



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Pinellas County Schools

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

Spring 2021 Education Plan and Assurances

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

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

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

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

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

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

District Spring 2021 Education Plan

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

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

Pinellas County Schools (PCS) has continually worked to improve the delivery of instruction and strategic interventions and supports for students since before the 2020-21 school year began in August. PCS utilized the summer of 2020 to launch summer programming to begin to address and close achievement gaps exacerbated during the pandemic. In grades K-5 alone, the district had more than 15,000 students engage in summer learning that was taught online by master teachers and had summer school teachers follow-up with small group and individualized instruction for students. Based on the students who engaged in our summer literacy program approximately 73% of the students demonstrated growth on their fall 2020 NWEA MAP reading assessment.

This level of support and intervention of the summer demonstrates our commitment to providing additional instructional time and targeted intervention for our students. Throughout the 2020-21 school year, ongoing progress monitoring has occurred both by classroom teachers on a daily basis and through the district progress monitoring assessments at every grade level. Core instruction continues to be the backbone of closing achievement gaps and eliminating the COVID-slide experienced by some students. Additionally, programming to increase instructional time through school-based Extended Learning Programs (ELP) began in September 2020 and will continue throughout the school year. ELP ensures additional, skill-based interventions that are targeted to individual (or small group) student need. ELP is conducted by content certified teachers at school-sites so that the staff that knows the student need extends the learning and practice for each student. Part of the ELP programming include the state's Rising K support programming which Pinellas has implemented with hundreds of kindergarten students.

For Spring 2021 Interventions, based on winter 2020 formative assessments and first semester grades (in middle and high school) students demonstrating a decline in progress will receive additional interventions both during their school day and through additional instructional time after-school through ELP and/or Saturdays. For students attending face-to-face instruction this programming will occur at the school sites. For students receiving their instruction through MyPCS Online (innovative learning option), increasing their instructional time will be offered via in-person, small group ELP. If a parent selects not to attend in-person, ELP will be offered virtually. All schools within PCS will have a site-based plan to ensure ELP services for students demonstrating a decline in

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performance are in place and monitored. Principal supervisors, in collaboration with Teaching and Learning Services staff, will provide the supports for students to be successful as well as ensure the fidelity of the interventions. The PCS Spring and Summer Intervention and Support Matrix details the interventions and acceleration mechanisms available to meet the needs of individual students for English Language Arts and Mathematics (see *Appendix A: PCS Spring Intervention and Support Matrix* for details). The ELA interventions align to intervention in the district K-12 Reading Plan and also take advantage of other CARES and FDOE projects, including the Rising K Program, the Reading Scholarship Program, and take advantage of professional development supports of the two statewide Literacy Coaches that are housed in Pinellas County Schools to ensure teachers have the necessary skills to effectively close achievement gaps.

Following the Spring Interventions will be a minimum 80-hour Summer Bridge program that includes English Language Arts and Mathematics instruction, arts integrated lessons, and enrichment instruction for students that have not demonstrated grade-level progress in grades K-12.

Our student information system (FOCUS) is being updated to ensure any student who is demonstrating a decline in their progress is flagged, so they are known, provided appropriate interventions and monitored for progress by school leaders, teachers and district staff. Data will be analyzed by the Data Scientist provided through state CARES funding and readily reported to individual students/families, aggregated across schools, and made available to the DOE as needed. Tracking the effectiveness of interventions is a clear priority of this plan. Please note that Department of Juvenile Justice (DJJ) schools are included in the PCS plan and the district DJJ day-treatment programs and partners have confirmed that they will follow the district plan.

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.

Pinellas County Schools (PCS) has continually made every effort to welcome students back to face-to-face instruction throughout the first semester of the 2020-21 school year. While the district began the year with 51% of our student enrollment in face-to-face instruction, by October 2020 70% of students receiving their instruction in-person within our school buildings.

PCS believes that in-person instruction best serves the academic and social-emotional needs of our students, especially for students not demonstrating academic, on-grade-level progress. As a district, we have continually notified parents in MyPCS Online (innovative option) of their student's progress through report cards, progress reports, teacher conferences and feedback and many other forms of communication.

PCS will ensure each parent/guardian of a student not making adequate progress within MyPCS Online (innovative option), is notified of their student's course progress (grades) and progress monitoring assessment (e.g. NWEA MAP, iReady, cycle assessments) performance, the associated educational risks and the desire to have the student return to face-to-face instruction. Communication with parents will be completed via written letters (*PCS Parent Acknowledgement of Student Progress Letter*) with additional follow-up (e.g. phone calls, virtual parent meetings, etc.) to ensure every parent is aware of their student's progress.

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Parents that wish to keep their child enrolled in MyPCS Online, knowing the associated risks, will need to sign and return the *PCS Parent Acknowledgement of Student Progress Form*. All forms will be collected at the school level and uploaded within FOCUS (see *Appendix B: PCS Parent Acknowledgement of Student Progress Letter and Form*).

Please note that Department of Juvenile Justice (DJJ) schools are included in the PCS plan and the district DJJ day-treatment programs and partners have confirmed that they will follow the district plan.

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.

Pinellas County Schools (PCS) has continually made every effort to enroll, engage and support all students who should be enrolled within the district. PCS has created a district team to oversee the efforts to identify vulnerable students who the district, until this point, had limited or no contact with, students who are not currently enrolled in school and/or are VPK- or kindergarten-eligible students that are not currently enrolled in order to transition them to the appropriate learning modality and support readiness and long-term achievement.

The district cross-functional team and corresponding action plan are overseen by the Associate Superintendent of Student and Community Services. The strategy areas being implemented include:

1. Student Identification: Through ongoing review and dissemination of student enrollment data to each school's child study team (CST)
2. School-Specific Action Planning: Targeted outreach to students and families to ensure parents know the importance of their child returning to school. Examples of outreach include:
 - a. Individual phone calls and/or home visits by CST members
 - b. Personalized school leader outreach to parents/families (e.g. phone calls, virtual meetings, etc.)
 - c. Live and virtual tours of school
 - a. Shadowing opportunities
 - b. Academic parent nights
3. Districtwide Support and Monitoring: Direct support to school leaders and child study teams.
 - a. Districtwide communication campaign regarding coming back to Pinellas County Schools
 - b. District Student Services staff support for difficult or nuanced family circumstances
 - c. Ongoing data support and monitoring

Please note that Department of Juvenile Justice (DJJ) schools are included in the PCS plan and the district DJJ day-treatment programs and partners have confirmed that they will follow the district plan.

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

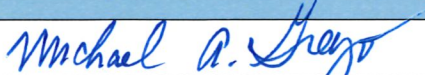
Pinellas County Schools (PCS) has continually worked to improve the delivery of instruction for all students since the onset of virtual and blended learning through targeted and ongoing professional learning. The Innovative Reopening Plan allowed PCS to implement a district wide Learning Management System and expand use of digital tools that increase student achievement and close achievement gaps. The Pinellas County Schools professional development plan to support teachers and leaders will continue to include the offerings below:

- 1) Innovative and Virtual Learning Modalities
 - a) Pinellas Virtual School training
 - b) MyPCS Online training
 - c) Simultaneous Teaching Strategies for Success
 - d) Classroom Technology Integration Project
 - e) Student Support for MyPCS Online
 - f) Family Support for MyPCS Online
- 2) Interventions to Support Students
 - a) ELA: iStation, iReady, Reading Plus, Method Test Prep
 - b) Math: iReady, Ready Math, Dreambox, IXL Math
 - c) MTSS Supports for Child Study Teams
- 3) Technology Needs
 - a) Canvas Learning Management System
 - b) Microsoft in the Classroom
 - c) Flipgrid, Nearpod, Adobe Spark, SMART Tools, Safari Montage in the Classroom
 - d) Windows 10 and Microsoft Teams Tips and Tricks

Please note that Department of Juvenile Justice (DJJ) schools are included in the PCS plan and the district DJJ day-treatment programs and partners have confirmed that they will follow the district plan.

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.
Jennifer Dull, Director of Strategic Planning and Policy
Contact information: email, phone number
dullj@pcsb.org , cell (preferred): 917-526-3606 or office: 727-588-6559
Date submitted
12/14/2020
Superintendent Signature (or authorized representative)


Appendix A: Spring and Summer Intervention Support Matrix
 Elementary School Progress Monitoring and Interventions
 Elementary ELA Progress Monitoring Performance Definitions

Grade Level	Green On Grade Level MAP Performance Definition	Yellow Slightly Below Grade Level MAP Performance Definition	Red- Tier 2 Below Grade Level MAP Performance Definition	Red- Tier 3 Significantly Below Grade Level MAP Performance Definition
K	K: STAR Early Literacy Scaled Score 500 or above	MAP 35-49 percentile, KFAC = 2	K: STAR Early Literacy Scaled Score 399-454 OR KFAC = 1 point	Grade K Cycle 1: STAR 398 & below AND KFAC = 0
1	1: MAP 50-99 percentile OR RR Level D or above	MAP 35-49 percentile, RR Level C	MAP 11-34 percentile OR RR Level B	Grade 1 Cycle 1: MAP 1-10 percentile, RR A & below
2	2: MAP 510-99 percentile or RR Level J or above	MAP 35-49 percentile, RR F-I	MAP 11-34 percentile or RR Level D or E	Grade 2 Cycle 1: MAP 1-10 percentile AND RR C or below
3	Grade 3 Cycle 1: 50-99 percentile, IStation Quintile 4-5, iReady 511 and above	35-49 percentile OR IStation Quintile 3/iReady 474-510	MAP 11-34 percentile OR IStation Quintile 2/iReady 436-473	MAP 1-10 percentile AND IStation Quintile 1 or iReady 100-435
4	Grade 4 Cycle 1: 50-99 percentile, IStation Quintile 4-5, iReady 557 and above	MAP 35-49 percentile OR IStation Quintile 3/iReady 496-556	MAP 11-34 percentile OR IStation Quintile 2/iReady 460-495	MAP 1-10 percentile AND IStation Quintile 1 or iReady 100-459
5	Grade 5 Cycle 1: 50-99 percentile, IStation Quintile 4-5, iReady 581 and above	MAP 35-49 percentile OR IStation Quintile 3/iReady 542-580	MAP 11-34 percentile OR IStation Quintile 2, iReady 482-541	MAP 1-10 percentile AND IStation Quintile 1 or iReady 100-494

Elementary ELA Spring Interventions by MAP Performance Level

Grade Level	Green Acceleration Options		Yellow Intervention Options		Red- Tier 2 Intervention Options		Red- Tier 3 Intervention Options		
	In-Person	Online	In-Person	Online	In-Person	Online	In-Person	Online	
K 1 2	Instructional Supports for Advanced Learners found in the Modules curriculum guides	Digital enrichment and extension lessons in Canvas, myOn books & projects, Newsela (2-5)	LLI, UFLI/JRGR Guided Reading Structure, FCRR lessons, Nemours, Sounds Sensible/SPIRE	IStation/iReady, iSpire, Literacy Footprints Digital Lessons, Guided Reading using the Sundance digital platform	LLI, UFLI/JRGR Guided Reading Structure, FCRR lessons, Nemours, Sounds Sensible/SPIRE	IStation/iReady, iSpire, Literacy Footprints Digital Lessons, Guided Reading using the Sundance digital platform	LLI, IStation, Reading Recovery, Teacher-Directed Lessons, UFLI/JRGR Guided Reading Structure, FCRR Routine, Nemours, Sounds Sensible/SPIRE, <i>Equipped for Reading Success</i> , & Other Phonological Awareness Tasks,	iSpire, Literacy Footprints Digital Lessons, Guided Reading using the Sundance digital platform IStation/iReady	
3			LLI, UFLI/JRGR Guided Reading Structure, FCRR lessons, Sounds Sensible/SPIRE, Skills Focused Small Group Strategy Lessons (following the accelerated framework) <i>Equipped for Reading Success</i>	IStation/iReady, iSpire, Literacy Footprints Digital Lessons, Guided Reading using the Sundance digital platform	LLI, UFLI/JRGR Guided Reading Structure, FCRR lessons, Sounds Sensible/SPIRE	Literacy Footprints Digital Lessons, Guided Reading using the Sundance/Newbridge digital platform, IStation/iReady, Accelerated lessons using the digital texts on Newsela, iSpire,	LLI, IStation Teacher-Directed Lessons, UFLI/JRGR Guided Reading Structure, FCRR Routine, Sounds Sensible/SPIRE <i>Equipped for Reading Success Phonological Awareness Training Lessons & Other Phonological Awareness Tasks</i>	iSpire Literacy Footprints Digital Lessons Guided Reading using the Sundance/Newbridge digital platform IStation/iReady	
4									
5									

Elementary ELA Summer Interventions by MAP Performance Level

Grade Level	Green Acceleration Options		Yellow Intervention Options		Red- Tier 2 Intervention Options		Red- Tier 3 Intervention Options	
	In-Person	Online	In-Person	Online	In-Person	Online	In-Person	Online
K	Book club projects Partnership projects & extensions connected to the Summer Bridge weekly theme topic	Recorded digital integrated lessons myOn small group projects	Small groups designed to accelerate toward grade level proficiency using the grade-level Benchmark Text Connections connected to the Summer Bridge weekly integrated theme topic (suggestions are found in the daily lesson plans)	Small groups designed to accelerate toward grade level proficiency using grade-level digital resources connected to the Summer Bridge weekly theme topic (myOn, Sundance, Newsela)	Small groups designed to address gaps & reduce barriers to students' ability to meet Tier 1 expectations: Benchmark Text Connections connected to the Summer Bridge weekly integrated theme topic (suggestions are found in the daily lesson plans)	Small groups designed to address gaps & reduce barriers to students' ability to meet Tier 1 expectations: Benchmark Text Connections connected to the Summer Bridge weekly integrated theme topic (myOn, Sundance, Newsela)	Small groups or one-to-one instruction designed for students who are significantly below grade level – texts are chosen so that students have extended time to read using text appropriate for the student and the target.	Small groups or one-to-one instruction designed for students who are significantly below grade level – texts are chosen so that students have extended time to read using text appropriate for the student and the target (myOn, Sundance, Newsela)
1								
2								
3								
4								
5								

Elementary Mathematics Progress Monitoring Performance Definitions

Grade Level	Green <i>On Grade Level</i> MAP Performance Definition	Yellow <i>Slightly Below Grade Level</i> MAP Performance Definition	Red- Tier 2 <i>Below Grade Level</i> MAP Performance Definition	Red- Tier 3 <i>Significantly Below Grade Level</i> MAP Performance Definition
K	50-99 th Percentile	35-49 th Percentile	11-34 th Percentile	1-10 th Percentile
1	50-99 th Percentile	35-49 th Percentile	11-34 th Percentile	1-10 th Percentile
2	50-99 th Percentile	35-49 th Percentile	11-34 th Percentile	1-10 th Percentile
3	50-99 th Percentile	35-49 th Percentile	11-34 th Percentile	1-10 th Percentile
4	50-99 th Percentile	35-49 th Percentile	11-34 th Percentile	1-10 th Percentile
5	50-99 th Percentile	35-49 th Percentile	11-34 th Percentile	1-10 th Percentile

Elementary Mathematics Spring Interventions by MAP Performance Level

Grade Level	Green Acceleration Options		Yellow Intervention Options		Red- Tier 2 Intervention Options		Red- Tier 3 Intervention Options		
	In-Person	Online	In-Person	Online	In-Person	Online	In-Person	Online	
K			-RCM: "Reteach" Lessons	-RCM: "Reteach" Lessons	-RCM: "Reteach" Lessons	-RCM: "Reteach" Lessons	-RCM: Prerequisite Lessons	-RCM: Prerequisite Lessons	
1			-Dreambox Learning or iReady	-Dreambox Learning or iReady	-Dreambox Learning or iReady	-Dreambox Learning or iReady	-Dreambox Learning or iReady	-Dreambox Learning or iReady	
2	-RCM: "Extend" Activities -Dreambox Learning or iReady	-RCM: "Extend" Activities using Nearpod -Dreambox Learning or iReady			-District-created prerequisite quiz and lesson resources	-District-created prerequisite quiz and lesson resources	-District-created prerequisite quiz and lesson resources	-District-created prerequisite quiz and lesson resources	
3			-RCM: "Reteach" Lessons	-RCM: "Reteach" Lessons	-RCM: "Reteach" Lessons	-RCM: "Reteach" Lessons	-RCM: Prerequisite Lessons	-RCM: Prerequisite Lessons	
4			-Review or Reteach PPTs	-Review or Reteach PPTs	-RCM: "Reteach" Lessons	-RCM: "Reteach" Lessons	-Review or Reteach PPTs	-Review or Reteach PPTs	-Review or Reteach PPTs
5			-Dreambox Learning or iReady	-Dreambox Learning or iReady	-Dreambox Learning or iReady	-Dreambox Learning or iReady	-Dreambox Learning or iReady	-Dreambox Learning or iReady	-Dreambox Learning or iReady

Mathematics Summer Interventions by MAP Performance Level

Grade Level	Green Acceleration Options		Yellow Intervention Options		Red- Tier 2 Intervention Options		Red- Tier 3 Intervention Options	
	In-Person	Online	In-Person	Online	In-Person	Online	In-Person	Online
K	-Summer Challenge options for Enrichment -Dreambox Learning or iReady	-Summer Challenge options for Enrichment -Dreambox Learning or iReady	-Summer Bridge lessons focused on prerequisite standards that are critical in the upcoming grade level. -Small group instruction focused on content critical to success in the upcoming grade level. -Dreambox Learning or iReady	-Summer Bridge lessons focused on prerequisite standards that are critical in the upcoming grade level. -Small group instruction focused on content critical to success in the upcoming grade level. -Dreambox Learning or iReady	-Summer Bridge lessons focused on prerequisite standards that are critical in the upcoming grade level. -Small group instruction focused on critical content from the outgoing grade level. -Fluency practice -Dreambox Learning or iReady	-Summer Bridge lessons focused on prerequisite standards that are critical in the upcoming grade level. -Small group instruction focused on critical content from the outgoing grade level. -Fluency practice -Dreambox Learning or iReady	-Summer Bridge lessons focused on prerequisite standards that are critical in the upcoming grade level. -Small group instruction focused on broad concepts (e.g., place value) in order to fill gaps. -Fluency practice -Dreambox Learning or iReady	-Summer Bridge lessons focused on prerequisite standards that are critical in the upcoming grade level. -Small group instruction focused on broad concepts (e.g., place value) in order to fill gaps. -Fluency practice -Dreambox Learning or iReady
1								
2								
3								
4								
5								

Middle School Progress Monitoring and Interventions

Middle ELA Progress Monitoring Performance Definitions

Grade Level	Green <i>On Grade Level</i> Performance Definition	Yellow <i>Slightly Below Grade Level</i> Performance Definition	Red <i>Below Grade Level</i> Performance Definition
6 - 8	Above the mid-point of the Level 3 Scale Score Range (High L3-L5) on the Grades 6-8 FSA ELA assessment	Between the midpoint of the Level 2 and the Level 3 Scale Score Range (High L2- Low L3) on the Grades 6-8 FSA ELA assessment	Below the mid-point of the Level 2 Scale Score Range (L1-Low L2) on the Grades 6-8 FSA ELA assessment

Middle ELA Spring Interventions by Performance Level

Grade Level	Green Acceleration Options		Yellow Intervention Options		Red- Tier 2 Intervention Options		Red- Tier 3 Intervention Options	
	In-Person	Online	In-Person	Online	In-Person	Online	In-Person	Online
6 - 8	Performance Matters progress monitoring standards-items, Write Score Lessons, Core Connections Lessons, Safari Montage Standards Playlists, Vocabulary.com practice	Performance Matters progress monitoring standards-items, Write Score Lessons, Core Connections Lessons, Safari Montage Standards Playlists, Vocabulary.com practice	Performance Matters progress monitoring standards-aligned items, Write Score Lessons, Core Connections Lessons, Safari Montage Standards Playlists, CPALMS student video tutorials, video tutorials, tutorials in	Performance Matters progress monitoring standards-aligned items, Write Score Lessons, Core Connections Lessons, Safari Montage Standards Playlists, CPALMS student video tutorials, tutorials in online HMH textbook	Performance Matters progress monitoring standards-aligned items, Write Score Lessons, Core Connections Lessons, Safari Montage Standards Playlists, CPALMS student video tutorials, tutorials in online HMH textbook	Performance Matters progress monitoring standards-aligned items, Write Score Lessons, Core Connections Lessons, Safari Montage Standards Playlists, CPALMS student video tutorials, tutorials in online HMH textbook	Performance Matters progress monitoring standards-aligned items, Write Score Lessons, Core Connections Lessons, Safari Montage Standards Playlists, CPALMS student video tutorials, tutorials in online HMH textbook	Performance Matters progress monitoring standards-aligned items, Write Score Lessons, Core Connections Lessons, Safari Montage Standards Playlists, CPALMS student video tutorials, tutorials in online HMH textbook

			online HMH textbook Available resources in Clever: Discovery Education, CommonLit, Flocabulary, BrainPop, Learn 360, Newsela, Vocabulary.com	Available resources in Clever: Discovery Education, CommonLit, Flocabulary, BrainPop, Learn 360, Newsela, Vocabulary.com	Available resources in Clever: Discovery Education, CommonLit, Flocabulary, BrainPop, Learn 360, Newsela, Vocabulary.com	Available resources in Clever: Discovery Education, CommonLit, Flocabulary, BrainPop, Learn 360, Newsela, Vocabulary.com	Available resources in Clever: Discovery Education, CommonLit, Flocabulary, BrainPop, Learn 360, Newsela, Vocabulary.com	Available resources in Clever: Discovery Education, CommonLit, Flocabulary, BrainPop, Learn 360, Newsela, Vocabulary.com
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Middle ELA Summer Interventions by Performance Level

Grade Level	Green Acceleration Options		Yellow Intervention Options		Red- Tier 2 Intervention Options		Red- Tier 3 Intervention Options	
	In-Person	Online	In-Person	Online	In-Person	Online	In-Person	Online
6 – 8			Summer Bridge Courses (Enrichment & Remediation Program).	Summer Bridge Courses (Enrichment & Remediation Program).	Summer Bridge Courses (Enrichment & Remediation Program).	Summer Bridge Courses (Enrichment & Remediation Program).	Summer Bridge Courses (Enrichment & Remediation Program).	Summer Bridge Courses (Enrichment & Remediation Program).

Middle Mathematics Progress Monitoring Performance Definitions

Grade Level	Green <i>On Grade Level</i> Performance Definition	Yellow <i>Slightly Below Grade Level</i> Performance Definition	Red <i>Below Grade Level</i> Performance Definition
6 – 8	Above the mid-point of the Level 3 Scale Score Range (High L3-L5) on the Grades 6-8 FSA Math assessment	Between the midpoint of the Level 2 and the Level 3 Scale Score Range (High L2- Low L3) on the Grades 6-8 FSA Math assessment	Below the mid-point of the Level 2 Scale Score Range (L1-Low L2) on the Grades 6-8 FSA Math assessment
Algebra 1	Above the mid-point of the Level 3 Scale Score Range (High L3-L5) on the FSA Algebra EOC assessment	Between the midpoint of the Level 2 and the Level 3 Scale Score Range (High L2- Low L3) on the FSA Algebra EOC assessment	Below the mid-point of the Level 2 Scale Score Range (L1-Low L2) on the FSA Algebra EOC assessment
Geometry	Above the mid-point of the Level 3 Scale Score Range (High L3-L5) on the FSA Geometry EOC assessment	Between the midpoint of the Level 2 and the Level 3 Scale Score Range (High L2- Low L3) on the FSA Geometry EOC assessment	Below the mid-point of the Level 2 Scale Score Range (L1-Low L2) on the FSA Geometry EOC assessment

Middle Mathematics Spring Interventions by Performance Level

Grade Level/ Course	Green Acceleration Options		Yellow Intervention Options		Red- Tier 2 Intervention Options	
	In-Person	Online	In-Person	Online	In-Person	Online
6 – 8, Algebra 1 & Geometry	PCS Spring Challenge (Standards based FSA review questions)	PCS Spring Challenge (Standards based FSA review questions)	Development of targeted reteach or remediation plan on the struggling standards from the district cycle assessments. Usage of IXL Math Intervention Program to provide students with targeted practice or support. Provide Extended Learning options to students (before or after school). Continue to provide Course Recovery options using Edmentum Courseware.	Development of targeted reteach or remediation plan on the struggling standards from the district cycle assessments. Usage of IXL Math Intervention Program to provide students with targeted practice or support. Provide Extended Learning options to students (before or after school). Continue to provide Course Recovery options using Edmentum Courseware.	Development of targeted reteach or remediation plan on the struggling standards from the district cycle assessments. Usage of IXL Math Intervention Program to provide students with targeted practice or support. Provide Extended Learning options to students (before or after school). Continue to provide Course Recovery options using Edmentum Courseware.	Development of targeted reteach or remediation plan on the struggling standards from the district cycle assessments. Usage of IXL Math Intervention Program to provide students with targeted practice or support. Provide Extended Learning options to students (before or after school). Continue to provide Course Recovery options using Edmentum Courseware.

Middle Mathematics Summer Interventions by Performance Level

Grade Level/Course	Green Acceleration Options		Yellow Intervention Options		Red- Tier 2 Intervention Options	
	In-Person	Online	In-Person	Online	In-Person	Online
6 – 8	Continue to offer our Pinellas Virtual School Supplemental Math Courses to allow students on a regular math track to move to ADV or higher	Continue to offer our Pinellas Virtual School Supplemental Math Courses to allow students on a regular math track to move to ADV or higher	Summer Bridge Courses (Enrichment & Remediation Program). Course Recovery	Summer Bridge Courses (Enrichment & Remediation Program).	Summer Bridge Courses (Enrichment & Remediation Program).	Summer Bridge Courses (Enrichment & Remediation Program).
Algebra I			Algebra 1 Credit Recovery Course and Algebra 1 EOC Prep Course	Algebra 1 Credit Recovery Course and Algebra 1 EOC Prep Course	Algebra 1 Credit Recovery Course and Algebra 1 EOC Prep Course	Algebra 1 Credit Recovery Course and Algebra 1 EOC Prep Course

High School Progress Monitoring and Interventions

High ELA Progress Monitoring Performance Definitions: PCS Formative Assessment Performance

Grade Level	Green <i>On Grade Level</i> Performance Definition	Yellow <i>Slightly Below Grade Level</i> Performance Definition	Red <i>Significantly Below Grade Level</i> Performance Definition
9	Above the mid-point of the Level 3 Scale Score Range (High L3-L5) on the 9 th Grade FSA ELA assessment	Between the midpoint of the Level 2 and the Level 3 Scale Score Range (High L2- Low L3) on the 9 th Grade FSA ELA assessment	Below the mid-point of the Level 2 Scale Score Range (L1-Low L2) on the 9 th Grade FSA ELA assessment
10	Above the mid-point of the Level 3 Scale Score Range (High L3-L5) on the 10 th Grade FSA ELA assessment	Between the midpoint of the Level 2 and the Level 3 Scale Score Range (High L2- Low L3) on the 10 th Grade FSA ELA assessment	Below the mid-point of the Level 2 Scale Score Range (L1-Low L2) on the 10 th Grade FSA ELA assessment
11		Level 2 on the FSA ELA Retake Assessment	Level 1 on the FSA ELA Retake Assessment
12			

High ELA Spring Interventions by Performance Level

Grade Level	Green Acceleration Options		Yellow Intervention Options		Red Intervention Options	
	In-Person	Online	In-Person	Online	In-Person	Online
9	Vocabulary.com enrichment, Unify Standards-aligned items, Write Score Reading and Writing Lessons, Core Connections Lessons	Vocabulary.com enrichment, Unify Standards-aligned items, Write Score Reading and Writing Lessons, Core Connections Lessons	-Unify standards-aligned items, CommonLit.org items, Readworks items, Write Score Reading and Writing Lessons, Core Connections Lessons, Safari Montage Standards Playlists, CPALMS student video tutorials, Vocabulary.com practice	-Unify standards-aligned items, CommonLit.org items, Readworks items, Write Score Reading and Writing Lessons, Core Connections Lessons, Safari Montage Standards Playlists, CPALMS student video tutorials, Vocabulary.com practice	-Unify standards-aligned items, CommonLit.org items, Readworks items, Write Score Reading and Writing Lessons, Core Connections Lessons, Safari Montage Standards Playlists, CPALMS student video tutorials, Vocabulary.com practice	-Unify standards-aligned items, CommonLit.org items, Readworks items, Write Score Reading and Writing Lessons, Core Connections Lessons, Safari Montage Standards Playlists, CPALMS student video tutorials, Vocabulary.com practice
10	Vocabulary.com enrichment, Unify Standards-aligned items, Write Score Reading and Writing Lessons, Core Connections Lessons	Vocabulary.com enrichment, Unify Standards-aligned items, Write Score Reading and Writing Lessons, Core Connections Lessons	-Unify standards-aligned items, CommonLit.org items, Readworks items, Write Score Reading and Writing Lessons, Core Connections Lessons, Safari Montage Standards Playlists, CPALMS student video tutorials, Vocabulary.com practice	-Unify standards-aligned items, CommonLit.org items, Readworks items, Write Score Reading and Writing Lessons, Core Connections Lessons, Safari Montage Standards Playlists, CPALMS student video tutorials, Vocabulary.com practice	-Unify standards-aligned items, CommonLit.org items, Readworks items, Write Score Reading and Writing Lessons, Core Connections Lessons, Safari Montage Standards Playlists, CPALMS student video tutorials, Vocabulary.com practice	-Unify standards-aligned items, CommonLit.org items, Readworks items, Write Score Reading and Writing Lessons, Core Connections Lessons, Safari Montage Standards Playlists, CPALMS student video tutorials, Vocabulary.com practice

High ELA Spring Interventions by Performance Level (continued)

Grade Level	Green Acceleration Options		Yellow Intervention Options		Red Intervention Options	
	In-Person	Online	In-Person	Online	In-Person	Online
11	Vocabulary.com practice, Unify Standards-aligned items, CommonLit.org items, SATPractice.org	Vocabulary.com practice, Unify Standards-aligned items, CommonLit.org items, SATPractice.org	Unify standards-aligned items, CommonLit.org items, Readworks items, Archived Core Connections Lessons, SATPractice.org, CPALMS student video tutorials, Vocabulary.com practice	Unify standards-aligned items, CommonLit.org items, Readworks items, Archived Core Connections Lessons, SATPractice.org, CPALMS student video tutorials, Vocabulary.com practice	Unify standards-aligned items, CommonLit.org items, Readworks items, Archived Core Connections Lessons, SATPractice.org, CPALMS student video tutorials, Vocabulary.com practice	Unify standards-aligned items, CommonLit.org items, Readworks items, Archived Core Connections Lessons, SATPractice.org, CPALMS student video tutorials, Vocabulary.com practice
12	Vocabulary.com practice, Unify Standards-aligned items, CommonLit.org items, SATPractice.org	Vocabulary.com practice, Unify Standards-aligned items, CommonLit.org items, SATPractice.org	Unify standards-aligned items, CommonLit.org, SATPractice.org, CPALMS student video tutorials, Vocabulary.com practice	Unify standards-aligned items, CommonLit.org items, SATPractice.org, CPALMS student video tutorials, Vocabulary.com practice	Unify standards-aligned items, CommonLit.org items, SATPractice.org, CPALMS student video tutorials, Vocabulary.com practice	Unify standards-aligned items, CommonLit.org items, SATPractice.org, CPALMS student video tutorials, Vocabulary.com practice

High ELA Summer Interventions by Performance Level

Grade Level	Green Acceleration Options		Yellow Intervention Options		Red Intervention Options	
	In-Person	Online	In-Person	Online	In-Person	Online
9	PCS Summer Challenge Bank of standards aligned review and practice	PCS Summer Challenge Bank of standards aligned review and practice	PCS Summer Challenge Bank of standards aligned review and practice	PCS Summer Challenge Bank of standards aligned review and practice	PCS Summer Challenge Bank of standards aligned review and practice	PCS Summer Challenge Bank of standards aligned review and practice
10	PCS Summer Challenge Bank of standards aligned review and practice	PCS Summer Challenge Bank of standards aligned review and practice	PCS Summer Challenge Bank of standards aligned review and practice	PCS Summer Challenge Bank of standards aligned review and practice	PCS Summer Challenge Bank of standards aligned review and practice	PCS Summer Challenge Bank of standards aligned review and practice
11	PCS Summer Challenge Bank of standards aligned review and practice	PCS Summer Challenge Bank of standards aligned review and practice	Summer Bridge FSA ELA and ACT Prep (Method Test Prep)	Summer Bridge FSA ELA and ACT Prep (Method Test Prep)	Summer Bridge FSA ELA and ACT Prep (Method Test Prep)	Summer Bridge FSA ELA and ACT Prep (Method Test Prep)
12			Summer Bridge FSA ELA and ACT Prep (Method Test Prep)	Summer Bridge FSA ELA and ACT Prep (Method Test Prep)	Summer Bridge FSA ELA and ACT Prep (Method Test Prep)	Summer Bridge FSA ELA and ACT Prep (Method Test Prep)

High Mathematics Progress Monitoring Performance Definitions: PCS Cycle 1 Formative Assessment Performance

Course	Green <i>On Grade Level</i> Performance Definition	Yellow <i>Slightly Below Grade Level</i> Performance Definition	Red <i>Below Grade Level</i> Performance Definition
Algebra I	Above the mid-point of the Level 3 Scale Score Range (High L3-L5) on the FSA Algebra EOC assessment	Between the midpoint of the Level 2 and the Level 3 Scale Score Range (High L2- Low L3) on the FSA Algebra EOC assessment	Below the mid-point of the Level 2 Scale Score Range (L1-Low L2) on the FSA Algebra EOC assessment
Geometry	Above the mid-point of the Level 3 Scale Score Range (High L3-L5) on the FSA Geometry EOC assessment	Between the midpoint of the Level 2 and the Level 3 Scale Score Range (High L2- Low L3) on the FSA Geometry EOC assessment	Below the mid-point of the Level 2 Scale Score Range (L1-Low L2) on the FSA Geometry EOC assessment

High Mathematics Spring Interventions by Performance Level

Course	Green Acceleration Options		Yellow Intervention Options		Red Intervention Options	
	In-Person	Online	In-Person	Online	In-Person	Online
Algebra I	PCS Spring Challenge Algebra 1 (Standards based FSA review questions)	PCS Spring Challenge Algebra 1 (Standards based FSA review questions)	PCS Spring Challenge Algebra 1 (Standards based FSA review questions), Struggling standards document for Algebra 1 on standards from cycle assessments with low proficiency, Support schools with developing a reteach/remediation plan on the struggling standards from district assessments	PCS Spring Challenge Algebra 1 (Standards based FSA review questions), Struggling standards document for Algebra 1 on standards from cycle assessments with low proficiency, Support schools with developing a reteach/remediation plan on the struggling standards from district assessments	PCS Spring Challenge Algebra 1 (Standards based FSA review questions), Struggling standards document for Algebra 1 on standards from cycle assessments with low proficiency, Support schools with developing a reteach/remediation plan on the struggling standards from district assessments	PCS Spring Challenge Algebra 1 (Standards based FSA review questions), Struggling standards document for Algebra 1 on standards from cycle assessments with low proficiency, Support schools with developing a reteach/remediation plan on the struggling standards from district assessments

Geometry	PCS Spring Challenge Geometry (Standards based FSA review questions)	PCS Spring Challenge Geometry (Standards based FSA review questions)	PCS Spring Challenge Geometry (Standards based FSA review questions), Struggling standards document for Geometry on standards from cycle assessments with low proficiency, Support schools with developing a reteach/remediation plan on the struggling standards from district assessments	PCS Spring Challenge Geometry (Standards based FSA review questions), Struggling standards document for Geometry on standards from cycle assessments with low proficiency, Support schools with developing a reteach/remediation plan on the struggling standards from district assessments	PCS Spring Challenge Geometry (Standards based FSA review questions), Struggling standards document for Geometry on standards from cycle assessments with low proficiency, Support schools with developing a reteach/remediation plan on the struggling standards from district assessments	PCS Spring Challenge Geometry (Standards based FSA review questions), Struggling standards document for Geometry on standards from cycle assessments with low proficiency, Support schools with developing a reteach/remediation plan on the struggling standards from district assessments
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High Mathematics Summer Interventions by Performance Level

Course	Green Acceleration Options		Yellow Intervention Options		Red Intervention Options	
	In-Person	Online	In-Person	Online	In-Person	Online
Algebra I			Summer Bridge Courses- Algebra 1 Credit Recovery Course and Algebra 1 EOC/ACT Prep Course	Summer Bridge Courses- Algebra 1 Credit Recovery Course and Algebra 1 EOC/ACT Prep Course	Summer Bridge Courses- Algebra 1 Credit Recovery Course and Algebra 1 EOC/ACT Prep Course	Summer Bridge Courses- Algebra 1 Credit Recovery Course and Algebra 1 EOC/ACT Prep Course
Geometry			APEX Geometry CR	APEX Geometry CR	APEX Geometry CR	APEX Geometry CR

Appendix B: Parent Acknowledgement of Student Progress Letters and Forms



Elementary School Letter

ADMINISTRATION BUILDING
 301 Fourth St. SW
 P.O. Box 2942
 Largo, FL 33779-2942
 Ph. (727) 588-6000

**SCHOOL BOARD OF
 PINELLAS COUNTY, FLORIDA**

Chairperson
 Carol J. Cook

Vice Chairperson
 Eileen M. Long

Lisa N. Cane
 Nicole M. Carr, Ph.D.
 Bill Dudley
 Caprice Edmond
 Laura Hine

Superintendent
 Michael A. Grego, Ed.D.

Vision:
 100% Student Success

Mission:
 "Educate and prepare each student for college, career and life."

Insert Date

Dear Parent/Guardian of _____,

As we prepare for the second semester of the 2020-21 school, I want to provide you with an update on your child's academic progress. You have received report cards, progress reports and feedback from your child's teacher(s) this school year. In reviewing this feedback and current academic progress, in accordance with the Florida Commissioner of Education's Emergency Order 2020-EO-07, your child should return to school for face-to-face instruction no later than January 19, 2021. Based on the academic areas below, your child is not currently performing at grade-level expectations while learning from home:

Course Grades:

Your child is not currently earning a satisfactory course grade (at least a C grade or better) in the following course(s) and is in danger of being retained:

Content Area	Your Child's Performance (X indicates not currently earning a satisfactory course grade)	
Language Arts		
Math		
Science		
Social Studies		

Reading and Math Performance:

In addition, based on your child's performance on the reading and math progress monitoring assessments, they are not currently demonstrating expected performance for their grade level in one or more areas.

Content Area MAP Assessment	Grade-Level Expected Performance	Your Child's Current Performance (December 2020)	Your Child's Previous Performance (December 2019)
Reading	50-99 th Percentile	Insert Dec 2020 percentile	Insert Dec 2019 percentile
Mathematics	50-99 th Percentile	Insert Dec 2020 percentile	Insert Dec 2019 percentile

Attendance:

_____ Days Absent _____ Days Tardy _____ Early Release

By returning to face-to-face instruction at our school, we believe your child will experience the benefits of in-person instruction. This will allow for greater interaction with their teachers and peers, increased time on task, more individual attention and a more rapid increase in achievement. We cannot wait for your child to return to face-to-face instruction. **Please sign and return the attached 'Parent/Guardian Acknowledgement of Student Progress' form to the front office as soon as possible.**

Sincerely,

Insert Principal Name
 Insert School Contact Information



Parent/Guardian Acknowledgement of Student Progress
Elementary School: Winter 2020-21

[Insert School Name]

Student Name (First and Last)

Grade Level

I have received and reviewed the letter from my child's school that indicates my child is not currently performing at grade-level expectation while enrolled in MyPCS Online (virtual instruction). Based on this information (please mark and sign below):

My child will return for in-person learning beginning no later than January 19, 2021.

My child will remain in MyPCS Online and continue to receive their instruction virtually. I am aware that my child is at-risk of being retained and/or the need to attend summer school. I am also aware that my student is not currently performing on grade level and will ensure my child participates in the following interventions:

Full-day Attendance
Insert School Hours

Extended Learning Program

[Insert school-specific information]

Other School-Based Intervention(s)

[Insert school-specific information]

Parent/Guardian Name

Parent/Guardian Signature

Date



Middle School Letter

ADMINISTRATION BUILDING
 301 Fourth St. SW
 P.O. Box 2942
 Largo, FL 33779-2942
 Ph. (727) 588-6000

**SCHOOL BOARD OF
 PINELLAS COUNTY, FLORIDA**

Chairperson
 Carol J. Cook

Vice Chairperson
 Eileen M. Long

Lisa N. Cane
 Nicole M. Carr, Ph.D.
 Bill Dudley
 Caprice Edmond
 Laura Hine

Superintendent
 Michael A. Grego, Ed.D.

Vision:
 100% Student Success

Mission:
 "Educate and prepare each student for college, career and life."

Insert Date

Dear Parent/Guardian of _____,

As we prepare for the second semester of the 2020-21 school, I want to provide you with an update on your child's academic progress. You have received report cards, progress reports and feedback from your child's teacher(s) this school year. In reviewing this feedback and current academic progress, in accordance with the Florida Commissioner of Education's Emergency Order 2020-EO-07, your child should return to school for face-to-face instruction no later than January 19, 2021. Based on the academic areas below, your child is not currently performing at grade-level expectations while learning from home:

Course Grades:

Keep in mind, the promotion policy requires all students to pass language arts, math, science and social studies. Based on your child's performance during report period 1 and/or 2, our records indicate that your child is not currently earning a satisfactory course grade (at least a C grade or better) in the following course(s) and is in danger of being retained:

Content Area	Course Name	Your Child's Performance (X indicates not currently earning a satisfactory course grade)
Language Arts	Insert Course Name	
Math	Insert Course Name	
Science	Insert Course Name	
Social Studies	Insert Course Name	

Reading and Math Performance:

In addition, based on your child's performance on the reading and math progress monitoring assessments, they are not currently demonstrating expected performance for their grade level in one or more areas.

Content Area Progress Monitoring Assessment	Grade-Level Expected Performance	Your Child's Performance
Reading: iReady Diagnostic	Meeting Typical Growth	Choose an item.
Math: Cycle 1 Math Progress Monitoring	Projected to be 'at or above' grade-level	Choose an item.

By returning to face-to-face instruction at our school, we believe your child will experience the benefits of in-person instruction. This will allow for greater interaction with their teachers and peers, increased time on task, more individual attention and a more rapid increase in achievement. We cannot wait for your child to return to face-to-face instruction. **Please sign and return the attached 'Parent/Guardian Acknowledgement of Student Progress' form to the front office as soon as possible.**

Sincerely,

Insert Principal Name
 Insert School Contact Information



**Parent/Guardian Acknowledgement of Student Progress
Middle and High School - Winter 2020-21**

Insert School Name

Student Name (First and Last)

Grade Level

I have received and reviewed the letter from my child's school that indicates my child is not currently performing at grade-level expectation while enrolled in MyPCS Online (virtual instruction). Based on this information (please mark and sign below):

_____ My child will return for in-person learning beginning no later than January 19, 2021.

_____ My child will remain in MyPCS Online and continue to receive their instruction virtually. I am aware that my child is at-risk of being retained and/or the need to attend summer school. I am also aware that my student is not currently performing on grade level and will ensure my child participates in the following interventions:

_____ Extended Learning Program

Insert school-specific information

_____ Other School-Based Intervention(s)

Insert school-specific information

Parent/Guardian Name

Parent/Guardian Signature

Date



Vision:
100% Student Success

Mission:
"Educate and prepare each student for college, career and life."

High School Letter

ADMINISTRATION BUILDING
301 Fourth St. SW
P.O. Box 2942
Largo, FL 33779-2942
Ph. (727) 588-6000

**SCHOOL BOARD OF
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Nicole M. Carr, Ph.D.
Bill Dudley
Caprice Edmond
Laura Hine

Superintendent
Michael A. Grego, Ed.D.

Insert Date

Dear Parent/Guardian of _____,

As we prepare for the second semester of the 2020-21 school, I want to provide you with an update on your child's academic progress. You have received report cards, progress reports and feedback from your child's teacher(s) this school year. In reviewing this feedback and current academic progress, in accordance with the Florida Commissioner of Education's Emergency Order 2020-EO-07, your child should return to school for face-to-face instruction no later than January 19, 2021. Based on the academic areas below, your child is not currently performing at grade-level expectations while learning from home:

Course Grades:

Your child is not currently earning a satisfactory course grade (at least a C grade or better) in the following course(s) and is in danger of being retained.

Content Area	Course Name	Your Child's Performance (X indicates not currently earning a satisfactory course grade)
Language Arts	Insert Course Name	
Math	Insert Course Name	
Science	Insert Course Name	
Social Studies	Insert Course Name	

Reading and Math Performance:

In addition, based on your child's performance on the reading and math cycle assessments, they are not currently demonstrating expected performance for their grade level in one or more areas. Note: not all areas are applicable depending on your child's grade level and class schedule.

Subject Area	Expected Grade-Level Performance Based on Cycle Assessments	Your Child's Performance- Cycle Assessments
9th Grade Reading	Scoring 14 or more points out of 20	
10th Grade Reading	Scoring 16 or more points out of 20	
9th or 10th Grade English (Writing)	Scoring 7 or more points out of 10	
Math- Algebra	Scoring 12 or more points out of 20	
Math- Geometry	Scoring 11 or more points out of 20	

By returning to face-to-face instruction at our school, we believe your child will experience the benefits of in-person instruction. This will allow for greater interaction with their teachers and peers, increased time on task, more individual attention and a more rapid increase in achievement. We cannot wait for your child to return to face-to-face instruction. **Please sign and return the attached 'Parent/Guardian Acknowledgement of Student Progress' form to the front office as soon as possible.**

Sincerely,

Insert Principal Name
Insert School Contact Information



Parent/Guardian Acknowledgement of Student Progress
Middle and High School- Winter 2020-21

Insert School Name

Student Name (First and Last)

Grade Level

I have received and reviewed the letter from my child's school that indicates my child is not currently performing at grade-level expectation while enrolled in MyPCS Online (virtual instruction). Based on this information (please mark and sign below):

_____ My child will return for in-person learning beginning no later than January 19, 2021.

_____ My child will remain in MyPCS Online and continue to receive their instruction virtually. I am aware that my child is at-risk of being retained and/or the need to attend summer school. I am also aware that my student is not currently performing on grade level and will ensure my child participates in the following interventions:

_____ Extended Learning Program

Insert school-specific information

_____ Other School-Based Intervention(s)

Insert school-specific information

Parent/Guardian Name

Parent/Guardian Signature

Date