



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Highlands

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

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,

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writing, listening or speaking skills have regressed during school closures, school districts agree to convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages services are needed.

☑ **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.

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- Assurance 6: Truancy/Attendance of students.** *The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.
- Assurance 7: Continue professional development.** *The district agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide professional development to teachers and leaders to become proficient in the delivery of grade-level standards within all learning modalities, as well as the utilization of progress monitoring for remediation and intervention.

District Spring 2021 Education Plan

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

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

1a. Closing Achievement Gaps.

The School Board of Highlands County has two learning modality options for spring 2021:

- Face-to-face, while maintaining health and safety guidelines, measures, and protocols, and
- Highlands Virtual School (HVS)

Clarifications:

- The Innovative Learning Environment (ILE) will sunset January 8, 2020 for all students other than access students that are requesting this learning model.
- Since October 16, 2020, parents/guardians of students enrolled in ILE are repeatedly notified of the new district options via the district website, district and school phone calls, notices on social media, and mailed letters. School personnel continue to contact parents/guardians of students.
- Parents/guardians who have not notified the district of their option, will be enrolled in Full Time Face to Face. After the start of the semester and if a parent opts to modify the enrollment option, school staff will make a reasonable effort to accommodate these requests.

Instructional Priorities:

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Regardless of the learning modality selected, the following instructional priorities will provide the framework to address unfinished learning and mitigate the achievement gaps.

- Priority 1: Diagnose unfinished learning using the district’s established progress monitoring tools immediately upon a student enrolling in either learning modality.
- Priority 2: Address unfinished learning priorities by instructing all students using grade-appropriate content during core instruction and with core instruction support.
- Priority 3: At each school, routinely monitor student academic and social/emotional status during Professional Learning Community sessions, established progress monitoring systems, and through the Multi-Tiered System of Support Team (MTSS) Each school and district Multi-Tier System of Support Team (MTSS) will meet early and often to ensure that data are obtained; and if there is a lag in the acquisition of the required data, the principal, MTSS team leader/team, and the district staff from student support and curriculum and instruction will take immediate action to determine the necessary support and resources or recommend the transition to a different learning modality.
- Priority 4: Provide routine and timely interventions with students, especially in the areas of reading and mathematics, following the districts MTSS Tier 2 and Tier 3 Intervention Protocols.
- Priority 5: Provide routine and timely information to the parent/guardians/student regarding the discrepancy/deficiency and the action to be taken/recommended. This may include in-school targeted and/or intensive interventions, in-school/after-school tutoring, extended school year, and participating in the district’s summer enhancement programs.

OPTION 1 - FULL TIME FACE TO FACE

Instruction at zoned school will be 5 days per week following the approved district school calendar.

Quarter 3	Quarter 4
<p>Core Instruction District adopted curriculum with district developed instructional plans</p> <p>Diagnostic Assessments</p> <ul style="list-style-type: none"> ● Phonological Awareness/Phonics Assessments (ELA K-3) ● i-Ready (ELA K-8, Math K-Alg 1) ● CommonLit Interim Assessment (9-10 and students who have not met graduation requirement) ● Science Baseline (Sc 5-Bio) ● Civics Baseline (Civics 7) ● US History Baseline (USH 9-12) <p>Interventions Follow the district adopted MTSS plan for Tier 1,</p>	<p>Core Instruction District adopted curriculum with district developed instructional plans</p> <p>Diagnostic Assessments</p> <ul style="list-style-type: none"> ● i-Ready (ELA K-8, Math K-Alg 1) ● Phonological Awareness/Phonics Assessments (ELA K-3) <p>Interventions Follow the district adopted MTSS plan for Tier 1, 2, and 3 instruction.</p>

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2, and 3 instruction.										
Option 2 - FULL TIME HIGHLANDS VIRTUAL SCHOOL										
Full time Highlands Virtual School instruction: <ol style="list-style-type: none"> 1. 5 days a week 2. Edgenuity curriculum with HVS teachers 3. Student enrolls in Highlands Virtual School 										
Quarter 3	Quarter 4									
Core Instruction Edgenuity Diagnostic Assessments <ul style="list-style-type: none"> ● i-Ready (ELA K-8, Math K-Alg 1) ● Adaptive Progress Monitoring Tool Cambium’s ELA (9-10 and students who have not met graduation requirement) ● Science Baseline (Sc 5-Bio) ● Civics Baseline (Civics 7) ● US History Baseline (USH 9-12) Interventions Follow the district adopted MTSS plan for Tier 1, 2, and 3 instruction.	Core Instruction Edgenuity Diagnostic Assessments <ul style="list-style-type: none"> ● i-Ready (ELA K-8, Math K-Alg 1) Interventions Follow the district adopted MTSS plan for Tier 1, 2, and 3 instruction.									
<p>The following assessments will be given during the first two weeks of the semester for students newly enrolled in the learning modality. This information provides teachers with quick, accessible information about the size of the learning gaps students are facing at each grade level.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;">Grade</th> <th style="width: 30%;">Priority</th> <th style="width: 60%;">Assessment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">K-3</td> <td>Foundational Skills: Phonological Awareness, Phonics</td> <td>Phonological Awareness/Phonics Assessments (ELA K-3)</td> </tr> <tr> <td style="text-align: center;">9-12</td> <td>Reading Comprehension</td> <td>CommonLit Interim Assessment (ELA 9-12)</td> </tr> </tbody> </table>		Grade	Priority	Assessment	K-3	Foundational Skills: Phonological Awareness, Phonics	Phonological Awareness/Phonics Assessments (ELA K-3)	9-12	Reading Comprehension	CommonLit Interim Assessment (ELA 9-12)
Grade	Priority	Assessment								
K-3	Foundational Skills: Phonological Awareness, Phonics	Phonological Awareness/Phonics Assessments (ELA K-3)								
9-12	Reading Comprehension	CommonLit Interim Assessment (ELA 9-12)								

1.b. Targeted Outreach.

For any learning modality, grade level, and student, each school, upon identification of a child’s decline/deficiency in reading and math, the school leadership will immediately notify parents/guardians.

Targeted outreach/contact is also a routine part of the district's progress monitoring process, each 4-week progress report, and each 9-week report card.

As part of the outreach, parents/guardians/students are notified in writing that the child exhibits a substantial decline/deficiency in reading and/or math based upon the district's screening, diagnostic, progress monitoring, assessment data, statewide assessments. The notification will include the following:

1. Parent/guardian/student contact/conference (Face to face or virtually).
2. His/Her child has been identified as having a substantial decline/deficiency in reading and/or math, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's decline/deficiency.
3. A description of the current services that are provided to the child (Tier One Core and Core Support).
4. A description of the proposed targeted and/or intensive interventions and supports to be provided, as well as when and where the interventions/supports are provided.
5. The proposed length of time the initial targeted and/or intensive interventions/supports will be implemented.
6. If the child's deficiency/ies is/are not remediated or significant improvement is not evidenced through the progress monitoring process, the parent/guardian/student are contacted/conferenced (face to face or virtually) of after-school/extended day targeted tutoring and/or summer school.
7. Schools will maintain documentation of the outreach, plan(s), and progress monitoring results.

1.c. Additional Interventions and Supports

Additional interventions and supports for all students are outlined in the district's MTSS Resource Maps.
Link: [Resource Maps](#)

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.

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2a. The Innovative Learning Environment (ILE) will be sunsetting January 8, 2020 for all students other than Access students that are requesting this learning model.. For every student enrolled in Access courses that are requesting to remain in a virtual instruction model, an IEP team will convene. The team will review present levels and progress of the student while attending the Innovative Learning Environment to consider if the student is making adequate progress. The team will then determine the appropriate delivery option to provide FAPE. If the student is making adequate progress, the team will outline a virtual plan for therapy and instruction to continue through the end of the school year. If a student is not making adequate progress, FAPE will be offered face to face. For parents requesting their child remain in the innovative learning modality even though FAPE will best be served face to face, the team will outline a virtual plan for therapy and instruction to continue through the end of the school year.

2.b. Parents of all students that are not making adequate progress due to failing grades, lack of attendance/participation and/or performing below grade level will receive written notice. For ESE students in the innovative learning model the written notice to parent/guardians of lack of adequate progress and risks will be the IEP conference notes. Parents will be provided a copy of the district acknowledgement form verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The district acknowledgement letter can be accessed at the following link: [Acknowledgement of Intent to Remain in the Innovative Learning](#) - 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.

3.a. Vulnerable students are identified as students yet to appear/enroll and students that have been in attendance less than 65% of enrolled days. The following strategies will be implemented for all identified vulnerable students by guidance counselors, school social workers, school resource officers and migrant resource teachers.

- Search Student Locator App in FLDOE SSO
- Send email through SIS Skyward Family Access Message Center
- Phone call to last known number
- Home visit to last known address

3.b. Highlands County has regularly offered summer VPK programs throughout the district. School Year VPK was started in School Year 2018-2019 in one school in each of three district communities: Avon Park/Memorial Elementary; Sebring/Sun 'n Lake Elementary; Lake Placid/Lake Country Elementary. Highlands County schools plan to expand the VPK program in the summer of 2021. A goal is to add at least one VPK class at each of the nine (9) elementary schools in the district by SY 2021-2022 (if not sooner).

For the summer, the district will begin Spring 2021 advertising to families in the community regarding the Summer VPK/Kindergarten Readiness program. The district will provide information on the district

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website, school websites, and social media resources. The purpose is to inform, determine interest, and begin to assist in completing the required documents for enrollment.

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).

4.a.
Conference - Current Challenges in Special Ed: Compliance to Improving Student Performance_ Current Challenges in Special Education: Compliance to Improving Student Performance This professional development will provide guidance for LEA's, teachers, and therapists during and after COVID-19. It will help schools with compliance issues as they provide services in the multiple formats. This course will be offered Virtually as well. Please notify Stacy Touchton if you are going to view virtually.

Content Area Reading_ Reading Across Content/Authentic Literacy Template Middle School Teachers (ELA, Science, Social Studies) Participants will learn more about the authentic literacy template and plan a Task-Text-Talk lesson for their content area. All participants should bring a laptop/charger and access to their course pacing guides, standards, and curriculum. Middle School ELA, Science, and Social Studies teachers from APM, LPM, and SMS are welcome to register.

Content Area Reading_ Reading Across Content/Authentic Literacy template Middle School Teachers (ELA, Science, SS, Math) Participants will learn more about the authentic literacy template and plan a Task-Text-Talk lesson for their content area. All participants should bring laptop/charger and access to their course pacing guides, standards and curriculum.

Educational Impact - Instructional Leadership in Practice_Curriculum Administrator Meetings In order to implement the strategies and activities of Goal 1 district strategic plan, please save the following days for our learning and implementation. Time: 8:00am-4:00pm (Any modifications to the time will be announced prior to the session) 08/18/2020cg The meeting scheduled for January 20th is scheduled to be held in the Curriculum Portable.

Guidance Counselor Training_Impactful Guidance with Good Measure: Surviving in a Data-Driven World Webinar 100% Online School counselors, social workers, psychologists and people in related professions know you make a difference. But now, more than ever, it's important to show your impact ? in a results-driven, data driven educational environment. But how do you quantify lessons on character? How do you measure whether or not a student ?got it? from a counseling lesson? This webinar will help you answer those questions, while demonstrating how the American School Counselor Association?s academic, social/emotional and career standards can be integrated into your school counseling program. It will also demonstrate how incorporating assessments into your lessons can increase student motivation and enhance retention.

Integrating Technology Into The Classroom_4 PD Credits and \$80 Stipend for completing all 3 Sessions and Follow-up. These sessions designed for ELEMENTARY. For more information on sessions please

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email the TRT at your school. Focus on Google Classroom/Google MEETS - Each session includes opportunity for Q and A, Idea sharing. Required Sessions for stipend and credits - 9/15/2020, 9/17/2020, 9/22/2020 and Follow-up 9/15- Google Forms: Tips, Tricks, and Creation Create Assignments, Quizzes & More Bathroom Form Bonus Ideas: Google Classroom Extensions Nod Grid View- delete any others first Attendance 9/17-Google Slides: Creating Editable PDFs & Kami 9/22 - NEW Product/TBA

Integrating Technology Into The Classroom_4 PD Credits and \$80 Stipend for completing all 3 Sessions and Follow-up. These sessions designed for MIDDLE and HIGH. For more information on sessions please email the TRT at your school. Focus on Google Classroom/Google MEETS - Each session includes opportunity for Q and A, Idea sharing. Required Sessions for stipend and credits - 9/15/2020, 9/17/2020, 9/22/2020 and Follow-up 9/15- GradeCam-Student Portal 9/17- Google Forms: Tips, Tricks, and Creation Bathroom Form Bonus Ideas: Google Classroom Extensions Nod Grid View- delete any others first Attendance 9/22 - New Product/TBA

Integrating Technology Into The Classroom_25 TECH Tools Teachers can use to Enhance Engagement Webinar 100% Online With so much technology available how does a teacher know what will work in the classroom? Presenter Eric Clark will explore exciting ways to use tech tools to increase student engagement and bring life into the classroom in this webinar. Webinar Highlights: Poll Everywhere, Google Apps, Virtual Reality, Ted Talks, Live Binders, WeViedo, iMovie, Garage Band, Photospeak and Lulu.

Math Training_PD Plan for K-2 Instructional planning day \$20/hr stipend Teachers with experience in K-2 Go Math! math curriculum and instructional planning can attend along with a coach.

Math Training_PD Plan for 3-5 Instructional planning day \$20/hr stipend Teachers with experience in 3-5 Go Math! math curriculum and instructional planning can attend along with a coach.

Math Training_PD Plan for 6-8, Adv 7th & H Alg 1 Instructional planning day \$20/hr stipend Teachers with experience in 6th, 7th, Adv 7th, Pre Alg, or H Alg 1 math curriculum and instructional planning can attend along with 1 coach.

Math Training_PD Instructional Plans Review K-2 Go Math \$20/hr stipend Teachers with experience in K-2 Go Math! math curriculum and instructional planning can attend along with a coach. Review current instructional plans Adjust plan to include review from 2019-20 missed content Adjust assessments

Math Training_PD Instructional Plans Review 3-5 \$20/hr stipend Teachers with experience in 3-5 Go

Math! math curriculum and instructional planning can attend along with a coach. Review current instructional plans Adjust plan to include review from 2019-20 missed content Adjust assessments

Math Training_PD Instructional Plans Review 6-8, Advanced 7th, H Alg 1 \$20/hr stipend Teachers with experience in 6th, 7th, Adv 7th, Pre Alg, or H Alg 1 math curriculum and instructional planning can attend along with coaches. Review current instructional plans Adjust plan to include review from 2019-20 missed content

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Math Training_PD Edulastic Assessment Creation 6-8, H Alg 1, H Geom \$20/hr stipend For new users, users that are not experts, 2-3 experts to assist and 1 presenter Train teachers on Edulastic software, process for assessments, and shared libraries Teachers need to use/create schoolwide topic assessments on Edulastic through PLC for 2020-21 school year.

Math Training_Pd Standards Overview K-2 and Gaps Analysis K-2 \$20/hr stipend 2-3 Teacher Leaders per school Overview of BEST standards K-2 Gap standards K-2
Math Training_PD Standards Overview 6-Geom and Gap Analysis 6-Geom \$20/hr stipend 2-3 Teacher Leaders per school Overview of BEST standards 6-Geom Gap standards 6-Geom

Math Training_PD Standards Overview 3-5 and Gap Analysis 3-5 \$20/hr stipend 2-3 Teacher Leaders per school Overview of BEST standards 3-5 Gap standards 3-5
Math Training_PD Instructional Plans Review Alg 1 and Geom \$20/hr stipend Teachers with experience in Alg 1 or Geom math curriculum and instructional planning. 1-2 experienced teacher from each school in Alg 1 and 1-2 from each school in Geom Review current instructional plans Adjust plan to include review from 2019-20 missed content

Professional Development - Multiple Topics Training_Multiple Topics Pre-Week: Policies and Procedures Covid procedures and safety Code of Ethics Child Abuse Curriculum Google Classroom Innovative learning Environment

Professional Development - Multiple Topics Training_Pre-Week professional development for all teacher which will cover a variety of topics including: COVID Cleaning, new procedures, PBIS, Data review, Mental Health, etc.

Professional Development - Multiple Topics Training_2020 Pre-school Week PD sessions: Re-opening Requirements, Child Abuse Training, Blood Borne Pathogens, Google Classroom.

Professional Development - Multiple Topics Training_Professional development opportunities will be delivered virtually via Google Meets. A meeting link will be sent to you. The Follow up is to implement the PD (Google, Reading) as evidence.
Follow up was completed as of 9/01/2020 per Carla Ball.

Professional Development - Multiple Topics Training_Multiple Topics: Pre-week Google Classroom, Curriculum, Innovative Learning Environment, Social/Emotional Training

Professional Development - Multiple Topics Training_This is for CRACKER TRAIL ELEMENTARY teachers. Pre-Week 2020-2021 Multiple topics: Reopening - 1 hr. Instruction Priorities - 2 hr. PAST/Phonics - 2 hr. Writing Revolution - 2 hr. Technology - 7 hrs. Google Classroom - 2 hrs. Skyward Gradebook- 1 hrs. Google Classroom Team Planning - 3 hrs.

Youth Mental Health First Aid_Youth Mental Health First Aid Training District Office LEADERSHIP TRAINING ROOM 8:00 am to 3:00 pm (one hour lunch break) Training: 6 hours/ Credits: 6 hours This training will teach you risk factors and warning signs for mental health and addiction concerns, strategies for how to help someone in both crisis and non-crisis situations, and where to turn for help.

Content Area Reading - Reading Across Content/Authentic Literacy template Middle School Teachers (ELA, Science, SS, Math) Participants will learn more about the authentic literacy template and plan a Task-Text-Talk lesson for their content area. All participants should bring laptop/charger and access to their course pacing guides, standards and curriculum.

4.b.

The following professional learning opportunities have occurred to support teachers and leaders in implementing this plan:

- Ongoing early literacy intervention training provided to reading coaches, teachers, and support staff.
- Ongoing support for math teachers, coaches, and school administrators in grades 1-8 to address unfinished learning.
- Ongoing Multi-Tier System of Support (MTSS) for school administrators, MTSS Leads, and coaches to continue the implementation of student progress monitoring and intervention.
- Ongoing support for school administrators and teachers in grades K-12 on instructional plans for core instruction, core instruction support, Tier 2 interventions, and Tier 3 interventions.

4.c.

Heartland Educational Consortium - HEC - Digital student engagement

HEC - Google Extensions

HEC - Intro to digital assessment, FORMS, formative assessments

HEC - Digital AVID strategies

All teachers- Google Classroom, GoGuardian

Aviation department - teaching using Google Meet

Chromebook Familiarity w/ILE Teachers

Continued Google classroom & Meet w/ILE teachers

Covered GoGuardian, Google Classroom, editable PDFs and any other needs

CTE - AimsWeb

CTE bootcamp for new teachers

CTE google deep dive, ILE teachers planning/startup, all teachers Gradebook

CTE ILE teachers team, best practices review

CTE ILE teachers, skyward assessments, youtube in the classroom

CTE IND classroom, using touchscreen

CTE new teachers bootcamp

DO Google Classroom/ Meet (ESE support staff) 2 sessions in PM

EduLastic Training 3:30 - 5:30 with Math Coach

Elementary Integrating Technology Into the Classroom

ESE Livox Grant PD @ HGM Samsung Galaxy A7 Tablets and Livox software - training was for teachers

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ESE Parent Advisory Group - Support Apps for ESE students & parent tips for virtual environments every Monday after- ILE Drop-in help
Faculty Meeting
Flip Grid PM (all faculty)
FWE all teachers using Chromebooks 1:1, PLC/Gradebook
FWE ILE aimsweb planning, fwe new teacher tools for success
FWE ILE parent meeting “how to”
FWE ILE teachers team, best practices review
FWE iReady planning w/ Christine
FWE new teacher training
Go Guardian at home for ILE
GoGuardian Scenes for Faculty Meeting
GoGuardian Scenes for ILE
GoGuardian with Teachers
Google Classroom & Google Meet (all faculty)
Google Classroom & Google Meet AM (all faculty in multiple sessions)
Google Classroom & Meet (3 1 hour sessions)
Google Classroom for training (ILE teachers in attendance)
Google Classroom Training
Google Meet Attendance Training
Google Meet New Features
Google Meet with coaches regarding IXL / Edulastic
GradeCam for Science (All middle science in District done after school in Meet)
Gradecam Online Portal
Gradecam Online Portal - Science Department
HCI - EDIS
HCI - GoGuardian & Gradecam
HCI - New Teacher Bootcamp
HGM ELA Gradecam PM (online assessments for ILE access)
How to work with new Meet update / auto disable cameras on login
HVS - nearpod district licence
HVS how to use destiny
HVS iReady startup w/ Christine
ILE Dual Monitor / Go guardian
ILE Parent night with 1 class
ILE remote technology doc cam, chromebooks, hardware usage
ILE Teacher technology Q&A
ILE Teachers- Google Classroom, Meets
ILE testing help
iPad Training w/Migrant Staff
i-Ready / IXL updates and review of management, pull reports
iReady planning w/ Christine
IXCEL (Google Meet) with all math teachers @ SMS
IXL /iReady Refresher with Math Coach 3 hrs
KLC Google Classroom, FWE Google classroom (2 sessions)

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Look at i-Ready / IXL lessons to support specific objectives
Make PDFs Editable
Nearpod
Nearpod and GoGuardian
NearPod with ELA
NearPod with Electives
NearPod with Math
NearPod with Science
NearPod with Social Studies
New Phone Training
New Phones
New Teacher Tech Training (Google Classroom, Skyward, GoGuardian, Google Meet, First Class, etc.)
New Teacher Tech Training (Google Classroom, Skyward, GoGuardian, Google Meet, First Class, etc.)
New Teacher Tech Training Continued
New teacher training
offered district wide- Editable PDF in Slides
offered district wide- Google Drive
Planning i-Ready upcoming Baseline 2 (assigning BL by teachers)
PM Skyward new teachers
RDO with Science PLC
RDO with Social Studies PLC
Red Devil Online (RDO) Introduction/Tips/Devices Available
review data with i-Ready/ Edulastic reports
Secondary Integrating Technology Into the Classroom
Skyward Assessments
Skyward Gradebook with New Teachers
Skyward Message Center
Skyward Student Groups for F2F and ILE hybrid classrooms
Skyward updates AM
SNL - Go Guardian
SNL - Google Classroom Create & Tips
SNL - Google Classroom ILE
SNL - Google Classroom Intro
SNL - Google Classroom Parent Training
SNL - GradeCam
SNL - iReady Reports w/ Christine
SNL - Mimio Training
SNL - New Teacher Bootcamp
SNL & HCI - Elementary Integrating Technology Into the Classroom
Teacher Technology (Firstclass, Skyward, Clever, etc)
Tech Training Follow-Up to review and answer any questions prior to student arrival
Technology Intro/Review for returning teachers (Google Classroom, GoGuardian, Google Meet, Nearpod)
Technology with Paras (Firstclass, Skyward, Clever)
virtual science fair training/planning w/ specialists

Spring 2021 Education Plan and Assurances

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.
Dr. Brenda Longshore
Contact information: email, phone number
longshob@highlands.k12.fl.us
Date submitted
12/10/2020
Superintendent Signature (or authorized representative)
<i>Brenda Longshore</i>

Spring 2021 Education Plan and Assurances

THE SCHOOL BOARD OF HIGHLANDS COUNTY
426 School Street - Sebring, FL 33870
(863) 471-5555 TDD# (863) 382-3693

Acknowledgement of Intent to Remain in the Innovative Learning Environment

Student Name: _____ Student Number: _____

Student Birth Date: _____ School: _____ Grade: _____

Address: _____
Street Address City State Zip

As per DOE Order No. 2020-EO-07, The School Board of Highlands County agrees that a student who is not making adequate progress due to failing grades, lack of attendance/participation and/or performing below grade level will only be allowed to remain in the innovative learning modality if the district:

- 1) provides written notice to the parent or guardian that the child is not making adequate progress and any associated education risks; and

Date written notice of inadequate progress and associated education risks: _____

- 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.

I acknowledge that I have received written information that my child is not making adequate progress and associated education risks. It is my intent for my child to remain in the innovative learning modality.

Parent/Guardian Signature

Date