



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Hendry County School District

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. (NOT APPLICABLE)

☒ **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.

Hendry County School District Spring Intervention Plan:

For the Spring Semester of the 2020/2021 school year, the Hendry County School District (HCSD) will offer two options in an effort to return the majority of our students to a traditional brick and mortar setting, while allowing a continuation of the Option 2: Digital Learning piece to fit a family's need to remain in the Digital Learning format due to health and safety reasons.

Option 1: Traditional On-Campus - a return to the assigned school campus and the classroom where students will interact directly with their teacher(s) and classmates.

Option 2: Distance Learning Online –

Elementary: Elementary students will maintain their connection to their enrolled school through a digital platform with live synchronous and asynchronous instruction with the same curriculum as in-person instruction. Each elementary school provides a virtual teacher(s) to implement the curriculum and interventions through this modality.

Secondary: Hendry Online Learning Academy (HOLA) is the District's in-house virtual school option for secondary students. This is facilitated by dedicated distance learning online instructors at the secondary level. These teachers will utilize Edmentum curriculum and coursework to support students who choose this virtual learning model.

- The district will lay out parameters for this Option 2 and review with each student who chooses this option.
- Any student who is not successful in this option and remains unsuccessful will require parent meetings for input and discussion of options every grading period.

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- Student with disabilities (IEPs and 504s) and English Language Learners will be provided accommodations and interventions through scheduled collaborative support by a certified teacher of students with disabilities and a paraprofessional.
- Courses that are not available through the Edmentum platform will remain in a synchronous learning platform through the districted secondary school: courses such as Advanced Placement, Honors, and CTE.

Devices and internet hotspots will continue to be available to support students who participate in this option.

Expectations:

- Students are at home learning and will need access to a device and internet
- Instruction is provided remotely
- Elementary students can expect daily lessons with face to face connections
- Secondary students can target self-paced coursework for every period/credit with identified teacher support, as needed.
- Attendance will be taken daily in each course

Additional Supports:

- Virtual office hours and small group sessions to meet social and academic needs
- On demand access to a library of tutorials, trouble-shooting, and tech support
- Tips and strategies to support students learning off campus
- Support from case managers and academic intervention/collaborative teachers to meet student needs during regular school hours

Necessary Components for Successful Options –

- a. In an effort to focus on continually closing the achievement gaps for our HCSD students (K – 12), (gaps that may have been exacerbated during the pandemic), the district plans to include additional instructional time and support in afterschool programs, Saturday programs, and summer programs that will run on multiple days for an extended period of time at each school. Any additional time for academic instruction will be data-driven to support the student need for targeted and purposeful intervention based on the needs of the student(s). Priority will be given to students returning to the traditional modality from the innovative (Option 2: Digital Learning or Option 3: Virtual Learning) and those students who fall below grade level. Particular attention will be paid to students needing phonics instruction, vocabulary acquisition strategies, and reading comprehension strategies. MaxScholar (Orton-Gillingham), Lexonik, Xtreme Reading, Leveled Literacy Intervention, Edmentum, Apex, and iReady will be utilized for the various student need at all grade levels. Targeted students needing intervention in math will receive intervention through IXL, iReady, Freckle, etc. during additional instructional time, after school programs, Saturday programs, and summer programs. Secondary students will also be identified for various intervention through the Early Warning System in place that identifies students in jeopardy of not graduating due to low GPA, lack of credits, not passing FSA assessments, and poor

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attendance. These students will be identified and targeted for the various intervention programs, as well.

Opportunities for virtual tutoring sessions and support will be provided to students who continue enrollment in the Digital Option 2: Distance Online Learning (K-12). Students will be targeted through the same assessments for reading and math. Sessions will be small group or one-to-one with a teacher who will provide interventions.

The Hendry County School District's Summer Program will be provided at all grade levels through various targets and modalities. Students who continue to need the additional intervention in Reading will be offered the Summer Program (K-5), and secondary students will be offered Credit Recovery (6-12) through the EdMentum program and Apex Learning (for struggling readers) and teacher intervention and support. The summer program will run through the month of June.

- b. The district will provide targeted outreach for students (K-12) who are demonstrating a decline on the district's progress monitoring system (iReady) for reading and mathematics, by grade level and by learning modality. Using iReady Diagnostic 2 from December, the district will focus on students with deficiencies and gaps in achievement and provide interventions with explicit and systematic direct instruction. If an effort to receive the most accurate and valid data for student profiles, students who are currently in the distance learning option were assessed at school sites during appointment times with proctors in place. Based on data, targeted students in reading and math will receive interventions from state certified teachers in an afterschool and/or summer setting. Interventions include, but are not limited to: Max Scholar – Orton Gillingham, iReady phonics for fluency, Leveled Literacy Intervention, Lexonix, TeachTown, enCore, Students with achievement gaps in reading will also receive small group instruction beyond the 90-minute reading block by reading resource teachers. In April/May, when the iReady diagnostic 3 is given, students who still experience deficiencies will be invited to a summer recovery program. This program will be for 20 days in the month of June and will include very specific skill development in reading and math. Students who are transitioned out of the distance learning option, and are experiencing loss will receive additional services and support from resource teachers. For grades k-3, an at home app (footsteps to brilliance) will be provided to all students who are identified and targeted for intervention.

Based on these determinations, the schools will utilize the MTSS/RtI framework. The district continues robust progress monitoring and requisite interventions to all students, with tiered support for students not making adequate progress. When progress monitoring data indicates a decline in reading and/or mathematics, targeted interventions will occur following the guidelines of Hendry MTSS framework.

- c. Similar interventions and supports (mentioned previously) will be provided to students who are transitioned out of the innovative learning model. Each student who is transitioned from the Option 2: Digital Learning model, regardless of grade level, will receive intervention based on needs targeted through the diagnostic assessments. All

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diagnostic assessments (K-12) have been given throughout the school year to both traditional option students and digital option students. Data will be reviewed upon each student's return in order to determine the need for additional intervention, as well as the appropriate intervention and tiered support through the full array of services afforded to them. In addition, the traditional school will schedule counseling sessions in an effort to acclimate the student back to the in-person learning modality setting which may include assistance in socialization, campus navigation, and school processes and procedures. This may also include teacher/parent conferences to address any parental concerns and to inform and include the parent in the development of an intervention plan or RtI that will best meet the needs of the student in order to mitigate any learning loss and re-establish adequate progress. This plan may include follow up meetings to discuss/track ongoing student progress. For a student with a disability, the IEP team will convene to determine the student's least restrictive environment.

- d. **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.

Innovative Learning Modality:

In an effort to support the needs of the students and families in the district by offering the innovative learning modality of Option 2, the Hendry County School District will continue to provide options at both the elementary and the secondary level. However, the district is strongly recommending a return the traditional brick and mortar option for those students currently on Option 2: Digital Learning modality and not making adequate progress, or minimally participating in their digital coursework.

Every student in the school district who is not currently making adequate progress through the Option 2: Digital Learning modality has been provided a letter to help the parents to understand that their child is not making adequate progress. Therefore, the school district is recommending a return to the traditional brick and mortar modality in order for the student to progress through the academic rigor of the school year, or be in jeopardy of retention for the 2020/2021 school year. This letter requires the return of the written acknowledgement verifying the receipt of the information, and the refusal of the district's request to have their child return to the traditional brick and mortar placement for the Spring Semester.

The Option 2: Digital Learning modality will continue for those students whose parents have requested the continuation and the data shows that the student is making adequate academic progress. This provides

the students the opportunity for instruction and intervention. Parent/Student conferences will be requested quarterly for this innovative option to review student progress and suggest additional interventions, as needed.

- e. **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:

- a. Principals at each school site will create a list of identified students who have limited or no contact with the district, as well as those that are still not enrolled or missing from the time of the previous COVID closures, and the schools and the district continue to make every effort possible to make contact. Phone calls, emails, home visits, searches of social media, research in databases, such as MSIX for migrant families, will be done in order to locate and educate our Hendry County students. The schools will continue to reach out by all means to continually contact those students who are absent or truant from either Option of student learning. Schools plan days of home visits periodically, as well as using the district's in-house truancy officers and resource officers for home visits.
- b. The district currently has approximately 210 VPK students and an additional 144 students in Inclusion Pre-Kindergarten classes throughout the district. A rising Kindergarten program will target those kindergartners not on grade level according to FLKRS and iReady diagnostic. Four year olds not attending school will receive home visits with a special emphasis on reaching migrant students and students who may be English Language Learners. Home visits will include packets of engaging reading and math activities, books, and instructions from a trained paraprofessional and an ELL teacher on how to do activities with your child. An introduction to reading best practices pamphlet will also be distributed in English and Spanish. Footsteps 2

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Brilliance will be available and assistance on downloading the app will be provided through family engagement meetings, phone calls, and demonstrations. Families of 3 and 4 year olds who do not have devices can check out tablets in order to be able to read stories in English and/or Spanish and complete skill activities within the app.

- f. **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:

Hendry County School District (HCSD) will provide professional development opportunities and continuous support for teachers and leaders in implementing the Spring 2021 Education Plan. This includes but is not limited to the following:

- Provide an on-demand, self-paced professional development site to support innovative and virtual learning.
- Host virtual professional development sessions
- Schedule one-to-one sessions with Instructional Technologist to support digital learning environments and transformative teaching practices
- Provide parent resources and offer demonstrations of District selected hardware and software programs
- Provide student demonstrations of and access to online content
- Provide professional development opportunities and continuous support on all District technology and District purchased/utilized software products
- Record and provide access to all delivered professional development
- Perform a needs assessment on professional development and provide the most relevant and requested training in a timely manner
- Utilize the Technology Integration Matrix to support and develop transformative and innovative lesson planning
- MaxScholar Professional Development for the MaxScholar/Orton-Gillingham for teachers to implement interventions with students whose data signifies regression or current need.

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- iReady professional development for leading with data, student profiles, and reporting progress.

In addition to the above, starting spring 2021, two Instructional Technology Specialists will be added to support all teachers. They will provide coaching, modeling, professional development, and classroom instruction to build tech integration in the classroom. In addition, they will be working to build and implement the K12 Computer Literacy and Computer Science curriculum.

Specific Professional Development Opportunities

Teacher/Administrator Computer Literacy PD

Destiny

ZenDesk (IT Support & Helpdesk Access)

Did You Know (Tech tidbits)

Help Guides/User Guides

New Keyboarding Program

Tech Integration related to content and above goals

(ex. Digital Storytelling to increase Literacy)

All Google Workplace Applications (GSuite for EDU)

Virtual PD

HCSD has a library of training resources available to staff for Just in Time Training. These resources cover a variety of topics including a focus on utilizing technology with students in a virtual environment, such as:

Google Classroom – Teachers and Leaders

Google Meet – Teachers and Leaders

Kami – Teachers and Leaders

Converting to Digital Material - Teachers

FlipGrid - Teachers

Focus (SIS) – Teachers and Leaders

Distance Learning Open Educational Resources (OER's) - Teachers

Freckle - Teachers

GoGuardian – Teachers and Leaders

Google Drive – Teachers and Leaders

Google Forms – Teachers and Leaders

Google Slides – Teachers and Leaders

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Google Jamboard - Teachers
iXL - Teachers
iReady – Teachers and Leaders
Lexonik – Teachers and Coaches
Loom lesson capture – Teachers and Leaders
Max Scholar - Teachers
Nearpod – Teachers and Leaders
Promethean ActivePanel - Teachers
Remind - Teachers
Savvas Easy-Bridge - Teachers
Study Island - Teachers
Edmentum Courseware – Teachers and Leaders
Technology Integration Matrix (TIM) - Teachers

Virtual Environment

HCSD offers a virtual option for students 6-12 in partnership with Edmentum.

Instructional Technology Specialists will be available to support teachers operating in the virtual environment and assist in recommendations to support students who need interventions.

Technology Needs

HCSD has been able to provide a 1:1 student:device ratio of Chromebooks, but due to the high national demand of devices, delayed deliveries, limited funding, and the high number of devices reaching End of Life (EOL), there is a need for more Chromebooks. This is true for both student and teacher device loads.


In addition to hardware needs, the addition of a more powerful and capable learning management system (LMS) that extends beyond the limitations of Google Classroom would help the District and all of its stakeholders be more successful in establishing a systematic approach to instructional delivery to support the varying needs of all learning modalities.

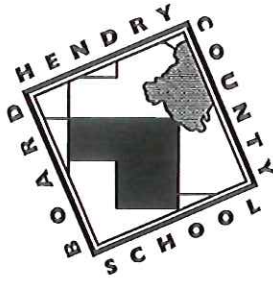
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Acknowledgement

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.
Dr. Angela Staley
Contact information: email, phone number
staleva@hendry-schools.net 863-674-4164
Date submitted
12/15/2020
Superintendent Signature (or authorized representative)




Hendry County School Board

Michael Swindle
Superintendent

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December 7, 2020

Dear Parents/Guardians of Option 2: Digital Learning,

As you are aware, during these unprecedented times, January 2021 begins the second semester of the 2020/2021 school year. As the school district develops our plans for the education of your student for the remainder of the 2020/2021 school year, each school is measuring the progress of their students currently enrolled in the innovative Option 2: Digital Learning platform.

Based on your student's grades, progress monitoring data, benchmark assessments, and/or iReady scores, your child is NOT making adequate academic progress for their current grade level placement. The school district strongly encourages your student to return to traditional, on campus learning.

Any student who is NOT making adequate academic progress in the innovative Option 2: Digital Learning platform MUST be transitioned to another learning modality, unless written notice is provided to the parent/guardian of no adequate progress and the educational risks of the decision to remain in the Innovative Option 2 (DOE ORDER NO. 2020-EO-07) are explained.

The Hendry County School District is providing this letter to obtain written acknowledgement verifying receipt of this information. The parent/guardian must sign and date below that you have been informed of your student's lack of progress and/or submit your decision to either (1) return your student to traditional learning or (2) remain in Option 2: Digital Learning.

PLEASE NOTE:

- If your student remains in the innovative Option 2: Digital Learning and the lack of adequate academic progress continues, retention is a possibility for your student. Each parent who chooses for their student to remain in Option 2 will be required to meet with the school.
- Any student, whose parent chooses to return to a school campus from Option 2: Digital Learning, will be provided additional interventions and supports for the Spring Semester.

Thank you for your prompt attention to this matter,

Mr. Michael Swindle, *Superintendent*

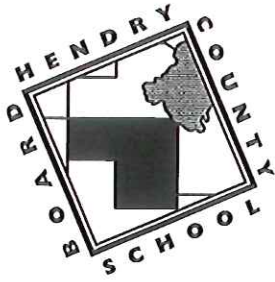
Please return this letter with your signature and choice marked below by December 11, 2020.

Student Name: _____ Grade: _____ School: _____

Please check one:

- Remain in Innovative Option 2: Digital Learning
- Return to Traditional Learning

Parent Signature _____ Date: _____



Hendry County School Board

Michael Swindle
Superintendent

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Diciembre 7, 2020

Estimados Padres/Guardianes: Aprendizaje Digital

Como ustedes saben, durante estos tiempos sin precedentes, en Enero del 2021 comienza el Segundo semestre del curso escolar 2020/2021. A medida que el distrito escolar desarrolla el plan educacional de su estudiante para el resto del curso escolar 2020/2021, cada escuela esta midiendo el progreso de sus estudiantes matriculados en la innovadora Opción 2: la plataforma de Aprendizaje Digital.

Basado en las calificaciones de su estudiante, datos de seguimiento de progreso, evaluaciones de referencia, y/o puntuaciones de iReady, su estudiante NO está logrando el progreso académico adecuado para el nivel/grado en que está actualmente colocado. El distrito escolar anima a su estudiante a regresar al aprendizaje tradicional, en el campo escolar.

Todo estudiante que NO está logrando el progreso académico adecuado en la innovadora Opción 2: la plataforma de Aprendizaje Digital DEBEN ser transicionados a otro modo de aprendizaje, a menos que se proporcione a los padres notificación por escrito de que no han obtenido el progreso adecuado y de los riesgos educativos de la decisión de permanecer en la innovadora Opción 2 (DOE ORDEN NO. 2020-EO-07) sean explicados.

El Distrito Escolar del Condado Hendry proporciona esta carta para obtener notificación por escrito verificando que han recibido esta información. Los padres/guardianes deben firmar y poner fecha a la porción de abajo de esta carta confirmando que han sido informados sobre la falta de progreso de su estudiante y/o indicar su decisión a (1) que el estudiante regrese al aprendizaje tradicional ó (2) permanezca en la Opción 2: Aprendizaje Digital.

TENGA EN CUENTA:

- Si su estudiante permanece en la Opción 2: Aprendizaje Digital y continúa con la falta de progreso académico adecuado, su estudiante corre el riesgo de ser retenido. Cada padre que elige que su estudiante continúe en la Opción 2 será requerido a reunirse con la escuela.
- Todo estudiante, cuyo padre elige que regrese al campo escolar de Opción 2: Aprendizaje Digital, será proporcionado intervenciones adicionales y apoyo durante el Semestre de Primavera.

Gracias por su pronta atención en este asunto,

Sr. Michael Swindle, *Superintendente*

Por favor devuelva esta carta con su firma y elección marcada antes del 11 de Diciembre, 2020.

Nombre del Estudiante: _____ Grado: _____ Escuela: _____

Favor de marcar una:

- Permanecer en la Opción 2: Aprendizaje Digital
- Regresar al Aprendizaje Tradicional

Firma de Padres _____ Fecha: _____