



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# Spring 2021 Education Plan and Assurances

## Florida State University Schools

*Due: December 15, 2020*

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

### District Education Plan Assurances

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

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

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

## Spring 2021 Education Plan and Assurances

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

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

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

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

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

## Spring 2021 Education Plan and Assurances

☒ **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.

#### **FSUS Closing/Addressing Achievement Gaps:**

FSUS continues to identify students that have learning needs and particularly those that have been exacerbated during the pandemic. Students are routinely monitored by multiple layers of educational leaders including teachers, team leaders, ESE staff, academic deans, behavioral deans, social workers, school counselors and principals. Data is reviewed at grade level team meetings, progress monitoring meetings, and/or during MTSS meetings. Data used includes: attendance, discipline, grades, STAR, iReady, Adaptive Progress Monitoring (APM) data, classroom based assessments, grade level progress monitoring meetings and teacher observations.

#### **District's plan for Additional Instructional Time:**

FSUS continues to provide tutoring for struggling students including during and after school. PAL tutoring is scheduled to begin in January. Certified teachers and teaching assistants work with small groups of students and one-on-one with elementary students. Secondary students will be provided additional academic support during the school day with students receiving targeted academic support in core content areas. Secondary support is provided and/or supervised by content-area teachers. Students are assigned to intervention classes during the instructional day and/or after school as needed.

In addition to qualified teachers and teaching assistants, we include our Extended Day staff for instructional support. Extended Day services are offered from 3:00-6:00 each day (Monday-Friday). Planning is underway for 2021 summer programs for current students, in-coming students and incoming kindergarten students who may have not have had access to VPK. Programs will begin in June and continue through August.

# Spring 2021 Education Plan and Assurances

**Targeted Outreach:** FSUS has a unique leadership team structure that provides a strong network of intervention and support. Academic Deans provide individual grade/attendance/academic standing reviews weekly. Counselors provide individual counseling support for mental health and family support. Academic Deans and Counselors meet weekly with FSUS Principals and teachers. Globally, students who are demonstrating a decline on the district's progress monitoring system for reading and mathematics, by grade level and by learning modality are identified by FSUS teachers, team leaders, academic deans and student support service staff (i.e. counselors, ESE, Reading Intervention Teachers). Once identified, intervention plans are put in place. Interventions include tutoring, credit recovery (both virtual and in person) and intervention academic programs. Specifically, FSUS implemented:

- **PALS Learning Academy**(Practicing Academic Learning Skills): Based on iReady data, targeted skill instruction is being provided to all students Grades 1-8 that are not meeting grade level standards and goals. PALS Learning Academy began in December for grades 1-5 and in January for grades 6-8.
- **Edgenuity:** FSUS established Credit Recovery Lab for students to receive targeted instruction, complete courses with failing grades and fill in learning gaps identified through standards-based assessment data provided by teachers.
- **Adaptive Progress Monitoring Testing:** For secondary students, differentiated instruction in English Language Arts. Based on need identified through testing, students are enrolled in Reading Plus and/or are enrolled in an Intensive Reading course taught by FSUS teachers.

**Additional Interventions and Supports:** Students who are transitioned out of the innovative learning model are provided additional supports from team members. Upon notification (see attached letter), students who return to our FSUS campus and begin their support programs. Students who do not return to campus are provided distance learning supports.

These supports include PALS (Practicing Academic Learning Skills) tutoring, pull-out and small group intervention with teachers and teaching assistants, academic advising, credit-recovery opportunities, additional after school teacher led tutoring, and mental health counseling as needed. All interventions are specific to the student need to close achievement gaps, address credit recovery, failing grades, attendance concerns, mental health supports.

## Spring 2021 Education Plan and Assurances

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.

### Offering Innovative Learning Modality:

FSUS is working to offer this only to students who are making adequate academic progress. Principals and Academic Deans have been meeting with families and students since September to transition students to on campus learning. The first weeks that FSUS began this work in September 2020, over 50 students transitioned back to campus. That trend continues as Families are supported and respected in their choices; those with concerns for on campus learning were provided additional supports without repercussions. This process was managed through meetings with students, families, teachers, counselors, principals and academic deans.

New to this process is FSUS providing written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. Please see attached letter. Families will receive the letter indicating the student's academic progress after the 1<sup>st</sup> semester.

Sample letter: (PDF Attached)

December 11, 2020

To the Parent/Guardian of XXXXXX,

Since the beginning of the 20/21 school year, our FSUS teachers, deans and principals have been reviewing student academic performance and attendance data on all of our students. For all students, our team has worked to closely monitor learning, academic achievement, attendance, discipline and social emotional needs.

Florida State University Schools uses progress-monitoring data to inform instruction and student placement. Data from the STAR assessment, iReady Diagnostics, classroom grades, and teacher input indicate that XXXXXX is far below expectations and not progressing in XXXXX grade according to our Pupil Progression Plan in the areas of ELA and Math. His test scores and grades from this year are listed below:

**\*\*\*\* Examples below: This would be empty and data included for each student\*\*\*\***

**STAR Reading:** Scale Score – 8; 1%

**STAR Math:** Scale Score – 227; 34%

**iReady Diagnostic Reading:** Scale Score – 361; 17%

**iReady Diagnostic Math:** Scale Score – 335; 7%

## Spring 2021 Education Plan and Assurances

**Quarter 1 Grades:** ELA – 81% B, Math – 75% C

**Quarter 2 Grades:** ELA – 59% F, Math – 49% F

Using innovative strategies, we have worked with our Distance Learners to provide a high quality education. Despite strategies, interventions and creative supports in place, your student \_\_\_\_\_ continues to struggle academically. We believe it is in the best interest of your students to return to in-person, on campus instruction as soon as possible.

We are officially notifying you in writing that, due to XXXXX' s significant lack of progress/readiness/success, we are requesting that XXXXXX return to campus for in person learning on January 5 2021. This will help XXXXX master grade level expectations moving forward.

Please know that the decision to request that your student return to campus is not taken lightly. FSUS respects parental choice and understands that there may be circumstances in which students are not able to return to campus. Please indicate your response to this request below.

\_\_\_I acknowledge that my student is not making adequate progress according to FSUS Pupil Progression Plan and will return to campus on\_\_\_\_\_.

\_\_\_I acknowledge that my student is not making adequate progress according to FSUS Pupil Progression Plan and will continue to learn via Distance Learning.

Student Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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.



## Spring 2021 Education Plan and Assurances

Vulnerable students attending FSUS have been identified. Our vulnerable student population includes students with low attendance, low grades, mental health concerns and needs and/or low progress monitoring assessment scores.

FSUS operates as a charter lab school and admits students through a lottery system. We value the close relationships that we have with our families. With the relationships established, and continued, throughout the pandemic, FSUS has maintained contact with all currently enrolled FSUS students. FSUS has accounted for 100% of their current students (i.e. no missing students). Academic Deans and Principals meet weekly on grade/content area interventions and progress. Reports on academic process are produced bi-weekly for review by teams. Interventions and communication are logged in FOCUS student information system to ensure seamless communication among the team and students.

FSUS has opened admissions lottery portal early (December) to enroll and then identify incoming students who may need summer programming and/or transitional academic support. For example, this will allow FSUS to offer credit recovery for high school students or summer school support for students that may have missed VPK. Early enrollment programs will focus on “early” interventions to set students up for academic success and acceleration in the 21/22 school year. Incoming students will join current students in summer programs as appropriate.

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).

For 2021, FSUS teachers will continue this training and will include new training on new Florida State standards. FSUS Leadership team will also participate in this training along with attending critical Florida educational leadership trainings offered by PAEC, NEFEC and Florida State University training.

Throughout the August professional learning, training was provided for general learning and students Interventions to support students in various learning modalities; meaning that each platform training included training on how to support Distance Learning students that were learning from home.

FSUS technology needs center on refinement of the learning management systems implemented this year. New learning management systems include Edgenuity (with training for counselors and administrative team included), additional training on iReady and additional Adaptive Progress Monitoring (APM) training for teachers and support staff.

## Spring 2021 Education Plan and Assurances

FSUS teachers were trained August 2020 on platforms, progress monitoring tools and best practices. For the Spring of 2021, FSUS will continue to provide professional learning on the programs listed below. Our FSUS Leadership Team participated in the trainings.

- **iReady Toolbox:** Data review and Tier 2 Interventions for all students including students with various learning modalities.
- **Mental Health Support:** At Risk Students and for students needing stress management, life skills and general support. Training included tele-therapy resources and virtual student advisory planning.
- **STAR:** Assessments, review and analysis including alternate assessment planning for distance learners.
- **Google Classroom:** Beginning, Intermediate, Advanced levels. To support multiple modalities, all teachers and students load lessons and assignments on the Google platform. This allows students and faculty to shift seamlessly from learning on campus to distance learning as needed.
- **Go Formative** Learning Platform
- **FOCUS** (Student Information System) Training: Messenger, Google Classroom Integration, Student Upload, Teacher Webpage, e-Student Seating Chart. FSUS continues to use FOCUS app and web page to manage communication with families, grade levels and individual students.
- **ChatterHigh:** Mental Health, Career/College planning. This digital platform allows for students to take required mental health curriculum/learning, college and career exploration as well as work in teams in all areas of learning. Students work on ChatterHigh curriculum during Advisory. All learning is done on line to support on campus and distance learners.

## Spring 2021 Education Plan and Assurances

- **Hybrid Zooming**
- **Socioemotional Learning: Best Practices for Back to School in the Covid**
- **EdPuzzle**
- **Padlet**
- **Peardeck**
- **Remind**
- **Edgenuity: Credit Recovery, Spring 2021 training**
- **Adaptive Progress Monitoring (APM)**

## Spring 2021 Education Plan and Assurances

### 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.

<b>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</b>
Dr. Stacy L. Chambers
<b>Contact information: email, phone number</b>
<a href="mailto:slchambers@fsu.edu">slchambers@fsu.edu</a> 850.245.3712
<b>Date submitted</b>
December 14, 2020
<b>Superintendent Signature (or authorized representative)</b>
<i>Dr. Stacy L. Chambers/E-signature</i>