



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[CHARLOTTE]

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

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

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

Directions

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

District Education Plan Assurances

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

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

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

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

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

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

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

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

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

District Spring 2021 Education Plan

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

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

Charlotte County Public Schools’ Spring 2021 Education Plan, dedicated to the elimination of achievement gaps, includes a Spring Intervention Plan for students identified as in need of expanded learning and supplemental interventions and services. The Spring Intervention Plan includes interventions for all students, K-12, within the learning modalities of in-person, innovative, and virtual instruction. Though all areas of the four core (English language arts, mathematics, science, and social studies) are “on the table” for intervention actions and additional supports, concentrated, deliberate, and intentional action falls within the areas of reading and mathematics. The district’s methodology of identification of students for these services include criteria and data-points resulting from school year 2020-2021 progress monitoring to include iReady, Renaissance STAR 360, Adaptive Progress Monitoring (APM), ClearSight, and data related to tiered interventions for academic, attendance, and social-emotional and mental health needs. In addition, the availability of these services will be communicated to parents of students identified in need of intervention by a variety of means which may include parent conference, Certified School Counselor outreach, Social Worker outreach, invitations/notice for IEP and/or LEP committee meetings, and invitations to MTSS problem-solving/Student Assistance Team meetings.

1.a. Closing Achievement Gaps through Additional Instructional Time

Most recent Florida Standards Assessment data shows that the following subgroups demonstrated achievement gaps during the 2018-2019 school year: SWD, ELL, Economically Disadvantaged, Black, White, Multiracial, and Hispanic. Of these subgroups, students with disabilities have the largest achievement gap when compared to students without disabilities. Additional data analysis to include but not limited to

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district required progress monitoring, formative assessments, attendance records, intervention outcomes, and additional anecdotal reports elicited from various school and community stakeholders reveals that the achievement gaps of ELL and SWD subgroups continue to be exacerbated by current events related to the pandemic.

The district's plan for additional instructional time including after school, weekends and/or summer programs is as follows:

Grades K-5:

Intensive Reading and Mathematics Interventions Summer Camps

As a means for closing achievement gaps, particularly those that have been exacerbated during the pandemic, Charlotte County Public Schools (CCPS) will facilitate K-5 Intensive Reading and Mathematics Interventions Summer Camps at five of our ten elementary schools. CCPS will use progress monitoring data, student progress towards goals and objectives within Individualized Education Plans (IEP), and diagnostic data to identify invited students and ensure the continued provision of Free Appropriate Public Education (FAPE).

The five campsites will geographically accommodate students from all ten elementary schools. Intensive reading and math camps will run five days a week for sixteen days beginning on June 10th for students and ending on July 1st. The six hour academic day will start at 8:00 a.m. and end at 2:30 p.m. Teachers will be allocated a pre-camp standards planning day (June 9th). During camp, teachers will begin their workday at 7:30 a.m. and end at 3:00 p.m.

A reading and math instructional sequence utilizing evidence-based intervention resources will be implemented to maximize learning impact with the intention of a further narrowing of achievement gaps, as well as accommodating the needs of tier 3 struggling students within identified sub-group areas. The teacher-to-student ratio is 1: 15 in each summer camp classroom.

All students attending summer camp will be assessed using STAR 360 or the iReady assessment depending upon the campsite. The assessment data results will help school and district leaders identify the overall learning needs of each student so that teachers can differentiate per student needs, provide small group instruction for both reading and mathematics, and provide the appropriate supplemental technology support for both reading and mathematics. In addition, students will participate in the Campaign for Grade-Level Reading Summer Book Challenge.

Grades 6-12:

Expanded Edgenuity Credit Recovery Program

Edgenuity after school and summer credit recovery course offerings are expanded in an effort to help students who have fallen behind learn the material they need to know to promote to the next grade level and graduate on time. For these middle and high school students, catching up means finding time to repeat and master content and skills they struggled with and learning the current material, all while completing other graduation

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requirements and fulfilling personal responsibilities. Additional instructional staff allocations will allow for expanded after school and summer credit recovery programs to serve a higher population of middle and high school students learn at their own pace while empowering teachers to guide students to focus on exactly the content they need to in order to catch up to their peers. All course content is delivered on grade level and is aligned to state standards. Course customization and pre-testing allows students to spend more time on what they need and less time on content they have already mastered; however, all content is revisited on cumulative exams, providing additional checks for mastery. Students experiencing widening achievement gaps while still needing to retrieve lost credit are supported by certified teachers assigned to facilitate the Edgenuity credit recovery labs. Teachers will access real-time reports that identify students who are falling behind and not mastering material, allowing teachers to intervene quickly to get students back on track. Recovering lost credits caused by learning loss worsened by spring 2020 school closures, especially for those students who are returning from learning modality options other than the traditional brick and mortar, in-person setting, is the expected benefit of the expanded Edgenuity credit recovery program.

Extended School Day – Relationship Building Skills, School Readiness, and Academic Success

This program activity represents additional hours for teachers to provide extended school day services for tutoring and remediation, peer mediation, conflict resolution, guidance, and tools for academic success. Schools will decide the timeline and focus of their individual extended school day hours. This program aligns to all areas of our comprehensive needs' assessment and will allow principals to address their specific areas of concern as well as target achievement gaps that have been exacerbated by the pandemic crisis. The extended school day services will take place throughout the school year before school, after school, or on Saturdays as determined by each school site. The expected student benefits are greater gains in achievement, fewer students receiving failing grades in core academic courses, reduced rates of discipline referrals, and the immeasurable but extremely important strengthening of student confidence and the overall feeling of success in school.

After School or Saturday Mathematics End-of-Course Assessment Bootcamps

Dedicated to mitigating learning loss still prevalent in mathematics due to 2020 spring school closures as well as closing achievement gaps identified in the first semester of the 2020-2021 school year, mathematics End-of-Course Assessment bootcamps are available for high school students in the subject areas of Algebra and Geometry. Algebra and Geometry Nation are the chosen curriculum identified for this program. Level 1 and level 2 students, and other students identified by schools as experiencing significant gaps in learning, are offered the opportunity to participate. These opportunities will run the length of the school year and be available for each high school.

Grades K-12:

Additional Instruction for Students with Disabilities and English Language Learners

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Through a commitment to continue to provide FAPE in all learning modalities, our students with disabilities and English Language Learners have demonstrated growth in many areas. To support all students within these subgroups, each school has maintained a strong MTSS framework with a focus on the provision of tiered supports. In addition to ensuring that targeted students within these subgroups are participating in all programs and supports provided at the school level and outside the school day, teams are carefully monitoring academic and behavioral data to determine further need. For students with disabilities, all school and district-based LEA representatives will be provided training in utilizing intervention and progress monitoring data to determine the need for extended school year and/or compensatory services. These services will be given through a combination of additional instructional time provided to all students and targeted ESY supports either after school, weekends and/or summer programs. When necessary, ELL committee meetings with appropriate staff and parents will convene to determine if additional or supplemental ESOL services are needed during the K-5 Intensive Reading and Mathematics Interventions Summer Camps or secondary (grades 6-12) Edgenuity programs.

Mitigating the Loss of Instructional Time

Since the opening of school year 2020-2021, Charlotte County Public Schools has not experienced temporary school closures that would necessitate making up loss instructional time. The school district did modify the opening of the school year's academic calendar, and therefore, modified the school calendar to maintain the number of instructional days and minutes required by statute

1.b. Targeted Outreach (Reading and Mathematics)

The district continues robust progress monitoring and requisite interventions to all students, with tiered support for students not making adequate progress. When progress monitoring data indicates a decline in reading and/or mathematics, targeted outreach will occur following the guidelines of CCPS' MTSS framework. This framework encourages and requires parental input into data review and intervention development. In addition, the district will provide monthly progress monitoring reports to parents/guardians for students identified as performing below grade level and/or demonstrating decline on district required progress monitoring test events. The chart below indicates methods of determining instructional needs as well as available interventions for reading and math by grade level and learning modality.

GRADE LEVEL	LEARNING MODALITY	SUBJECT AREA	METHODS TO DETERMINE NEEDS/INTERVENTIONS
K-12	ALL	ELA and MATH	<ul style="list-style-type: none"> • School-based and District-based data day events post-progress monitoring windows • Student data chats • CCPS MTSS Framework tiered meetings
K-12	IN-PERSON	ELA and MATH	<ul style="list-style-type: none"> • Additional instructional time of

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			30 minutes embedded within each school day
K-12	INNOVATIVE; VIRTUAL	ELA and MATH	<ul style="list-style-type: none"> • Google Classroom, Microsoft Teams, and/or Canvas as a tool for instructional change: virtual face-to-face to provide opportunities for remediation, review important content, re-teaching of standards. • Time management coaching • Home visits • ESE push-in support teacher • Open labs for additional instructional support (in-person and virtual) • “Heat Maps” tracking student engagement
K-5	IN-PERSON	MATH	<ul style="list-style-type: none"> • Do-the-Math instructional program • What I Need (WIN) instructional time • Freckle Math (Renaissance)
K-5	IN-PERSON	ELA	<ul style="list-style-type: none"> • Leveled Literacy Intervention (Fountas & Pinnell) • Freckle Reading • SIPPS • SRA • What I Need (WIN) instructional time • Reading Recovery • Horizons
6-8	IN-PERSON	MATH	<ul style="list-style-type: none"> • Freckle Math (Renaissance) • Moby Max • Intensive Math course enrollment
6-8	IN-PERSON	ELA	<ul style="list-style-type: none"> • IXL • Read 180 • Intensive Reading course enrollment
9-12	IN-PERSON	ELA	<ul style="list-style-type: none"> • IXL

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			<ul style="list-style-type: none"> • Study-Sync • Intensive Reading course enrollment
9-12	IN-PERSON	MATH	<ul style="list-style-type: none"> • Math 180 • After-school math remediation and tutoring

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

Students who transition out of the innovative learning modality will continue to be provided the full array of services that are required by law. In addition, the brick-and-mortar school will schedule counseling sessions in an effort to acclimate the student back to the in-person learning modality setting which may include assistance in socialization, campus navigation, and school processes and procedures. This may also include teacher/parent conferences to address any parental concerns and to inform and include the parent in the development of an intervention plan that will best meet the needs of the student in order to mitigate any learning loss and re-establish adequate progress. This plan may include follow up meetings to discuss/track ongoing student progress. For a student with a disability, the IEP team will convene to determine the student’s least restrictive environment.

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.

2.a. Offer the Innovative Learning Modality Only to Students Making Adequate Academic Progress

Charlotte County Public Schools (CCPS) acknowledges the conditions set forth in section II.g. and II.h. of DOE Order No. 2020-EO-07 and will ensure that the innovative learning modality will be offered only to students who are making adequate progress. Therefore, the district will develop a rubric of criteria defining the parameters of “adequate progress” within the innovative learning modality and will apply that rubric equitably to every innovative student to determine whether or not that student is making adequate progress. A communication plan will be developed and launched prior to the start of semester 2 to inform and educate parents/guardians of students enrolled in the innovative learning modality, and not making adequate progress, of the district’s plan to transition students to face-to-face (in-person learning modality) instruction. This communication plan will include phone contact from the Superintendent and

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Principal of the brick-and-mortar school, as well as written notification in the form of a district-generated email blast to parents/guardians of students identified as not making adequate progress. The email will include two attachments: 1. The official district-generated letter notifying the parent that the student is not making adequate progress, and 2. Process and procedures for the parent/guardian to verify receipt of the written notification as well as provide the parent/guardian the opportunity to declare intent to remain in the innovative learning modality. In addition, district and school staff will be available to answer parent/guardian questions and to assist the student in a successful transition back to in-person learning.

2.b. Written Notice and Written Acknowledgement of Intent

A copy of the district-generated written notice to the parent/guardian is attached to this plan as “Attachment 1.” A copy of the written acknowledgement form that will be provided to parents/guardians is attached to this plan as “Attachment 2.”

3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
- Identify vulnerable students who have had limited or no contact with the district and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.
 - Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

3.a. Identification of Vulnerable Students

School attendance teams will meet, on a regular basis, to review students who have not been enrolled or maintaining adequate academic pace for the 20-21 school year. Teams will implement interventions to ensure maximum in person student enrollment and attendance. Enhanced outreach to innovative teachers, students and families will be provided by school staff to identify and reduce barriers that are inhibiting individual student success. Resources and interventions that will be deployed to ensure every child is accounted for and actively participating in the public education system may include, but are not limited to, increased teacher/parent communication, access to technological resources, technological support, home visits, community resource referrals, development of student engagement plans and mental health supports. A district attendance team, which will be comprised of school and district-based leaders, will be convened to review resources, interventions and procedures to ensure effectiveness and fidelity.

3.b. Identification of VPK and Kindergarten Eligible Students

Charlotte County Public Schools (CCPS) recognizes that outreach to families and students who are not attending school due to the pandemic is more essential than ever. We must reduce the adverse effects poor attendance and truancy have on our students’ academic successes by ensuring we reach out to all families and students who are not in school or already missing too many days of school.

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To identify VPK and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement, CCPS reaches out to our families in a variety of ways:

- Significantly increased our efforts to locate students who may have registered for school and did not attend by conducting more frequent home visits.
- Assign school counselors/and or social workers to maintain constant communication with families to determine school attendance barriers.
- Connect the family with community resources that will help them improve attendance and help them establish necessary supports.
- Maintain partnerships with community organizations such as the YMCA, Boys & Girls Club, Big Brothers & Big Sisters, and the United Way, who can help us communicate with and reach out to families to encourage school attendance.
- Develop school registration flyers distributed to the local media.
- Letters and registration flyers sent to area Pediatricians and Family Practitioners, asking them to post current registration informational flyers in their waiting rooms for families to view.
- Distribute registration flyers to local businesses that employ and serve our CCPS families, which include all local daycare facilities.
- Post the registration flyer on the district website.
- Post the Kindergarten round-up video to the district website.
- Elementary leadership teams reach out to local daycare centers and schedule site visits.
- The Patterson Foundation/Campaign For Grade-Level Reading provides support that allows CCPS to communicate with families about the importance of attendance via the media, flyers, attendance incentives, and connecting families with community supports.

In all cases, CCPS will continue to meet our Child Find obligations in locating and possibly evaluating truant or absent students who may need to be identified students with a disability.

4. **Professional Development.** The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including:
 - a. Innovative and virtual learning modalities;
 - b. Interventions to support students in various learning modalities; and
 - c. Technology needs (especially new learning management systems).

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4.a. Innovative and Virtual Learning Modalities

Professional Development Opportunities Provided for Teachers and Leaders:

- Reaching the Remote Learner; Creating Accessible Content for Virtual Classrooms;
- Reaching the Remote Learner: Engaging the Disengaged Learner;
- Best Practices for Virtual Teaching - Part 1 & 2;
- Virtual Classroom Management;
- Proven On-Line Teacher Strategies & Building Student Relationships;
- Accommodating Students with Disabilities in a Virtual Classroom;
- Remote Social/Emotional Learning;
- Embracing the Unique Socialization possibilities of Virtual Education Parts 1 & 2;
- Closing the Attitude Gap in a Virtual Setting;
- Strategies for Motivating and Engaging Students in a Virtual Setting;
- Establishing Relationships, Routines, Roles, & Rigor at the Beginning of the School Year: Face-to-Face & Virtually;
- Four Easy Ways to Transition to Great Online Instruction;
- Inclusive Practices in a Remote Learning Environment;
- Navigating the Ins and Outs of Rigorous Online Tasks;
- Self-Management-Teaching in a Time of Crisis Also Means Taking Care of You;
- Self-Care: Body & Mind;
- Best Practices in Virtual Guided Reading;
- Best Practices in Virtual Math Instruction;
- Creating a Writing Workshop in Your Virtual Classroom;
- Integrating Literacy Skills Virtually Through Science, Social Studies, and Other Content Areas;
- Practice, Practice, Practice;
- Using the Arts to Engage Your Students in Online Learning;
- Virtual Project-Based Learning in all Content Areas;
- Clinical Education/Mentor Training;

Professional Development Opportunities Planned for Teachers and Leaders:

- Continued support through Peer Mentors;
- Monitoring Peer Mentor Logs for PD Needs;
- New Educator Coaching Table Talks - Technology Needs;
- New Educator Coaching Table Talks - Canvas & other online learning platforms
- New Educator Coaching Table Talks - Data Analysis
- New Educator Coaching Table Talks - Critical Concepts Curriculum & Instruction
- New Educator Coaching Table Talks - Exceptional Student Education Support;
- B.E.S.T. Standards Training;
- K-2 Critical Concepts Curriculum Development;
- Grades 11 & 12 ELA Critical Concepts Curriculum Development;
- Continued Access to Recorded Training Webinars for Best Practices in A Virtual Setting;
- On-Going Access to Recorded Canvas and Google Webinars;
- Best Practices in a Virtual Learning Environment Training at Curriculum, Instruction, and Assessment Conference.

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| <ul style="list-style-type: none">• Educational Impact - Best Practices;• Educational Impact - Classroom Management & Environment;• Educational Impact - Leadership for Current & Aspiring Leaders;• Educational Impact - Literacy;• Educational Impact - Lesson Planning & Instructional Strategies;• Educational Impact - Student Engagement;• Educational Impact - Teacher Evaluation with Marzano Framework;• Angry Teachers: What Can We Learning from Angry Birds about Engaging Students Part 1 & 2;• 2nd - 5th Grade ELA Teaching Strategies;• K-8 Guided Reading Parts 1, 2, & 3;• Guided Reading Workshop 2.5;• Multi-Tasking: Producing Much in Minimal Time;• Virtual ULG Translation for Innovative Teachers and Parents;• Civics Classroom Cohort #1;• Critical Concepts Implementation Training;• Job-Embedded Coaching for Critical Concepts. | |
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4.b. Interventions to Support Students in Various Learning Modalities

Professional Development Opportunities Provided for Teachers and Leaders:

- MTSS/EDIS Documentation and Interventions;
- Preventing Learning Gaps: It's All in the Planning;
- CHAMPS Behavior Management Overview;
- Culturally Responsive Teaching;
- Star 360 Overview & Demo;
- Freckle Overview & Demo;
- MyOn Overview & Demo;
- Running Records Parts 1, 2, & 3;
- School-Based, Job-Embedded Data Days w/Data Scientist;
- Educational Impact - Meeting the Needs of Diverse Learners;
- Educational Impact - Trauma Informed Care;
- TeachTown training for K-5 SC Access Teachers;
- Pre-K ESE with TATS for Virtual Instruction;
- Civics: A Cognitively Complex Classroom;
- Critical Concepts for US History & Civics;
- The DBQ Project;
- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS);
- Read 180 Intervention Program;
- StudySync Intervention Program;
- Do the Math Training and Coaching;
- Math 180;
- 9-12 Math: after school tutoring using Math Nation materials;
- Sanford Harmony Social Emotional Curriculum;
- Youth Mental Health First Aid.

Professional Development Opportunities Planned for Teachers and Leaders:

- MTSS/EDIS Documentation and Interventions;
- Running Records Parts 1, 2, & 3;
- Key Reading Recovery Strategies to Support Guided Reading Parts 1 & 2;
- Composing & Writing;
- School-Based, Job-Embedded Data Days w/Data Scientist;
- Florida Inclusion Network - Job-Embedded Coaching Opportunities on Inclusion and Virtual Supports;
- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS);
- SIPPS On-Going, Job-Embedded Coaching;
- Leveled Literacy Intervention (LLI) Training;
- School-Based, Job-Embedded coaching with Instructional Coaches and Lead Teachers;
- Continued Access to Recorded Training Webinars for Best Practices in A Virtual Setting;
- Best Practices for Interventions Training at Curriculum, Instruction, and Assessment Conference;
- Close Reading of High-Level Literature Excerpts: Filling Learning Gaps.

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4.c. Technology Needs (especially new learning management systems)

Professional Development Opportunities Provided for Teachers and Leaders:

- App Smashing;
- Distance Learning for Educators/Using Google Tools;
- Jamboard Basics;
- Jamboard for Remote Learning;
- Navigating Digital Resources;
- Group Work & Collaboration using Google in Canvas LMS;
- Utilizing Canvas Announcements;
- Canvas Hotlinks for Student Apps and Web-based Programs;
- Canvas Quizzes;
- Canvas Studio;
- Creating Assignments in Google Classroom;
- Creating Videos Google Classroom;
- Exporting Grades from Google Classroom for FOCUS upload;
- Setting Up a Meeting in Microsoft Teams;
- Joining a Meeting in Microsoft Teams;
- Screen Sharing in Microsoft Teams;
- Claiming Classes in Remind;
- Navigating the Remind App;
- Sending Announcements Through Remind;
- Canvas Basics for Elementary;
- Canvas Basics for Secondary Levels 1 & 2;
- Canvas and Nearpod;
- Canvas Q & A for Elementary and Secondary Teachers;
- Canvas Grading & Feedback;
- Canvas for Performance-Based Courses;
- Canvas for School-Based Administrators: How to Add Teachers to a Course, How to View Faculty Courses and Pull Reports, How to Create Announcements, and How to Build Modules;
- Canvas for District Directors: How to Build Modules, How to Add Teachers to Director Courses, and How to Create Global Announcements;
- Canvas Best Practices for Administrators;
- Canvas How to create content and insert resources for Administrators;
- Canvas How to create additional courses and add additional users for Administrators;
- Google Classroom for Newbies Part 1 & 2;

Professional Development Opportunities Planned for Teachers and Leaders:


- Monthly Webinars for continued support in the Canvas LMS for Faculty & Administrators;
- Continued Access to Past Canvas Training Webinars;
- Continued Access to Past Google Training Webinars;
- Canvas Training during Curriculum, Instruction, & Assessment Conference;
- Google Training during Curriculum, Instruction, & Assessment Conference;
- Canvas Implementation of the ELA Critical Concepts;
- Curriculum and Instruction Specialist Job-Embedded Support for Teachers with Canvas Implementation.

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<ul style="list-style-type: none"> • Google Mastering the Basics for Remote Teaching; • How Do I Know They are Learning? Online Tools to Check for Understanding; • ClearSight Training for Admin; • ClearSight Training for Teachers; • Educational Impact - Technology; • Zoom Tools & Tricks; • Flat Stanley Goes Virtual - Let's Be Engaging, Not Flat; • Flip into a Pod; • Elementary iReady Training and Refresher Webinars; • Secondary Edgenuity Webinars; • Google Classroom Training for Secondary Teachers; • Secondary College Board AP Demo & Quick Start Videos; • ELL Apps - Glossaries, BrainPOP ELL, Duolingo, Translation Apps, Colorin Colorado, and ELL Activities; • Virtual Learning Tips for Parents; • Virtual WIDA Reporting. 		
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Acknowledgement

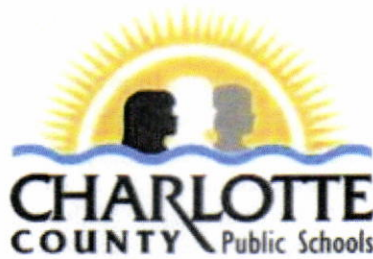
The district verifies that the information they provide to the Florida Department of Education contained in this form is consistent with, and meets the intent of, the provisions outlined in DOE Order No. 2020-EO-07.

Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.
Cheryl LaPorta Edwards, Assistant Superintendent for Learning
Contact information: email, phone number
cheryl.edwards@yourcharlotteschools.net
Date submitted
December 10, 2020
Superintendent Signature (or authorized representative)


Spring 2021 Education Plan and Assurances

Attachment 1: *Parent/Guardian Notification of Student's Inadequate Academic Progress*

Stephen Dionisio
Superintendent



School Board

Wendy Atkinson, Chairman
Cara Reynolds, Vice-Chairman
Kim Amontree
Bob Segur
Ian Vincent

Dear Parent/Guardian:

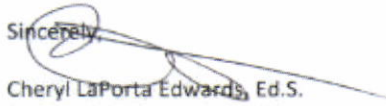
On Monday, November 30, 2020, the Florida Department of Education released Emergency Order – 07. Of great importance to you as it relates to the continued education of your child, the Emergency Order declares that if a student receiving instruction through the innovative learning model is failing to make adequate academic progress, the parent/guardian must be contacted and the student must be transitioned to face-to-face instruction. Please accept this written notification that, upon review of your child's academic progress, the district has identified your child as *not* making adequate progress in his/her current instructional environment of "innovative" virtual learning. Therefore, steps are being taken to transition your child back to in-person instruction at his/her currently enrolled school for the start of Semester 2.

If you do not wish for your child to be returned to the brick-and-mortar school for in-person instruction, you are required to acknowledge this written notification and declare your intent to keep your child in the innovative learning model despite the associated education risks of inadequate academic progress. These risks include, but are not limited to, the following:

- ✓ Loss of adequate yearly progress in preparation for the next grade level – increased achievement gaps compared to his/her peers
- ✓ Loss of required successful course completions to promote to the next grade level; risk of retention in the present grade level – 8th graders are at risk of not being promoted to high school next school year
- ✓ Loss of required course credit necessary to graduate high school "on-time" – 12th graders are at risk for not graduating this school year
- ✓ Lack of preparation and practice for high-stakes state-wide required assessments necessary to graduate with a standard diploma
- ✓ Need to repeat failed courses and/or engage in credit recovery programs
- ✓ Truancy and other consequences of non-engagement in course requirements such as loss of driver's license
- ✓ Declined GPA
- ✓ Denied participation in athletics and/or extracurricular activities
- ✓ Lack of college and career-ready skills

Again, your child is identified as not making adequate academic progress thus far this school year. **Therefore, the district will begin transitioning your child back to the brick-and-mortar school for in-person instruction beginning January 19, Semester 2.** Please follow the important and necessary steps outlined on the attached "How to" document to notify the district of your acknowledgement of this written notification, and if you so choose, your desire to keep your child in the innovative learning model despite the associated education risks. **Please note that not following these steps will result in automatic placement back to in-person learning at your child's presently enrolled brick and mortar school for the start of Semester 2. These steps must be completed no later than December 23, 2020 at 11:59 p.m.** If you have any questions, please contact your school's principal for further guidance.

Sincerely,


Cheryl LaPorta Edwards, Ed.S.
Assistant Superintendent for Learning

1445 Education Way, Port Charlotte, FL 33948 • (941) 255-0808 • fax (941) 255-7571 • www.yourcharlotteschools.net

Spring 2021 Education Plan and Assurances

Attachment 2: Written Acknowledgement Form

Note: The district will collect written acknowledgement of the parent/guardian's intent to have their child remain in the innovative learning modality via the completion of the "Charlotte Innovative E-Learning Confirmation Form." The form will be accessed by student login into the district's Student Information System (FOCUS) via the student's Classlink account. See screenshots below of the "How to" instruction page and the official "Charlotte Innovative E-Learning Confirmation Form." Utilizing the district's Student Information System will provide the district a secure location to collect acknowledgement and intent from the parent/guardian as well as the ability to pull and study analytics of form completion and selection of the parent/guardian for quick feedback to district and school leadership. This will help the district and schools prepare for a smooth transition of students back to the brick and mortar school for in-person instruction in a timely manner.

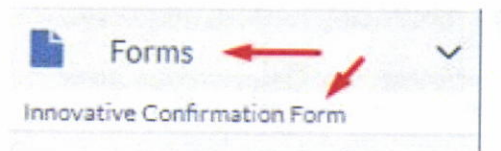
How to Complete the Innovative Confirmation Form

The following are step by step instructions on how to complete the process to verify whether or not your student, who is currently participating in the Innovative learning model, will continue in the Innovative E-Learning instructional model.

Step 1: Have your student log into their **FOCUS** account via **Classlink**.



Step 2: Under the supervision and direction of the parent/guardian, have your student navigate to the "Forms" tab on the left menu, click dropdown and then click on the "Innovative Confirmation Form".



Step 3: Once on the form, verify the pre-populated student information, then complete the information pictured below on the form and then be sure to submit the form.

CHARLOTTE
Charlotte Innovative E-Learning Confirmation Form
Parent/Guardian Full Name

 I acknowledge and verify receipt of this form from Charlotte County Public Schools

Student Information

LAST_NAME	FIRST_NAME	SCHOOL	GRADE_LEVEL
Moore	Asia	Lemon Bay High School (0051)	10

I am aware that the district has identified my student, listed above, as not making adequate progress in the innovative learning model, and I understand the associated educational risk in keeping my student in the innovative learning model.

Given the information above, is your intention to have your child transitioned back to the Brick and Mortar (in person) learning model?

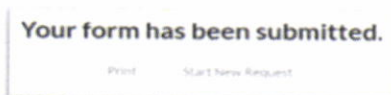
Yes, transition my student from the Charlotte Innovative E-Learning Model back to the Brick and Mortar (in person) learning model effective the beginning of Semester 2.
 No, keep my student in the Charlotte Innovative E-Learning Model.

Failure to reply will automatically transition your student back to the Brick and Mortar (in person) learning model effective the beginning of Semester 2.

Once you have completed and submitted the form you are done!

Your school will have the information necessary to begin working on the scheduling process based on the intention you select. If you have any further questions regarding this re-election process, please contact your school.

Upon successful submission, you will get the message below.





CHARLOTTE

Charlotte Innovative E-Learning Confirmation Form

Parent/Guardian Full Name

I acknowledge and verify receipt of this form from Charlotte County Public Schools

Student Information

LAST_NAME	FIRST_NAME	SCHOOL	GRADE_LEVEL
Moore	Julee	Lemon Bay High School (0051)	10

I am aware that the district has identified my student, listed above, as not making adequate progress in the innovative learning model, and I understand the associated educational risk in keeping my student in the innovative learning model.

Given the information above, is your intention to have your child transitioned back to the Brick and Mortar (in person) learning model?

- Yes, transition my student from the Charlotte Innovative E-Learning Model back to the Brick and Mortar (in person) learning model effective the beginning of Semester 2.
- No, keep my student in the Charlotte Innovative E-Learning Model.

Failure to reply will automatically transition your student back to the Brick and Mortar (in person) learning model effective the beginning of Semester 2.