Spring 2021 Education Plan and Assurances

[SARASOTA]

December 15, 2020

Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

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

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

Directions

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

District Education Plan Assurances

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

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

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

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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.

1.a.: Sarasota County Schools (SCS) continue to focus on closing the achievement gap in a variety of ways. School and District teams

- Review multiple data sources: Project 10 database; grade reports; Struggling Learners Report (school based report submitted to TEAMS bi-weekly; ESE Drop Out list; Student Information System Withdrawn Reports; bi-weekly report sent to each school that lists students who have been suspended (along with ESE, ethnicity, 504 status)
- Prioritize the highest need students for the most immediate, most intense support based on their strengths and skill deficit
  - School based team prioritizes the professional resources
  - Support the students who are impacted by in and out of school due to contact tracing
  - Prioritize highest needs students to provide mentors with staff and community-based mentors (Note: outside mentors are virtual at this time)
- Engage in PROJECT 10, a process of monitoring graduation requirements for all middle and high school students which leads to interventions for most struggling learners; Project 10 Team meets with every school weekly
- Include achievement gap strategies in every school's School Improvement Plan
- See 1.b. below for specific district-wide interventions
- Share Public Data Dashboards to ensure our student data is transparent to the community and can be sorted using filters that focus on achievement gap to view aggregate performance (i.e., school, ethnicity, ESE, ELL status, and more); data displayed graphically with bar and pie charts, and line graphs for ease of interpretation:
  - Attendance and Out of School Suspension (OSS) Dashboard designed to visually reflect how the district is performing on attendance and OSS over time; includes information on the percentage of days absent and present, chronic absenteeism and OSS rates

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- o Academic Progress Dashboard designed to visually reflect how students are performing in reading and mathematics over time on the following: i-Ready relative placement to grade bar charts, average i-Ready scale scores and Achieve3000 bar charts, mathematics local benchmark assessment data
- Secure, confidential Teacher Dashboards designed to provide teachers with detailed data of their own students at both the class and student level:
  - o Collection of individual dashboards include progress monitoring and summative assessment data at the student level over time as well as attendance, discipline, and class schedule information; teachers can track individual or class information over several years
  - o Current Student Academic Dashboard designed to visually reflect how students are performing in the FSA ELA, FSA Math, Grade 5 & 8 Science, U.S. History and Civics assessments, and middle school and high school acceleration

Our plan for providing additional instructional time to our students includes providing after-school tutoring and Saturday School. We are exploring summer intervention programs, like the successful 2020 Summer Boost program that personalized instruction for struggling learners, and/or Summer Learning Academies at our Elementary Schools. We also offer VPK, Summer Reading Camps, and Extended School Year programs at sites throughout the county.

We did not lose any instructional time this year because we revised our calendar to account for 180 school days, even though we started school 3 weeks later this year. Also, thanks to our generous community, our students receive 30 additional minutes of instruction each day.

Parent Communication: SCS has activated a secure parent portal platform in order to provide families with the most up-to-date information about their students on an individual level. The portal provides important information daily about attendance, grades, class schedules, report cards, other information related to their student's education, and the ability to email teachers directly. Over 77% of our students have at least one parent who accesses the portal on home computers or cell phones, and we are engaging in another campaign to reach 100%.

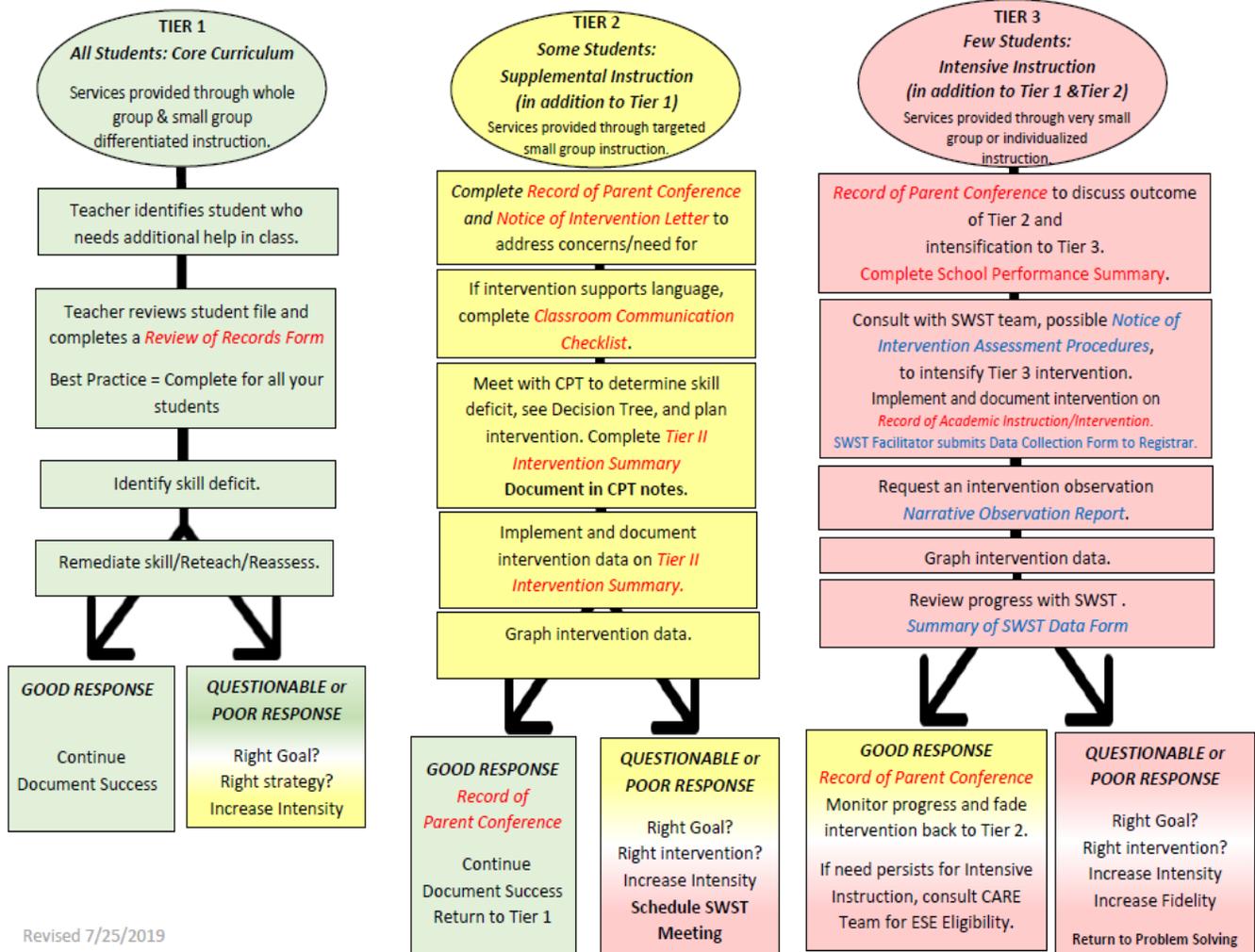## 1.b.: Targeted Outreach by Level and Modality

SCS believes by focusing on past successes and proven frameworks for tiered supports that specific strategies can be identified and modified to support students who are struggling in traditional (face-to-face) and innovative (remote) learning. The Sarasota County Schools' Spring Education Intervention Plan is built with the following in mind:

- Maintain high standards for instruction
- Provide teacher professional development
- Analyze data to drive decision making and measure success
- Continue to foster social emotional learning
- Ensure equitable instruction for all students

School teams at all levels progress monitor and analyze the student's response to the intensive intervention through our Multi-Tiered System of Supports (MTSS). The School Wide Support Team (SWST) at each school regularly monitors the progress of all Tier 2 and Tier 3 students. When a student demonstrates a poor response to intervention or a questionable response to intervention when provided appropriate instruction and intense, individualized interventions, the SWST team will move towards initiating an evaluation. Similarly, if interventions are effective but require sustained and substantial effort that may include the provision of specially designed instruction, the SWST team will recommend initiating an evaluation.

Multi-Tiered System of Supports: Academic Response

Titles in *Red Italic* are MTSS forms that need to be completed by teacher. *Blue Italic* will be completed by SWST team.

TIER 1
All Students: Core Curriculum

Services provided through whole group & small group differentiated instruction.

- Teacher identifies student who needs additional help in class.
- Teacher reviews student file and completes a *Review of Records Form*

  Best Practice = Complete for all your students
- Identify skill deficit.
- Remediate skill/Reteach/Reassess.

GOOD RESPONSE

Continue Document Success

QUESTIONABLE or POOR RESPONSE

Right Goal?
Right strategy?
Increase Intensity

Revised 7/25/2019

TIER 2
Some Students:
Supplemental Instruction
(in addition to Tier 1)
Services provided through targeted small group instruction.

- Complete *Record of Parent Conference* and *Notice of Intervention Letter* to address concerns/need for
- If intervention supports language, complete *Classroom Communication Checklist*.
- Meet with CPT to determine skill deficit, see Decision Tree, and plan intervention. Complete *Tier II Intervention Summary* Document in CPT notes.
- Implement and document intervention data on *Tier II Intervention Summary*.
- Graph intervention data.

GOOD RESPONSE

Record of Parent Conference

Continue Document Success Return to Tier 1

QUESTIONABLE or POOR RESPONSE

Right Goal?
Right intervention?
Increase Intensity
Schedule SWST Meeting

TIER 3
Few Students:
Intensive Instruction
(in addition to Tier 1 &Tier 2)
Services provided through very small group or individualized instruction.

- *Record of Parent Conference* to discuss outcome of Tier 2 and intensification to Tier 3. Complete School Performance Summary.
- Consult with SWST team, possible *Notice of Intervention Assessment Procedures*, to intensify Tier 3 intervention. Implement and document intervention on *Record of Academic Instruction/Intervention*. SWST Facilitator submits Data Collection Form to Registrar.
- Request an intervention observation *Narrative Observation Report*.
- Graph intervention data.
- Review progress with SWST. *Summary of SWST Data Form*

GOOD RESPONSE

Record of Parent Conference
Monitor progress and fade intervention back to Tier 2.

If need persists for Intensive Instruction, consult CARE Team for ESE Eligibility.

QUESTIONABLE or POOR RESPONSE

Right Goal?
Right intervention?
Increase Intensity
Increase Fidelity

Return to Problem Solving

Elementary (K-5) – Reading and Mathematics: ALL students demonstrating a decline in our district's progress monitoring system (i.e., classroom assessments, i-Ready online instruction, i-Ready diagnostic) are provided individualized remediation pathways. These pathways may include, but are not limited to:

- ongoing teacher/student data chats
- student generated goal setting and self-monitoring
- small group scaffolded support
- individualized conferencing and one-to-one instruction
- parent connection (i.e., access to grades through the parent portal, emails, phone calls, and parent conferences)

Additionally, students (remote and face-to-face) who scored a Level 2 on the 2019 FSA-ELA or MATH receive Tier 2 interventions. Students (remote and face-to-face) who scored a Level 1 on the 2019 FSA-ELA or MATH receive Tier 2 and 3 interventions. The Sarasota K-12 Reading Plan, decision trees, and our *Extending Reading Excellence for All Learners* Website outlines specific interventions and progress monitoring for students receiving Tier 2 and 3 support in reading.

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REMOTE students demonstrating a decline in our district's progress monitoring system are reviewed by administration, SWST, IEP Teams, and/or ELL Committees to determine the specific support needed to get the student back on track. REMOTE students who are identified as ESE or ESOL may receive additional support from a liaison, behavior specialist, paraprofessional, or co-teacher as necessary. Specific actions, strategies, and interventions for struggling remote students are included in the chart below.

	Indicator	Who	Possible Strategies/Action Steps to be Implemented as Needed
Targeted Outreach & Additional Interventions and Supports	Academic Concerns	Teacher	• Conference with parent (i.e., phone call, Zoom meeting, etc.) • Small group instruction, using i-Ready skill-grouping reports and/or Fountas & Pinnell's Leveled Literacy Intervention kits • Adjust i-Ready instructional path • Grade level teams collaboratively discuss concerns, create interventions and refer to the School Wide Support Team (SWST)
		SWST/CARE & Support Staff	• Student's response to intervention discussed as a team • Interventions are maintained and/or revised to address student deficit • Instructional and/or Paraprofessional staff provide supplemental instructional intervention in small groups or individually via Zoom • School Counselor conferences and works with struggling students and their parents • Home School Liaison and/or Social Worker conduct home visits

		Administration	• Collect data and information from teacher
			• Conference with parent (i.e. phone call, Zoom meeting, etc.)
			   o Review expectations
			   o Provide counsel and support to families
			   o Create a re-entry plan
			   o Coordinate transition back to face to face learning environment
			   o Secure a signed letter acknowledging concerns from parents who request to remain remote

	Behavior/ Attendance Concerns	Teacher	• Conference with parent (i.e. phone call, Zoom meeting, etc.) • Develop student behavior plan/contract • Grade level teams collaboratively discuss concerns, create interventions and refer to the School Wide Support Team (SWST)
		SWST/CARE & Support Staff	• Student's response to intervention discussed as a team • Interventions are maintained and/or revised to address student deficit • Request observation of student • Instructional and/or Paraprofessional staff provide behavioral intervention in small groups or individually via Zoom • School Counselor conferences and works with struggling students and their parents • Home School Liaison and/or Social Worker conduct home visits • Request Truancy Worker support • Initiate referral for Mental Health Therapy

The heading spanning the table reads: **Actions, Strategies and/or Interventions for REMOTE students who are not making adequate progress in Academics, Behavior and/or Attendance**

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		Administration	- Collect data and information from teacher - Conference with parent (i.e. phone call, Zoom meeting, etc.) - Reviews expectations - Provides counsel and support to families - Create a re-entry plan - Coordinate transition back to face-to-face learning environment - Secure a signed letter acknowledging concerns from parents who request to remain remote

Middle Grades (6-8) – Reading and Mathematics: ALL Students who are demonstrating a decline in our district's progress monitoring system (i.e., classroom assessments, i-Ready online instruction, Standards Mastery Assessments, i-Ready diagnostics) are provided individualized remediation pathways. These pathways may include, but are not limited to:

- ongoing teacher/student data chats
- student generated goal setting and self-monitoring
- small group scaffolded support
- individualized conferencing and one-to-one instruction
- parent connection (i.e., access to grades through the parent portal, emails, phone calls, and parent conferences)

Additionally, ALL students who scored a Level 1 on 2019 FSA-ELA are placed into Intensive Language Arts. If students scored a Level 1 on 2019 FSA-MATH teachers use ongoing progress monitoring to adjust and modify classroom instruction and provide Tier 2 and 3 interventions as needed. The Sarasota K-12 Reading Plan is used to determine the intervention pathways for students in this course. Students who scored a Level 2 on the 2019 FSA-ELA or MATH receive Tier 2 and Tier 3 interventions as needed in their core courses.

REMOTE students demonstrating a decline in our district's progress monitoring system are reviewed by SWST, IEP Teams, ELL Committee, and/or the Struggling Remote Learner team to determine the specific support needed to get the student back on track. A District Remote Learner Support Framework for Middle Grades was developed to help schools navigate this process. Students are also provided resources like a virtual coach, mentor, or school counselor to offer check-ins and review of class expectations. REMOTE students who are identified as ESE or ESOL may receive additional support from a liaison, behavior specialist, paraprofessional, or co-teacher as necessary. Specific Tier 3 interventions for this student group are included in the chart below.

Tier 3 – Strategies and Resources for Struggling Remote Students (e.g., based on attendance data, academic data, progress monitoring data) who have not responded to Tier 2 interventions		
Indicator	**Who**	**Action**
Student failing 1 or more classes	SWST/CARE and or Support Staff	• Add additional course time to support learners: ILA or Critical Thinking • Paraprofessional or ESE and ESOL Liaison gather information to support learning through one-on-one Zoom sessions or small group sessions • Behavior Contracts/Extensions of Second Chance Agreement or Settlement Agreement • Parent conference with student and staff which may include home Engagement Visit • Virtual Coach during Encore Classes – required for assignment recovery/skills support
	SWST/CARE and or Support Staff	• For students with an IEP participating and still struggling with remote platform, a re-evaluation review meeting is scheduled, and they may be assigned a Unique Skills course • For students with a 504 participating and still struggling with remote platform, a 504-review meeting is scheduled • For struggling ESOL students, an ELL Committee is convened to identify further interventions
Not logging into class (more than 5 days absent)	SWST	• Microsoft Form is submitted identifying escalating concern • Home Visit with support staff • Truancy Worker visit • Well Child visit through law enforcement • Mental Health/Crisis Intervention Team for wrap around services
	Administration	• Conference with principal • Request that student return face-to-face • Create a re-entry plan and coordinate transition back to face-to-face learning • Secure a signed letter acknowledging concerns from parents who request to remain remote

High School (9-12) - Reading and Mathematics: ALL Students who are demonstrating a decline in our district's progress monitoring system (i.e., classroom assessments, Achieve3000 (Grades 9-12), Adaptive Progress Monitoring in Grades 9 and 10 ELA, Benchmark Assessments for Algebra 1/1B/1A and Geometry) are provided individualized remediation pathways. These pathways may include, but are not limited to:

• ongoing teacher/student data chats
• student generated goal setting and self-monitoring
• small group scaffolded support
• individualized conferencing and one-to-one instruction
• parent connection (i.e., access to grades through the parent portal, emails, phone calls, and parent conferences)

All students who scored a Level 1 on the 2019 FSA-ELA were placed into Intensive Language Arts, and if they scored Level 1 on their 2019 standardized MATH assessment their course progression was adjusted to meet their needs. The Sarasota K-12 Reading Plan is used to determine the intervention pathways for students in this course. Students who scored a Level 2 on the 2019 FSA-ELA or MATH receive Tier 2 support in their core courses.

REMOTE students demonstrating a decline in our district's progress monitoring system are reviewed by SWST, ELL Committee, and/or the Struggling Remote Learner team to determine the specific support needed to get the student back on track. A District Remote Learner Support Framework for High School was developed to help schools navigate this process. Students are also provided resources like a mentor or school

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counselor to offer check-ins and review of class expectations. REMOTE students who are identified as ESE or ESOL may receive additional support from a liaison, behavior specialist, paraprofessional, or co-teacher as necessary. Specific Tier 3 interventions for this student group are included in the chart below.

Tier 3 – Strategies and Resources for Struggling Remote Students (e.g., based on attendance data, academic data, progress monitoring data) who have not responded to Tier 2 interventions			
	Indicator	**Who**	**Possible Action**
Tier 3 Strategies & Resources	Student failing 1 or more classes	SWST/CARE and or Support Staff	• Adding additional course time to support learners by allowing time to make-up work and remediate skills or be assigned a Research Class
			• Paraprofessional or ESE and ESOL Liaison gather information to support learning through one-on-one Zoom sessions or small Group sessions
			• Behavior Contracts/Extensions of Second Chance Agreement or Settlement Agreement
			• In-person parent conference with student and parent
			• Home visit (Engagement Visit)
			• Adjust graduation pathways to include the possibility of a modified schedule
		SWST/CARE and or Support Staff	• For students with an IEP participating and still struggling with remote platform, a re-evaluation review meeting is scheduled
			• For students with a 504 participating and still struggling with remote platform, a 504-review meeting is scheduled
		Administration	• Conference with principal
			• Letter reviewing all previous documentation and efforts
			• Encourage returning to school
	Not logging into class (more than 5 days absent)	SWST	• Home Visit with support staff
			• Truancy Worker visit
			• Well Child visit through law enforcement
			• Mental Health/Crisis Intervention Team for wrap around services
		Administration	• Conference with principal
			• Request that student return face-to-face
			• Create a re-entry plan and coordinate transition back to face-to-face learning
			• Secure a signed letter acknowledging concerns from parents who request to remain remote

1.c.: Additional interventions and supports provided to students who are transitioned out of REMOTE

A transition process will be developed for students who return to the traditional setting because they were not engaged in the remote environment. The determination to require a student to transition back to the traditional setting may be based on one or more of these components: Behavioral, Relational and Cognitive. Behavioral relates to compliance with school policies and procedures, including attendance. Relational is defined as interactions between the teacher and peers as needed to collaborate. Cognitive relates to academic tasks and completion of these tasks.

The transition process will be monitored by the teacher(s) of record and any other pertinent staff members (i.e., liaison, counselor, behavior specialist, administrator). Grades and progress monitoring data will be reviewed by the classroom teacher and concerns will be addressed with Administration and/or designated support staff.

2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
   a. Offer the innovative learning modality only to students who are making adequate academic progress.
   b. Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The district must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The district must submit a copy of the written acknowledgement form that they will provide to parents/guardians.

2.a.: Sarasota County Schools Innovative Learning Plan included two options for families to select for their children: working remotely at home or returning to school face-to-face. We distributed over 4000 laptops and over 350 hotspots to families with remote learners. Since pre-planning in August, we also supported these families by uploading several helpful videos and staffing a Parent-Student Phone Support Line for one-on-one, "just in time" help. Starting the first day of school, our administrators employed multiple methods to communicate with families of struggling and non-responsive students. In addition to phone calls, emails, text messages, and letters home, they made home visits themselves or sent social workers, school psychologists, ESE Liaisons, and other staff to connect with families and provide resources. Our Truancy Workers alone have made over 800 home visits.

Because we believe that our students, especially those who are struggling, learn best when they are face-to-face with our teachers, it was encouraging to see the percentage of face-to-face learners in August increase from 70% to 79% in December. Conversely, the percentage of remote learners decreased from 30% in August to 21% in December. However, we continue to have disengaged students, high numbers of failing grades, and lower performance on progress monitoring data in Quarter 1. As a result, our school leaders and teachers continue to connect with these students and their families (via phone calls, emails, text messages, letters, and home visits) to provide grade and performance data. Additionally, teachers convey messages to families via our online Parent Portal, which also allows them to track their child's daily attendance, work assignments, and grades. As a result of deliberate messaging, over 78% of our families have access to our Parent Portal, which was an increase of nearly 10% since August.

Remote learners who continue to struggle with participation, attendance, and performance on classroom and district progress monitoring assessments will now receive one of the letters found below in section 2.b. The letters communicate our recommendation for struggling students to return to school face-to-face, and provides the option for parents to reject our recommendation by signing and returning this letter. Communication regarding these letters is being sent home by school leaders. Attached to each letter is the following: progress monitoring performance data, grade information, and attendance documentation.

2.b.: All Principals will identify the struggling remote learners and mail the following letter. All letters will be tracked and staff will make contact with any remote learner who does not immediately return face-to-face nor returned this letter signed by a parent.

[Add each sending school's logo]

NOTICE FOR REMOTE LEARNER TO RETURN TO IN-PERSON LEARNING AT ELEMENTARY SCHOOL

TO: Parent/Guardian of _____

DATE: _____

This correspondence is to give you notice that your child, _____, is experiencing challenges in pursuing his/her education through the remote learning environment and, therefore, not making adequate academic progress. As a result, to help your child achieve adequate academic progress, our District is following Florida Department of Education Order No. 2020-EO-07 and expecting that your child will transition back to in-person learning in the school building. Remaining in remote learning while failing to make adequate academic progress will subject your child to numerous educational risks including missing the foundational skills necessary for future success and not achieving promotion to the next grade level.

While I recommend that your child return to in-person learning at school because of the difficulties he/she is experiencing while in remote instruction, you are the final decision-maker with regard to this decision. Therefore, if, despite your child's failure to succeed, you wish to have him/her continue in a remote learning environment, you must sign below indicating this is your choice. **Failure to return this letter will confirm that your child will attend school in person immediately.**

Know that we remain committed to your child's educational success and our main goal is to have your child reach his/her fullest academic potential. We look forward to continuing to work with you to reach this goal. Please contact the school if you would like to discuss this further.

Sincerely,

_____
Principal

I acknowledge that I have received this notice that my child is not making adequate academic progress while in remote learning and the associated education risks, but I nevertheless want my child to remain in the remote learning environment. I will return this letter to the school immediately.

_____   _____
Parent/Guardian   Date

[add directions for returning the letter (i.e., scan back or address)]

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NOTICE FOR REMOTE LEARNER TO RETURN TO IN-PERSON LEARNING AT MIDDLE SCHOOL

TO: Parent/Guardian of _____

 DATE: _____

This correspondence is to give you notice that your student, _____, is experiencing challenges in pursuing his/her education through the remote learning environment and, therefore, not making adequate academic progress. As a result, to help your student achieve adequate academic progress, he/she must be transitioned back to in-person learning in the school building. Remaining in remote learning while failing to make adequate academic progress will subject your student to numerous educational risks including not achieving promotion to the next grade level and not being promoted to high school for grade 8 students.

While we believe your student should return to in-person learning at school because of the difficulties he/she is experiencing in remote instruction, you are the final decision-maker with regard to this decision. Therefore, if, despite receiving the information in this notice, you wish to have your student continue in a remote learning environment, you must sign below indicating this is your choice. **Failure to return this letter will confirm that your student will attend school in person immediately.**

Know that we remain committed to your student's educational success and our main goal is to have _____ reach his/her fullest academic potential. We look forward to continuing to work with you to reach this goal.

 [Enter return information]

Sincerely,

_____
Principal

I acknowledge that I have received this notice that my student is not making adequate academic progress while in remote learning and the associated education risks, but I nevertheless want my student to remain in the remote learning environment.

Student Name (Print): _____

Parent Signature: _____ Date: _____

Contact Number: _____

[add directions for returning the letter (i.e., scan back or address)]

Notice for Remote Learner to Return to In-person Learning at High School

TO: Parent/Guardian of _____

DATE: _____

This correspondence is to give you notice that your student, _____, is experiencing challenges in pursuing his/her education through the remote learning environment and, therefore, not making adequate academic progress. As a result, to help your student achieve adequate academic progress, he/she must be transitioned back to in-person learning in the school building. Remaining in remote learning while failing to make adequate academic progress will subject your student to numerous educational risks including not achieving promotion to the next grade level and putting the student at risk for not graduating with his/her class.

While we believe your student should return to in-person learning at school because of the difficulties he/she is experiencing in remote instruction, you are the final decision-maker with regard to this decision. Therefore, if, despite receiving the information in this notice, you wish to have your student continue in a remote learning environment, you must sign below indicating this is your choice. **Failure to return this letter will confirm that your student will attend school in person immediately.**

 Know that we remain committed to your student's educational success and the main goal is to have _____ reach his/her fullest academic potential. We look forward to continuing to work with you to reach this goal.

 [Enter return information]

Sincerely,

_____
Principal

I acknowledge that I have received this notice that my student is not making adequate academic progress while in remote learning and the associated education risks, but I nevertheless want my student to remain in the remote learning environment.

Student Name (Print): _____

Parent Signature: _____ Date: _____

Contact Number: _____

[add directions for returning the letter (i.e., scan back or address)]

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.

3.a.: Identifying vulnerable students who have yet to appear or enroll for the 2020-21 school year

A few factors impacted our projections for the number of children we expected in our schools. Nine hundred more parents signed up to homeschool their children this year. We have over 400 more students signed up for virtual school options this year. We will be communicating with those families to provide contact information on how they can return to our schools if they choose to do so. Also, we had nearly 400 fewer kindergarten students enroll (see 3.b. below for strategies we are employing to connect with those students).

Identifying vulnerable students with limited or no contact

Daily Strategies:

- The classroom teacher takes and records attendance each day/period for all students.
- An automated message is sent via phone, text or email, in the family's native language to notify the family of the absence.
- The classroom teacher and school counselor attempt to engage with the family by way of phone call, text message, email, US mail service.

At least weekly and continuous strategies:
- Counselors monitor at risk students by running reports for attendance, behavior and grades. They address student needs by contacting family/student through phone and email with assessment of needs for support. A follow up conference is conducted with the student and family to discuss alternative learning options and to encourage a return to the brick and mortar setting.
- When a student does not login to participate and/or does not engage in the remote learning environment, a multi-disciplinary team begins to implement evidence-based engagement strategies, such as attendance contracts, check in check outs, etc. A service referral is generated to initiate more intense interventions and support, such as counseling, small group social skills, and a truancy worker and/or school social worker conduct a home visit.
- Our truancy workers are equipped with laptops and hotspots. During each home visit, the school truancy worker provides the family with the Safe Children's Coalition Youth Prevention Services brochure, the call for help community resource guide, and the Sarasota County Schools acknowledgement of COVID procedures form for remote learners. Additionally, referrals to school-based service may be initiated at this time. The goal of the home visit is to connect and engage with the family and to identify any challenges and barriers for accessing education. The truancy worker completes a short needs assessment survey with the parent using Microsoft forms and sends the data received to the school counselor and administration for follow up. The survey will include clarifying questions that can help determine if a student qualifies for protections of the McKinney-Vento Act.

- School Social Workers & Home School Liaisons are engaging with our most vulnerable students through home visits and by making community referrals and connections. Our social workers are using student emergency funds to support financial needs such as uniforms, school supplies, transportation. Additionally, school social workers are assisting families with accessing Season of Sharing and CARES funds dollars to help with home stability and home security.
- If a family is homeless or is involved in the eviction process, a copy of the Schoolhouse Link brochure could be provided to the family/youth with a new written referral made to connect the family with our services.
- Schoolhouse Link (3 Family Advocates and 1 Youth Education Advocates) open a file and provide community-based case management services to all youth and families who qualify as homeless.
- Schoolhouse Link also works with displaced families and youth to connect to community resources and achieve greater housing stability.
- School-based and district-based administrators conduct home visits to encourage and educate families on the importance of attending school and to help with the reduction of barriers.
- Case staffing, Community based Youth at Risk (YAR) staff, and CINS/FINS referrals are used when the above strategies do not work to engage the student in remote learning. Services include comprehensive wrap around counseling and support for the entire family.
- Students that have the code DNE (did not enroll) and other drop out withdrawal codes are being monitored by our truancy team. Each truancy officer conducts home visits and connects with contacts, neighbors, etc. to document additional information.

3.b.: Strategies we are implementing to identify VPK- and kindergarten-eligible students

- Identify 200 eligible students for KG students for the 2020-21 School Year who completed registration information last Spring but chose to not attend school.
- Collaborate with local early childhood agencies and the Early Learning Coalition to identify additional kindergarten-eligible students who have not completed the registration process.
- Utilize the SCS Exceptional Student Education (ESE) & Prekindergarten (PK) Diagnostic Team's list of all students found eligible for ESE PK and those that have enrolled and not enrolled, per school site.
- Mail flyers to local Pediatrician's Offices and Health Services Providers and several community-based organizations.
- Involve our numerous community partners (e.g., Charles & Margery Barancik Foundation's Bi-weekly committee involving The Patterson Foundation, Community Foundation of Sarasota County, Boys & Girls Clubs, Girls Inc., First Step, Children's First, First 1000 Days Committee, and more) who have agreed to share information on their social media platforms.
- Conduct regular "Outreach and Awareness" campaigns concerning the availability of programs including Child Find, Kindergarten Round Up and Summer Learning Academies.
- Share a brochure through schools and our numerous community partners that entices families (and those identified above) to attend Kindergarten Roundups (most likely virtually) in February at each elementary school where they will receive a Kindergarten Readiness Bag (e.g., Rotary Club funded bags filled with books, community resources, multi-sensory literacy and math games). Additionally, we will include opportunities to connect with kindergarten teachers and day care workers through Facebook Live, and summer events that parents can register for (including Summer Learning Academies and Van Wezel Family Fest events).

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. & b. The following is a bulleted list of professional development supporting teachers/leaders provided during the first school semester:

Targeted Audience: Instructional Staff

- 5th Grade Science Inventory
- ActivOnline: ActivInspire Foundations
- ActivOnline: ClassFlow Foundations
- Alternative Assessment - Datafolio
- Autodesk Training
- AVE - Benchmark Assessment Refresher – K-2
- AVE - Leveled Literacy Intervention (LLI) - Small group intervention
- Band After Dark PLC
- BAS and LLI Training
- Battelle Developmental Inventory (BDI) and Progress Monitoring in Remote and Concurrent Learning Platforms: Focusing on the 5 Domains (Adaptive, Personal-Social, Communication, Motor, and Cognitive)
- Book Study- A Fresh Look at Phonics
- Book Study- Lost At School District Behavior Team
- Born for Love: Why Empathy is Endangered & Essential
- BrainPop Live Zoom training (hosted by BrainPop)
- Circle of Security Attachment-Based Early Intervention
- Class Dojo & Behavior Plan Training
- Classroom Management Tips Study Group
- Clinical Educator Certification Training
- Co-Teaching in In-Person and Remote Learning Environments
- Collaborative Science PLCs: HS Science teachers throughout the district an opportunity to collaborate on the following topics pertaining to face to face and remote learners: Engagement, Collaboration, and Assessment.
- Collaborative Teaching Partnerships
- Compassion Fatigue
- Compliance and Other Responsibilities for ESE Liaisons
- Composing through Songwriting
- Connecting Communities Through the Arts
- CTE Back to School Orientation
- CWB: Video, Discussions with Producers and Pedagogy
- District Wide PLCs for Social Studies
- District-Wide Math PLC

- Documenting MTSS and Progress Monitoring - Overcoming Concurrent Teaching Obstacles
- DOE Reflex/Dexterity
- Dry Run
- Elementary Arts PLC
- Elementary Counselor Training 2020-2021
- Embracing Our Differences Art Intensive
- enCORE Elementary Access Curriculum
- ESE Behavior Cluster Paraprofessional Training
- ESE Best Practices: Helping Teachers Increase Their Understanding of Disabilities and The Foundations of Exceptional Student Education.
- ESE Enrich Training for ESE Teachers (IEP only)
- ESE Enrich Training for SLP/ESE Liaisons
- ESOL Applied Linguistics
- ESOL Cross-Cultural Communications
- ESOL Curriculum and Materials Development
- ESOL Empowering III
- ESOL Essentials for Content Teacher
- ESOL Methods of Teaching English to Speakers of Other Languages
- ESOL Testing and Evaluation
- Evaluating Success Criteria: Do Tests Matter- PD 3
- Exploring the Enhanced GPS in Math
- Exploring the Enhanced Guide to Plan for Success (GPS)
- Fast Automatic Letter Knowledge
- First Grade Reading Recovery Training – Cumulative Decoding Strategy
- First Grade Reading Recovery Training – Syllable/Word Parts Strategy
- FOCUS for Beginners
- Focus Friday (Distance Learning Playbook Modules 3 & 4)
- Focus Friday: Distance Learning Training
- FOCUS Refresher & Updates
- Forum Theater in the Classroom
- From Obstacle to Opportunity: Coaching Readers into Grade Level Text
- From Weimar to Kristallnacht: The Progression of Hate
- FUNdations
- Getting Started- Ten Top Strategies
- Goal Setting and Follow-up
- Grade 4-5 Writing Team - Summer 2020
- Growth Mindset 2020
- Guidance and Counseling of the Gifted ONLINE
- Guitar Teacher PLC
- Heggerty: High Impact Phonological Awareness Instruction
- High School Counselor Training 2020-2021
- High School Instructional Support: Preparing for Face-to-Face and Remote Learners
- High-School ILA Interactive Documents with Achieve 3000
- HMH Digital Webinar
- Holding and Conducting Parent Meetings – Utilizing Remote Technology Tools & More

- How to Use the New Online Print Shop
- HS Department Chair Meeting
- HS New Teacher Induction
- i-Ready CPT - Understanding the Data
- i-Ready Support
- Imagine Learning: Using Data to Monitor Usage and Inform Instruction
- Incorporating Positive Psychology in Counseling Interventions
- Incorporating Positive Psychology Strategies in Counseling Intervention for Psychologists, Social Workers and School Counselors
- Inner Explorer and Civility Squad – Engaging Students in Various Settings
- Innovative Ways to Assess Students
- Instructing Cultural and Curriculum Content for NPHS 20-21
- Instructional Practices
- Instructional Strategies for Concurrent Teaching
- Introduction to Flipgrid
- Kagan Cooperative Learning
- Kagan for ELL
- Kaufman Brief Intelligence Test - Second Edition (KBIT-2) Training
- Keeping Kids Safe Online
- Kindergarten Reading Recovery Training – Analogy Strategy
- Kindergarten Reading Recovery Training – Sound Boxes
- Leveled Literacy Intervention (LLI) Kindergarten Training for "Rising K" program
- Library Technician Meeting #1 2020
- Library Technicians: Best Practices for 2020
- Literacy Kits for Guided Reading-Intermediate
- Literacy Lessons 101
- LLI Implementation Training
- LLI Red System and Running Records Training
- Lost at School Book Study
- Mapping/Route Directions
- MATCH-ADTC (Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct)
- Math Club
- Mathematics for Visible Learning
- Meaningful Assessment
- Middle School Coaches and AD Meetings
- Middle School Counselor Training 2020-2021
- Middle School Department Chair Meetings Fall
- Middle School Discovery Education Techbook Training
- Middle School FSA Writing Success
- Middle School Maximizing Standards Mastery
- Middle School Power Up September
- Middle-High School Liaison Meetings
- Modern Band Sharing and Jam Session, May 2020
- Moving and Breathing Through Emotions- SEL and the Arts

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- Moving and Breathing Through Transitions in Remote and In-Person Settings
- Moving and Breathing Through Transitions- Supporting SEL Through the Arts
- Multi-Sensory Instructional Methods for Early Literacy Learners
- National Literacy Conference Presentations
- Navigating the Elementary ELA Instructional Focus Guide
- Navigating the Updated Writing Resources on the Instructional Focus Guide
- Nearpod Training
- New Library Technician Training: Fall 2020
- New SLP Training
- New Teacher Induction - Elementary 20-21
- No More Meltdowns: Managing and Preventing Challenging Behaviors
- Online Social Emotional Learning through Sanford Harmony and Evolution Curriculum
- Onward Book Study
- Orchestra PLC
- Overview of Heinemann Guided Reading Book
- Oxygen Masks: Self Care for Educators in the Time of COVID-19
- Paraprofessional support for student reading
- Paraprofessional Support for Inclusion Classrooms: Strategies to Ensure Student Success
- PBIS through ROAR
- PBS Coach 2020-2021
- Pearson Elevate Science Textbook Training
- Pearson Elevate Science Training
- Planning for Success
- Planning for Success: Understanding the role of a concurrent and/or remote teacher
- Pow Wow with Pupil Support
- Print Shop Support
- Providing Accommodations in a Virtual Environment
- Providing Classroom Management Support in a Concurrent environment for Paraprofessionals
- and Behavior Specialists
- Providing Services to Students with Disabilities During a Covid-19 Outbreak for Exceptional
- Student Education (ESE) Liaisons and SLPs and Teachers of the Deaf Hard of Hearing/Visually Impaired (DHH/VI)
- Providing Therapy in a Concurrent Environment
- Putting it all Together for All Students: Best Practices for Distance Learning and Concurrent Teaching Strategies
- Reaching the Remote Learner
- Reaching the Remote Learner Workshop Series
- Reading Art to Prepare for EOD
- Reading Recovery & Literacy Lessons Back to School Training Week
- Reading Recovery & Literacy Lessons OPD clinical sessions and BTG trainings
- Reading Recovery and Literacy Lessons Competency 1 - in training 20-21
- Reading Recovery and Literacy Lessons Competency 3 - Assessment (Observation Survey)
- READY for Mathematics
- Rediker for Teachers
- Responsive Classroom Elementary Core Course

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- Returning to In-Person and Remote Instruction for Exceptional Student Education (ESE) Prekindergarten (PK): Resources and Ideas Presented by the Technical Assistance and Training System (TATS)
- Roles & Responsibilities of an ESE Paraprofessional
- Route Supervisor Meeting
- RR Alphabet Module: Letter strokes, formation and sorting
- RR Book Introductions Module
- RR Deeper Comprehension Module
- RR Monitoring Module
- RR Oral Lang Module 1
- RR Oral Language Module #1
- RR Sound Boxes Module
- Running Records for New Hires
- Running Records Module, I
- Running Records Training
- Sarasota County National History Day Training
- Sarasota County Schools Substitute Guest Teacher Training
- Sarasota Online Conference: Utilizing i-Ready to Target Student Growth
- School Psychologist Department Meeting
- School Social Worker Training 2020-2021
- Science Lab Collaboration
- SCIP Mentor 20-21
- SCIP DOMAIN I Breakout Session
- SCIP Mentor Induction
- Seven Steps to Instructional Control 20-21
- Show and Tell Demonstrations: Sharing ideas and inspiration to support Speech Language Pathologists, (SLPs), Occupational Therapists/Physical Therapists (OTs/PTs), and Itinerant Teachers
- Stop, Collaborate, and Communicate for Teachers and Paraprofessionals
- Strategies for Content-Area Literacy
- Strategies for ESE/ASD Paraprofessionals
- Student Led Conferences
- Summer 2020 Boost Teacher Training
- Sustainability Superheroes and Financial Literacy & Economics Wednesdays
- SY 2019-2020 ELA Training Day 1 & 2 - Chesnoff
- Teacher Clarity Certification Training
- Teaching Literacy in the Visible Learning Classroom
- The Next Step Towards Guided Reading
- The Social/Emotional Teacher and Sanford Harmony Curriculum
- Through Your Child's Eyes for Teachers and Parents
- Transportation Safety School Online Training Courses
- Trauma & Mental Health Strategies Based on Experiences and Diagnosis for the Classroom – In all Learning Settings
- Trauma Informed Yoga
- Word Work for Literacy Kits

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- Wordly Wise
- Write, Name and Sort Upper- and Lower-Case Alphabet Letters
- Writing a Compliant IEP
- Specifically Targeting School Leaders
- COE Accreditation Training
- Gatekeeper Training for School Leaders
- Learning Walks (Ghost Classroom Visits)

Targeted Audience: School/District Leaders

- Professional Learning for School Leaders - Assistant Principals/District-Based Administrators
- Professional Learning for School Leaders - Principals/District-Based Administrators
- Rediker for Admin
- SESIR DOE Training

Targeted Audience: Instructional Staff and School/District Leaders

- 2020-2021 Florida Kindergarten Readiness Screener Training
- ABA Behaviors Part 1: Operationally Defining Targeted Behaviors
- ABA Behaviors Part 2: Function of Behaviors: How to Collect Function- Based Data
- ABA Behaviors Part 3: ABC Data Collection Practice
- ABA Behaviors Part 4: ABA Strategies: Reinforcement
- ABC Data Collection
- Access Curriculum
- ACCESS Middle & High School Curriculum Review
- Accommodations in a Virtual Environment
- Accommodations: Assisting Students with Disabilities for all Educators
- Achieve 3000 New Feature Review
- Achieve 3000 reading instruction series
- All Learning Is Social and Emotional Book Study
- Allyship for LGBT+ Youth and Families
- Attendance and Coding Changes due to Concurrent Teaching + Project 10 Project 10 Support: Developing and Maintaining Monitoring Systems
- Attendance and Coding Changes due to Concurrent Teaching + Project 10 Support: Developing and Maintaining Monitoring Systems
- Autism Spectrum Disorder Endorsement: Assistive Technology & Alternative/Augmentative Communication
- Autism Spectrum Disorder Endorsement: Field-Based Experience with Students with ASD
- Building A Community of Hope and Healing
- Caring for the Caregiver – How to Care for Yourself While Navigating New Learning Platforms
- CHAMPS – Setting Up Classroom and Behavior Management Across Settings
- Competency 1 - Foundations of Reading Instruction
- Competency 2 - Foundations of Researched-Based Practices

- Competency 3 - Foundations of Assessment
- Competency 5 - Demonstration of Accomplishment (Practicum
- CPI - Nonviolent Crisis Intervention 20-21
- CPI Foundation Course
- CPR and First AID Certification Course
- Creating & Visual Supports – The Right Tool for the Jon by CARD USF
- Creating Accessible Content for Concurrent Classrooms
- Creative Teaching in a Digital Classroom for all Educators
- Creativity for Gifted
- Crisis Prevention Intervention (CPI) – ongoing
- Culturally Responsive Teaching and the Brain book study
- Culture & Climate
- Curriculum for the Gifted Online Summer 2020
- Developing and Facilitating Quality IEPs
- Developing and Maintaining Monitoring Systems for Student Success
- Developing Quality Individualized Education Plans (QIEP) – including addressing IEPs across learning platforms (in-person, remote)
- Disability Awareness – for Concurrent Instruction
- Discipline in the Secondary Classroom for In-Person and Remote Learning Settings
- Dyslexia Awareness Training 2020-2021
- EdExploreSRQ Provider Previews
- Effective Teaching Practices for Students with Disabilities
- Enhancing Communication: Cures and Prompting by CARD US
- ESE Summer Institute 2020
- ESY Training 2020
- Executive Functioning for Gifted Learners in Remote Environments
- Five Social Emotional Learning (SEL) Lessons for Back to School: Project 10 Identifying and Supporting Students At: "Promise" for in-person or remote learning settings
- Florida Ready & iReady Training
- Framework of Inclusion and ASD
- Framework of Inclusion and Autism Spectrum Disorder (ASD) for all Educators
- Framework to Inclusion for Paraprofessionals
- FSA Reading and Writing
- FSA training for 11th grade teachers
- Gatekeeper Training
- Gatekeeper, Baker Act, and Threat Assessments in both Face-face and virtual learning environments
- Gifted Endorsement: Nature and Needs of Gifted Online
- Grant Writing
- Hacking School Discipline Using Restorative Justice
- Healing Circles: Practice and Application at your school site
- How to Advocate for Your Gifted Child Parent and Teacher Training
- Identifying and Reporting Child Abuse and Neglect
- Introduction to ABA Part 1 & 2
- Journey to Responsiveness: A Focus on Culture and the Instructional Benefits

- K-12 Awareness Module: Understanding Dyslexia and Other Reading
- K-12 Awareness Module: Understanding Dyslexia and Other Reading Difficulties - New Teacher Induction
- Kognito Florida School Personnel Mental Health Awareness Training
- LGB and T+ Students: A Roadmap for Their Safety and Well-Being for Middle and High School Educators, Social Workers, Psychologists, Counselors and School Personnel
- LRP Webinar - COVID-19 Navigating the New Normal
- Making Reading Instruction Explicit (MRIE) in Face-Face and Remote Learning Settings
- Managing Behaviors and Supporting Independence with Students (both face-face and online/virtual)
- Mental Health Education: Evolution Suite 360 Overview
- Mental Health Professional Development
- MRIE: Making Reading Instruction Explicit
- PDA Differentiating Reading Comp 4
- PDA Introduction to Differentiating Instruction Online
- PDA PBS: Understanding Student Behavior Online
- PDA: ASD Endorsement Moodle Courses
- PDA: Assessment and Evaluation
- PDA: Differentiating Math Instruction
- PDA: Differentiating Reading Instruction
- PDA: Differentiating Science Instruction
- PDA: Engaging Learners through Informative Assessment
- PDA: Exploring Structured Literacy
- PDA: Foundations
- PDA: Foundations of Exceptional Education
- PDA: Instructional Practices
- PDA: Introduction to Differentiated Instruction
- PDA: Language Development and Communication Skills
- PDA: Matrix of Services
- PDA: PBS - Understanding Student Behavior
- PDA: Transition
- PDA: Understanding Student Behavior
- Picture Exchange Communication System (PECS) Level 1 Training including application in Remote Learning Settings
- Positive Behavior Support - Tier I Team Training 2020-2021
- Positive Behavioral & Intervention Support (PBIS) for remote, in-person and concurrent settings – ongoing
- Project 10
- Project 10 Building Work Skills for Employment Success: and Discovery Process
- Project 10 Discovery Part 3
- PSAT Test Administration Training for Proctors
- Quick Guide to Understanding ASD
- Quick Guide to Understanding Autism
- Quick Guide to Understanding Autism Spectrum Disorder (ASD)
- Reading Competency 1: Foundations of Reading

- Reading Competency 2 - Foundations of Research Based Practices (and Evidence-Based Practices)
- Reading Competency 5 Practicum
- Remote Learning for Students with Disabilities for Elementary Educators
- Remote Learning ICAN Plan for Support SWD: How to support students directly with accommodations and specialized instructions in remote learning.
- Remote Learning: ICAN Plan Grades 6-12
- Restorative Strategies for remote, in-person and concurrent settings – ongoing
- Restorative Strategies into Your Classroom
- RTI Updates: How to handle interventions for brick-and-mortar vs remote learners, SWST, and portfolios in SY20-21.
- Safety Training for COVID
- Sanford Harmony SEL Training
- School Test Coordinator Training
- Science IFG Training
- Second Step Training
- Social-Emotional Learning Across Settings Both In-Person and Face-Face for Elementary Educators
- Special Needs Updates
- Spring 2020 Assessment Training
- Standing Up for Me PLUS
- STEM Fair Coordinator Training 20-21
- Stop, Communicate and Collaborate for All Educators
- Summer Boost Training
- Supervising Teacher/Intern Orientation
- Supporting ESE in Concurrent Learning
- Supporting Students Toward Greater Success with Second Chance Programs in both face-face and virtual learning environments
- SY2021 FSA/NGSSS School Test Coordinator Training
- TeachTown Basics for Students with Special Needs
- Test Administration Training for PV Teachers 2019-2020
- The ABC's of Behavior
- The Role of Schools in Preventing Suicide
- The Student Experience: Previewing a Teacher's Blackboard Presence
- Thinking Maps Refresher Course
- Top 10 Lessons Learned Updates for the School-Wide Support Team and Children at Risk in Education (CARE) Teams to make appropriate decisions [Eligibility, Florida State Alternate Assessment (FSAA), Specific Learning Disability (SLD), Hospital Homebound (HHB)]
- Trauma Informed Care 101 (Blackboard Course)
- Triad - Journey to Responsiveness: A Focus on Culture and the Instructional Benefits
- Understanding and Providing Support to Students with Disabilities
- Understanding the 3 B's: Beliefs, Behavior, Building and Reinforcing by CARD USF
- Universal Design for Learning
- Universal Design for Learning (UDL) 101 for Face-Face and Concurrent Learning Environments
- Universal Design for Learning (UDL) 102

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- Universal Design for Learning 102 in In-Person and Remote Learning Settings
- USA Test Prep
- Viewing and Discussion of Concurrent Teaching Video
- Virtual Learning and Executive Functioning in Gifted Learners for all Educators
- VPA Copyright Law Training
- VPA Website Development and Training
- What's Your Self-Care Style? Nurturing Educators Through Self-care Practices & Conversation
- Youth Mental Health & First Aid Training
- Youth Mental Health First Aid
- Youth Mental Health First Aid Training (Virtual)
- Youth Mental Health First Aid USA

4a. & b. The following is a list of Professional Learning Opportunities planned for Spring 2021 (2nd Semester):

Targeted Audience: Instructional Staff

- ABA Behaviors Part 4: ABA Strategies: Reinforcement (Sections A, B, C, D)
- Acting Right- An Arts Integrated Approach to Classroom Management
- ActivOnline: ActivInspire Foundations
- ActivOnline: ClassFlow Foundations
- Arts Education and Hip-Hop Culture with Olmeca
- Book Study: The Next Step Forward in Guided Reading by Jan Richardson
- BrainPop Live Zoom training (hosted by BrainPop)
- Checking for Understanding and Providing Feedback to Remote Learners
- Classroom Essentials: The ABCs of PreK ESE
- Co-Teaching Training for In-person, Remote and Concurrent Instruction
- Creating Accessible Content for Concurrent Classrooms
- DBQ Online for High School World History and Language Arts
- Embracing Our Differences Through Reading Art
- Engaging Disengaged Remote Learners
- Exceptional Student Education (ESE) Liaison Professional Learning on specific policies, procedures and practices for students accessing Remote and Face-Face instruction
- Leveled Literacy Intervention (LLi) Kindergarten Training for "Rising K" program
- Modular Approach to Therapy for Children with Anxiety (Match) for Psychologists, Social Workers and School Counselors
- Moving and Breathing Through Emotions Beyond Blackboard
- Paraprofessional Training – Providing Ongoing Support for Learners both for In-person and Remote Instruction
- Paraprofessional Training for the Picture Exchange Communication System (PECS) serving students face-face and in remote learning settings
- Restorative Strategies Into Your Classroom - Instructional Staff Only Spring 2020-2021
- Scholastic Art Informational Workshop

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Targeted Audience: School/District Leaders

- Professional Learning for School Leaders - Assistant Principals
- Professional Learning for School Leaders - Principals/District Based Administrators
- Small Group Cluster Meetings
- Thin Book of Trust - Book Study
- District Behavior Summit

Targeted Audience: Instructional Staff and School/District Leaders

- Accommodations and Modifications for Remote Learners
- Crisis Prevention Intervention (CPI) - ongoing
- PDA: ASD Endorsement Moodle Courses
- PDA: Assessment and Evaluation
- PDA: Differentiating Math Instruction
- PDA: Differentiating Reading Instruction
- PDA: Differentiating Science Instruction
- PDA: Engaging Learners through Informative Assessment
- PDA: Exploring Structured Literacy
- PDA: Foundations
- PDA: Instructional Practices
- PDA: Introduction to Differentiated Instruction
- PDA: Language Development and Communication Skills
- PDA: Transition
- PDA: Understanding Student Behavior
- Positive Behavioral & Intervention Support (PBIS) both in remote, in-person and concurrent settings - ongoing
- Progress Monitoring for Remote Learners
- Promoting Social Competence for Students with Autism by CARD USF
- Quick Guide to Understanding Autism Spectrum Disorder (ASD) – ongoing
- Reaching the Gifted Learner in all Settings Workshop
- Restorative Strategies for remote, in-person and concurrent settings – ongoing
- Speak Up for Kids – Mental Health Conference with focus on impact of COVID 19 and Students accessing instruction through remote learning platforms
- Standing Up for Me – Advocacy for Students and Families in Accessing Learning whether in Remote or In Person Setting – audience to include teachers and leaders
- Trauma Informed Care – Science of Adversity Blackboard Course (ongoing)
- Universal Design for Learning 101 & 102 (Repeat from 1st Semester)

4c. The following is a bulleted list of professional development supporting teachers/leaders provided during the first school semester:

Targeted Audience: Instructional Staff

- Blackboard Overview: 2021 ILT PD 8 Option
- Blackboard Support
- Blackboard, Team, and Other Platforms
- Blackboard: Assessing Learners
- Blackboard: Getting Started
- Blackboard: Monitoring Student Progress
- Creating a Blackboard Presence
- Creating an Exceptional Student Education (ESE) Prekindergarten (PK) Blackboard Presence
- High School Power Up Blackboard
- Instructional Technology Troubleshooting
- Lakeview Blackboard Training
- Microsoft Teams for Teachers
- Middle School Power Up with Blackboard
- November Instructional Technology
- October Instructional Technology PD
- Round Robin Technology Training
- Safari Montage Zoom training (hosted by Safari)
- TEAMS for Summer Boost
- Teacher Tech Tips
- Technology Resource Training
- Zoom Training - Summer Boost

Targeted Audience: Instructional Staff and School/District Leaders

- Concurrent Classroom
- Concurrent Teaching Training and Safety Training
- Concurrent Teaching: Participants will participate in training for concurrent teaching including the use of new cameras and mics as well as distance learning strategies.
- Dashboards 101
- Digging Deeper into Black Board Learn - Practice with Instructional Technology Tools and Planning Lessons with All Learners in Mind
- Instructional Technology for Distance Learning in Classrooms
- Microsoft Teams
- Office 365 Complete
- OneNote: Getting Started
- Office 365 Complete: Connecting the Classroom to the Cloud
- PDA: Technology for Student Success - An Introduction
- PDA: Technology for Student Success - Tools to Support Reading Comprehension
- PDA: Technology for Student Success: Assistive Technology
- Promethean Live Zoom training (hosted by Promethean)

- Remote Learning IXL: How to navigate and manage the IXL Learning site.

4c. The following is a list of Professional Learning Opportunities planned for Spring 2021 (2nd Semester)

<u>**Targeted Audience: Instructional Staff and School/District Leaders**</u>

- Blackboard: Assessing Learners
- Blackboard: Getting Started
- Blackboard: Monitoring Student Progress
- Microsoft Teams
- PDA: Technology for Student Success
- PDA: Technology for Student Success: Assistive Technology
- Promethean Live Zoom training (hosted by Promethean)
- Safari Montage Zoom training (hosted by Safari)

Also note: SCS offers Family Engagement Series for events in our community, ESE Parent University Workshops, and FDLRS Webinar Series communicated to families via email, text, social media, flyers, and phone messages.

Acknowledgement

The district verifies that the information they provide to the Florida Department of Education contained in this form is consistent with, and meets the intent of, the provisions outlined in DOE Order No. 2020-EO-07.

Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.
Dr. Brennan Asplen, Superintendent
Contact information: email, phone number
Brennan.Asplen@sarasotacountyschools.net
Date submitted
1/8/21
Superintendent Signature (or authorized representative)

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