



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Okeechobee

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Purpose

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

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

Directions

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

District Education Plan Assurances

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

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

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

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

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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., 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.

1.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.

Closing Achievement Gaps

The Okeechobee County School District uses the MTSS Framework to identify gaps in achievement and intervene using research based materials and high effect size strategies. Universal screening of all students occurs three times per year. The data are then used to make decisions about how to create instructional change so that all students reach proficiency and to identify which students need more intensive interventions.

Students move through the tiers based on the level of instructional support required for continued success. A student is described as a student receiving Tier 1, Tier 2, or Tier 3 services, ***not*** a Tier 2 student. It is possible that a student may be receiving services in more than one Tier, for example Tier 2 in reading and Tier 3 in behavior. Rather than a linear support system, ***MTSS is fluid.*** For example, at a Tier 2 level, support increases to Tier 3 level, and when mastery is established and shown via assessment results, that student returns to core instruction (Tier 1) with its usual support. Tier 2, then move forward to receive more intensive Tier 3 services or backward to receive less intensive Tier 1 services. Sometimes a student exhibits such a significant deficit in a skill it warrants immediate Tier 3

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interventions rather than initially starting with Tier 2 interventions.

A Synopsis of MTSS at Okeechobee County School District:

	Tier 1	Tier 2	Tier 3
Focus of Tier Support:	Designed for all students, with on-going differentiation. Focus on alignment of instruction and instructional resources to common core.	Small Group problem-solving Targeted interventions for students not meeting expectations, in addition to core instruction.	Individualized problem-solving Intensive and strategic interventions, in addition to core instruction. Focus on specific skills.
Population Supported:	All students (100%)	Some Students (less than 15%)	Few Students (3-5%)
Assessments Used:	Universal screenings, and benchmarks: NWEA, iReady	Progress monitoring occurs bi-weekly or as appropriate to targeted skill area: EasyCBM	Progress monitoring occurs weekly , based on targeted skills: EasyCBM
Curriculum and Intervention Supports:	District core curriculum, and schoolwide programs	Research-based curriculum, evidence-based strategies, Tier 2 supports (curated by Branching Minds)	Research-based curriculum, evidence-based strategies, Tier 3 supports (curated by Branching Minds)
Amount of Time Allotted:	ELA: 90 mpd K-5 90 mpd 6-8 50 mpd 9-12 Math: 60 mpd K-5 mpd 6-8 mpd 9-12	60 minutes/week (three 20-minute sessions OR two 30-minute sessions) In addition to instruction at Tier 1	120-135 minutes/week (three 20-minute sessions + two 20-minute sessions OR three 45-minute sessions) In addition to instruction at Tier 1
Group Size:	Whole class and small group	Small Groups: 3-5 students Elementary or 6-8 students in Secondary	Direct Support: ideally one-on-one instruction, or 2-3 students Elementary or 3-5 students Secondary
Location:	General education classroom	General education classroom, may be outside of classroom	Inside or Outside of general education classroom

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Personnel:	Classroom teacher	Classroom teacher or other professionals (literacy teacher, SLP, etc.)	Classroom teacher or other professionals (resource teacher, SLP, literacy, etc.)
Implementation:	On going	Each cycle is at least 6-8 weeks, with at least 3-4 data points	Each cycle is at least 8-10 weeks, with at least 8 data points

Tier 1: At Tier 1, all students receive research-based core curriculum instruction and school-wide behavioral expectations. When implemented, the majority of students (80-90%) will respond and achieve established benchmarks as evidenced by data from multiple sources at the school, grade, and class levels. If the majority of students are not successful at Tier 1, the core curriculum/instruction should be examined. Instruction at Tier 1 should be explicit, differentiated and include flexible grouping and active student engagement. To ensure 80% of students' needs are met at Tier 1, high quality instruction is essential. Features of high quality, research-based instruction include:

- **Standards-Based Curriculum:** A curriculum based upon the Florida Standards.
- **Systematic Explicit Instruction:** Skills are taught from less to more complex using direct, clear and concise instructional language.
- **Differentiated Instruction:** students have different levels of background knowledge and school readiness. Differentiated instruction engages each student in active learning according to his/her needs. The content of instruction, delivery of instruction, and targeted level of instruction can be differentiated.
- **Flexible Grouping:** a combination of whole group and small group instruction allows teachers to create fluid groups that meet the needs of all students.
- **Active Student Engagement:** ensuring all students are actively involved during instruction and are not passive recipients. This can be accomplished with high rates of opportunities to respond, ample time to practice skills, and prompt corrective feedback.
- **Classroom Behavior Strategies:** proactively and explicitly teaching the expected behaviors and routines, frequent use of reinforcement and praise (4:1 positive to negative feedback loop), quick and efficient transition times, and consistent instructional response to misbehavior.

A solid Tier 1 should be sufficient to help **80%** of students meet or exceed grade level expectations as measured by a standardized summative assessment. If Tier 1 instruction is not successful in meeting the needs of 80% of the school's population, the school team should consider possible solutions to create a better match between students' needs and the core curriculum and instruction (e.g., improving explicit instruction, a supplemental curriculum, differentiation strategies (multisensory learning), use of flexible grouping, and maximizing active student engagement).

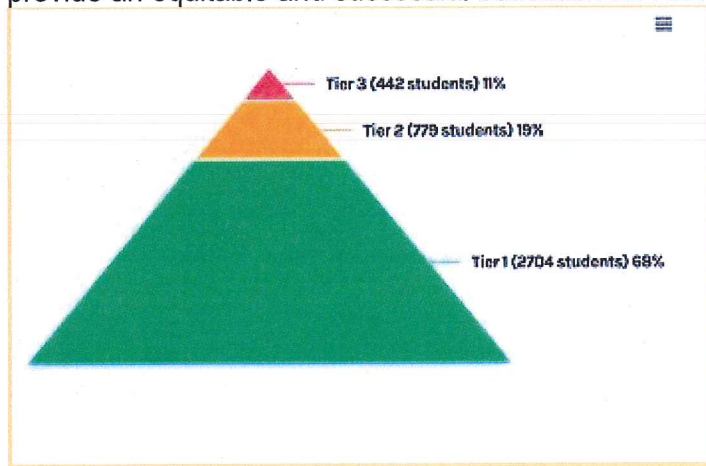
Tier 2: If Tier 1 is successful, only (5-15%) of students should need Tier 2. It is targeted to specific skills and is supplemental to Tier 1. It is for students that are identified through universal screenings as at-risk due to poor progress in the Tier 1 level. The student's rate of progress during the implementation of interventions is monitored, and is judged against both the goals articulated in the state standards, and is compared to the progress of other students at the same age or grade level or with similar cultural and linguistic diversity (AYP subgroups). Characteristics of Tier 2 interventions must be more explicit: more intensive than core instruction; more supportive in the form of encouragement, feedback, and positive reinforcement; carefully scaffolded; and ideally occur in groups of approximately 3 to 5 students, for

elementary, and 6 to 8 students for middle and high schools.

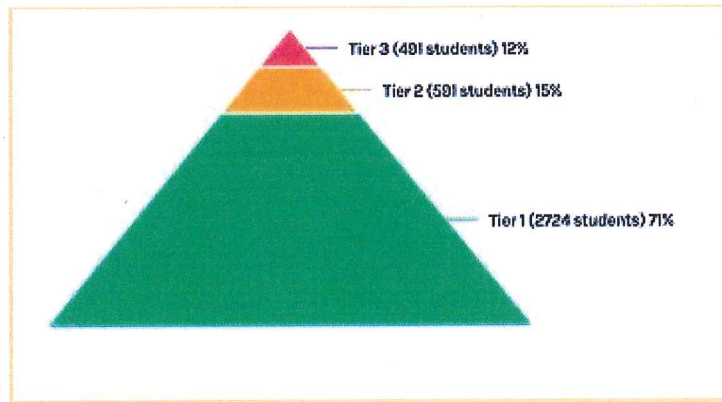
Tier 3: Students who have not demonstrated progress with targeted group interventions at Tier 2 require more time in more intensive interventions. Tier 3 interventions are distinguished from Tier 2 interventions because they are individualized based on data collected in individual problem-solving, occur with smaller student-teacher ratios (e.g., ideally 1-on-1, however, groups of 2 to 3 students or a larger group broken into groups of 3-5 students, is acceptable for middle and high schools), and possibly occur for a longer duration of time (e.g., more daily minutes or more weeks spent in intervention). About 5-10% of students will require this level of intensive support.

Tier 3 intervention plans include more than what occurs during intervention time. They also include strategies for maximizing student outcomes during core instruction or Tier 1, as well as supports at home or in the community.

It is critical to understand that MTSS is based on the premise: the earlier we can identify a problem, analyze it so we can best understand our learners' needs, implement a plan providing each student the level of support they need using research-based interventions matched to their specific challenges, and monitor frequently for fidelity and effectiveness, then we can help our students achieve success more easily, and more quickly, and more commonly within the general education setting. MTSS is how we provide an equitable and successful education for ALL students.



August 2020 District Tier Performance in Reading: Tier 1- 68 %, Tier 2-19%, Tier 3- 11% (98%) 2% not tested; 407 receiving services not included in the chart



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August 2020 District Tier Performance in Math: Tier 1- 71%, Tier 2- 15%, Tier 3- 12% (98%) 2% not tested; 407 receiving services not included in the chart

Tier Level Report

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	# Services	Total Enrollment
	All Campuses	2704	779	442	3925	2133	407	6468
	CENTRAL ELEMENTARY SCHOOL	332	81	66	479	38	6	523
	EVERGLADES ELEMENTARY SCHOOL	304	95	44	446	46	10	602
	NORTH ELEMENTARY SCHOOL	384	69	41	474	23	72	569
	OKEECHOBEE ACHIEVEMENT ACADEMY	12	13	19	44	94	0	138
	OKEECHOBEE FRESHMAN CAMPUS	228	67	31	326	9	74	409
	OKEECHOBEE HIGH SCHOOL	164	47	51	262	717	0	979
	Okeechobee Virtual School	5	1	0	6	823	0	831
	Okeechobee Youth Correction Co	0	0	0	0	19	0	19
	Okeechobee Youth Treatment Cen	0	0	0	0	17	0	17
	OSCEOLA MIDDLE SCHOOL	370	150	54	574	121	0	695
	SEMINOLE ELEMENTARY SCHOOL	282	74	22	378	25	64	467
	SOUTH ELEMENTARY SCHOOL	355	32	61	458	11	84	553
	TANTIE JUVENILE RES FAC	0	0	0	0	1	0	1
	YEARLING MIDDLE SCHOOL	278	147	53	478	187	0	665

August 2020 MTSS Tier Report by School- Reading

Tier Level Report

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	# Services	Total Enrollment
	All Campuses	2724	591	491	3806	2255	407	6468
	CENTRAL ELEMENTARY SCHOOL	323	95	60	478	30	6	523
	EVERGLADES ELEMENTARY SCHOOL	285	92	69	446	42	10	602
	NORTH ELEMENTARY SCHOOL	359	66	53	478	23	68	569
	OKEECHOBEE ACHIEVEMENT ACADEMY	8	13	41	62	76	0	138
	OKEECHOBEE FRESHMAN CAMPUS	210	46	49	305	29	75	409
	OKEECHOBEE HIGH SCHOOL	14	25	83	122	857	0	979
	Okeechobee Virtual School	5	2	1	8	823	0	831
	Okeechobee Youth Correction Co	0	0	0	0	19	0	19
	Okeechobee Youth Treatment Cen	0	0	0	0	17	0	17
	OSCEOLA MIDDLE SCHOOL	419	109	57	585	110	0	695
	SEMINOLE ELEMENTARY SCHOOL	301	49	22	372	31	64	467
	SOUTH ELEMENTARY SCHOOL	457	0	1	458	11	84	553
	TANTIE JUVENILE RES FAC	0	0	0	0	1	0	1
	YEARLING MIDDLE SCHOOL	343	94	55	492	173	0	665

August 2020 MTSS Tier Report by School- Math

Okeechobee County Schools uses two robust tools, iReady/Ready and NWEA/Exact Path, to help assess student achievement and provide for individualized computer-based or teacher delivered instruction based on the diagnostic data derived from those assessments.

Aligned to the LAFS and the MAFS, *i-Ready® Assessment and Personalized Instruction* can help Florida

educators focus on closing the achievement gap and preparing all students to access grade-level content. Combining a valid and reliable assessment suite with instructional resources targeted to each child's specific academic needs, the online *i-Ready Assessment* helps educators diagnose students' unfinished learning in Reading and Mathematics, supports educators in providing targeted instruction to help each student reach their academic potential, and measures how students are progressing over time. The program offers integrated assessment and instruction delivered on one unified platform that can be readily executed in-school or at-home learning environments.

i-Ready Assessment comprises the adaptive *i-Ready Diagnostic* (K–12), *Growth Monitoring* (K–8) and *Standards Mastery* (2–8). *i-Ready Diagnostic* accurately and efficiently pinpoints students' needs and helps teachers better understand the root causes behind student challenges. Educators administer the *i-Ready Diagnostic* three times per year to gain detailed insight into student needs and inform both online and teacher-led instruction.

i-Ready Assessment reports student's grade-level placement (overall and by domain) as well as national norms and Lexile® and Quantile® metrics. A continuum of scale scores across grades K–12 offers multi-year users longitudinal data by tracking student progress within and across years.

i-Ready released new reporting and resources that empower teachers to provide targeted, on-the-spot instruction that helps students build the most essential skills they need to be prepared for success in grade-level learning. The *i-Ready Prerequisites Report* for mathematics helps teachers identify students' individual learning needs for the upcoming grade-level. Teachers can use the report data and provided resources to target instruction. *i-Ready* also includes prerequisite resources for reading comprehension (3–8) to help teachers address gaps that may have widened during school closures. Tools for Scaffolding Comprehension offer differentiated teaching resources targeting the most important concepts and skills.

In addition to data and reports, *i-Ready* automatically assigns **interactive online lessons** across grade levels K–8 to each learner based on their *Diagnostic* assessment results. These student-driven digital lessons can be accessed in or out of school, or in combination. Educators can adjust the *i-Ready* recommended lesson sequence and add Teacher-Assigned Lessons to ensure students develop skills in conjunction with the core curriculum. *i-Ready Personalized Instruction* is flexible and can be used during school, before/after school, in-class/pull-out, summer school, at home, or in a computer lab.

i-Ready also provides easily accessible **teacher-delivered instructional resources**, based on each student's or instructional group's *Diagnostic* assessment results. *Tools for Instruction*—short PDF “mini-lessons” specific to each learner's needs—can be delivered by teachers, paraprofessionals, tutors, or other support staff. Resources are also provided via the *Teacher Toolbox*, an online filing cabinet that gives teachers immediate digital access to multi-level K-8 *Ready Florida* lessons (fully aligned to MAFS and LAFS), assessments, and interactive tutorials so they can differentiate instruction for individuals and small groups. The *Teacher Toolbox* facilitates planning for independent instruction, practice, and homework.

i-Ready can be used as a tool for Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) for students who are below level. The reports support RTI by providing data that maps student performance to intervention tiers and assigns students to appropriate instructional groups. The Florida Department of Education has listed *i-Ready* as one of the services that will provide progress monitoring data directly to the DOE.

All assessment and instructional resources described above are available on one integrated, online platform: *i-Ready Connect*.

Edmentum's Exact Path and NWEA™ offer a fully integrated product that not only assesses where a student is at but creates individual learning paths to help close achievement gaps.

Through grade-level content reinforcement, auto-remediation, and auto-acceleration in their personalized skill-based progression, students target and master the conceptual foundations and demonstrate knowledge required by Florida LAFS and MAFS standards.

The completion of a MAP assessment automatically triggers the creation of an individualized learning path in Exact Path within 24 hours, without manual uploads or data entry. All other features are available for use by teachers, and tracking of the learning path activity works in the same way.

NWEA MAP assessments are fully adaptive to accurately identify a student's true achievement level, regardless of where the learner falls in terms of grade-level proficiency. The assessment's ability to adapt along a cross-grade vertical scale allows it to generate an individualized learning path based on a student's unique goal scores. This enables educators to track the progress of each student as an individual on a unique learning path. Learning paths take students to content appropriate for their instructional level, regardless of grade level. This supports students whether their capabilities are below, on, or above grade level.

The Exact Path learning paths are adaptive in real time based on students' performance within their learning progression. Exact Path matches content to students' instructional levels. Because Exact Path identifies grade-level abilities for each student in each domain, teachers can readily determine readiness to learn, by domain, no matter the actual grade level of the student.

The learning paths include progress checks that act as summative assessments after each set of four assigned skills. Based on the results of the progress checks, Exact Path adapts the student's learning path by assigning the next set of skills on their learning progression if they pass, and alternate instructional modules or dynamically assigned intervention building block skills if they struggle. The progress check items are developed with the same content and psychometric specifications as the summative diagnostic items. Progress is monitored through the mastery of skills over time.

The model is a categorical judgment of proficiency on a defined skill that can occur in as few as one or two measurement periods. Envision skills progress not as a line with a constant positive slope but as categorical movement through a learning progression. Individualized learning can be adapted to a wide variety of learning situations and strategies, including the family of intervention approaches.

To summarize, individualized learning begins with the diagnostic, moves to the resulting leveled instruction, assigns practice to apply what has been taught, and wraps up with a progress check to ensure the student has learned the material. The process is rendered as a recurrent, or circular, process so that in time reassessment confirms the student has or has not advanced to the expected level of achievement. The functional flow is an iterative process. It does not end with a test. A test might show that the student needs to repeat the skill. A teacher can and should cycle through the sequence until mastery is attained. Teachers are provided with recommended activities to use with students who require more 1:1 intervention. Each step in the sequence is supported by a substantial body of research in peer-reviewed scientific journals.

Additional Instructional Time

During the summer of 2020 OCSD had focus groups of teachers meet to revise curriculum maps for all core courses. Focus groups spoke to prior year teachers to discover if there was a gap in teaching. The maps were then adjusted to reflect content which needed to be covered to fill those gaps. The focus

groups also adjusted the pacing of maps to allow for additional time for remediation and reteaching.

OCSD is currently offering after-school or before school tutoring at all campuses and the Okeechobee Freshmen Campus is offering Saturday tutoring sessions also. Each school has identified students or groups of students who would benefit with additional instructional time.

OCSD will be offering summer programs for students identified as needing additional instruction and credit retrieval. Busing will be provided.

DDJ students will be working in small groups and will receive one-on-one instruction from teachers based on data and demonstrated need.

1.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.

The MTSS process will be used to identify students in need of support at all grade levels and all modalities of instruction in both reading and mathematics. Parents of Students who have been identified as needing tier 2 or tier 3 support through the district's MTSS process will be notified in multiple ways. The parents of students in K-3 who are showing deficiencies in reading will receive the K-3 Reading Deficiencies Letter as soon as the deficiency is identified. Parents will receive Intervention Plan Details Letter along with the FLDOE MTSS Brochure when their student is identified for tier 2 interventions. An MTSS Intervention Report will be sent home with each progress report (mid-quarter).

DJJ students, grades 8-12, will access Edmentum Exact Path where they will complete a Reading, Language Arts, and Math Diagnostic Assessment. The completion of the diagnostic assessment will result in a prescribed learning path to strengthen the students' skills.

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

Students who are transitioned out of the innovative learning model and have not achieved academic success will meet with a school counselor who will explain the MTSS process and make available any additional support such as tutoring as necessary.

In addition to MTSS interventions, the OCSD also offers credit retrieval throughout the school year and during the summer. The Graduation Acceleration Program (GAP) offers students (seniors) who may need credit retrieval or additional first-time credit to graduate early with the 18-credit option or to catch up in order to graduate with their cohort. The Recovering Every Academic Credit Hour (REACH) program helps students who did not earn enough credits to become sophomores at the end of the school year or students who are older Freshmen earn credit for mid-year promotion. OCSD will be offering summer programs for students identified as needing additional instruction and credit retrieval. Busing will be provided.

DJJ students will have access to KHAN Academy to support them in their academics.

2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
- Offer the innovative learning modality only to students who are making adequate academic progress.
 - 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. Offer the innovative learning modality only to students making adequate academic progress.

At its regular meeting in October, the Okeechobee County School Board opted not to offer the innovative learning model as it was not producing a return on investment.

Learning options for Spring 2021

Option 1: Face to face, brick and mortar instruction

~~Option 2:~~ No longer an option: was the blended option following school site schedule from home

Option 3: Okeechobee Virtual School: Edgenuity and Edmentum curriculum

2b. 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.

Students remaining in Option 3 or signing up to move from Options 1 or 2, will be evaluated for previous success in the innovative option. Parents of students who are deemed as not meeting success indicators listed below will be notified and recommended to move to Option 1: face-to-face instruction. Parents will have the opportunity to opt for their student to remain in option 3 despite declining academic progress.

All students will be monitored for academic progress or decline. Option 3 will still be available to parents and students, however, Option 1 will be recommended for those meeting the following indicators:

Written notice (FORM) provided to parents/guardians with students who:

- Meet the early warning indicator of 3 or more F's
- Not on grade level (progress monitoring data, if available)
- Not on track for promotion (elementary, middle, high) or graduation (high)
- Grade point average under 2.0 (Secondary)
- Other data indicating loss or lack of progress

Students and parents will receive written notice of failing grades jeopardizing promotion. Option 3 parents must sign the acknowledgment to remain in Option 3

Written notice must provide notice of deficiency, acknowledgement of receipt, and intent to remain on Option 3 despite regressing academic progress. (COPY OF FORM provided)

Option 3 parents will be required to meet and arrange resources to meet the needs of their students if identified by the regression indicators above:

Areas of consideration for subgroups not showing adequate progress:

1. Students with IEPs: FAPE must be provided, IEP meetings for those regressing, compensatory services provided, when nec.
2. ELL students: with reading, writing, speaking skills regressed: must convene ELL committee to determine services needed.
3. Low income, migrant, homeless, 504, foster care, ELL, ESE, and other vulnerable populations identified and issues addressed with mentors or SIT meetings.

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.

3(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.

Okeechobee Virtual School students meeting the following criteria will be counseled or transitioned back to Option 1:

1. 3 or more F's
2. Not on grade level (progress monitoring data, if available)
3. Not on track for promotion (elementary, middle, high) or graduation (high)
4. Grade point average under 2.0 (Secondary)
5. Other data indicating loss or lack of progress

Parents will be notified as such, in writing, and requested to re-enroll at their home school for face to face instruction. The parent may sign the acknowledgement of regression and continue with Option 3 instruction. In order to attempt to reach all students the following methods of contact will continue to be made: automated calls for failing courses, personal calls to students and parents, Academic Plans for those students and parents who come into the school for a meeting, weekly reports run from Edgenuity/Edmentum to verify academic engagement time, offer face to face tutorial, teachers continue to make email, Dojo, text, and phone contact. District level support will include the above as well as home visits to be completed by the truancy officer and/or Director of Student Services.

Attendance will be utilized for Early Warning in order to provide additional supports for our students and families.. The data will be reviewed to develop an integrated Multi-Tiered System of Supports that focuses on positive intervention.

3(b) Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

The district will continue to maximize readiness to support long-term achievement by the following:

1. The VPK program teacher for the district will contact all local private daycares to provide information on VPK options.
2. The VPK program teacher contacts all parents on the waiting list to ensure enrollment options in a timely manner.
3. The district webpage will be maintained to inform parents of the community of the enrollment dates and requirements for VPK.
4. Signs and flyers will be provided to medical/dental offices who provide medical services to preschool/kindergarten age students.
5. Advertisement of the Open Enrollment for VPK will be announced through the radio station and local newspaper.

Current VPK students have been in face-to-face instruction all school year. The only VPK students who have been on another option are those single students excluded due to COVID exposure. Students who have been excluded received instructional materials for the parents to use and synchronous lessons with a VPK teacher. The District will advertise Summer VPK opportunities.

Kindergarten students who are transitioning back to traditional face-to-face instruction will be evaluated using the iReady diagnostic and other formative assessments. Students who need intervention will be placed in the MTSS system and interventions will be put into place. Kindergarten students who continue in virtual school or are moving to virtual school will also take the iReady diagnostic assessment. The MTSS process will be used for virtual students as well. After-school tutoring is available for all Kindergarten students- traditional and virtual.

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).

4(a)The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including: Innovative and virtual learning modalities;

The professional development opportunities provided to **teachers** to support innovative and virtual learning modalities include: LMS (Schoology/Google Classroom), instructional design (content, standards, pedagogy, formative/summative assessment, best practice), web conferencing (Zoom/Google Meets), screencasting, Google Suite (Mail, Docs, Slides, Sheets), and digital tools (Padlet, Flipgrid, Edpuzzle, Nearpod, Buncee, etc.), asynchronous and synchronous virtual learning (activities, collaboration, and communication).

The professional development opportunities provided to **leaders** to support innovative and virtual learning modalities include: LMS (Schoology/Google Classroom), web conferencing (Zoom/Google Meets), screencasting, Google Suite (Mail, Docs, Slides, Sheets), and asynchronous and synchronous virtual learning (activities, collaboration, and communication).

DJJ **teachers** will participate in professional development through The Master Teacher eLearning Platform. DJJ **teachers** are also invited to participate in professional learning opportunities provided by the District.

4(b)The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including: Interventions to support students in various learning modalities; and

The OCSB Staff Development Department and Heartland Educational Consortium work together to provide professional development opportunities to support teachers and leaders with interventions to support students in various learning modalities. Opportunities for **teachers** include: motivating and engaging students, differentiating instruction to meet the needs of diverse learners, building relationships, and communicating with parents and students. Opportunities for **leaders** include: assisting teachers in supporting students in virtual learning, networking with other leaders to increase student learning, and communicating with parents and students.

In addition, OCSB has curriculum partners such as Curriculum Associates and Edmentum that provide professional development opportunities to support innovative and virtual learning.

Curriculum Associates offers a comprehensive network of support for **teachers** that includes live onsite or remotely facilitated professional development courses, implementation planning and data support, and online asynchronous educator resources. The company can tailor live sessions to meet local needs, such as focusing on supporting MTSS or progress monitoring, with a goal of helping every learner access grade-level work and ultimately succeed at grade level.

Available 24/7, the *i-Ready Central*® support website provides **teachers** with videos, professional learning community/collaborative team planning resources, turnkey implementation tools, and actionable ideas from educators around the country. In addition, the Educator Prep Series offers **teachers** online, on-demand short modules to extend or refresh their learning. Focus areas include best practices for online instruction, setting and measuring growth goals, and using data to plan instruction.

Curriculum Associates has the experience and resources to uniquely support Florida districts, having partnered with more than 60 districts across the state for many years. Its staff of more than 75 service

members are dedicated to supporting Florida schools, students, and families—whether learning is taking place in school or remotely.

Edmentum is committed to working directly with district leaders to determine training and implementation needs specific to each installation and district needs. Our comprehensive professional development ensures **teachers** receive the training and coaching needed to create successful 21st -century learning environments amidst the ever-changing climate.

Our education consulting and professional learning services are facilitated by former educators and include formats such as on-site and virtual delivery, as well as OnDemand webinars. As just a few examples, we offer for **teachers**:

- Professional learning aligned to your program needs
- Hands-on activities to demonstrate program integration into classroom practice
- Collaboration and best practices that enhance the learning experience
- Policy recommendations aligned to student outcomes

We offer 24/7 support for **teachers** and **leaders** through an extensive library of online and offline prerecorded and recorded videos and webinars via our website and YouTube channel. Our series of public webinars are scheduled weekly and users can register for them at any time. Exact Path has both inline documentation within the program such as answer keys, how-tos, QRCs, FAQs, and constantly updated and downloadable user guides.

Many of the aforementioned professional development opportunities are ongoing and either provided as on demand learning modules or facilitated in a virtual environment. Virtual instructional rounds have provided leadership insights on additional support needed for **teachers** such as: lesson planning and instructional design to meet the needs of all students, using formative data to drive instruction, and using inquiry to address rigor. These professional learning opportunities, in addition to the ongoing support, planned professional learning opportunities for **leaders** include: addressing achievement gaps and increasing equity awareness. Professional development for both **teachers** and **leaders** include social and emotional learning, creating culturally relevant classrooms, and addressing discipline.

DJJ **teachers** will explore the use of Edmentum the platform and instructional tools to fully implement the student learning modules with fidelity. DJJ **teachers** and **leaders** may participate in professional learning opportunities sponsored by curriculum partners.

4(c)The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including: Technology needs (especially new learning management systems).


Schoology and Google Classroom are the learning management systems **teachers** use for virtual instruction. Additional technology needs for **teachers** and **leaders** include: mobile hotspots, internet access, webcams, headsets, wireless microphones, and video conferencing applications.

DJJ **teachers** and **leaders** may access the district's online learning systems such as Plato, Schoology and Google Classroom.

Acknowledgement

Spring 2021 Education Plan and Assurances

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.
Ken Kenworthy
Contact information: email, phone number
kenworthyk@okee.k12.fl.us , 863-462-5000 ext 1026
Date submitted
December 15, 2020
Superintendent Signature (or authorized representative)


Superintendent
Ken Kenworthy



School District of Okeechobee County

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Chairperson
Amanda Riedel
Vice Chairperson
Melisa Jahner
Members
Joe Arnold
Jill Holcomb
Malissa Morgan

Date: _____ Student: _____

Counselor: _____

Dear Parent/Guardian:

The Florida Department of Education requires school districts to submit a Spring 2021 Education Plan and to capture an updated agreement of assurances. FLDOE 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.

This form provides written notice to the parent/guardian that the child is not making adequate progress and describes the associated educational 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.

At present, your child is at risk of one or more of the following:

- An early warning system indicator of 2 or more F's in course grades
- Not on grade level (progress monitoring data, if available)
- Not on track for promotion (elementary, middle, or high)
- Not on track for graduation (high)
- Grade point average under 2.0 (secondary)
- Other data indicating loss or lack of progress: _____

To respond to your child's needs, we recommend one or more of the following:

- Your child report back to face-to-face instruction in January 2021
- If your student has an IEP, set up an IEP review meeting to re-evaluate services, meeting date: _____
- Examine tutorial options
- If your student is ELL, set up an ELL committee meeting to re-evaluate services, meeting date: _____

The school district must also address the needs of vulnerable population groups such as students of migrant families, homeless students, students in foster care, students with 504 plans, and students of low-income households. If you believe your child is in a vulnerable population, please schedule a meeting with the school counselor for a review of available resources that can be provided to your child.

You have been notified of your child not making adequate progress and the risks of not promoting to the next grade level or missing the opportunity to graduate with his/her cohort. Please review the recommendations to respond to your child's needs and search out the resources available for all students to be successful through your child's guidance department.

Please sign and return this form.

The district must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent for educational services for the second semester of the 20-21 school year.

I agree and want my student back in a face-to-face school:

If you agree with the district recommendation that the best place for your student to be educated is on a school campus, please sign and date here:

Parent or Guardian sign name here

Parent or Guardian print name here

Date

I acknowledge the information presented, but I want my student to stay in Okeechobee Virtual School:

If you acknowledge the information provided regarding the decline in progress of your student, but intend on having your child remain in the Okeechobee Virtual School option, please sign and date below: I will meet with OVS staff to identify strategies to improve my child's academic performance.

Parent or Guardian sign name here

Parent or Guardian print name here

Date



Achieving Excellence: Putting Students First!

