



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# Spring 2021 Education Plan and Assurances

[District]

*Due: December 15, 2020*

Submit to [ReopeningPlan@fldoe.org](mailto: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](mailto: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.

Sumter County Schools reworked both the student calendar and school instructional times to address the delay of the start of schools from August, 10, 2020 to August 24, 2020. This included adding additional instructional days at the end of the school year as well as changing teacher in-service days to student instructional days. The district is currently meeting the required instructional hours for all students for the 2020-21 school year.

Due to school closures in the spring of 2020, the Sumter County Schools implemented programs prior to the start of the 2020-21 school year to begin the process of closing potential instructional gaps. Students from all elementary schools were provided the opportunity to attend a Rising Kindergarten, GEARS or Algebra or Geometry face to face programs during July 2020. Additionally, once school began, kindergarten students at all elementary schools participated in an afterschool program during August and September.

Sumter County Schools will focus on closing achievement gaps with a variety of methods. All schools have developed a site-based plan to provide additional instructional time for students based on initial student data and progress made towards closing individual student gaps. All schools will have after school programs for students identified as one or more years below grade level in reading and/or math. In addition, one school will be holding Saturday sessions to provide additional instruction to students still showing deficits in writing.

During the summer, the district will be offering 3<sup>rd</sup> grade reading camp, Algebra I EOC preparation camps, Extended School Year and 21<sup>st</sup> Century programs for students based on individual needs. In addition, the district may provide summer programs for students based on instructional needs identified in the spring of 2021 and contingent on funding.

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The district will provide targeted outreach for students who are demonstrating a decline on the district's progress monitoring system for reading and mathematics by grade level and learning modality. The district will provide monthly progress monitoring reports to parents/guardians for students identified as performing below grade level and/or demonstrating a decline on the district's progress monitoring system. The district will use progress monitoring data to identify and differentiate between effective and ineffective intervention strategies provided to students not making adequate progress.

- Elementary students will be targeted based on their performance on the iReady progress monitoring tool. The data scientist will work with teachers and administrators to use the data to determine the skills and interventions that will support student learning. The leadership team will determine the delivery method that best fits the needs of the students and the talents of the staff. After school, in-school, and online opportunities will be established for those students who are demonstrating a decline on the progress monitoring tool.
- Middle school students will be targeted based on their performance on the iReady progress monitoring tool. The data scientist will work with teachers and administrators to use the data to determine the skills and interventions that will support student learning. The leadership team will determine the delivery method that best fits the needs of the students and the talents of the staff. After school, in-school, and online opportunities will be established for those students who are demonstrating a decline on the progress monitoring tool.
- High school students will be targeted based on their performance on Common Lit and TestPrep USA progress monitoring tools. The data scientist will work with teachers and administrators to use the data to determine the skills and interventions that will support student learning. The leadership team will determine the delivery method that best fits the needs of the students and the talents of the staff. After school, in-school, and online opportunities will be established for those students who are demonstrating a decline on the progress monitoring tool.
- Students at all grade levels that are demonstrating a decline on the district's progress monitoring tool will be assigned a mentor to help coach, support, and monitor progress.

When students transition to traditional schools from innovative learning models, schools will provide them with opportunities to participate in additional supports and interventions such as after school, in-school interventions, Saturdays and summer programs as available. In addition, students will participate in individual learning paths intended to support reading and math learning gaps. As appropriate, students will be paired with a mentor.

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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.

Students that have shown adequate progress in the innovative learning modalities will be provided the opportunity to continue or return to the traditional learning setting. Adequate progress has been defined as maintaining a grade of 70 or higher in all subjects, maintaining 90% or better attendance, and making adequate growth on the district's progress monitoring tool. All parents/guardians will be provided in writing the district's definition of adequate progress.

For students failing to make adequate progress, the school staff will schedule a meeting with the parents/guardians to review all student data and discuss the educational risks of the student not returning to the traditional setting to make adequate academic progress. At the end of the meeting, if parents/guardians decide to keep their child in the innovative learning modality, they will be provided a written notice to sign that the child is not making adequate progress and the associated risks. (See attachment)

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.

TEAMSumerter e-learning students are required to log in and be seen to be marked present for each teacher. School administration/attendance interns contacted students who show patterns of non-attendance through missing online classes, late check-ins or early checkouts. The school attendance interns asks the parent about any issues that are causing the student to have poor attendance. Sumter has a one to one device format so if the issue is with technology, the technology department addresses hardware or software issues until they are resolved. If lack of internet connectivity is the issue, the school administration requests a MiFi device and set up for the student. Through these steps, distance learning technical issues are resolved.

If technical issues were not the issue, then the attendance contact works with the parent to problem solve other issues such as time management, distractions in the home, how to set up an effective work space, and appropriate online behaviors for the student and their family.

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If poor attendance patterns continue after all technical issues and other issues, which the school can help with are addressed, the CINS/FINS partner, Youth and Families Alternatives, is asked to join us in working with the families. If the family rejects those efforts and they are not effective, prosecution of the parent may be pursued.

The district supplements one position per school as an attendance/truancy administrative intern. The school attendance/truancy intern contacts the families of all students who were marked Did Not Enter “DNE” on day 10. If the family could not be contacted, local law enforcement was sent out with a “3 day” letter from the Sheriff’s Department directing the parent to put their child in school within 3 days. The use of local law enforcement was relied on much more heavily this year than in years past, but all but 21 students district wide were finally accounted for. Sadly, a few family homes had eviction notices posted with no forwarding information. DNE data was collected and disaggregated to look for patterns in age, race, or socioeconomic status. The data showed that the DNE pattern hit all groups equally.

### Enhanced Outreach Measures for 2020-21 VPK Enrollment:

- Each elementary school conducted individual appointments with families to assist with enrollment.
- Families that could not attend an in person appointment were provided telephone conferences to assist them with enrollment issues.
- District staff was available to assist with enrollment and answer questions online, on the phone or via email.
- The school district offered free mobile Wi-Fi at specific school sites and rural community outreach locations to assist with online enrollment for school.
- Detailed enhanced registration information and school contact numbers were shared on multiple social media locations including the district website and Facebook. The Facebook information was further shared on various community family group sites.
- Detailed enhanced registration information was shared and printed by all community newspapers
- Enhanced registration information and support was shared with parents for all incoming students during IEP meetings.
- Enhanced registration information was shared with all community partners such as Early Learning Coalition, Health Department and Sumter County Alliance group.
- Take home learning kits were created for any VPK student excluded by the Health Department to ensure a continuation of academic growth.
- Free academic resources were shared with any prekindergarten student waiting to enter the VPK program.
- Any student on a waiting list was referred to the ELC to assist with locating other local VPK programs with availability.
- VPK staff and school principals collaborated together to identify VPK students that would benefit from the Kindergarten Rising summer and afterschool program in an effort to maximize kindergarten readiness.

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### Attendance for VPK for 2020-2021:

- Attendance is monitored monthly by district staff during an audit for the Early Learning Coalition.
- Written and telephone contacts as well as parent conferences are utilized as needed to discourage absenteeism and to support regular school attendance.
- Additional school wide events have been woven into the school year to promote student attendance and boost student and family involvement.

### Enhanced Outreach Measures for 2020-21 Kindergarten Enrollment:

- Each elementary school conducted individual appointments with families to assist with enrollment.
- Families that could not attend an in person appointment were provided telephone conferences to assist them with enrollment issues.
- The school district offered free mobile Wi-Fi at specific school sites and rural community outreach locations to assist with online enrollment for school.
- Detailed enhanced registration information and school contact numbers were shared on multiple social media locations including the district website and Facebook. The Facebook information was further shared on various community family group sites.
- Detailed enhanced registration information was shared and printed by all community newspapers
- Enhanced registration information and support was shared with parents for all incoming students during IEP meetings.
- Enhanced registration information was shared on school and district websites.

### Attendance for Kindergarten for 2020-2021:

- Attendance is monitored by school staff. Kindergarten enrollment did not show the same decline as many of the other grade levels.
- Written and telephone contacts as well as parent conferences are utilized as needed to discourage absenteeism and to support regular school attendance.

Additional school wide events have been woven into the school year to promote student attendance and boost student and family involvement.

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).

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To support schools in their technology needs the district hired an additional Instructional Technology Teacher on Special Assignment (TOSA). The teachers have and will continue to provide the following services:

- All teachers were trained prior to school starting on the best practices related to technology integration utilizing Microsoft Teams.
- Throughout the school year, teachers are provided with modeling of best practices in E-Learning. This includes in-person support at least twice per month at all school sites.
- Kindergarten, PK, and ESE teachers were provided training in July on the use of one to one devices with students in the primary grades.
- An instructional technology electronic newsletter is shared with all staff each week. (See attachment)
- On professional in-service days, the TOSAs provide Microsoft training.
- All staff have access to weekly online training.
- Literacy coaches provide opportunities for data chats, Professional Learning Communities and onsite professional development. Professional development is provided for various instructional programs such as Curriculum Associates, Voyager, Common Lit, Core Connections, etc...

It is a directive from the superintendent that a site based and district administrator be present and participates in all professional development opportunities provided to school based staff. This ensures that the administrators are able to coach and support their instructional staff. This also ensures that the administrators can monitor the fidelity of the implementation of the training provided.

### 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.

<b>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</b>
Debbie Moffitt, Assistant Superintendent
<b>Contact information: email, phone number</b>
<a href="mailto:Deboarh.moffitt@sumter.k12.fl.us">Deboarh.moffitt@sumter.k12.fl.us</a> 352-793-2315 x50247
<b>Date submitted</b>
Resubmitted 12/29/2020
<b>Superintendent Signature (or authorized representative)</b>