Recovery Programs being implemented during the month of June. Migrant, ELL and students that have not made adequate progress during the school year will have the opportunity to participate in all afterschool and summer programs regardless of their innovative learning opportunity modality.

b. Problem solving teams will review progress monitoring data and identify struggling students in need of targeted interventions. Teachers and problem solving teams continue to reach out to all parents, regardless of the learning modality, to engage students and support families to meet the educational needs of their students. Students are supported with targeted interventions based on the progress monitoring data including i-Ready, STAR, report card grades, attendance and assessments.

Spring 2021 Education Plan and Assurances

The minimum identifying criteria for each level is as follows:

Elementary students experiencing decline, as determined by any indicator listed below will be targeted for additional interventions and supports:

- Below grade level achievement based on the most recent FSA (Florida State Assessment) score;
- Below grade level performance on the state-required reading and/or mathematics progress monitoring assessment (STAR Early Literacy/STAR Reading and STAR Math);
- An academic grade of D or F posted in Quarter 1 and/or a current grade of D or F in a core academic course;
- Attendance below 90%

Middle grades students experiencing decline, as determined by any indicator listed below will be targeted for additional interventions and supports:

- Below grade level achievement based on the most recent FSA (Florida State Assessment) score. This includes scores on the FSA ELA, FSA Mathematics, and/or FSA End of Course exams for Algebra 1;
- Below grade level performance on the state required reading and/or mathematics progress monitoring assessment (I-Ready, APM);
- An academic grade of D or F posted in Quarter 1 and/or a current grade of D or F in a core academic course;
- Attendance below 90%

High school students experiencing decline, as determined by any indicator listed below will be targeted for additional interventions and supports:

- Below grade level achievement based on the most recent FSA (Florida State Assessment) score. This includes scores on the FSA ELA, FSA Mathematics, and/or FSA End of Course exams for Algebra 1 or Geometry;
- Below grade level performance on any reading and/or mathematics progress monitoring assessments;
- An academic grade of D or F posted in Quarter 1 and/or a current grade of D or F in a core academic course;
- Attendance below 90%;
- Grade Point Average (GPA) below 2.0; and missing graduation assessment requirement.

c. Interventions and supports will be provided to students who transition out of the innovative learning model and have experienced regression or lack of progression in their educational program. Interventions may include, but are not limited to:

- Small group instruction on targeted skill gaps
- Individual instruction on targeted skill gaps
- Push-in/pull-out academic support provided by academic interventionist and/or academic instructional coach, resource teachers, ESOL and/or ESE teacher
- Grade, course, or credit recovery opportunities made available before, during, and/or after school
- Individualized before/after school tutoring
- Implementation of additional instructional lessons
- Additional progress monitoring to track effectiveness of interventions
- Increase time on computer-based supplemental programs
- Revisit 504 and IEPs for students with formalized plans ensuring up-to-date and appropriate goals, objectives, and strategies

Spring 2021 Education Plan and Assurances

2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
- a. Offer the innovative learning modality only to students who are making adequate academic progress.
 - b. Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. 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.

2. a. Hardee County School District will continue to offer innovative learning opportunities for students who are making academic progress. Students may learn remotely through the HILO Program (5-day virtual instruction) or through face-to-face instruction at the brick and mortar school. Students are assigned a teacher and remain with the teacher through remote instruction and face-to-face instruction. The teachers are connected to their students and able to make determination if adequate progress has been made. All students are provided the same rigorous content and graded equally regardless of their learning modality. Students may also choose to participate in Hardee My District Virtual School (MDVS) for the second semester if they have made adequate progress in the previous innovative learning opportunity.

2.b. Hardee County School District will provide written notice to the parent/guardian that the student is not making adequate progress based on grades, progress monitoring data, progress reports and assessments. If a parent of a student that is not making adequate progress chooses to continue with the virtual innovative learning opportunity (HILO) against the advice of the school, the parent will sign the Parent Acknowledgement letter verifying the receipt of the information and their intent to continue in the HILO option. Please see the attached written notice to parents/guardians that the child is not making adequate progress and the associated risks.

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.

Spring 2021 Education Plan and Assurances

3.a. Each school in the Hardee County School District has a designated data clerk and/or certified school counselor who assists administration with tracking students who did not initially attend school or who are not regularly engaged in the remote education option. The school designees attempt the initial contact of each of these families to encourage enrollment and attendance and assist with removing any barriers. When contact cannot be made, or after establishing contact, attendance has not improved, a referral is submitted to social workers, migrant advocates, and homeless liaisons for enhanced outreach. These staff members will make calls, conduct home visits, and locate students and families that have limited contact with their schools. For students who have limited engagement in the virtual platforms, returning to brick and mortar enrollment is strongly encouraged. Results of the outreach are reported to school personnel and continued support and guidance are provided to the families to encourage engagement and success in school.

b. Hardee County School District does not run a school year VPK program. Through migrant and homeless liaisons, parents are referred to other resources throughout the district to encourage VPK and school readiness programs. If students are eligible to attend our Migrant or PreK Disabilities Program, families are encouraged to allow children to participate and experience the opportunities for early intervention services and preschool experiences to support kindergarten readiness.

60 **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:

- c0 Innovative and virtual learning modalities;
- d0 Interventions to support students in various learning modalities; and
- e0 Technology needs (especially new learning management systems).

Professional development on innovative and virtual learning modalities, interventions and technology needs has been provided from preservice days beginning in July through the first semester. Training and professional development will continue through second semester including additional support for new learning management systems.

a. Innovative and virtual learning modalities:

Extensive and ongoing training in Google Classroom has been provided. Teachers who were experts in using Google Classroom have helped facilitate and support teachers through the year during planning time, afterschool and PLCs. Online modules and technical support has been provided and will be continued during second semester by I-Ready staff, Edgenuity staff as well as district and school staff.

The professional development opportunities provided to **teachers** to support innovative and virtual learning modalities include: LMS (Edgenuity/Google Classroom), instructional design (standards, content, formative/summative assessment, Google Suite(Docs, Slides, Sheets, Mail), and digital tools (KAMI, Nearpod, Flipgrid, etc.)

The professional development opportunities provided to **leaders** to support innovative and virtual learning modalities include: LMS(Google Classroom, Edgenuity), web conferencing (Zoom/Google Meets, Google Suite and asynchronous and synchronous virtual learning (collaboration and communication).

b. Interventions to support students in various learning modalities: Academic coaches have provided professional development in culturally relevant teaching in a digital environment, supporting students with

Spring 2021 Education Plan and Assurances

IEPs, vertical collaboration, I-Ready, response to intervention, progress monitoring and data analysis.

The Hardee County School District and Heartland Educational Consortium work together to provide professional development opportunities to support teachers and leaders with interventions to support students in various learning modalities. Opportunities for teachers include motivating and engaging students, differentiating instruction to meet the needs of diverse learners, building relationships, and communicating with parents and students. Opportunities for leaders include assisting teachers in supporting students in virtual learning, networking with other leaders to increase student learning, and communicating with parents and students.

In addition, Hardee County School District has curriculum partners such as Curriculum Associates, Edmentum, Imagine Learning and Edgenuity that provide professional development opportunities to support innovative and virtual learning.

Curriculum Associates offers a comprehensive network of support for teachers that includes live onsite or remotely facilitated professional development courses, implementation planning and data support, and online asynchronous educator resources. The company can tailor live sessions to meet local needs, such as focusing on supporting MTSS or progress monitoring, with a goal of helping every learner access grade-level work and ultimately succeed at grade level.

Available 24/7, the i-Ready Central® support website provides teachers with videos, professional learning community/collaborative team planning resources, turnkey implementation tools, and actionable ideas from educators around the country. In addition, the Educator Prep Series offers teachers online, on-demand short modules to extend or refresh their learning. Focus areas include best practices for online instruction, setting and measuring growth goals, and using data to plan instruction.

Curriculum Associates has the experience and resources to uniquely support Florida districts, having partnered with more than 60 districts across the state for many years. Its staff of more than 75 service members are dedicated to supporting Florida schools, students, and families-whether learning is taking place in school or remotely.

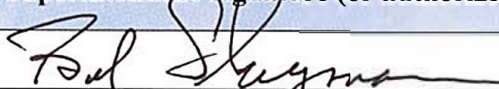
Edgenuity, Imagine Learning and Edmentum are committed to working directly with district leaders to determine training and implementation needs specific to each installation and district needs. Our comprehensive professional development ensures teachers receive the training and coaching needed to create successful 21st -century learning environments amidst the ever-changing climate.

c. Technology Needs: Professional development will continue to be provided during the second semester for secondary teachers with the purchase of Edgenuity, which assists teachers in developing on-line lessons and monitoring student progress and engagement. Google Classroom, Seesaw, EDIS, Nearpod, KAMI, and Actively Learn are used for virtual instruction. Additional technology needs for teachers and leaders include mobile hotspots, internet access, webcams, headsets, wireless microphones and video conferencing applications.

Acknowledgment

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.

Spring 2021 Education Plan and Assurances

Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.
Teresa Hall, Director of Student Academic Services
Contact information: email, phone number
thall@hardee.k12.fl.us 863-767-9058, ext. 1310
Date submitted
12/15/20
Superintendent Signature (or authorized representative)




THE SCHOOL BOARD OF HARDEE COUNTY

Bob Shayman, Superintendent

P. O. Box 1678 – 1009 North 6th Avenue • Wauchula, FL 33873
(863) 773-9058 • FAX (863) 773-0069

Parent Acknowledgment

On November 30, Florida Department of Education’s Emergency Order extending parental choice in education modality through the second semester of the 2020-21 school year was issued. In compliance with the governor’s order, Hardee District Schools will offer traditional 5-DAY in-person learning for all students and an innovative full time 5-DAY virtual learning opportunity for students who have made adequate progress during 1st semester.

Your child/student, _____, is not making adequate progress in the virtual innovative learning opportunity (HILO) and required to transition to traditional 5-Day in-person instruction. The educational risk associated with remaining in the HILO program include grade retention, delayed graduation, and regression in reaching their academic potential.

I _____, parent/guardian of _____, student, acknowledge the associated educational risks and request that my child/student remain in the innovative learning opportunity (HILO) for the second semester beginning January 5, 2021 through May 26, 2021.

Student Name _____ Student ID _____

Parent /GuardianName _____

Parent /Guardian Signature _____

Principal/Designee Signature _____

Date _____

(Parent provided with a copy of grades, report cards, assessments, and progress monitoring data.)

DISTRICT VISION STATEMENT

“Empower and inspire all students for success”

School Board

District 1
Paul Samuels

District 2
Mildred Smith

District 3
Claire Cornell

District 4
Garry McWhorter

District 5
Mark Gilliard