



Spring 2021 Education Plan and Assurances



**PERSONAL
PASSIONATE
PROGRESSIVE**

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, writing, listening or speaking skills have regressed during school closures, school districts agree to

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

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

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

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

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

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

District Spring 2021 Education Plan

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

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

The School District of Lee County will focus on closing the achievement gaps by identifying deficient standards through progress monitoring results. An analysis of the data will be used to determine individual learning paths to remediate standards and close achievement gaps. Students' learning paths for remediation in iReady, ALEKS, and Compass will be adjusted and targeted to increase proficiency of math and ELA standards.

1a. Tiered reading support is provided to all students. All elementary school students are provided daily explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies through the 90-minute reading block. Students identified through progress monitoring as Tier 2 and Tier 3 receive an additional 60 minutes of individualized ELA intervention. All elementary school students are scheduled 75 minutes of daily standards-based math instruction to include a minimum of 30 minutes for individualized math intervention based on student's individualized progress monitoring results.

All middle school students are scheduled into a tiered reading class and placement is fluid based on ongoing progress monitoring. All middle school students receive ELA and math every day to double their instructional time and provide targeted interventions and enrichment. In addition, students who are in the district's L25 population have been scheduled into an intervention course to provide additional time for targeted instruction of standards in ELA using iReady. Zoom Tutorial Sessions, Lunch Bunch, and After School Programs are being held for students not being successful regardless of instructional model.

In high schools, Level 1 and 2 students receive intensive reading instruction and placement into specific reading programs is fluid based on ongoing progress monitoring. Level 1 and 2 math students are double blocked into an Algebra course to engage students in mathematical concepts 84 minutes each day. Any Algebra student who showed deficiencies from Spring 2020 was double blocked into an 84-minute daily Geometry course to provide interventions and targeted instruction to close their gaps.

At all levels, additional time will be given for targeted intervention through the adjustment of schedules to allow for standards-based learning, credit retrieval, and increased intervention time during the school day. In addition, expanded before/after school tutoring is provided to allow for targeted interventions to improve academic outcomes for our at-risk students. Additionally, an extra thirty minutes was added to extend the school day for our neediest populations at the middle and elementary levels. Expanded learning, as well as Saturday learning, is offered for targeted interventions at our six lowest 300 elementary schools.

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Master schedules for each school are reviewed and monitored at the district level for adherence to the expectations of academic time blocks and to ensure maximization of academic time.

Similar to Summer 2020, expanded learning opportunities will be afforded to all K-8 students using the iReady ELA and math individualized learning paths and data will be monitored by qualified teachers who will implement interventions and provide enrichment as the data indicates. ESE and ELL students will be provided daily individualized interventions based on their IEP goals and LEP plans.

All high school and middle school students who are credit deficient, will be provided summer learning opportunities through Edgenuity with a qualified instructor to close achievement gaps which will enable them to graduate on time. We will also offer science camps, ELL camps, and Algebra boot camps to provide students with experiential learning opportunities to increase proficiency of standards.

1b. Any student who has been identified as not making adequate progress while enrolled in the innovative instructional model will be personally contacted by school personnel to discuss progress monitoring data, grades, and steps to return back to face-to-face instruction.

All Kindergarten through second grade students will take the iReady ELA and Mathematics Diagnostic. All students in Kindergarten through second grade will receive daily explicit instruction in phonics and phonological awareness via one-on-one, and/or through small groups. Kindergarten through second grade will complete the Really Great Reading progress monitoring assessment to determine their individualized placement in the program.

Students participating in the innovative instructional model will receive phonics and phonological awareness through Zoom breakout rooms daily, instructed by the Classroom Teacher, Literacy Coach, and/or Resource Teacher. Multisensory materials will be sent home for students to utilize hands-on during instruction. Students participating in Face to Face instructional models will receive phonics and phonological awareness explicit instruction from the classroom teacher in small groups and/or one on one instruction utilizing the same multisensory hands-on materials.

Kindergarten through second grade will receive a minimum of 75 minutes daily math instruction to include 30 minutes of intervention/enrichment. All Kindergarten through second grade students will complete the iReady Math Diagnostic to determine individualized math needs.

Students participating in the innovative instructional model will receive small groups and/or one on one math intervention through Zoom breakout rooms daily, instructed by the Classroom Teacher and/or a Resource Teacher. Students participating in the innovative instructional model will take home hands-on math manipulatives to engage in during instruction. Students participating in Face to Face instruction will engage in math small groups and/or one on one individualized interventions utilizing hands-on manipulatives.

All third to fifth grade students will take the iReady ELA and Mathematics Diagnostic. Students that are identified through the iReady ELA Diagnostic as having phonics and/or phonological awareness needs will be placed in the Really Great Reading Program and will complete the Really Great Reading progress monitoring assessment to determine their individualized placement.

Students participating in the innovative instructional model will receive phonics and phonological awareness through Zoom breakout rooms daily, instructed by the Literacy Coach and/or Resource Teacher. Multisensory materials will be sent home for students to utilize hands-on during instruction. Students participating in Face to Face instructional models will receive phonics and phonological awareness explicit instruction from the classroom teacher in small groups and/or one on one instruction utilizing the same multisensory hands-on materials.

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Students that are identified through the iReady ELA Diagnostic as having vocabulary, and/or comprehension needs, will be placed in the Read 180 Program and will complete the Read 180 Reading Inventory. Students participating in the innovative instructional model will engage in Zoom breakout rooms to receive small group intervention daily. Students participating in the Face to Face instructional model will receive small group intervention daily.

Third to fifth grade students will receive a minimum of 75 minutes daily math instruction to include 30 minutes of intervention/enrichment. All 3-5 students will complete the iReady Math Diagnostic to determine individualized math needs. Students participating in the innovative instructional model will receive small group and/or one on one math intervention through zoom breakout rooms daily, instructed by the Classroom Teacher and/or a Resource Teacher. They will take home hands-on math manipulatives to engage in during instruction. Students participating in Face to Face instruction will engage in math small groups and/or one to one individualized interventions utilizing hands on manipulatives.

Middle school students learning virtually will participate in Zoom Labs to provide students with instructional supports for those identified as having gaps in their learning. In addition, the master schedule will be adjusted to increase instructional time for core classes to provide extended time for interventions.

Reading Coaches and other Academic Coaches will push in to provide targeted interventions via small group instruction for Face to Face support or through Zoom lessons. Remediation paths have been generated for each core class to provide additional learning paths to target deficient standards and assist with quarterly credit retrieval. iReady data is monitored weekly to determine which lessons from the Toolbox should be used for targeted small group instruction for math and ELA. In addition, intensive reading data will be monitored every three weeks to drive instructional decisions and adjust program placement as needed.

Students are placed into a tiered reading program based on data and the data is monitored regularly to drive instruction and inform new placement decisions. There are two placement levels in our tier three programs (Language Live or System 44 and Read 180 & supplemented with iReady), one placement for tier two (Inside with iReady) and our tier one students also receive reading to strengthen understanding of ELA standards (iReady).

ELA and math instruction have been increased to a double block this year so that students receive daily instruction and to afford teachers extra time for interventions and enrichments. Progress in ELA and math is monitored every three weeks to inform instruction.

High school students who are showing a decline in their reading proficiency, based upon their January 2021 progress monitoring, will be provided an intensive reading course for the spring semester. The reading course will provide students with explicit interventions to close achievement gaps based upon targeted instruction of standards and skills. Reading Coaches will work directly with reading teachers to push in to provide additional targeted small group interventions for Face to Face support or through Zoom lessons for innovative model support.

For students showing a decline in mathematics (Algebra or Geometry) additional targeted learning activities will be provided via ALEKS, Math Nation, and/or Khan Academy.

In addition, all students, regardless of their learning modality, will have their individualized ELA and mathematics learning paths adjusted via Compass after their January 2021 progress monitoring.

Finally, common district formative assessments are reviewed approximately every three to four weeks to adjust learning, provide targeted interventions/enrichments, and alter program placement as needed. At the District level, formative assessment data is used to adjust scope and sequence, provide additional resources to teachers, provide school support for Professional Learning Communities (PLCs) as well as the development of remediation pathways. At the School level, individual PLC teams review formative assessment data and adjust instruction, as well as develop

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intervention plans for individualized support for students. In each classroom, teachers use formative assessments to adjust their daily instruction to provide interventions and enrichment to students. The chart below highlights the District’s Assessment Plan to monitor academic progress and drive instructional decisions.

Type of Assessment	Content Area	Product	Frequency	Purpose
Formatives	ELA, Math, Science, Social Studies*	Performance Matters USA Test Prep	Twice per quarter	Checks on recently taught standards
Progress Monitoring	ELA/Reading and Math	i-Ready and STAR	Three Times Per Year	Adaptive and predictive tool
Progress Monitoring	Science & Social Studies*	Performance Matters	Once per quarter	Cumulative test of all the standards
Weekly Report	Reading and Math	i-Ready	Weekly – Look at time and pass rate	Checking time on task and lessons passed
Benchmarks	Language Live, System 44, Read 180	Language Live, System 44, Read 180	Three times per year	Placement check of reading programs

*secondary only

1c. Prior to Executive Order 202-EO-07, administrators have been actively reaching out to parents of students who are not demonstrating success with the innovative instructional model to ask if they would consider returning their children to the Face to Face model. As a result, Lee County saw an increase in requests to change instructional model placement. Our data indicates that we began the 1st quarter with 45% receiving virtual instruction and we are now at 32% remaining in a virtual learning model.

In addition, schools have worked to get our ELL students to return. For example, Dunbar High School’s administration called each of its ELL students and were able to bring all but one student back Face to Face. We are seeing that same success with other schools. School administrators will be calling all of our ELLs - those making adequate progress and those who are not - to speak with them about coming back Face to Face.

Model of Instruction	Quarter 1 = 12,665 ELLs	Quarter 2 = 12,768 ELLs
Face to Face	8,099 (64%)	9,540 (75%)
Lee Home Connect	4,259 (34%)	3,014 (24%)
Lee Virtual School	257 (2%)	170 (1%)
Home School	50 (0%)	43 (0%)

As students transition out of the innovative learning model, schedules will be altered to increase learning opportunities in math and ELA for students who have not mastered the standards while learning virtually.

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In addition, coaches will provide support through pull out/push in interventions. Remediation paths will be identified through assessments that measure grade level standards for each quarter. Parents will be notified of after school and Saturday tutoring opportunities and students will be encouraged to attend.

In order to support the success of our Lee Virtual School students, an additional Principal, Assistant Principal, six counselors, and numerous teachers were hired.

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.

2a. Performance and progress data for any student who is currently in the innovative learning model has been pulled and reviewed.

With this Executive Order, we have cast a wide net to include students who have or are:

- Not on track for “on time” graduation
- Credit deficient
- D or F in a course for quarter 1 and/or quarter 2
- Seven or more unexcused absences in a class(es) or full day

Formative assessments will be used for students who are not making adequate progress, as well as those who are making adequate progress. They will be used on a regular basis to adjust learning, provide targeted interventions/enrichments, and alter program placement as needed.

The above data will be reviewed for any student wishing to move to the innovative model. If a student meets one or more of the criteria above, the District will recommend s/he not move to that model. If the family insists, per the EO we will provide written notice to the parent (see attached) that they must acknowledge.

Using the above criteria, we have already identified 16,000+ students in the innovative model and another 1,500 in Lee Virtual School who we recommend return for Face to Face instruction. Schools will call those students individually the week of December 7th to share that adequate progress is not being made. At that time, we will ask that they change their learning model to Face to Face instruction. If they choose not to do so, the ramifications of the decision will be clearly outlined, both in the phone call, and the written acknowledgement form (see attached) they will be sent while on the call.

In addition to contacting students who are not making adequate progress, we are also contacting students who are successful in their learning models. During the week of December 7, 2020, we will offer those families the ability to switch learning models after Winter Break, rather than waiting until Feb. 1, 2021 which is the start of our third quarter.

Per the Executive Order, if families are contacting us now to make a switch, we are making that happen within five school days.

Formative assessments will be used for students who are not making adequate progress, as well as those who are making adequate progress. They will be used on a regular basis to adjust learning, provide targeted interventions/enrichments, and alter program placement as needed.

2b. *Attached is the written notice and acknowledgement form that parents will be provided if their child is not making adequate progress.*

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.

3a. Students with limited contact are defined as those missing more than 20% of school (Tier 3 Attendance requiring intensive intervention). Students who have yet to appear or enroll would be those students captured in the District's DNE, W22 and W02 lists. Thorough investigations and interventions are reported below along with specific supports for students in foster care, students who are homeless and students with disabilities who are in the process of an evaluation.

Students Who Have Yet to Appear:

School social workers use the DNE list and the W02 list to locate students and follow up on enrollment in a new school. W02 reports are uploaded weekly for follow up. A monthly report of students on W02 for more than 30 days is provided for follow up.

Thorough Investigations and Interventions by Social Workers and Transition Staff for locating students and making parent contact:

Utilize district technology resources - Student Information System (Mainframe, Focus) to locate phone numbers, addresses, emails, siblings

- Home/Emergency numbers & address
 - Check the electronic emergency card-Reverse search name for possible connections in the district
- Parent/guardian:
 - Each parent/guardian is listed (or other adults the parent previously requested to be added is listed). Additional phone numbers may be listed (home, cell, work & email address)
 - Sibling information
 - Reverse search last known addresses, parents' names. Phone numbers to locate any possible siblings and/or family members using an advanced report.

Utilize paper emergency cards and/or clinic cards

- Check for different phone numbers for the parents. Location of their employment & number
- Check for emergency contact phone numbers

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- Confirm that the address in the system matches the emergency card address
- If the student did not turn in an emergency card yet, inquire with the school about previous emergency cards.

Classroom teacher

- Check for any new numbers they may have in teacher communications (Student planner, email, Dojo etc.).
- Inquire about any recent field trip forms as they require parents' phone numbers.

Cumulative File - Consult with your school's information specialist on where to locate these files.

- Check for any recent address change forms
- Check for enrollment form for additional numbers
- Check custody information- any contact or sibling info.

Home visit

- Ask parents for updated contact information.
- If no answer, leave the door hanger notice and request for a callback.
- If you encounter a friendly neighbor, you can confirm with them if they are still residing at this residence.

Truancy-Identification for Students with Limited or No Contact with the District

For students who are truant, the Social Work Department, along with district partners in the Sheriff's office and Lutheran Family Services, will connect students and families to preventative programs and provide individualized interventions in an effort to remove barriers and increase student attendance.

- School-level:
 - Education to the parents about the importance of attendance and expectations under available learning models
 - Child Study Team (CST) meeting to assist in determining appropriate learning model and barriers to attendance and creating a plan based on student and family need
 - Social work home visit to discuss most appropriate educational options
- District level:
 - Issue a citation notifying the parent of requirements of compulsory attendance.
 - Individualized case review in Truancy Case Staffing
- Community level:
 - Referral to Truancy Intervention Program (TIP) through our partnership with the Sheriff's office. The Truancy Intervention Program, or TIP, works with elementary and middle school youth with attendance problems.
 - Referral to Truant, Ungovernable Runaway Network-TURN works with families of youth that are habitually truant, ungovernable, or runaways.

Vulnerable Populations (which include students who are: ELL, migrant, homeless, are in foster care, identified as having a disability or come from low-income families) with little to no contact with the district.

Strategies to locate and determine appropriate learning modality:

- Phone Contact with Parents
- Text Messages

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- Email Correspondence
- Letters sent to the home
- Administrative reviews of attendance/academics
- School Social Workers completing home visits when all other efforts/resources have been exhausted
- Other identified interventions provided by SSW to located student who are coded as DNEs
- Tutoring services provided to students at the local shelters after school
- Provide access to free Wi-Fi, electronic devices, and hotspots. Provide tech support as needed
- School counselors/school social workers meet with students (in person/Zoom) regarding attendance and academics
- Tutoring and additional time scheduled with the teacher (by appointment).
- Possible referrals for mental health/ therapeutic services as necessary.
- For students in foster care, the foster care liaison schedules staffers to address concerns related to attendance and academics.
- For homeless students, ensure compliance with McKinney-Vento to provide transportation to instructional model of choice without delay
- For students with disabilities, conduct an IEP meeting to review goals and appropriate learning modality.

Students suspected of having a disability

- Parents of students with a consent for evaluation, regardless of instructional model, are contacted via phone by a school psychologist to review how their student is performing in their chosen instructional model and coping with changes to their environment. Evaluation protocols are discussed at this time and appointments for evaluation are made for students attending virtually.
- Psychologists and social workers make multiple phone calls, emails, texts, home visits and formal invites.
- Parents are provided options for the location of the evaluation, which can be in an evaluation room at their home school or at the district office.

3b. Ongoing Professional Development will be provided for all VPK teachers and paraprofessionals on highly effective instructional strategies to increase student performance in Kindergarten Readiness.

SDLC has identified Creative Curriculum to be utilized in all VPK classrooms to ensure a consistent, guaranteed, and viable curriculum. Teaching GOLD Strategies assessment is administered once per quarter for progress monitoring to identify each student's individual need. Standards Based Formative Assessments will also be completed each quarter. Based on each student's formative assessment results, interventions will be provided. The VPK assessment is also administered three times per year (baseline, mid-year, end of year) to be used to inform instruction.

All VPK teachers will engage in data chats each quarter on individual student growth with administration. Student Data Tracking portfolios, as well as data walls, in all Pre-K classrooms will be implemented. Intervention support will be pushed into classrooms based on each student's individual needs. Progress Reports on individual domains will be sent home to families each quarter with next steps to support their child's learning.

SDLC is in partnership with the Early Learning Coalition and Future Makers for additional support for families to work with students at home utilizing the 3Ts Program (Tune In, Talk More, and Take Turns). The 3Ts Program will be communicated to families through flyers, social media, and community outreach and also communicated through family conferences and home visits.

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Individualized Family Plans will be initiated for students that need additional academic and/or social support based on classroom observation and Teaching GOLD Strategies assessment results. The SDLC Early Learning Program currently staffs Social Workers, Family Advocates, and Mental Health Professionals for family support. All VPK teachers are required to complete home visits once per quarter for each student. Home visits during this time are completed virtually through Zoom. Attendance is discussed and prioritized during home visits. Family Advocates and Health Teams support families of students with chronic absences. Individualized family phone calls will be made and/or follow up for every student's absence and/or tardies.

Monthly family information meetings are required at each Pre-K site. During this time, meetings are facilitated virtually through Zoom. An attendance contract is signed by all parents. Eligible Kindergarten students that have not participated in a VPK program as of June 2021 will be invited to participate in a summer learning program that will focus on Kindergarten Readiness.

The Early Childhood Program of Lee County has provided enhanced outreach to parents and guardians of students eligible for Voluntary Pre-Kindergarten throughout the COVID 19 pandemic. Family Engagement Specialists employed by the program have personally contacted parents of students who have completed the initial enrollment process on a monthly basis. Parents are surveyed as to their interest in returning to a face-to-face learning environment and are helped with completing the paperwork or extending their waitlist commitment.

The School District of Lee County produced a video of the VPK program at the Early Childhood Center that featured classroom activities and safety measures and parent interviews about the importance of early childhood education. Additionally, Early Childhood Education initiatives were highlighted in a separate District produced video exploring the importance of kindergarten readiness to a child's future success.

The Early Childhood Program has worked collaboratively with the Lee County Early Learning Coalition to promote VPK programs in the county. They have agreed to send an email to their partners with information about enrollment in Head Start and Voluntary Pre-Kindergarten programs. A portion of the CARES funds received by the Early Learning Program has been used to produce radio advertisements promoting VPK enrollment.

In addition to the enhanced options highlighted above, we have continued our standard recruitment opportunities. Family Engagement Specialists and Social Workers from the program have visited churches, neighborhood grocery stores, laundry facilities, churches and health care providers to provide flyers in multiple languages with enrollment processes and contact information. Banners have been posted on fences at key locations throughout the county and schools have included the information in their newsletters and their outdoor signage as well. Twitter and Facebook blasts have also been sent out regularly. Once enrolled, our daily attendance averages 86% and COVID infections and exposures are minimal. Our numbers are increasing monthly through the efforts of our standard and enhanced outreach programs.

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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).

4a. The School District of Lee County leverages a variety of training opportunities and platforms for teachers and leaders. The training opportunities support the efficacy of teachers and leaders in the implementation of innovative and virtual learning modalities, interventions to support students in various learning modalities, and technology needs.

Professional Development began last March to support the sudden transition to distance learning. Since then we have continued to build and host new trainings to support teachers who are teaching in various instructional models. To date, over 3000 teachers have taken advantage of our professional development offerings.

Trainings target best practices for online instruction for our Lee Home Connect and Hybrid teachers. Teachers learn how to engage students while holding students accountable and monitoring their progress to drive instruction. In addition, trainings for administrators have focused on best practices for virtual learning as well as a targeted approach to data driven decision making for all learning modules that included program data and training on interventions and enrichment.

For the 2020-21 school year, the majority of trainings are delivered virtually (synchronously or asynchronously) or through a job-embedded format. All training opportunities are advertised weekly through a district-wide email notice. *Please see the table in Attachment #1 for opportunities provided or planned for the 2020-21 school year. These are available to any teacher no matter the learning platform.*

4b. The SDLC has targeted professional development to support teachers with the implementation of programs that support interventions in the classroom for all learning environments. Teachers receive quarterly professional development through Leading and Learning to build knowledge of how to maximize data to determine instructional supports. In addition, reading coaches receive monthly training to build capacity at the school level for intervention programs and sharing of best practices to increase student achievement in foundational literacy and Florida Standards.

Teachers, coaches, and administration receive monthly training on iReady which is used as our progress monitoring tool and is a supplemental intervention program in reading and math. iReady is an online program for reading and/or mathematics that will help teachers determine student's needs, personalize student's learning, and monitor their progress throughout the school year. Two other programs that are used for purpose of interventions are Compass and ALEKs, which also generate individual learning paths to support students in Algebra, Geometry, and grade level standards. Teachers receive professional development on these programs during our quarterly Leading and Learning trainings. *Please see attached list of all intervention programs (available to any teacher no matter the learning platform).*

4c. The Professional Development Team utilizes Safari Montage to store and deliver content, either directly to users, or through the BlackBoard Learn learning management system for course delivery. Content delivered in this manner allows staff to access content and lessons using single sign-on and formats allow for a variety of device types (computer, smartphone, etc.) and connectivity speeds.

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Multiple innovative programs were purchased for the 2020-21 school year to ensure and support student engagement and learning through the various learning modalities. The SDLC provides ongoing training in each of the programs for administrators and instructional staff.

NearPod Introductory & Advanced Training - Nearpod enables instructors to engage learners during a lesson by broadcasting content with interactive learning activities/exercises to student devices in real-time.

Google Classroom Training - Google Classroom is a web service that enables the creation, distribution, and grading of student assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.

Lightspeed Classroom Management Program Training - This tool empowers teachers with real-time student online visibility for both in-person and remote instruction. It helps to keep students focused and engaged and has the ability to manage open tabs, limit browsing, view student site history, monitor screens, send links, and more.

Instructional Model Support - The Curriculum and Instruction Department also developed and facilitated district and school-based training on instructional best practices specific to the various learning modalities. These training's will be ongoing throughout the spring semester.

School Based Lee Home Connect Virtual Classroom Best Practices Training - School PLC training specific to grade level and content resources as well as instructional best practices for teaching in a virtual platform was developed and delivered.

Literacy Coaches Monthly Training - Curriculum provides monthly coach trainings which target data driven instructional decisions and provides coaching best practices to align with the Coaching Continuum. The goal is to increase the knowledge of coaches on reading programs, ELA standards, and research-based reading practices that are effective in the classroom.


Leading and Learning - Leading and Learning provides quarterly training on how to teach the standards whether Face to Face or through the virtual learning platforms. These trainings build capacity at the school level to support PLCs with standards-based instruction. In addition, PD on resources are built into the instructional guides and Curriculum support is available through weekly office hours and/or can be scheduled as requested to support instruction either virtually or Face to Face.

Lee Virtual School - Training is focused on increasing the new teacher's knowledge, mentoring, how to give quality feedback, progress monitoring, prioritizing to increase achievement and success, as well as reviewing acceptable practices for teachers and students to be successful in the Lee Virtual School learning environment.

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. Jeff Spiro, Chief Academic Officer & Lauren Stillwell, Chief of Staff
Contact information: email, phone number
jeffss@leeschools.net ; 239-337-8308; laurensti@leeschools.net ; 239-337-8206
Date submitted
12/10/2020
Superintendent Signature (or authorized representative)
 Gregory K. Adkins, Ed.D. Superintendent The School District of Lee County

Note: Waiver form changes will take precedence over any other Instructional Model change requests.

My child has been identified as not making adequate progress in his/her current instructional model. My child is considered at risk as defined by one or more categories below

- Not on track for on time graduation
- Credit deficient
- Has a D or F in a course in Quarter 1 and/or Quarter 2
- Has 7 or more unexcused absences in a class, or 7 or more full days of unexcused absences

The School District of Lee County recommends that my child return for face to face instruction beginning on January 11th, 2021 to receive additional targeted interventions and supports.

If you do not know your child's Student ID number, you can find it at <http://focus.leeschools.net>

* Student's First Name

* Student's Last Name

* Please provide one of the following

Student ID

Student's User Name

Student's Email

* Grade

* Student's Date of Birth (MM/DD/YYYY)

* Parent/Guardian Name

* Parent/Guardian Email Address

- I choose to have my child return to school for face to face instruction.
- I choose to keep my child in virtual instruction. By making this choice I understand that this may result in learning gaps for my child which could prevent him/her from earning credit, moving to the next grade level, or graduating on time.

* My Child will ride a bus Yes No

* Student's Street Address

* City

* Zip Code

* Parent Signature

By signing this document, I acknowledge and verify that I am the parent(s) and/or legal guardian(s) of the minor student referenced herein and that I have the legal authority to make educational decisions on their behalf.

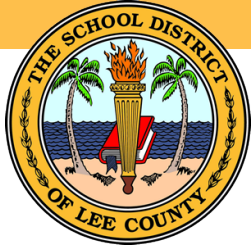
* For Staff Use Only (Enter name of staff member and date of communication with parent)



THE SCHOOL DISTRICT OF LEE COUNTY

4. Professional Development – Attachment #1

Title	Format	Audience	Timeframe	Goal
Welcome Aboard! New Teacher Orientation	Knowledge building	New Teachers	Monthly	A, C
New 2 Teaching Academy	Knowledge building/ Job-Embedded	New Teachers	July 2020 with quarterly follow-up	A, B, C
Simplee Great Beginnings (Instructional Tech, Parent/Guardian Communication, and Student Engagement)	Knowledge building	New teachers	Monthly	A, B, C
Distance Learning for Guest Teachers	Knowledge building	Guest teachers	Monthly	A, C
Reading endorsement courses (competency 3 and 4)	Knowledge building	Teachers	Semester	B
FY21 Back to School Tech Resources	Knowledge building	Teachers	August 2020	A, C
Kagan Student Engagement Training	Knowledge building	Teachers	Spring 2021	A
AVID Training	Knowledge building	Teachers	Summer 2021	A, B
AP and IB training	Knowledge building	Teachers	Spring 2021	A, B
School based professional learning communities	Job-Embedded	Teachers	Bi-weekly	B
Google Training: Level 1, SAMR, and Literacy	Knowledge building	Teachers	Quarterly	A, B, C
I-Ready Training	Knowledge building	Teachers	Ongoing	B, C
Safari Montage Training	Knowledge building	Teachers	Ongoing	C
School Messenger Training	Knowledge building	Teachers	Ongoing	C
Peer Collaborative Teacher (PCT) Meetings	Job-Embedded	Teacher leaders	Monthly	A, B, C
Video coaching training for PCTs	Knowledge building	Teacher leaders	Monthly	C
Leading and Learning Team Meetings	Job-Embedded	Teacher leaders	Monthly	A, B, C
Literacy Coach Meetings	Job-Embedded	Teachers leaders	Monthly	A, B, C
Dell Mentor Certification	Job-Embedded	Teacher leaders	Summer 2020	A, B, C
Dell Teacher Certification	Job-Embedded	Teacher leaders	Semester	A, B, C
NISL Training	Knowledge building	Leaders	Monthly	B
Principal lead meetings	Job-Embedded	Leaders	Monthly	A, B, C
Leading a High Reliability School	Knowledge building	Leaders	Monthly	B
Assistant Principal Summer Academy	Knowledge building	Leaders	Summer 2020	A, B, C
Assistant Principal trainings	Knowledge building	Leaders	Monthly	C
Principal meetings	Knowledge building	Leaders	Monthly	A, B, C



THE SCHOOL DISTRICT OF LEE COUNTY

4. Professional Development: Interventions – Attachment #2

Kindergarten – 3 rd Grade	Really Great Reading Program	Professional Development on ELA intervention program specific to implementation in all learning models.
4 th and 5 th Grade	Read 180 Program	Professional Development on ELA intervention program specific to implementation in all learning models.
4 th and 5 th Grade	System 44 Program	Professional Development on ELA intervention program specific to implementation in all learning models.
Kindergarten – 5 th Grade	iReady Teacher Toolbox	Professional Development on ELA and Math intervention program specific to implementation in all learning models.
6 th - 8 th Grade	Language Live Program	Professional Development on ELA intervention program specific to implementation in all learning models.
6 th – 8 th Grade	Read 180 Program	Professional Development on ELA intervention program specific to implementation in all learning models.
6 th -8 th Grade	System 44 Program	Professional Development on ELA intervention program specific to implementation in all learning models.
6 th – 8 th Grade	Inside Program	Professional Development on ELA intervention program specific to implementation in all learning models.
6 th -8 th Grade	iReady Teacher Toolbox	Professional Development on ELA and Math intervention program specific to implementation in all learning models.
9 th and 10 th Grade	Read 180 Program	Professional Development on ELA intervention program specific to implementation in all learning models.



THE SCHOOL DISTRICT OF LEE COUNTY

4. Professional Development: Interventions – Attachment #2

9 th and 10 th Grade	System 44 Program	Professional Development on ELA intervention program specific to implementation in all learning models.
11 th and 12 th Grade	Edge Program	Professional Development on ELA intervention program specific to implementation in all learning models.
11 th and 12 th Grade	ACT SAT Instruction Support	Professional Development on Math intervention program specific to implementation in all learning models.
Algebra and Geometry	ALEKS Program	Professional Development on Math intervention program specific to implementation in all learning models.