FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Spring 2021 Education Plan and Assurances

Santa Rosa 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.

- *In the box below, describe the continuation of educational services in brick-and-mortar schools reflecting at least five days of school per week for all students subject to advice and order of the Florida Department of Health, local departments of health, Executive Order 2029-EO-07 and subsequent executive orders*

Santa Rosa County will continue to provide the following options for families for the 2nd semester of the 2020-21 school year.

1. Brick-and-Mortar (five days of school per week for all students)
2. Remote Learning (five days of school per week for all students)
3. Full-Time Virtual through our three state approved providers, FLVS, Pearson's Connections Academy, and K-12 Fuel Education
4. Home education, Charter, or Private.

☒ **Assurance 2: <u>Continue the full panoply of services.</u>** *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.

- *In the box below, describe the plan for a full array of services that are required by law so that families wish to educate their children in a brick and mortar school full time will continue to have the opportunity to do so.*
- *In the box below, describe how the district will work with IEP teams to determine needed services, including compensatory services for students with disabilities.*
- *In the box below, describe how the district will work with ELL committees to determine if additional or supplemental English for Speakers of Other Languages services are needed.*

With frequent progress monitoring, the district will identify students (to include ELL students and those with IEPs) who may have regressed during school closures or during the fall term. Districtwide progress monitoring will occur three times per school year to identify those students who are not meeting grade level standards. Tier 2 students who are not meeting grade-level standards and who are experiencing achievement gaps will be progress monitored no less than once every thirty days. Students identified as Tier 3 students will be progress monitored at least once per week.

ESE Services:

Specialized instruction and related services will be delivered as practicable as possible through a combination of published assignments, recorded and live lessons. It is the priority of the Santa Rosa County ESE Department to promote the least complicated path in providing students with instruction during this time. This is accomplished through providing resources that are easy to use and access to meet the needs of students. Families will have options to include digital and/or paper-based resources.

**Teams through Office 365 will be utilized for instruction to communicate, assign instructional lessons, provide curricula access and educational resources; Teams should include collaborative teachers as well as service providers (support facilitators, Speech Language Pathologists, Occupational Therapists, Physical Therapists, Adaptive PE, Program Facilitators if applicable, ESE Liaisons, Interpreters, Vision and Deaf and Hard of Hearing Teachers).

** All instructional activities (web learning, access to textbooks, on-line therapies) should be ready for implementation/pick-up as soon as students are actively enrolled in the preferred learning option.

** Documentation of parents' access to assignments should be maintained in a logbook, gradebook, Focus SIS, teacher planbook, etc.

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** District Teachers on Special Assignment (TSAs) can establish frequent communication with teachers in their programs, offer collaborative support for students, develop on-line instructional support as well as virtual coaching for teachers participating in their programs.

Specific Plan for Students with Disabilities: - A specific plan, The SRC ESE Continuity Plan, that describes available supports divided by programs and services, was developed and can be accessed on **https://santarosacountyesedepartment.weebly.com/**.

** Training Sessions were held for Pre-K, Elementary, Middle and High School Teachers to discuss the details of the plan, the role of the ESE teachers to support District Remote Learning Plan, as well as Virtual Platform for the facilitation of IEPs.

** Parents were contacted to verity their preference of meeting (phone, TEAMS/ZOOM), as well as documentation of attendance.

** Child Find procedures are also recorded in school closures memorandum to inform parents that the evaluation process would continue during the remote learning environment.

** Parents received a notification that the Memorandum for Santa Rosa County School District ESE Provision of Services was posted on District Distance Learning Plan Section of District Site as well as embedded in the ESE Site Re-Entry Remediation Plan for Students with ESE Services.

** Students with ESE Services, who have not demonstrated proficiency as determined through diagnostics and supplemental curriculum, the IEP team will meet to review the data and discuss need to initiate ESY services and/or compensatory services throughout the school year.
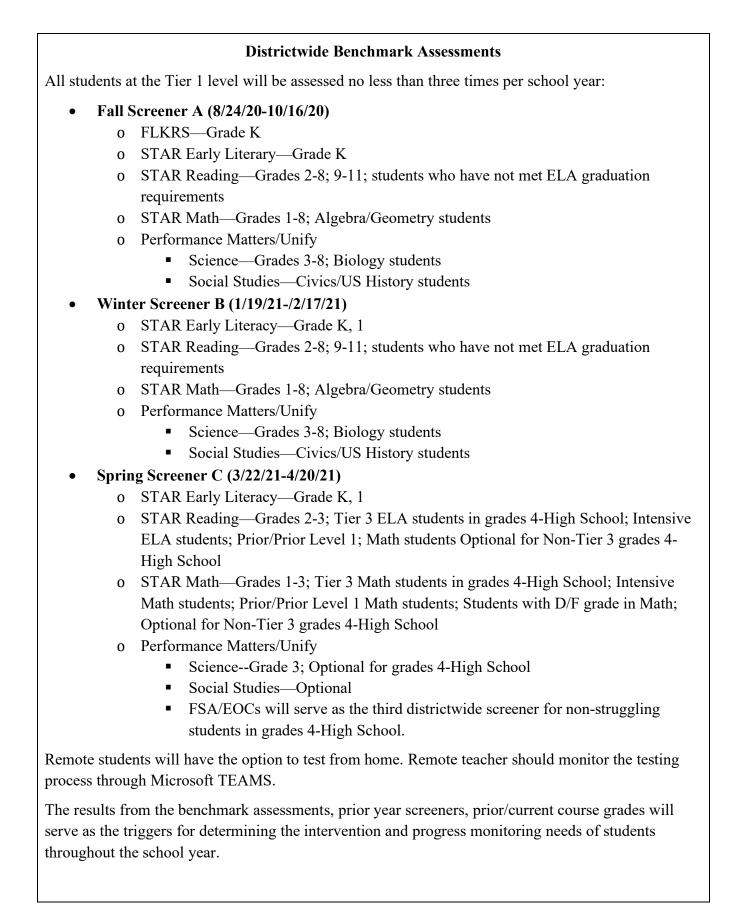
ELL Services:

If an ELL student's reading, writing, listening or speaking skills have regressed as evidenced by district progress monitoring tools, student grades, teacher observations, or parent concerns ELL Committee meetings will be convened to review and revise the student's ELL Plan to determine if additional or supplemental interventions or services are needed. ELL Committee meetings may be face-to-face or virtually through phone calls, Microsoft Teams, or Skype.

☒ **Assurance 3:** <u>**Continue progress monitoring and interventions.**</u> *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.

- *In the box below, describe the schedule and process for administering local progress monitoring assessments, as well as the assessment tool(s) used by the local district or school by grade level. In addition, describe how the data is used to determine how adequate progress is being made and how intervention and tiered support is being deployed.*

Districtwide Benchmark Assessments

All students at the Tier 1 level will be assessed no less than three times per school year:

- **Fall Screener A (8/24/20-10/16/20)**
    - FLKRS—Grade K
    - STAR Early Literary—Grade K
    - STAR Reading—Grades 2-8; 9-11; students who have not met ELA graduation requirements
    - STAR Math—Grades 1-8; Algebra/Geometry students
    - Performance Matters/Unify
        - Science—Grades 3-8; Biology students
        - Social Studies—Civics/US History students

- **Winter Screener B (1/19/21-/2/17/21)**
    - STAR Early Literacy—Grade K, 1
    - STAR Reading—Grades 2-8; 9-11; students who have not met ELA graduation requirements
    - STAR Math—Grades 1-8; Algebra/Geometry students
    - Performance Matters/Unify
        - Science—Grades 3-8; Biology students
        - Social Studies—Civics/US History students

- **Spring Screener C (3/22/21-4/20/21)**
    - STAR Early Literacy—Grade K, 1
    - STAR Reading—Grades 2-3; Tier 3 ELA students in grades 4-High School; Intensive ELA students; Prior/Prior Level 1; Math students Optional for Non-Tier 3 grades 4-High School
    - STAR Math—Grades 1-3; Tier 3 Math students in grades 4-High School; Intensive Math students; Prior/Prior Level 1 Math students; Students with D/F grade in Math; Optional for Non-Tier 3 grades 4-High School
    - Performance Matters/Unify
        - Science--Grade 3; Optional for grades 4-High School
        - Social Studies—Optional
        - FSA/EOCs will serve as the third districtwide screener for non-struggling students in grades 4-High School.

Remote students will have the option to test from home. Remote teacher should monitor the testing process through Microsoft TEAMS.

The results from the benchmark assessments, prior year screeners, prior/current course grades will serve as the triggers for determining the intervention and progress monitoring needs of students throughout the school year.

During the summer the district Literacy Department compiles school lists of struggling students based on data points from prior year screeners/state assessments/course grades. These lists determine the Tier level interventions/progress monitoring needs for students.

Academic Progress Monitoring Plans will be opened for students meeting the following criteria:

ELA

- Grades1-11
    - Tier 3 students from last year
    - State assessment retake students
    - High school students not meeting ELA graduation requirements
    - Students identified by the Literacy Department based on current and/or previous benchmark/state assessments; prior year tier level
    - Course averages of D/F
    - Students who are identified via FLKRS/STAR Early Literacy/Reading assessments as
        - Urgent Intervention (Percentile Rank - 1-9%)
        - Intervention (Percentile Rank - 10-24%)

Math

- Grades 1-High school
    - Students who are identified via the STAR Math as
        - Urgent Intervention (Percentile Rank - 1-9%)
        - Intervention (Percentile Rank - 10-24%)
    - State assessment retake students
    - High school students not meeting Math graduation requirements
    - Course averages of D/F

Science

- Grades 4-8; Biology
    - Course average of D/F

Social Studies

- Civics; Us History
    - Course average of D/F

Interventions are required for all students to include ESE students based upon their skill deficits.

- Tier 2 Intervention Identifiers
    - STAR Intervention level (Percentage Rate 10-24%)
    - Course average of D
- Tier 3 Intervention Identifiers
    - STAR Intervention level (Percentage Rate 1-9%)

      o   Course average of F

Interventions are assigned based upon the data points over time with Tier 2 students receiving biweekly/monthly assessments and Tier 3 students receiving weekly assessments. Monthly progress monitoring reports will be distributed to parents/guardians monthly for those students who are not on grade level as indicated above.

Interventions will be monitored and reviewed consistently and if an intervention is not being effective, then the intervention may be intensified, delivered more frequently, and/or changed.

Tier 2 Reading/Math and Tier 3 Math interventions may be delivered by way of an instructional application program, a qualified paraprofessional, a University of West Florida mentor, and/or a teacher. Tier 3 Reading interventions will be delivered by a Reading endorsed teacher.

Schools will continue to follow the districtwide MTSS guidelines for providing interventions and progress monitoring students. MTSS leadership teams will review Tier 1, 2, and 3 data. Teachers and support personnel will continue to provide the MTSS leadership team with student referrals for those students who are not making progress. The team will meet to set Tier levels for students, assign interventions, and analyze progress monitoring results.

Interventions/Supports/Strategies

- Tier 1 = Students who must be progress monitored but who are mastering course content with grade of A, B, or C.
- Tier 2 = Students who are not mastering the core content (grade of D) needing supplemental instruction.
- Tier 3 = Students who are not mastering the core content (grade of F) needing the most intense and frequent instruction.

Schedule and Process for Progress Monitoring

Academic Progress - ELA
Following the approved Comprehensive Reading Plan, the district provides a robust, Tier 1 curriculum for all learners and instructional delivery methods. Students who demonstrate a lack of progress toward grade level benchmarks (below 40%), academic growth, or a decline in STAR ELA percentage points are triggered for further investigation. The school-based MTSS team uses a variety of assessments (STAR results, formative assessments, classroom performance, etc.) to determine the next steps. If needed, an intervention plan is developed targeting the identified learning need. Intervention instruction is determined using the ELA Instruction/Assessment Decision Tree (Link). The student's response to the intervention instruction is monitored regularly: bi-weekly for Tier 2 and weekly for Tier 3. When the student consistently performs at or above benchmark, the intervention supports are strategically removed. If the student demonstrates below benchmark expectations after adequate time, then a new intervention is put into practice.

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Santa Rosa County District Schools Decision Tree- Elementary (K-5 ESE, ELL, Gen Ed)			
Supports for **Intervention** of Students with Reading Deficiencies			
IF a student has an instructional need in the skill area of…	**THEN** MTSS teams consider using one of the following evidence-based resources for…		
Area of Intervention	**Tier 1 Differentiated** Intervention **Differentiated** Intervention may be monitored or delivered by a teacher or paraprofessional.	**Tier 2** **Targeted** Intervention may be delivered by a teacher or paraprofessional.	**Tier 3** **Intensive** Intervention for students with substantial deficiencies in reading must be delivered by a Reading Endorsed or Certified Teacher
Reading Components and Informal Screeners	**In addition** to small group core instruction	Small group settings (3-5 students) at least 3-5 times weekly **in addition to** Tier 1	Tier 3 Interventions are typically conducted in smaller group settings at least 5 days per week **in addition to** Tier 1 and Tier 2 Instruction
Oral Language as indicated by low scores on Oral Language Survey	• *Journeys* Curious About Words (K-3) • *Journeys* Literacy Toolkit (Grades 4-5) • *Journeys* Write -In Reader (Grades 1-5) • EET – Expanding Expression Tool (K-5)	• *Journeys* Curious About Words (K-3) • *Journeys* Literacy Toolkit (Grades 4-5) • *Journeys* Write -In Reader (Grades 1-5) • EET – Expanding Expression Tool (K-5)	Students who have not responded to a specific reading intervention through Tier 2 instruction will move into Tier 3, where their instruction will be modified and intensified. Formal or instructional reading diagnostic such as DAR or Phonics and Word Reading Survey must be given to determine intensive need. The MTSS Team will analyze data to create a more intensive instructional plan. Intensity of Tier 2 Interventions may move students to Tier 3 based on:
Phonemic Awareness as indicated on PAST, Heggerty Assessment, or STAR Early Literacy	• *Equipped for Reading Success* (Kilpatrick) (Grades K-5) • *Heggerty Phonemic Awareness Curriculum* (Grades K-1) • FCRR Resources and lessons	• *Equipped for Reading Success* (Kilpatrick) (Grade K-5) • *95% Group* Phonological Awareness Lessons (PreK-1) • *Mindplay Virtual Reading Coach* (Grade 2-5) (ESSA Rated – Moderate) • *Heggerty Phonemic Awareness Curriculum* (Grades 2-5) • First 26 Lessons by Beverly Tyner (K)	
Phonics as indicated on Phonics Screener, Phonics for Reading Assessment, or STAR Early Literacy	• *Phonics for Reading* (Grades 3-5) • *Journeys* Reading Toolkit (Grades 1-3) • *Lively Letters (K-1)* supplement instruction • FCRR Resources and lessons	• *95% Group* Basic or Advanced Phonics Lesson Library (Grade 2-5) • *Phonics for Reading* (Grades 3-5) • First 26 Lessons by Beverly Tyner (K) • *Mindplay Virtual Reading Coach* (Grades 2-5) • *Fast Forword* (ESSA Rated – Strong)	• Smaller group size • Increased frequency of intervention • Change in instructional resource Instructional Resource:

Vocabulary as indicated on the Informal Vocabulary Inventory, STAR Early Literacy or STAR Reading	• *Journeys* Literacy Toolkit (Grades 4-5) • *Journeys* Curious About Words (K-3) • *Journeys* Write -In Reader (Grades 1-5) • TextProjectLessons http://textproject.org/ • *Phonics for Reading* (Grades 3-5) • FCRR Resources	• TextProjectLessons http://textproject.org/ • *Phonics for Reading* (Grades 3-5)	• **SIPPS** – Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (ESSA Rated-Promising)
Fluency as indicated on ORF or STAR Reading	• *Phonics for Reading* (Grades 3-5) • Repeated Readings instructional strategy	• 6-Minute Fluency • Repeated Readings instructional strategy • *Fast Forword* (ESSA Rated – Strong)	
Reading comprehension as indicated by low score on DAR Comprehension Section, STAR Reading	• *Journeys* Literacy Toolkit • *Journeys* Write -In Reader (Grades 1-5) • *95% Group* Comprehension Mats (Grade 3-5)	• *95% Group* Comprehension Intervention (Grade 3-5)	

Academic Progress – Math & Science
The district also provides a robust, Tier 1 math & science curriculum for all learners and instructional delivery methods. Students who demonstrate a lack of progress toward grade level benchmarks, academic growth, or a decline in STAR Math percentile rank or Unify Science scores are triggered for further investigation. The school-based MTSS team uses a variety of assessments (STAR/Unify results, formative assessments, classroom performance, etc.) to determine the next steps. If needed, an intervention plan is developed targeting the identified learning need. Intervention instruction is determined by the classroom instructor with the assistance of the MTSS team to address the student's learning need. The student's response to the intervention instruction is monitored regularly: bi-weekly for Tier 2 and weekly for Tier 3. When the student consistently performs at or above benchmark, the intervention supports are strategically removed. If the student demonstrates below benchmark expectations after adequate time, then a new intervention is put into practice.

Remote Learning Interventions, Support, Strategies and Progress Monitoring

Remote Learning students are to be supported and provided interventions and be progress monitored as if they are receiving instruction in the brick and mortar school. At the Tier 2 level, interventions for Reading and math will be delivered by way of computer applications, trained paraprofessionals, University of West Florida tutors, classroom teachers and/or ESE teachers. At the Tier 3 level, students are to receive Reading instruction only by Reading endorsed teachers. Tier 3 math interventions can be delivered by way of computer applications, trained paraprofessionals, University of West Florida tutors, classroom teachers and/or ESE teachers. However, it is understood that the

best and most robust interventions come from intense and frequent instruction delivered by a certified teacher in the subject area of intervention.

Interventions should be provided to those students through Microsoft Teams utilizing side rooms in the Teams platform. Scheduling of such interventions is critical in the remote learning environment and therefore all school administrators have been charged to make interventions available to students and to progress monitor such students based upon the Tier level.

☒ **Assurance 4:** <u>**Continue charter school flexibility.**</u> *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.

- *In the box below, describe how the district will collaborate with every charter school to ensure the same flexibility in instructional methods and funding are provided.*

Santa Rosa County School District continues to fund and provide flexibility with each charter school. Each charter school has their own individualized plan which aligns with the district's.

☒ **Assurance 5:** <u>**Innovative learning modality.**</u> *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.

- *In the box below, describe how the district the process/procedures that will be implemented 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. Please also describe how the district will conduct the following: 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.*

Santa Rosa students in remote learning who fail to make adequate progress must be transitioned to another learning modality such as the brick-and-mortar school. The following is the process schools should follow prior to moving a student out of the remote learning option. Teachers and administrators should maintain documentation of concerns, interventions, parent communication regarding the student's progress, progress monitoring data:

1. Teacher must make and document contact with the parent/learning coach at the first sign of a concern and **at least three times** total prior to moving to the next step in the process. Concerns may include (but not limited to):
   - Learning coach not present, rarely present or present but not providing necessary assistance/guidance to the student
   - Student not turning in assignments
   - Student not showing up for all classes
   - Student showing up for learning but not engaged and/or not following directions
   - Student misbehaving or others in the home behaving inappropriately and distracting the learning environment
   - Student not showing adequate academic progress

2. Following the first three documented parent contacts, an online TEAMS conference with parent, or face-to-face conference with parent, should be held to discuss all concerns regarding the student's progress in remote learning. During this meeting, the teacher should include a discussion of resources, if appropriate, to help the parent and let the parent know that if the student does not improve and show adequate progress, he/she may face retention at the end of the school year and below satisfactory performance on the Florida Standards Assessment.

3. Should great improvement not be evident following the three parent contacts and the parent conference, the teacher will meet with the principal to share his/her concerns about the student, and the principal will then schedule a meeting with the parent – either virtually or face-to-face. The goal of this meeting is to ensure the parent understands what is expected of him/her as the learning coach and what is expected of the student in the remote learning classroom. The principal will also reinforce to the parent that some students are not successful in remote learning and perform better in a face-to-face setting. If the student does not show great improvement in any of the areas of concern, he/she is in danger of retention at the end of the school year and will be removed from remote learning and placed back in the brick-and-mortar setting. The principal will also offer resources and support as appropriate.

4. Should great improvement not be evident following the three parent contacts and the parent conference, the teacher should then meet with the principal to share his/her concerns about the student, and the principal should then schedule a meeting with the parent – either virtually or face-to-face. The goal of this meeting is to ensure the parent understands what is expected of him/her as the learning coach and what is expected of the student in the remote learning classroom. The principal should also reinforce to the parent that some students are not successful in remote learning and perform better in a face-to-face setting. If the student does

not show great improvement in any of the areas of concern, he/she is in danger of retention at the end of the school year and will be removed from remote learning and placed back in the brick-and-mortar setting. The principal should also offer resources and support as appropriate.

5. Once all steps described in the process have been followed with clear and concise documentation maintained, and if the student is still not making adequate progress or showing improvement in any of the areas of concern, the teacher should meet with the principal to discuss the need to transition the student from remote learning back to brick and mortar.

6. The principal should then contact his/her grade level director to review the situation and concerns, share the documentation of the steps in the process to return a student to brick and mortar due to lack of success in remote learning and request approval to move the student to a brick-and-mortar classroom.

7. Upon approval of the grade level director, the principal will contact the parent to let him/her know that due to the lack of success in remote learning, the student will need to be enrolled in a brick-and-mortar classroom.

8. Should the parent refuse to have their child removed from remote learning and back to the brick-and-mortar setting, the principal will need to have the parent sign a form stating that the parent understands his/her child is not making adequate progress in remote learning and understands that the student is in danger of possible retention but has declined having the student transition back to brick and mortar. If needed, the school social worker may be sent to the home to share this information and have the letter signed.

Recommendations for Teachers to Promote Student Success in Remote Learning:

- Create, teach, and reinforce clear remote expectations which mirror a brick and mortar setting that are observable, measurable, positively stated, and limited in number (3-5). Tailor the expectations to meet the remote learning environment
- Create a learning activity specific matrix of expected behaviors for each setting, for example TEAMS conference, individual work, small group, app based activities, etc.)
- Provide visual precorrections on the screen
- Build routines which are taught and reinforced
- Manage through engagement, use a variety of instructional strategies to keep students engaged including teacher led direct instruction, independent work, small group, and app specific activities.
- Explicitly teach students and families procedures for logging in, uploading, downloading, using video, using audio, using chat, etc.
- Create positive reinforcement systems
  - Send positive communications home such as postcards
  - Implement individual and whole class positive reinforcement systems
- Implement and follow a structured schedule
- Hold office hours and non-instructional sessions to build rapport
- Build in brain breaks

- Maintain consistent parent communication
- Constantly scan the remote class to observe participation and engagement
- Use a variety of response techniques including cold call, self-selected responses, and choral response.
- Use interactive lesson strategies including polling software, etc.
- Allow students to submit products in a variety of formats such as video, PowerPoint, etc.
- Use countdowns and timers to improve pacing
- Address behaviors through least invasive techniques first including restating expectation, narrating the positive, using non-verbal signals, sending a private message to the student, etc. before more invasive measures such as an individual verbal correction.
- Leverage technology when managing behaviors, use mute and block student video if misbehavior continues after less invasive strategies have been attempted
- If behavior continues, call parent/learning coach to help support the behaviors during the session.
- Differentiate supports to best help a diverse group of students
- Implement interventions to support students who have demonstrated are struggling to respond

Recommendations for Parent(s)/Learning Coach to Increase Opportunities for Student Success in Remote Learning at Home:

- Implement and follow a structured daily schedule including allowing sufficient time to get prepared for school in the morning as if the student was leaving to a traditional brick and mortar setting.
- Create a distraction free learning environment that is conducive to supporting your child
- Be present during sessions to increase your child's engagement and support them as necessary
- Set the expectations for your child's behavior and time on task
- Create positive reinforcement systems
- Build in brain breaks
- Maintain frequent communication with teacher
- Set daily and weekly goals for participation

Recommendations for Administrators for Alternative Consequences for Remote Students with behavioral concerns:

Remote Alternative to Consequence Coded Detention or Time-Out:

Assign the student a task they must complete at home outside of their on-line class time and require them to provide the teacher with evidence that the task was completed. Examples of remote detention tasks are:

- Research and write a report on a specific topic
- Write an explanation of why good behavior while online is important

- Have the student work alone for a short period of time on an assignment rather than online with their classmates
- Have the student complete work during the time other students are involved in a "fun" discussion or activity
- Have the student complete a virtual field trip alone rather than with the group.
- Secondary schools can assign Ripple Effects lessons specific to the student's behavior in remote learning.

Virtual ISS: Have a virtual ISS Teams meeting in which only students in ISS meet and assignments are given. (Work assigned during ISS would be completed by the students on their own). Meetings with the remote ISS teacher could include a discussion with an ISS teacher, guidance counselor or administrator on behavior, choices, and what the future consequences may be for students who do not make adequate progress and behave appropriately.

Virtual OSS: Provide links to assignments, or directions for assignments which students must complete on their own. Students in virtual OSS may not sign into TEAMS meetings or communicate with their teacher or participate with their peers in class.

Removal from Remote Learning:

Should steps 1-6 under "Remote Teacher Discipline Procedures" be followed and documented with no resulting improvement in behavior, the school principal should call the grade level director to discuss a possible discipline hearing for persistent misconduct and possible placement in an alternative learning environment.

Letter to Parents Informing Them of Student's Removal from Remote and Documentation of Student Progress:

Date:

Dear Parent/Guardian,

Your student _____ is currently enrolled in remote learning at _____.

Your teacher(s) _____ contacted you on _____, _____, _____ and _____ to review your student's performance and interventions for improvement. I conferenced with you on _____ to also review performance and interventions for improvement.

Currently, your child is not making adequate progress in remote learning. As a result, he/she is in danger of possible retention, demonstrating below satisfactory performance on the Florida Standards

Assessment or not meeting graduation requirements. It is my recommendation that your student _____ return to brick and mortar on _____. I'm confident face to face, in person instruction will give your student the best chance for improvement moving forward. If you have questions, please contact me immediately.

Principal

Current academic performance:	**2019 FSA results**:	**2020 Progress Monitoring**:
Math _____ Science _____ Social Studies _____ ELA _____	ELA _____ Math _____	ELA _____, _____ Math _____, _____

Current Interventions for improvement include:

    1. _____
    2. _____
    3. _____

_____I agree with your assessment and will return my student to brick and mortar on the date requested.

_____I agree with your assessment, but I am choosing to continue remote learning.

_____   _____
    Parent signature   Date

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☒ **Assurance 6:** <u>Truancy/Attendance of students.</u> *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.

- *In the box below, describe how the district will provide enhanced outreach/communications to parents to ensure maximum enrollment and participation in public schools.*

Attendance

Attendance, behavior, and academics are all of part of the MTSS process in Santa Rosa County. School leadership teams are required to monitor Tier 1 attendance each mid and end of quarter. Students who are exhibiting a pattern of non-attendance are discussed during the MTSS Team meetings at which times interventions are assigned. When monitoring attendance, both chronic absenteeism and truancy absenteeism is reviewed. Attendance interventions include:

- Teacher and/or administration phone calls
- Submitting letters to parents/guardians
- Requiring doctors notes for excessive absences
- Conducting an Attendance Meeting with parents/guardians to provide family guidance and ideas for improving attendance—*Required prior to a Truancy Petition*
- Conducting a second Truancy Meeting at which time a Truancy Intervention Plan is completed and signed by administration and parent/guardian listed interventions a plan for improved attendance—*Required prior to a Truancy Petition*
- Conferencing
- Counseling
- Rewards program
- Report to the Department of Highway Safety & Motor Vehicles
- Report to Learnfare
- Social Worker visit—*Required prior to a Truancy Petition*
- Truancy Petition filed with the court—This step is a last resort and most often occurs when parents refused to comply with Florida compulsory statutes. Petitions may be filed when
  - a student has five unexcused absences within a calendar month or
  - a student has 10 unexcused absences within a 90 day period.

If a student/parent cannot be located, it may be necessary to move directly to Social Worker visits and a petition filed with the court.

In order to maintain progress monitoring data for attendance issues, electronic Truancy Monitoring Plans (TMPs) are created and all interventions and progress notes are documented in the TMP. Consistent monitoring allows for improved attendance.

Efforts to locate students who fail to enroll in brick and mortar, private school, home education, or virtual are a top priority in Santa Rosa County with the Student Services Department working in conjunction with the Office of Continuous Improvement. Social Workers, administrators, teachers, and directors make it a priority to share information concerning students who have not enrolled.

A list is under development of DNE students with schools being the first line of communication to contact students/parents based on prior demographic information. Once contact is made, Social Workers will physically visit homes to ensure that parents are aware of all learning opportunities available to students in the Santa Rosa County School District.

Remote Attendance

In order to assure that remote learners are present and engaged in the learning process each school day, attendance will be recorded. A student who is "late to school" will be marked with an unexcused Code L. A student who leaves a session/period prior to the end of the day/period will be marked with an unexcused Code E. After the third of any combination of unexcused Codes of L/E the third code will be converted to an unexcused absence. Such unexcused conversions become a part of students' attendance records for unexcused absences. When reviewing such data the "Late to schools" and "Early checkouts" become critical in truancy issues especially at the elementary level when the 90-minute block and reading intervention occur in the early part of the day.

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☒ **Assurance 7: <u>Continue professional development.</u>** *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.

- *In the box below, describe the district's plan to provide professional development to teachers and leaders to become more proficient in the delivery of grade-level standards across all learning modalities.*

Santa Rosa County School District's state approved plan links professional development to the goal of increased student performance. Given that there will always be competing demands for professional learning resources and time, a quality system requires clear understanding of priority purposes for professional learning. Aligning actions to priority purposes maximizes the impact of available time, resources, and effort. The overall purpose of our professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum and prepare students for continuing education and the workforce. The district's system addresses these purposes by focusing on:

- Improvements in proficiency leading to improved student achievement
- Fidelity of implementation on targeted professional learning

Priority purposes for the district's professional development system are established to guide decisions and actions at all levels of the district's workforce toward fidelity of implementation and actual improvements. The specific capacities, deliverables and evaluation practices of the professional development system that are supported with district and school resources are aligned with one or more of these purposes of the district's professional development system:

- Increasing student achievement and college and career readiness through development and maintenance of educator proficiency in sound, research-based, classroom instructional strategies and school leadership strategies that promote rigor and relevance through standards-based instruction
- Enabling the workforce to function as a learning organization with the support of a professional learning culture in each school
- Supporting "deliberate practice" as a primary process for developing workforce expertise and recruiting and retaining highly effective educators and leaders
- Fidelity of implementation of statutes, State Board of Education (SBE) rules, and district and state initiatives related to student learning growth, educator proficiency, and professional

Professional Development for Literacy:

- LETRS Training
- MTSS Training for Academic Intervention Specialists

- Intervention Training for Academic Intervention Specialists

Professional Development for Math/Science:

- Visible Learning for Mathematics (online book study)
- Mathematics Scripted Systematic Instruction (MASSI)
- Creating Mathematical Residue with Students: Instruction that Sticks (Sustained PD K-2)
- Creating Mathematical Residue with Students: Instruction that Sticks (Sustained PD 3-5)
- SRC Numeracy Initiative: Discussion-Based Mathematics MTSS Program
- Getting Started with Small Group Math Instruction
- Using Number Talks to Foster Deeper Student Discussions
- Reimagining Formative Assessments in the Science Classroom
- Begin with Exploration: Ensuring Activity Before Content in Science Classrooms
- Visible Learning for Science (book study)
- Virtual Manipulatives for the Science Classroom
- Teaching Science for Conceptual Understanding (book study)
- Incorporating Science into the Literacy Block
- Introduction to Integrated Sea Turtle Science/Engineering Curriculum
- Computer Science Fundamentals

Professional Development for Providing Differentiated Instruction for Exceptional Students:

- Best Practices in Producing Quality IEPs
- Focus (SIS) Training – All Grade Levels
- Administration Symposiums
- Inclusion Supports for All Grade Levels through TEAMS
- Instructing Students with Disabilities in the Remote Learning Environment
- Understanding Dyslexia and Persistent Reading
- Dive into Universal Designs for Learning (UDL)
- Effective Grading Practices for ACCESS Students
- Expanding Expression Communication Tool
- Registered Behavior Technician Training (RBT)
- How to Differentiate Instruction in Mixed-Ability Classrooms
- Differentiation in the Middle and High School Settings
- ACCESS Digital Days Effective Strategies for Teacher (Access Points Focus)
- Mathematics Scripted Systematic Instruction (MASSI)
- Language Arts Scripted Systematic Instruction (LASSI)
- Hanging In: Strategies for Teaching the Students Who Challenge Us the Most
- "What is Multisensory Teaching?" (online book study)
- Access:SB1108 Florida Standards Alternate Assessment Performance Tasks
- Visible Learning for Mathematics (online book study)

- Behavioral Videos/Strategies - Resources to assist remote teachers with classroom management in the virtual environment; strategies to assist the learning coach address targeted behaviors (disruption, non-compliance, inattention, etc.)

Professional Development for Remote Learning and Digital Days

- Distance Learning Playbook Canvas Training
- Virtual Core Instruction Power Pack Training for remote teachers
- Student Evidence Tracker Trainer
- FLVS Training

Social/Emotional/Mental Health Professional Development

- Trauma-Informed Care Training
- Youth Mental Health First Aid
- Compassion Fatigue Training
- Mental Health Training
- Suite 360 Training
- Kognito
- Social and Emotional Online Training

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.

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1. a. **Closing achievement gaps** - Multi-tiered System of Support Approach
SRC schools will integrate the data-based methods of a Multi-tiered System of Supports to evaluate students' academic readiness and mental health needs upon return to the traditional learning environment. This MTSS evaluation method and re-entry into schools would be based upon following components:

- Multiple tiers of instruction, intervention, and support - Continue to utilize MTSS Teams in the Tiered II and III intervention process to ensure fidelity with interventions as well as collaboration with school counselors for awareness of evaluation exclusionary factors (Attendance, ELL, Intellectual Disability, Mobility, Hearing and Vision); Ensure School Social Workers are included in the provision of behavior services to school and play an active role on established task forces
- Includes learning standards and behavioral expectations
- Increasing levels of intensity
- Problem-solving process - Working with schools to assist in resuming the MTSS process and/or identify informal assessments that may detect regression which may have occurred over the remote learning period
- Collaborative and team-based decision making to determine which students need interventions (long-term or short term)
- Determine evaluations that may be utilized to assess mental health status for students and/or families; increase opportunities to provide trauma informed care
- Review outcome of wellness checks that may have occurred throughout distance learning by social workers, trauma-informed counselors, certified school counselors
- Continue to disseminate safety guidelines and procedures as recommended by Centers for Disease Control (CDC) and Florida Department of Health (FLDOH)
- Evaluate potential trauma that students, families, and staff may have experienced

MTSS Approach for Remediation:

- District will provide a Tier I approach for all students (including ESE and ELL students) to determine potential gaps in the areas of English Language Arts, Mathematics, Science, and Social Studies
- Diagnostic Assessments will be given to all students to determine individual needs
- Tier 2 interventions will be provided for students demonstrating academic gaps and will have supplemental curriculum to assist with meeting those identified needs
- Tier 3 interventions provided for those who have not demonstrated proficiency as determined through diagnostics and supplemental curriculum; Student Study Teams (MTSS teams) will meet to review the data and discuss need to initiate strategies, additional instructional time, and individualized interventions based upon identified need(s) of the student.

1. **b. Targeted outreach**—Once a student is identified as demonstrating a decline on the district's progress monitoring system for reading, math, science and social studies an electronic district Progress Monitoring Plan (PMP) is opened by a teacher or by the MTSS Team. A hypothesis is developed based upon a student's skill deficits. This can be determined through analysis of data, most notably the Diagnostic Report in the Renaissance Growth Platform. Based upon the newly developed hypothesis, an intervention is assigned. The intervention should match the hypothesis. The intervention frequency and intensity are based upon the Tier level of the student for the subject area. Interventions are also assigned based upon grade level.

- Tier 1
  - 90 minutes of Reading block of instruction—differentiated instruction
  - 60 minutes of Math instruction—differentiated instruction
- Tier 2
  - In addition to Tier 1 minutes
    - 30 minutes of intervention by way of an instructional computer application, assigned classroom teacher, ESE teacher, trained paraprofessional, or trained University of West Florida tutor
- Tier 3
  - In addition to 90/60 minutes of Reading/Math Tier 1 instruction
  - In addition to 15 minutes 3 times per week of supplemental instruction
  - 30 minutes of Reading instruction provided by a Reading endorsed teacher; a minimum of 15 minutes three times per week for Math instruction

Progress monitoring data is collected as follows:

- Tier 1
  - Three times per school year
- Tier 2
  - Bi-weekly
- Tier 3
  - Weekly

Below please find the following two tables:

- MTSS Interventions, Supports and Strategies by
  - Description
  - Start Grade Level
  - End Grade Level
  - Tier Level
- MTSS Progress Monitoring Tools by
  - Description
  - Start Grade Level
  - End Grade Level
  - Tier Level

MTSS PROGRESS MONITORING TOOLS

Content Area Name: Mathematics

Description	Start Grade Level	End Grade Level	Tier Level
Curriculum Based Measurement (CBM)	0	3	2, 3
Envision Math (Pearson)	0	8	
Fast Math	2	30	
Gizmo	3	30	
Imagine Math	0	5	
i-Ready	0	9	1, 2
Numeracy Intervention Instrument	0	8	1, 2, 3
Quarter/Semester Course Average	3	30	1
Reflex Math	2	30	
STAR Custom	0	30	2, 3
STAR Math	1	30	1, 2
Stride Academy	0	30	
Targeted Skill Assessment	0	30	1, 2
Think Central	0	5	

Content Area Name: Reading/ELA

Description	Start Grade Level	End Grade Level	Tier Level
Curriculum Based Measurement (CBM)	0	8	2, 3
Fast ForWord	0	6	2
Harcourt Test	0	6	
Imagine Learning	0	6	
i-Ready	0	9	1, 2
Mindplay Virtual Reading Coach	0	8	
PAST (Phonological Awareness Screening Test)	0	30	1, 2, 3
Phonics Spell Check	0	6	
Quarter/Semester Course Average	3	30	1
Ready Florida (Small Group)	3	8	
Rigby Level	0	30	
Running Records	0	30	
STAR Custom	0	30	2, 3
STAR Early Literacy (EL)	0	1	2
STAR Reading	2	30	2
Targeted Skill Assessment	0	30	1, 2

Content Area Name: Science

Description	Start Grade Level	End Grade Level	Tier Level
i-Ready	0	9	1, 2, 3
Performance Matters/Unify Science Probe	3	30	1, 2, 3
Quarter/Semester Course Average	0	30	1, 2
Targeted Skill Assessment	0	30	1, 2

Content Area Name: Social Studies

Description	Start Grade Level	End Grade Level	Tier Level
Document Based Question (DBQ)	0	30	1, 2
Performance Matters/Unify Social Studies Probe	7	30	1, 2, 3
Quarter/Semester Course Average	0	30	1, 2
Targeted Skill Assessment	0	30	1, 2

MTSS INTERVENTIONS, SUPPORTS, STRATEGIES

Content Area Name: Mathematics

Description	Start Grade Level	End Grade Level	Tier Level
1:1 Direct Instruction	00	12	3

Academic Journal	06	12	1
Before/After School Tutoring	00	12	1, 2
Check In/Check Out	06	12	1, 2
Compass	06	12	1, 2, 3
Computer Assisted Instruction	00	12	1, 2
Conferencing	00	12	1
Contract	06	12	1
Counseling	06	12	1
Course Recovery	06	12	2, 3
Data Chat	00	12	1, 2
ESE Support Facilitator	06	12	1, 2
Intensive Class/Dedicated Class	06	12	2, 3
Learning Strategies Class/Critical Thinking Class	06	12	2, 3
Math Companion Instructional Strategies	00	12	1, 2, 3
Mentoring	06	12	1
Peer Tutoring	06	12	1, 2
Reflection/Tracking Sheets	00	12	1, 2
Small Groups	00	12	2, 3
Summer School	0	8	2, 3
UWF Mentor	00	5	2, 3

Content Area Name: Reading/ELA

Description	Start Grade Level	End Grade Level	Tier Level
1:1 Direct Instruction	00	12	3
Academic Journal	06	12	1
Before/After School Tutoring	00	12	1, 2
Check In/Check Out	06	12	1, 2
Compass	06	12	1, 2, 3
Computer Assisted Instruction	00	12	1, 2
Conferencing	00	12	1
Contract	06	12	1
Cooperative Teacher for Reading Remediation (CTRR)	06	12	1, 2
Counseling	06	12	1
Course Recovery	06	12	2, 3
Data Chat	00	12	1, 2
Dialog Based Questions	06	12	1, 2
ESE Support Facilitator	06	12	1, 2
Intensive Class/Dedicated Class	06	12	2, 3
Learning Strategies Class/Critical Thinking Class	06	12	2, 3

Description	Start Grade Level	End Grade Level	Tier Level
Mentoring	06	12	1
Peer Tutoring	06	12	1, 2
Reflection/Tracking Sheets	00	12	1, 2
Small Groups	00	12	2, 3
Summer School	0	8	2, 3
Tutor	00	12	1, 2, 3
UWF Mentor	00	5	2,3

Content Area Name: Science

Description	Start Grade Level	End Grade Level	Tier Level
1:1 Direct Instruction	00	12	3
Academic Journal	06	12	1
Anchor Activities	06	12	1, 2
Before/After School Tutoring	00	12	1, 2
Check In/Check Out	06	12	1, 2
Compass	06	12	1, 2, 3
Computer Assisted Instruction	00	12	1, 2, 3
Conferencing	00	12	1
Contract	06	12	1
Counseling	06	12	1
Course Recovery	06	12	2, 3
Data Chat	00	12	1, 2
ESE Support Facilitator	06	12	1, 2
Graphic Organizers	06	12	1
Learning Strategies Class/Critical Thinking Class	06	12	1, 2, 3
Learning/Acceleration Stations	06	12	1, 2, 3
Mentoring	06	12	1
Peer Tutoring	06	12	1, 2
Project Assignment	00	12	1, 2
Small Groups	00	12	2, 3
Summer School	6	8	2, 3

Content Area Name: Social Studies

Description	Start Grade Level	End Grade Level	Tier Level
1:1 Direct Instruction	00	12	3
Academic Journal	06	12	1
Anchor Activities	06	12	1, 2
Before/After School Tutoring	00	12	1, 2
Check In/Check Out	06	12	1, 2
Choices Boards	06	12	1, 2

Compass	06	12	1, 2, 3
Computer Assisted Instruction	00	12	1, 2
Conferencing	00	12	1
Contract	06	12	1
Counseling	06	12	1
Course Recovery	06	12	2, 3
Data Chat	00	12	1, 2
Dialog Based Questions	06	12	1, 2
ESE Support Facilitator	06	12	1, 2
Graphic Organizers	06	12	1
Learning Strategies Class/Critical Thinking Class	06	12	2, 3
Learning/Acceleration Stations	06	12	1, 2, 3
Mentoring	06	12	1
Peer Tutoring	06	12	1, 2
Small Groups	00	12	2, 3
Summer School	6	8	2, 3

1. c. Additional interventions and supports

Additional interventions and supports will be provided to students who are transitioned out of the innovative learning model to include

- Customized scheduling to allow for a seamless transition from remote learning interventions to brick and mortar interventions
- Flexibility in making intervention adjustments if the student regresses
- Transitional orientation for the student and the parent as needed
- Tutoring services
- Social/Emotional supports by way of
  - Assignment to a CDAC counselor
  - Assignment to a Certified School Counselor
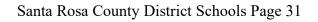 - Military Counselor
  - Teacher/Peer Mentor

ELL Students

- Additional interventions and supports will be provided to ELL students who transition out of the innovative learning model (remote learning) may need additional supports to move toward proficiency. In addition to the MTSS approach utilized for all students with academic needs, ELLs will have priority access to laptops in grades 6-12 to access Rosetta Stone and iPads in grades K-5 to access Imagine Learning. These additional interventions are specific to increasing reading, writing, speaking and listening skills.

Students with Disabilities

- Students with ESE Services, who have not demonstrated proficiency as determined through diagnostics and supplemental curriculum, the IEP team will meet to review the data and discuss need to initiate ESY services and/or compensatory services throughout the school year. Appropriate adjustments to the student's IEP will be made to reflect previous interventions

implemented, additional supports and/or remediation required, as well as details as to how the new services will be acquired (ESY, Placement, Summer School, Compensatory Services).

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. Innovative Learning Modality for Students Making Academic Progress

Remote Learning Option will follow the regular bell schedules and revised board approved school calendar for pre-kindergarten, elementary, middle, high, combination, alternative, and DJJ education programs 5 days per week. This Remote option will provide teachers from Santa Rosa schools using the curriculum content from Florida Virtual School (FLVS) along with their Educator instructional Learning Management System. (LMS) For courses not available from FLVS, teachers will develop their own remote curriculum when possible. This selection requires a 1 semester commitment unless it is determined by a school principal, our MTSS process, an IEP Team, a 504 Team, or an ESOL Team that academic progress of a student would improve on another learning option. Below is a list of key components of our Remote learning Option plan.

Innovative Learning Modality
- Parents of Remote Learning students will be expected to follow coaching protocols as defined in the Remote Compact Agreement to include attending the remote orientation and accessing the parent remote resources aligned to the "Distance Playbook for Parents" supported by FDLRS.
- The orientation and resources should be administered virtually through Microsoft Teams or provided through links on the District's homepage.
- The orientation will allow an opportunity for parents to test and ensure their device can connect to Microsoft Teams and the FLVS website. The video resources aligned to the "Distance Playbook for Parents" will allow parents to access best practices for remote coaching to support their child's academic, social, and emotional development in any setting.
- Parents needing troubleshooting with their devices may need to bring them to their school for assistance. Live Instruction
- SRCSD teachers will use Microsoft Teams to connect with students daily for live instruction.
- Teachers are expected to provide remote instruction from their Brick and Mortar school site. Telework is not permitted.
- This instruction will not be synchronous with face-to-face classes except when approved by the school administrator.
- Teachers can use a combination of webcam and screen sharing to facilitate instruction.

Curriculum
- FLVS is the curriculum to be used in grades 1-12, when coursework is available.
- Kindergarten will use K-12 Curriculum which comes with kits and materials.
- Courses that do not have a companion in FLVS will use an alternate curriculum.

- Teachers should sequence instructional topics in remote learning to mirror their brick & mortar instruction.
- The Remote Learning classroom will run as much as possible like the Brick and Mortar classroom with the same rigor and high expectations for learning and student performance with the understanding that the Remote Learning Teacher sets the tone or climate of the classroom.
- AP courses with an online curriculum can be taught remotely. If the AP course does not have an online curriculum, the AP teacher will use their Brick and Mortar curriculum. The class will be taught remotely. If a remote section is not feasible and the teacher is willing, the course can be taught synchronously with live Brick and Mortar instruction. Classroom Management and Behavioral Expectations
- Good, frequent communication between the Remote Learning Teacher and the parent/learning coach is of essential importance.
- Should the Remote Learning Teacher have concerns related to a parent/learning coach not engaging with the teacher, not attending online lessons, not completing, work, etc., he/she should first talk to the parent/learning coach about their concerns and then talk to their administrator if improvement is not seen.
- Inappropriate behavior in remote learning settings will be addressed by parent contact accompanied with a referral. For secondary students, future violations of expectations will result in a "Ripple Effects" assignment that addresses their specific behavior.
- Zero-tolerance violations will be referred to the district for a disciplinary hearing.

PE/Electives
- In elementary, students will receive PE instruction from their Remote Learning teacher. The teacher will give assignments through the FLVS PE curriculum.
- For secondary, students will have a dedicated instructor as long as the course is offered remotely. The offering of elective courses is dependent on the number of students enrolled for the course. Some electives offered in our Brick and Mortar schools will not be able to be offered through remote learning.
- Remote students may participate in co-curricular courses such as band, ROTC, chorus. They must attend the course remotely (if offered) OR Brick and Mortar if it is not offered remotely. Assessment
- Kindergarten students will be assessed at the school site for FLKRS during the start of the school year and for progress monitoring assessments throughout the year.
- For grades 1-12, all progress monitoring assessments will be taken remotely.
- Elementary students who attended Summer School in July must be assessed first so that data may be reported to the state.
- State testing and certain diagnostic tests will be facilitated at school sites only.

Elementary Intervention
- Tier 2 Intervention – 15 minutes 3 times per week minimum to 30 minutes 5 times per week
- Delivered by the Remote Learning Teacher, Paraprofessional, or UWF Tutor
- Tier 3 Intervention – 15 minutes 3 times per week of Tier 2 and 30 minutes 5 times per week of Tier 3
- Delivered by Reading-Endorsed Teacher
- Gifted Enrichment Services
- Delivered by Gifted Teacher
- ESE services Delivered by ESE Personnel based on ESE Plan

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Secondary Intervention
- Teachers will deliver interventions in accordance with the district's Literacy Plan and/or the MTSS Plan.
- Gifted Enrichment Services
- Delivered by Gifted Teacher
- ESE services
- Delivered by ESE Personnel based on ESE Reopening Plan (found o
- Students who are not present for the first period class will be marked excused or unexcused based upon the same excused/unexcused criteria in the Student Progression Plan.
- If a student arrives to the session late for the first class of the day, the student will be marked with an excused/unexcused late-to-school.
- If a student who was marked present in the first session of the day is not presence for subsequent sessions, the student will be marked with either an excused/unexcused early checkout.
- Three accumulations of unexcused late-to-schools or early checkouts will convert to one unexcused absence on the day of the third accumulation just as in the Brick and Mortar classroom.
- Truancy and Attendance policies as stated in the Student Code of Conduct are in place just as they are in the Brick and Mortar classroom.
- Parents seeking an excused absence should contact their school within 3 days of an absence. Student Services
- Mental health supports will be available for students who are receiving their education in a remote learning environment. Certified School Counselors/Guidance Department should be contacted for any student concerns. If you feel at any time that a student is in crisis, please contact your school administrator immediately

CDAC Behavioral Health Services
- If a student received services last school year, contact the school counselor for follow-services as necessary.
- If you need to refer a new student for CDAC services, contact your school counselor.
- Students at the secondary level can self-refer. If CDAC support is requested by a student, please contact your school counselor immediately for referral.
- Remote teachers can reach out to the CDAC counselor assigned to their school to assist in providing wellness tips and strategies for students.
- Once a student is referred for services, the CDAC counselor will initiate the referral process and services remotely. Military Family Life Counselor Services
- MFLC counselors will be available to provide telephonic/telehealth services to students in military families.
- If MFLC services are requested by parents or students, please contact the MFLC Counselor assigned to your school or reach out to the school counselor.
- Remote teachers can reach out to the MFLC counselor assigned to their school to assist in providing wellness tips and strategies for students.

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2b. Written Notice and Acknowledgement Form:

Date:_____

Dear Parent/Guardian,

Your student _____ is currently enrolled in remote learning at _____.

Your teacher(s) _____ contacted you on _____, _____, _____ and _____ to review your student's performance and interventions for improvement. I conferenced with you on _____ to also review performance and interventions for improvement.

Currently, your child is not making adequate progress in remote learning. As a result, he/she is in danger of possible retention, demonstrating below satisfactory performance on the Florida Standards Assessment or not meeting graduation requirements. It is my recommendation that your student _____ return to brick and mortar on _____. I'm confident face to face, in person instruction will give your student the best chance for improvement moving forward. If you have questions, please contact me immediately.

Principal

Current academic performance:	2019 FSA results:	2020 Progress Monitoring:
Math _____	ELA _____	ELA _____, _____
Science _____	Math _____	Math _____, _____
Social Studies _____		
ELA _____		

Current Interventions for improvement include:
1. _____
2. _____
3. _____

_____I agree with your assessment and will return my student to brick and mortar on the date requested.

_____I agree with your assessment, but I am choosing to continue remote learning.

_____   _____
Parent signature   Date

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

3A Attendance interventions and steps to improve attendance for those students in who are not being academically successful in the remote learning environment include:
- Teacher and/or administration phone calls
- Submitting letters to parents/guardians
- Requiring doctors notes for excessive absences
- Conducting an Attendance Meeting with parents/guardians to provide family guidance and ideas for improving attendance—*Required prior to a Truancy Petition*
- Conducting a second Truancy Meeting at which time a Truancy Intervention Plan is completed and signed by administration and parent/guardian listed interventions a plan for improved attendance—*Required prior to a Truancy Petition*
- Conferencing
- Counseling
- Rewards program
- Report to the Department of Highway Safety & Motor Vehicles
- Report to Learnfare
- Social Worker visit—*Required prior to a Truancy Petition*
- Truancy Petition filed with the court—This step is a last resort and most often occurs when parents refused to comply with Florida compulsory statutes. Petitions may be filed when
  - a student has five unexcused absences within a calendar month or
  - a student has 10 unexcused absences within a 90-day period.

If a student/parent cannot be located, then it may be necessary to move directly to Social Worker visits and a petition filed with the court.

In order to maintain progress monitoring data for attendance issues, electronic Truancy Monitoring Plans (TMPs) are created and all interventions and progress notes are documented in the TMP. Consistent monitoring allows for improved attendance.

Efforts to locate students who fail to enroll in brick and mortar, private school, home education, or virtual are a top priority in Santa Rosa County with the Student Services Department working in conjunction with the Office of Continuous Improvement. Social Workers, administrators, teachers, and directors make it a priority to share information concerning students who have not enrolled.

Another effort is being made to develop a list of DNE students with schools being the first line of communication to contact students/parents based on prior demographic information. Once contact is

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made, Social Workers will physically visit the homes to ensure that parents are aware of all the learning opportunities for students in the Santa Rosa County school district.

In addition, at the school level school personnel will identify all students who are showing in FOCUS as enrolled in-district at their school but who did not show up or attend school since the first day. The school will make contact with the parent and student to assist them in enrolling in the appropriate learning option or withdraw the student if appropriate. Prior to withdrawing a student, every effort will be made to locate the student. A district "Administrative Withdrawal Form" will be completed and forwarded to the district Office of Continuous Improvement. This documentation will serve as a to follow-up on locating students and reporting students to the Department of Highway Safety and Motor Vehicles and Learnfare. The following strategies will be used to make contact with and transition these vulnerable students into the appropriate learning modality:

- Call all available phone numbers associated with the student to talk with the parent
- Send a certified letter to the parent(s) notifying them of the need for the student to attend school and ask them to contact the school to make arrangements for enrollment
- Send a school social worker to the home to make contact with parents

3B
Santa Rosa has an on-going registration process for the VPK and the Head Start children to get them into a VPK/Head Start Program ASAP. We regularly recruit throughout our communities as we seek out VPK/Head Start students who are not yet attending. We have established VPK/Head Start programs within each of our communities and offer multiple learning options within each VPK/Head Start site.

In the wake of COVID we have established learning experiences within VPK/Head Start that allow for proper COVID precautions to occur while learning experiences can still be engaging and rigorous. A few examples include establishing outdoor STEM classroom for students to experiment in project-based learning around math and science. The Spring months offer a lot of warm weather days in which the outdoor classrooms can be utilized while employing COVID safe activities. Additionally, we will provide VPK/Head Start academic based "field trips" and "guest speaker" activities through bring the "field trip" or "guest speaker" to campus virtually or in a COVID safe place. Bringing a local museum to campus or video streaming in a field trip to at a local wild life refuge will provide our students with outside learning experiences that are critical to their understanding the world in which they live.

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).

4a. Innovative and virtual learning modalities:

*Virtual Core Instruction Power Pack Professional Development for Remote Teachers

The Virtual Core Instruction Power Pack will prepare our remote teachers to effectively provide engaging rigorous core instruction in a virtual setting.

- Segment 1: Establishing virtual classroom procedures, student roles, and strong, trusting relationships in the virtual environment
- Segment 2: Creating learning tasks for virtual breakout rooms and "mini lesson formats" to provide more time and focus for student-centered learning with rigorous instruction
- Segment 3: Monitoring progress for real-time learning in a virtual classroom, verifying student learning, responding when students are not learning.

 The techniques and strategies that our teachers will learn in the Virtual Core Instruction Power Pack are applicable to virtual, in-person and blended learning classroom settings, ensuring high quality instruction.

*Distance Learning Playbook Professional Development for Remote Teachers and Brick and Mortar Teachers For Digital Learning

The Distance Learning Playbook Online PD applies the wisdom and evidence of VISIBLE LEARNING® research to understand what works best with distance learning. Spanning topics from teacher-student relationships, teacher credibility and clarity, instructional design, assessments, and grading, this comprehensive playbook details the research- and evidence-based strategies teachers can mobilize to deliver high- impact learning in an online, virtual, and distributed environment.

This powerful guide includes:

- Learning Intentions and Success Criteria for each module to track your own learning and model evidence-based teacher practices for meaningful learning
- A diversity of instructional approaches, including direct instruction, peer learning, and independent work that foster student self-regulation and move learning to deep and transfer levels
- Discussion of equity challenges associated with distance learning, along with examples of how teachers can work to ensure that equity gains that have been realized are not lost.
- Special guidance for teachers of young children who are learning from a distance
- Videos of the authors and teachers discussing a wide variety of distance learning topics
- Space to write and reflect on current practices and plan future instruction

The Distance Learning Playbook Canvas online PD will provide essential hands-on training to prepare and deliver distance learning experiences that are truly effective and impactful.

Student Evidence Tracker Professional Development for Remote Teachers (Grades3-5)

Teachers (grades 3-5) will receive professional development through three 1-hour virtual workshops and three 1-hour live virtual coaching sessions.

Virtual Workshops:

- Enhancing Formative Assessment
- Create opportunities for students and teachers to assess progress
- Ensure opportunities to produce evidence of learning
- Student Routines for Tracking Progress
- Establish routines for students to self-assess progress to learning goals
- Create student habits with responsibilities and routines
- Teacher Routines for Verifying Learning
- Create a system for verifying learning during lessons
- Establish routines for verifying and documenting student evidence

Virtual Coaching Sessions will include the following:

- Root cause analysis to diagnose and impediments to implementation
- Strategies and coaching for student tracking routines
- Strategies and coaching for verifying learning

4b. Interventions to Support Students in Various Learning Modalities

Literacy Professional Development

- LETRS Training
- MTSS Training for Academic Intervention Specialists
- Intervention Training for Academic Intervention Specialists
- SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
- Heggerty Phonological Awareness for K-1 Teachers
- 95 Percent Group Training: Basic/Advanced Phonics and Comprehension
- Mindplay Virtual Reading Coach training
- USA TestPrep
- Achieve 3000 Professional Learning
- Writing Workshops

Math/Science Professional Development

- Visible Learning for Mathematics (online book study)
- Mathematics Scripted Systematic Instruction (MASSI)
- Creating Mathematical Residue with Students: Instruction that Sticks (Sustained PD K-2)
- Creating Mathematical Residue with Students: Instruction that Sticks (Sustained PD 3-5)
- SRC Numeracy Initiative: Discussion-Based Mathematics MTSS Program

- Getting Started with Small Group Math Instruction
- Using Number Talks to Foster Deeper Student Discussions
- Reimagining Formative Assessments in the Science Classroom
- Begin with Exploration: Ensuring Activity Before Content in Science Classrooms
- Visible Learning for Science (book study)
- Virtual Manipulatives for the Science Classroom
- Teaching Science for Conceptual Understanding (book study)
- Incorporating Science into the Literacy Block
- Introduction to Integrated Sea Turtle Science/Engineering Curriculum
- Computer Science Fundamentals

ESE Professional Development

- Best Practices in Producing Quality IEPs
- Focus (SIS) Training – All Grade Levels
- Administration Symposiums
- Inclusion Supports for All Grade Levels through TEAMS
- Instructing Students with Disabilities in the Remote Learning Environment
- Understanding Dyslexia and Persistent Reading
- Dive into Universal Designs for Learning (UDL)
- Effective Grading Practices for ACCESS Students
- Expanding Expression Communication Tool
- Registered Behavior Technician Training (RBT)
- How to Differentiate Instruction in Mixed-Ability Classrooms
- Differentiation in the Middle and High School Settings
- ACCESS Digital Days Effective Strategies for Teacher (Access Points Focus)
- Mathematics Scripted Systematic Instruction (MASSI)
- Language Arts Scripted Systematic Instruction (LASSI)
- Hanging In: Strategies for Teaching the Students Who Challenge Us the Most

Social/Emotional/Mental Health Professional Development

- Trauma-Informed Care Training
- Youth Mental Health First Aid
- Compassion Fatigue Training
- Mental Health Training
- Suite 360 Training
- Kognito
- Social and Emotional Online Training

4c. Technology Needs (especially new learning management systems)

School Site Coaching, Virtual, and Remote Training

- Microsoft Teams
- FLVS
- Virtual Textbook Platforms (Think Central, Savvas, HMH, MHE)
- Freckle (school site coaching)
- IXL (school site coaching)
- Mimio (school site coaching)
- Digital days/strategies and support

Leaders

Santa Rosa County Continues to support school and district leaders through various strategies including:

- Monthly leadership meetings by grade band with grade level directors, curriculum coordinators and senior leadership. These meetings include training on remote learning, learning options, COVID safety and mental health strategies related to COVID circumstances
- Our Spring Plan and its strategies will be explained to Principals in Smaller group settings. This provides opportunities for school leaders to seek clarification on specifics of the plan. Presentation materials that leaders can use with their faculties are also provided during these sessions.
- Continual training on how to evaluate successful remote instruction is provided as needed.

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.
Michael Thorpe, Assistant Superintendent of Curriculum & Instruction
Contact information: email, phone number
thorpem@santarosa.k12.fl.us 850-983-5041
Date submitted
12/18/2020
Superintendent Signature (or authorized representative)
Michael Thorpe Michael Thorpe, Assistant Superintendent of Curriculum & Instruction