



FLORIDA DEPARTMENT OF  
**EDUCATION**



# Spring 2021 Education Plan and Assurances

[Lafayette]

*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

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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.

The Lafayette County School District (LCSD) recognizes the potential regression in learning associated with the reduction of in-person instruction. To reduce the negative impacts associated with school closures and online instruction, LCSD has already and will continue to monitor the progress of all students and offer interventions and support when necessary.

- 1.a. Prior to the beginning of the 2020-2021 school year, LCSD offered EOC “boot camps” for Algebra 1, Geometry, Biology, and US History to all students who needed a passing score to satisfy graduation and/or scholar designee requirements. These boot camps served as a refresher course for any student planning to sit for an EOC in the summer or fall of 2020. Data gathered from the previous school year’s progress monitoring was utilized to enroll students in grades 6-12 showing academic need in intervention reading and/or math courses as a part of the 2020-2021 schedule. Intervention courses for reading and math are available in the fall of 2020 for all middle school students who are not working at grade level proficiency according to their prior most recent data – fall 2020 progress monitoring and 2018 FSAs scores. Intervention courses for reading and math are available in the fall of 2020 for all high school students who are not working at grade level proficiency according to their prior most recent data – winter progress monitoring and 2018 FSAs score and/or have not yet met their graduation requirements as determined by a passing score on statewide assessments. Intervention courses in reading and math are also available for students that have returned to school mid semester from our hybrid “Hornets at Home” program if their data shows that there has been a regression in their progress.

Intervention courses in reading and math for the spring semester. Intervention courses will be available in the spring of 2021 for all high school students who have not yet met their graduation

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requirements as determined by a passing score on statewide assessments. Selection for these intervention classes will be based on results from Summer/Fall/Winter Algebra 1 and 10th grade FSA ELA/EOC assessments. Such courses will also be available to all current 11th graders who were unable to take their 10th Grade FSA ELA assessment and have yet to receive a passing or concordant score. Decisions on additional support offered through tutoring sessions and/or FSA/EOC boot camps will be made once statewide assessment results from the 2020-2021 school year are received and are available for data analysis.

For students K-5, LCSD offered a two week boot camp designed to support those students within the lowest quartile. Data gathered from December 2019 iReady diagnostic was utilized in identifying which students were included in the bottom 25% of each grade level and subject area. In addition, LCSD offered a “Rising Kindergarten” program in the fall of 2020 targeted at providing additional support to kindergarten students who were below level when compared to their peers. In a continued effort to support students in grades K-5 who are not on grade-level or showing signs of not completing a year’s academic growth, an after school program was developed. This program began in November of 2020 and will continue through May 2021. The after school program is offered four days a week, one hour per day and is designed to provide additional support for those students identified as having regressed due to school closures or are otherwise not on track to master the state standards by the end of the 2020-2021 school year. Also planned for the Spring of 2021 will be small group tutoring sessions available for all K-5 students demonstrating the need for additional academic assistance.

At this time, LCSD is not in jeopardy of needing to make up lost instructional time. The 2020-2021 school year began for LCSD students on August 17th, 2020 and will continue through May 28th, 2021. Barring any unforeseen circumstances, the 180 day requirement or hourly equivalent in statute is easily obtainable within this timeframe.

- 1.b. Students participated in diagnostic assessments at the beginning of the school year to establish base-line data for future progress monitoring, to identify students not currently on grade-level, and to identify any regression in learning which may have resulted from school closures in the Spring of the 2019-2020 school year. Students K-12 will continue to undergo routine progress monitoring throughout the 2020-2021 school year to track progress and also aid in decision making concerning the need for additional interventions and support. The information below will show how student progress is assessed at each grade level.

### K-5 ELA:

- i-Ready diagnostic = 3 times per year
- i-Ready Standards Mastery - monthly
- i-Ready Growth Monitoring - monthly

### K-5 Math:

- i-Ready diagnostic = 3 times per year
- i-Ready Standards Mastery - monthly
- i-Ready Growth Monitoring - monthly

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### 6-8 ELA:

- i-Ready diagnostic = 3 times per year
- i-Ready Standards Mastery – monthly
- Teacher created standards based Benchmark Assessments -quarterly
- PSAT 8/9 (8th Grade)

### 6-8 Math:

- i-Ready diagnostic = 3 times per year
- i-Ready Standards Mastery – monthly
- Teacher created standards based Benchmark Assessments –quarterly
- PSAT 8/9 (8th Grade)

### 9-12 ELA:

- Teacher created standards based Benchmark Assessments –quarterly
- PSAT/NMSQT (Grades 9-11)

### 9-12 Math:

- Teacher created standards based Benchmark Assessments -quarterly
- PSAT/NMSQT (Grades 9-11)

The LCSD recognizes the importance of identifying academic deficiencies early. Progress monitoring of students has been and will continue to be a focal point in the district. Using a Multi-Tiered System of Support, district and school personnel are able to make decisions about instruction and offer the intervention and support necessary at the earliest possible point. School MTSS Leadership teams will analyze data from the diagnostic assessments conducted at the beginning of the school year along with numerous progress monitoring assessments completed throughout the school year to determine if students have regressed or are not on track to achieve a minimum of one year's academic growth during the 2020-2021 school year. Decisions on how to proceed with instruction will be based on available student data at the time. Data will be assessed by grade-level, subgroup, and on an individual basis. Instruction and intervention will be adjusted as needed at all levels. Specific concerns for subgroups from vulnerable populations will be considered when making instructional decisions to ensure that appropriate intervention and services are provided.

For our students with disabilities, IEP teams will determine the need for compensatory services based on progress monitoring data with an emphasis in reading and math. Therapists and counselors will provide input to IEP teams to determine the need for compensatory therapy and/or counseling services based on their unique progress monitoring data, including observations, anecdotal data, screenings and evaluations.

For our ELL students, LCSD personnel will work with ELL Committees to identify any ELL students who have regressed and determine if additional or supplemental ESOL services are needed. Progress monitoring data will be used to determine if ELL students have suffered regression due to school closures, are not on level with their peers, or are not expected to complete a year's academic growth prior to the end of the 2020-2021 school year.

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Parents/Guardians of students identified through the progress monitoring system (Multi-Tiered System of Support) described above as having regressed or not on track to make average yearly progress will be notified in writing of the need for and availability of interventions and support services offered through the school. Numerous attempts will be made to contact and meet with parents/guardians to review the recommended educational setting for the student. Regardless if the parent/guardian can be reached by phone, a letter will be mailed to the student address on file outlining the need for and availability of additional support. This letter will also contain contact information and the desire to engage in meaningful conversation regarding the student's academic future.

- 1.c. Students who are transitioning from an innovative learning model to in-person instruction will be assessed using the base-line testing and progress monitoring discussed in 1.b. This will help in determining their academic level to date and identify where additional interventions or support are needed. All students will be provided with the appropriate aforementioned intervention and support based on the individual student's academic need(s).

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. LCSD realizes that even the best designed innovative learning model is inferior when compared to in-person instruction with the same teachers. On August 17, 2020, LCSD opened brick and mortar schools to all students who chose to attend school in-person. For any student who felt it was unsafe to return for in-person instruction, we offered an Innovative Learning Modality referred to as 'Hornets at Home'. Early progress monitoring revealed that many of the students participating in the innovative model were not maintaining pace with their peers who were attending classes on campus. Teachers immediately recognized this and began communicating their concerns with the students and the parents/guardians. In early September, school

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administrators began contacting parents to encourage in-person instruction for those students who were struggling to maintain pace with their peers. School and District administrators remained in constant communication regarding student progression within the innovative model vs. in-person instruction. In October, a decision was made to begin transitioning all students from the innovative instruction model to in-person instruction prior to December 1st, 2020. School administrators contacted each parent/guardian who had a child participating in the online option and informed them of the availability of in-person instruction along with alternate methods if in-person was absolutely not an option. At this time, all students registered with LCSD will begin the 2nd semester of the 2020-2021 school year in-person.

- 2.b. Parents/Guardians of students identified through the progress monitoring system (Multi-Tiered System of Support) described, under (1) (b) of the Lafayette 2021 Spring Education Plan, as having regressed or not on track to make average yearly progress will be notified in writing. The “Change of Learning Modality Notice” will contain the student’s attendance record, current letter grade in each course, missing assignments, assignments scored below 60%, and any progress monitoring data available at the time. The notice will include an explanation of why it is best for the student to return to in-person instruction and the potential long-term negative effects on the student’s academic career if they continue to regress or show little to no learning gains. The letter will assure the parent/guardian our schools are a safe learning environment, the benefits of in-person instruction, and the various supports offered on campus and after hours to aid in the students academic recovery. Along with this letter being mailed to the parent/guardian, numerous attempts will be made to contact parents/guardians by phone to schedule a meeting so a conversation can take place about the recommended educational setting that is best for the student. Parents/Guardians who disagree with the advice of school personnel and who do not wish to allow their child to return to in-person instruction will be asked to sign a copy of the Change of Learning Modality Notice, stating they have been informed of the situation and disagree with the advice given by school personnel. Parents/Guardians will then be presented with alternate methods of instruction supported by the school district, or a third party, to allow the parent to choose which instructional setting is best for their child. A copy of this notice is included along with our Spring 2021 Education Plan.

3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
- 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.
  - Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

- 3.a. Students who are reported to have less than a 90% attendance rate or otherwise show signs of truancy will be included on a weekly report received by the school principal. The principal or his/her designee will be responsible for contacting the student’s parent/guardian to inform them of the short and long-term effects truancy has on a child’s education. If the parent/guardian cannot be contacted by phone, a home visit will be conducted by a school administrator accompanied by the

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School Resource Officer (SRO). Whether in person, by phone, or by mail, parents/guardians will be notified of the consequences outlined in the Florida Statutes regarding truancy and assured that school and district personnel will follow these steps verbatim.

Students who, under Florida Statute, do not meet the criteria to be considered truant, but are considered vulnerable and are not successful in the current learning modality will be contacted by a school administrator. If contact can not be made by phone or the school cannot confirm that the mailing has been received, then the administrator will make a home visit. Regardless of the communication method, the message will be that the student is not showing success under the current learning modality and should return to in-person instruction.

Students who were enrolled as LCS D students in the previous year and have yet to return to either in-person or participate in the innovative model will be contacted in the same manner as described above. School administrators can also use reporting features offered through our student database system to determine if a student has either withdrawn to home school or is attending school in another district. If a student cannot be located, the principal or his/her designee will document the situation and report this to the district office. School administrators and the SRO will continue to monitor the situation, periodically making a home visit to the last known location of the student. School bus drivers will also be used to notify the school with information available that may assist in locating the student or confirming that the student no longer resides at that address.

- 3.b. All students who were enrolled in our VPK program from last year and not enrolled in Lafayette Elementary currently have been contacted and located. Local newspaper articles, PTO Facebook posts, school newsletter, district website, literature in the school's front office, and electronic sign in front of the school is used to promote VPK and K registration and screenings to increase school readiness and participation in our VPK and K programs within our district. The district collaborates with the Early Learning Coalition to reach out to potential VPK students. Kindergarten registrations and screenings are completed by the Kindergarten teachers in May of each year and promoted through the local newspaper to ensure maximum enrollment.

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:
- Innovative and virtual learning modalities;
  - Interventions to support students in various learning modalities; and
  - Technology needs (especially new learning management systems).

- 4.a. Professional development for innovative learning tools and curriculum has been delivered during the spring, summer and fall of 2020. The LCS D Technology Coach offers continuous support and professional development opportunities to all faculty and staff, including teachers and leaders. These opportunities will continue in 2021. LCS D employs the Google Education Suite and uses Google Classroom as the learning platform for every teacher and leader. All teachers and leaders have been provided professional development for Google Classroom and post announcements, assignments, and instruction online in a uniform manner across the district to support all learning modalities. Teachers and leaders have received professional development for

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Google Meet, a video-communication service, and they participate in PLC and grade level meetings using this tool. Curriculum Associates (iReady) offers a comprehensive network of support including professional development, implementation planning and data support, and online asynchronous educator resources. The i-Ready support website is available 24/7 and provides teachers with videos, professional learning, community/collaborative team planning resources, and implementation tools.

- 4.b. Focus areas of professional development include best practices for online instruction, setting and measuring growth goals, and using data to plan instruction and interventions for students in all learning environments. District assessment and analytic resources are utilized to support progress monitoring with a goal of helping every student access grade-level work and ultimately succeed at grade level. Professional development focused on Google Meet provided teachers and leaders the ability to create virtual office hours for students to allow personalized instruction and support, provide Tier 2 and 3 intervention, and communicate with parents to support student learning. ESE staff, (teachers, paras, and leaders) attended specialized professional development implemented by the state Department of Education BEESS discretionary projects to learn how to provide a panoply of support virtually to our students with disabilities.
- 4.c. LCSD will offer continued professional development and support focused on the district learning platform, tools for enhancing innovative and virtual learning environments, support and interventions for students in various learning modalities, BEST standards, and curriculum in 2021.

### 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>
Alissa Hingson – Director of Teaching and Learning
<b>Contact information: email, phone number</b>
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<b>Date submitted</b>
December 15, 2020
<b>Superintendent Signature (or authorized representative)</b>
Robert Edwards