



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

School District of Indian River County

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.

Immediately upon the August reopening of schools, the School District of Indian River County (SDIRC) instituted an additional layer of support for students who experienced learning loss due to the school closures, or who were already behind academically. This initiative known as Project Acclimate and Accelerate (A2) required each school to develop an individual plan to identify struggling students in each learning modality (e.g., brick and mortar and innovative) and create individually tailored plans that met the needs of their students and were approved by the district. Schools were given explicit instructions that these supports were in addition to the core instruction and interventions required by the District Reading Plan. Examples from the fall included both the creation of new before school and afterschool programs, Saturday learning camps, and other tutoring opportunities which used diagnostic data to provide the specific type of support a student needed (e.g., phonological awareness, decoding, fluency, etc.).

Following the first progress monitoring window, SDIRC convened all school leaders for a district led data analysis which covered both student course performance and norm-referenced scoring on local progress monitoring programs such as i-Ready. As a result of these analyses, principals were instructed to reach out to struggling students and advise them of the need to return to a brick and mortar campus. As a result, SDIRC returned approximately 2,048 students (13%) to school in October which put approximately 79% of SDIRC students back into a brick and mortar setting(as of 12-8-2020).

The SDIRC developed numerous data dashboards throughout the fall to assist principals in identifying at-risk subgroups and individual students from the subgroups to ensure not only TS&I schools were adequately monitoring the improvement of these students, but that all schools were taking a stringent approach to ensuring equity for all student demographics (e.g., ethnic, ELL, ESE, and economically disadvantaged). Prior to the release of EO-07, the SDIRC instructed principals to once again prepare an

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analysis of the results of the December data and make another round of outreach to students who are underperforming and encourage them to return to brick and mortar.

As part of this second round of Project A2 support for the spring, the District will continue to provide extended learning spaces (e.g., afterschool and weekend) for students who are underperforming in all learning modalities, with school-based staff reaching out to these families weekly. Students in a remote learning environment will be encouraged to come to campus when there are fewer students (e.g., after school and weekends) to receive face to face support from teachers. For students who return to brick and mortar, SDIRC will ensure the student's current level of performance is properly identified and any deficiencies (e.g., reading/math) are diagnosed. These students also will be immediately placed into an intensive intervention schedule if necessary and will be invited to participate in Project A2 programs to get them caught up.

As the District continues to monitor student progress throughout the spring, a rigorous plan will be developed by April 2021 to provide targeted, standards-aligned, summer learning opportunities for students who are still performing below grade level. At that time, the SDIRC will be positioned to better pinpoint responses to A2 initiatives and ensure appropriate resources are provided to the grade levels, and content areas, which demonstrate the greatest need for additional support. This will, of course, be in addition to 3rd grade summer reading camps and opportunities for credit recovery. The intent of the newly developed summer programs will be to ensure that as students begin 2021-2022, these additional learning opportunities have eliminated any educational impacts due to COVID-19.

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.

The SDIRC created both a synchronous and asynchronous version of innovative learning modalities in response to EO-06. The aggregated data gleaned from the first semester demonstrates that students who selected the asynchronous route are not performing as well as those in brick and mortar or the synchronous model. In response to the directives of EO-07, SDIRC will notify all parents/guardians of student not making adequate progress in both the synchronous and asynchronous innovative learning modalities and require that they return to brick and mortar. They will be notified that continued enrollment in a modality that is not generating adequate academic results will place their student at-risk of retention or potential delays in graduation. SDIRC will create a data field in our student information system (i.e., FOCUS) which will track all students each school has contacted (and received a response) to ensure the district is able to monitor that all students who are at risk have been notified.

In the event a parent/guardian of a student in the asynchronous model elects to take advantage of the provisions within EO-07, and not return to brick and mortar, SDIRC will restrict the option of the student to only participate in the synchronous version of our innovative plan. This will allow students who are at medical risk from COVID-19 to continue learning at home and receive required instruction, but will

enable the district to provide a more structured level of support to the student given that this modality is generating better academic results and the student has already demonstrated difficulty or failure to be successful in the asynchronous pathway.

3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
- a. 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.
 - b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

The SDIRC immediately and comprehensively established clear communication with parents/guardians through a coordinated system of periodic updates (e.g., via press conferences, Facebook Live broadcasts, social media posts, and phone calls) at the onset of the pandemic. Through these efforts, SDIRC was able to clearly demonstrate the work the district had accomplished in order to ensure staff and student safety in the reopening schools. The establishment of SDIRC's multifaceted innovative learning plan was clearly communicated to ensure all students were provided a choice in learning options to start the year, and every effort was made to allow families to change their choice in instructional modalities whenever possible. Due to the cumulative effect of establishing safe innovative learning options, SDIRC has not experienced a decline in enrollment at either the Pre-K or K-12 grade ranges and is, in fact, above estimates in some grade levels. Laptops and Wi-Fi hotspots were provided to every student in need and connectivity has not shown to be a barrier to participation in distance learning.

Despite these efforts, some students are not making adequate educational progress due to lack of participation in either the innovative learning environments or due to lack of regular attendance in the brick and mortar setting. In order to address these concerns, the following steps will be taken.

Tier 1: School teams will identify students who have missed 5-9% unexcused days of school to date as these students are at-risk for chronic attendance issues and/or truancy.

- School-based team members will conduct outreach, assess barriers to regular school attendance, and develop collaborative plans as needed to address barriers. They may also make referrals to Tier 2 or 3 problem-solving as needed.
- Teams will emphasize the importance of relationship-building in all interventions.
- District staff will work with school teams to share PSAs related to the importance of school attendance, as well as ways to get back on track.
- District staff will continue to provide school teams with resources and suggested universal interventions to ensure students feel safe, welcome, and engaged at school.
 - School teams will continue to enhance their Tier 1 interventions.
- District staff will launch a social media campaign focused on school attendance.
- District staff will work with school leaders to host informational sessions for community leaders with the goals of:

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- Educating community leaders about the importance of regular school attendance and adverse effects associated with truancy for individuals and the community.
- Educating community leaders about the importance of having updated parental/guardian contact information and ways in which families can update their contact information in the student information system.
- Developing school-community partnerships to promote regular school attendance.

Tier 2: School teams will identify students who have missed 10-19% unexcused days of school to date (these students are chronically absent and at-risk for truancy).

- School teams will be advised to adopt a case management model in which student plans and related follow-up are monitored by an individual team member. This will help to reduce the burden on just one to two team members and increase the quality of interaction and intervention provided.
 - Case management will allow for personalized and consistent outreach.
 - Outreach may occur in school, as well as by phone, text, email, direct mailings, distance platforms (e.g., Teams), and home visits.
- Parent/guardian conferences will be scheduled to create student plans, including ongoing follow-up.
- Students may be:
 - Assigned a mentor (may or may not be their case manager).
 - Connected with before and/or after-school programming/activities.
 - Referred to CINS/FINS.
 - Referred for additional support services (e.g., mental health) provided by district staff or community-based agencies.
 - Connected with resources to address issues related to housing, food insecurity, and other economic-related concerns.

Tier 3: School teams will identify students who have missed $\geq 20\%$ unexcused days of school to date (these students are truant).

- District staff work with CINS/FINS and other community agencies to conduct home visits and welfare checks for students with guardians that cannot be reached using alternative methods.
- District and school-based staff will work with students and their guardians to create tailored intervention plans.
- Students will be assessed whenever possible to determine if mental health or other social services are needed.
 - District staff will provide or facilitate referrals for support services as appropriate.
 - District staff will coordinate care and follow-up for students who are receiving services from multiple agencies.
- Truancy packets will be submitted to the court for students after all other interventions have been attempted.

In June of 2020, the District offered Voluntary Pre-Kindergarten (VPK) learning opportunities in their brick and mortar campuses due to the District's strong commitment to providing high quality early learning experiences to students. Both district VPK and Kindergarten enrollments are steady and numerous initiatives have been established to improve learning in these grade levels. The SDIRC is

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establishing strong partnerships with local private VPK providers and Headstart programs in order to improve the transition to Kindergarten, as well as share VPK progress monitoring data and best practices. Funding has been secured for the provision of the District's "Step Into Kindergarten" program for Summer 2021, which will provide an additional summer learning experience for students who have already completed VPK but may need additional support prior to entry into Kindergarten. For students who are enrolled into Kindergarten, data dashboards have been developed to ensure data from FLKRS, DIBELS, and I-Ready are being used to identify and provide evidence-based interventions specified by the District K12 Reading Plan. An additional data dashboard is under development to monitor whether these interventions are being delivered by a teacher who is certified or endorsed in reading and is anticipated to be completed by early 2021.

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).

The SDIRC created numerous ongoing professional development (PD) opportunities in response to school closures in March, and in preparation for the current year. There are consistent and ongoing professional development sessions for our online platforms (e.g., FOCUS, Canvas, I-Ready, Edgenuity, etc.). Additionally, in response to the creation of the innovative learning modalities approved through EO-06, weekly professional learning communities (PLCs) were established for teachers assigned to instruct either synchronous or asynchronous classes. SDIRC has observed substantial improvement in the delivery of instruction in the innovative classes due to these efforts and teachers have given a tremendous effort to ensure they are mastering the new skills necessary to be successful in digital instruction. SDIRC will continue to provide these weekly PLCs and other PD opportunities as our teachers are consistently participating and requesting for them to continue.

The SDIRC created a structured system of learning walks across the district in 2020-2021 for school leaders to enable them to improve their ability to observe specific "look-fors" in numerous areas (e.g., early literacy interventions, intermediate math, secondary intensive reading). These learning walks also include opportunities for principals to observe synchronous classrooms and provide support in recognizing the needs for improvement with that modality as well. As principals continue to observe additional classrooms across the district, the SDIRC is observing a more common understanding of quality instruction from our instructional leaders which allows the district to deliver more specific and targeted support where it is needed.

The SDIRC established both a new reading intervention support plan and instructional coaching model in 2020-2021. Through these efforts, specific professional development has been consistently deployed via a new cadre of instructional coaches who were vetted and trained during the summer. In response to changes to the District Reading Plan, the SDIRC Reading Allocation is used to provide reading intervention teachers, who are certified or endorsed in reading, to schools which ensures approved reading intervention programs are delivered to students who have a substantial deficiency in reading. These reading intervention teachers are provided monthly PLCs by the district on the district approved reading intervention programs and other evidence-based instructional strategies to support their students. Other

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teachers at each school who are providing reading interventions are provided school-based PD delivered by their instructional coaches (who must be certified or endorsed in the area they support).

The SDIRC also has instructed principals to conduct a review of the PD planned within their School Improvement Plans (SIPs) to ensure it is the most critical and impactful PD to deliver within the spring semester. The PD plans within the SIPs were initially designed to target underperforming subgroups and will continue to provide this support. PD plans will be updated and improved if mid-year data shows a specific need that was unknown during their creation at the beginning of the year.

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.
Richard Myhre, Assistant Superintendent of Curriculum and Instruction
Contact information: email, phone number
Richard.Myhre@indianriverschools.org , 772-564-3014
Date submitted
12-7-2020
Superintendent Signature (or authorized representative)
Dr. David K. Moore, Superintendent



School District of Indian River County

6500 57th Street • Vero Beach, Florida, 32967 • Telephone: 772-564-3000 • Fax: 772-564-3054

David K. Moore, Ed.D. - Superintendent

[Date]

Dear Parent/Guardian of [Student Name],

In accordance with Florida Department of Education Emergency Order No. 2020-EO-07, school districts may only offer innovative learning options (approved in response to the COVID-19 pandemic by FLDOE by Emergency Order No. 2020-EO-06) to students who are making adequate educational progress. This letter is to inform you that the School District of Indian River County (SDIRC) has determined that based on course performance, and/or progress monitoring data, your student is not making adequate progress and should return to brick and mortar education. Any further delay in returning to brick and mortar education will place your student at risk of retention and/or not meeting on-time graduation requirements.

SDIRC recognizes that health risks continue to outweigh educational risks for some students and Emergency Order No. 2020-EO-07 allows parents/guardians to acknowledge the educational risks of continued distance learning and remain in an innovative learning option. Students who are currently enrolled in Option 2 and are not making adequate educational progress will only be allowed to continue learning remotely by moving to Option 3 for courses required for promotion and/or graduation. Parents/guardians should be aware the district will enforce truancy measures for students not attending Option 3 courses daily as required by law.

Please acknowledge this written notice by making the one of the following selections:

My student will return to brick and mortar education.

I understand the educational risks associated with not returning to brick and mortar education and that my student is at risk of retention and/or delayed graduation. My student will be placed in Option 3 for courses required for promotion/graduation in Spring 2021 and I acknowledge that regular daily attendance via the platforms designated by the district are required for this option.

Parent/guardian printed name: _____

Parent/guardian signature: _____

Date: _____

[Principal Name]

[School Name]

Dr. Mara Schiff • Jacqueline Rosario • Dr. Peggy Jones • Teri L. Barenborg • Brian M. Barefoot
District 1 District 2 District 3 District 4 District 5

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Distrito Escolar del Condado Indian River

6500 57th Street • Vero Beach, Florida, 32967 • Teléfono: 772-564-3000 • Fax: 772-564-3054

David K. Moore, Ed.D. - Superintendente

[Date]

Estimado padre/madre/tutor de [Student Name]:

De acuerdo con la orden de emergencia n.º 2020-EO-07 del Departamento de Educación de Florida, los distritos escolares solo pueden ofrecer opciones de aprendizaje innovadoras (aprobadas en respuesta a la pandemia COVID-19 por el FLDOE en la orden de emergencia n.º 2020-EO-06) a los estudiantes que logran un progreso educativo adecuado. Esta carta es para informarle que el Distrito Escolar del Condado de Indian River (SDIRC) ha determinado que según el rendimiento del curso y/o los datos de seguimiento del progreso, el estudiante no está logrando un progreso adecuado y debería volver a la educación tradicional. Cualquier retraso adicional en regresar a la educación tradicional pondrá al estudiante en riesgo de repetir el grado y/o no cumplir con los requisitos para graduarse a tiempo.

SDIRC reconoce que los riesgos para la salud continúan superando los riesgos educativos en algunos estudiantes y la orden de emergencia n.º 2020-EO-07 permite que los padres/tutores reconozcan los riesgos educativos del aprendizaje continuo a distancia y permanecer en una opción de aprendizaje innovadora. Los estudiantes que están inscritos actualmente en la opción 2 y no están logrando un progreso educativo adecuado solo podrán continuar aprendiendo de forma remota al pasar a la opción 3 en los cursos obligatorios para la promoción y/o graduación. Los padres/tutores deben tener en cuenta que el distrito hará cumplir las medidas de absentismo escolar en los estudiantes que no asistan a los cursos de la opción 3 diariamente, tal y como exige la ley.

Marque este aviso por escrito como recibido seleccionando una de las siguientes opciones:

El estudiante volverá a la educación tradicional.

Entiendo los riesgos educativos asociados con no regresar a la educación tradicional y que el estudiante corre el riesgo de repetir el grado y/o graduarse a destiempo. Mi estudiante será ubicado en la opción 3 en los cursos obligatorios para la promoción/graduación en la primavera de 2021 y reconozco que para esta opción debe asistir de forma diaria y regular a través de las plataformas designadas por el distrito.

Nombre en letra de imprenta del padre/madre/tutor: _____

Firma del padre/madre/tutor: _____

Fecha: _____

[Principal Name]

[School Name]

Dra. Mara Schiff • Jacqueline Rosario • Dra. Peggy Jones • Teri L. Barenborg • Brian M. Barefoot
Distrito 1 Distrito 2 Distrito 3 Distrito 4 Distrito 5

Transformando la educación para inspirar y capacitar a TODOS los estudiantes con el fin de maximizar su potencial.
Educador y empleador que ofrece igualdad de oportunidades