



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Leon County Schools

Due: December 15, 2020
Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

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

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

Directions

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

District Education Plan Assurances

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

- Assurance 1: All schools will remain open. *The district agrees to the conditions set forth in section II.a. of DOE Order No. 2020-EO-07.*** The district will continue to assure that all brick and mortar schools must continue to be open at least five days per week for all students, subject to advice and orders of the Florida Department of Health, local departments of health and subsequent executive orders.
- Assurance 2: Continue the full panoply of services. *The district agrees to the conditions set forth in sections II.b. and II.e. of DOE Order No. 2020-EO-07.*** The district agrees to continue to provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school full time will continue to have the opportunity to do so. The district agrees to provide students with Individual Educational Plans (IEPs) the services necessary to ensure that they receive a free and appropriate education. The district agrees to identify students who may have regressed during school closures or during the fall term. School districts must ensure that IEP teams are appropriately determining needed services, including compensatory services. If an ELL's reading, writing, listening or speaking skills have regressed during school closures, school districts agree to 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

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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.

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.,

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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.

Leon County Schools remains committed to the success of every child, every day. Despite the Pandemic, the mission of the Leon County Schools (LCS) is to prepare students to become responsible, respectful and independent learners and contributing citizens in a diverse world of change. The District facilitates student growth by creating a quality, caring and safe learning environment, and selecting and developing quality teachers, administrators and staff. The District provides effective and efficient school, district and community support services that address student and school performance improvements.

The LCS mission is accomplished for every student whether they participate in traditional schooling or one of our innovative learning environments:

- In-Person Learning
- Digital Learning: [Innovative Learning Environments]
 - Cohort Model: School-based Digital Academy with students co-horted by learning environment
 - Hybrid Model: School-based online learning where students are blended into classes with In-Person peers
 - Modified Hybrid Model: School-based online learning where students are blended across classrooms by learning environment
- Leon County Virtual School

Regardless of option selected, all students engage in robust progress monitoring and are provided tiered support if not demonstrating adequate progress. Measurement of adequate progress ranges from teacher and school-created items such as standards-based assignments, unit assessments, and overall course grades to school and district-managed student progress monitoring. Students who fail to demonstrate adequate progress are provided additional support as well as the opportunity to transition to an alternate learning environment.

1a. 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.
- b. Include the district's plan for additional instructional time including after school, weekends and/or summer programs, and
- c. An explanation of how lost instruction time has been or will be made up.

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1a.(a.): The school district is committed to focusing on achievement gaps for any student who presents in need of additional support. Historically, LCS has worked to close the achievement gap for minority and gender groups, English Language Learners, and Students with Disabilities.

To this end, LCS has undertaken the following initiatives:

- district-wide baseline assessments at the start of the school year;
- grade tracking by courses to determine trends in student success over time within specific academic coursework;
- grade tracking by quarter to determine trends in student needs for support and intervention,
- and a robust progress monitoring system.

The overarching goal the LCS plan for closing achievement gaps is to validate multiple data points for each student, as well as identify trends in curriculum and instruction that may amplify opportunity gaps our students may present. In addition, these data allow us to develop individualized supports to address any learning deficiencies. LCS utilizes a variety of baseline assessments in ELA and Math including, but not limited to STAR, iReady, and AIMSWeb (for selected grades). [Appendix A] This data is collected at regular intervals as determined by student need; the typical interval for data collection ranges from 10 days to quarterly periods. In addition, many of our supplemental programs such as LEXIA, MobyMax, and others incorporate a placement test at program onset. All data is collated at the individual student and by learning group level to determine any and all skill gaps. Data analysis takes into account performance for individual students as well as for entire subgroups. Schools provided parents with supporting videos and documentation for any innovative learning model in order to ensure that all students had capacity to access the instruments utilized for the LCS plan for assessment and progress monitoring. LCS documents are used district-wide to support tracking student skill acquisition. [Appendix B]

While progress monitoring through assessments is one source of data, classroom observations and demonstration of work on a daily basis is another measure of student learning. To this end, our schools have been monitoring student performance as measured by grades generated at the assignment, assessment, and course level. This data is reviewed regularly by school staff and quarterly by district staff. Instructional meetings are held between district staff and identified schools where necessary to discuss trends and remediation plans, including skill and course recovery. (See Appendix E) Data discussed within a school and between the district and the school includes all students, regardless of innovative instructional model.

Another strategy implemented in an attempt to close achievement gaps has been to leverage partnerships with local educational organizations and other community agencies to provide outreach and services to students who have struggled academically and personally as a result of the pandemic. One of these partnerships that has been particularly beneficial is with the Florida Center for Reading Research (FCRR) and their Regional Education Laboratory (REL). In the summer and fall of 2020, LCS partnered with FCRR for the READ UP initiative to implement an innovative and multi-faceted program to address learning loss. This began with FCRR REL's work to design websites and a database of supplemental curricular materials that could be used in the LCS Summer academic program, Launch into Learning, as well as distributed via various publicity outlets for the use of parents, teachers, and schools. This partnership, and the specific PLEASE READ campaign implemented in LCS Title I schools in the summer of 2020 provided backpacks of books, materials, and lessons to keep families engaged over the

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summer and the materials were delivered to students by LCS and FCRR staff and volunteers. A brief write-up of the details of this initiative can be found here <https://fcrr.org/news/fcrrs-read-partnership-tackles-covid-19-learning-loss>.

In the late summer and early fall of 2020, the LCS Launch into Literacy program provided additional support for students and their families to practice skills in reading in areas where they may show deficiency or have a desire to accelerate their learning for the 20-21 academic year. This program drew from existing curricular resources available to LCS, such as Achieve 3000 and I-Ready, and educational partner resources from FCRR REL and the UF Lastinger Center for Learning to create learning schedules by grade band. The learning schedules provided resources targeting key foundational reading skills as a means of closing the achievement gap in LCS that has been exacerbated by the Covid-19 pandemic.

1a(b.): All LCS schools are providing extended learning opportunities. While the school district does not have one plan for all schools, we are currently working with each of our schools to develop a plan that meets the needs of each site. Examples of opportunities include but are not limited to weekend sessions, extra hours before and/or after school, and “lunch bunches” during the school day. The district has begun and will continue to develop the a comprehensive summer plan which will include various learning recovery and extended learning opportunities that will be driven by data gathered throughout the 2020-2021 academic year.

LCS believes that “just in time” student support is as critical to student success as long-range planning. This means we have made a concerted effort to weave student support into the daily learning experiences of students. LCS students have access to free, online tutoring K-12 in a variety of languages and across all grade levels and subjects. Through contracted services LCS will be able to embed a “help button” in each course in Canvas (our LMS). This help button, when selected, will connect the student with a tutor. Tutoring can occur via Zoom, Teams, chat box, or phone call. Screen sharing is enabled as well so that the tutor and the student can use a whiteboard to demonstrate necessary skills while using computer or phone audio creating an on-demand digital classroom. Additionally, each Title 1 school began live, digital tutoring with qualified teachers in October. This outside of school hours assistance connects our students with highly qualified teachers to deliver instruction, provide remediation, and assist with assignment completion through task clarification and guidance. All students, regardless of classification (ELL, SWD, general education, etc.) have access to this tutoring. Tutoring offered at these selected sites also includes extension activities aligned to reinforce learning and provide acceleration opportunities.

In addition to providing traditional extended day in-person learning, digital opportunities for all students, and targeted tutoring at our Title 1 sites, LCS also offers extended learning opportunities to students participating in the 21st Century Program. Mimicking the LCS innovative instructional delivery models, the LCS 21st century program is providing academically enriching activities beyond the bell to reinforce and strengthen student learning. A variety of activities are provided for those students who have selected in-person learning as well as for those students who are participating in one of our innovative learning models. Digital learning has broken down the walls between our sites so that students are able to collaborate and engage with students from around the district on important skills and topics including remediation, acceleration, and enrichment activities. Through our

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innovative 21st century programs students are able to also explore areas of interest and dive more deeply into connecting what interests them with academic success. In this program, LCS teachers assist students with homework, identify, explore, and expand students' areas of interest, as well as ensure skill remediation as needed. Accommodations from IEPs and ELL Plans are incorporated into 21st century activities to strengthen and support student success.

1a.(c.) The closure of schools for the fourth nine weeks last school year presented LCS with a variety of opportunities to support students and families. Such activities ranged from food distribution to student learning to internet access to support our students and families. From an academic perspective, LCS used this opportunity to revisit our district guiding documents, including our pacing guides, instructional focus, instructional materials, and way of work around progress monitoring. Over the summer, LCS purchased the entire suite of digitized courseware from FLVS. The intention was twofold: 1.) to have available digitized content aligned to Florida standards should schools close for any part of the 2020-21 school year and 2.) to provide multi-dimensional digital content designed to be delivered online on our Learning Management System, Canvas. Through the course review of this digitized content, the district provided teachers with one instructional focus calendar aligned to our adopted instructional materials and the appropriate grade level standards, but the district also provided on the same document any standards not addressed deeply during the fourth nine weeks of 2020-21 school year as well as a cross walk with the digitized content. By interleaving these four critical instructional components, LCS was able to optimize learning for students, teaching them on grade level, deeply reviewing as necessary, and connecting them with familiar and new instructional materials. By approaching instruction in this manner, LCS was able to dedicate more resources at the student level including the development and implementation of the previously mentioned extended learning opportunities.

1.b. Throughout the Pandemic LCS has been committed to student and family outreach. Throughout the fourth nine weeks of the 2019-20 school year and continuing with the 2020-21 school year, LCS identified and allocated resources to target outreach to students across a variety of areas from attendance to student mental health to connecting students and families with additional social resources. One of the areas that LCS has focused on is student academic achievement. As a result of various student data points (school/district progress monitoring as well as course grading), schools within LCS have targeted students in need of intervention. At the elementary level, data collected from various progress monitoring instruments is used to frame the collaboration between families and schools. While the methodology may have changed because of distance, our commitment to meeting students 'where they are' remains steadfast. As soon as a student's need is identified, various supports are implemented. For example, all students who are identified in need of intervention whether they were participating in an innovative learning model or they were participating in traditional in person learning were provided opportunities to participate in supportive activities. These activities could include, but are not limited to 1:1 teacher tutoring, 1:1 instructional aide support, small group lesson participation, whole group lesson participation, additional teacher support, and/or adjustments in pacing to name a few. Students who were involved in traditional in-person learning participated in these supportive activities as normal. For those students learning remotely, adjustments were made to scheduling and to the teacher day to ensure that the mechanisms for support, those identified above, could be implemented. If students continued to struggle based on the data, despite these interventions, schools contacted families to strongly encourage the student(s) to return. Students who chose to return were seamlessly integrated to school based interventions as we have for years. Those

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families who continued to choose one of our innovative learning models were provided additional, different strategies to support student learning. Additional, different strategies could mean changes in intervention programs or changes in how instruction is delivered within the innovative learning model. Students at the elementary level have less agency regarding attendance. As a result, interventions were made at the parent level to increase student participation.

At the secondary level, data was collected from a variety of sources, including student course grades, motivation, attendance, and the regularity by which they were submitting work. Different than the elementary level, secondary students participating in one of LCS innovative learning plans have somewhat more agency regarding class attendance, work submission and completion, as well as successful course completion. For example, it is not uncommon for parents to return to work and leave their secondary student home alone trusting that student work was being completed. Because of these factors, attendance intervention and academic intervention are deeply integrated. At the classroom level students who were not attending were referred to administration for attendance intervention. Once attendance was regulated, teachers and school administration were able to determine students who were struggling academically. Student coursework and grades were a primary indicator of student success. As a result, intervention for secondary students includes, but is not limited to, course tutoring, remediation in standards through differentiated instruction, and small group work. See Appendix E Appropriate tier 2 and tier 3 interventions are implemented – and, can be done so remotely; however, these students were identified to return to campus as soon as practicable with family support.

Students in need of course recovery have been provided opportunities to extend their learning outside the school day, including weekends. Various programs that specifically address course recovery have been implemented and are unique to each school site. These programs can include a commercially purchased course recovery program such as PLATO (Edmentum), subject specific course recovery (FLVS/LCVS), teacher and departmental outreach, and school level mechanisms such as schedule changes. For those students who remain in an innovative learning model, both PLATO and FLVS/LCVS are options. However, if the necessary intervention was not course based, but rather skill based, additional programs and interventions are implemented. These interventions include programs that deepen skills in ELA and math. These programs can include but are not limited to, REWARDS, REWARDS PLUS, Achieve or teacher developed Common Lit activities. To support students with disabilities' progress monitoring efforts, all students, whether on standard or non-standard pupil progression, are participating in the full complement of progress monitoring services outlined by LCS above.

1.c. Students and families who return to school meet with school administration or their designee (i.e. guidance counselor). These meetings can be done in person, on the phone, or via a web conferencing platform. Often, they occur as part of the problem solving process regarding student achievement concerns. From this exchange, the school identifies a variety of interventions and supports. These interventions and supports can range from SEL supports (referral to our transition counselors) to placement in a different tier of MTSS. Student supports and interventions can include small group counseling, one-on-one counseling, tiered intervention, schedule change, small group assignments, increased instructional time, and modified behavioral support. Data collected while students participated in an innovative learning model will be used to determine which type of 'return to school'

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interventions will be implemented. Additional data will be collected to determine intervention and support effectiveness as well as movement within the continuum of interventions.

Supports have also been provided for English Language Learners (ELLs). At the start of the 2020-2021 school year ELL students were individually assessed to determine possible COVID slide during time away from school March 2020-August 2020. Parent/Teacher conferences took place, via TEAMS & ZOOM. Parent conferences included:

- Struggles during the 2019-2020 school year before COVID Learning
- Device availability or lack of availability during COVID Learning
- Choice of learning mode during the 2020-2021 school year
- Special emphasis on the differences of learning and accessibility on supplemental learning tools available to DA and B&M students.
 - If the student struggled during the 2019-2020 school year and are not B&M 2020-2021 there will not be the same type of support and supplemental materials available to the student in DA as there will be in BAM.
 - Parents of students less than 2 Years DEUSS date are strongly encouraged to place their student B&M as these are the most vulnerable learners.

Students new to enroll in LCS 2020-2021 school year who trigger as possible ELL students are screened using the WIDA Screener. Digital Academy students are screened using WIDA Remote Screener and are placed in ESOL Temporary until the student is able to come into the building and take the Paper WIDA Screener. Brick and Mortar possible ELL students are screened using the Paper WIDA Remote Screener and placed in ESOL program.

ZOOM meetings are being held with International Rescue Committee (IRC) to translate prior school transcripts and determine Leon County School best placement. Meetings are then held with LCS, IRC, and the parents to discuss registration, transition, and expectations.

ESOL Coordinators maintain a spreadsheet of ELL students in both Learning Platforms Digital Academy and Brick and Mortar and the following data is maintained:

- Language Acquisition- students will have ongoing assessment of language acquisition
- Attendance- especially for Brick and Mortar students having device difficulties
- Grades- how are the students performing on classwork and classroom assessments
- There are ELL Committee meetings for students participating in either learning platform with a D or F in the core courses.

Imagine Language & Literacy Implementation Essentials Professional Development took place August 2020 to prepare ESOL Coordinators for using Imagine Language & Literacy. New ESOL Teachers and Coordinators also had additional professional development. Teachers have also participated in Rosetta Stone workshops to prepare for 2020-2021 school year. Professional Development was also done via ZOOM for LCS newest product Imagine Math. More PD throughout the school year with Imagine Math during the remainder of the 2020-2021 school year. Imagine Progress Monitoring includes Usage, Progress, Growth, Portfolio and Action Areas.

Translation services for schools through the following:

- Leon County Schools Website- LCS website document translation provides Language selection on the District/school websites by selection. Other services on the website include:
 - Immersive Reader
 - Power point
 - Microsoft Translator- translating in real time conversations

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○ Audio

- Language Line. Language Line provides immediate translation services to each school site. Registrars use Language Line to speak with parents as they come to enroll students. Translation services are also provided at parent conferences and ELL Committee Meetings as needed or requested. Language Line is also used to translate documents for Leon County Schools and individual school sites.
- Mrs. Mara Scott and Mr. Amon Rwito are ESOL Parent Liaisons working with each school site. Mrs. Scott and Mr. Rwito are the bridge built to assist the parents in working with the schools for student success. Mrs. Scott and Mr. Rwito assist with parent conferences, school curriculum or activity nights, updating school/district website to meet the needs of the parents. They also assist in translating during conferences and documents for the district in Spanish and Swahili.

A Canvas Course for ESOL Coordinators is used to provide ongoing Professional Development to ESOL Coordinators, and provide ESOL information to teachers (new and veteran) as information is shared from SALA and FLDOE.

The course includes/will include Modules in:

- Beginning of the Year-Mid year-End of Year Procedures and Best Practices.
- What is the Consent Decree?- this breaks down the sections of the Consent Decree to explain why we have specific guidelines for ESOL program and ELL students
- What is SALA? & Title III Grant
- Exiting Students from ELL Program
- Supplemental Curriculum for ELL students
- WIDA

Exit Plans for ELL students using the following DATA:

- 2019-2020 2nd nine weeks grades,
- 2019-2020 ACCESS for ELLs,
- 2020-2021 Progress Monitoring
- 2020-2021 grades 1st nine weeks of 2020-2021 & midpoint of 2nd nine weeks

Students with disabilities receive a range of services for compliance, overall services, and curriculum and instructional supports. To support students with disabilities' progress monitoring efforts, all students, whether on general standards or Access standards are participating in the full complement of progress monitoring services outlined by LCS above and the individual student's IEP. In addition to the work undertaken above for all LCS students, regardless of disability status, the district has also increased support for students with disabilities by targeting and strengthening ESE teachers' practice. As before, for students with disabilities, the district agrees to continue to provide a hierarchy of services required by law so that families who wish to educate their child regardless of learning environment may continue 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 COVID 19 Impact Services and Supports (CISS).

Each school site is assigned a district ESE program specialist for compliance and behavior to guide, facilitate, and support student learning regardless of the learning platform. These liaisons provide on-going professional development and support for all school based personnel in identifying student with disabilities, instructing students in all educational platforms, and in providing supports and structures to families of students with disabilities.

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As the Pandemic has provided opportunities to refine district support for children with disabilities, LCS has increased its commitment to improving teacher practice. To accomplish this goal, the ESE office has provided weekly "Open Office Time" to provide teachers with support with the new digital platforms including how to manage and support student success in small groups using technology. Additional training topics include accommodations and accessibility, appropriately supporting students with disabilities on general standards (for students participating in either traditional or innovating learning models), appropriately supporting students with disabilities on ACCESS standards (for students participating in either traditional or innovative learning models). All professional development has been recorded and is available at any time to any teacher, related services providers, and instructional support personnel.

Based on requests from teachers, Professional Learning Communities (PLCs) were implemented: Elementary Resource Teachers, ACCESS teachers, and Unique Skills/Learning Strategies Teachers. LCS has partnered with FSU's Project RAISE to help plan and facilitate these PLCs. The goal of the PLCs is to increase confidence in the innovative learning model, create a collaboration space for teachers, and increase student performance.

We have also extended learning opportunities to all of our paraprofessionals who work with our students with disabilities to support those students who have selected our innovative learning plan. This training and support plan covers Canvas (our LMS), Zoom, and Microsoft Teams. The focus was to increase the capability to use these platforms during instructional time and adhere to the services outlined in student's IEPs. Spring paraprofessional development is currently under design with input from this work group.

A variety of other professional learning supports for educators who deal with students with disabilities has come from partnerships and through utilization of resources from the Florida Inclusion Network (FIN) and the Florida Diagnostic and Learning Resources System (FDLRS).

2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
 - a. Offer the innovative learning modality only to students who are making adequate academic progress.
 - b. Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The district must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The district must submit a copy of the written acknowledgement form that they will provide to parents/guardians.

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Leon County Schools recognizes that nothing replaces high-quality, in-person teacher-led instruction. It is our most fervent desire that our school district could return to “business as usual” as soon as possible in a safe manner. Leon County Schools also recognizes the important partnership between home and school. For many of our school district families returning to in person learning, while desired, is not feasible because of health concerns. Consequently, Leon County Schools is committed to supporting each individual student in the most appropriate manner possible.

Students who are learning successfully through one of our innovative learning environments are invited to continue in their learning model or return to in-person learning.

Students struggling to learn successfully through one of our innovative learning models are contacted by their school. Once contacted, they are encouraged to return to in-person learning. If a family refuses to return their child to in person learning and the student is struggling, a letter will be sent home to the family to ensure the family understands the academic implications regarding this decision. (See Appendix G) Parental notification will include explicit reference to the potential poor educational outcome associated with remaining in one of the LCS innovative learning models. These poor educational outcomes include, but are not limited to,

- Danger of not being promoted to next grade level
- Danger of not graduating
- Negative impact on GPA
- Negative impact on credit total
- Impact on course sequencing
- Negative impact on athletic and extra-curricular eligibility
- Loss of scholarship eligibility

As a reminder, refusal to return to in-person learning does not preclude the student from receiving intervention and support services remotely.

Leon County Schools’ remains committed to providing regular individual communication through the use of our Parent Portal and LMS (Canvas). Each of these tools allow parents on-demand notice of student participation, attendance, and performance, as well as allow for on-going progress monitoring communication. As with previous years, teacher and counselor communication and conferencing are a primary mean of information and intervention. In addition, schools and the district utilize mass communication tools such as listserv/e-mail, district website, school websites, social media, and direct mailers.

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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) The Office of Prevention, Intervention, Equity and Support Services has partnered with Student Services, the Foundation for Leon County Schools, and the Office of Technology and Information Services to better serve and meet the needs of our vulnerable populations. Students who were deemed "Did Not Enter" (DNE) have exhibited sporadic attendance, experienced difficulty in learning in the digital academy, or deemed truant for the 2021 school year will be referred to the Office of Prevention, Intervention, Equity and Support Services.

Upon notification of the student and the reason for the referral, the assigned Community Liaison will conduct a home visit, wellness check or address verification. Having visited the home and assessed the situation, the Community Liaison will respond accordingly:

- If the student is experiencing device issues, they will be connected with T&IS to trouble shoot the problem. If unsuccessful, the student would be provided with a Chromebook and/or a hotspot.
- If there is a connectivity issue (bandwidth or no Internet), the family is referred to our Foundation Office to get help with setting up an Internet account with a local provider.
- If it is determined that the home conditions require the support of the school social worker, a request is submitted to the social worker to contact and work with the family.
- If the parent indicates the student is having difficulty learning in digital academy and wants to return to in-person instruction, the school is contacted and arrangements are made to immediately enroll the student in brick and mortar.

To further enhance communication between the home and the school district, door hangers were created to leave on when no one is at home. The door hangers are brightly colored and have the contact information for the assigned Community Liaison so that the parent can call or email their liaison directly. These door hangers have proven to be successful in communicating with families and reducing the length of time it takes to connect with them. Our DNE list has been significantly reduced from year opening totals. We continue to work daily on identifying students within our vulnerable populations, connecting them with the appropriate stakeholders to meet their learning as well as social and emotional needs.

Students who are in our DJJ, Foster Care, and homeless populations are monitored to ensure that their needs are being met.

- ESSA calls are conducted 3-4 times a week to make sure that the transition of students in Foster Care are taking place in a timely manner and they are receiving all required services due to them.
- All stakeholders, to include school administrators and ESE personnel, are included on the calls to ensure a smooth transition of services for Foster Care students take place - whether the student is entering or leaving the District.
- Homeless students are provided tutoring services at the Hope Community Center.
- For those homeless students who live in temporary housing or hotels and do not have a device, one is provided to them should their parents want them to attend school in the digital academy.

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- For homeless students who need transportation (live outside the 2 miles from school), transportation is set up for them to attend school in the bricks and mortar.
- DJJ students are monitored. Upon release from the JDC, they are monitored to make sure that they are engaged in school in a timely manner (typically within 24-48 hours).
- LCS and the DJJ Probation Office partner with LCS to create a probation list and monitor students on the list. Once the monthly list is published, each student's attendance is checked to make sure that they are engaged in school and attending regularly. If students are not attending regularly home visits are conducted to determine the reason for nonattendance. Referrals to social workers and community agencies are made if there is a need to do so.
- DJJ Probation Officers have the ability to check on their juveniles' attendance profiles and work with their assigned Community Liaison to make sure that the students are not exhibiting patterns of nonattendance.
- For students who may be in a DJJ or jail facility, the ESE office ensures that all students with disabilities receive their instructional, related, and student support services and accommodations.

3.(b) Pre-Kindergarten/Kindergarten Students

Leon County Schools Early Childhood Program is actively screening and evaluating prekindergarten age children and has done so since June, 2020. In an effort to engage potential VPK students for the 2021 school year, we will begin advertising and marketing VPK openings in December, 2020. All potential VPK students are screened using an informal screening questionnaire followed by either the Developmental Indicator for the Assessment of Learning (DIAL) or the Battel Developmental Inventory (BDI). Screening will begin January 5, 2021 for the 21-22 school year. Screening and/or evaluation data will provide information to assist with placement of VPK eligible students in schools and identify students that qualify for Exceptional Student Education Services under Part B of IDEA.

Leon County Schools was approved for the VPK Flex program prior to the start of the 2020 school year and each family was given an option to receive instruction on either a digital platform or in a traditional brick and mortar setting. We will continue to provide these options through the spring of 2021.

In the summer of 2021 Leon County Schools will offer a Summer VPK Program for those eligible students who did not access VPK during the traditional school year. The summer VPK program is a condensed version of our school year program with instruction aligned to the Florida Early Learning Standards. It provides opportunities for students to receive pre-academic instruction that will assist with being kindergarten ready.

Articulation meetings with Leon County Schools PK teachers began in November with follow-up meetings scheduled based on the needs of the students through the spring semester. Student data including present levels, strengths and weaknesses are address in the meeting in preparation for a successful transition to kindergarten. During these meetings decisions are made regarding the need for additional evaluation information for students that are not meeting developmental standards. If needed, interventions are determined and carried out and monitored through careful instructional planning and the collection of progress monitoring data.

Leon County School District is currently working with private VPK provider partners to establish articulation meetings for students that will be entering kindergarten in the 2021-2022 school year. The purpose of the meetings is to assist with a successful kindergarten transition for students and their families. Meetings will begin in April 2021 and will include steps parents can take for early kindergarten registration. It will also give PK teachers and kindergarten teachers opportunities to discuss the present level of the students. Kindergarten teachers will

The Kindergarten Kick Off Campaign will begin in the spring of 2021. The campaign includes marketing for a successful kindergarten transition including early enrollment, kindergarten screening questionnaire, and virtual kindergarten

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orientation opportunities. The purpose of the campaign is to assist families with the learning the expectations of kindergarten. Through the virtual orientation students and their families will have the opportunity to meet the principal, administrative staff, kindergarten teachers as well as special area teachers. In addition to school staff introductions, families will receive a virtual tour of their school campus. This will assist with the adjustment from PK to kindergarten and help alleviate stress for our young students, allowing for more success with academic achievements.

Child Find Referrals: 06/01/2020 – 12/01/2020

Gender	No parent response or follow through	Cancelled appointment	Evaluated: not staffed	Evaluated: staffed
Female: 3	2	--	--	1 (not eligible)
Male: 13	10	1	2 (1 appears not eligible; 1 appears eligible)	--
Totals: 16	12	1	2	1

Part C to Part B Transitions: 06/01/2020 – 12/01/2020

Gender	No parent response or follow through or parent steps in progress	Not Interested in LCS	Evaluated & not staffed yet or Scheduled for eval or ready to schedule	Staffed: Not Eligible	Staffed: Eligible
Female: 23	15		3	--	5
Male: 43	21	3	5	3	11
Totals: 66	36	3	8	3	16

Screenings Completed: DIAL-4 & Questionnaire reviews: 06/01/2020 – 12/01/2020

Gender	Pass DIAL-4	Recommended for Evaluation: based on DIAL-4 or Questionnaire Review
Female: 141	77	64
Male: 165	72	93
Totals: 306	149	157

Evaluations Completed: 06/01/2020 – 12/01/2020

Gender
Female: 93
Male: 132
Totals: 225*

**LCS appears to have evaluated more children than screened & recommended for an evaluation (difference of 68.) This is most likely due to number which include children recommended for evaluation pre-COVID closure (screened before June 1st) or children not reflected in the screening report but for whom evaluations were completed.*

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

Innovative and Virtual Learning Modalities

Training has been implemented continuously since June of 2020 to address the professional development needs of teachers, with a particular focus on teachers who are teaching in an innovative and virtual environment for the first time. Training opportunities to address these needs included the items outlined in the list of district professional development initiatives that follows this introduction. In addition, these trainings will continue throughout Spring of 2021 via new sections, recorded sessions, and access to self-paced trainings via the district platforms.

Interventions to Support Students in Various Learning Modalities

The initiatives outlined below frequently highlight training with student interventions in mind. The portions that most directly address this need include intervention sessions in the pedagogical approaches to online learning courses and the LCS Forward conference, leadership training specific to reading interventions, general academic interventions, and mental health and social-emotional interventions. The technical assistance documents and site-based training initiatives that have been developed or are currently in development include explicit training on the district-adopted protocols and expectations for intervention as well.

Technology Needs

LCS Teacher and Instructional Leader training has consistently focused on integrating sound pedagogical practices in innovative (hybrid) and online learning with the addition of explicit technology training for the district's Learning Management System, Canvas. We recognize that not all teachers start in the same place in terms of comfort with technology, and for many the barrier to successful pedagogical implementation is dependent on the development of basic technology skills. For this reason it will be important to note that many of the training opportunities offered by our district have had both "live" versions and versions that can be self-paced or revisited at another time. This helps to ensure that, just as we would with students, we are addressing the various learning needs of teachers in our training initiatives. For those who are more comfortable with online tools and the use of technology in the classroom, we have suggested starting with the resources that will assist them in developing pedagogically. For those who perceive technology as an area of needed growth, we have emphasized beginning with the explicit training opportunities focused on the basic uses of Canvas and online instructional materials, and then continuing on to training in pedagogically sound strategies. Data indicate that, at this point, this approach has been successful in helping teachers who are challenged by the use of technology to build a working schema of the digital or hybrid classroom into which they can assimilate pedagogical best practices.

Overview of Ongoing District Professional Development Initiatives

- ***Self-Paced Courses in Pedagogical Approaches to Online Learning***- Beginning in June of 2020, LCS released mini-PD information sessions to coach teachers and instructional leaders on the fundamental differences in online learning, LCS hybrid/innovative model learning, and the traditional best practices of brick and mortar. These sessions covered multiple topics including pacing and timing, mechanisms for grading and feedback online, use of a variety of online instructional materials, communication with various educational stakeholders in the online environment, creating teacher presence, social presence, and cognitive presence in the online environment. These courses culminate with the creation of a protocol, document, assignment, or understanding check for documentation and in-service credit. In July

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2020, these initial courses were further enhanced with new modules added to be more specific to certain grade levels and content areas, available district resources, hybrid model/online classroom management, age-appropriate best practices for scheduling and routines, and small group instruction/intervention for ELA/Reading and Mathematics. Finally, a self-paced course was released within the Canvas platform for all LCS personnel that provided an overview of and practice with the features of the LMS. Evaluative data on these training items, gathered in the first quarter of the 2020-2021 academic year indicated that these initiatives were successful in acclimating teachers and administrators to online instruction, and the decision was made to keep these trainings continuously available (with updates to process and protocol information as necessary) on the LCS internal PD site so that teachers and leaders joining the workforce at a later time or professionals in need of additional assistance would continue to have access to them throughout the year. The next program evaluation for this initiative is scheduled for late Spring of 2021.

- ***District-Wide Virtual Conference, LCS Forward*** - This interactive, online conference was held live in August of 2020 but has been recorded and adjusted to also have an online, self-paced version. The sessions included expanded upon the Pedagogical Approaches to online learning mentioned above, and made direct connections between the pedagogical approaches and the new district Learning Management System, Canvas. Additional trainings and question/answer sessions were held to address management of ESOL and ESE concerns in the online environment, hybrid environment, and specific to the Canvas LMS. Sections of training also addressed the needs of teachers for management and instructional planning for hybrid course sections in which instruction would be delivered simultaneously to brick and mortar students as well as students in the online digital academy. First-year teachers were introduced to their support teams at the district level during the conference as well and have received several training opportunities specific to their needs as new teachers within the first weeks of the school year. Evaluative data on these items, gathered during the LCS Forward Conference as well as in the first quarter of the 2020-2021 academic year indicated that these initiatives were successful in acclimating teachers and administrators to online instruction, and the decision was made to keep these trainings continuously available (with updates to process and protocol information as necessary) on the LCS internal PD site so that teachers and leaders joining the workforce at a later time or professionals in need of additional assistance would continue to have access to them throughout the year. The next program evaluation for this initiative is scheduled for late Spring of 2021.
- ***In-Person and Virtual Coaching and Support Sessions***- Teams of district personnel have conducted site visits and virtual meetings to assist with and intervene for teachers who are struggling with any of the modalities of innovative and virtual learning. These sessions have sometimes occurred as virtual meetings with question/answer sessions, demonstrations of the use of instructional materials in online or hybrid environments, and group lesson planning or interventions sessions. Occasionally, team members have been called to observe, provide feedback, and provide instructional coaching and support in a hybrid/blended classroom environment as well. Each of these opportunities is used to gather data to determine continued and further needs for professional development of teachers and leaders. Support sessions and data-gathering will continue throughout the Spring of 2021 with groups of teachers as initiated by student achievement data, teacher performance data, or at the request of teachers and school leaders.
- ***Leadership Meetings with Renewed Training Components***- Training sessions for administrators and site-based leadership teams in best practices in online learning and instructional leadership in innovative and virtual models have been and will continue to be provided through regularly-scheduled administrative meetings and stand-alone training opportunities. Topics which will continue to be covered include best practices for coaching and evaluating teaching in the online environment and explicit, systematic support for students in need of academic or mental health interventions, engagement interventions, social-emotional learning, and students with special needs and ELLs. Portions of these trainings and continued initiatives in the Spring of 2021 will feature explicit training on reading loss prevention and intervention

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from our educational community partners at the Florida Center for Reading Research Regional Educational Laboratory.

- **Technical Assistance/Site Training Documents Distributed from the Office of Professional Learning-** Beginning in December of 2020 and continuing throughout the 2020-2021 academic year, the Office of Professional Learning developed technical assistance documents to refine and define teaching practices in virtual and innovative environments. Concepts covered at this point include best uses of Canvas, Zoom, and Microsoft Products, particularly with an emphasis on meeting the needs of students with disabilities and ELLs. Data collected in our ongoing professional learning needs assessment has indicated a need for consistency of practice protocols at specific sites and within instructional teams. The technical assistance document for this has been developed and will be available for training in site-based teams beginning in December of 2020 and will be offered throughout the Spring of 2021. Other topics in the works for technical assistance documents and associated training sessions include instructional models for innovative and virtual learning (hybrid teaching), intervention best practices in virtual and innovative learning, and academic and small group interventions. The technical assistance documents are also meant to be “living” documents with links to resources and activities that will be utilized in the implemented trainings and can be updated as new best practices emerge throughout the Spring of 2021 and beyond.

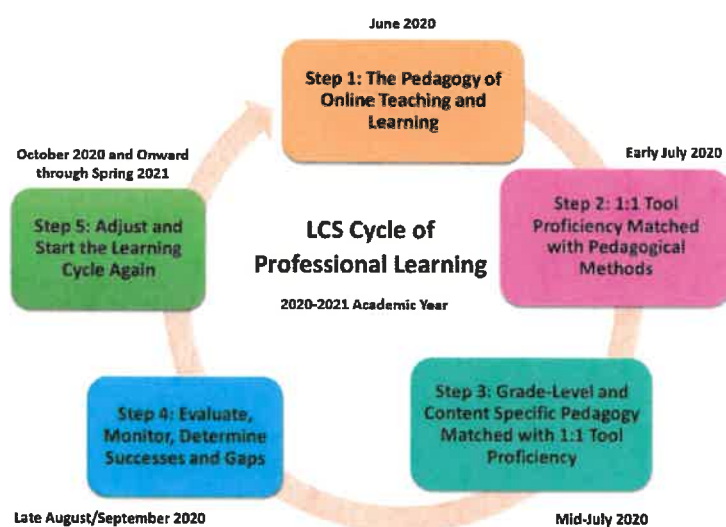


Figure 1, above, provides a visual representation of the Leon County Professional Learning and Development Program Cycle implemented in the 2020-2021 academic year.

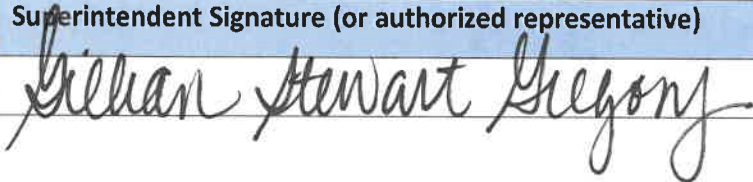
- A handout presented in the Fall of 2020 for the 2020-2021 Professional Learning Program can be found [here](#).

Within each of the above training plan outlines, specific training was always included to address the needs of students with disabilities, ELL students, and students within various stages of multi-tiered support. Frequently this training was included through partnerships with educational entities outside of the district including FIN, FDLRS, and FCRR REL. Many of these complementary initiatives in teacher and leadership training have been detailed throughout this document.

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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.
Gillian Stewart Gregory
Contact information: email, phone number
gregoryg@leonschools.net , 850-487-7819(o)//850-408-3713(c)
Date submitted
December 14, 2020
Superintendent Signature (or authorized representative)


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Appendix A: Progress Monitoring

Aligned to literacy skills and embedded in our K12 Comprehensive Evidence Based Reading Plan (CERP), we use a series of progress monitoring tools to determine student learning gaps, regardless of learning environment. These tools include, but are not limited to, STAR Early Literacy, STAR Reading, AIMSweb Plus, iReady, Achieve 3000, District created ELA standards-based progress monitoring administered through Unify (secondary level), and Lexia (for selected students-primarily early childhood.)

Kindergarten through Grade 5		
Component of Reading	What data is being collected?	What Progress Monitoring Tool is used, and how often is the data being collected?
<i>Oral language</i>	Key Data Areas: Receptive Communication, Expressive Communication Data is represented by Raw Scores, Scale Scores, Percentiles, Developmental Quotient	Two times a year for all pre-k students and identified kindergarten students using the Battelle Developmental Inventory
<i>Phonological awareness</i>	Key Data Areas: Rhyming and Word Families, Blending Word Parts and Phonemes, Initial and Final Phonemes, Consonant Blends, Medial Phoneme Discrimination, Phoneme Segmentation, Phoneme Isolation and Manipulation. Data is represented through Scale Scores, Percentiles, Student Growth Percentiles, and Percent Mastery.	Four times a year for STAR Early Literacy Three times for iReady
<i>Phonics</i>	Key Data Areas: Sound-Symbol Correspondence, Short and Long Vowel Sounds, Initial and Final Consonant Sounds, Variant Vowel Sounds, Consonant Digraphs and Blends, Word Building Data is represented through Scale Scores, Percentiles, Student Growth Percentiles, and Percent Mastery.	Three times a year for aimswebPlus Four times a year for STAR Early Literacy Three times for iReady
<i>Fluency</i>	Key Data Areas: Letter Naming Fluency, Letter Word Sound Fluency, Oral Reading Fluency (words correct per minute and error review) Data is represented through Scale Scores, Percentiles, Student Growth Percentiles, Percent Mastery.	Three times a year for aimswebPlus Four times a year for STAR Early Literacy and STAR Three times for iReady
<i>Vocabulary</i>	Key Data Areas: Word Facility, Synonyms, Antonyms, Affixes Data is represented through Scale Scores, Percentiles, Student Growth Percentiles, and Percent Mastery.	Four times a year for STAR Reading and STAR Early Literacy Three times for iReady
<i>Comprehension</i>	Key Data Areas: Sentence Level Comprehension, Paragraph Level Comprehension, Passage Comprehension Data is represented through Scale Scores, Percentiles, Student Growth Percentiles, and Percent Mastery.	Four times a year for STAR Reading and STAR Early Literacy Three times for iReady

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Grades 6 through 12		
Progress Monitoring Tool	What data is being collected?	How often is the data being collected?
Achieve 3000 <i>Comprehension</i>	Key Data Areas: Paragraph Level Comprehension, Passage Level Comprehension Data is represented through Lexile reading levels, Number of activities, Percent of activities above 75% accuracy, Change over Time.	Initial placement, and monthly progress monitoring; data reviewed monthly at the school site
STAR Reading <i>Comprehension Vocabulary Fluency</i>	Key Data Areas: Sentence Level Comprehension, Paragraph Level Comprehension, Passage Comprehension, Oral Reading Fluency Data is represented through Scale Scores, Percentiles, Student Growth Percentiles, and Percent Mastery.	Four times a year
Leon County Schools' Standards Progress Monitoring Tool <i>Standards Based</i>	Key Data Areas: Passage Comprehension, ELA Benchmarks Data is represented through Achievement Bands and Percent Correct by text type, cluster, and standard.	Four times a year

Appendix B: Progress Monitoring Plus

Students in all digital models participate in all district progress monitoring outlined in Appendix A. In addition to these efforts, schools have increased communication and tools with students in our innovative learning models to ensure participation, as well as support their learning.

While these methods are targeted to students in innovative learning models, they are provided to all students. These Progress Monitoring Plus tools include, but are not limited to, the following:

- Explicit parent communication explaining the methods, purpose, and importance of progress monitoring. Letters and e-mails explain in-depth information regarding the instruments utilized by the school as well as the method of reporting and scoring analysis.
- Announcements regarding timelines and procedures are shared via Remind text messaging, Canvas announcements, social media, and directed e-mails.
- Vendor-provided tools are utilized to support student progress monitoring at home – including security protocols.
- Pre-recorded videos (done by the reading coach) that explain what the diagnostic assessments are, and how they will be accessed – see examples
 - STAR: <https://www.youtube.com/watch?v=rKlaLTnH770>; STAR script (modified to address students typing in their own monitor passwords for security)
 - Star Early Literacy: <https://www.youtube.com/watch?v=fWh02g1AhMg>
- Individualized progress monitoring time with students visible via cameras and facilitated by teacher/reading coach/trained instructional paraprofessional.
- Whole-group testing may occur with all cameras on. Teachers or administration may identify any potential compromised results and have the student(s) retested with the reading coach. During the retest, a screen may be shared and the student answer orally, allowing the reading coach to mark the answers.

The key implication of all of these method is to include all students and encourage valid data, allowing school and district staff to make the best instructional decisions for all students.

Appendix C: Progress Monitoring Data Review

The review of progress monitoring data is paramount to improving student achievement. To that end, each school is required to review student data regularly. The mechanism for data review at the school level varies but does include administration review of student data, Department Chair/Team Leader review of data, School staff team review of data, and the multi-tier system of support system (MTSS) as necessary. Leon County Schools' K-12 CERP Decision Trees are used to assist in the problem-solving process and to identify students that are demonstrating positive, questionable, or negative responses to provided interventions. Data is also reviewed to determine growth in relation to state benchmarks and growth relative to statistically similar academic peers.

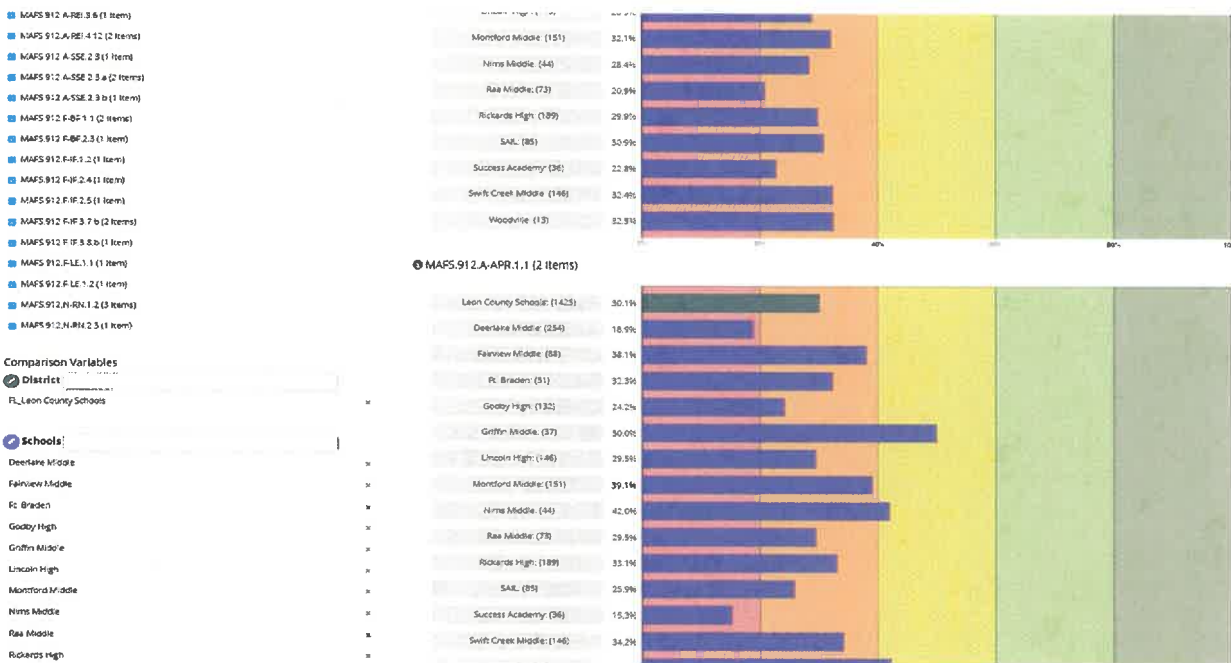
Elementary Progress Monitoring

Schools complete tracking sheets for students based on standards, our core curriculum, as well as our supplemental digitized curriculum. Each school reviews data within the framework of a multi-tiered system of support. For grades K-5, ongoing data is collected and reviewed by school teams at least every 10 instructional days, with an emphasis on Tier II and Tier III interventions. The district collects and reviews student progress monitoring data quarterly in grades K-5. Additionally, all progress monitoring for L300 and priority schools is collected and reviewed by district personnel at least monthly.

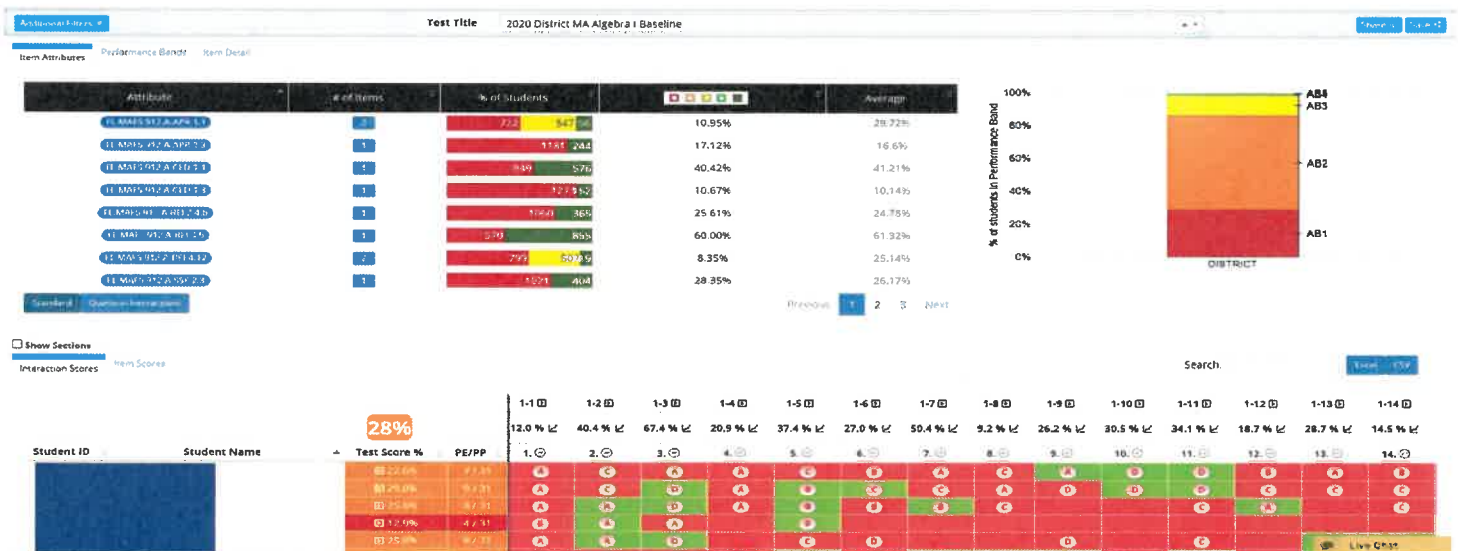
The reading progress of all K-3 students is monitored according to the LCS Substantial Reading Deficiency timeline and protocol. All K-3 students who have been identified as having a substantial reading deficiency receive Tier 3 intensive reading interventions targeted to their instructional needs. Students are placed on an Individualized Progress Monitoring Plan or are progress monitored toward their IEP goals by their IEP team. At the end of the school year, or if a student is no longer considered substantially deficient, an Annual Report–Response to Intervention is completed and sent home to families. Students with an IEP receive their quarterly IEP goal progress monitoring reports. These reports are a compilation of frequent progress monitoring of specifically identified interventions.

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At the secondary level, our student data is managed and tracked through the use of a student analysis system. School teams and district staff collect and review progress monitoring data at least quarterly for all students. School teams review progress monitoring data of students receiving Tier II and Tier III interventions on a monthly basis.



Student Item Analysis

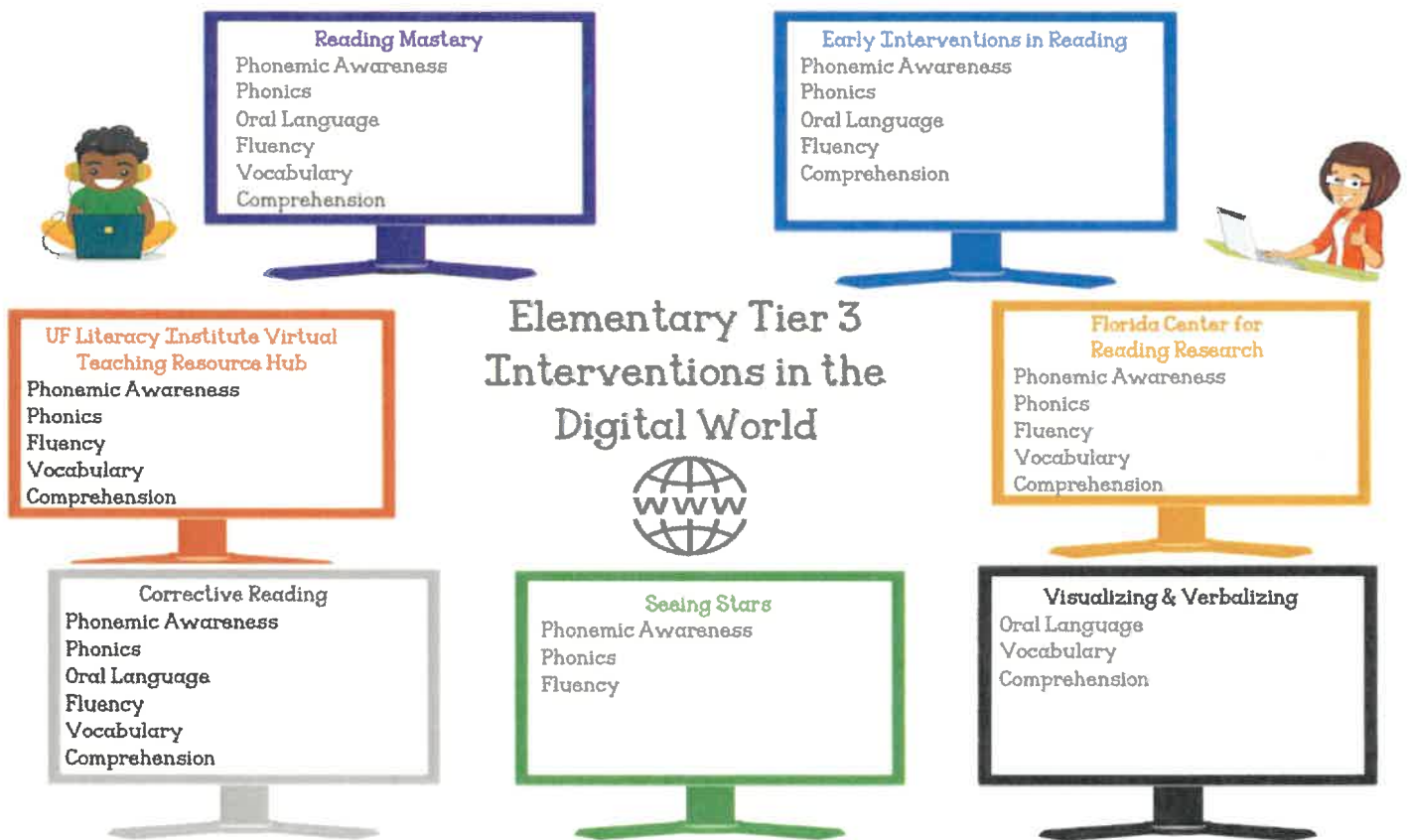


Appendix D: Interventions and Supports

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Each school identifies interventions and supports based upon the review of the data within the framework of a multi-tiered system of support. Leon County Schools’ K-12 CERP Decision Trees are used to assist in the problem-solving process and to help ensure that analysis of quality data drives all decision making. The frequency and intensity of tiered interventions is determined by the student’s response to the current intervention provided. LCS Decision Trees outline the performance criteria needed to move through different levels of tiered instructional interventions.

Digital Academy students receive intensive interventions through synchronous instructional sessions. Reading coaches and teachers are provided professional development and resources that support intensive interventions in a remote learning world. (See PD section, and the attached example of resources). District personnel conduct school visits to provide ongoing support to teachers and coaches providing intensive interventions in both the Digital Academy and the Hybrid Instructional Models. In addition to synchronous instruction with evidence-based resources, interventions include **prescribed** targeted lessons in iReady, Wonders Connect Ed, Achieve 3000, and the STAR Instructional Planning Tool.

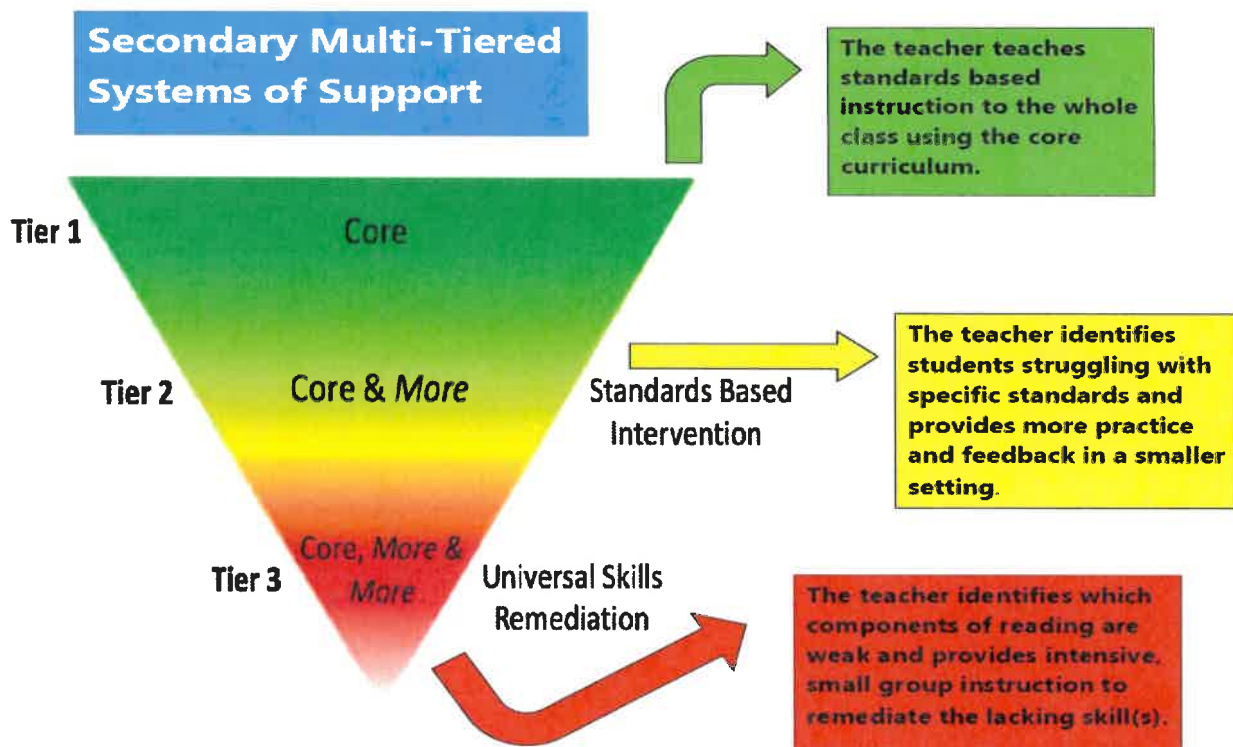


Accessing Elementary Tier 3 Interventions in the Digital World

Program	Reading Components Addressed	Materials Detail	How to Use with Remote Teaching
UF Literacy Institute Virtual Teaching Resource Hub	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	The materials are designed to be used with videoconferencing platforms for distance education and with interactive whiteboards in the classroom. https://education.ufl.edu/ufli/virtual-teaching/main/	The teacher downloads free material related to the component(s) of reading being addressed and modifies it for differentiated lessons.
Florida Center for Reading Research	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Free lesson plans with digitized supplemental worksheets classified by grade and components of reading. https://www.fccr.org/student-center-activities	The teacher would need to adapt the materials some (i.e. print flashcards and hold up) and the worksheets are not fillable, but they could be used with PowerPoint or OneNote to make interactive, targeted lessons.
Early Interventions in Reading (EIR) by McGraw	Phonemic Awareness Phonics Oral Language Fluency Comprehension	Students will need access to decodables. (Not digitized at this time.)	Teachers can use the McGraw scripted programs without the digitized content by holding up their materials for the students to view online via zoom or teams.
Reading Mastery by McGraw	Phonemic Awareness Phonics Oral Language Fluency Vocabulary Comprehension	They have digitized content available for purchase. If not, blackline masters will need to be utilized.	Here is a walkthrough of the online resources for Reading Mastery and how to use with remote instruction. https://www.readingmastery.com/online-resources/
Corrective By McGraw	Phonemic Awareness Phonics Oral Language Fluency Vocabulary Comprehension	They have digitized copies of decoding textbooks available for purchase.	Online teaching resources for Corrective from McGraw https://www.mcgraw-hill.com/9780020300000/9780020300000.html
Seeing Stars by Lindamood-Bell	Phonemic Awareness Phonics Fluency	May need to purchase student workbooks. Digitized student materials are available for purchase for distance learning.	LMB has a free checklist for online instruction. https://cdn.lindamoodbell.com/wp-content/uploads/2020/09/SS-0820-EO-Online-Instruction-Checklist-1.pdf A brief overview of how to adapt both programs to digital learning will be presented at the Reading Coach meeting on Oct. 2 nd .
Visualizing and Verbalizing by Lindamood-Bell	Oral Language Vocabulary Comprehension	Digitized student materials are available for purchase for distance learning.	

*These are several resources that are available, not an all-inclusive list.

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Tier 1	
All students receive standards based instruction.	
Tier 2	Tier 3
Students receive Tier 1 instruction and additional intervention based on individual weaknesses in standards.	Students receive Tier 1 instruction, Tier 2 intervention, and additional intervention based on individual weaknesses in the components of reading.
Identifying Weaknesses in Standards: Classroom Observations Formative Evaluations Summative Evaluations STAR Diagnostic Report i-Ready Diagnostic	Identifying Weaknesses in Components: Running Records Language Arts/Reading Intervention & Support Plan Phonics and Word Reading Survey DIBELS & JDEL Testing Materials Downloads
Resources: Teachers can use content from resources to model and practice the standard (I do, we do, you do). STAR Instructional Resources CommonLit Readworks Achieve3000	Resources: Teachers should use direct instruction to explicitly remediate word-reading skills, fluency and/or comprehension. Guidance for Targeted Interventions & Supports Planning for Adolescent Tier 3 Reading Instruction

Note that ESE students need to be coded in Focus and receive tiered interventions based on the parameters of the K-12 Reading Plan. Unique Skills or Learning Strategies classes do not necessarily qualify as an intervention.

Appendix E: Framework and Technical Assistance documents for Learning Recovery

All students who are not making adequate academic progress participate in one of our learning recovery models. Data is reviewed to determine appropriate instructional intervention needs and possible learning recovery model implementation.

How do we help students who made low grades in the first quarter?

LEARNING RECOVERY MODELS

STEP 1: WE DETERMINE WHY LEARNING RECOVERY IS NEEDED.

Key Question: Who are our failing students? Are they impacted by...


- attendance issues,
- technology issues,
- engagement issues,
- curricular issues,
- home support issues,
- emotional needs,
- practitioner needs,
- workload issues,
- course-specific issues

STEP 2: WE STUDY AND SELECT STRATEGIC RECOVERY MODELS FOR REMEDIATION.


Key Question: What can we do to appropriately assist our failing students?

A brief overview of models and approaches to interventions, remediation, and acceleration can be found in the chart below.

Remediation Contracts	Plato Learning Lab/Credit Recovery	"EXTRA Time" Models	"Priority Skills" Approach	Remediation Modules Approach
<p>Teachers or counselors work through a written agreement between the instructor, guardian, and student to motivate the student to improve their performance in the next grading period</p>	<p>Plato is a secondary online learning platform composed of learning modules for specific courses.</p>	<p>Strategic interventions through use of extra time are planned in pull-out sessions. Methods for this that do not impede other class times include lunch remediation clubs, after-school tutoring and Saturday school options.</p>	<p>Selected skills aligned to curricular standards can become a focus of instruction and potential remediation within the next grading period.</p>	<p>Specific portions of a curricular materials are selected to be used within a strategic intervention or remediation plan model.</p>



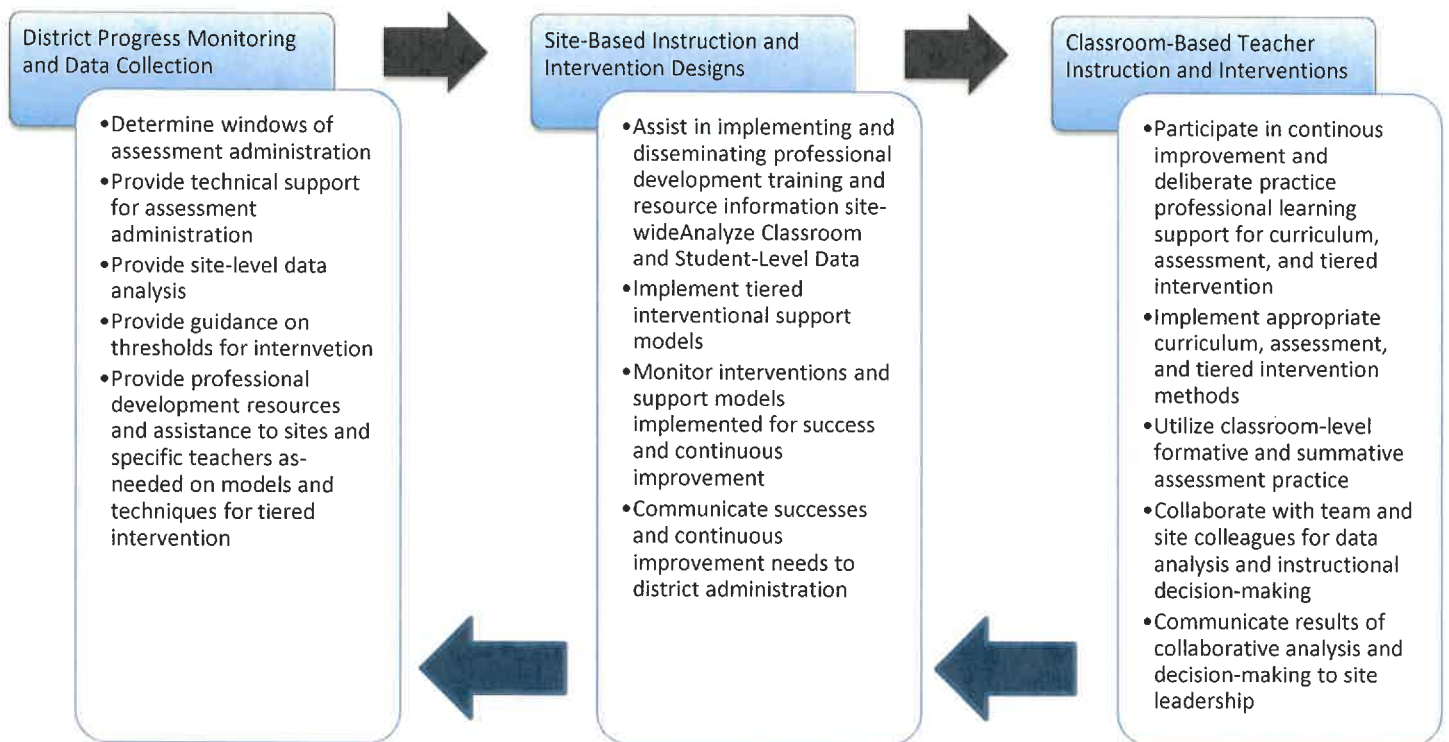
Review our full [technical assistance document HERE.](#)



Appendix F: Math Interventional and Progress Monitoring Strategies

LCS Academic Services Model of Progress Monitoring and Interventional Support for Students and Educators

The model below demonstrates the process of communication, training, and program implementation between the divisions of the Office of Academic Services and Leon County School sites.



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LCS Mathematics Progress Monitoring and Interventions

Secondary Math Progress Monitoring Mechanisms	
Assessment Type	Administration Schedules/Relevant Usage Notes
District Baseline Assessment	<ul style="list-style-type: none"> September Administration
District Mid-Year Assessment	<ul style="list-style-type: none"> January Administration
District End-of-Year Assessment	<ul style="list-style-type: none"> April/May Administration (TBA)
One-Note Pages	<ul style="list-style-type: none"> Administered Daily, Weekly, and As-Needed for Diagnostics Tool to present student work in real time for instant progress monitoring and formative assessment Can include feedback in real-time in a digital format
Go Math/Personal Math Trainer	<ul style="list-style-type: none"> Administered Daily, Weekly, and As-Needed for Diagnostics
Khan Academy Score Reports	<ul style="list-style-type: none"> Administered Daily, Weekly, and As-Needed for Diagnostics
Study Edge Score Reports	<ul style="list-style-type: none"> Administered Daily, Weekly, and As-Needed for Diagnostics
Routine Instructional Practices in Formative Assessment	<ul style="list-style-type: none"> Administered Daily, Weekly, and As-Needed for Diagnostics Includes Entrance Tickets; Exit Tickets; Notice and Wonder Strategy; Standards Checks/Quizzes; Checks for Understanding; Informal Questioning; Annotated Assignment Feedback; Teacher-Made Quizzes/Tests
PARCC Assessment Readiness	<ul style="list-style-type: none"> Administered Daily, Weekly, and As-Needed for Diagnostics
Adopted Instructional Materials Formal Assessment	<ul style="list-style-type: none"> Administered Daily, Weekly, and As-Needed for Diagnostics
Star Math Progress Monitoring Platform	<ul style="list-style-type: none"> Administered Daily, Weekly, and As-Needed for Diagnostics Used at select LCS Sites
I-Ready Progress Monitoring Platform	<ul style="list-style-type: none"> Administered Daily, Weekly, and As-Needed for Diagnostics Used at select LCS Sites
Other Online Assessment Tools	<ul style="list-style-type: none"> Administered Daily, Weekly, and As-Needed for Diagnostics Includes Mathnation.com; Whiteboard.fi; Desmos.com All provide math problems and feedback on student work in real time for the benefit of teachers and students

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Elementary Math Progress Monitoring Mechanisms	
Assessment Type	Administration Schedules/Relevant Usage Notes
District Baseline Assessment	<ul style="list-style-type: none"> September Administration
District Mid-Year Assessment	<ul style="list-style-type: none"> January Administration
District End-of-Year Assessment	<ul style="list-style-type: none"> April/May Administration (TBA)
Star Math Progress Monitoring Platform	<ul style="list-style-type: none"> Administered Daily, Weekly, and As-Needed for Diagnostics
I-Ready Progress Monitoring Platform	<ul style="list-style-type: none"> Administered Daily, Weekly, and As-Needed for Diagnostics
Star Math Progress Monitoring Platform	<ul style="list-style-type: none"> Administered Daily, Weekly, and As-Needed for Diagnostics
Go Math Assessments and Curricular Programs	<ul style="list-style-type: none"> Administered Daily, Weekly, and As-Needed for Diagnostics

Mathematics Intervention Practices
<p>Upon diagnosis of mathematics deficiency, teachers implement any of the intervention methods below (as appropriate for student needs):</p> <ul style="list-style-type: none"> Small group Zoom Break-out sessions Team video chats with individuals Differentiated instruction Modified assignments Re-testing Online platforms for supplemental intervention materials and tutorials (IXL platform , Math on the Spot (from Go Math), Khan Academy)
<p>Struggling and Regressing Students are offered assistance through:</p> <p>A. Routine class procedures and active participation strategies</p> <ul style="list-style-type: none"> Inviting students to participate in the discussion (Digital Academy) Calling on students by name (Digital Academy) Teaching students to monitor their own progress (Digital Academy) Teaching students to ask for assistance (Digital Academy) Asking students to stay tuned during the entire lesson (Digital Academy) Pairing a Brick and Mortar Student in each Digital Academy Break-Out Room <p>B. Modification of Assignments</p> <ul style="list-style-type: none"> Replace low quiz scores with test score Replace lowest test score with semester exam Recommend extra Khan Academy lessons Hold individual Zoom/Team conference to discuss/make recommendations as to strategies to improve studying/performance Contact parent/guidance/ESE resource teacher for insight and reinforcement.

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- Hold weekly help sessions via Zoom/Teams
- Re-watch Zoom lessons through recordings on Canvas
- C. Building a collaborative partnership with parents through communication via
 - Email
 - Remind
 - Parent Conferences
 - Letters

Publicizing tutoring and help sessions via appointment (Chiles High School offers tutoring for anyone. Click this link: <https://letslendahelpinghand.org/>)

Professional Development / Trainings

The Office of Professional Learning has held or facilitated numerous trainings in an effort to prepare and support teachers in lesson presentation, communication, feedback, engagement, and assessing in the digital environment.

- A targeted Professional Development opportunity for Elementary Math includes M.A.S.S. PLCs (Math and Science Support). Topics and technical assistance for these trainings have included technical support documents for progress monitoring administration, data analysis, and intervention. Associated Documents are linked below.
 - [Parent and Student Online Assessment Guidelines](#)
 - [STAR and FSA Score Analysis Guidance](#)
 - [STAR Math Score Definitions](#)
 - [Guidance for Progress Monitoring with Online Learners through Unify](#)
- A targeted Professional Development opportunity for Secondary Math includes two Q & A Sessions hosted by teachers for teachers as they highlighted successes, challenges, and solutions.
 - Topics of these meetings included using Zoom, Quizzes in Canvas, Uses of Math/Algebra/Geometry Nation, Uses of PDF Candy, Digital Student Engagement, Building Community and Trust, Team Planning and Collaboration, Use of Remind 101, Use of Desmos, Use of OneNote
 - Links to meeting recordings can be found below.

Session 1:

<https://web.microsoftstream.com/video/332059d7-db87-4e06-82d0-893de341f922?list=studio>

Session 2:

<https://web.microsoftstream.com/video/332059d7-db87-4e06-82d0-893de341f922?list=studio>

Tutorial in the use of Math Nation:

<https://www.loom.com/share/595bb096309a48a785b670f05573b561>

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Appendix G: Potential Summer Instructional Time (pending funding)

3rd Grade Summer Reading 19-20 projections in **Feb. 2020** – 422 students

3rd Grade Summer Reading 20-21 very rough projections **current** – 560 students (schools are in the midst of a progress monitoring window now).

Possible expansion of Summer Reading Academy to include other grades. Very rough projection of the numbers (schools are in the midst of a progress monitoring window now):

5th grade – 600 students

4th grade – 585 students

2nd grade – 530 students

1st grade – 472 students

Kindergarten – 300 students

Appendix H: Professional Learning Resources

Table 1: Resources Consulted for Training Initiatives	
Resource Category	Resources
Brain-Friendly Teaching, Cognitive Presence, and Cognitive Load	<ol style="list-style-type: none"> 1. Byron, A. (2020). Understanding cognitive load to better engage your students. <i>Pearsoned.com</i>. Retrieved from https://www.pearsoned.com/understanding-cognitive-load-to-better-engage-your-students/ 2. Cognitive Load Theory and Classroom Strategies. (2019). <i>Landmark School Outreach Program</i>, The Landmark School. Retrieved from https://www.landmarkoutreach.org/sites/default/files/spotlight/CognitiveLoadTheoryClassroomStrategies_1.pdf 3. Five rules of engagement all eLearning designers should live by. (2018). <i>Shift Disruptive eLearning</i>. Retrieved from https://www.shiftelearning.com/blog/rules-of-engagement-elearning 4. Sousa, D. (2009). Brain-friendly learning for teachers. <i>Educational Leadership</i>, 66. Retrieved from http://www.ascd.org/publications/educational_leadership/summer09/vol66/num09/Brain-Friendly_Learning_for_Teachers.aspx 5. A list of brain-based strategies to create effective eLearning. (2018). <i>Shift Disruptive eLearning</i>. Retrieved from https://www.shiftelearning.com/blog/bid/354359/a-list-of-brain-based-strategies-to-create-effective-elearning 6. Malamed, C. (2017). Six strategies you may not be using to reduce cognitive load. <i>The eLearning Coach</i>. Retrieved from http://theelearningcoach.com/learning/reduce-cognitive-load/
Using Visuals and Graphics	<ol style="list-style-type: none"> 1. Brame, C. (2015) Effective educational videos. <i>Vanderbilt Center for Teaching</i>. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/ 2. Farrah, K. & Barnett, R. (2019). A 5-step guide to making your own instructional videos. <i>Edutopia.com</i> Retrieved from https://www.edutopia.org/article/5-step-guide-making-your-own-instructional-videos 3. Hibbert, M. (2014). What makes an online instructional video compelling? <i>Edcause Review</i>. Retrieved from https://er.educause.edu/articles/2014/4/what-makes-an-online-instructional-video-compelling 4. Benson, S. (2014). The copyright implications of teaching with videos. <i>Copyrightlaws.com</i>. Retrieved from https://www.copyrightlaws.com/copyright-implications-teaching-with-videos/

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<p>Creating Engagement Online</p>	<ol style="list-style-type: none"> 1. Strong, R., Silver, H. & Robinson, A. (1995). Strengthening student engagement: What do students really want? <i>Educational Leadership</i>, 53(1). 8-12. Retrieved from http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/Strengthening-Student-Engagement@-What-Do-Students-Want.aspx 2. Ives, K. (2020). Moving classes online is hard. Online discussions can help. <i>Inside Higher Ed</i>. Retrieved from https://www.insidehighered.com/advice/2020/04/01/how-cultivate-student-collaboration-and-engagement-online-learning-opinion 3. Briggs, A. (2015). Ten ways to overcome barriers to student engagement online. Online Learning Consortium at William and Mary. Retrieved from https://onlinelearningconsortium.org/news_item/ten-ways-overcome-barriers-student-engagement-online/ 4. Wiseman, J. (2020). Four ways to keep young learners engaged in your online classes. <i>Pearson English</i>. Retrieved from https://www.english.com/blog/four-ways-to-keep-young-learners-engaged-in-your-online-classes/
<p>Communication Strategies</p>	<ol style="list-style-type: none"> 1. Jain, M. (2020, April 26). Parents and their response to online learning in the time of Covid-19. <i>BWEducation</i>. Retrieved from http://bweducation.businessworld.in/article/Parents-And-Their-Response-To-Online-Learning-In-Time-Of-COVID-19-/26-04-2020-190236/ 2. Konen, J. (2018, February 9). 6 questions to tackle when communicating with families. <i>Teacher.org</i>. Retrieved from https://www.teacher.org/daily/communicating-with-families/ 3. Meador, Derrick. (2020, February 11). Cultivating Highly Successful Parent Teacher Communication. <i>Thoughtco.com</i> Retrieved from https://www.thoughtco.com/tips-for-highly-successful-parent-teacher-communication-3194676 4. O'Brien, A. (2011). What parents want in school communication. <i>Edutopia.org</i>. Retrieved from https://www.edutopia.org/blog/parent-involvement-survey-anne-obrien 5. Parent Pedagogy 101 Series from <i>Impact Florida</i>: https://impactfl.org/insights/ (scroll to choose from 5 parts in the series and other insightful articles)
<p>Pacing, Timing, and Instructional Planning in Innovative and Virtual Environments</p>	<ol style="list-style-type: none"> 1. Malamed, C. (2013). Chunking information for instructional design. <i>The eLearning Coach</i>. Retrieved from http://theelearningcoach.com/elearning_design/chunking-information/ 2. Micro PD. (n.d.) <i>Improving pacing: The rhythm of the classroom</i> [Presentation Slides]. Retrieved from https://resources.finalsite.net/images/v1525455825/davisk12utus/y4p1feoy3hp4mgtwzyri/Pacing-LeaderNotes-final.pdf 3. Omer Habeeb, A. (2016, November 6). Content chunking: The basis to an engaging and well-designed course. <i>eLearningIndustry.com</i>. Retrieved from https://elearningindustry.com/content-chunking-engaging-course 4. Poole-Boykin, C. (2020, March 25). Homeschooling during Covid-19: Why all kids may not need eight hours of instruction a day at home. <i>GoodMorningAmerica.com</i> Retrieved from

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	<p>https://www.goodmorningamerica.com/family/story/parents-teachers-tips-homeschooling-covid-19-kids-hours-69774140</p>
<p>Online Teacher Presence</p>	<ol style="list-style-type: none"> 1. Academic Association for Contemporary European Studies [UACES]. (2020). How to design effective teaching modules. <i>UACES.org</i>. Retrieved from https://www.uaces.org/resources/how-to-design-effective-teaching-modules 2. ELT Planning. (2020, May 12). Self-observation of online teaching. <i>ELT Planning: TEFL Tips and Ideas from Developing Teacher</i>. Retrieved from https://eltplanning.com/2020/05/12/video-observations-online-teaching/ 3. Hrastinski, S. (2008). Asynchronous and synchronous e-learning. <i>Edcause Review</i>. Retrieved from https://er.educause.edu/articles/2008/11/asynchronous-and-synchronous-elearning 4. Preisman, K. (2014). Teaching Presence in Online Education: From the Instructor's Point-of-View. <i>Online Learning</i>, 18(3). doi:http://dx.doi.org/10.24059/olj.v18i3.446 (pdf Link HERE). 5. Wees, D. (2012). 56 Examples of formative assessment. <i>Edutopia.org</i>. Retrieved from https://www.edutopia.org/groups/assessment/250941
<p>General Online/Innovative Teaching</p>	<ol style="list-style-type: none"> 1. Vincent-Layton, K. (n.d.) Social presence and interaction in the online classroom. <i>Brigham Young University Center for Teaching and Learning</i> [Website]. Retrieved from https://ctl.byu.edu/tip/social-presence-and-interaction-online-classroom 2. UC Davis Online Content. (n.d.) Types of Presence: Cognitive and Social Presence. <i>UC Davis Canvas Course Pages</i>. Retrieved from https://canvas.ucdavis.edu/courses/34528/pages/types-of-presence-cognitive-and-social-presence
<p>Curriculum Planning</p>	<ol style="list-style-type: none"> 1. National Education Association (NEA)¹. (n.d.). Online guide to teaching. [Guidebook]. Retrieved from http://www.nea.org/assets/docs/onlineteachguide.pdf 2. National Education Association (NEA)². (n.d.). Guide to online high school courses. [Guidebook]. Retrieved from http://www.nea.org/assets/docs/onlinecourses.pdf 3. Ed Reports. (2020). Why materials matter. [Fact Sheet and Infographic]. <i>Edreports.org</i>. Retrieved from https://www.edreports.org/impact/why-materials-matter#s00 4. Reeve, C. (n.d.) What is a curriculum and why do I need one in Special Education? [Article]. <i>Autism Classroom News and Resources</i>. Retrieved from https://autismclassroomresources.com/what-is-a-curriculum-and-why-do-i-need-one-in-special-education/ 5. Steiner, D. (2018, December). Materials matter: Instructional materials + professional learning = student achievement. <i>The Learning Professional</i>, 39(6). Retrieved from https://learningforward.org/journal/december-2018-volume-39-no-6/materials/ 6. Vander Ark, T. (2017, January 2). What is curriculum? From managed instruction to personalized learning. [Blog Post]. <i>Education Week</i>. Retrieved from https://blogs.edweek.org/edweek/on_innovation/2017/01/what_is_curriculum_from_managed_instruction_to_personalize_learning.html

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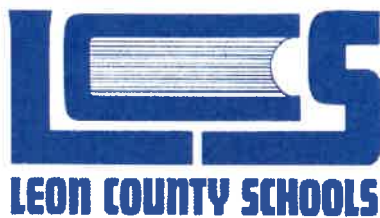
Appendix I: District Communication from Superintendent

BOARD CHAIR

Georgia "Joy" Bowen

BOARD VICE CHAIR

Darryl Jones



BOARD MEMBERS

Alva Swafford Striplin

Rosanne Wood

DeeDee Rasmussen

SUPERINTENDENT

Rocky Hanna

[DATE]

Student academic performance is critical every year, but especially as we navigate our students through the Pandemic.

At this time, based on a review of your student's academic records for this year, we are concerned about his/her performance.

In accordance with Executive Order 2020-EO-07, this notice is to inform you that _____ is not making adequate progress in their current learning environment. Based on your child's current performance, s/he is falls into one of these educational risks:

- Not meeting requirements for promotion or graduation:
 - Repeating the current grade level during the 21/22 school year.
 - Not graduating on time or with their class
- Not maintain previous GPA
 - Negatively impact semester and/or overall GPA
- Not earning course credits due to failing grades
- Not progressing in course sequences due to failing grades (i.e. Spanish 1/2/3)
- Not meeting eligibility for
 - Athletics
 - Extra-curricular activities
 - Scholarships

For one or more of the above reasons, it is recommended that your child change his or her learning environment.

Please contact [Name of School designee and contact information] to discuss this communication.

Sincerely,

Rocky Hanna

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Superintendent