



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Escambia

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

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during school closures or during the fall term. School districts must ensure that IEP teams are appropriately determining needed services, including compensatory services. If an ELL's reading, writing, listening or speaking skills have regressed during school closures, school districts agree to convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages services are needed.

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

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

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

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- ☑ **Assurance 6: Truancy/Attendance of students.** *The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.
- ☑ **Assurance 7: Continue professional development.** *The district agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide professional 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.

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The Escambia County School District is committed to helping all students achieve a year of academic growth. The strategies, interventions, and supports outlined in this plan are available to all students, regardless of program placement. This includes students in the following district Department of Juvenile Justice (DJJ) programs: PACE Center for Girls, Escambia Boy's Base, and Escambia Regional Juvenile Detention Center, as well as other district alternative programs.

1.a.(1) FOCUS ON CLOSING THE ACHIEVEMENT GAP

Escambia County Schools are committed to progress monitoring and a Multi-tiered System of Supports (MTSS) to help ensure every student achieves at least one year of academic growth. Using quarterly progress monitoring data, classroom performance data, and informal assessments, students in grades K - 5 are identified for reading intervention according to the decision trees of the K-12 Comprehensive Reading Plan. Teachers and administrators use progress monitoring data including, but not limited to STAR 360, iReady, myON, and Accelerated Reader to evaluate student academic progress. For reading, interventions occur during the additional sixty minutes of language arts, scheduled daily during the school day, at all elementary schools. For mathematics, progress monitoring data including, but are not limited to STAR 360 and iReady. This data is used to develop appropriate interventions with in-school supports that include, but are not limited to, Multi-tiered Systems of Supports (MTSS), small-group and one-on-one instruction, push-in/pull-out academic support, and individualized before and/or after school tutoring.

Based on diagnostic assessment results, i-Ready interactive online reading lessons are assigned to each student in grades K–5, and in grades 6-8 for students scheduled into reading intervention. To ensure students develop grade level skills in conjunction with the core curriculum, schools will align the data with the results from the prior-prior FSA and STAR assessment to add teacher-assigned lessons. These lessons will be assigned and reviewed with students twice per month. School administrators will review these assignments, providing feedback to teachers and students.

Elementary schools use myON reading to assign books to students whose data indicates the need for additional interventions (scoring below grade level on progress monitoring assessments). Students will be assigned a minimum of two books at their reading level and two books at a stretch level each month. Additional professional development will be provided to administrators and teachers regarding functionality of the myON platform and the review and interpretation of data to make informed instructional decisions for increased student outcomes. Administrators will review the data twice per month with teachers and develop a recognition program to incentivize students to engage in this reading challenge.

Progress monitoring for secondary students in the area of reading is achieved with the use of STAR 360 Benchmark Assessments (grades 6-10) and USA Testprep Diagnostic and Progress Monitoring Assessments (grades 11-12). Secondary students identified as Tier II or III learners will receive the interventions outlined and documented in ECSD's state-approved K-12 Comprehensive Reading Plan. Decision trees for grades 6-8, 9-10, and 11-12 provide guidance for classroom teachers in regards to

program materials and strategies, duration and frequency of interventions, and performance criteria to determine learning when goals have been met.

Progress monitoring for secondary students in the area of mathematics is achieved with the use of STAR360 Benchmark Assessments (grades 6-8) and district quarterly assessments. Secondary students identified as Tier II or Tier III learners will receive interventions in Personal Math Trainer and/or Math Nation. Students will receive additional opportunities for in-school supports which may include, but are not limited to, Multi-tiered Systems of Supports (MTSS), individualized before and/or after school tutoring, Saturday beyond the bell support, and summer boot camp opportunities. Professional development for classroom teachers, in regards to program materials and strategies used for interventions, is provided by the mathematics department.

1.a.(2) PLAN FOR ADDITIONAL INSTRUCTIONAL TIME

Students in grades K-5 have access to i-Ready Reading and Math, myON and Accelerated Reader 24 hours a day, seven days a week. School administrators and teachers carefully monitor and adjust the student's iReady learning path to ensure lesson content is at the appropriate level to maximize learning outcomes. Students are encouraged to use these applications outside of the regular school day. Schools will develop a recognition program to motivate students to continue their learning beyond the school day. Progress monitoring data is being used to identify students who will benefit from additional instructional time. Several schools will offer after school and Saturday ([schedule](#)) tutoring and remediation.

Students in grades 6 - 8 have access to USA Testprep English Language Arts FSA (LAFS - Language Arts Florida Standards) and STAR Custom which affords extension, intervention, and independent practice opportunities regardless of time of day. Student usage and success will be monitored at the classroom, school, and district levels. Additionally, students in grades 6-8 who are scheduled into an intensive reading class have access to i-Ready Reading 24 hours a day, seven days a week. All students are encouraged to engage in i-Ready lessons outside of the regular school day. Schools will develop a recognition program to motivate students to continue learning beyond the school day.

Students in grades 9-12 have access to USA Testprep English Language Arts FSA (LAFS), including LAFS Writing, USA Testprep ACT Reading and English, and USA Testprep SAT Reading and Writing. These resources provide extension, intervention, and independent practice opportunities that can extend beyond the school day. Students in grades 9 and 10 benefit from STAR Custom, which aligns with progress monitoring data from the STAR 360 Benchmark Assessments. Students in grades 9-12 who are scheduled into an intensive reading class are provided individualized remediation through USA Testprep. Student usage and success will be monitored at the classroom, school, and district levels.

For students in grades 9 - 12, grade and credit recovery opportunities are offered throughout the school year. Additionally, grade and credit recovery opportunities will be available in June and July, 2021.

Loss of instructional time will also be addressed through robust summer school offerings. Summer programs will occur in June and July, 2021. Students in grades K - 8 demonstrating academic regression

and deficiencies in reading and/or mathematics on year end progress monitoring assessments will be eligible for and strongly encouraged to participate in summer programs, designed to provide additional instructional time and address academic deficiencies. Summer grade and credit recovery programs for high school students will also occur in June and July, 2021.

1.b. TARGETED OUTREACH FOR STUDENTS DEMONSTRATING A DECLINE:

Elementary Students (traditional, remote, & virtual):

Using quarterly progress monitoring data, classroom performance data, and informal assessments, students in grades K - 5 are identified for reading intervention according to the decision trees of the K-12 Comprehensive Reading Plan. Progress monitoring results for reading and mathematics are shared with parents to keep them informed of their students' achievement. iReady diagnostic assessment results will also be used to identify student skill gaps in reading and mathematics. These online lessons provide tailored instruction that meets students where they are and encourage them as they develop new skills. Student lessons can be accessed in or out of school using individual, small group, or whole group instruction. Whether students participate in brick and mortar or remote instruction, small group instruction for reading occurs during the additional sixty minutes of language arts during the school day.

Elementary virtual school students are also scheduled in an additional school period used for reading enrichment or intervention, depending on student need. For students identified as performing below grade level, monthly progress monitoring reports will be sent to parents/guardians with guidance on how to support their student at home.

Middle and High School Students (traditional, remote, & virtual):

Students in grades 6 - 12 participating in traditional and remote instruction who demonstrate an academic decline in reading and mathematics, based on district progress monitoring data, are further evaluated through informal assessments. Students will be screened for reading interventions according to the procedures outlined in the K-12 Comprehensive Reading Plan. Small group instruction is an on-going part of instruction for mathematics and reading, regardless of learning modality, to provide additional support. Progress monitoring results for reading and mathematics are shared with parents to keep them informed of their students' achievement.

Secondary virtual school students complete monthly ongoing progress monitoring in reading and mathematics through utilization of Discussion Based Assessments. Discussion Based Assessments are verbal formative assessments completed with the student. Upon completion of the assessment, progress is discussed with the parent and/or guardian. If proficiency is not met, the instructor conducts a follow-up discussion with student and parent to develop a plan for appropriate interventions to address gaps in achievement.

1.c. ADDITIONAL INTERVENTIONS AND SUPPORTS FOR STUDENTS WHO ARE TRANSITIONING OUT OF THE INNOVATIVE LEARNING MODEL:

Students who transition from remote learning or virtual school to in-person learning will continue to receive the full range of multi-tiered system of supports and progress monitoring. Intervention will continue during small group instruction or during additional periods of the day designated for intervention, or during before/after school tutoring. Any student who, based on-progress monitoring or other data, has not achieved grade-level mastery will be strongly encouraged to participate in the appropriate summer program.

While services aligned to the IEP are provided regardless of the model of instruction chosen, IEP team members will consider the unique needs of each student and determine what, if any, amendments to the IEP may be required to assist the student in regaining skills lost due to disruptions in education. Changes in IEPs for students who have experienced regression may include consideration of increased or duration of services or changes to specially designed instructional methods and or materials, as appropriate.

The need for compensatory services will be considered for all students with disabilities. It is anticipated that the majority of compensatory services will be offered during the Summer of 2021 according to the individual needs of the student. District ESE staff will assist with provision of necessary resources which go beyond that which can be provided at the school level.

Students who were in the RtI process prior to the closure and who are remote learners will be assessed further by a school team to determine what additional intervention services are needed to recover lost academic and or behavioral skills.

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

2.a.

Parents of students who are not making adequate academic progress in the innovative learning modality (remote learning) have been notified, in writing, that the innovative learning model is no longer available. The parent has been asked to enroll their student in traditional, face-to-face instruction immediately. Letters were mailed to parents on or about December 11, 2020. Each school called each parent to provide additional information on how to successfully transition students back to traditional instruction.

The district's definitions (one for each level) of "not making adequate academic progress are":

An elementary student in the innovative learning modality is not making adequate academic progress if one or more of the following is true: below grade level achievement (Level 1 or 2) on the most recent FSA score - this includes the FSA ELA and/or mathematics; below grade level performance on the state-required reading and/or mathematics progress monitoring assessment (STAR Early Literacy/STAR Reading and STAR Math); an academic grade of D or F posted in Quarter 1; and/or attendance below 90%.

A middle school student in the innovative learning modality is not making adequate academic progress if one or more of the following is true: below grade level achievement (Level 1 or 2) on the most recent FSA score - this includes ELA, mathematics, and/or EOC exams for Algebra 1 or geometry; below grade level performance on state-required reading and/or mathematics progress monitoring assessment (STAR Reading and STAR Math); an academic grade of D or F posted in Quarter 1; an unresolved Incomplete from the report card during the first quarter; and/or attendance below 90%.

A high school student in the innovative learning modality is not making adequate academic progress if one or more of the following is true: below grade level achievement (Level 1 or 2) on the most recent FSA score - this includes the FSA ELA, and/or EOC exams for Algebra 1 or geometry; below grade level performance on the most recent state-required reading and/or district-required mathematics progress monitoring assessment (STAR Reading, USA Testprep for grades 11 and 12, and/or Schoolnet quarterly assessments; an academic grade of D or F posted in Quarter 1 or an unresolved Incomplete from the report card during the first quarter; attendance below 90%; grade point average (GPA) below 2.0; and/or graduation assessment requirement not met (seniors only).

Parents of students who insist on keeping their student in remote learning will be scheduled to participate in a required child study team meeting. At that meeting, parents will be informed of the academic risks associated with their decision. Strategies and interventions to best meet the needs of the student will be discussed. Parents will be asked to sign a statement to verify they understand the potential academic consequences of this choice.

School social workers/school staff will contact each parent that does not re-enroll their student into traditional instruction and does not return a signed acknowledgement form and participate in a child study team meeting. The contact will include explaining the information in the letter that was sent, answering any questions, explaining the importance of returning to traditional instruction, discussing available interventions, and obtaining a signed acknowledgement form as appropriate.

Each of the following links is a sample of the letter that was sent to the parents of remote learners who are not making adequate academic progress:

[Elementary Letter/Acknowledgement](#)

[Middle School Letter/Acknowledgement](#)

[High School Letter/Acknowledgement](#)

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.

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a. The Escambia County School District recognizes that regular attendance and participation is vital for academic success. In order to foster positive attendance and successful academic progress and achievement, the following strategies are implemented by school and/or district staff:

- Attendance is monitored and recorded daily by teachers.
- School administrators designated school staff to run attendance and enrollment reports to identify students who presented high absenteeism or lack of academic progress.
- Multiple callouts from Superintendent and School administration encouraging daily attendance and participation.
- Use of social media and school websites to promote positive attendance
- Promote attendance within Positive Behavior and Intervention Support (PBIS) framework and attendance awareness programs.
- Calls are made to parents/guardians via School Messenger any time their student misses school.
- School staff makes regular phone calls, mails letters and sends emails to known contact information listed for identified students.
- Teachers provide and allow students to make-up any missed assignments or tests as outlined in the 2020-2021 Rights and Responsibilities handbook.
- School Social Workers (SSW) deliver needed technology (chromebooks and hotspots), resources and learning materials to the homes of students.
- Students are referred to the Attendance Child Study (ACS) team after five (5) unexcused absences in a thirty (30) day period or ten (10) in a ninety (90) day period to determine if a pattern of non-attendance is occurring.
- ACS team members discuss barriers for the student and determine an appropriate intervention plan to help alleviate such barriers and meet the needs of the student and family.
- School staff collaborate with assigned SSW to determine which students should receive a home visit.
- SSWs also work with parents to determine the reasons for not attending or lack of academic progress for nonattendance.
- Referrals for mental health counseling services on school campuses are made when appropriate.
- School will assist with the needs that may arise above and beyond classroom materials, i.e, food, clothing, etc.
- Truancy Court designed as corrective action and identification of student and family concerns and difficulties rather than punitive measures.
 - Once a student reaches fifteen (15) unexcused absences in a ninety (90) day period, School Social Worker and the attendance point of contact from the school will communicate and determine when it is appropriate to refer the student to truancy court.

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- As a result of the student being referred to court and adjudicated truant, the family is required to participate in an initial intake with a Lutheran Services counselor to determine if counseling services are appropriate for the student and/or family.
- Supplemental Nutrition Assistance Program (SNAP) is available for eligible students to assist with behavior modification, decision making, and effective communication skills.
- Parents are required to communicate with student's teachers and relevant school personnel and required to provide updates during subsequent truancy court hearings.
- Ongoing communication with student's school counselor, Mental Health Counselor, etc. for continued support.

b. VPK eligible students will be identified by collaborating with the Early Learning Coalition of Escambia County and by reviewing district records of students who applied for a state Certificate of Eligibility, who are not being served in a current VPK program. Parents will be encouraged to enroll their eligible child in a VPK program for the remainder of the school year or in the VPK summer program. Parents will also be offered the opportunity to enroll in the ReadyRosie program which delivers academic activities for parents and children to use together. This opportunity is made available through a partnership between the school district and Every Child a Reader in Escambia (ECARE). Activities are aligned with kindergarten readiness skills and will be available for a year.

The district will do an additional outreach to all parents using the automated phone system. This call out will encourage parents that, if they have a school age child not currently enrolled in school, to enroll for the second semester. The district will do an additional outreach to the community via a district press release. The press release will share information about remote learners enrolling back in traditional learning as well as encourage parents that, if they have a school age child not currently enrolled in school, to consider enrollment for the second semester.

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).

a. INNOVATION AND VIRTUAL LEARNING MODALITIES

The Escambia County School District planned and provided support for teachers and leaders in our district by developing a myriad of offerings to support traditional, remote, and synchronous teaching and learning. Workshops focused on content-specific strategies, technology tools to enhance engagement, delivery of quality Tier I instruction, and interventions for Tier II and Tier III students. These professional development sessions were made available beginning in June, 2020 and will continue, for entire school sites, and as a part of the coaching cycle. Virtual professional development opportunities are accessible on our website pages, as previous sessions have been recorded and posted for teacher review.

Professional development opportunities include:

- Remote Teaching & Learning
- Creating a Hybrid Environment for Student Engagement
- Tech Tools for Student Engagement
- Planning for Alternative Schedules
- Curriculum adjustments & modifications for Standards based instruction
- Teaching English Language Arts in a Digital Environment

b. INTERVENTIONS TO SUPPORT STUDENTS IN VARIOUS LEARNING MODALITIES

ECSD School staff continue to implement interventions as part of a multi-tiered system of supports (MTSS) to support students in the various district-sponsored learning modalities. Interventions are provided during small group instruction in core academic areas, during the extra language arts periods in elementary school, during before and after school tutoring, and during Saturday school.

Interventions include personalized iReady pathways, iReady teacher assigned lessons, SRA Reading Mastery and Corrective Reading, focused independent practice to promote skill automaticity, explicit learning strategies instruction, supplemental implementation of MathNation, Personal Math Trainer, Khan Academy, Fluency Tutor, and Civics 360.

Teacher and school leader training sessions for the following will be ongoing through Spring, 2021:

- iReady pathways
- iReady teacher assigned lessons
- SRA Reading Mastery and Corrective Reading
- focused independent practice to promote skill automaticity
- explicit learning strategies instruction
- supplemental implementation of MathNation
- Personal Math Trainer
- Khan Academy

- Fluency Tutor
- Civics 360
- STAR Custom
- USA Testprep
- Screening for Reading Deficits (remote or face-to-face)
- Using text materials with fidelity and fully online
- Online assessment challenges and opportunities (SchoolNet, etc.)

c. TECHNOLOGY NEEDS (ESPECIALLY NEW LEARNING MANAGEMENT SYSTEMS)

The district's Raise the Bar conference is scheduled for June 2021. This conference is multi-disciplinary, with a focus on meeting learning deficits, closing learning gaps, and meeting deficits that have occurred due to the Covid-19 closure and delayed start of school. The conference provides an experience for our teachers that is similar to that of a State Conference, using a technology-based approach to enhance traditional and remote teaching and learning. Topics for this year's conference will include but are not limited to:

- Progress Monitoring Data Analysis to create Data-Driven Instruction
- Tech Tools for Student Engagement
- Planning for Alternative Schedules
- Curriculum Adjustments & Modifications for Standards-Based Instruction
- G Suite Training

The professional development listed below each address one or more of the three areas of support for teachers and leaders:

Monthly Choice PD: The district's instructional technology teachers provide several different training sessions multiple times a month that assist teachers in the use of instructional technology resources and strategies to help students master Florida's academic standards.

Gale Cengage e-Book Collections: The district has an e-book library license with Gale Cengage with book titles from nationally recognized educational professional development publishers that include books titles that support teacher's use of instructional technology, virtual learning modalities, standards-based planning, teaching, and assessing, and professional practices. The e-books are available to all employees anytime throughout the year.

e-mail Sharing Resources: The district content area specialists send email communications directly to teachers with resources and explain how to use the resources shared.

Weekly Newsletters: Weekly newsletters are provided to teachers and school leaders which contain bite-sized professional development in the form of short videos and articles. Weekly/monthly newsletters provided to teachers and school leaders include:

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- EPIC Connections (Evaluation Pedagogy Innovation Culture) - weekly teacher newsletter
- Monday Message - weekly librarian newsletter
- English Language Arts - monthly teacher newsletter
- Ignite Science - monthly teacher newsletter
- Specialized Scoop - quarterly ESE teacher newsletter

ECSD Remote Learning PD website: A [website](#) developed by the district's professional learning department to assist teachers who are teaching remote and hybrid learning environments. The training resources are available to all employees throughout the year.

ECSD New Teacher Resources website: A [website](#) developed by the district's professional learning department that serves as an induction website for teachers who are new to our district. The website includes links to the ECSD remote learning professional development website as well as links to each of the content area specialist websites.

Instructional Classroom Walks: The district content area specialists conduct content specific walks with site-based administrators, focusing on schools with a high concentration of struggling learners. The specialists participate in coaching conversations with the site-based administrators to help the site-based administrators provide effective, actionable curriculum and instruction feedback to their teachers and identify and plan effective professional development that addresses the needs identified during the instructional classroom walks.

Instructional Coaching: The district provides instructional coaching to teachers. The instructional coaches assist with planning instruction, reviewing formative assessment data, and providing individualized professional development to address instructional needs identified as part of the on-going coaching cycle.

English Language Arts Department Chair Meetings: The district ELA department conducts meetings with department chairs from each school. The meetings provide professional development in the form of professional conversations in the context of book studies, instruction of standards, accessing and utilizing instructional materials and related resources, and data analysis. The meetings are structured as Professional Learning Communities.

State approved District Add-On Endorsement Courses: The district has two add-on endorsement programs (Reading Endorsement and our PDCP-FEAPs course) that have sessions designed to enhance teaching practices and learning outcomes for all teaching and learning modalities. These courses are offered on an on-going and repeated rotation to increase access for teachers to participate throughout the school year.

Acknowledgement

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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.

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| Name and title of person responsible for completion and submission of the Spring 2021 Education Plan. | |
| Steve Marcanio, Assistant Superintendent, Curriculum & Instruction | |
| Contact information: email, phone number | |
| smarcanio@ecsdf1.us | 850.429.2918 |
| Date submitted | |
| December 16, 2020 | |
| Superintendent Signature (or authorized representative) | |
|  | |