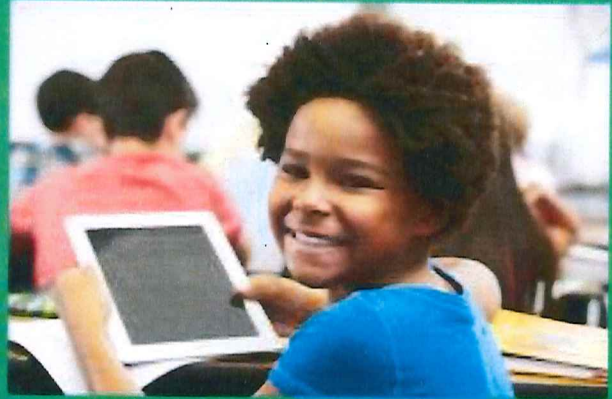**FLORIDA DEPARTMENT OF**
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Spring 2021 Education Plan and Assurances

[Hillsborough County Public Schools]

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.

☒ **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

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:** <u>Continue progress monitoring and interventions.</u> *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:** <u>Continue charter school flexibility.</u> *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:** <u>Innovative learning modality.</u> *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:** <u>Truancy/Attendance of students.</u> *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.

☒ **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.

Hillsborough County Public Schools will continue to offer a five day per week onsite option to students in the Spring of the 2020-2021 school year. Additionally, the District will continue to allow parents the flexibility to continue with the eLearning option which provides for live, synchronous instruction that is directly aligned with the curriculum and pacing of in-person instruction, as well as the asynchronous option of Hillsborough Virtual K-12 option.

All available resources will be utilized and strategically maximized to provide a high-quality education for all students to bridge the achievement gap for our most vulnerable population of students. Hillsborough County Public School's guiding principles for the Spring semester will include:

- Ensuring that the safety of our students, faculty, and community is our highest priority,
- Expanding our commitment to educational equity,
- Ensuring that all learners have access high-quality instruction through various delivery models
- Supporting the personalization of learning for all students by providing parental choice.

Teachers, principals, and school support staff are doing extraordinary work to offer students and families stability during this pandemic—providing students opportunities to learn while also caring for their physical, social, and emotional needs. Hillsborough County Public School continues to include the following areas of focus as we enter the Spring semester:

1. **Meeting the needs of all students, starting with those most vulnerable.** The District is focusing on the most vulnerable students, including students with disabilities and English learners (ELs), providing a strong foundation for instruction for all students and helping to address the opportunity and achievement gaps that have widened during the pandemic.

Exceptional Student Education

The Exceptional Student Education (ESE) Department has provided guidance and support to ESE teams at school sites to ensure that the following structures are in place to review individual needs and determine if a student requires additional services and supports to regain lost educational skills due to COVID-19 school closures. Individual Educational Planning (IEP) teams must collect data to determine if students are experiencing any regression/recoupment issues due to COVID-19 or in light of the student's current situation. Suggested data sources include I-Ready, Achieve 3000, Brigance Assessment, writing samples, other diagnostic assessments and progress monitoring tools for IEP goals and objectives. If the data indicates that students need additional support due to regression /recoupment issues, the IEP team must consider the tiered supports listed below:

- Additional supports for all students experiencing gaps in learning due to COVID-19 (e.g. Extended Learning Program)
- Recovery Services (as determined by the IEP team)
- Extended School Year Services (as determined by the IEP team)
- Compensatory services if the student was denied FAPE (as determined by the IEP team)

Recovery Services are additional/different ESE services provided during the school day. They are based on the degree to which the student's disability and current circumstances prevented access to the special education services during the school closure, despite efforts to provide services, as agreed upon by the IEP team. The determination of ESY is based on data to address the following:

- The maintenance of critical skills or minimization of further regression
- The nature and severity of a student's disability
- The extenuating circumstances related to the student's current situation (lack of participation during E-Learning 19/20 school year)

Extended School Year Services (ESY) are an additional layer of support to assist students with disabilities (SWD) in maintaining skills at risk of regression for SWD to attain critical skills essential to the student's progress. The following ESY service delivery models will be provided as determined by the IEP team:

- Consultation: phone conferences between district teachers and parents. Dates and frequency to be determined by the IEP Team

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- Take home maintenance packets: materials needed to address identified skills based on the IEP goal(s) and objective(s). Dates and frequency to be determined by the IEP Team for up to 9 weeks. Packets/materials can be put together by the teacher.
- Training/Assistance for Parents (virtual or face-to-face): informal training by teachers or school staff to parents to address identified skills based on the IEP goal(s) and objective(s). Dates and frequency to be determined by the IEP Team
- Tutorial (before/after school)
- Tutorial during ELP or Saturday Academy (virtual or face-to-face)
- ESE Saturday School (PK, Access Point classes, Behavior Support classes, Center-Based Schools).

Projected dates for ESE Saturday School are as follows:

- 3rd 9-week period: 1/30/21, 2/6/21, 2/20/21 and 2/27/21
- 4th 9-week period: 4/10/21, 4/17/21, 4/24/21 and 5/1/21
- Summer dates: TBD (Projected Window: 6/19 – 7/31)

English Language Learners

Hillsborough County is committed to continuing to identify and serve English Language Learners. Whether in-person or in an alternative format, ESOL strategies will continue to be implemented by instructional and support staff to address ELL students' academic and language needs. Also, ESOL teams will continue to partner with families and schools to provide resources and tools to ensure ELL students' academic success. The resources, tools, and strategies include:

- Maintaining an authentic connection to students through various digital platforms.
- Designing lessons that maintain high expectations, access to high-quality text, and worthwhile learning tasks as the focus.
- Carefully crafting explicit directions (and provide them in students' home language if possible) so that each student can get started on his or her own right away.
- Teaching students how to effectively use digital tools like Google Translate as a strategy for learning and increasing metalinguistic awareness. Reaching out to peer, community, or family interpreters for support as needed.
- Formatively assessing and providing students with the necessary just-in-time scaffolds in order to access complex grade level text.
- Planning for and explicitly teaching language by pre-identifying the language necessary for students' core understanding of the content.
- Crafting time for one-on-one meetings with ELLs.
- Providing multilingual resources for parents to partner and extend the learning opportunities to the entire family.

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Schools will continue to keep a line of communication open with families to regularly communicate about assignments, curriculum, or other critical updates, and to ensure their needs are being met. Translation technology and/or interpretation services for families will be in place.

English language learners' academic progress in reading, writing, science, and mathematics are determined through appropriate formal (ACCESS, Levelset, iReady Diagnostics) and informal assessments (classroom room assessments) and through differentiation of instruction. English language learners must participate in the state annual English language proficiency assessment to evaluate their annual progress in English language acquisition. Schools will use assessment results to evaluate the progress of individual students. When indicated, evaluations will result in appropriate adjustments, modifications, and improvements of each individual ELL student plan and, if necessitated, an ELL Committee convened to make decisions and recommendations. The ELL committee will convene whenever substantive changes in an individual ELL student plan are required and will utilize data obtained from W-APT and WIS screeners; the WIDA Model assessment; the ACCESS for ELLs assessment; report cards; teacher input and observations; semester exams; iReady assessments; progress reports; data obtained from language acquisition programs (Reading Eggs, Exact Path, Imagine Learning); etc., to make determinations.

Department of Juvenile Justice

Hillsborough County Public Schools has 11 DJJ sites: 7 Residential Commitment, 2 Day Treatment, 1 Detention and 1 Adult Jail. Nine of these sites are operated by 5 private providers (TrueCore, Sequel, ACTS, AMI and PACE), with DJJ operating Detention and the Sheriff's Office operating our K-12 Program at Falkenburg Road Jail. All residential facilities are offering daily in-person instruction for 300 minutes per day. AMI Kids Tampa and PACE Center for Girls (Day Treatment Programs) will continue to offer parents the choice of eLearning or brick & mortar, following the district's protocol.

2. **Prioritizing the social-emotional well-being of students and educators as a foundation for learning.** The COVID-19 pandemic is profoundly affecting students and adults. The District is focused on attending to their well-being and providing more intensive support to address trauma and mental health needs when needed. The District will continue with supplemental socio-emotional support through additional social workers, school counselors, and school psychologists to provide wrap-around mental health services as needed. Professional learning opportunities for staff will continue as a means to strengthen this support as well as providing counseling services (individual and small group), Social and Emotional Learning supports/resources, academic planning and support, career and post-secondary planning, assessment and evaluation, monitoring of student attendance, connecting families with community resources. The District is implementing several new initiatives that include:

- Panorama SEL Survey: New district-wide tool to gather data to support student SEL needs. Available to all district leaders, schools, and teachers to explicitly teach SEL skills and embed SEL strategies with academics. Teachers will also have access to the "Playbook" which includes specific lessons by topic to support students' needs based on SEL data.

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- 7 Mindsets: A mindset based SEL program that creates a common language district wide to support student and adult SEL. All schools, grades K-12, will have access to a portal that includes lessons for students, and professional development opportunities for all educators.

- Morning Meetings: To be implemented daily in grades K-5.

- LifeSkills Training: SEL curriculum in grades 6-8 delivered explicitly in the district's Career, Research and Decision Making and Physical Education courses. Supporting the whole child is essential to the social, emotional, and academic success of all learners.

3. **Providing all students grade-level learning through high-quality curricula.** Hillsborough County Public Schools continuously pursues high-quality academic experiences for all students by:

- Holding high expectations for all students and instilling the belief that they can meet grade-level standards in all stakeholders;
- Providing strong instruction that lets students do most of the thinking in the lesson;
- Cultivating a sense of deep engagement in what students are learning;
- Providing consistent opportunities to work on grade-appropriate assignments.

The District believes that all students can progress to the next grade level and mastering that content, avoiding over-remediation by focusing on below-grade-level work only when a student must complete grade-level work. Schools must ensure that students have access to the grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations to minimize learning loss this year—and ultimately accelerate back to grade level. This requires that students consistently receive grade-level materials, tasks, and assignments, along with appropriate scaffolds that make the work accessible. Instead of sending students backward to fill in all the potential gaps in their learning, the District is focused on filling in only the most critical gaps—and not in isolation, but at the moment they're needed. To ensure these objectives are fulfilled, the District is providing professional development to leaders and teacher, conducting calibration walks, observing eLearning lessons, and providing feedback for improvement.

Tier 1 Instruction
Teachers will provide daily whole group instruction established within the instructional framework for all students regardless of the instructional delivery model. Also, teachers will provide differentiated instruction provided in small-group within the classroom. While students are in small groups, other students may participate in enrichment centers or independent work. Progress monitoring for students receiving Tier I support is ongoing and students are assessed three times annually.

Instructional frameworks were designed to create a common language for teachers and school leaders related to lesson structure and delivery. Using a common instructional framework provides equity to all students and facilitates ongoing dialogue among teachers, administrators, and district staff. The framework provides an overview of the instructional block and offers detailed information regarding each lesson component.

Instructional guides assist with the lesson planning process and help teachers identify the core concepts that must be taught. Instructional guides assist teachers in addressing appropriate standards, objectives, and content. The guides ensure a unified focus within grade levels and content areas, providing equitable access for all students. Teachers use instructional guides alongside their ability to problem solve on collapsing or expanding content where needed.

Tier 2 Instruction

Teachers provide differentiated instruction in teacher-led small groups based on student performance on identified focus standards/skills, while the remaining students will be engaged in differentiated learning center rotations. Within small groups, the teachers will provide instruction to address student deficiencies through priority standards, reteach standards, and foundational standards/skills. For students on or above grade level, instruction will focus on current standards and providing enrichment opportunities. Progress monitoring for students receiving Tier II support is ongoing and the analysis of student performance data occurs every 6-8 weeks.

For grades K-5, i-Ready automatically assigns interactive online lessons across grade levels K–5 to each learner based on their Diagnostic assessment results. These student-driven digital lessons can be accessed in or out of school, or in combination. Educators can adjust the i-Ready recommended lesson sequence and add Teacher-Assigned Lessons to ensure students develop skills in conjunction with the core curriculum. i-Ready Personalized Instruction is flexible and can be used during school, before/after school, in-class/pull-out, summer school, at home, or in a computer lab.

i-Ready also provides easily accessible teacher-delivered instructional resources, based on each student's or instructional group's Diagnostic assessment results. Tools for instruction—short "mini-lessons" specific to each learner's needs—can be delivered by teachers, paraprofessionals, tutors, or other support staff. Resources are also provided via the Teacher Toolbox, an online filing cabinet that gives teachers immediate digital access to multi-level K-8 Ready Florida lessons (fully aligned to MAFS and LAFS), assessments, and interactive tutorials so they can differentiate instruction for individuals and small groups. The Teacher Toolbox facilitates planning for independent instruction, practice, and homework.

Tier 3 Instruction

Students are pulled for intensive support to target the students' skill deficits. Students who do not demonstrate proficiency in foundational skills will receive instruction on explicit and systematic instruction. Progress monitoring for students receiving Tier III support is ongoing and the analysis of student performance data occurs monthly.

For grades K-5, i-Ready is a tool for Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) for students who are below level. The reports support RTI by providing data that maps student performance to intervention tiers and assigns students to appropriate instructional groups. The

Florida Department of Education has listed i-Ready as one of the services that will provide progress monitoring data directly to the DOE.

Tiered Instructional Resources

	Grade	Tier 1	Tier 2	Tier 3
Hillsborough County Public School Curriculum Overview				
English Language Arts	K	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words - Collaborative Classroom Journeys - Houghton Mifflin Harcourt Exploration in Nonfiction Writing - Heinemann	FL Ready LAFS Student Instruction Books iReady Prescriptive Instructional Path	Small Group Instruction Ready Tools for Instruction
	1	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words - Collaborative Classroom Journeys - Houghton Mifflin Harcourt Exploration in Nonfiction Writing - Heinemann	FL Ready LAFS Student Instruction Books iReady Prescriptive Instructional Path	Small Group Instruction Ready Tools for Instruction
	2	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words - Collaborative Classroom Journeys - Houghton Mifflin Harcourt Exploration in Nonfiction Writing - Heinemann	FL Ready LAFS Student Instruction Books iReady Prescriptive Instructional Path	Small Group Instruction Ready Tools for Instruction
	3	Journeys - Houghton Mifflin Harcourt Exploration in Nonfiction Writing - Heinemann	FL Ready LAFS Student Instruction Books iReady Prescriptive Instructional Path Achieve 3000	Small Group Instruction Ready Tools for Instruction SIPPS Challenge
	4	Journeys - Houghton Mifflin Harcourt Exploration in Nonfiction Writing - Heinemann	FL Ready LAFS Student Instruction Books iReady Prescriptive Instructional Path Achieve 3000	Small Group Instruction Ready Tools for Instruction
	5	Journeys - Houghton Mifflin Harcourt Exploration in Nonfiction Writing - Heinemann	FL Ready LAFS Student Instruction Books iReady Prescriptive Instructional Path Achieve 3000	Small Group Instruction Ready Tools for Instruction
	6	Springboard English Language Arts Grade 6, College Board	Paths to College & Career Achieve 3000	Small Group Instruction Paths to College & Career Achieve 3000
	7	Springboard English Language Arts Grade 7, College Board	Paths to College & Career Cengage Edge Level A - National Geographic Achieve 3000	Small Group Instruction BrightFish Reading
	8	Springboard English Language Arts Grade 8, College Board	Paths to College & Career Cengage Edge Level C - National Geographic Achieve 3000	Small Group Instruction BrightFish Reading
	9	Springboard English Language Arts Grade 9, College Board	Achieve 3000 National Geographic Cengage Edge Level A	Small Group Instruction
	10	Springboard English Language Arts Grade 10, College Board	Achieve 3000 Read180 - Houghton Mifflin Hartcourt	Small Group Instruction
	11	Springboard English Language Arts Grade 11, College Board	Achieve 3000 FSA/ACT PREP	Small Group Instruction FSA/ACT PREP
	12	Springboard English Language Arts Grade 12, College Board	Achieve 3000 Senior FSA/ACT PREP	Small Group Instruction Senior FSA/ACT PREP

Hillsborough County Public School Curriculum Overview

Grade Level	Tier 1	Tier 2	Tier 3
K	enVision Florida Mathematics - Pearson	iReady Prescriptive Instructional Path / Student Misconception Guidance in Instructional Guides	Small Group Instruction / Ready Tools for Instruction
1	enVision Florida Mathematics - Pearson	iReady Prescriptive Instructional Path / Student Misconception Guidance in Instructional Guides	Small Group Instruction / Ready Tools for Instruction
2	enVision Florida Mathematics - Pearson	iReady Prescriptive Instructional Path / Student Misconception Guidance in Instructional Guides	Small Group Instruction / Ready Tools for Instruction
3	enVision Florida Mathematics - Pearson	iReady Prescriptive Instructional Path / Student Misconception Guidance in Instructional Guides	Small Group Instruction / Ready Tools for Instruction
4	enVision Florida Mathematics - Pearson	iReady Prescriptive Instructional Path / Student Misconception Guidance in Instructional Guides	Small Group Instruction / Ready Tools for Instruction
5	enVision Florida Mathematics - Pearson	iReady Prescriptive Instructional Path / Student Misconception Guidance in Instructional Guides	Small Group Instruction / Ready Tools for Instruction
6	EdGems Math Course 1 - EdGems	EdGems Tiered Levels / EdGems Teacher Gems activities / ExploreLearning Gizmos / Khan Academy / DimensionU / Everfi / Virtual Nerd	IXL Florida Math Program / Achieve 3000 Math
7	EdGems Math Course 2 - EdGems	EdGems Tiered Levels / EdGems Teacher Gems activities / ExploreLearning Gizmos / Khan Academy / DimensionU / Everfi / Virtual Nerd	IXL Florida Math Program / Achieve 3000 Math
8	EdGems Math Course 3 - EdGems	EdGems Tiered Levels / EdGems Teacher Gems activities / ExploreLearning Gizmos / Khan Academy / DimensionU / Everfi / Virtual Nerd	IXL Florida Math Program / Achieve 3000 Math
Algebra I	enVision Florida Algebra - Pearson SpringBoard Algebra	Algebra Nation (Middle School) / Virtual Nerd / Khan Academy / ReTeach to Build / ExploreLearning Gizmos	Algebra Nation (Middle School) / MathXL - Pearson / MyMathLab - Pearson / Achieve 3000 Math
Geometry	enVision Florida Geometry - Pearson SpringBoard Algebra	Math Nation Geometry (Middle School) / Virtual Nerd / Khan Academy / ReTeach to Build / Gizmos	Algebra Nation (Middle School) / MathXL - Pearson / MyMathLab - Pearson / Achieve 3000 Math

(Left vertical label: Mathematics)

4. **Utilizing assessment and data that provide teachers with the information to help students access priority grade-level work.** The District uses assessments closely connected to the curriculum to provide information for moving all students on to grade-level work. The District's progress monitoring plan expectations for schools to gather instructional data and continue monitoring student progress at specific points throughout the school year. A combination of existing progress monitoring assessment tools will be used to measure the performance of students in various grade levels, content areas, and subgroups as specified by the Every Student Succeeds Act (ESSA). All tools offer the reporting of results at the level of instructional standards and/or learning concept, allowing identification of content-specific instructional gaps for individual students. Additional or alternative assessments may be utilized for students instructed through access points, including diagnostic assessments and curriculum-based measures.

Assessments administered three times a year:

- K-5 Reading: iReady Reading; Achieve 3000
- K-5 Math: iReady Math
- 6-10 Reading: Achieve 3000

Tests are administered three times a year to identify areas of opportunity and growth toward grade-level standards. Schools will be provided actionable data by student, by standard and by content to make informed decisions regarding proper student placement. Baseline/Midyear assessments in the following courses will be administered:

- Algebra,

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- Geometry,
- US History,
- Civics,
- Grades 6, 7, 8 Math,
- Grades 5 and 8 Science

1a. The District understands that achievement gaps have been exacerbated during the pandemic. It is, therefore, urgent to intervene immediately to support vulnerable students. The District is committed to closing the achievement gap and providing schools the resources to implement additional time for students. District and school leaders have and will continue to prioritize extended day and summer program opportunities to identify our vulnerable students by utilizing funding from Supplemental Academic Instructional (SAI) funds, Governor's Emergency Education Relief (GEER) funds, Rising Kindergarten funds through the Office of Early Learning, Exceptional Student Education funds and/or Title I extended day funds. Initiatives include expanding summer learning opportunities, before/after school programs, in-school tutoring, and Saturday school.

Extended Learning Programs

The District has allocated funds to each school to create and implement an Extended Learning Plan based on student needs. The plans include academic support for students before and after school, weekends, and during the school day. Each school is provided a per-pupil allocation of funding to conduct extended Learning Programs after the school's plan is submitted and approved by the Regional Superintendents. Each school develops a plan that will meet their student population's needs and ensure successful participation. ELP strategies include:

Gradeband	Content	Target Audience	Programs (In-person & Virtual)	Curriculum	Teacher Selection
K-2nd	ELA/ Reading	Students who fall below grade level on progress monitoring assessments and/or have a D/F grade 1st or 2nd Qtr.	• Before/After School Remediation • Saturday sessions • Small group interventions within the school day • Push-in support	See Tiered Resources in Table Above	Principal will select certified teachers that have demonstrated success with student gains.
K-2nd	Math	Students who fall below grade level on progress monitoring assessments and/or have a D/F grade 1st or 2nd Qtr.	• Before/After School Remediation • Saturday sessions • Small group interventions within the school day • Push-in support	See Tiered Resources in Table Above	Principal will select certified teachers that have demonstrated success with student gains.

3rd-5th	ELA/Reading	Students who fall below grade level on progress monitoring assessments and/or have a D/F grade 1st or 2nd Qtr.	• Before/After School Remediation • Saturday sessions • Small group interventions within the school day • Push-in support	See Tiered Resources in Table Above	Principal will select certified teachers that have demonstrated success with student gains.
3rd-5th	Math	Students who fall below grade level on progress monitoring assessments and/or have a D/F grade 1st or 2nd Qtr.	• Before/After School Remediation • Saturday sessions • Small group interventions within the school day • Push-in support	See Tiered Resources in Table Above	Principal will select certified teachers that have demonstrated success with student gains.
6th-8th	ELA, Math, Science, Social Studies	Students who have a grade of D or F grade or recommended by the teacher for support.	• Before/After School Remediation • Course Recovery • Grade Enhancement • Saturday sessions	See Tiered Resources in Table Above	Principal will select certified teachers that have demonstrated success with student gains.
9-12th	ELA, Math, Science, Social Studies	Students who have a grade of D or F grade or recommended by the teacher for support.	• Before/After School Remediation • Lunch and Learn tutorials • Grade Enhancement • Saturday sessions • Bootcamp tutorials • Small group interventions within the school day	See Tiered Resources in Table Above	Principal will select certified teachers that have demonstrated success with student gains.

All schools are implementing their plans and utilizing district progress monitoring data to track progress. Also, HCPS has implemented the GEER grant, which provides support and interventions to students in 25 of our transformation elementary schools.

Summer Learning Opportunities

Summer school is a critical component to address lost instructional time and gaps in instruction. The District will continue to implement a robust summer program for students below-level in reading and math in grades K-5. Each secondary school provides students in grades 6-12 course recovery and reading/math intervention opportunities to put students on the path to grade-level proficiency.

During the summer of 2021, the District will be targeting rising Kindergarten students that have been identified with an achievement gap based on progress monitoring assessments in their VPK program or children that did not attend a VPK program. The instruction presented in these programs will be systematic, sequenced, direct, and explicit based on learners' strengths and weaknesses in the four critical components of reading: phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension. Evidence-based instruction and materials will be continuously monitored during the summer reading program by teachers and students to gauge their effectiveness.

To meet the academic needs caused by the COVID slide, the District Summer Reading Camp has been extended to first and second Grade. Summer Reading Camp teachers will collaborate with families in promoting literacy. Reading and Math Interventions for students in grades 4 and 5 will be made available to support targeted students who score 2 or more years below their current grade level with a focus to close the achievement gap in reading or math based on progress monitoring diagnostic data.

Reading Camp will be made available to third-grade students who have a significant achievement gap in reading. The Third Grade summer reading camp program's fundamental goal is to bolster the reading skills of third grade students scheduled for retention and to prepare them to demonstrate mastery of state standards to be promoted to the fourth Grade.

For students in grade 6-12 that have significant gaps in achievement, Summer Grade Recovery will be offered. The students will complete coursework in the Edgenuity educational platform to recover any failed course needed for promotion/graduation.

1b. The HCPS Instructional Frameworks were designed to provide academic supports to all students using data from various sources to provide scaffolded supports, regardless of the modality of learning. In addition, the integration of SEL strategies into the curriculum and instructional practices, supports all students in the development of their cognitive, social, and emotional skills.

The following is a breakdown of specific supports per grade-band and content area:

Pre-K	
Reading	**Mathematics**
All Students: Students who have declined in reading and foundational skills will receive additional teacher-led small groups and/or one-on-one instruction (e.g. phonological awareness, alphabet knowledge, phonics, high-frequency words, vocabulary, and listening comprehension). Students will continue to receive re-teaching or skill remediation via a third small group led by the classroom paraprofessional. Teachers will continue to intentionally, systematically and explicitly teach language and targeted vocabulary words by purposefully reading and assigning myON books with follow-up small-group and center activities to continue to provide explicit instruction to increase vocabulary and expand knowledge of concepts. Music and Movement is	**All Students:** Daily differentiated support through small group instruction with targeted support addressing student needs is available in both eLearning and Brick and Mortar modalities. Student deficiencies are identified and diagnosed through the unit assessments available in the Pre-K Instructional Guide. Teachers then use "learning ladders" or standards progressions to plan differentiated instruction using WoW, iReady Corner K Brigance Readiness, engageNY, Stanford DREAM TE, Early Math Erikson, and the Illinois tipsheets. Based on their current level of performance (e.g. below, meets, exceeds expectations), students are provided differentiated instruction in small groups or one-on-one. Students rotate between targeted teacher facilitated

used to explicitly teach and reinforce foundational skills (e.g. alphabet knowledge, phonemic awareness, phonics and language). Students enrolled in the Head Start Pre-K program will continue to access the Waterford Early Learning computer program (phonics, phonological awareness, vocabulary, comprehension, language concepts) 15 minutes per day, 5 days per week which provides additional literacy instruction and support. Daily parent newsletters communicate learning objectives to parents and caregivers. This communication allows families to support and extend learning in the home.

Innovative Learning Modality:

Teachers will continue to use additional Zoom small group and/or one-on-one time to provide students with standards-based remediation, using the WoW differentiated lessons. In addition, cross-curricular instruction reinforces previously taught concepts (e.g. scavenger hunts around their house to find items that begin with focus letters or sounds) and connect to new learning (e.g. online Jack Hartmann phonics songs during Music and Movement). Students in eLearning are provided monthly home projects based on the standards for that unit, as well as physical manipulatives, handouts and resources (same materials that are provided to face-to-face students to support and strengthen learning). Programs such as Zoom support eLearners and provide teachers with options to provide immediate feedback on their work. The Pre-K students can bring their independent work to Zoom small group for that feedback.

instruction (e.g. subitizing small collections, rote counting, comparing magnitude of collections and use numerals to quantify collections before simple arithmetic, recognizing and comparing shapes, duplicating and creating patterns, etc.) paraprofessional-led small groups and guided online instruction (WoW math games) throughout the week as needed. Daily parent newsletters communicate learning objectives to parents and caregivers. This communication allows families to support and extend learning in the home.

Innovative Learning Modality: Fifteen minutes of small group or one-on-one instruction time is built into the eLearning schedule each day. During this time, some students' instruction will be facilitated by the teacher via Zoom while other students engage in additional small groups with the paraprofessional.

K-5th Grade	
Reading	**Mathematics**
All Students: Students who have declined in reading will receive additional teacher-led small	**All Students:** Daily differentiated support, addressing the targeted needs of declining students,

group, intensive remediation using Ready LAFS Tools for Instruction, Tools for Scaffolding Comprehension and other targeted supports during small group rotations embedded within the instructional framework. Teachers will utilize embedded flex weeks which are strategically designed instructional periods that allow additional time for remediation and enrichment of previously taught standards. These flex weeks are deliberately placed near the end of unit assessments in order for teachers to use real-time data analysis to pull additional data-driven small groups with the focused purpose of remediation for struggling students. Additionally, district coaches are working to support teachers and students by planning and facilitating small group instruction in high need schools.

Innovative Learning Modality: Teachers will continue to use additional Zoom time to provide students with standards-based remediation using Ready LAFS Tools for Instruction, Tools for Scaffolding Comprehension and other targeted supports. Students in eLearning are prescribed additional iReady lessons that assist in filling gaps of knowledge for students. Programs such as Nearpod and integrated Canvas responses within the student-facing materials support eLearners and provide teachers with options to provide immediate feedback on their work.

is available in both eLearning and Brick and Mortar modalities. Declining students and their specific deficiencies are identified through the iReady diagnostic and district created monthly assessments that cover recently taught and spiraled standards. Through district led monthly data chat PLCs, teachers investigate student misconceptions and explore district created PowerPoints that include math routines intentionally targeting student deficiencies. Additionally, standards aligned tasks designed to re-engage learners are provided at varying readiness levels. Utilizing these resources, teachers employ differentiation through teacher questioning, assigned tasks, and provided support tools such as manipulatives and visual models. These supports are available during the whole group, small group, and independent practice structures within the mathematical instructional block, as outlined in the K-5 Mathematics Frameworks.

Innovative Learning Modality: Thirty minutes of small group instruction time is built into the eLearning schedule each day. During this small-group time, some students' instruction may be facilitated by the teacher via Zoom while other students engage in targeted online instruction via iReady and/or interactive Canvas lessons. Students rotate between targeted teacher-facilitated instruction and guided online instruction throughout the week as needed.

6th – 8th Grade	
Reading	**Mathematics**
All Students: Due to the cancellation of FSA and district exams in 2019-2020, the district utilized Achieve3000's Level Set test data at the beginning of the school year to measure students' current lexile levels. Based upon this data, students were rescheduled into appropriate intervention reading courses at the conclusion of	**All Students:** Personalized student data chat forms have been provided to teachers by district coaches so that learning goals and plans may be tailored to specific student's needs. Site-based school coaches and subject area leaders are pulling groups of students for extended learning before, during, and after school. Additionally,

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the first nine weeks. These intervention courses focus on providing students with additional support in grade-level expectations while differentiating instruction to address individual student deficiencies. Students enrolled in an intensive reading course will utilize BrightFish Learning for a minimum of 40 minutes a week. This program provides adaptive support based upon a student's assessed lexile and areas of deficiencies, including foundational skills. In response to anticipated learning gaps, BrightFish was expanded to include all previously identified students scoring a level 2 on FSA (BrightFish was only used by students scoring a Level 1 in previous years). Additionally, all students will utilize Achieve3000 as a Tier 1support through their designated language arts courses. Achieve will provide students with individualized practice in reading comprehension on their "just right" reading level.

Innovative Learning Modality:

Teachers will utilize assessment data from Achieve3000, BrightFish Learning, and district-provided common assessments to plan and deliver small group instruction in their reading courses. District DRT's and coaches will support teachers with the planning and implementation of targeted instruction during small groups which will be facilitated via Zoom for our eLearning students. Supplementary online learning modules have been designed to provide mini-lessons that are inclusive of both literary and informational texts and standards. Text-based writing modules will be available for all grades in January to address deficiencies in writing skills, as well as the necessary analytical reading skills to produce a coherent and effective piece of text. These asynchronous lessons can be used utilized to

supplementary learning modules have been designed in Canvas to provide mini-lessons that are inclusive of both fluency and conceptual understanding in mathematics for grades 6-8 and Algebra. Also, semester review modules for grades 6-8, Algebra, and Geometry have been shared in Canvas to provide teachers with remediation lessons and engaging learning activities, both online and face-to-face. For Algebra and Geometry, the enVision Explore activities and Understand & Apply topics can be used to support productive struggle and promote reasoning and problem solving. Differentiation will occur through questioning, task assignment, and tools utilized. Weekly newsletters to teachers encourage the use of "Teacher Gems" provided by the curriculum to increase student engagement in the lessons. Struggling students and their targeted deficiencies are identified through the IXL ongoing diagnostic and district-created unit assessments. The diagnostic can be visited daily or weekly by students, and is used to pinpoint learning gaps within specific standards. Teachers have been receiving training on how to pull and work with students in small groups using evidence from the diagnostic assessment. Teachers will confer with small groups and/or individual students to provide prompting, cueing, and questioning as needed, and recording students' responses anecdotally (via Zoom sessions or in-person) so that they can work with their coaches on tweaking student learning plans.

Innovative Learning Modality: Online math platforms available outside of the core curriculum include IXL, Edgenuity, Algebra Nation, and Achieve 3000. Struggling students in grades 6-8 are scheduled into intensive math courses. Borderline Algebra students have been identified and scheduled into Algebra Support classes. The goal of these courses is to provide support for core

provide intensive remediation in specific writing skills above and beyond the approved ELA curriculum.	math, to close learning gaps, provide remediation and interventions, and scaffold students to work with on grade-level math content. For schools that do not offer the intensive math courses, IXL has provided complimentary student licenses by request for student use before/during/after school. Teachers use assessment data to identify struggling students and to work in smaller-group Zoom sessions to provide remediation and interventions. Students rotate between targeted teacher-facilitated instruction and guided online instruction throughout the week as needed.

9th – 12th Grade

Reading	Mathematics
All Students: Due to the cancellation of FSA and district exams in 2019-2020, the district utilized Achieve3000's Level Set test data at the beginning of the school year to measure students' current lexile levels in grades 9 and 10. Based upon this data, students were rescheduled into appropriate intervention reading courses at the conclusion of the first nine weeks. These intervention courses focus on providing students with additional support in grade-level expectations while differentiating instruction to address individual student deficiencies. Students enrolled in an intensive reading course will utilize BrightFish Learning for a minimum of 40 minutes a week. This program provides adaptive support based upon a student's assessed lexile and areas of deficiencies, including foundational skills. In response to anticipated learning gaps, BrightFish was expanded to include all previously identified students scoring a level 2 on FSA (BrightFish was only used by students scoring a Level 1 in previous years). Additionally, all students will utilize Achieve3000 as a Tier 1 support through their designated language arts courses. Achieve will provide students with individualized practice in	**All Students:** All Algebra 1 students that have been identified as needing a Tier 2 or Tier 3 intervention have been scheduled into an algebra support course. These courses aim to support the on-level content standards with the associated, underlying foundational concepts. All Algebra 1 students will have access to Achieve 3000 platform to identify and remediate non-proficient standards. Students will develop reading strategies (K-W-L chart and Three Reads) to help them decode word problems and critical thinking skills (Four Corners and a Diamond) to help them formulate solutions. Students will learn to apply reading strategies to build a deeper understanding of technical and complex texts and process what they read through organizing and writing what they learned in a graphic organizer. Also, students will learn to use think-alouds to improve academic vocabulary and communication skills. Students will self-assess their growth through goal setting and assessment scores. Teachers will bring student work samples and assessment results to collaborative professional learning communities to reflect on student progress toward mastery of both literacy and content course standards.

reading comprehension on their "just right" reading level.

In response to the 10th grade FSA being canceled at the end of the 2019-2020 school year, additional instructional modules focused on SAT and ACT skills expectations have been embedded into core the English curriculum in 11th grade. This will support all 11th grade students in meeting the reading benchmark for graduation.

Innovative Learning Modality:

Teachers will utilize assessment data from Achieve3000, BrightFish Learning (9th and 10th grade), and district-provided common assessments to plan and deliver small group instruction in their reading courses. District DRT's and coaches will support teachers with the planning and implementation of targeted instruction during small groups which will be facilitated via Zoom for our elearning students. Supplementary online learning modules have been designed to provide mini-lessons that are inclusive of both literary and informational texts and standards.

Students in grades 11 and 12 who have not met the reading benchmark or who have scored a previous level 1 or level 2 on FSA, are enrolled in an intensive intervention reading course. Students enrolled in these intervention courses will utilize Achieve3000, Khan Academy, and ACT practice to focus on skills-based upon student needs. In addition to the supplemental support programs, the district has created weekly skills-based lessons that are designed to be used during small group instruction. Also, prior to a scheduled SAT or ACT assessment, schools will provide targeted instruction based upon the assessment specifications as well as the areas of deficiencies identified for each student.

Students will practice College and Career Readiness Standards in the context of math-content lessons, including differentiated small group structures and project-based learning activities.

Innovative Learning Modality: Teachers will implement communication protocols (Data chat forms and Weekly goal-setting charts) with students and other stakeholders to allow for feedback, progress monitoring, and shared ownership. Teachers will be encouraged to implement a flipped classroom model to encourage students to watch videos during asynchronous learning and apply the new learning during live zooms with teacher support and student collaboration. Teachers can hold office hours to conduct regular one-on-one check-ins for virtual students to seek feedback and assistance. Teachers can provide written and recorded feedback aligned to the lesson objective using tools like Flipgrid.

1c. Additional interventions and supports will be provided to students who are transitioned out of the innovative learning model.

- Support plans will be created for students transitioning out of the innovative learning model. Students who have struggled in the innovative learning model in reading, math, and/or attendance have been identified, and a support plan is being created to provide intervention and monitor the student's academic performance and attendance once the student returns in-person instruction.

- Course Recovery and Grade Enhancement opportunities will be provided through Edgenuity to remediate essential standards and skills.

- Tutoring and Summer School programming will be made available to students who have significant achievement gaps based on progress monitoring assessment.

- Socio-emotional support through additional social workers, school counselors, and school psychologists to provide mental health services.

- Students who opt not to return to in-person instruction will receive additional support through various resources such as additional one-on-one check-ins with their teacher, online tutorials, and targeted instruction.

- Students who transition between modalities due to quarantine requirements will continue with their instruction. To ensure all students receive continuity of instruction, school administration with district oversight, will develop continuity plans based on the resources available to the specific school (I.e. available eLearning teachers, use of simultaneous instruction, access to technology, etc.) Continuity plans will be maintained and monitored by school and district administration which will include expectations for regular communication with students, posting and grading of assignments, utilizing Canvas eLearning classrooms, and steps for maintaining the pace of instruction to be equal to that of brick and mortar students.

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 acknowledgment 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 acknowledgment form that they will provide to parents/guardians.

2a. The District developed an eLearning Success Index (ESI) to determine if students are making adequate progress and should participate in the innovative learning modality. The index score is calculated using the following metrics:

- Attendance (# of days missed) for Quarter 1 and 2
- District baseline progress monitoring data
- Academic Performance in ELA and Math

Each component of the index is segmented into five categories (Excellent, Exceeds, Satisfactory, Unsatisfactory, Unacceptable). Each category represents students scoring satisfactory and above to students scoring below average within the component. To identify students who need support, each segment of every component is assigned a point value. The points are totaled to provide the ESI score.

The ESI is broken down into four categories:

Category	Definition
Tier 1	Student is successfully progressing within the innovative learning modality
Tier 2	Student is satisfactorily progressing but may need additional guidance
Tier 3	Student is struggling in one or more content and would benefit from in-person instruction
Tier 4	Student is not meeting academic standards in the innovative learning modality

Students who are categorized as Tier 3 or Tier 4 will be given written notification to return to in-person instruction.

How points are awarded for the ESI

A student can earn up to 10 points for their Attendance rate. Students who are present 90% or more, will receive 10 points. Students in attendance less than 60% of the time will receive 0 points.

For Academic Performance, students who receive an A in their ELA course will receive 10 points. They will receive an additional 10 points if receiving an A in their Math course. Students earning "F" grades will receive 0 ESI points.

The third component for ESI includes Baseline Data. Students who score a 26% or higher will earn 4 points on their math baseline. Student will also earn 4 points for reaching a 26% on their science baseline for a total possible 8 baseline points.

The maximum score a student can earn is 38 points from all combined components.

Table 1: eLearning Success Index Categories

Category	Point Range	Percentage of Total Points
Tier 1	27-38	70% or more
Tier 2	19-26	50-69%
Tier 3	11-18	30-49%
Tier 4	10 or less	29% or less

Table 2: eLearning Success Index Calculation Components

ES/MS/HS	Mastery		Above Average		Average		Below Average			
Attendance	90%+	10	80-89%	7	70-79%	5	60-69%	3	Less than 60%	0
Performance*	Excellent	10	Exceeds	7	Satisfactory	5	Unsatisfactory	2	Unacceptable	0
Baseline Data*	26%+	4	21-25%	3	16-20%	2	11-15%	1	0-10%	0

*Performance and Baseline data elements have 2 measures for each (ELA and Math) – therefore, the max scores are 20 and 8 respectively. For students who are missing 1 or more baseline data points, a truncated scale to 30 points was used.

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Table 3: eLearning Success Index Distribution of Students

- 99.7% of the data falls within three standard deviations of the mean

34% of Students to be Requested to Return - Need Supports

50% of students and performance (at Average and Above)

34.1%   34.1%

13.6%   13.6%

2.1%   2.1%

0.1%   0.1%

−3σ   −2σ   −1σ   μ   1σ   2σ   3σ

Students indexing 1 or more standard deviations below the mean. These students would be required to return to receive needed support.
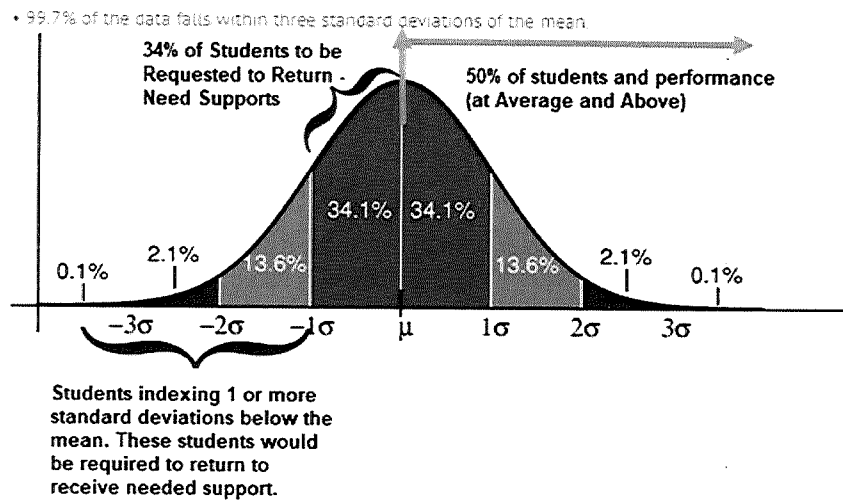
Each school will provide parents of students who fall within 'Request Back' and 'Required Back' thresholds written acknowledgment that their student is not making adequate progress and should return to in-person instruction as soon as possible.

Parents will be requested to sign the acknowledgment letter and return it to the school. Upon receipt, schools will be expected to meet with parents to determine the transition plan to in-person instruction as within 48 hours. Schools will host a transition team meeting to ensure students have a successful transition that may include the following, but not limited to:

- Administrator
- School Counselor
- Social Worker
- School Psychologist
- RTI Facilitator
- Teacher(s)
- Student
- Parent

Parents who choose to remain in the innovative learning modality will complete the acknowledgment form, indicating they understand the educational risks associated with the decision. Each school will be required to keep a record of the responses for verification purposes. Students transitioning from one modality to another will be accommodated as quickly as feasibly possible based on student stations available.

2b. The District will utilize the following written acknowledgment to inform parents and to verify the receipt of the information and their intent to have their child remain in the innovative learning modality:

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[Date]

[Student Name]
[Student's School]
[Grade Level]

Dear Parent/Guardian:

This letter serves as notification that your student demonstrates **inadequate progress** within his/her current learning modality (eLearning). The associated risk with continuing with the current model of instruction will very likely include one or more of the following:

☐ Retention ☐ Core course failure(s) ☐ Inability to graduate on time ☐ Other: _____

Course	Q1 Grade	Q2 Grade	Days Absent	Additional Data
Eng Lang Arts				
Math				
Science				
Social Studies				

Hillsborough County Public Schools is **strongly recommending that your student returns to in-person instruction** at their assigned school as soon as possible. Please indicate your acknowledgment and intentions with your student's educational options for the remainder of the 2020-2021 school year:

☐ I acknowledge my student is not making adequate progress and will contact my child's school as soon as possible to transition to in-person instruction.

☐ I acknowledge my student is not making adequate progress but will continue with my current educational modality (eLearning) for the remainder of the school year. I understand the educational risks (noted above) associated with choosing this option.

Parent Name:_____ Parent Signature: _____

Please return this form to [school name]. For your convenience, you may submit your response by using the following link:

CLICK HERE to submit your acknowledgment electronically.

Please understand that we want to see your student excel academically, and we're here to assist you in finding the best educational option. If you have any questions, please feel free to contact us at [phone].

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The electronic acknowledgment form below will be used to collect responses from parents:

Acknowledgment of Inadequate Progress in eLearning

This notification serves to inform you that your student demonstrates inadequate progress within his/her current learning modality (eLearning). The associated risk with continuing with the current model of instruction will very likely include retention, course failure, or the inability to graduate.

Hillsborough County Public Schools is strongly recommending that your student returns to in-person instruction at their assigned school as soon as possible. Please understand that we want to see your student excel academically, and we're here to assist you in finding the best educational option. If you have any questions, please feel free to contact your school directly.

* Required

1. Please indicate your acknowledgment and intentions with your student's educational options for the remainder of the 2020-2021 school year: *

    ○ I acknowledge my student is not making adequate progress and will contact my child's school as soon as possible to transition to in-person instruction.

    ○ I acknowledge my student is not making adequate progress but will continue with my current educational modality (eLearning) for the remainder of the school year. I understand the educational risks associated with choosing this option.

2. Student's Last Name *

[   ]

3. Student's First Name *

[   ]

4. Student' District ID Number *

_____

5. Student's Grade Level *

○ K

○ 1

○ 2

○ 3

○ 4

○ 5

○ 6

○ 7

○ 8

○ 9

○ 10

○ 11

○ 12

6. Parent or Guardian: Please enter your full name in the box below to serves as an electronic signature *

_____

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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.

3a. The District is implementing several strategies to engage vulnerable students and families struggling with the current learning modality or who have not enrolled for the 2020-2021 school year. School and District personnel, including school social workers, have focused their efforts on students at risk of inadequate progress and providing resources to support academic success. School personnel will continue to utilize the following strategies to engage families:

- Review the list of students who were expected to enroll in HCPS but have not enrolled or provided documentation of registering in another educational setting.
- Review daily truancy/attendance data to identify students who are chronically absent or truant.
- Contact parents/guardians through all known phone numbers, including emergency contacts, emails, letters, face to face meetings, and online platforms to assess enrollment barriers or adequate academic progress.
- Implement interventions based on data and problem-solving discussions at Multi-Tiered System of Supports (MTSS) meetings to address attendance, behavior, and course performance.
- Search for the student's siblings and confirm if there is additional contact information or if the sibling enrolled in school. Reach out to the sibling's social workers to collaborate on interventions to locate or engage the family.
- Conduct home visits at the address on record to determine if the family continues to live at the residence and help families address any issues impacting educational success. A "well child check" through local law enforcement will be requested on students who may be in imminent danger, and a Child Abuse report will be initiated as appropriate.
- Conduct community visits to hotels, campgrounds, apartment complexes, mobile home parks, and housing communities to identify students who are non-enrolled and follow through with plans for addressing identified barriers and immediate enrollment.
- Continue to canvass the community and distribute the HCPS parent flyer which includes the enrollment hotline contact information to local businesses, community agencies, hotels, apartment complexes, churches, and other community partners to maximize communication with families.
- Collaborate with Hillsborough County Sherriff's Office to determine if there is an open case with Child Protective Investigations and determine if additional information is available to help locate the family.
- Collaborate with community partners to connect families directly to agencies that can assist with mental health supports, financial/housing assistance, technology resources, and follow up regularly on progress.

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- Refer students to the Attendance Review Board (ARB), Case Staffing, Children in Need of Services/Families in Need of Services (CINS/FINS) or Unified Family Court (Truancy Court), dependent on the age of the student and per Florida Statue.

Students who continue to make inadequate progress will be identified by the eLearning Success Index (ESI) score described above in section 2 (Innovative Learning Modality). Students and parents will be supported and connected to resources as they are encouraged to transition back to brick and mortar services.

3b. The District Early Childhood Leadership team will continue to review data related to VPK and Kindergarten enrollment and participation. Currently, 1,038 of the 1,143 VPK seats are filled (91%). Efforts to recruit additional students for VPK and Kindergarten will continue. The following actions are ongoing:

- Collaborate with the Early Learning Coalition of Hillsborough County to identify families interested in participation in VPK.
- Advertise opportunities on the District website and social media platforms for VPK and Kindergarten.
- Each school will advertise opportunities through school newsletters, social media, and information sharing at school-sponsored events.
- Each school will host the *Ready for Kindergarten* event for Kindergarten eligible students for enrollment.
- *Be Ready for Kindergarten* webinar (accessible through the District website).
- Ready for Kindergarten monthly checklists (accessible through the District website).
- Outreach by teachers and school-based student services team members (counselors and social workers) to foster and encourage engagement.

For students currently enrolled, progress monitoring with tiered support will continue utilizing the following:

Universal Assessments (administered three times per year)
- Head Start: STAR Early Literacy
- PEEPS (Pre-K ESE): Teaching Strategies Gold (TSG)
- VPK: Florida Voluntary Preschool (VPK)
- All Pre-K Programs: HCPS Pre-K Literacy Assessment (early literacy skills such as Letters and Sounds)

Monthly Progress Monitoring (given every four weeks after each of the nine units in the WoW curriculum)
- Attendance Monitoring – monthly attendance reports by class, site, and program
- Head Start Attendance Plan
- WoW Curriculum Monthly Unit Checklists

- Assesses KG readiness skills: Language, Literacy, Mathematics, Science, Social Studies, Social-Emotional, Technology, Fine Arts, Health and Safety
- Data is color-coded by proficiency level to help teachers develop groups and make additional instructional decisions
- Aligns with WoW curriculum small group lessons

Plan to meet the needs of students who are performing below grade level includes the following:

Tiered Support (Interventions)

- Additional daily small groups for Tier 2 and Tier 3 students utilizing the teacher, paraprofessional, SLP, etc. These additional groups will use resources such as:
  - WoW curriculum differentiated small group lessons:
    - Below expectations
      - 3-year-olds and extra support lessons
      - ELL Support lessons
    - Meets expectations/core: 4-year-olds
    - Exceeds expectations: Transitional K and Advanced Learners

- HCPS Pre-K Instructional Guide, which includes interventions and direct access to resources
  - Florida Center for Reading Research
  - National for Pyramid Model Innovation

Supplemental services for those not on track for one year of growth (identify and notify parents)

- HCPS Pre-K Progress Report in English and Spanish
  - This is an optional Pre-K report card communicating progress towards KG readiness skills like letters and sounds – given at the end of each quarter
- Quarterly IEP progress alerts
- KG Rising Grant – additional interventions for KG students who have significant learning gaps due to the pandemic (offered after school two days per week and on Saturdays through December)

Job-embedded professional development for the teachers delivered by the Early Childhood department

- Innovative professional development (pre-recorded, self-paced modules in Canvas)

<u>Marketing Plan</u>

Reopening schools for all students in the second semester is vital to the academic needs of our learners. While some students have done well eLearning, we know the best way for students to succeed is to be in front of their teachers. Hillsborough County Public Schools has the best academic options for students, providing a variety of choices including magnet, IB, Career Technical and attractor programs. Through the collaboration of the Department of Health - Hillsborough County and TGH/USF Heath, our school leaders, teachers, and support staff have created a healthy, safe environment for students to return to campus. We

are maintaining social distancing where possible, ensuring daily cleanings and have a stockpile of hand sanitizer and other PPE on hand.

HCPS will conduct a survey of eLearning families as well as home school, charter and HVS students to determine who is prepared to come back second semester. The Communications Team will launch a massive marketing campaign to welcome students to HCPS. Our goal is to encourage parents to select Hillsborough County Public Schools as their child's educational option. Our academic options exceed the choices at any charter, private, home school or alternate online program.

- Reach all parents in Hillsborough County with School Age Students encouraging Traditional B&M choice over eLearning with positive school recruitment message
- Reach parents who have chosen private School or Charter School to reduce the chance of exposure to COVID with COVID containment message & abundance of school program offerings
- Reach parents who have chosen home school to reduce the chance of exposure to COVID with HVK12 local teacher and school affiliation message and COVID containment message
- Reach parents who have chosen Florida Virtual to reduce the chance of exposure to COVID with local teacher and school affiliation message
- Reach parents who remain undecided and have not chosen to enroll their students into a school option because of confusion around COVID with 2 options message (Traditional B&M & HVK12)
- School Websites: Add School "About" information tab to all new sites and populate the tab with what makes that school great and the reasons a family or prospective teacher would want to choose that school
- School Websites: School Marketing Action Leader Assigned for each school and get school websites updated with: About, Calendar and Announcements

Target Audience

- Parents
- Students
- Principals
- School Staff
- District Staff
- Community Members
- Media

Strategy

Communicate effectively to all stakeholders, internal and external, sharing the options available to our students. We will launch an overarching campaign to welcome students back to our district. In addition, we will highlight the programs that families cannot find anywhere else but in our schools. Our School Choice Options far outweigh what any other school can offer. We will highlight our award-winning

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teachers, students and programs while ensuring families understand the steps we take to keep our campuses safe.

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HILLSBOROUGH COUNTY PUBLIC SCHOOLS
2ND SEMESTER CAMPAIGN

HEADLINE: **Don't Miss Out**

TAGLINE: Safe...Social...Successful

BACKGROUND

▶ COVID-19 has interrupted academic learning for students across the world.

▶ Hillsborough County Public Schools has created a proven healthy, safe environment for students to return to campus by requiring face coverings, maintaining social distancing where possible, ensuring daily cleanings and providing access to a stockpile of hand sanitizer and other PPE.

▶ While some students have done well eLearning, we know the best way for students to succeed is to be in front of their teachers and interacting with their peers.

▶ Many students didn't return to traditional public schools, this is our strategy to get students back.

▶ We offer academic options and services that exceed the choices at any charter, private, home school or alternate online program.

▶ Reopening schools for all students in the second semester is vital to the academic and social needs of our learners. The new Emergency Order from FLDOE allows for choice.

GOAL

▶ Increase enrollment in our traditional schools. Encourage parents to select Hillsborough County Public Schools as the educational option for their children.

MESSAGING

▶ Reach all parents in Hillsborough County with school age students encouraging traditional brick & mortar choice over eLearning with positive school recruitment message

▶ Reach parents who have chosen private school, charter school, home school, Florida Virtual School and parents who remain undecided to reduce the chance of exposure to COVID with:

• COVID containment message

• Abundance of school program offerings message

• School affiliation message

• Local teacher message

SUPERINTENDENT DAVIS' THREE PRIORITIES:

▶ Improving Student Achievement and Eliminating "D" and "F" Schools;

▶ Improving the Overall Financial Health and Stewardship of Tax Payers Money; and

▶ Actively Engaging our Community and Ensuring On-going Outreach.

STRATEGY

Communicate effectively to all stakeholders, internal and external, sharing the options available to our students. The overarching campaign will welcome students back to our district. In addition, we will highlight the programs that families cannot find anywhere else but in our schools. Our School Choice Options far outweigh what any other school can offer. We will highlight our award-winning teachers, students and programs while ensuring families understand the steps we take to keep our campuses safe and the importance of social interactions for our learners.

Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life

School's in!
DON'T MISS OUT.

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CAMPAIGN TACTICS	ALL*	PRIVATE & CHARTER	HOME SCHOOL	FLVS	UDP	REACH
Billboards	X					2,673,776 people 4 weeks - 32 billboards
OTT & Retargeting Spots that can be targeted by demographics and displayed on all streaming devices – Hype Video (Instead of traditional TV Commercials)	X	X	X			194,444 impressions
Radio Spots (4 stations - messaging per audience)	X					192 radio spots
Tampa Bay Parenting (Ad, Web Leader Board, E-Newsletter Leader Board, Blog Post Advatorial & Social Media Boost for two months	X	X	X			200,000 impressions - 2 month campaign
Social Media Ads, Boosts & FB Group Posts	X	X	X	X		Zelen is determining reach and will have numbers 12/4 AM
Nextdoor Neighborhood Messaging Platform	X					282,486 subscribers w/ multiple impressions
Social Media Post Campaign	X	X	X	X		10 unique posts highlighting school programs
Hashtag	X					#DontMissOut
Flyers - Grab & Go	X					
HCPS Banner Ad & Page Ads	X					
HCPS Landing Page in Spanish and English	X					
Media Opportunities – Morning Shows, Fox13-Charley Belcher, Mini-Expo for media	X	X	X			
Messaging for Government Offices, Legislative Delegations, Chambers of Commerce (small business message for employers and employees)	X	X	X			
ParentLink (phone, text, email)	X					
PeachJar for school sites	X					
School Marketing: School Marketing Action Leader Identified, School Websites get "About" tab, School Websites updated w/ Calendar, About and Announcements	X					
District and School Newsletter Content	X					
School Website Banner	X					
Undecided Parents Campaign - Grassroots social workers, homeless division, government, legislative delegations and chambers of commerce including Email with FAQ Info, Dedicated Hotline, Posters and Flyers	X				X	
						Total Campaign Cost: $55,000.00

UDP = Undecided Parents   *All families targeted with a focus on specific groups for some tactics

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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).

4a. The District has hosted multiple sessions to provide teachers with professional learning regarding the Spring semester learning modalities. CLICK HERE to access the Hillsborough County Public Schools Professional Learning Catalog. Additionally, the District has recently provided the following professional development opportunities related to innovative learning, interventions, and technology:

Engaging Students in a Virtual Classroom
DESCRIPTION: This course provides an in-depth understanding of how to engage and motivate online learners. Participants will learn strategies and tools to increase student engagement in the virtual classroom.

- 10/27/2020; 5:00 PM - 8:00 PM
- 11/7/2020; 8:30 am - 11:30 am
- 11/11/2020; 9:00 am - 12:00 pm
- 11/14/2020; 9:00 am - 12:00 pm
- 11/14/2020; 1:00 pm - 4:00 pm
- 11/18/2020; 5:00pm - 8:00 pm
- 12/2/2020; 5:00 pm - 8:00 pm
- 12/7/2020; 4:30 pm - 7:30 pm
- 12/12/2020; 9:00 am - 12:00 pm

Simultaneous Teaching Phase 1-Supporting both Brick and Mortar and eLearners
DESCRIPTION: This Simultaneous Teaching session is the first session of a four-part training series. This first session will introduce simultaneous teaching, teaching both brick and mortar, face to face, and eLearners during the same class period, and how to begin planning for both groups of learners while meeting the instructional needs of all learners. This session will be delivered via Zoom.

- November 17 5:30 PM to 7:00 PM
- December 1 5:30 PM to 7:00 PM
- December 8 5:30 PM to 7:00 PM
- December 15 5:30 PM to 7:00 PM

Simultaneous and eLearning PLC sessions
DESCRIPTION: This PLC will provide teachers who teach in an eLearning or simultaneous teaching environment an opportunity to collaborate and share instructional practices designed to engage and support student achievement.

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- November 19 5:30 PM to 6:30 PM
- December 3 5:30 PM to 6:30 PM
- December 10 5:30 PM to 6:30 PM

MTSS/RtI Training 2020-2021 – Basics of MTSS (self-paced course)
DESCRIPTION: This series of self-paced modules provide an overview of the Multi-Tiered System of Supports (MTSS) framework and the 4-step problem-solving process. These modules also focus on establishing an infrastructure for MTSS implementation and give tips for eLearning and in-person environments.

iReady Professional Learning Sessions
Curriculum Associates offers a comprehensive network of support that includes live onsite or remotely facilitated professional development courses, implementation planning and data support, and online asynchronous educator resources. The company has provided over 500 tailored live sessions to meet the District's needs this school year, focusing on supporting MTSS or progress monitoring to help every learner access grade-level work and ultimately succeed at grade level.

Available 24/7, the i-Ready Central support website provides teachers with videos, professional learning community/collaborative team planning resources, turnkey implementation tools, and actionable ideas from educators around the country. The Educator Prep Series offers educators online, on-demand short modules to extend or refresh their learning. Focus areas include best practices for online instruction, setting and measuring growth goals, and using data to plan instruction.

Achieve 3000 Professional Learning Sessions

Date	Time	Audience	Title
Tuesday, December 1, 2020	2:30 PM-4:00 PM	Elementary teachers	Digging Deeper
Thursday, December 3, 2020	4:00 PM - 5:30 PM	Middle and High School teachers	Digging Deeper
Monday, December 7, 2020	4:00 PM - 5:30 PM	Middle and High School teachers	Digging Deeper
Wednesday, December 9, 2020	2:30 PM - 4:00 PM	Elementary teachers	Digging Deeper

Canvas Professional Learning Sessions

Date	Time	Audience	Title
Rolling Enrollment	Rolling Enrollment	K-12 Teachers	Canvas SELF-PACED for Teachers K-12
Rolling Enrollment	Rolling Enrollment	K-12 Site-Based Admins and Resource	Canvas SELF-PACED for Admins K-12

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Rolling Enrollment	Rolling Enrollment	All Instructional Staff	Canvas Targeted Zoom in Clinics

Edgenuity Professional Learning Sessions

Date	Time	Title
10/14/2020	5:00 - 6:30 PM	Data Session
10/15/2020	5:00 - 6:30 PM	Basics Session
10/19/2020	2:30 - 5:30 PM	Open Office Hours
10/20/2020	5:00 - 6:30 PM	Basics Session
10/21/2020	5:00 - 6:30 PM	Data Session
10/22/2020	3:00 - 6:00 PM	Open Office Hours
10/27/2020	5:00 - 6:30 PM	Basics Session
10/28/2020	5:00 - 6:30 PM	Data Session
10/29/2020	3:00 - 6:00 PM	Open Office Hours
11/2/2020	4:00 - 5:30 PM	Basics Session
11/4/2020	5:00 - 6:30 PM	Data Session
11/5/2020	3:00 - 6:00 PM	Open Office Hours
11/9/2020	4:00 - 5:30 PM	Basics Session
11/10/2020	5:00 - 6:30 PM	Data Session
11/12/2020	3:00 - 6:00 PM	Open Office Hours
11/17/2020	5:00 - 6:30 PM	Basics Session
11/18/2020	5:00 - 6:30 PM	Data Session
11/19/2020	3:00 - 6:00 PM	Open Office Hours
12/1/2020	5:00 - 6:30 PM	Basics Session
12/2/2020	5:00 - 6:30 PM	Data Session
12/3/2020	3:00 - 6:00 PM	Open Office Hours
12/8/2020	5:00 - 6:30 PM	Basics Session
12/9/2020	5:00 - 6:30 PM	Data Session
12/10/2020	3:00 - 6:00 PM	Open Office Hours

Open Office Hours: The District hosts weekly sessions to provide teacher and administrator support for each content area.

Content Area	Day/Time	Topic/Focus

K-2 ELA/Writing/S.S.	Wednesday Wisdom 2:00 – 3:00	Drop-In/FAQ
3-5 ELA/Writing/S.S.	Thursday 2:00 – 3:00	Drop-in/FAQ
Kindergarten Math	Monday 2:30 – 3:15	Kindergarten Open Space: Q and A, Content Updates, Instructional support
1st Grade Math	Monday 2:30 – 3:15	Grade 1 Open Space: Q and A, Content Updates, Instructional support
2nd Grade Math	Thursday 2:30 – 3:15	Grade 2 Open Space: Q and A, Content Updates, Instructional support
3rd Grade Math	Wednesday 2:30 – 3:15	Grade 3 Open Space: Q and A, Content Updates, Instructional support
4th Grade Math	Wednesday 2:30 – 3:15	Grade 4 Open Space: Q and A, Content Updates, Instructional support
5th Grade Math	Thursday 2:30 – 3:15	Grade 5 Open Space: Q and A, Content Updates, Instructional support
K-5 Science	Wednesday 3:15 PM– 4:30 PM	eLearning Support
K-5 Science	Thursday 3:00pm– 4:00pm	FAQ, District Initiatives, STEM Fair
4th Grade Science	Thursday 2:30 PM– 3:30 PM	Fourth Grade Planning
5th Grade Science	Wednesday 2:10pm-3:10pm	5th Grade Planning
5th Grade Science	Friday 8:00 am-9:00 am	5th Grade Planning
6-8 ELA	Mondays 8:00 AM – 9:30 AM	Open Q&A Session/ Updates on Content & Resources/Planning Support/Support with Analysis of Data
6-8 Math	Mondays 8am-10am (Math Mondays)	Open Space/QA/Content Updates/Planning Assistance/Data Analysis

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6-8 Science	Fridays 8am-9am and/or 3pm-4pm	Open Q&A Session/ Updates on Content & Resources/Planning Support/Support with Analysis of Data
6-8 SS.	"Martha" Mondays 8–10 AM every Monday "Future" Friday 2–4 PM last Friday of month for planning support	Open Q&A Session/ Updates on Content & Resources/Planning Support/Support with Analysis of Data
9-12 ELA	3:00 PM-4:00 PM	ELA/Reading Teacher Drop-in Question and Answer support sessions
9-12 ELA	Wisdom Wednesdays 8:00 AM-8:15 AM	ELA/Reading Strategies and Best Practices in 15 minutes
9-12 ELA	Thursdays 3:00 PM-4:00 PM	Literacy Leaders Drop in Question and Answer support sessions
9-12 Math Algebra	Algebra 1- Wednesdays 7:45 AM-8:15 AM	Content updates, Data and standard analysis, Remediation strategies, Open collaboration
9-12 Math Geometry	Geometry- Fridays 7:45am-8:15am	Content updates, Data and standard analysis, Remediation strategies, Open collaboration
9-12 Science	Thursdays 3:30PM-4:30PM	Open session/Drop-In Meeting
9-12 Social Studies	Thursdays 3-4 PM	Open Space/ Q & A
K-12 Physical Education, Health, and Dance	Friday December 11 8:30 AM-11 AM	Open Office Hours

Second Semester Professional Learning Opportunities – The following professional learning session will be available for teachers instructing in all learning modalities. The following trainings will be offered to support teachers with innovative teaching practices, especially in the virtual learning environment:

Target Audience	Training/Topic/Activity
K-12 teachers Administrators	Training: Engaging Students in a virtual learning environment
K-12 teachers Administrators	Training: Increasing engagement in K-12 eLearning
All Instructional Personnel- training offered by level	Understanding the HCPS Instructional Framework
Grades 6 –12 teachers	Simultaneous & eLearning PLC
K – 12 teachers	Minecraft Education
K-12 teachers	Nearpod: changing the game
K –12 teachers	Amplify student voice with FlipGrid
Grade 6-8 teachers	4 Principles of Effective Teaching in a Virtual Math Environment
Pre-K – Grade 2 teachers	HCPS Pre-K Brick and Mortar and Simultaneous Teaching
Pre-K – Grade 2 teachers	HCPS Pre-K eLearning
K-12 teachers	"Tech Bytes - Tech in Small Bytes" Moving Instruction Forward in an eLearning Environment
Grade 9-12 teachers	Implementing Stations in a 9-12 Science Classroom
Grade 9-12 teachers	What is Rigor & What Does it Look Like in my 9-12 Remote Science Classroom?
Grade 6-8 teachers	Interactive Instruction for 6-8 Social Studies Near and Remote

4b. To support teachers with providing interventions to support students in various learning modalities, the following trainings will be offered:

Target Audience	Training/Topic/Activity
K-12 teachers	Training: Implementing technology for SWD

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Grade 6-8 teachers	Training: Creating Choice Boards for the 6-8 Math Classroom
K-12 teachers	Collaborative Teaching
K-12 teachers	Specially Designed Instruction in a Co-Taught Classroom
K-12 teachers	Including Students with Significant Cognitive Disabilities
K-12 teachers	Building Inclusive Schools
K-12 teachers	Supporting Students in the Least Restrictive Environment
K-12 teachers	Peers as Parners in Learning (Power of Peers)
K- grade 5 teachers	Brainspring Phonics First
K- grade 5 teachers	Reading Intervention Master Teacher
K- grade 5 teachers	Brainspring Phonics First COP Support Sessions for Implementation
K-12 teachers	Presume Competence: A Life of Possibilities (Intelligent Lives)
K-12 teachers	ASD and Co-occuring Mental Health
K-12 teachers	Overview of Low Prevalence Disabilities for General Education Teachers
K-12 teachers	Access Points Classroom Expections
K-12 teachers	Learning Ally and Bookshare Set Up Support Sessions
K-12 teachers	UDL - One "Byte" at a Time: Facts and Myths
K-12 teachers	Get the Inside Scoop on Accessible Instructional Materials (AIM)
K-12 teachers	UDL: Digital Tools to Support All Learners
K-12 teachers	Classroom Assistive Technology (AT) the UDL Way!
K-12 teachers	Interactive Learning the UDL Way: Using Boardmaker Studio and other Interactive Instructional Strategies
K- grade 5 teachers	Intervention Strategies for Foundational Reading Skills
K- grade 5 teachers	Intervention Strategies for Vocabulary

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| K-12 teachers | Accommodations: Assisting Students with Disabilities |
| Grade 9-12 teachers | Creating and Using Choice Boards in a 9-12 Science Classroom |

4c. To support teachers with technology needs and using new technology platforms, the following trainings will be offered:

Target Audience	Training/Topic/Activity
All Instructional	Canvas
Grade 3 to 10 teachers	Achieve3000
Grade 6 to 12 teachers	Edgenuity
K – 5 teachers	iReady
All Instructional	Zoom
K-5 teachers	MyOn
Grade 6-12 teachers	Desmos
K-12 teachers	Nearpod
Grade 6-12 teachers	EdPuzzle
Grade 6-12 teachers	Geogebra

Acknowledgment

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.
Terry Connor, Deputy Superintendent for Instruction
Contact information: email, phone number
terry.connor@hcps.net   (813) 997-1291
Date submitted
12/15/2020
Superintendent Signature (or authorized representative)

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