



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[Florida A&M University Developmental Research School- FAMU DRS]

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

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

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

Directions

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

District Education Plan Assurances

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

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

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

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

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

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

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

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

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

District Spring 2021 Education Plan

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

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

Spring Intervention Plan

1a. In alignment with its Spring 2021 Intervention Plan and to focus on closing achievement gaps, particularly for those that have exacerbated during the COVID-19 pandemic, FAMU DRS will utilize the following evidence-based strategies to address the district's K-12 deficiencies in the three main data component areas: Gains, Lows, and Achievements. As such, the district continues to incorporate technology-based instructional tools/resources (i.e. iReady, STAR Reading/Math, Study Island) within each classroom and for each core subject area for adaptive and predictive learning capabilities while utilizing data-driven instruction and decision-making to specify additional interventions and supports for those students not making adequate progress including: 1) changing the learning platform of identified K-12 students in the district's innovative platform to the traditional learning platform, 2) increasing instructional time to include one-to-one instruction and small group instruction, and 3) providing intensive instructional support services and after school, weekend and/or summer programs for elementary, middle school and high school students. Increased or intensive instruction for identified elementary school students will include one-to- one intensive learning and/or student

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support services (in content area courses) provided through small group instruction during the school day. Intensive instructional support services for elementary students will also include after school, weekend and/or summer programs utilizing the district's Beyond the Bell Program. Intensive support services for middle and high school students will also include one-to-one instruction and small group instructions provided through student support services (in content area courses) offered during the school day, and through after school, weekends and summer program intensive academic cohorts during the district's Beyond the Bell Program. Through progress monitoring, the district will also continue to place middle and high school students identified as not making adequate progress in reading and/or math in intensive reading and/or math courses throughout the spring semester.

The Beyond the Bell Program provides research-based instruction in the content areas or intensive ELA, Math, Science and Social Studies cohorts afterschool (Monday -Thursday from 3:30 pm – 5:30 pm) and on weekends (Saturdays from 8:30 am – 12:00 pm).

Moreover, the Beyond the Bell Program is the district's intensive content area cohorts for students in grades K-12 in a more restrictive environment that is held physically on the DRS campus for each identified student and is available for limited students via online.

The district will also provide intensive instruction in core subject areas during the DRS 2021 Summer School Program (Monday – Thursday from 8:30 am – 1:00 pm) for those students who continue to demonstrate deficiencies due to lost time within the classroom. Utilizing technology-based instruction in the district's afterschool, weekend and summer program will provide students with real-time instruction and feedback, while also simulating and providing practice for Florida Standards Assessment (FSA) and State Standards expectations. Moreover, increased opportunities for instructional time will provide students with extra support and progress monitoring for instructional time lost in core content areas during Spring 2020, Fall 2020, and any time during Spring 2021 respectively.

1b. Through data-driven instruction and decision making, FAMU DRS will continuously analyze baseline, mid-year, and end-of-the-year data throughout Spring 2021. As a result, students who are demonstrating a decline as evidenced by the district's progress monitoring system for reading and mathematics, by grade level and by learning modality, will benefit from appropriate and needed interventions. In collaboration with its Student Support Services Team, the district will target such students for increased opportunities for instructional time in the content areas throughout the school year including requiring identified students to return to the traditional learning platform who are distance learning,

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providing one-to-one intensive instruction and related student support services, and giving priority for the intensive ELA, Math Science and Social Studies cohorts afterschool (Monday – Thursday from 3:30 pm – 5:30 pm) and on weekends (Saturdays from 8:30 am – 12:00 pm) during the school district’s Beyond the Bell program. Targeted students will also be given priority to attend the DRS 2021 Summer School Program (Monday – Thursday from 8:30 am – 1:00 pm) and receive any related services that are offered during the summer.

1c. Identified students who were learning in the district’s distant (innovative) learning platform for Fall 2020 and those in Spring 2021, who continue to not make adequate progress or learning gains are required to return to the school to participate in the traditional learning platform. Such students are identified as Tier III and will receive additional academic support and interventions, specifically in reading and math, utilizing the district’s Multi- Tiered Support Systems (MTSS) process. The school district continues to use a multi-tiered system of supports to make K-12 data-based decisions about the intensity and duration of behavioral and academic supports and services necessary for students. At Tier III, students receives scientific research-based interventions, as determined by the Student Support Services/IEP team, at a greater intensity (frequency and duration). It is determined that the student is not making adequate progress if academic performance is significantly discrepant for the chronological age or grade level in which the student is enrolled, based on multiple sources of data when compared to multiple groups, which include the peer subgroup, classroom, school, district, and state level comparison groups. Also, if the student continues to need interventions that significantly differ in intensity and duration from what can be provided solely through general education resources to make or maintain sufficient progress, the Student Support Services/IEP team will also take into consideration if the student has been provided with well-delivered scientific, research-based general education instruction and interventions of reasonable intensity and duration with evidence of implementation fidelity within the innovative platform, the student's rate of progress is insufficient or requires sustained and substantial effort to close the achievement gap with typical peers or academic expectations for the chronological age or grade level in which the student is currently enrolled. The Student Support Services/IEP team will also review regression data and provide compensatory services to identified students as needed.

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2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
- Offer the innovative learning modality only to students who are making adequate academic progress.
 - 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.

Innovative Learning Modality

2a. FAMU DRS uses a multi-tiered system of supports to make data-based decisions about the intensity and duration of behavioral and academic supports and services necessary for our students. If adequate progress is not made for any tier (Tier I, Tier II, or Tier III), identified students are considered for appropriate supports and/or services, regardless of whether the student is participating in the 5-Day In-Person, Hybrid, or Distance Learning Instructional Platform. For Spring 2021, FAMU DRS will offer its distance learning or innovative learning platform only to students who are making adequate academic progress and not failing more than one core academic subject. The district will require students who are identified as not making adequate progress or learning gains at any time during the spring semester to return to the school to participate in the traditional learning platform. Utilizing baseline and mid-year data, the district will continuously streamline and identify students who are in the distance learning platform and who will benefit from continuous progress monitoring and appropriate/needed interventions through the school's traditional learning platform. The district will require such students to return to the school's in-person/traditional learning platform beginning Spring 2021 and throughout the spring semester. Moreover, increased opportunities for instructional time in the traditional learning platform will provide such students with extra support and progress monitoring for instructional time lost in core content areas during Spring 2020, Fall 2020 and any time during Spring 2021 respectively.

2b. The district will notify the parents/guardian of each identified students in writing (in the language preferred by the parent/guardian) that the child is not making adequate progress and the educational risk associated with remaining in the distance learning

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platform. The district will obtain written acknowledgement from the parent or guardian verifying the receipt of the provided information and their agreement to educate their child in the innovative learning platform or return to the school's in-person/traditional learning platform. Parents who chose to have their child remain in the innovative learning platform must agree to the child attending identified intensive academic cohorts (i.e. one-to-one instruction, afterschool and/or weekends) and the DRS 2021 Summer School Program, including any related services that are offered during the summer. The district will also inform the parent/guardian that the student's failure to attend each recommended targeted or academic intensive program may result in academic failure for the 2020-2021 school year. FAMU DRS will submit to the Florida Department of Education a copy of the written acknowledgement form that it will provide to parents/guardians (See Attachment A).

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.

Enhanced Outreach- Truancy/Attendance of Students

3a. FAMU DRS established the 2020-21 DRS K-12 Attendance Committee. One objective of the DRS Attendance Committee is to track and monitor students who are neither logging into the distance learning platform nor are attending on campus as required. The committee meets weekly to discuss and report student attendance in the traditional/in-person and distance learning platforms and implement best practices for student attendance. To date, the committee has revised the DRS attendance policy to improve enforcement practices and school administrators have implemented faculty trainings and flowcharts within each school to train and inform teachers on the attendance policy and requirements, including daily enforcement. DRS school administrator also work with the school district's guidance and social work departments to monitor student's daily attendance K-12. Parent/student workshops and conferences are held for each grade span and for identified students and families to discuss attendance patterns. The DRS guidance and social work departments also conduct home visits for vulnerable students (and families) that have high rates of absences or failure to attend either in the traditional/in-

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person or distance learning platforms to offer resources and services to improve student attendance. During Fall 2020, several students, K-12, returned to the campus for traditional/ in-person learning due to the Committee recommendations. For Spring 2021, the DRS K-12 Attendance Committee and Leadership Team will continue to meet on a weekly basis to review attendance data and implement best practices district-wide to improve student attendance and attendance patterns. Those students who continue to have limited or no contact with the district will return to the campus for traditional/ in-person learning.

3b. FAMU DRS is a recognized K-12 lab school and does not offer VPK services within the school district. However during Spring 2021, FAMU DRS will identify kindergarten-eligible students (for 2021- 2022 admission) with the goal of engaging such students in maximizing kindergarten readiness. The district will offer identified students an opportunity to attend a 3-week academic intensive program during Summer 2021 to support long-term academic achievement and close achievement gaps particularly those exacerbated during the pandemic. Utilizing baseline data, the district will identify academic gaps and provide scientific and research-based intensive instructional and interventions for each student to increase learning capabilities.

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).

Professional Development

4a. FAMU DRS will continue to provide district-wide professional development opportunities to support teachers and leaders in implementing the Spring 2021 Education Plan. Professional development will include trainings and workshops on improved use of the district's learning management system (LMS) Google Classroom and best practices for Hy-Flex/Distance Learning. FAMU DRS will partner with the Panhandle Area Educational Consortium (PAEC) and the Florida A&M University to provide trainings to faculty members and leaders. School leaders will participate in differentiated professional development opportunities to increase school improvement based upon academic support

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for students and increased instructional strategies for teachers. Faculty members and leaders will receive in-service points for attending and completing each training session.

4b. Professional Development will also include district-wide (teachers and leaders) trainings and workshops on interventions to support students in various learning modalities including how to identify and serve struggling students in virtual learning platforms, best practices for differentiated instruction and closing the achievement gap for high -risk students. FAMU DRS will partner with the Panhandle Area Educational Consortium (PAEC) and the Florida A&M University College of Education to provide trainings to faculty members and leaders. Faculty members and leaders will receive in-service points for attending and completing each training session.

4c. FAMU DRS will also continue to provide professional development opportunities for teachers and leaders regarding technological needs including innovative software and hardware that improve learning environments. At a minimum, teachers and leaders will receive training on updates in Google Classroom and FOCUS as well as new instructional software offered in the district (i.e. iReady). Faculty members and leaders will also receive in-service points for attending and completing each training session.

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.
Micheal D. Johnson
Contact information: email, phone number
Micheal.johnson@famu.edu ; (850) 412-5939
Date submitted
12/15/2020
Superintendent Signature (or authorized representative)
<i>Micheal Johnson</i>



400 W. Orange Ave. Tallahassee, Florida 32307

December 15, 2020

Dear Parent or Guardian:

I would like to thank you for your support as the FAMU DRS School District continues to respond to the COVID-19 Pandemic. I am truly proud of the way our faculty, staff, students and parents have handled the demands we face each day to protect and educate the Baby Rattler family during this time. As you know for Fall 2020, FAMU DRS provided parents with the opportunity for their child to attend school in either the hybrid, 5-day a week, or distance learning platforms.

As a school district, we are monitoring the educational environment, including student performance and each learning platform, for evidence of student academic success and overall school improvement. This letter is to notify you that your child _____ is not making adequate progress in **reading and/or mathematics** based upon the district's progress monitoring measurements of classroom grades, attendance, and/or district assessments. As a result, he/she is in danger of academic failure in **reading and/or mathematics** for the fall semester. For Spring 2021, FAMU DRS requires your child to return to the traditional (in-person) learning platform where he/she can benefit from one-to-one interventions and individualized assistance. If you chose for your child to remain in the district's distance learning platform, your child must attend an identified intensive academic cohort (i.e. one-to-one intensive instruction, afterschool and/or weekends programs) and/or the DRS 2021 Summer School Program, including any related services that are offered during the summer. Your child's failure to attend each recommended targeted or academic intensive program may result in academic failure for the 2021-2022 school year.

Should you have any questions or concerns regarding this letter, please do not hesitate to contact your school administrator or me at (850) 412-5939. I can also be reached at: micheal.johnson@famuedu. Thank you again for your continued support and we look forward to a great Spring 2021.

Onward,

Micheal Johnson
Micheal D. Johnson
Superintendent
FAMU DRS

I acknowledge receipt of this letter and it is my intent for my child _____ to: (Please Check)

1. _____ Return to the FAMU DRS traditional learning platform.
2. _____ Remain in the FAMU DRS distance learning platform.

I also understand that If I chose for my child to remain in the district's distance learning platform, my child must attend an identified intensive academic cohort (afterschool and/or weekends) and/or the DRS 2021 Summer School Program, including any related services that are offered during the summer. My child's failure to attend each recommended targeted or academic intensive program may result in academic failure for the 2021-2022 school year.

Signature

Date

Spring 2021 District Professional Development Calendar

Date	Type of Training	Training Focus	CU
Monday, January 4, 2021	In-service	School Improvement, B.E.S.T. Standards, Initial FSA Administration Training, DOE APM Training/Introduction	3
Friday, January 8, 2021	Leadership Training	Beyond the Bell Leadership Training for School Improvement (Facilitator: Ms. LaBissiere, Title I/ESOL Coordinator)	1
Tuesday, January 19, 2021	Beginning Teacher Professional Development	Session 1 - Spring 2021	Included in BTP CUs
Wednesday, January 20, 2021	Faculty Professional Development - District PD	Google Classroom Updates; FOCUS Training Update; Beyond the Bell; Breaking Down the Standards and Test Item Specifications; Progress Monitoring through Understanding and Administering Assessments	1
Friday, February 5, 2021	Leadership Training	Disaggregating the Data and Data-Driven Decision Making Leadership Training for School Improvement (Facilitator: Ms. Claitt, Data and Accountability Coordinator)	1
Tuesday, February 16, 2021	Beginning Teacher Professional Development	Session 2 - Spring 2021	Included in BTP CUs
Wednesday, February 17, 2021	Faculty Professional Development - District PD	Break Out, Focused PD Sessions: Math Instruction and Data Dive - Best Practices ELAR Instruction and Data Drive - Best Practices Science Instruction and Data Drive - Best Practices Social Sciences Instruction and Data Drive - Best Practices CTE Instruction and Data Drive - Best Practices Performing/Practical Arts Cross Curricular Instruction - Best Practices	3 (2 hours completed during verified departmental meetings)
Friday, March 5, 2021	Leadership Training	COGNIA Training - Accreditation Planning and Preparation (Facilitators: Ms. Claitt, Data and Accountability Coordinator; Ms. LaBissiere, Title I/ESOL Coordinator)	1



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Tuesday, March 23, 2021	Beginning Teacher Professional Development	Session 3 - Spring 2021	Included in BTP CUs
Wednesday, March 24, 2021	Faculty Professional Development - District PD	FSA Training - Part 2	1
Friday, April 2, 2021	Leadership Training	FSA Training for Administrators - Districtwide (Facilitators: Ms. Wallace, Director of Counseling; Ms. Jerry, Director of Student Support Services)	1
Tuesday, April 20, 2021	Beginning Teacher Professional Development	Session 4 - Spring 2021	Included in BTP CUs
Wednesday, April 21, 2021	Faculty Professional Development - District PD	Performance Matters and Progress Monitoring Training	1
Friday, May 7, 2021	Leadership Training	Administrative Progress Monitoring Training (Facilitator: Ms. Claitt, Data and Accountability Coordinator)	1
Tuesday, May 18, 2021	Beginning Teacher Professional Development	Session 5 - Spring 2021	Included in BTP CUs
Wednesday, May 19, 2021	Faculty Professional Development - District PD	Teacher-Parent-Student Communications: Establishing Relationships and Keeping the Lines of Communication Open to Support Student Learning	1
TBD	Beginning Teacher Professional Development	Portfolio Presentations	Included in BTP CUs
Tuesday, June 1, 2021	Faculty Professional Development - District PD	MTSS Process for Summer Interventions	3
Wednesday, June 2, 2021	Faculty Professional Development - District PD	HyFlex Instructional Model Training and Best Practices	3

*Additional professional development is provided to FAMU DRS faculty, staff, and administrators through PAEC, FDLRS, and Florida A&M University.