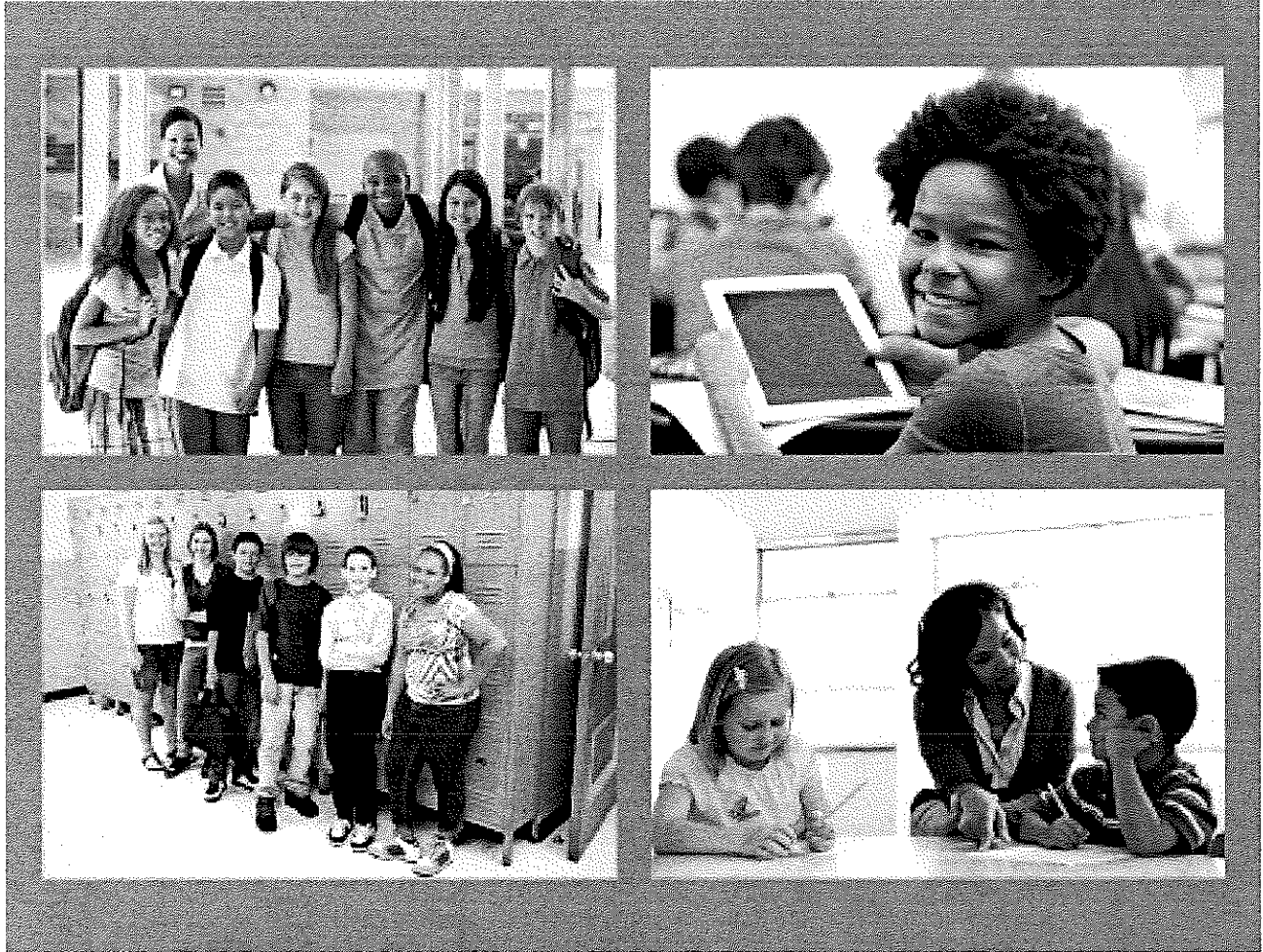


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[Pasco County Schools]

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

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

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

Directions

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

District Education Plan Assurances

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

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

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

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☒ **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.

☒ **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

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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.

The District will implement Multi-Tiered Systems of Support (MTSS) for all students served in traditional brick and mortar, mySchool Online and full-time virtual instruction. As a part of the continuous improvement model and Elementary and Secondary Progress Monitoring Plans, School and District teams will implement the essential actions below in order to ensure high quality learning experiences for all students within each instructional model. Additional action steps, layers of support and monitoring frequency will be in place for all students returning from remote instruction to face to face learning.

Essential School Actions

Schools use a system to analyze data to monitor growth, and teams engage in problem-solving processes to monitor effectiveness of core instruction and intervention supports.

School Leadership Teams (SLTs) MUST develop a system to:

- Regularly examine academic and behavioral assessments to identify and problem solve concerning data trends for groups of students and coordinate with the School Intervention Teams (SIT) to ensure that tiers of support and systems of progress monitoring are in place for those groups.
- Identify and teach essential academic and social emotional behaviors through the Pasco County SEL Standards and Grade-band Benchmarks.
- Annually review the enrollment, participation and engagement of students in advanced and accelerated courses to ensure that the racial, ethnic and socio-economic make-ups of those courses mirror that of the overall student population.

School Intervention Teams (SIT) MUST:

- Identify students needing intensive support, diagnose unfinished learning needs using a consistent problem-solving process, and design interventions to target missing universal skills.
- Urgently provide intensive Tier 3 supports and monitor fidelity of Tier 3 interventions.

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- Collaborate with PLCs and teacher teams to monitor implementation of interventions plans and provide targeted support to PLCs for individuals or groups of students with persistent struggles or barriers.

PLC/Teacher Teams MUST:

- Use data from the teaching-assessing cycle² to identify students for Tier 2 support by student, and by prioritized standard/learning target to plan for accelerated learning with the development of intervention opportunities for high leverage standards.

Essential District Actions

District Teams MUST:

- Provide training, professional develop and targeted coaching supports on the use of diagnostic assessment data and use of core content tiered support resources to make instructional adjustments and decisions for groups of students.
- Assist schools in examining data trends in behavior and academics and support in the implementation of problem solving and action planning processes in response to inequities in our system.
- Continually refine SLT, PLC and SIT modules to include the most relevant, effective and meaningful, just in time resources for school teams.
- Provide training and coaching to school teams and individual stakeholders aligned to positive behavior education and prevention (ie: Social Emotional Learning, Trauma Informed Care and Restorative Practices).
- Provide SEL competencies, standards, grade-band benchmarks and signature practices in the SEL Network.
- Provide critical data and support to school teams in monitoring student cohorts (ie: MyGradSuccess, EOS).
- Expand services for mental health supports and monitor student response to intervention.
- Develop, model, and assist schools to implement exemplars of supplemental and intensive interventions for essential academic and social emotional standards.
- Provide necessary resources (instructional materials, transportation, teacher salary, etc.).

1a. Systems of Support with accelerated and extended learning opportunities- Within the work of the SLT, PLC and SIT schools will identify groups of students whose achievement gaps have been exacerbated during the pandemic and will provide just in time interventions and second chance learning opportunities within the instructional day. In the areas of English Language Arts and Mathematics, school teams will utilize the actions steps and resources below to support interventions design and implementation within the school day.

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| <u>K-5</u> | <u>K-5 Math:</u> | <u>K-2 ELA:</u> | | | | | | | | | | | | |
|---|---|---|-----------------------------|--------------------------|---|--|---|---|-----------------------------|-----------------------------|--------------------------|--|--|--|
| | <ol style="list-style-type: none"> 1. View and discuss the Great Minds Eureka Math in Sync daily recorded student lessons. 2. Use the Great Minds Eureka Math Learn Anywhere Plans to make decisions on where to prioritize content and adjust pacing as needed. 3. Analyze and discuss Mid-Module, End-of-Module, Topic Quiz, and Observational Assessment data using the Great Minds Eureka Math Affirm Report Overviews, Assessment Reports, Student Reports, and/or Standards Reports. 4. Analyze and discuss Great Minds Eureka Math Pre-Module Diagnostic Assessment data focused on the pre-requisite and prior grade level skills and concepts needed for each module. 5. Use the Great Minds Eureka Math Equip Recovery Plans and Recommendations to make decisions for whole group Core instruction and Tier 2 & Tier 3 small group interventions. 6. Review Zearn lessons and make assignments based on student need. 7. Review and discuss Zearn data/reports. 8. Use the Zearn Tier 2 & Tier 3 supplemental resources to make assignments in order provide an additional layer of support. | <ol style="list-style-type: none"> 1. Review IRLA data, identify skills that groups of students need. Consider live lessons/group conference for foundational skills. <ol style="list-style-type: none"> a. Consider how students are performing in SmartyAnts, FLKRS, Heggerty 2. Identify at least one assignment/task for the PLC to focus. Examples you might select: Week 1-3 pictures, posters, sentences, quizzes etc. 3. Identify grade level standards for this task and expectations for mastery. Review text and rubrics and exemplars for the task/assignment. <ol style="list-style-type: none"> a. Select 1 or 2 student work samples that align with the assignment or task your PLC has identified for analysis. Closely examine what the task called for and how the student(s) responded. 4. Summarize PLC level student performance on this assignment/task and collaborate about the best instructional next step. Once defining what the next step is consider how you might support this in both the traditional and mySchool Online environments. <p><u>3-5 ELA:</u></p> <ol style="list-style-type: none"> 1. Identify at least one assignment/task for the PLC to focus. <ol style="list-style-type: none"> a. Examples you might select: Week 3 written product, Weeks 1-3 Comprehension graphic Organizers, written summaries, quizzes, etc. 2. Identify grade level standards for this task and expectations for mastery. <ol style="list-style-type: none"> a. Review texts, rubrics, and exemplars for the task/assignment. Select 1 or 2 student work samples that align with the assignment or task your PLC has identified for analysis. Closely examine what the task called for and how the student(s) responded. 3. Summarize PLC level student performance on this assignment/task and collaborate about the best instructional next step. Once defining what the next step is consider how you might support this in both the traditional and mySchool Online environments. 4. You will find tools to get started looking at student work on the Additional Resource page on the Elementary Learning Network. | | | | | | | | | | | | |
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| Computer-based programs | | | <p>Live Lessons- small group, one-on-one conference (face-to face, or virtual)</p> <p>More time and frequency in core</p> <p>Computer-based programs- SmartyAnts</p> | <p>Tier 2 & Tier 3 Resource Maps on ELN</p> <p>FLVS Fluency Guides</p> <p>IRLA Toolkits</p> <p>ACT Now</p> <p>Teacher Directed PALS</p> <p>SIPPS</p> | <p>Independent Research (knowledge expansion)</p> <p>FLVS Enrichment tasks</p> <p>Literature Circles/Book Clubs</p> |
| Assessment Opportunities | <p><u>Required for All Students</u></p> <ul style="list-style-type: none"> • K-5 Math Diagnostic: NWEA MAP assessments- 3x per year • K-5 Math Progress Monitoring: Affirm- mid and end of module <p><u>Available for Use</u></p> <ul style="list-style-type: none"> • Eureka Affirm- topic quizzes and diagnostics to support | | <p>Assessment Opportunities</p> | <p><u>Required for All Students</u></p> <ul style="list-style-type: none"> • K-5 ELA Diagnostic: NWEA MAP assessments- 3x per year • K-5 ELA Progress Monitoring: IRLA • K-2 Humanities/ELA District Finals <p><u>Available for Use</u></p> <ul style="list-style-type: none"> • ELA comp. checks- these will be open and available for schools • FLVS module assessments (K-5) and Touchpoint assessments (3-5) | |

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| <u>6-12</u> | <u>6-12 MATH:</u> | <u>6-12 ELA:</u> | | | | | | | | | | | | | | | |
|--|--|---|-----------------------------|--------------------------|--|---|---|---|-----------------------------|-----------------------------|--------------------------|---|---|--|--------------------------|---|--|
| | <ol style="list-style-type: none"> 1. Complete the Unit Preparation Protocol approximately two weeks before beginning a new unit to allow for adequate time to build knowledge and organize materials. At the end of this protocol, teachers should be able to: <ol style="list-style-type: none"> a. Recognize how the big mathematical idea of the unit progresses and is assessed throughout the unit. b. Identify how the big mathematical idea of the unit connects to mathematical content before and after the unit (coherence). c. Build knowledge on the progression of understanding within the unit and reflect on how the progression of the unit: Invitation to the Mathematics, deep study of concepts and procedures and consolidating and applying helps students move from concrete to pictorial to abstract representations. d. Summarize the sequence of learning at the lesson-level and prepare to address unfinished learning. 2. Collaborate about the best instructional next step. Once defining what the next step is consider how you might support this via virtual learning using Zoom, video tutorials, and specific feedback with support check-ins. | <ol style="list-style-type: none"> 1. Identify at least one assignment/task for the PLC to focus on. <ol style="list-style-type: none"> a. Examples you might select: Week 3 written product, Weeks 1-3 Comprehension graphic organizers, written summaries, quizzes, etc. 2. Identify high leverage grade level standards for this task and expectations for mastery. <ol style="list-style-type: none"> a. Review texts, rubrics, and exemplars for the task/assignment. Remember pick 1-2 student samples to analyze. 3. Summarize PLC level student performance on this assignment/task and collaborate about the best instructional next step. Once defining what the next step is consider how you might support this via virtual learning using Zoom, video tutorials, and specific feedback with support check-ins. 4. See all the tools to get started Looking at Student Work here. | | | | | | | | | | | | | | | |
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| | | <p>lessons, MathXL, Knewton</p> | | | <ul style="list-style-type: none"> • ELA- Achieve the Core mini-assessments • PrepWorks materials for CCR | | |
| | <p>Assessment Opportunities</p> | <p><u>Required for All Students</u></p> <ul style="list-style-type: none"> • 6-8 Math Diagnostic: NWEA MAP assessment- 3x per year • Alg. I Diagnostic: Pearson Envision • Geometry Diagnostic: NWEA MAP assessment 3x per year <p><u>Available for Use</u></p> <ul style="list-style-type: none"> • Alg. I, Geo., Alg II- Pearson Curriculum • Topic Readiness Assessment to create an individualized learning path in Realize | | | | | |

1b. Targeted Outreach- Students who return to face-to-face instruction from MSOL or Pasco eSchool AND are not responding to the first round (4-6 weeks) of interventions in place through school based MTSS efforts will be provided extended learning opportunities to accelerate their learning and provide additional layers of support aimed at engaging students in meaningful learning experiences AND getting them on track for grade level instruction and graduation. Outreach actions will occur at the School and District level for groups of students identified as needing further supports beyond school-based tiered supports. Below are the actions expected of School and District teams to support additional learning.

District Actions:

Develop extended school day practices, procedures, budgets and allocation for schools including:

- Transportation for students needing extended learning opportunities
- Supplemental Pay for teachers and/or school-based tutors to implement Tier II and Tier III interventions
- Provide access to Tier II and Tier III resources including instructional strategies for live instruction, evidence-based intervention resources and/or adaptive digital tools designed to support individual learning needs (ie- APEX, DreamBox, Achieve 3000, SIPPS, PALS, etc.)
- Provide meaningful professional development/training for teachers who are designated to lead extended day learning in the following areas
 - using progress monitoring data to determine instructional needs
 - determining intentional intervention programs, resources, strategies to target learning needs
 - implementing intervention resources and instructional plans

School Actions:

- Identify and invite groups of students for extended day learning programming
- Recruit and select highly qualified staff to provide extended day instruction
- Develop a schedule for students and staff for extended day learning
- Implement supportive instruction using the tools, resources and professional learning provided by District
- Monitor and adjust supports based on student progress

1c. Additional interventions and supports- A variety of extended learning opportunities at the School and District level will be provided for students not making adequate progress. Each of the opportunities is detailed below and students will be assigned to extended learning opportunities based on Progress Monitoring Plan (PMP) eligibility criteria, with particular focus and planning for students who attended MSOL or Pasco eSchool and are not making adequate progress.

- **School-Based Second Chance AND Accelerated Learning Opportunities-** designed by School Leadership Teams, Professional Learning Communities and School Intervention teams these learning structures utilize common formative assessment results and curriculum-based measures to determine just in time interventions and supports for standards-based instruction. Interventions are provided by school-based staff with the highest levels of training and expertise in the specific content/grade level.
- **Extended Day Standards-Based Tier II Intervention and Tier III Recovery-** programming that is co-created by school and district teams utilizing high impact instructional strategies AND evidence-based intervention and recovery resources to accelerate learning and ensure students are able to acquire the knowledge, skills and abilities to engage in grade level work.

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- **Saturday Live Lessons and Targeted Learning Labs-** students engaging in intervention and accelerated learning opportunities through adaptive computer programs will attend Saturday sessions to engage in live lessons delivered by highly qualified teachers with small group and individualized instruction provided for to target areas of need as identified through progress monitoring data.
- **Extended School Year Career and Academic Lab Learning “Find your CALL-ing”** - students who do not respond to additional layers of intervention within the school day and through extended school day will be invited to attend “Find your CALL-ing” Summer Program. During this six-week program students will engage in specialized instruction targeting their specific learning needs through computerized, adaptive programming followed up with small group instruction and learning labs designed around student specific career interests. During the Summer CALL-ing instruction will be provided using an interdisciplinary, problem-based approach where students receive targeted, explicit instruction in preidentified learning gaps and then engage in collaborative field experiences and labs where they can “try and apply” their new learning within specific career pathways and programs of interest.

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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. District staff will use established criteria, provided below, to determine eligibility for continued enrollment in mySchool Online, Pasco's innovative learning model. Criteria will be based on current performance as measured by achievement data, grades and attendance/engagement information. Students must continue to demonstrate adequate progress as measured each month to continue enrollment in mySchool Online.

ELIGIBILITY CRITERIA for CONTINUED ENROLLMENT IN MSOL OR PASCO eSchool

| Pre-K | |
|-------------------|--|
| Head Start VPK | <ul style="list-style-type: none"> • Teaching Strategies Gold – meeting/exceeding expectations • VPK Assessment – growth in all four measures • 85% attendance rate • Teacher recommendation |
| Pre-K ESE | <ul style="list-style-type: none"> • Teaching Strategies Gold – meeting expectations or showing growth towards expectations • Satisfactory progress on Individual Education Plan (IEP) goals • 85% attendance rate • Teacher recommendation |
| Elementary School | |
| K-2 Grades | <ul style="list-style-type: none"> • Grade of an S or E in all current English Language Arts (ELA), Math, Science, and Social Studies courses • NWEA MAP identified achievement percentile in ELA & Math* • IRLA proficiency* • 85% attendance rate • Teacher recommendation <p>*For students in Access Courses, Unique Learning System (ULS) pre/post checkpoints will be utilized to determine eligibility.</p> |
| 3-5 Grades | <ul style="list-style-type: none"> • Grade of an A-C in all current English Language Arts (ELA), Math, Science, and Social Studies courses • NWEA MAP identified achievement percentile in ELA & Math* • IRLA proficiency* • 85% attendance rate |

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|----------------------|---|
| | <ul style="list-style-type: none"> • Teacher recommendation <p>*For students in Access Courses, Unique Learning System (ULS) pre/post checkpoints will be utilized to determine eligibility.</p> |
| Middle School | |
| 6-8 Grades | <ul style="list-style-type: none"> • Grades of an A-C in all current English Language Arts (ELA), Math, Science, and Social Studies courses • On-track for high school promotion • NWEA MAP assessment proficiency in ELA & Math* • 85% attendance rate (in each course) <p>*For students in Access Courses, Unique Learning System (ULS) pre/post checkpoints will be utilized to determine eligibility.</p> |
| High School | |
| 9-12 Grades | <ul style="list-style-type: none"> • A-C grade in all current courses • On-Track for graduation • Students who have taken the Algebra 1 EOC and/or Geometry EOC and received a passing score* • Students who have taken the Florida Standards Assessment (FSA) for English Language Arts (ELA) Grade 10 and received a passing score* • 85% attendance rate (in each course) <p>*For students in Access Courses, Access Alg 1 EOC, Access Geometry EOC and Florida Standards Alternate Assessment (FSAA) Grade 10 will be utilized to determine eligibility. Additionally, students with Individual Education Plans (IEPs) may be eligible for an assessment waiver.</p> |

2b. School administrators, using the District established criteria, will communicate directly with all eligible students and families, by December 18, to share information on student progress as well as to obtain written acknowledgement of the assurances set forth by the District for continued enrollment in mySchool Online. All letters are in English and Spanish.

- [mySchool Online- adequate progress letter & acknowledgement](#) (see Appendix 1)
- [mySchool Online- NOT making adequate progress letter & acknowledgement](#) (see Appendix 2 and 3)
- [Pasco eSchool- adequate progress letter & acknowledgement](#)
- [Pasco eSchool- NOT making adequate progress letter & acknowledgement](#)

Plans for Pasco's Department of Juvenile Justice (DJJ) Centers

All of Pasco's Department of Juvenile Justice (DJJ) Centers including Central Pasco Girls Academy, Pace for Girls-Pasco and the Pasco Regional Detention Center are planning for all students to be on campus in January 2021. Pasco's DJJ students will attend face to face instruction five days per week. There will not be a virtual instruction option.

If there any exceptions to the on-campus school model, individual arrangements will be communicated with parents, guardians and DJJ program staff.

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

3a. Prior to the return of students on January 6, 2021, district staff will provide a media flood and on district and school websites, a welcome back letter that will include important reminders for the new semester. This letter will include links for updated contact information, the date of return, the Spring 20-21 Education Plan and a phone number and email link to the Let's Talk platform. The additional component that will be added is for families to have the ability to text questions to the Let's Talk platform, which a team will be connected to the text feature in order to provide prompt replies or redirecting to the school level. It is the desire that parents have ability to ask and have answered questions related to the new semester. District Staff will generate lists of students in K-12 who are not actively engaged with an identified approved learning modality in the 20-21 school year, who do not re-engage or have attendance concerns following the Winter Break, and students who are at-risk, which may include Students in Transition, students with disabilities, ESOL students, etc. using the myStudent system and their last school of enrollment. This data will be provided to district and school intervention teams who follow a prescribed action plan of strategies to transition them to the appropriate learning modality, consistently document their efforts and results. Schools will be provided with an attendance/intervention flow chart that has procedures for students that are absent to school following the winter break. The flow chart consists of a tiered intervention approach that includes specific actions and by whom at each tier. Links embedded into the chart will provide additional resources for schools to use depending on the unique circumstances of each student. Additionally, a pre-recorded topical call will include the flow chart and the actions that should be followed for school-based teams to reference, as needed. The district supervisor for social workers will provide this information to all school social workers, as they will be charged with providing support to the School Intervention Teams as they engage in this work that may include home visits to discuss attendance/truancy concerns. For the purposes of students who have not entered for the 20-21 school year, schools will be provided with a list of those students that we do not have documentation as to location. The school intervention teams will utilize their team members, which includes student service teams, to locate by means of phone calls, emails, letters and/or home visits. Once location is determined, documentation will be provided to data entry for correct entry/withdrawal codes or the student intervention team will determine next steps for reenrollment and/or reengagement.

3b. District Staff will generate lists of students who are identified on a waiting list for VPK settings and those students who need additional ESE services or evaluation. This data will be provided to district and school intervention teams who follow a prescribed action plan of strategies to transition students to the appropriate learning modality, consistently document their efforts and results. Marketing and social media resources will be used to identify, educate, and support families of VPK and Kindergarten eligible students to increase the likelihood of school and family partnerships that contribute to long term student achievement. Additionally, community daycares and the county health department will be provided with a flyer that can be provided to parents with information for evaluating and enrolling students that may need services or want to participate in the district's VPK program and kindergarten.

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

Pasco County Schools has developed a comprehensive professional learning plan to support all instructional staff with high-quality teaching and learning. All professional development has been designed to model engagement in a variety of learning modalities, includes specific technology strategies and how it can be leveraged in all environments as well as resources around interventions and closing instructional gaps. A calendar of Professional Learning is provided for all staff with specific invitations and reminders sent to stakeholders to ensure their attendance. Additionally, funds have been set aside to pay teachers for professional learning outside of the school day so as not to interrupt instruction with substitute teachers. Include [here](#) is a link to a calendar that lays out all the professional learning as well as some descriptions about the opportunities specifically related to the guidance and assurances.

4a. Innovative and Virtual Learning Modalities:

Elementary Content Professional Learning

Building Fluency and Automaticity (K-2)

- Provide teachers with strategies to implement in the classroom to increase opportunities to develop fluent readers
- Understand the difference between, choral reading, echo reading, repeated readings as well as words in isolation, phrases and in sentence form
- Strategies will include multisensory techniques and engagement strategies that can be utilized both in the classroom setting and virtually

Strategies to Support Full Alphabetic/Consolidated Alphabetic Phase of Reading (K-2)

- Focus on helping teachers analyze data to determine students' needs and plan to design and deliver instruction and intervention in foundational skills
- Deepen understanding of the science of reading, how to use data to design and deliver instruction and interventions matched to student needs and progress monitor learners using IRLA data

Fluency Matters (Grades 3-5)

- Discover ways to engage learners with the explicit, systematic, and multisensory approach to learning to strengthen oral reading fluency for students to access and comprehend grade-level text
- Learn evidenced-based instructional routines and practices to support word reading fluency and automaticity at the syllable, whole word level to reading connected text
- Focus on accuracy, rate, and expression (prosody) to bridge decoding and reading comprehension
- Address techniques and strategies to engage learners in both the traditional/brick and mortar and virtual setting

Mathematical Discourse, Instructional Routines, and Discussion Based Assessments (K-5)

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- Incorporate instructional routines into the daily lesson delivery and choose or adapt routines based on the immediate needs of students

Science Academies (K-5)

- Specific grade level content that is on standard and grade level appropriate.
- Utilizing the 5e instructional model to engage students, differentiate, and push the cognitive lift to students
- Providing instruction in a face to face, virtual, and hybridized modality
- Specific instructional technology that can be leveraged in any environment (Discovery education, canvas, zoom, padlet, digital whiteboards, etc.)
- Resources for extension and remediation.

Secondary Content Professional Learning:

English General Paper (High School)

- Bi-Weekly EGP Professional Collaborative Communities with PLC support provided by site-based coaches and district specialists

Preparing for a Unit Canvas Course for Middle School Math (Middle School)

- Use the Unit Preparation materials to help plan for the classroom and complete two protocols online with a reflection on best practices.

Developing Mathematical Thinkers (High School)

- Focused on intentionally planning to support students in becoming mathematical thinkers and problem solvers using the Habits of Mind and Mathematical Practice standards in our core resources.

Science Academies (Middle and High School)

- Specific course or grade level content that is on standard and grade level appropriate
- Utilizing the 5e instructional model to engage students, differentiate, and push the cognitive lift to students
- Providing instruction in a face to face, virtual, and hybridized modality
- Specific instructional technology that can be leveraged in any environment (adopted instructional materials, discovery, education, canvas, zoom, padlet, digital whiteboards, etc.)
- Resources for extension and remediation

K-12 Content Professional Learning:

ELA B.E.S.T. Standards PD Series

- The focus of these sessions will be to build knowledge of the B.E.S.T standards in conjunction to the Common Vision of Instructional Excellence by unpacking the standards, diving deep into the standards spiral, the 6-12 Foundational Reading Intervention Standards, and K-12 Expectations while connecting the learning to what matters most called out on pages 5-6 of Florida's B.E.S.T Standards. Teachers will work in collaborative groups utilizing standards to create quality, grade-aligned tasks and questions with a focus on identity, skills, building knowledge, and social contexts. Additional sessions will build knowledge, supports, and connections for implementing the adopted curricular resources while to create learning experiences for each student that are equitable, diverse, and inclusive.

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New Teacher Training Year 1- De-Escalation

- Explain how *mental set* and *interventions* influence classroom management
- Use strategies to monitor myself in the classroom
- Identify triggers and engage/de-escalate students acting out
- Restore student relationships after escalated situation in all learning modalities

4b. Interventions to Support Students

Professional Learning Communities (PLC) Canvas Course Support - Online course (Asynchronous)

- Addressing learning gaps
- Identifying essential standards
- Using common formative assessment,
- Developing Tier 2 intervention plans and progress monitoring for essential grade level standards

School Leadership Team (SLT) Canvas Course Support - Online course (Asynchronous)

- Building collective responsibility
- Monitoring High Impact Instruction
- Develop, implement and monitor Tier 2 intervention and Tier 3 remediation
- Addressing the Opportunity Myth

Lowest 25% Identification, Intervention Development and Progress Monitoring – Training Sessions for Administrators

- Identifying Students in the Lowest Quartile
- Ensuring students have access to grade level instruction and assignments
- Ensuring students have Tier 2 intervention
- Ensuring students have Tier 3 intervention
- Systems to monitor progress

Quarterly Mygrad Success Training Sessions for Assistant Principals – High School (SIT)

- Identify students on/off-track for graduation using mygrad success.
- Ensure cohort specific graduation success teams (e.g., AP, SSAP, School Counselor).
- Ensure students have systematic and timely access to Tier 3 interventions.
- Use a problem-solving process to identify individual/buckets of barriers and interventions
- Ensure systems to monitor intervention effectiveness and student outcomes

Quarterly Data Reviews Session - Middle/High Assistant Principals

- Understand myEWS and data sheets
- Review content and grade/cohort level specific data to develop quarterly action plans.
- Use data to determine the effectiveness of action plans/interventions.

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- Share effective practices with AP peers.

New Teacher Training Year 2- Monitoring for Learning

- To get *timely, actionable* evidence of **student learning**
- Dive deep into the PLC guiding questions 2, 3, and 4
- Make decisions on how you will capture student evidence of learning
- Use data for adaptations and adjust learning opportunities to close in instructional gaps

New to Independent Reading Leveling Assessment (IRLA)

- Develop an understanding of how to use the IRLA to progress monitor student's reading growth
- Gain an understanding of how knowing the progression of a reader will help them to identify student's strengths and needs as a reader
- Learn how to identify students in emergency and use the data to group for intervention

Strategies to Support Language Comprehension through Building Vocabulary, Background Knowledge, and Language Structures (SoR Part 2)

- This PD is intended for ESE Support Facilitators, interventionists, coaches, and administrators
- Focus on helping support facilitators analyze data to determine student needs and plan to design, deliver, and monitor high quality interventions in language /vocabulary to increase comprehension
- Deepen understanding of the Science of Reading with a focus on Language Comprehension and progress monitor using the IRLA in real-time to ensure catch-up growth is made for each

Great Minds Eureka Math Affirm & Equip Assessments and Supporting Resources for Tier 2 & Tier 3 Intervention (K-5)

- Analyze Affirm & Equip data and reports to meet student needs
- Intentionally plan Tier 2 & Tier 3 interventions using the Equip Supporting Lessons & Fluencies

4c. Technology including instructional design, integration and usage of new tools

myLearning (Canvas) Video Trainings- Quizzes, Modules/Pages, Discussions

- Continued professional growth with building your knowledge in Canvas

myLearning (Canvas) Trainings

- Speedgrader/Rubrics/Feedback
- Rich Content Editor
- Use of Discussion Boards and how it brings Core Action 3 alive in the classroom

Innovation Professional Development (PD) Hub

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- Includes professional learning, digital resources (e.g., Zoom), and lending library (resources for teachers to check out)

SWIVL Training Videos

- Learn to be creative, provide engagement opportunities, and created endless learning possibilities for students
- Learn the benefits of complete 360 degree view of the classroom and complete interaction of the online students asynchronously with the classroom teacher and their peers

Additional Professional Learning Documents:

K-12 Teachers 2020-21 Stakeholder Plan

Elementary ELA Coaching Scope and Sequence 20-21


Elementary Math Coaching Scope and Sequence 20-21

Secondary ELA Coaching Scope and Sequence 20-21

Secondary Math Coaching Scope and Sequence 20-21

Acknowledgement

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

| |
|--|
| Name and title of person responsible for completion and submission of the Spring 2021 Education Plan. |
| Vanessa Hilton, Chief Academic Officer |
| Contact information: email, phone number |
| vhilton@pasco.k12.fl.us , 813-794-2650 |
| Date submitted |
| 12/15/2020 |
| Superintendent Signature (or authorized representative) |
|  |

Spring 2021 Education Plan and Assurances

Appendix 1

mySchool Online Student Making Adequate Progress

[[Current Date]]

Dear Parent/Guardian of [[First]] [[Last]]:

We are grateful for the flexibility and hard work of ALL students, parents, and staff members as we approach second semester.

The Commissioner's Emergency Order has been extended which allows Pasco County Schools to continue offering an innovative model (mySchool Online) for virtual learning with students remaining at enrolled schools in second semester beginning January 6, 2021. As a result, your child has the option to remain in his/her enrolled school in the mySchool Online option as he/she is currently making adequate progress in the virtual model.

Adequate progress in Pasco County is defined through the linked [Eligibility Criteria](#).

Please note that schools will make every effort to maintain consistency in scheduling for students. However, due to the upcoming scheduling adjustments in your child's school, there may be changes for students remaining in the mySchool Online model for Second Semester. Furthermore, students remaining in the mySchool Online option for Second Semester MUST take state assessments on campus; there is no provision for these assessments to be administered remotely. Additionally, parent/guardians of students enrolled in the mySchool Online option must participate in at least one parent/teacher conference during the second semester.

Pre-K

- Some students in mySchool Online may receive a new teacher in second semester as classes are combined to meet scheduling needs.
- Depending on student numbers in the virtual model, students in mySchool Online may be in a virtual class with students from other schools
- Depending on student numbers in the virtual model, students in mySchool Online may be in a virtual class with a teacher from another school (while student remains enrolled at home school)
- Balancing of classes may result in a change in teacher(s)

Elementary

- Some mySchool Online classes may be multi-grade due to scheduling needs (ex. Kindergarten and 1st grade students assigned to one teacher)
- Some students in mySchool Online may receive a new teacher in second semester as classes are combined to meet scheduling needs.
- Depending on student numbers in the virtual model, students in mySchool Online may be in a virtual class with students from other schools
- Depending on student numbers in the virtual model, students in mySchool Online may be in a virtual class with a teacher from another school (while student remains enrolled at home school)
- Elementary Special Area courses (music, art, and physical education-PE) will be offered through mySchool Online and scheduled based on the needs of the school and student.
- Balancing of classes may result in a change in teacher(s)

Middle/High School

- Balancing of classes may result in a change in teacher(s) or the order in which students take classes
- Some courses may not be available during second semester for students in mySchool Online

Second Semester Begins January 6, 2021

Sincerely,

[[Principal]]

Principal, [[School Display Name]]

mySchool Online Student Not Making Adequate Progress

[[Current Date]]

Dear Parent/Guardian of [[First]] [[Last]] :

We are grateful for the flexibility and hard work of ALL students, parents, and staff members as we approach second semester. While the Florida Department of Education (FDOE) Commissioner's Emergency Order has been extended to allow for a continued innovative (mySchool Online) model in second semester, your child is NOT making adequate progress in the mySchool Online model, therefore, we strongly recommended he/she return to On Campus instruction for second semester.

Adequate progress in Pasco County is defined through the linked [Eligibility Criteria](#).

For most students, the Traditional, on campus learning model is the optimal educational setting due to:

- a structured schedule;
- in-person interactions with peers and caring adults; and
- the various methods for teaching and learning

Your child is NOT making adequate progress in the mySchool Online model based on the above eligibility criteria. We are recommending that your child return to the Traditional model, on campus for second semester beginning January 6, 2021.

If you are still planning for your child to continue in mySchool Online, you will need to:

1. By **December 18, 2020**, acknowledge in your myStudent Parent Portal account that you will continue in mySchool Online or Pasco eSchool or you will need to meet with a school staff member and acknowledge in writing that you have been notified that your child is NOT making adequate progress. [Click here for directions to submit the parent acknowledgement](#)
2. A plan for improvement will need to be developed.
3. A review and acknowledgement of the associated educational risks of continuing in the present mySchool Online model.
4. These educational risks may include: failing one or more courses, repeating a grade level and/or limiting post-secondary outcomes/scholarship opportunities and for middle and high school students placement at an alternative education center.

Second Semester Begins January 6, 2021

Sincerely,

[[Principal]]

Principal, [[School Display Name]]



myStudent Documentation

mySchool Online Parent Acknowledgement

If a parent/guardian would like for their student to remain enrolled in mySchool Online in the 2nd semester after being notified they should return to their school for second semester, the parent/guardian will need to log into their parent portal to acknowledge in writing they are choosing for their student to remain in mySchool Online. Below are steps to support a parent submission of this document to their student's school.

Step 1: Enter your myStudent Parent Portal, select here: <https://pasco.focusschoolsoftware.com/focus/?skipSAML=true>

Note: If you do not have a parent account, you can create one here. <https://pasco.focusschoolsoftware.com/focus/auth/>

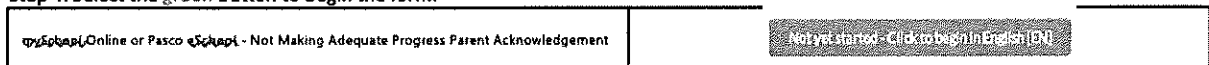
Below are directions once you are in your parent portal. Please reach out the myStudenthelp@pasco.k12.fl.us for questions regarding the form completion.

Step 2: After logging into your parent portal account in myStudent, a parent/guardian will see their student's name listed on the left side of the screen. They should select the student name to open up menu options. A parent/guardian will see a separate form for each child connected to their parent portal account.

Step 3: The mySchool Online or Pasco eSchool - Not Making Adequate Progress Parent Acknowledgement is an available form under Forms Summary area.

- Child Info Class Schedule
- Class Requests Test History
- Absences Attendance
- Referrals School Choice
- Forms Summary

Step 4: Select the green button to begin the form.



Step 5: Review the acknowledgement, check the checkbox to acknowledge and select **Submit and Finish**.

A parent/guardian should only submit this form if deciding that your student who is not making adequate progress will continue in their current learning model.

I have been notified that my student, who is currently enrolled in the one or more of the online options (mySchool Online or Pasco eSchool) is not making adequate progress, but I am choosing to continue my student's enrollment in their current online option for the second semester.

I understand that my student will be required to engage in academic interventions provided by their school as a condition of continued enrollment.

Check this box as acknowledgement*

Submit and Finish

