



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Seminole County Public Schools

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

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

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

Directions

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

District Education Plan Assurances

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

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

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

Spring 2021 Education Plan and Assurances

convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages services are needed.

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

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

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

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

Spring 2021 Education Plan and Assurances

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

District Spring 2021 Education Plan

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

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

Overview

The School Board of Seminole County has adopted a Strategic Plan that identifies Excellence and Equity as its two highest priorities. As an equity school district, achievement gap closure in all performance metrics has been an area of commitment, and significant resource investment, long before the emergence of Covid-19. SCPS is continuing its ongoing emphasis on improving instruction and closing gaps through a combination of high-quality, standards-based core instruction, targeted and individualized intervention for students identified as not making progress toward grade-level proficiency as informed by a structured approach to progress monitoring, a robust student support system to optimize conditions for learning, and comprehensive professional development grounded in effective instructional practices and high-functioning professional learning communities.

Adjustments have been made to all aspects of Seminole's instructional system for Covid-19 impacts, especially with regards to supporting curriculum development and lesson planning for standards-based instruction in online learning modalities and improving student and teacher proficiency with the technologies and skills needed to be successful in digital environments.

SCPS currently offers four learning modalities as identified in its approved Fall 2020 Reopening Plan: Face-to-Face (in-person, synchronous instruction), Seminole Connect (remote, synchronous instruction), Seminole County Virtual School (SCVS; remote, asynchronous instruction), and Hybrid (a customized blend of the first three options based on student/family needs). **Note that only Seminole Connect students and Hybrid students who have one or more Seminole Connect courses on their customized schedule are participating in an innovative learning modality for the purposes of this document.**

SCPS remains on track to fully comply with state statutes regarding the minimum number of instructional days/hours, including adjustment of the school year calendar to begin on August 17 rather

than August 10 by converting teacher workdays to student attendance days and the immediate transition of Face-to-Face students to an innovative learning model during any period of quarantine or isolation.

Elementary Intervention Plan (Grades K-5)

Part 1a

All Seminole County public elementary schools use i-Ready as a progress monitoring tool for all students in grades K-5 (see *Appendix A* and *Appendix B* for more information). i-Ready diagnostic assessments were given in August and again in October. One of the purposes of the October diagnostic was to ensure that students who missed the beginning of the school year due to Covid-19 impacts or changed learning modalities during the first quarter were included in progress monitoring. A third diagnostic will be given to all elementary students in January and a fourth in May. The January diagnostic will include all students whose parents chose to change their learning modality at the end of first semester; this is especially important for students returning to Face-to-Face instruction from SCVS, which uses FLVS curriculum/standards sequences rather than the standards-aligned but differently sequenced SCPS instructional plans. Results from these diagnostic assessments inform which students are identified for supplemental intervention and other targeted instructional opportunities as well as provide actionable data to teachers of students who recently changed learning modalities due to inadequate progress or declining performance.

The elementary interventions identified in this plan and/or the school district's approved Comprehensive Reading Plan will be implemented for all students whose achievement levels on the i-Ready diagnostic assessment indicate that they are not making adequate progress in reading and/or mathematics. Additionally, the school district will support schools and teachers by providing supplemental, standards-based instructional resources for content standards that are known to be areas of weakness for students, both longitudinally and as identified during continuous analysis of 2020-21 progress monitoring assessment data.

All SCPS schools have functioning MTSS teams that review student performance regularly and then coordinate implementation of tiered interventions. A focus of this work is ensuring that English Language Learners, students with disabilities, and economically disadvantaged students are identified and monitored by appropriate personnel and multi-disciplinary teams. School-based Student Study teams, IEP teams, Section 504 teams, and ELL committees will be fully engaged in monitoring students and meeting with parents, with a focus on Seminole Connect students who may need to transition to Face-to-Face learning.

SCPS has invested in additional instructional time outside of the school day for many years and will continue that practice during the remainder of the 2020-21 school year. Schools will provide standards-based tutorial sessions for students before or after school to ensure additional opportunities for students to receive instruction. Students in grades K-5 are selected for tutorial based upon data from i-Ready diagnostics, Diagnostic Reading Assessments (DRA), and other progress monitoring assessments. Additionally, Boost Camps will be offered on Saturdays to elementary students in grades 3-5 who are not making adequate progress in reading and/or mathematics. Each school's principal determines whether to offer more than one of these options based on student/family needs and staff availability. Students who are identified as homeless have access to additional tutoring after school at school sites, at motels, and at shelters. Since tutorial sessions and Boost Camps are held outside of the traditional school day calendar, these powerful intervention tools provide access to additional hours of instructional time for students who demonstrate need. Finally, through district-funded, site-based Summer Learning Camps, additional

Spring 2021 Education Plan and Assurances

instructional time will be provided outside the traditional school year to identified elementary students. Third grade students who receive a Level 1 on the FSA ELA assessment in 2021 will be given priority but others may be included pending space, staffing, and funding availability.

Part 1b

Students who are demonstrating a decline on the district’s progress monitoring system for reading and/or mathematics will be identified through a school-based MTSS process using the following criteria: students achieving ‘Two or More Levels Below Grade Level’ on the i-Ready diagnostic, students not attending school, and students who are participating intermittently (resulting in lower performance in Seminole Connect or falling behind pace for on-time completion of SCVS courses) due to academic reasons, family circumstances or other causes. School administrators, school counselors, school social workers, licensed mental health counselors, classroom teachers, behavior interventionists and school administrators participate on MTSS teams to engage in problem-solving and selection of tiered interventions for students. Opportunities and interventions including, but not limited to, those identified above in *Part 1a* will be provided for each student based on specific, identified needs. Student study teams, IEP teams, Section 504 teams, and ELL committees will also convene and act to assist their respective groups of students.

Outreach to parents is frequent and ongoing for students in grades K-5 across all four SCPS learning modalities. Parents have continuous, real-time access to student grades and assessment data through the school district’s Skyward Parent Portal. Parent contact and conferences are used to notify parents of specific academic concerns. In addition to the traditional attendance monitoring procedures used for Face-to-Face and Seminole Connect students, including daily notification to parents of absence from school, SCVS students are specifically monitored for academic pace (see Question 3 for more information). Finally, in order to provide the continuity of support needed for students and families, opportunities for parent education will be communicated including parent information events and webinars. SCPS also posts and maintains timely, relevant information and resources in the Family Support tile in the SCPS Portal, which can be accessed by any SCPS parent/guardian.

Part 1c

Several additional interventions and supports will be provided to students who transition from Seminole Connect to Face-to-Face instruction. Upon students’ return to in-person attendance at the zone/choice school, they will be assessed using i-Ready, DRA, and other screeners associated with evidence-based intervention resources. Using data from these assessments, students will be provided with differentiated instruction within their reading and/or mathematics classes to improve specific areas of deficit in grade-level standards with an overarching focus on achievement gap closure. These students may also be assigned to scheduled intervention instructional time blocks, which are used to provide supplemental and intensive intervention. The school’s MTSS, Student Study, IEP, Section 504, and/or ELL teams as needed and appropriate will review student progress. Additionally, the “outside of regular school hours” intervention opportunities outlined above in *Part 1a* (e.g., Boost Camp, tutorial) will be provided to students who transition between learning modalities because of declining performance on progress monitoring.

Secondary Intervention Plan (Grades 6-12)

Part 1a

All Seminole County public secondary schools use district-developed, standards-based common nine weeks assessments for progress monitoring in reading and mathematics (see *Appendix A* and *Appendix B* for more information). Diagnostic assessments are administered at the end of each quarter. Results from these diagnostic assessments inform which students are identified for targeted instructional opportunities and provide teachers with actionable data at the content standard level for remediation and supplemental intervention with a goal of achievement gap closure. This is especially important for students who recently changed learning modalities due to lack of academic success so that remedial instruction can be provided in any specific content standards or skill deficits.

Both district and school support will allow for additional instructional time to be provided to students identified as not making adequate progress in reading and/or mathematics. A district-created tutoring plan will be used by schools to provide students an opportunity to participate in after-school tutorial sessions twice per week outside of regular school hours. Schools also provide customized, standards-based tutoring on their campuses before and after the regular school day. Students who are identified as homeless have access to additional tutoring after school at school sites, at motels, and at shelters. Additionally, Saturday Boost camps for identified critical subject areas will be provided on most school campuses in order to accommodate students and families who wish to engage in weekend instructional support. Finally, secondary schools will continue to offer summer school opportunities through which students can access additional instructional time, including traditional and virtual summer school for remediation or acceleration, transition programs for rising 6th and 9th grade students, and various academic camps. Students in grades 9-12 who are credit deficient as a result of Covid-19 are of particular importance; school counselors have conducted credit checks during Fall 2020 to identify students who either lost credit at the end of 2019-20 school year during distance learning or started, but did not finish, SCVS classes last summer and first semester of 2020-21. School counselors have contacted both parents and students to develop remediation plans and customized student schedules using credit recovery and/or virtual school depending on the needs and learning preferences of each student. Analysis of student progress toward graduation, outreach to students and parents, and adjustment of student-level action plans will continue throughout Spring 2021 based on student performance in Fall 2020, changing student needs, and adjustments to student learning modality.

Part 1b

Targeted outreach will be conducted to support students who are demonstrating an academic decline as evidenced by a score of 'Not Tracking' on the district's progress monitoring common nine weeks assessments in the subject areas of reading and/or mathematics. Strategies for communication with parents will include a form letter detailing the district and school supports available to identified students (i.e., reading and mathematics tutorial opportunities outside of regular school hours for students in grades 6-10 and students in grades 11-12 who have not yet passed required state assessments in reading and/or mathematics). Schools will also customize this letter to include school-based tutoring opportunities available in various content areas. Finally, in order to provide the continuity of support needed for students and families, opportunities for parent education will be communicated including parent information events and webinars. SCPS also posts and maintains timely, relevant information and resources in the Family Support tile in the SCPS Portal, which can be accessed by any SCPS parent/guardian.

Spring 2021 Education Plan and Assurances

Part 1c

Additional interventions and supports will be provided to students who transition from Seminole Connect or SCVS to Face-to-Face instruction. The district-organized and school-customized tutoring opportunities described above in *Part 1a* will continue to be provided for identified students who demonstrate a decline on progress monitoring assessments. Also, scheduled intervention instructional time will allow for individualized support to be provided to students within the school day. Finally, upon return to Face-to-Face instruction, students will be provided with differentiated instruction within their reading and mathematics classes to mitigate areas of deficit and close achievement gaps.

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.

Part 2a

All students in Seminole County Public Schools participate in robust progress monitoring. See *Appendix A* and *Appendix B* for an overview of the district progress monitoring system. Each student who is not making adequate progress is offered tiered support through a school-based MTSS team and process in consultation with, or as directed by, Student Study teams, IEP teams, Section 504 teams, and ELL committees as appropriate. All SCPS learning modalities utilize progress monitoring systems connected to SCPS Instructional Plan/Frameworks, which are aligned with Florida State Standards. These progress monitoring systems support seamless transition between learning modalities and ensure data-driven decision making regarding student progress.

Students whose parents have selected Seminole Connect are of particular focus given the uniqueness of the learning modality, including its recent implementation and, therefore, lack of longitudinal data to inform instruction. Seminole Connect students who are identified as not making adequate progress through progress monitoring, either as a result of academic deficiencies or lack of attendance/participation in remote, synchronous instruction, will be provided additional support, with a recommendation for the student to transition to another learning mode when improvements are not demonstrated.

Determination of Adequate Progress

i-Ready Diagnostics

i-Ready Diagnostic scores of ‘On or Above Grade Level’ reflect adequate learning progress. Scores of ‘One Level Below Grade Level’ reflect learning is in progress. Scores of ‘Two or More Levels Below Grade Level’ reflect inadequate learning progress and the need for additional support and/or learning modality transition. Seminole Connect students in Grades K-5 who demonstrate inadequate learning progress as measured by administrations 2, 3, and 4 are considered for changes to their learning modality.

Standards-Based Quarterly Assessments

Standards-Based Quarterly Assessment scores of ‘In Progress’ and ‘Tracking’ toward proficiency reflect adequate learning progress. Scores of ‘Not Tracking’ toward proficiency reflect inadequate learning progress and the need for additional support and/or learning modality transition. Students in Grades 6-10 who profile as ‘Not Tracking’ as measured by administrations 1, 2, and 3 are considered for changes to their learning modality.

Intervention and Tiered Support

Seminole's Face-to-Face and Seminole Connect learning modalities utilize the same academic intervention and tiered support systems. These systems support a smooth transition between learning models and continuous, stable academic support before, during, and after transition.

i-Ready Reading

Students receive intervention through teacher-assigned lessons using i-Ready online instruction based on specific deficits to match intervention skill focus areas. For students at Tier 2, intervention lessons are one grade level below the student's current grade level. For students at Tier 3, intervention lessons are two grade levels below the student's current grade level. For both Tier 2 and Tier 3, computer-based lessons are supported through small-group instruction in the area(s) of deficit. Students at Tier 2 and Tier 3 in Seminole Connect use remote learning collaborative tools such as Google Meet or Webex for small group support.

i-Ready Mathematics

Students receive intervention through teacher-assigned lessons using i-Ready online instruction based on specific deficits to match intervention skill focus areas. For students at Tier 2, intervention lessons are one grade level below the student's current grade level. For students at Tier 3, intervention lessons are two grade levels below the student's current grade level. For both Tier 2 and Tier 3, computer-based lessons are supported through small-group instruction in the area(s) of deficit. Students at Tier 2 and Tier 3 in Seminole Connect use remote learning collaborative tools such as Google Meet or Webex for small group support.

Standards-Based Quarterly Assessments Reading

Students receive intervention through standards-based, teacher-assigned formative feedback loops. Follow-up formative assessments are utilized to close gaps and misconceptions impacting content mastery. For students at Tier 2 and Tier 3, Achieve 3000 and Reading Plus are utilized to provide further reading support. For both Tier 2 and Tier 3, computer-based lessons are supported through small-group instruction in the area(s) of deficit. Students at Tier 2 and Tier 3 in Seminole Connect use remote learning collaborative tools such as Google Meet or Webex for small group support.

Standards-Based Quarterly Assessments Mathematics

Students receive intervention through Khan Academy and standards-based, teacher-assigned formative feedback loops. Follow-up formative assessments are utilized to close gaps and misconceptions impacting content mastery. Tier 2 and Tier 3 Algebra 1 students utilize Algebra Nation to provide further content support. For both Tier 2 and Tier 3, computer-based lessons are supported through small-group instruction in the area(s) of deficit. Students at Tier 2 and Tier 3 in Seminole Connect use remote learning collaborative tools such as Google Meet or Webex for small group support.

Academic Support and Transitioning to an Alternate Learning Model

Seminole Connect students who need additional academic support as determined by district progress monitoring tools will be recommended for transition to Face-to-Face instruction. Students are provided academic support before, during, and after the transition. All recommendations related to changes in learning modality are discussed and finalized in meetings between the school principal and/or his/her

designee(s) (including MTSS, Student Study, IEP, Section 504, and ELL teams) and parents, with student input when appropriate.

Seminole Connect students who need additional academic support and are recommended for transition to Face-to-Face instruction, but whose parents affirm their choice in writing to remain in Seminole Connect, will continue to receive intensive, targeted support utilizing the interventions described above and throughout question 1 above.

School Level Decision-Making

School principals and their designees, which may include assistant principals, school administration managers, deans, school counselors, and instructional coaches, are highly involved in and ultimately responsible for ensuring that the school-based approach to identification and transition of students results in an equitable, transparent process that prioritizes student learning needs while also honoring parent choice. All schools are documenting their processes and decisions related to student intervention and parent outreach. All public schools in Seminole County maintain a comprehensive MTSS team approach that works in partnership with the school's Student Study Team, IEP Team, Section 504 team, and/or ELL committee as appropriate to identify, discuss, and serve all students in the school who need intervention and/or support. Seminole's MTSS teams identify and monitor students through the school district's student performance data management system (EdInsight), and Seminole's Student Study, Section 504, and IEP teams use the FLDOE PEER system.

Part 2b

A parent/guardian meeting will be scheduled for students who are not making adequate academic progress in Seminole Connect based on data from the progress monitoring system(s). The principal or designee, along with an MTSS, Student Study, IEP, Section 504, or ELL team as appropriate, will review the student's progress with the parent/guardian and discuss reasons for the school's recommendation to change the student's learning modality to Face-to-Face instruction. A draft, revised course schedule will be provided to the parent/guardian (and student where appropriate) for review and discussion. Should the parent communicate a desire to remain in Seminole Connect, then the parent will be presented and must execute a *Seminole County Public Schools Acknowledgment of Recommendation for Return to Face-to-Face Learning* form. The school will retain a copy in the student's electronic record or paper file as appropriate. See *Appendix C* for a copy of the proposed form. The school will continue to provide supports/interventions, monitor progress, and communicate with the parent/guardian and student regarding both student progress and the opportunity to transition to Face-to-Face learning at parent request for the remainder of the school year.

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.

Part 3a

Supporting Students in Face-to-Face or Seminole Connect

Students participating in Face-to-Face, Seminole Connect, or Hybrid will continue to have attendance tracked daily. Teachers enter attendance into the district's student information system (Skyward), and daily attendance data is then automatically imported into the district's student performance data management system (EdInsight) each evening following a school day. The EdInsight system is used by school personnel, including school counselors and school social workers, to generate attendance letters, schedule truancy meetings with parents, and maintain communication logs as needed, or schools may develop, implement, and maintain an alternate documentation process/system. SCPS follows timelines identified in state statutes regarding notification of parents whose students are absent from school.

Students exhibiting a pattern of nonattendance will be tiered for intervention support through MTSS and will be monitored for improvement in attendance. School Social Workers will conduct needs assessments to identify any potential barriers to regular attendance (food, clothing, technology, medical concerns, mental health concerns, transportation, tutoring, etc.) and work collaboratively with internal and external stakeholders to provide the supports the family needs to engage the student to attend school. The school principal or designee will schedule a meeting with the parent/guardian of Seminole Connect students who continue to demonstrate patterns of non-attendance after interventions have been attempted. Return to Face-to-Face learning modality will be discussed and recommended to the family. Meeting notes will indicate the details of this discussion, written notice with this recommendation will be provided to the parent/guardian, and the process described in *Part 2b* above and the proposed form contained in *Appendix C* will be executed if needed.

Supporting Virtual School Students

For SCPS students participating in coursework through Seminole County Virtual School (SCVS), weekly monitoring of student assignment completion and regularity of assignment submission will be reported to the student's 2020-21 zone/choice school. In most cases, adequate assignment completion will be defined as students completing approximately 5-6% of the overall course requirements each week over the course of 16 weeks to ensure on-time completion. Regular assignment submission will be defined as students submitting work weekly. Lack of submission for 21 days constitutes non-compliance with adequate progress.

Students who fall behind recommended pacing (5-6% per week) or are irregular in the timeliness of work submissions (<21 days between submissions) will be contacted by the virtual school teacher and communications will be documented in Virtual School Administrator (VSA), the management system

used by SCVS. Likewise, weekly progress monitoring reports of SCVS students will be shared with administrators at each student's zone/choice school to promote wrap-around support for students struggling to maintain pace and/or active engagement. Should appropriate parent contact and student intervention fail to result in compliance with SCVS pacing and work submission requirements, the student will be dropped from SCVS courses, district truancy processes will be initiated, and the student will be recommended for return to Face-to-Face instruction at the student's zone/choice school as outlined in *Part 2b* above and *Appendix C*.

Students Who Have Had No Contact with District This Year

Students who have had no contact with the school district this year were identified as early as the 10th student attendance day of the 2020-21 school year. In addition to identifying these students in the district's student information system (Skyward), school-based and district-based employees collaborate to locate these students and support the enforcement of compulsory attendance obligations. SCPS has a long-standing and strong relationship with the Seminole County Sheriff's Office and several child-centered non-profit organizations that operate in Seminole County. These groups assist in the identification and referral of out-of-school children. The school district's Information Services department also collaborates with school-based FTE clerks, school counselors, school social workers, and the school district's Home Education Office to locate students whose whereabouts are unknown, but who are suspected of moving out of the school district or enrolling in a private school, to verify that they are complying with compulsory attendance requirements through another authorized education method.

Additional Support for Vulnerable Populations

Students with disabilities served in Seminole Connect will follow general education attendance documentation requirements. When students have met the threshold for parent notification of attendance concerns, parents will be invited to attend an IEP meeting with specific intent to update the IEP to address attendance needs and engage in the problem-solving process with parents. As a component of this IEP meeting, the team will recommend the student return to Face-to-Face learning. Meeting notes will indicate the details of this discussion, a Prior Written Notice with this determination will be provided to the parents, and the team will ask parents to acknowledge this recommendation.

English Language Learners who had limited or no contact with the district were identified throughout the first semester and supported to finalize enrollment in a learning modality. District staff work with families to select the appropriate learning modality and ensure that students have enrolled. Home visits were made by the ESOL Parent Instruction Coach and ESOL teachers. Emails and phone calls were made in English and Spanish. Any barriers to instruction were identified and resolved. All these monitoring and response efforts will continue during spring 2021.

For students who cannot be reached through other means of communication or have not appeared for instruction during the 2020-21 school year, home visits will continue to be conducted. In addition, special attention and case management will continue to be provided to our most at-risk populations including ELL, homeless, and foster students. Bilingual social workers and homeless liaisons will conduct outreach in the community and provide attendance materials in other languages to support enrollment of these students. After all efforts have been exhausted by school and district teams, collaboration between the district's legal department and Seminole County Sheriff's Office will attempt to locate families in a final effort to enroll students in school.

Part 3b

SCPS begins outreach to families through its Great Start...Pathways to Success program, which is offered to parents of infants and toddlers in Seminole County. Great Start promotes parent education and helps parents develop essential early literacy skills in their children. Voluntary Pre-Kindergarten services are available at 36 of 37 elementary school sites, and a multi-classroom VPK Early Learning Center is adjacent to the 37th elementary campus. Parent education about both VPK and Kindergarten is ongoing throughout the year, with multiple departments and schools allocating staff to provide family engagement services.

The VPK Department will begin registration for the 2021-22 school year on February 1, 2021. Parental support for obtaining a VPK certificate and enrollment in kindergarten readiness programs will be facilitated through the VPK office. Recruitment efforts for at-risk students will continue in geographical areas of greatest need as informed by longitudinal data and current enrollment trends related to late registrations and underserved communities.

Current VPK students who are identified as being at-risk on AP 3 will receive take home activities and supplies for use over the summer. A VPK summer program will also be offered during summer 2021. The program will consist of 300 hours and will be offered during the months of June and July. Registration for the summer program will begin April 1, 2021.

A kindergarten readiness program, Kinder Camp, will be conducted for students who have completed a VPK experience in the 2020/21 school year and will be attending a Title I school in 2021/22. This two-week, face-to-face program is offered at Title I-served schools only. Registration for this program will be available in late spring 2021.

Spring 2021 Education Plan and Assurances

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

In an ongoing effort to increase understanding and awareness of innovative and virtual learning modalities, interventions to support students in these various learning modalities, and to address technology needs, customized professional learning was provided last summer and throughout first semester of 2020-21. These efforts continue into spring 2021 with special emphasis on supporting students and teachers who are changing learning modalities in response to parent choice and student need. Professional learning opportunities are marketed weekly and communicated electronically to all teachers and administrators. The following list outlines professional learning projects that provide equitable and rigorous learning assurances regardless of modality. **The activities listed below are related to the components required in 4a, 4b, and 4c above.**

Leadership Networks for Principals and Assistant Principals

These networks use a real-time, problem-solving approach to address leaders' professional growth. Quarterly sessions engage leaders in identifying areas of need to support students and teachers, as well as in problem-solving and action-planning to address those defined needs. Topics include:

- Connecting Teacher Actions to Student Mental States and Processes to Identify Best Instructional Practices During Our New Learning Environment
- Supporting and Sustaining Teachers and Ourselves So We Adapt and Adopt Best Practices Learned During a Time of Crisis and Opportunity
- Advancing the Conditions for Learning across In-Person and Virtual Learning Modalities; Leader Modeling for Teachers
- “Celebrate the Small Wins”
- Reflecting on “Next Time I’ll Do That Differently” Moments
- Shaping Your Vision for Student Success: How are You Expanding it To Address Learning Gaps That are Still Evident in Your School and Across our SCPS System?
- Shifting to Innovative Environments Requires Leaders to Consider a “Default to Yes, and Defend No” Mindset

Dean and SAM (School Administrative Manager) Leadership Networks

To improve educational and behavioral outcomes for students through a culture of distributed leadership and coaching, professional learning within these networks include the following quarterly topics:

- Advancing the Conditions for Learning to Ensure Equity
- Ensuring MTSS and SEL are in Place, Monitored, and Adjusted to Address the Needs of Students in Innovative Learning Modalities
- Expanding Your Vision for Student Success Through a Lens of Equity
- Getting to Know Your Role During COVID and Beyond
- Best Practices for Addressing Student Needs and Interventions Across Multiple Learning Modalities

Consultative Model: Supporting and Sustaining Student Achievement Through High-Performing Leadership Teams

Principals schedule customized sessions to support leadership development and the implementation of the Spring 2021 Education Plan. Sessions engage teams in a school-specific, data-driven problem-solving model to support Strategic Plan and School Improvement Plan goals. This work focuses on strategies for leaders to ensure teachers have the necessary training, technology, and support to deliver high-quality core instruction, as well as intervention instruction, in multiple learning modalities.

Administrators receive ongoing professional learning through cadres, regional cluster gatherings, and Superintendent Seminars. Additionally, individual school leaders may schedule 1:1 problem-solving and coaching sessions based on differentiated leader needs.

Professional Learning Communities

SCPS works with Solution Tree to transform support for differentiated and personalized learning by developing and honing the work of high-performing Professional Learning Communities (PLC). This work ensures that high quality, rigorous teaching and learning is provided equitably in the implementation of the Spring 2021 Education Plan.

- Administrators and teacher leader teams will study *Learning By Doing: A Handbook for Professional Learning Communities at Work*
- School teams will complete the online GlobalPD Mini-Course: *Learning by Doing*
- Teams will participate in a week-long deep dive PLC conference in June 2021

Concurrently, specialists from the Department of Teaching & Learning, Assessment & Accountability, MTSS, Student Support Services and ESOL/World Languages continue to:

- Support, attend, facilitate and participate in-school PLCs
- Participate in progress monitoring
- Develop content and provide PD in support of intervention and differentiated learning
- Collaborate in the implementation of the Spring 2021 Education Plan

Instructional Coaching and Department Chairs

Ongoing professional development is provided to key teacher leaders. For Spring 2021, focus areas include:

- Differentiated and Small Group Instruction
- Varying Learning Modalities
- Progress Monitoring
- Assuring Adequate Progress
- Intensive Intervention
- B.E.S.T. Standards Transition
- Technology Needs
- Implementation of the Spring 2021 Education Plan

Ongoing PD Your Way

Weekly online live choice-based PD will continue with interdepartmental collaboration. Teacher feedback and student data inform PD offerings, including:

- Innovative and Virtual Learning Modalities
- Interventions to Support Students in Various Learning Modalities
- Technology Needs

Spring 2021 Education Plan and Assurances

- Blended Learning
- Social Emotional Learning
- Mental Health
- Mindfulness
- Supporting Students with Disabilities
- Engaging English Language Learners
- Integrating Digital Instructional Materials
- Effective Small Group Differentiated Instruction
- Using Data to Monitor and Adjust Instructional Pathways
- Transition to the B.E.S.T. Standards

All sessions are recorded and available in an online, on-demand model to accommodate teachers' varying schedules and learning preferences.

Trading Spaces

A series of online PD experiences supports teachers who are required to shift among Seminole County Virtual School (SCVS), Seminole Connect, and Face-to-Face instruction as parent choices result in the need to adjust instructional staffing across learning modalities.

- Special attention is provided to teachers with a blend of Seminole Connect and Face-to-Face learners.
- SCVS teachers are invited to meet with a specialist to formulate a plan, gain access to online on-demand resources, and to build new online learning spaces.
- Sessions on learning management systems, video conferencing platforms, instructional plans, core curriculum, and establishing routines and procedures in the concurrent classroom are offered at varying times live online, with on-demand recordings also available.

Live Online Open Labs

Scheduled for January 2021, teacher leaders will partner with technical experts to facilitate online open labs to support teachers with technology tools including Canvas, Google Classroom, WebEx, and Google Meet. Unique sessions are scheduled for ESE/SWD and ELL teachers to address the differentiated and/or specialized needs of their students. Based upon attendance, participant feedback and demand, this model may be extended and/or scaled.

School-Based PD Support

Teacher leaders, school-based instructional coaches, assistant principals, and principals will continue to provide differentiated support to teachers in implementing the Spring 2021 Education Plan. Support includes professional development opportunities that meet the specific school-level needs of teachers, one-on-one coaching of teachers related to standards-based lesson planning adapted to each of the learning modalities, use of technology and the various platforms and resources used to provide effective learning opportunities, and PLC-level data review and planning for differentiated support for students. Principals and assistant principals monitor their teachers for specific needs and use both district-provided and school-generated resources, including their own teacher leaders and instructional coach capacities, to support the unique needs of their teachers.

APPENDIX A:

Face-to-Face and Seminole Connect Reading/ELA Progress Monitoring Systems

Progress Monitor	Grade Level	Description	Purpose	Frequency	Delivery
i-Ready Diagnostic	<u>Grades:</u> K-5 (All Students)	Adaptive online reading assessment that provides information on Phonological Awareness, Phonics, High Frequency Words, Vocabulary, and Comprehension.	The diagnostic is used to determine progress toward grade-level understanding in reading, determine the path for future i-Ready online instruction, and identify areas for tiered support.	<u>Grades K-3:</u> 4 times per year (Aug., Oct., Jan., May) <u>Grades 4-5:</u> 4 times per year (Aug., Oct., Dec., Mar.)	Computer-Based
Standards-Based Quarterly Assessments Aligned to SCPS Instructional Frameworks and Florida Standards	<u>Grades:</u> 6-10 (All Students)	Standards-based, multiple choice, 30 question assessments that include at-level and scaffolded assessment items. A 3-year study of district Standards-Based Assessment results and FSA results indicates a correlation between .75 and .8, reflecting that district assessments and state assessments are highly correlated.	Assessment results are used to determine progress toward proficiency on state assessments. Results align to FSA outcomes and reflect student progress categorized as Tracking, In Progress, or Not Tracking toward proficiency.	3 times per year – (Oct., Dec., Mar.)	Computer-Based or Paper/Pencil

APPENDIX B:

Face-to-Face and Seminole Connect Mathematics Progress Monitoring Systems

Progress Monitor	Grade Level	Description	Purpose	Frequency	Delivery
i-Ready Diagnostic	<u>Grades:</u> K-5 (All Students)	Adaptive online mathematics assessment that provides information on Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.	The diagnostic is used to determine progress toward grade-level understanding in mathematics, determines the path for future i-Ready online instruction, and identify areas for tiered support.	<u>Grades K-3:</u> 4 times per year (Aug., Oct., Jan., May) <u>Grades 4-5:</u> 4 times per year (Aug., Oct., Dec., Mar.)	Computer-Based
Standards-Based Quarterly Assessments Aligned to SCPS Instructional Frameworks and Florida Standards	<u>Grades:</u> 6-8: Algebra 1: Geometry (All Students)	Standards-based multiple choice assessments of 25 - 30 questions that include at level, scaffolded, and stretched item types. Access to calculators and reference sheets follow FSA guidelines. A 3-year study of district Standards-Based Assessment results and FSA results indicates a correlation between .75 and .8, reflecting that district assessments and state assessments are highly correlated.	Assessments results are used to determine progress toward proficiency on state assessments. Results align to FSA outcomes and reflect student progress categorized as Tracking, In Progress, or Not Tracking toward proficiency.	3 times per year – (Oct., Dec., Mar.)	Computer-Based or Paper/Pencil

APPENDIX C: Waiver Form (Part 2b)

Seminole County Public Schools
Acknowledgment of Recommendation for Return to Face-to-Face Learning

I, _____, as parent/guardian of _____, understand that my student is currently participating in Seminole Connect, is not currently making adequate academic progress, and has been recommended for return to Face-to-Face instruction for the remainder of the 2020-21 school year.

The school administrator/school counselor has reviewed one or more of the following items with me:

	School Information	Parent/Guardian Initial
Progress Monitoring Assessment		
Course Grades		
Intensive Course Data		
Intervention Data		

Furthermore, I am aware of the following information:

- Allowing my student to remain in Seminole Connect while working below grade level may result in associated education risks including but not limited to failure to achieve academic progress, which could lead to grade level retention for 2021-22 (grades K-8) or lost credits (grades 9-12), and require summer learning (grades K-8) or credit recovery (grades 9-12) as available.
- Face-to-face instruction is recommended in order for my student to achieve adequate academic progress.
- I should continue to monitor my student's academic progress via the Skyward Parent Portal and maintain communication with my student's teacher(s) regarding academic progress.

My signature below verifies my receipt of the school's recommendation that my student return to Face-to-Face instruction at his/her school and affirms my choice for my student to remain in Seminole Connect. I further understand that I should contact the school principal, school administrator, or school counselor if I wish to revisit my decision prior to the conclusion of the 2020-21 school year.

School Administrator/Counselor Name _____
 School Administrator/Counselor Signature _____ Date _____
 Parent/Guardian Name _____
 Parent/Guardian Signature _____ Date _____
 Principal Name _____
 Principal Signature _____ Date _____

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.
Walt Griffin, Ed.D. Superintendent of Schools
Contact information: email, phone number
<u>walt_griffin@scps.k12.fl.us</u> ; 407-320-0006
Date submitted
12/14/2020
Superintendent Signature (or authorized representative)
