



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances



Martin County School District

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Purpose

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

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

Directions

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

District Education Plan Assurances

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

X 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.

X 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.

X 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.

X 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.

X 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.

X 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

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outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.

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

District Spring 2021 Education Plan

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

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

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On August 11, 2020, the Martin County School District (MCSD) opened the 2020-2021 school year with no delay and approximately 62% of students attended five days a week in person and the remaining 38% participated in *Remote Learning at Home*. After the opening week, staff began calling parents of students learning remotely to offer face-to-face instruction. In order to make it easy for parents, a district procedure was put into place for students to readily transition from remote learning to traditional learning. Prior to the end of the first nine weeks, 27% students were learning remotely (down from 38%). Additionally, the school district implemented and presented to parents and the community a data dashboard that allowed transparency of data of active COVID-19 cases as well as those students quarantining. A trained team of district and school site staff assisted with contact tracing through Quaranteams in order to allow students to remain learning in school to the greatest extent possible. The work of the well-established Pandemic Crisis Response Team remains a support to the efforts to keep schools safely open.

Progress monitoring data including grades, diagnostics, and district assessments was used and schools systematically began communicating with parents of remote learners to welcome their students back to school to support greater achievement of their students. On November 30, 2020, Governor DeSantis and Education Commissioner Corcoran formalized and made public the plan to have students return to school for the second semester. On December 2, 2020, the Martin County School Board met to review the proposed MCSD plan. At the meeting, the Chief Academic Officer outlined initiatives currently taking place at school sites including the monitoring of student progress as well as increased parent communication to ensure students are learning in school and are welcome to return to traditional learning. Also reviewed at the meeting was the plan moving forward to remediate those students not making adequate progress or growth. On December 3, 2020 the principals and directors met with Superintendent Millay and district staff to review the Executive Order and plans moving forward. An informative, nighttime parent workshop was offered on December 3 to apprise parents of the Executive Order and educational planning for the second semester. These parent outreach opportunities are intended to be monthly opportunities for parent education and communication.

The *LEAP- Learning Expansion Action Plan* outlined in this document is designed to close achievement gaps, particularly those exacerbated by the pandemic as well as account for increased progress monitoring structures and interventions for students not making adequate progress or growth.

- a. Focus on Closing the Achievement Gaps/ increased instructional time/ how lost time will be made up:
- Through CARES funding, additional after school opportunities for students in grades 6-10 are available to assist in closing math achievement gaps. Based on diagnostic data, students were invited, via mailed invitation, to participate in afterschool digital tutoring sessions. Student needs will be continuously assessed and additional students will be invited as needed. Additional mathematics opportunities including number sense and fraction camps will be offered on Saturdays for elementary students in 2021. High school students will be offered the opportunity to attend tutoring on the school campus or virtually on line on Saturday mornings to assist with learning gaps and credit recovery from spring 2020 and fall 2020 semesters;
 - Community STEM events will be offered for community participation;
 - The MCSD maintains a collaborative partnership with the Boys and Girls Club. The Boys and Girls Club serves the community with after school care as well as services in the community. Through the partnership, the *No Limits Learning* tutoring program provides reading and mathematics tutorials and interventions to students in grades K-5;

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- The school district will host a Summer Reading Camp in 2021 for those students who score Level 1 on the third grade FSA ELA assessment;
- Title I elementary schools will offer summer school programs designed to close reading and mathematics gaps;
- Elementary and secondary schools will offer summer programming as well as credit recovery options;
- The MCSD manages an after school program, Extended Day. Extended Day will be offering additional tutoring for students displaying gaps and utilizing the after care program;
- Extended School Year will be offered to exceptional education students experiencing significant regression as per the Individualized Education Plan team determination;
- The Exceptional Student Education Department will continue to provide recovery services for students that continue to show regression due to the impact of the COVID-19 pandemic. Recovery services will be determined on an individualized basis to include but not be limited to: mental health, related services, and specialized instruction.

b. Targeted Outreach for Students Demonstrating a Decline:

Students will be identified as demonstrating a decline on the district's progress monitoring system using various forms of progress monitoring data such as i-Ready, district Common Quarterly Assessments (CQA), Adaptive Progress Monitoring (APM), and other standardized assessments.

Students identified will be invited to participate in one or more of the following:

- K-5 Math and Reading:
 - After school tutoring through the Extended Day aftercare program;
 - After school tutoring (JDP, PSE, and HSE) through the *No Limits Learning Program* in partnership with the Boys and Girls Club and Americorps;
 - Saturday tutoring in Spring 2021;
 - Summer school in June 2021;
 - Extended School Year in June 2021;
 - Summer tutoring in June 2021;
 - Additional i-Ready, strategy lessons, extended instructional time, specialized instruction, and additional programming.
- 6-10 ELA:
 - In-school credit recovery courses;
 - In-school tutoring through Critical Thinking or Intensive Reading courses;
 - Mentoring with academic support;
 - After school, Saturday, or evening SAT tutoring;
 - Saturday tutoring in Spring 2021;
 - Summer tutoring in June 2021;
 - Extended School Year in June 2021;
 - Tutoring on the school campus/on line on Saturday mornings to assist with learning gaps and credit recovery from Spring 2020 and Fall 2020 semesters.
- 6-8 Math:

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- After school or evening mathematics tutoring;
- In-school credit recovery courses;
- In-school tutoring through a Critical Thinking course;
- After school, Saturday, or evening SAT tutoring;
- Saturday tutoring in Spring 2021;
- Summer tutoring in June 2021;
- Extended School Year in June 2021;
- Mentoring with academic support;
- Tutoring on the school campus/on line on Saturday mornings to assist with learning gaps and credit recovery from spring 2020 and fall 2020 semesters.

c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

- Students transitioning to school sites will be monitored for their progress and will be invited to participate in one or more of the following:
 - After school tutoring through the Extended Day aftercare program;
 - After school tutoring (JDP, PSE, and HSE) through the *No Limits Learning Program* in partnership with the Boys and Girls Club and Americorps;
 - Saturday tutoring in Spring 2021;
 - Summer school in June 2021;
 - Extended School Year in June 2021;
 - Summer tutoring in June 2021;
 - In-school credit recovery courses;
 - In-school tutoring through Critical Thinking or Intensive Reading courses;
 - Mentoring with academic support;
 - After school, Saturday, or evening SAT tutoring;
 - Tutoring on the school campus/on line on Saturday mornings to assist with learning gaps and credit recovery from Spring 2020 and Fall 2020 semesters;
 - After school or evening mathematics tutoring.
- There is a need to address the gap year of social studies content between grade 8 (Civics) and grade 10 (World History) for grade 9 students enrolled in an intensive reading course;
 - The goal is to hone students' literacy and geography skills by providing reading strategies based upon social studies content through particular units of instruction;
- Title I schools will be trained on additional supplemental support kits as part of the existing Foundations curriculum. This intervention, called Geodes is systematic and explicit and aligns with the science of reading and the new B.E.S.T. standards and supports the existing scope and sequence of Wilson's Foundations in place in K-2 classrooms.

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

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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.

- a. A Parent University professional learning session was conducted on December 3, 2020 to explain to parents the MCSD response to COVID-19 and to encourage all students who are able to return to in person school. All of the local news stations covered the event and follow up articles were published locally to continue to spread the invitation to return to in-person school. As of 12/14/2020, 73.44% of students are attending in person. Students who are not making adequate academic progress as identified by grades of F in secondary schools and elementary students not meeting typical growth will be requested to return to transitional school. Communication with parents of students not meeting adequate progress will be conducted by school site staff after an “all call” from Superintendent Millay welcoming all students back to school. The communication will clearly identify that students choosing the MCSD approved *Remote Learning at Home* innovative learning model who are not making adequate progress are to return to school.
- b. The District will identify students who are participating in the *Remote Learning at Home* program and are not making adequate progress. Adequate progress is defined as:
 - Grades K-5: i-Ready Math and Reading W1 to W2 - typical growth reduced by standard of error and divided in half, W1 to W3 - typical growth reduced by standard of error;
 - Grades 6-12: Grade of D or higher in mathematics; Grade of D or higher in English (for high school this is S1 grade or Q2 if credit awarded, in middle school this is the quality points average of Q1 and Q2).

Teachers will have the opportunity to provide data showing that the student is, in fact, making adequate progress using other indicators and that the data used by the District does not accurately portray the progress of the particular student.

Parents of students not making adequate progress will be personally contacted by school staff and advised of the risks associated with not returning to school. The students will be encouraged and welcomed back to traditional school. A signed acknowledgement will be obtained for each child continuing in the innovative model who is not making adequate progress. The letter is provided: [MCSD Parent Letter Link](#).

3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
 - a. Identify vulnerable students who have had limited or no contact with the district and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.
 - b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

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- a. The District has developed procedures ([See Document Here](#)) and created positions to support and track the most vulnerable students:
- A Student Services Field Officer (SSFO) and a Student Services Attendance Social Services Worker (SASSW) support our most vulnerable students. Students with limited or no contact with the school are referred by the school of origin to the SSFO and if Spanish speaking, to the SASSW via the District's Attendance Officer Request Form #1295 ([See Document Here](#)). In addition to the student's school of origin, the District's registrar tracks students who have not entered school within the first 10 days and refers to the SSFO or SASSW;
 - The SSFO and SASSW provide outreach support by conducting home visits for purposes of assessing barriers that are preventing school attendance such as food insecurity, clothing, shelter, and mental health;
 - The District's Attendance Officers have developed informative brochures designed to provide understanding of the State's compulsory attendance statutes and to promote and encourage partnerships with parents, guardians, caretakers, and schools ([See Document Here](#)) ([See Spanish Document Here](#));
 - Student(s) who are 16 years of age or older who have been identified as having limited or no contact with the school, and who are not mandated to attend compulsory school are provided educational alternatives through the utilization of the Florida Department of Education Exit Interview Student Survey Form ([See Document Here](#)). The Student Exit Form is completed in the presence of a School Counselor or other school personnel to promote continued education and to provide data on student reasons for exiting school enrollment and actions taken by schools to keep students enrolled;
 - Students with limited or no contact with the District who have been identified through the referral process will be referred to Children in Need of Services/Families in Need of Services (CINS/FINS) as well as school assigned Social Services Worker for continued support and assistance with resources to address barriers. Services include but are not limited to referrals for counseling, linkage to community resources, and assistance in gaining access to needed services;
 - Students with limited or no contact with the District who have been identified through the referral process are encouraged to attend school. In the event the parent, guardian, or caretaker, and student do not comply with school enrollment upon identification, a truancy petition is filed in the District's court jurisdiction. Efforts are made to educate the student and parent(s) about their responsibility for attending school;
- b. Several steps have been taken to identify and engage with VPK and kindergarten eligible students:
- A weekly "storytime" is presented by school and district leaders. It is marketed and shown on social media pages in order to engage the district's youngest learners and encourage them to attend the offered district programs and return to traditional school;
 - Families on pre-kindergarten waitlists are contacted to engage with the storytime video, gauge their continued interest in attending if more classrooms were opened, and information is requested about other families with eligible children;
 - CARES funding will allow advocates to go into communities to find, identify, and remove barriers, to help educate parents and families about the school district opportunities for their children;

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- Pre-kindergarten students' progress is monitored based on standards and assessed using the VPK assessment and local progress monitoring;
- Monitoring tools for on track kindergarten students include i-Ready, Heggarty phonological awareness work, and Foundations phonics assessments.

4. **Professional Development.** The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including:
- a. Innovative and virtual learning modalities;
 - b. Interventions to support students in various learning modalities; and
 - c. Technology needs (especially new learning management systems).

a. Innovative and learning modalities:

- In March 2020, professional development workshops surrounding remote learning, specific to going fully remote, were provided to all teachers;
- Beginning in May 2020 and continuing, teachers **and leaders** are offered the opportunity to earn their Google Level 1 Certification to support their ongoing work with digital apps and tools;
- In advance of the August 11, 2020 opening of school, teachers were financially compensated to participate in multi-session training surrounding the use of the web camera for remote instruction, student engagement, student centered learning, building relationships virtually, and how we know are students are learning in on-going PD entitled [CampTEACH \(Technology Empowering Academic Change\)](#);
- During pre-school days in August 2020, teachers participated in professional development surrounding remote instruction. Teachers had access to Digital Learning Specialists and Professional Development Coaches and were given time to establish a level of comfort with the instructional model. [Back to School Digital Guide 20/21](#);
- To kick off the school year, teachers **and leaders** were provided an opportunity to participate in a book study using the [Distance Learning Playbook](#);
- In the first semester of 2020, teachers were surveyed on their greatest needs. In response, all teachers were given the opportunity to participate in an [ongoing series of blended learning training](#) delivered by Digital Learning Specialists and Professional Development Coaches. Topics include what is blended learning, how to engage students within a blended learning environment, how to assess students in a blended learning environment, how to monitor a student's progress in a blended learning environment, and differentiation of instruction, and small groups in a blended learning environment (**school leaders were invited to participate as well**);
- During November 2020, teachers participated in professional development for their [Deliberate Practice](#) focusing on ways to monitor all students whether live or remote;
- In January 2021, teachers **and leaders** will have access to training on *Using Blended Learning Models to Design and Facilitate Learning for a Concurrent Classroom* with Catlin Tucker, a well known author and blended learning expert. Teachers will be given two different options of times to attend to accommodate all K-12 teachers and staff;
- In January 2021, teachers **and school leaders** will have access to professional learning on Cooperative Learning Strategies and AVID strategies to support synchronous and asynchronous teaching;
- In February 2021, Thomas Guskey will provide professional learning to all grades 6-12 teachers **and school leaders** to support the work of grading and understanding how to create successful grading and

reporting systems. In advance of the keynote, grades 6-12 teachers will be invited to participate in a book study for his book “Get Set, Go!”;

- Also in the second semester, teachers **and leaders** will be able to participate in district-wide strategy sharing sessions focused on standards based instruction and formative assessment;
- Throughout the year, teachers and staff also have access to job embedded coaching as well as recorded professional learning sessions in our Professional Learning Management System, Frontline, to access on demand and as needed;
- ESE Teachers will be provided professional development to support learning strategies, behavior interventions and accommodations via the remote learning platform.

b. Interventions to support students in various learning modalities:

- Ongoing professional development surrounding reading intervention programs such as Read 180, System 44, and Freckle are part of our ongoing professional development and reading plans;
- Job-embedded digital instruction coaching is available to teachers;
- ESE PD will be provided to teachers for those students needing additional intervention due to regression such as but not limited to; a multisensory structured literacy approach for Phonological Awareness and for Phonics;
- ELL PD Initial and ongoing professional development will take place with the implementation of the platform ELlevation. Ellevation will house the district ELL student information in a database. Objectives for the professional development include: data analysis, ELL entry and exit criteria, as well as specific strategies utilizing the “can-do” descriptors for both expressive and receptive language domains and functions;
- In April 2020, teachers participated in professional learning to support interventions and remediation for students who were not yet showing mastery;
- To support all teachers, there is also an 8 series professional learning opportunity for Differentiation and the Brain to support all students with scaffolded and differentiated supports;
- We have an active “PD on Demand” button located on our landing page for all teachers and staff to access in which they can request professional learning and with the support of an instructional coach at any time;
- Monthly B.E.S.T. standards PD will assist ELA teachers in transitioning to the new standards and their focus on content.

c. Technology needs:

- An innovative program called [Wayfinders](#) was established by the Digital Learning department where teachers at school sites are trained to serve as digital leaders at their sites to assist in the building of a digital and innovative culture that is job-embedded at the site. Additionally, the teachers will assist in the training and deployment of a new learning management system, Schoology;
- With the implementation of the learning management system Schoology in the 2021-2022 school year, teachers will have a compensated opportunity to participate in [asynchronous training](#). This training will occur from January 2021 through the summer;
- [CampTEACH](#) will continue in June 2021 with additional training in Schoology and innovative technology solutions as well as B.E.S.T. standards;
- **All teachers and leaders have received and will continue to receive professional development surrounding the B.E.S.T standards and our transition to the Schoology system.**

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School and District leaders are able to track teacher participation and progress using the Frontline Education system. Additionally, the Coordinator of Digital Learning and the Coordinator of Professional Development are tracking the teacher participation in job embedded coaching and using the data to modify professional learning offerings and opportunities.

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. Tracey Miller, Chief Academic Officer
Contact information: email, phone number
millert@martinschools.org 772-219-1200 x30140
Date submitted
12/14/2020
Superintendent Signature (or authorized representative)