



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



## Spring 2021 Education Plan and Assurances

**Marion**

*Due: December 15, 2020*

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

### District Education Plan Assurances

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

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

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

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

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

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

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

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

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

### District Spring 2021 Education Plan

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

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

#### 1a. Focus on Closing Achievement Gaps

Utilization of the Governor's Emergency Education Relief (GEER) Summer Recovery dollars provided 80 hours of intensive instruction to over 2,500 students. Teachers were able to reconnect with students, identify barriers with distance learning, and address achievement gaps in reading and mathematics. The Summer Recovery Program focused on elementary students who were two or more grade levels behind in reading and/or mathematics (based on AP2 iReady diagnostic data), who lacked participation in 4<sup>th</sup> quarter distance learning, as well as retained students or students targeted for retention. At the secondary level, the Summer Recovery Program focused on Tier II and Tier III students (based on AP2 iReady diagnostic data) transitioning to middle school (6<sup>th</sup> grade) and high school (9<sup>th</sup> grade).

Upon commencement of the 2020-2021 school year, public schools, charter schools, and non-residential Department of Juvenile Justice (DJJ) sites were offered synchronous learning activities in the online learning modality. Additionally, traditional face-to-face learning was offered on all campuses. These options will continue through Spring 2021. Elementary schools administered a diagnostic assessment to determine appropriate intervention placement for reading and mathematics deficiencies. Secondary school Tier II and Tier III students were also administered the appropriate diagnostic assessment to determine necessary interventions for reading and mathematics. Students who needed reading interventions were enrolled in options outlined in the state-approved K-12 Reading Plan. Students who needed mathematics interventions were enrolled in district approved programs. At the secondary level, MATH 180 was expanded to address students below grade level or not on target for making a minimum of one year's growth in the 2020-2021 school year. To recover lost instructional time, this year's district curriculum maps were updated and include

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a logical progression of current course standards and last year's 4th quarter standards that were unable to be addressed.

Students enrolled in traditional face-to-face and online learning modalities will be progress monitored via the use of iReady and district Quarterly Standards Mastery Assessments (QSMAs) at the elementary and middle school level and via district QSMA at the high school level. The data from these assessments are critical to all school teams to determine student mastery of standards, grade level placement on standards, gaps in learning, and deficiency areas to identify appropriate interventions. The data then allows school teams to make appropriate decisions regarding in-class supports and intervention, after-school and Saturday tutoring support, and summer learning opportunities to help close the achievement gap with all students. School leadership teams guide their instructional teachers to track data on specific standards for individual students. Teachers are beginning to facilitate student conferences using the academic data allowing students to set goals for the Spring Semester. During the ELA and math instructional block, teachers and paraprofessionals are utilizing small group opportunities to re-teach students who did not demonstrate proficiency on specific standards. Utilizing current data, schools are assigning mentors to targeted students to help make progress towards a year's growth of instruction. Mentors meet with their mentee regularly to provide guidance and support as they discuss the weekly progress of the student. The District Assessment and Data team meets with school-based leadership throughout the school year to provide strategies for analyzing the data from QSMAs as well as an understanding of the use of the FSA Item Specifications when reviewing the data. Teachers use the FSA Item Specifications to develop their daily learning goals and formative assessment questions. Throughout their lesson plans, teachers are embedding specific item types to support student success. Teachers are carefully selecting appropriate resources as they plan for instruction.

After-school tutoring programs exist at several schools and more will be available in Spring 2021. Students will be identified for tutoring programs based on state and district assessments, loss of instructional time, and students moving from online to traditional face-to-face instruction. English Language Learners (ELLs) with language deficits and academic achievement gaps are invited to participate in the school tutoring programs. Students with disabilities who demonstrate academic achievement gaps or students with a 504 plan are invited to tutoring programs as well. Designated schools can provide additional tutoring on select weekends.

To continue to recover lost instructional time, Summer 2021 Elementary and Secondary Recovery programs will continue to address academic gaps and support these interventions. Starting in June 2021, Summer Voluntary Pre-Kindergarten program (VPK) will be offered to any student who has not used their certificate of eligibility. Pre-kindergarten students with an Individual Education Plan (IEP) and who are kindergarten eligible will be offered the Summer VPK program. Students that attend the Summer VPK program will be given a pre and post-assessment using the Voluntary Pre-kindergarten Assessment. The results of the assessment will be shared with the school of enrollment when the student enters kindergarten in the fall. Summer recovery programming will continue for rising first through fifth grade students. Rising sixth through rising tenth grade students will be afforded mathematics and science opportunities to close achievement gaps as well as enrich skills. Any secondary student who earned a non-proficient grade in a core course will be offered the opportunity for course recovery. Students who have extended school year (ESY) on their IEP are eligible for ESY summer learning opportunities. Schools with 21<sup>st</sup> Century Community Learning Center grants provide additional summer opportunities to address academic achievement gaps, enrichment, and lost instructional time.

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### **1b. Targeted Outreach**

Assessing student knowledge of grade-level standards in English/language arts and mathematics is imperative to progress monitor student achievement in reading and mathematics.

All elementary students will be provided a diagnostic screener from either Developmental Reading Assessment (DRA) (K-2) or iReady (3-5) to determine existing academic learning gaps. Monthly iReady growth monitoring assessments are administered to all elementary students. Tier II and Tier III secondary students will use a diagnostic screener from the intervention program. Additionally, historical academic and assessment data will be used to (based on AP2 iReady diagnostic data) help identify student learning gaps. District QSMA is administered three times a year in all FSA tested subjects and results are used for progress monitoring. Monthly intervention program assessments are also used to progress monitor student achievement in reading and mathematics.

In January 2021, an academic progress monitoring meeting will occur to review student diagnostic and progress monitoring results to adapt reading and mathematics interventions as needed based on the data. Starting in January 2021, parents or guardians of students identified as performing below grade level and/or demonstrating a decline on the district's progress monitoring system, regardless of learning modality, will be provided a monthly progress monitoring report. Traditional face-to-face and online students receiving a monthly progress monitoring report will be invited to attend supplemental services offered by the school. An IEP team meeting will be convened for students with disabilities not making adequate progress to determine needed services and/or supports. An ELL committee meeting will be convened if an ELL student is not progressing to determine supplemental ELL supports or services.

### **1c. Additional Interventions and Supports**

Marion County Public Schools (MCPS) is seeing an increase in the number of students returning to traditional face-to-face learning. Currently, 18% of MCPS students are participating in MCPSONline.

Students who were unsuccessful in the online innovative learning modality, and are moving to face-to-face will be provided a transition plan. The transition plan will include an opportunity to be rescreened to determine accurate intervention placement. The students will be immediately placed into the appropriate intervention group to allow opportunities to target deficits and get students back on track. Interventions will be monitored to determine effectiveness and changes made as needed based on available data. Schools are working towards establishing an individualized learning path that will be utilized for students demonstrating academic deficiencies. Instructional support personnel will push into classrooms to provide additional academic assistance and small group instruction to help close achievement gaps. Face-to-face after school tutoring services will be offered to students transitioning back to traditional learning. School and district support staff will continue to monitor these students as they transition back to traditional face-to-face learning for social, personal, and academic well-being. Additionally, all students will be given an orientation to campus and safety protocols.

Parents or guardians of students identified as performing below grade level and/or demonstrating a decline in the district's progress monitoring system regardless of learning modality will be provided a monthly progress monitoring report.

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**2 Innovative Learning Modality.** The district shall explain in detail its plan to:

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

### **2a. Continuation of MCPSONline**

MCPSONline will be offered as an innovative learning modality only to students making adequate academic progress. At the beginning of the second quarter, schools began to identify students who were failing to make adequate academic progress in the innovative learning modality. Utilizing Multi-Disciplinary Teams, ELL Committees, and IEP Teams, schools examined academic data and attendance patterns from the first quarter for all students in MCPSONline. Students who showed little to no academic progress were contacted by phone and in writing and asked to return to face-to-face school where additional supports could be provided. Students who showed minimal progress were contacted by the school to discuss academic concerns and develop a plan for the second quarter. Students were then placed on an academic contract noting concerns and a timeline for improvement. Students who continue to show minimal progress with the new plan will be asked to return to face-to-face where additional supports can be provided. Students transitioning out of the innovative learning modality will be provided additional interventions and supports to achieve grade level mastery or achieve a minimum of one year of academic growth during the 2020-2021 school year. At the end of the second and third quarters, teams will again examine data for students remaining in MCPSONline to determine if adequate progress is being made.

### **2b. Notification to Parent/Guardian**

For most students failing to make adequate academic progress, the best academic option is to return to face-to-face where greater individual monitoring of progress and needed interventions can be provided. However, some parents may still elect to remain in virtual instruction due to health concerns. In those cases, schools will provide written notice to the parent/guardian that their child is not making adequate progress and recommend the student return face-to-face to prevent potential greater educational risks down the road. A conference will be held with the parent/guardian to discuss the reasons for the concerns and the recommendation to return and ask the parent to provide written acknowledgment of this information and their intent to remain in MCPSONline against the advice of the school (see attached copy). The school will continue to provide progress monitoring and intervention to the greatest extent possible.

The district or charter schools will 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.

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**3. Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:

- a. Identify vulnerable students who have had limited or no contact with the district and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.
- b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

### 3a. Identification of Vulnerable Students

Student Services staff will continue to work with school attendance committees (principal, assistant principal, school counselor, student service manager, and social work assistant) to identify vulnerable students, including those who are not attending or are attending sporadically and are not successful academically. These students will have an attendance remediation plan including the next steps from one or more of the following:

- A phone call, letter, or home visit for non-enrollment
- A Child Study Team (CST) Meeting for non-attendance
- A community case staffing for non-attendance
- Strong encouragement to return to traditional face-to-face learning
- Enrollment in the Marion Truancy Support Program (selected 5th and 6th grade students)
- Enrollment in Truancy Intervention Partnership Program (TIPP)
- Referral to the Arnette House
- Referral to Children in Need of Services (CINS)/Families in Need of Services (FINS) community organizations for appropriate student and family support
- Referral to Truancy Court (as a last resort)

Student Services staff will ensure all schools are meeting with their attendance committees weekly or bi-weekly to look at Did Not Enter (DNE) students and chronic non-attenders (10% or more daily absences). School counselors and school social work staff will follow up with these students and their families immediately. The court liaison or the lead social worker will handle more intensive follow-up, if necessary. Home visits will be conducted as necessary. Marion County Public Schools has contracted with LexisNexis, a database that will assist in locating students and families that have outdated contact information. The key focus of the usage of this program will be students who are not attending school, either online or face-to-face, or have never attended this school year, though registered. A new program, Marion Truancy Support Program, is also being implemented with select fifth and sixth grade students to work with families to increase student attendance. This program will include counseling related to truant behaviors and will include both the student and family. The district will continue to collaborate with the Marion County Sheriff Office (MCSO) juvenile officer and the Ocala Police Department (OPD) juvenile officer to determine high-risk students and possible needs. The MCSO Juvenile Intervention Officer will conduct home visits for especially vulnerable students. Student Services will work with the Department of Children and Families in cases of educational neglect (i.e., parents are simply refusing to allow their child to enroll or remain engaged in school).

As parents and students are engaged in Child Study Team (CST) meetings for non-attendance, the appropriate learning modality will be addressed. If the student is struggling academically or having



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difficulty attending in the online environment, the parent will be encouraged to return the student to traditional face-to-face learning. Additionally, a student will be allowed to move from traditional face-to-face instruction to the online environment if student health, safety, or other legitimate concerns indicate the student's attendance and academic participation would benefit from the move.

The district will increase and maximize in-person enrollment in several ways:

- Student Services and school staff will continue to ensure all students registered for the 2020-2021 school year are currently accounted for. Each school will run weekly lists of students still listed as DNE to ensure proper follow-up by the school and social work staff.
- Student Services staff will work with the Home School department to encourage the transfer of home school students not earning the appropriate number of units/credits online to allow them to progress to the next grade level within the normal time frame.
- Student Services staff will continue to work with school attendance committees to ensure students who miss more than 10% of school days are contacted and addressed to capture accurate funding data during the Spring FTE window.

To ensure all students are accounted for and achieving during the 2020-2021 school year, Student Services staff will continue to work with school staff to account for all DNE students and collaborate with school attendance committees. Discussion will also continue with school teams and families to affirm students are learning in a supportive environment for their health, safety, and learning style.

### **3b. Identification of VPK- and Kindergarten-Eligible Students**

The MCPS pre-kindergarten community teacher will continue supporting teachers and students with disabilities in Marion County's Head Start programs. Marion County Public Schools will support Head Start and the Early Learning Coalition of Marion County in identifying children who are eligible for Summer Voluntary Pre-kindergarten programming.

During the second semester, MCPS Early Learning Department will collaborate with the Early Learning Coalition of Marion County and the local Head Start programs to coordinate kindergarten transition procedures for registration, as well as provide at-home learning activities for families in the community for continuity of learning experiences during the summer leading up to kindergarten enrollment.

The Home Instruction for Parents of Preschool Youngsters (HIPPPY) program will work with individual students ages 2-5 years in the second semester to provide curriculum, role-play and modeling for parents, and supplemental activities to support at-home learning.

**4. Professional Development.** The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including:

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

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### 4.a. Innovative and Virtual Learning Modalities

The district will continue providing professional development to teachers and leaders to become proficient in the delivery of grade-level standards within all learning modalities, as well as utilization of progress monitoring for remediation and intervention. Course offerings include:

Course Title	Course Description	Target Audience
Domain 2 - The Classroom Environment: Teacher Clarity at a Distance 2020-2021	This session will focus on establishing norms, expectations, learning intentions, and success criteria within your MCPSONline classroom.	Instructional Personnel
Domain 3 – Instruction: Three Levels of Engagement through MCPSONline 2020-2021	Participants will gain knowledge and tools for engaging students in learning through online instruction.	Instructional Personnel
Domain 3 – Instruction: Strategies for Face-to-Face and Online Engagement	Participants will acquire knowledge and tools to enhance instructional practices, which promote collaboration and engagement in the classroom, both face-to-face and online.	Instructional Personnel
Microsoft Teams – Assignments and Class Notebook	This session will cover assigning a Word/Excel document that students can edit as well as how to upload a PDF into Teams.	Instructional Personnel
Online Test Creation in Performance Matters	Participants will learn how to create test questions in Performance Matters.	Instructional Personnel
Transition IEPs: Writing (SWD Credit)	This course will provide participants with a greater understanding of the requirements for writing compliant Transition IEPs.	Instructional Personnel
Transition IEPs: Planning and Managing (SWD Credit)	This course will help all teachers learn how to make accommodations that meet the diverse learning needs of students with disabilities.	Instructional Personnel

#### Paraprofessional Professional Learning

Technology professional learning for English for Speakers of Other Languages (ESOL) paraprofessionals, special needs paraprofessionals, and instructional paraprofessionals will be facilitated to support, train, and enhance their skill set. Paraprofessionals will participate in a continuous learning cycle consisting of technology training, implementation of new learning, participation in a Professional Learning Community (PLC), and reflecting on their application of gained knowledge.

### 4.b. Interventions to Support Students in Various Learning Modalities

Additional professional learning opportunities will be provided following the administration of the second diagnostic assessment to support intervention program changes and online students returning to traditional face-to-face instruction. Outlined professional development sessions will be offered face-to-face and virtually, with content differentiation to meet the needs of brick and mortar and MCPSONline instructional delivery.

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### Academic Framework – Elementary (K-5)

<b>Spring 2021/Summer 2021 Elementary Multi-Tiered System of Support (MTSS) Professional Learning Offerings</b>		
<b>Course Title</b>	<b>Course Description</b>	<b>Target Audience</b>
Close Reading Strategies	This course will provide teachers, coaches, and paraprofessionals with an instructional routine for close reading that can be applied to all content areas.	K-5 Instructional Personnel, All Coaches, and Paraprofessionals
Building Reading Stamina	This course will provide teachers and Content Area Specialists with strategies for building reading stamina in all levels of learners.	3-5 Instructional Personnel and Content Area Specialists
Building Vocabulary Knowledge for Explicit Instruction	This course will define what effective vocabulary instruction looks and sounds like and provides several instructional strategies teachers and coaches can use to build students' word knowledge.	K-5 Instructional Personnel and all Coaches
Impacting Language Instruction Through Mentor Texts	This course will provide teachers and Content Area Specialists with an instructional routine to explicitly teach language standards through the use of mentor texts and student writing.	3-5 Instructional Personnel and Content Area Specialists
Scaffolding and Supporting Complex Text	This course will provide teachers and coaches with knowledge of what makes a text complex and instructional strategies to scaffold and support the use of complex text with all learners.	3-5 Instructional Personnel and all Coaches
Differentiation to Scaffold Toward the Standard	This course will provide teachers and coaches with strategies to differentiate student learning toward the standard.	K-5 Instructional Personnel and all Coaches
Reading Intervention Program Specific Refreshers <ul style="list-style-type: none"> <li>• Core Knowledge Language Arts (CKLA) Assessment and Remediation Guide (ARG)</li> <li>• Early Intervention in Reading (EIR)</li> <li>• Read Naturally (Read Live!)</li> <li>• Reading Mastery</li> <li>• Phonics for Reading</li> <li>• iReady Toolbox</li> </ul>	These courses will provide teachers, Content Area Specialists, and paraprofessionals program-specific training for second-semester in-person and virtual intervention programs.	K-5 Instructional Personnel, Content Area Specialists, and Paraprofessionals

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The Elementary Curriculum Department engages in distributive professional learning structures to ensure Content Area Specialists have an in-depth knowledge of reading processes, acquisition, assessment, and instruction. The series of professional learning for Content Area Specialists encompasses all of the essential components of reading instruction, including content delivery surrounding instructional materials, programs, strategies, and approaches based on scientific research, and instruction in the use of screening, diagnostic, and classroom-based assessment. Ongoing professional development for Spring 2021 will include:

2020-2021 Spring 2021 –Summer 2021 Elementary Content Area Specialists Professional Learning Calendar			
Month	Course Title	Course Description	Target Audience
January 2021	Diagnostic Data Review	This training session will focus on reviewing diagnostic data, adjusting intervention placement based on data, and intervention support for students returning to face-to-face learning.	Content Area Specialists
February 2021 – June 2021	Differentiation to Scaffold Toward the Standard	This course will provide information on how to support teachers with differentiation strategies to scaffold toward the standard.	Content Area Specialists
	Strategies to Close Gaps Based on Data	This course will provide information on how to support teachers in closing the achievement gap based on data.	
	Session content is grounded in data-based decision making and will be determined based on relevant school and district monitoring of progress data.		

### Academic Framework – Secondary (6-12)

Secondary Spring 2021- Summer 2021 MTSS Professional Learning Offerings		
Course Title	Course Description	Target Audience
Planning Lessons with Interactive Student Notebooks	Interactive Student Notebooks are a structure for guiding students through productive struggle while providing opportunities for teachers to formatively assess during instruction. The core pieces of a critical reading lesson; schema activation, organization of new learning, and student processing of learned content are organized in the notebook format.	Instructional Personnel
Beyond Lecture: Innovative Strategies for Incorporating Student-Centered Note-taking	This training is designed to help teachers develop new thinking surrounding the link between students' note-taking and the expected outcomes, ensuring that note-taking is a meaningful, integral	Instructional Personnel

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		part of the learning process. Educators will explore a variety of scenarios and consider the deliberate instructional decisions involved in student centered note-taking to lead to learning outcomes.	
Designing WICOR-Based Lesson Plans		Participants will learn how to intentionally scaffold student learning through the inclusion of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn (WICOR) strategies in lesson planning in order to provide evidence of student mastery as related to the learning objective. Effectively embed WICOR strategies in planned activities in order to maximize student engagement and retention of content.	Instructional Personnel
Content-Specific Critical Reading Process		In this training, participants will learn how the critical reading process is utilized in their individual content areas and/or grade levels. They will also identify Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn (WICOR) strategies to support vocabulary, pre-reading, interacting with the text, and extending beyond the text.	Instructional Personnel
Reading Interventions Program Specific Trainings <ul style="list-style-type: none"> <li>• Teaching READ 180 Universal through MCPSONline</li> <li>• Teaching System 44 through MCPSONline</li> <li>• Facilitating Small Groups through MCPSONline</li> <li>• READ 180 Universal and System 44 Implementation Training</li> <li>• Comprehensive Instructional Sequence (CIS) Training</li> <li>• Document Based Question (DBQ) Training</li> </ul>		These courses provide teachers and Content Area Specialists with program-specific training for in-person and virtual intervention programs.	6-12 Reading Intervention Teachers and Content Area Specialists

The Secondary Curriculum Department ensures professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes; therefore, initial training follow-up is provided by school-based Content Area Specialists (CASs). CASs participate in monthly trainings and then apply the knowledge learned to work with teachers on their campuses. Courses include:

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<b>2021 Secondary Content Area Specialists and AVID Coordinators Professional Learning Calendar</b>			
Month	Alignment to Values and Goals	Topic	Audience
January 2021	<ul style="list-style-type: none"> <li>• Agency</li> <li>• Opportunity Knowledge</li> </ul>	<i>Motion Leadership</i> Book Study	Content Area Specialist, AVID Coordinators
	<ul style="list-style-type: none"> <li>• Data-driven</li> <li>• Appropriate Academic Supports</li> </ul>	In-Program Reading Data Analysis	Reading Content Area Specialists
	<ul style="list-style-type: none"> <li>• Professional Learning Opportunities (organization)</li> </ul>	Collaboration Strategies	Content Area Specialists
	<ul style="list-style-type: none"> <li>• Data-driven</li> <li>• Guiding Teachers</li> <li>• Rigorous Academic Preparedness for All</li> </ul>	AVID Coaching Sessions: <ul style="list-style-type: none"> <li>• AVID Regional Office Updates</li> <li>• Coaching and Certification Instrument (CCI) Analysis</li> </ul>	AVID Coordinators
February 2021	<ul style="list-style-type: none"> <li>• Agency</li> <li>• Opportunity Knowledge</li> </ul>	<i>Motion Leadership</i> Book Study	Content Area Specialist, AVID Coordinators
	<ul style="list-style-type: none"> <li>• Professional Learning Opportunities (organization)</li> </ul>	Organization Strategies	Content Area Specialists
	<ul style="list-style-type: none"> <li>• Data-driven</li> <li>• Guiding Teachers</li> <li>• Rigorous Academic Preparedness for All</li> </ul>	AVID Coaching Sessions: <ul style="list-style-type: none"> <li>• AVID Regional Office Updates</li> <li>• CCI Analysis</li> </ul>	AVID Coordinators
March 2021	<ul style="list-style-type: none"> <li>• Professional Learning Opportunities</li> </ul>	Review Strategies	Content Area Specialists
	<ul style="list-style-type: none"> <li>• Professional Learning Opportunities</li> </ul>	Reading Strategies	Content Area Specialists
	<ul style="list-style-type: none"> <li>• Data-driven</li> <li>• Guiding Teachers</li> <li>• Rigorous Academic Preparedness for All</li> </ul>	AVID Coaching Sessions: <ul style="list-style-type: none"> <li>• AVID Regional Office Updates</li> <li>• CCI Analysis</li> </ul>	AVID Coordinators
April 2021	<ul style="list-style-type: none"> <li>• Data-driven</li> <li>• Appropriate Academic Supports</li> </ul>	Intensive Reading Data Review and Placement Assistance	Reading Content Area Specialists

Additionally, the district Secondary Reading Program Specialist supports all middle and high school campuses with program implementation and progress monitoring. The type of support offered is intentional and based on the specific needs of the campus. Examples include classroom visits, individual teacher training and meetings, and assistance at department meetings/collaboration.

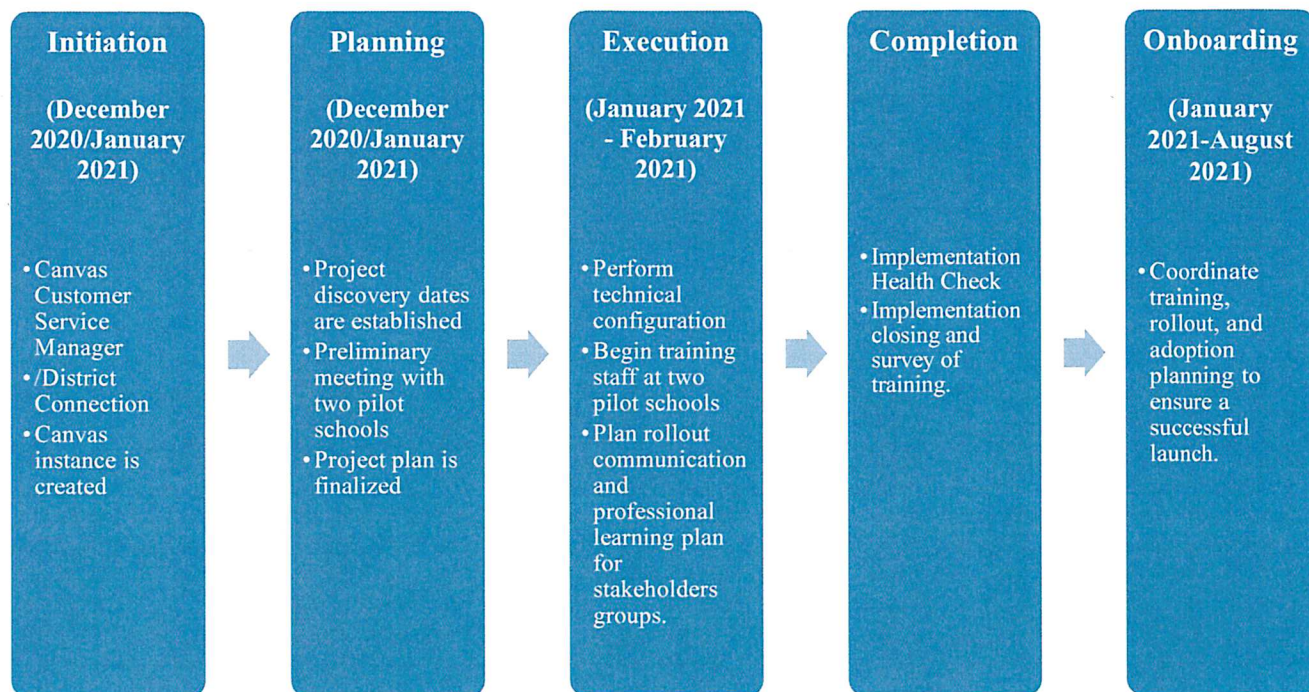
### 4.c. Technology Needs

#### Learning Management System

Beginning Spring 2021, the district will start integrating Canvas as the Learning Management System (LMS) to meet the needs of students, parents, instructional personnel, non-instructional personnel, administrators, and district staff. Canvas, by Instructure Global Limited, will streamline online learning delivery and act as a single platform to manage online course content between teachers and students. Progression through the

## Spring 2021 Education Plan and Assurances

project phases will culminate with full use and integration by all district staff in preparation for the start of the 2021-2022 school year.



### Technology Needs Professional Learning

The Technology and Professional Leadership and Learning departments will provide support to ensure instructional goals are accomplished. On-going professional learning will ensure instructional and non-instructional personnel understands the basic and advanced components of their engaged technology and learning platform, with a focus on those teaching in an innovative and virtual environment for the first time, or who are not yet proficient with these teaching modalities.

2020-2021 Continuing Technology Professional Learning Offerings		
Course/Action	Outcome	Target Audience
Engaged Technology – New Installations Training	Participants receive training and support upon receiving new engaged technology to proficiently deliver engaging and meaningful instruction in face-to-face and online classrooms.	Instructional and Non-Instructional Personnel
Microsoft Teams Lead Teacher PLC	This PLC provides ongoing training and support to Microsoft Teams lead personnel at each school to offer immediate onsite assistance as required by instructional personnel. The lead teacher program allows quick resolution of issues and provides specific resources to remain successful. It also has the benefit of quickly sending out notices regarding upgrades	School Lead Instructional Personnel

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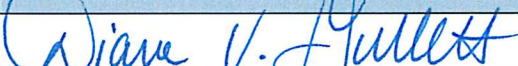
	and new tools as they become available.	
Microsoft Teams Training - Introductory courses	Participants new to Microsoft Teams or needing a refresher have the opportunity to review the four "Introduction to Teams" courses on the LMS. In these self-paced courses, staff will learn how to leverage all the tools available in Teams to provide meaningful, engaging lessons and activities for their students.	Instructional and Non-Instructional Personnel
Spring 2021 Technology Professional Learning Offerings		
Course/Action	Outcome	Target Audience
Virtual Knowledge Labs	This weekly scheduled video conference call will provide an outlet to have questions answered directly by knowledgeable staff. Participants will then be able to apply the answers and receive follow-up support during the open lab sessions. The schedule will accommodate the availability of our teachers with both AM and PM sessions.	Instructional and Non-Instructional Personnel
Classroom Site Visits	The use of engaged technology will be a critical aspect that must be in place to deliver instruction both online and face-to-face students. These site visits will ensure instructional personnel has the tools to be successful and correct any deficiencies.	Instructional Personnel teaching Hybrid courses



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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.

<b>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</b>
Diane V. Gullett, Ed.D., Superintendent
<b>Contact information: email, phone number</b>
<a href="mailto:Diane.Gullett@marion.k12.fl.us">Diane.Gullett@marion.k12.fl.us</a> (352) 671-7700
<b>Date submitted</b>
December 14, 2020
<b>Superintendent Signature (or authorized representative)</b>


*(Letter will be printed on school letterhead, copy given to parent at a meeting, and original kept in student file)*

Date

Dear Parent/Guardian of MCPSONline Student:

After reviewing your child's academic performance, the Multi-Disciplinary Team at the school has determined the best academic option is for your child to return to the physical learning environment where greater individual monitoring of progress and needed interventions can be provided.

If you choose to continue instruction through MCPSONline, please understand it is against the recommendation of the school team and your child could incur greater educational risks. If you elect to have your child stay in MCPSONline, your child will remain registered at his/her current school, but the assigned teacher may not be located on the campus of the school at which your child is enrolled. As the number of MCPSONline students has continued to decrease, the teacher or class assignments may also change as we balance class sizes.

If you are electing to keep your child in MCPSONline instead of returning to the physical school learning environment, please complete and sign below to acknowledge you have been informed your child is not making adequate academic progress and the recommendation of the school team is to have your child return to in-school instruction.

We look forward to working with you to ensure your child's success.

Sincerely,

Principal Name

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Student Name: \_\_\_\_\_

Student #: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_