



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[School District of Osceola County]

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

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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.

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☒ **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.

Spring Intervention Plan. "Ready. Set. Restart!"

- **Option 1: Face-to-Face instruction at assigned school when school resumes on January 4, 2021.** - all brick and mortar schools are open five days per week for all students.
- **Option 2: Digital learning with assigned school when school resumes on January 4, 2021.** - specialized instruction five days per week, live synchronous and asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. **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 second semester.**
- **Option 3: Virtual learning with Osceola Virtual School for full-time independent learning for second semester.** **The deadline to enroll is December 11, and can be done online at www.osceolaschools.net/ovss.** Students in Osceola Virtual School will not follow a traditional bell schedule, as they have the flexibility to access their lessons 24/7. Students will need to be independent learners to be successful. Not all classes available to face-to-face students are offered by OVS, particularly for students in International Baccalaureate, Advanced Placement, arts, and career and technical programs. Parents and students should consult with their school's Guidance Counselor to discuss the best educational option to meet their needs.

Each option has been developed with the safety of students, families and staff in mind. All three options will run five days a week, meet the guidelines of Florida Department of Health, and have been approved

by the local department of health. Across all schools, learning acceleration (including closing achievement gaps), safety, and equity are top priorities.

Accelerating Student Learning: To meet the academic and social emotional needs of ALL SDOC students in elementary, middle, high, combination, alternative, and DJJ education programs, we have developed a comprehensive Accelerating Student Learning plan to combat the effects of COVID-19 slide.

Accelerating Student Learning Plan: "Every child will receive high impact, equitable grade-level curriculum and instruction without bias from someone who believes they can achieve, every chance, every day." We realize the most influential factor for an SDOC student is the teacher. As a district, we will support our teachers in accelerating learning for all through effective ongoing professional learning, relevant timely data and support in analysis, as well as engagement and involvement in decision making.

Success Criteria: ALL learners will experience 1 ½ years of growth from their personal starting point

Curriculum Unit Plans (CUPs) face-to-face and online components:

- Prioritized Skills and Standards
- Learning & Language Goals
- Social Emotional Learning Activities (SEL)
- Read, Write, Talk, and Solve (RWTS)
- Multi-media Resources

Approach for diagnosing unfinished learning:

- Research, Evaluation, and Assessment (REA) academic success reports will continue to be a starting point for scaffolds within core instruction (Tier 1) which began on day one and will continue into second semester; for additional supports (Tier 2 and 3) we will use Northwest Evaluation Association's (NWEA) Winter MAP, RIT scores to inform instructional and student intervention changes
- NWEA MAP will continue to serve as our universal screener, diagnostic tool, and student growth metric, to be given 3 times per school year

Monitoring student progress on grade appropriate assignments:

- Focus on the identified, priority essential standards to drive instruction forward and include intentional scaffolds and accommodations for ALL students, including English Language Learners (ELL), students receiving support through Exceptional Student Education (ESE), and students with a 504 plan
- Tools, timelines, and actions will be defined at district/school Stocktake, during Professional Learning Communities (PLCs) and at the individual teacher level
- Analyze formative data to inform instruction
- Identify and address Social Emotional Learning (SEL) needs using Panorama survey data

Monitoring Reopening Through Key Metrics:

Measures of success to be determined across the following dimensions:

- Health and Safety
- Access and Equity
- Student Outcomes
- Social-Emotional Learning
- Professional Development and Support

- Economic Indicators

1.a: Focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic.

Students with Disabilities: In response to concerns regarding continued, potential COVID-19 exposure, families of students with disabilities may choose to have their children participate in face-to-face, digital learning, or Osceola Virtual School.

For students showing regression in academic skills or if parents indicate concern regarding progress in any learning modality, the IEP team will meet to consider the student's current performance/critical skills/needs and what revisions are necessary, if any, to the student's IEP. The IEP team may consider amending goals, increasing current services and/or the addition of extended school year services to the IEP. The IEP team will monitor student progress, review interventions and meet to adjust, as indicated.

Compensatory education will be considered when the IEP team determines that a Free Appropriate Public Education (FAPE) was not provided. If the IEP team determines that FAPE was not provided to a student, the IEP team will amend the student's IEP to include compensatory education services. The IEP team will monitor student progress, review compensatory education services and meet to adjust, as indicated.

In order to provide the continuation of the full panoply of services for students with disabilities, the ESE department will collaborate with staff in Curriculum and Instruction to support the implementation of specific strategies designed for equitable access to academic content, including applying principles from Universal Design for Learning and Specially Designed Instruction to the Curriculum Unit Plans.

Students who are identified solely as gifted will be supported by gifted endorsed teachers who will work to provide enrichment and guided inquiry activities to deepen gifted students' knowledge and understanding of content. EPs will be monitored by a gifted endorsed teacher.

ELL (Emergent Bilingual): In response to concerns regarding continued, potential COVID-19 exposure, parents and guardians of English language learners (Emergent Bilinguals) may choose Emergent Bilinguals to participate in Face-to-Face, Digital Learning, or Osceola Virtual School instruction. If an Emergent Bilingual's reading, writing, listening, or speaking skills have regressed during school closures or during the fall term, the school district will convene an ELL (Emergent Bilingual) committee with appropriate staff and parents to determine if additional or supplemental ESOL services are needed. The school ELL team will indicate the student's regression and the additional ESOL services in the ELL plan for each student. The district will provide the schools training and support on additional support or services.

ELL (Emergent Bilingual) Committee Guidelines:

- ELL committee consists of an administrator, ESOL Teacher or classroom teacher, a parent or guardian, and an ESOL Education Specialist.
- Although ELL committee meetings may take place virtually or on-site, the school district will ensure appropriate identification of English skills is noted and schools have the resources to implement additional interventions and strategies.

- ELL committee will review the district Research, Evaluation, and Assessment student projected levels, ACCESS for ELLs results, NWEA and NSGRA data, and other available school data.
- ELL committee may request a review of the student's progress at any time during the COVID-19 pandemic. The committee may recommend changes in the student's curriculum or scaffolds.
- Additional support may include pre-teaching and front-loading vocabulary, cognates, and supporting standards. The district will embed ELLevation in the Curriculum Unit Plans to provide additional activities and strategies for schools to scaffold assignments and assessments according to language level during grade-level instruction. ESOL paraprofessionals will be trained on pre-teaching strategies to provide an additional layer of support for Emergent Bilingual Non-English Speakers (NES).

ELL (Emergent Bilingual) Continuation of Full Panoply of Services:

- Ensure grade level instruction by implementing the use of language goals, cognates, and content glossaries in all content area classes.
- Ensure the needs of varying linguistic levels are met through the implementation of ELLevation strategies.

ELL (Emergent Bilingual) Additional or Supplemental Services:

- ELA Pre-Teaching Tier 2 interventions will be implemented with fidelity for K-5 students who meet the criteria based on NWEA or NSGRA.
- ELA Literacy Intervention Framework will be provided before or after school for middle school emergent bilingual students who show regression.
- ELA ACT Program will be provided to at-risk high school seniors.

Department of Juvenile Justice, (DJJ): All Department of Juvenile Justice (DJJ) students attending school at the Kissimmee Youth Academy facility, will receive face to face instruction. Progress monitoring for each individual student will continue as per each student's Performance Improvement Plan, written directly to their academic need. Students will be identified by a team of educators, therapists, and facility staff using the data from each student's PMP. Identified students who need supplemental or remedial services will receive targeted instruction throughout the school day and supplemental instruction outside the school day in a comparable fashion to our local high schools. Parents, therapists, probation officers, facility staff, and educators will be informed of each student's academic progress during the student's treatment team meeting that occurs monthly.

Low Socio-Economic Status(SES), Homeless, Migrant, Foster Students: To ensure that a full array of services is in place to meet the needs of our unique student populations, the School District of Osceola County will extend multiple outreach opportunities to students of low-income, homeless, migrant, and foster care. 76% of SDOC students are classified as poverty qualified students based on the federal lunch program. Federal entitlement and state grant funding is targeted toward providing this population supplemental educational supports through face to face and on-line remediation, including technology distribution of laptops and hotspots for internet connectivity along with backpacks and school supplies.

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The district READ Bus will launch in January 2021. Partnering daily with the Osceola Public Library System at various sites around the county, the READ Bus will deliver early literacy Learn2Read (ages 0-2) and Mommy & Me (age 3) programs training low-income parents on how to work with their children academically at home. Our Circle Time program for children ages 2-4 years launched digitally on multiple social platforms, to further our capacity reach and address on-line learning. All students have access to the Footsteps2Brilliance app, an online program in English and Spanish, targeting early literacy and math foundational skills.

Homeless, Migrant and Foster students are identified each school year and provided services to eliminate any barriers to equitable education. Parents are provided transportation for registration, parent meetings and health care services. Students are provided basic educational supplies (backpacks, school supplies, uniforms), transportation to their "School of Origin" to maintain stability, priority in school day remediation and weekend food sustenance through our "Learning without Hunger" program. Doctor Phillips Charities sponsors weekend Publix gift card for 1,000 food insecure students monthly. District homeless staff, social workers, guidance counselors and school homeless liaisons work collaboratively to address the individual needs of each student. Clothing, food, transportation, medical, social/emotional, and specific educational needs are addressed on an individual one to one basis. Laptops and hot spots are distributed to students to support remote learning.

The district "SMART Bus" is equipped with laptops, certified teachers and digital access to all district sponsored software platforms, travels to community centers and hotels after school to support K-12 students with onsite remediation. The SMART Bus in partnership with Advent Health and Orlando Health is piloting the Healthy Student Initiative. The initiative includes interactive digital curriculum with healthy tips on food, exercise and meal planning; height, weight and BMI tracking; and "healthy snack packs" with sample food items to take home.

The READ Bus supports elementary Tier 3 literacy remediation with certified teacher assistance at local community center after school programs. The Poinciana Parent Center will offer daily free after school remediation to returning and digital learners in the Poinciana area. District Parent Resource Specialists work individually with unaccompanied youth, providing mentoring and individualized services to support their ability to continue an educational path to graduation. The District FIT department staff visits hotels on the 192-corridor weekly, assisting with evening feeding services provided by local non-profits, distributing clothing and school supplies, and working with parents on social service needs and transitioning homeless students back to face-to-face instruction.

Supplemental Instruction: In response to making up lost instructional time, the district had developed a plan for providing struggling students with additional instructional time, including after school, weekends and/or summer programs. Each SDOC school will develop a Supplemental Academic Instruction (SAI) plan to support students who are not experiencing success with Tier 1 instruction. These plans will include targeted intervention time, after school tutoring, Saturday academies and other identified intervention opportunities. Students returning from digital instruction to face-to-face will be incorporated into each schools SAI plan. Additionally, summer camps will be scheduled as part of the district plan identifying students demonstrating a decline on the district's progress monitoring system for reading and mathematics. SDOC will provide transportation for extended school day and school year academic support activities.

1.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.

The district has outlined a Spring Intervention Plan for any student pre-k12 engaged in digital learning who:

- earned a D/F (or unsatisfactory in K-1) in one or more subject areas for the first semester;
- and/or are not performing at grade level based on NWEA RIT scores and grade level mean, or are not on track to achieve a minimum of one year of academic growth;
- And/or have not demonstrated engagement in all instructional tasks/assessments on learning platforms (i.e. Canvas and/or TEAMS) at least 90% of the time

Elementary and Multi-Level:

Elementary Multi-level school parents of individual students not making adequate progress in the digital innovative learning modality and are not meeting the above criteria will be contacted by the school counselor or assistant principal to urge the student to return to face to face learning.

- Research, Evaluation and Assessment (REA) will provide a list of elementary students by school who are showing a decline in academic success as indicated by the SDOC progress monitoring system
- Each school will contact individual parents by telephone to notify them of the school's concerns with their students' academic success
- A parent notification and invitation letter will be sent to each student's parent and a signature live or electronic will be obtained
- Each school's MTSS Problem Solving Team will meet to discuss all students transitioning out of the innovative learning model or failing to make adequate progress in any learning modality to determine what MTSS supports or tiered interventions may be needed to close the achievement gap and/or to regain lost instruction
- Students returning to face-to-face instruction will receive orientation for successful transition back to the brick and mortar leaning environment

Middle School:

Middle School Parents of individual students not making adequate progress in the digital innovative learning modality and are not meeting the above criteria will be contacted by a school counselor, administrative dean or assistant principal to urge the student to return to face to face learning.

- Research, Evaluation and Assessment (REA) will provide a list of middle school students by school who are showing a decline in academic success as indicated by the SDOC progress monitoring system
- Each school will contact individual parents by telephone to notify them of the school's concerns with their students' academic success
- A parent notification and invitation Letter will be sent to each student's parent and a signature live or electronic will be obtained

- Each school's MTSS Problem Solving Team will meet to discuss all students transitioning out of the innovative learning model or failing to make adequate progress in any learning modality to determine what MTSS supports or tiered interventions may be needed to close the achievement gap and/or to regain lost instruction
- Students returning to face-to-face instruction will receive orientation for successful transition back to the brick and mortar learning environment

High School:

High School Parents/Guardians of individual students not making adequate progress in the digital innovative learning modality and are not meeting the above criteria will be contacted by a school counselor, administrative dean or assistant principal to urge the student to return to face to face learning.

- Research, Evaluation and Assessment (REA) will provide a list of high school students by school who are showing a decline in academic success as indicated by the SDOC progress monitoring system
- Each school will contact individual parents by telephone to notify them of the school's concerns with their students' academic success
- A parent notification and invitation letter will be sent to each student's parent and a signature live or electronic will be obtained
- Each school's MTSS Problem Solving Team will meet to discuss all students transitioning out of the innovative learning model or failing to make adequate progress in any learning modality to determine what MTSS supports or tiered interventions may be needed to close the achievement gap and/or to regain lost instruction
- Students returning to face-to-face instruction will receive orientation for successful transition back to the brick and mortar learning environment

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

Interventions and supports will be provided to students who are transitioning out of the innovative learning model due to a decline in academic success as well as:

- Students will receive high quality Tier 1 instruction in all content areas with the addition of Tier 2 interventions or Tier 3 intensive interventions (as determined by the Problem-Solving Team) in ELA, mathematics, and science.
- Student strengths and weaknesses will be identified, and progress monitored through the following: NSGRA running records; DIBELS ORF probes; NWEA Growth MAP assessment; Success Maker; Achieve 3000; attendance; behavior; ELA, math, and science progress monitoring assessments.
- Progress will be monitored monthly through the site MTSS team (administrator, instructional coaches, RCS, ESOL Education Specialist, psychologist, and teacher when possible) and the problem-solving team meeting process.

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- If student progress monitoring shows a deficiency in specific areas, tiered interventions will be reviewed and adjusted if required. (Per SDOC's Reading Plan as well as Math and Science guiding documents.)
- Targeted remediation will take place in teacher/led small group instruction based on student data and/or intervention periods.
- Students will receive additional academic scaffolds and strategies, which may include additional classroom support via specialized staff.
- Additional small group interventions including pull out small groups (no more than 3) will take place a minimum of two times per week.
- Schools will provide targeted instruction and extra support to close the achievement gap and regain lost instruction before school, after school, and Saturdays for any students who have been identified as at-risk. Schools will provide activity buses for after school and Saturdays to increase student participation.

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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.

Innovative Learning Modality: The School District of Osceola County (SDOC) initiated a campaign to return students to face-to-face instruction after the first 9-week grading period indicated significant deficiencies in digital learners. Our Research Evaluation and Assessment (REA) team generated a D/F and < 90% attendance report by school. Principals, assistant principals and guidance counselors were instructed to make contact with parents to communicate that their child is not achieving success in their current learning modality and were encouraged to return their child to face-to-face instruction. We will continue this process leading up to and continuing after January 4, 2021.

2.a: Offer the innovative learning modality only to students who are making adequate academic progress.

The School District of Osceola County students that remain on the innovative learning modality must meet the following criteria:

- The student should not have earned a D/F, or unsatisfactory in K-1, in one or more subject areas within the first semester.
- The student should be performing at grade level based on NWEA RIT scores and grade level mean; or is on track to achieve a minimum of one year of academic growth.
- The student has demonstrated engagement in all instructional tasks/assessments on learning platforms (i.e. Canvas and/or TEAMS) at least 90% of the time.

For those students who meet these criteria they will have 3 options:

Option 1: Face-to-Face instruction at assigned school when school resumes on January 4, 2021. - all brick and mortar schools are open five days per week for all students.

Option 2: Digital learning with assigned school when school resumes on January 4, 2021. - specialized instruction five days per week, live synchronous and asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers.

Option 3: Virtual learning with Osceola Virtual School for full-time independent learning for second semester. Students in Osceola Virtual School will not follow a traditional bell schedule, as they have the flexibility to access their lessons 24/7. Not all classes available to face-to-face students are offered by OVS, particularly for students in International Baccalaureate, Advanced Placement, arts, and career and

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technical programs. Parents and students should consult with their school's Guidance Counselor to discuss the best educational option to meet their needs.

Each option was developed with the safety of students, families and staff in mind. All three options will run five days a week, meet the guidelines of Florida Department of Health, and have been approved by the local department of health

Parents of individual students who are not making adequate progress through digital innovative learning modality and not meeting the above criteria will be contacted to urge the student return to face-to-face learning. The students will be identified through reporting generated through the Research, Evaluation, & Assessment Department on a monthly basis. School-based administration will be contacting individual student's parent(s) or guardian through phone calls or email, that requires a signature or acknowledgement of receipt. Parents of students will need to return the letter with signature acknowledging understanding and receipt of the communication and that the student will need to complete all state assessments in-person at their home zone school to remain on the innovative learning plan.

2.b: Parent Guardian Notification

The following letter will be customized and used across the district:

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PLACE ON SCHOOL LETTERHEAD

December, 2020 (DRAFT)

Academic Progress Warning Letter

Student Name, Alpha

Dear Parent/Legal Guardian,

Student Name is currently enrolled in Option 2 digital learning in accordance with the Ready, Set, Restart! Plan for the Spring semester of the 2020-2021 school year within the School District of Osceola County (SDOC).

At this time, Student Name is not demonstrating success as noted below in Option 2 digital learning:

- _____ Has earned a D/F, or unsatisfactory in K-1, in one or more subject areas for the first semester;
- _____ is not performing at grade level based on NWEA IIT scores and grade level mean; or is not on track to achieve a minimum of one year of academic growth.
- _____ Has not demonstrated engagement in all instructional tasks/assessments on learning platforms (i.e. Canvas and/or TEAMS) at least 90% of the time.

We believe it is in your child's best interest to return to face-to-face instruction effective January 4, 2021.

As defined in our SDOC Ready, Set, Restart! Plan, Option 2 digital students shall maintain letter grades of A, B, or C in all classes and have a 90% attendance record in all courses/subjects.

When your child returns to school, please ensure that all electronic device, hotspot device, and all other electronic supports issued are returned to the school.

Please contact your child's counselor or assistant principal to schedule a call in order to assist your child in returning back to face-to-face instruction by _____.

Sincerely,

Insert Principal Signature

I understand my child is not making adequate progress. However, it is my intent to have my child remain in Option 2 digital learning at this time. My signature indicates acknowledgment and receipt of this communication. I also understand that my child will need to complete all state assessments in-person at their home zone school.

PARENT/GUARDIAN

DATE

3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
- 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.
 - Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

Truancy/Attendance of Students

3.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.

The School District of Osceola County will incorporate the following strategies to 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.

- Collaborate with the Research, Evaluation and Accountability (REA) Department to gather the data information to determine students who have withdrawn during the school year with a local code and have not reenrolled in our district.
- District staff will coordinate and conduct home visits to those students who have withdrawn during the school year with a local code and have not reenrolled in our district.
- Through a contract with Everyday Labs, (Everyday Labs provides family communication programs designed to reduce student absenteeism in the classroom, motivate student engagement and attendance and motivate returning to school) resources will be used to contact students/families as mentioned who have not reenrolled in school or have truancy issues via text messages and letters sent to their home address.
- Text messages are sent bi-weekly and letters are sent once a month.
- Collaborate with Families in Transition (FIT) department staff to determine students they have encountered in the community who do not appear to be enrolled in school.
- Collaborate with local medical providers to provide school enrollment information in multiple languages in an effort to educate families on the educational options for their students.
- Work with law enforcement agencies and the court system to notify and provide legal statutes in official correspondence letters which will be sent/given to the parents of students who are not enrolled in any educational modality.
- Utilize School Social Workers, Counselors and Wraparound Staff to work with parents of non-enrolled students to provide resources to support school registration.

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

In order to identify the eligible VPK and kindergarten students that are not attending school, the Early Childhood Department will reach out to the following entities within Osceola County: Pediatricians; Health Department; Pediatric Urgent Care; churches; apartment complexes; hotels; and builders. It is our intent to provide them with flyers and request their help in guiding parents to our schools. We will also contact private providers to create a collaborative network in order to support their students' school readiness and build a private provider to School District pipeline. This collaboration will include hosting make and take activities and professional learning to help them understand the skills the children will need to be successful in kindergarten. The Early Childhood department will also reach out to parents who registered their child to attend VPK, but did not attend.

Individual schools will reach out to kindergarten students who have not attended school face-to-face or digitally but registered for the 2020-2021 school year. The district has implemented an active recruiting campaign, that will continue, inclusive of signs for Kindergarten students and a newsletter delineating the benefits of attending Kindergarten. The School District of Osceola County has also created a video of new kindergarten students that will be pushed out through social media.

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).

The following professional development opportunities have been, or will be offered to ensure school and district staff are trained in effective digital teaching methods and engagement strategies, providing interventions and supplemental support to struggling students and effective use of technology tools and resources.

School District of Osceola County		
2020-2021 Professional Development		
TECHNOLOGY and DIGITAL INSTRUCTION		
Professional Development	Description	Timeline
Digital Expectations for 2020-2021	Pre-Planning digital expectations professional learning provided district-wide included: <ul style="list-style-type: none"> • District's Instructional Continuity Plan (ICP) • New features in Microsoft Teams to improve virtual meetings and instruction • Microsoft Teams class template and features 	Pre-Planning Ongoing On Demand

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	<ul style="list-style-type: none"> • Student engagement strategies using digital tools for digital instruction • Best practices for delivering digital lessons (before/during/after), communicating with students/parents, using Microsoft Stream, posting assignments in Microsoft Teams, and grading assignments • Use of Flipgrid for a school-wide virtual open house. <p>Audience: Instructional and Administrative Staff</p>	
<p>Digital Learning and Technology Tools</p>	<p>Individualized professional development and support provided to instructional personnel on innovative and virtual learning modalities in a variety of ways:</p> <ul style="list-style-type: none"> • <u>MITD Tech Talk TEAM</u> - Videos, guides, submitted questions/solutions shared and collaboration among teachers. • <u>“Ask A Green Shirt”</u>- “Live” support sessions where new information is shared, and teacher/staff questions answered instantly. • <u>School/classroom visits</u>- Following learning cycle visits to schools, individualized support is provided in identified areas of need and specifically requested help sessions for teachers, grade levels, small groups, and/or school wide. • <u>Videos-on-Demand</u>- Videos available in the Microsoft TEAMS folder and on the district website to support use of instructional technology, and tips on the use of digital instruction tools. <p>Audience: Instructional and Administrative Staff</p>	<p>Ongoing On Demand</p>
<p>Digital Learning and Technology Tools- District Level</p>	<p>Individualized professional development and support for district-level resource teachers and staff that support instructional personnel with technology use for digital instruction.</p> <p>Audience: District-level Instructional and Administrative Staff</p>	<p>Ongoing</p>
<p>Canvas Overview for CTE</p>	<p>CANVAS learning management system for Career and Technical Education classes.</p> <p>Audience: CTE Instructional Staff</p>	<p>Ongoing</p>

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EQUITY		
Professional Development	Description	Timeline
Equity Training	Pre-planning professional learning provided district-wide to learn areas of inequity in SDOC and research based-methods to address areas of inequity. Participants also learned skills to build relationships with students and how to address relevant current events in their classrooms. Audience: Instructional and Administrative Staff	Pre-Planning Ongoing
Ethics and Equity in Education for School and District Administrators	Professional learning provided for school leaders in partnership with National Institute for School Leaders (NISL) as part of the district's goal to improve district-wide practices to ensure that all students have equal access to unbiased staff, high-quality courses, social emotional support, services, and resources based on their individual needs. This course is a seven-part series that is designed to support the district's efforts in creating an equity-focused culture. Goal 5C in the District's Strategic Plan 2019-2022 Audience: School and District Administrators	Ongoing
SCHOOL IMPROVEMENT AND DATA		
Professional Development	Description	Timeline
Closing the Achievement Gap	Pre-planning professional learning provided specific strategies to super-accelerate vulnerable populations. The district Tier 2 pre-teaching initiative was also introduced. Audience: Instructional and Administrative Staff	Pre-Planning Ongoing
Leading Learning Catalysts	Pre-planning professional learning provided district-wide to introduce: acceleration, Read, Write, Talk, Solve (RWTS), ELL Scaffolds/Language Goals, NWEA assessment, social emotional strategies, and curriculum unit plans. Audience: Instructional and Administrative Staff	Pre-Planning Ongoing

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NWEA Reports Training	Professional learning to support a deeper understanding of the NWEA assessment platform and the benefits of the NWEA Report System to support progress monitoring and student needs. Audience: Instructional and Administrative Staff	Fall Winter Spring/Summer
School Improvement Training	Pre-planning professional learning provided district-wide to develop understanding of schools improvement plan goals for 2020-2021 and review Osceola County reading plan. Additionally, an overview of the MTSS process and the benefits of the NWEA Assessment System, how to proctor and/or manage test sessions, and how to troubleshoot in the platform. Audience: Instructional and Administrative Staff	Pre-Planning Ongoing
Stocktake 3.0 Data Instrument (Power BI)	<p>Provided administrators with the skills need to:</p> <ul style="list-style-type: none"> • Navigate the data portal and toolset in Power BI • Examine school-wide aggregate data and make data-based leadership decisions • Analyze data points with an equity-mindset, including how to disaggregate data based on gender, race, ethnicity, and other key variables • Make comparisons between subpoints to pinpoint specific areas of improvement in relation to ESSA and other equity-based subgroups <p>Training video was also launched to provide follow up and additional information. Audience: School and District Administrative Staff</p>	Fall Ongoing On Demand
LEADERSHIP		
Professional Development	Description	Timeline
Administrative Instructional Rounds	Administrative Instructional Rounds for Principals and Assistant Principals to support instructional delivery and feedback practices. Topics for the rounds were selected based on needs identified through stakeholder surveys and learning cycle data.	Fall Spring Ongoing

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	<ul style="list-style-type: none"> October 6th, 8th, and 9th focused on digital instruction using high yield strategies and student engagement November 10th and 12th focused on both digital and face-to-face math engagement, student talk, and teacher clarity. <p>Audience: School Administrators</p>	
Wallace Foundation Networks	<p>Partnership with Wallace Foundation has provided professional learning and coaching sessions through 3 networks:</p> <ul style="list-style-type: none"> Wallace PPLC- Principal Pipeline Learning Community- nationwide collaboration on building leadership pipelines, Florida Principal Development Network- collaboration of 9 Florida districts to effect and support changes in leadership practices known to advance and support equity in learning Principal PPLC- new network set up to support school principals through networking and collaboration with other school leaders throughout the state, began on November 17th <p>Audience: District Leadership and School Principals</p>	Ongoing
CONTENT, CURRICULUM, and INSTRUCTION		
Professional Development	Description	Timeline
Endorsement Courses: ESOL, ASD, Reading, Gifted	<p>District endorsement courses in the areas of Reading, Gifted, ESOL, and ASD have been updated and provide instructional and administrative personnel with content, instructional strategies, and interventions to support student needs.</p> <p>Audience: Instructional and Administrative Staff</p>	Fall Spring
High-leverage Strategies and instructional tools	<p>Modeling and side-by-side teaching for classroom teachers at elementary, middle and high school levels, including teachers of Dual Language, and English Language Development.</p> <p>Audience: Instructional Staff</p>	Ongoing

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<p>Read, Write, Talk, Solve (RWTS) PD and Modeling</p>	<p>Math, Science, and ELA district resource teachers provided RWTS professional development and modeling to school level instructional coaches in content areas for classroom teacher delivery.</p> <p>Audience: School-level Instructional Coaches</p>	<p>Ongoing</p>
<p>High School Algebra and Geometry Content Previews</p>	<p>Monthly collaboration for Algebra and Geometry teachers to engage in deepening content learning, use of manipulatives, along with SEL strategies and ESE/ELL scaffolds.</p> <p>Audience: Algebra and Geometry Instructional Staff</p>	<p>Ongoing</p>
<p>Florida Network for School Improvement (FNSI) Symposium</p>	<p>Mathematics teachers collaborate within and across school teams, delve into math concepts they will be teaching in the spring, discuss ways of measuring conceptual understanding and student engagement in math processes, and plan for continued PDSA testing.</p> <p>Audience: Algebra, Liberal Art, and Geometry Instructional Staff</p>	<p>Ongoing</p>
<p>Science Content and Instruction PD</p>	<p>Individualized, PLC, school-wide, and district-based professional development and support provided to instructional personnel and coaches on integrating phenomena-driven science practices and content. Opportunities include:</p> <ul style="list-style-type: none"> • PLC Collaboration- Sharing engagement strategies in science (digital and face to face), science and ELL collaboration, 5E instructional model driving inquiry, lab and investigations, monitoring for understanding, safety, etc. and shared and collaboration among teachers. • Planning Sessions – Station-based explorations, engagement strategies, digital and face-to-face support, utilizing Curriculum Unit Plans (CUPs), planning for Tier 1/2/3 instruction, and individualized to needs. <p>Audience: Science Instructional Staff and Instructional Coaches</p>	<p>Ongoing</p>
<p>Core Connections Writing PD</p>	<p>ELA instructional staff become familiar with writing standards for their grade level and practice effective strategies to facilitate student learning.</p>	<p>Ongoing</p>

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	Audience: ELA Instructional Staff	
Open Court Reading Training	<p>Professional learning provided to develop an understanding of the Open Court curriculum materials and basic implementation routines.</p> <p>Audience: Elementary Instructional and Administrative Staff</p>	Ongoing
Instructional Coach Monthly PLCs	<p>Monthly learning opportunities for school level math, science, and literacy instructional coaches provide opportunities to delve into standards (NGSSS, FSS and BEST), explore instructional strategies for face to face and digital, review timelines and curriculum unit plans, content support, upcoming PD facilitator training, and review common formative assessments and other relevant data.</p> <p>Audience: Instructional Coaches</p>	Ongoing
New Teacher Center Professional Learning Series	<p>Mentors and Instructional Coaches participate in a learning series to:</p> <ul style="list-style-type: none"> • Examine the components of the Teaching and Coaching Cycle and the role that students, standards, and tasks plays within cycle process. • Explore the purpose of coaching and the opportunity it provides to create equitable conditions for student learning • Identify components of the Optimal Learning Environment and articulate the knowledge and skills teachers need to create an Optimal Learning Environment. <p>Audience: Instructional Mentors, New Educator Leads (NELPs) and Instructional Coaches</p>	Ongoing
ESOL Educational Specialists (EES) ePLC	<p>ESOL Education Specialists (EES) virtual Professional Learning Community provides ongoing professional learning on side by side coaching, peer review, scaffolds, how to support curriculum unit plans, and language support.</p> <p>Audience: School EES and District Multicultural Dept. Staff</p>	Ongoing

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Language Acceleration Support for ESOL & Title III Paraprofessionals	<p>Ongoing professional learning for ESOL & Title III paraprofessionals to have a better understanding on how to use the resources and tools to support English Language Learners.</p> <p>Audience: ESOL & Title III Paraprofessionals</p>	<p>Ongoing</p>
Students With Disabilities: Providing Online Accommodations (FDLRS Collaboration)	<p>In a partnership with FDLRS, teachers learn to utilize Immersive Reader and use the different tools with in it to provide necessary accommodations for reading instruction. Participants are able to access resources like Flipgrid, to provide alternate response accommodations for students, along with multiple resources that can help provide other online accommodations.</p> <p>Audience: Instructional and Administrative Staff</p>	<p>Fall Ongoing</p>
Students With Disabilities: How to Structure Your Classroom Environment in Order to Maximize Student Learning	<p>Instructional staff will learn how to set up their classrooms while meeting the unique needs of the students for distance and face to face instruction. Topics will include communication, systems of rotations and stations within the self-contained classroom.</p> <p>Audience: Instructional and Administrative Staff</p>	<p>Ongoing</p>
Summer Professional Learning Summer 2021	<p>Summer 2021 training is being planned and designed around BEST Standards implementation incorporating: Teacher Clarity, NWEA MAP Growth, Social Emotional Learning (SEL), ELL pre-teaching, Equity and Continuing to build on our Digital focus.</p> <p>Audience: Instructional and Administrative Staff</p>	<p>June 2021</p>

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.
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Date submitted
December 11, 2020
Superintendent Signature (or authorized representative)