



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

LAKE

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

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

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

Directions

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

District Education Plan Assurances

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

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

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

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convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages services are needed.

☑ Assurance 3: Continue progress monitoring and interventions. *The district agrees to the conditions set forth in sections II.c. and II.d. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide robust progress monitoring and requisite interventions to all students, with tiered support for students not making adequate progress. Students who are receiving instruction through innovative learning modalities must transition to another learning modality if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parents/guardians for students identified as performing below grade level and/or demonstrating decline on the district's progress monitoring system. The district agrees to provide the department with a detailed report, in a format prescribed by the Florida Department of Education, based on progress monitoring data that delineates the interventions provided to students and the effectiveness of each intervention at the end of the spring semester. The purpose of this report is to identify and differentiate between effective and ineffective intervention strategies provided to students not making adequate progress. The district agrees to continue to provide supplemental services (afterschool, weekend and summer) for any student who, based upon progress monitoring or other data, has not achieved grade-level mastery or who is not on track to achieve a minimum of one year of academic growth during the 2020-21 school year. The district agrees to identify these students and provide written notice of the need and availability of these services to parents/guardians.

☑ Assurance 4: Continue charter school flexibility. *The district agrees to the conditions set forth in section II.f. of DOE Order No. 2020-EO-07.* The district agrees to continue to extend the same flexibility in instructional methods and funding to every charter school that submits a Spring 2021 Education Plan.

☑ Assurance 5: Innovative learning modality. *The district agrees to the conditions set forth in sections II.g. and II.h. of DOE Order No. 2020-EO-07.* The district agrees that if a student receiving instruction through the innovative learning modality is failing to make adequate progress, the parents/guardian must be contacted and the student must be transitioned to face-to-face instruction. The district agrees that a student who is not making adequate progress will only be allowed to remain in the innovative learning modality if the district or charter school: 1) provides written notice to the parent or guardian that the child is not making adequate progress and any associated education risks; and 2) obtains written acknowledgement from the parent or guardian verifying the receipt of this information and the intent to remain in the innovative learning modality. The district agrees that students transitioned out of the innovative learning modality must be given additional interventions and supports. School districts and charter schools must not unreasonably restrict the decision of a parent or guardian to alter the learning modality (in-person, innovative, virtual) that best suits their child's needs. Restricting when changes can be made to a certain time of the semester or requiring more than a week's notice prior to changing a student's learning modality are presumptively unreasonable.

☑ Assurance 6: Truancy/Attendance of students. *The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide enhanced

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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.

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.

Since achievement gaps have been exacerbated due to the pandemic, tutoring opportunities have been extended early on to all schools. Face-to-face and virtual tutoring is being provided before and after school, weekends and summer for students not making adequate progress from SAI, Title I, and Title IV grants. Tutoring sessions are conducted by certified teachers and intended for students scoring in the lowest 25% and students who would benefit from additional explicit standards-based instruction provided outside of the regular school day. Sessions must begin no later than the week of November 30, 2020 and end by June 2021 and are focused on filling achievement gaps and skill deficits created due to the loss of instructional time due to the pandemic. 2021 Spring and Summer Credit and Grade Recovery will be offered to 6th through 12th grade students that have significant gaps in achievement, as well as an opportunity for grade recovery. The students will complete coursework in the Edgenuity educational platform on school campuses through a computer lab or at home. In addition to the required 3rd grade Summer Reading Camp, Title IV roll forward funding will be utilized for additional tutoring and academic programming during the summer for students in all grades district-wide to support identified underperforming students and fill gaps created from instructional interruptions due to the pandemic.

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The school calendar was adjusted prior to the beginning of the school year to extend the amount of time students would attend to meet the required instructional minutes for the 20-21 school year. Our residential DJJ school is following the district's plan for traditional face-to-face instruction five days a week and they are included in the assurances.

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.

Progress reports, indicating student performance shall be available to parents at the midpoint of each grading period. Students whose performance is failing or drops one letter grade will receive communication from the teacher. Monthly Early Warning Signs (EWS) are tracked district-wide and paired with academic data for ongoing progress monitoring. EWS consists of attendance, discipline, retention, course failure, and mobility indicators by subgroup. Students exhibiting multiple warning signs are prioritized for additional interventions through the districts Multi-Tiered System of Support. Students exhibiting academic warning signs are targeted for tutoring opportunities with certified teachers. The district has also purchased additional licenses for intervention programs in Reading and Math to provide to all students for continuous learning and support on demand as needed. All schools have an intervention block identified within their daily master schedule to ensure time is provided within the school day to schedule and support students' identified needs. Elementary schools have an additional intensive intervention block 4 times a week. Middle and High schools have an additional intensive intervention block at least 2 times a week. During this time at all levels, students receive targeted interventions based on current formative assessment data.

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

Students transitioning from the innovative learning model "Lake Live" back to traditional face-to-face instruction receive transition support from the school administration. Most "Lake Live" teachers are current teachers on staff at the traditional school and have direct contact with one another. Lake Live teachers also engage in weekly common planning with their brick and mortar colleagues. This direct connect allows for a seamless transition for students as well as alignment of standards, curriculum, and their grade level scope and sequence. Students transitioning will be paired with interventionists in the traditional setting to ensure continuity of services and to screen for additional learning needs upon their return. All schools have an intervention block identified within their daily master schedule to ensure time is provided within the school day to schedule and support students' identified needs.

Intervention Matrices

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Elementary Literacy Interventions and Support Resources

Intervention	Phonological Awareness	Phonics	Fluency	Vocabulary	Comprehension	PMTool	District	School	Current
SIPPS (Beginning, Extension, Challenge, PLUS)	✓	✓	✓			Built in (Mastery Assessments)		✓	✓
Literacy First	✓	✓	✓	✓	✓	Built in		✓	✓
i-Ready Tools For Instruction Lessons	✓	✓	✓	✓	✓	Built in	✓		✓
Discovery Intensive Phonics (DIPS)		✓				Built in		✓	✓
SRA		✓	✓	✓	✓	Pretest Built in		✓	
Read Naturally			✓			Built in		✓	
QuickReads – 2-5			✓			Built in		✓	✓
Great Leaps		✓	✓			CBM, Dibels		✓	✓
Reading Mastery	✓	✓	✓	✓	✓	Built in		✓	✓
Lexia	✓	✓	✓	✓	✓	Built in		✓	✓
Voyager	✓	✓	✓	✓	✓	Built in		✓	✓
Leveled Literacy Intervention			✓	✓	✓	Built in		✓	
Wonders T2 Intervention	✓	✓	✓	✓	✓	Built in	✓		✓
Helps Fluency			✓					✓	✓
Moby Max	✓	✓	✓	✓	✓	Built in		✓	✓
Success For All		✓	✓	✓	✓			✓	✓

**Interventions and resources listed represent interventions and resources either available to, or currently in use within, individual Lake County Schools.*

Resources:

- Reading A-Z
- FCRR.org
- Developmental Reading Assessment
- Fry Sight Words/Phrases
- Dolch Sight Words/Phrases

- FAIR Toolkit
- McGraw-Hill Fluency Passages
- Wordly Wise
- Scholastic Guided Reading Kit
- easyCBM

- Intervention Central
- DIBLES

Diagnostic

- FLKRS (KG Only)

- FAIR-FS (Grades 3-5)

- iReady Reading (Grades KG-5)

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Elementary Math Interventions and Support Resources

Intervention	PMTool	District	School	Current
iReady Math (Computer-based)	Built in	✓		
iReady Math (Teacher-directed tools for instruction)	Built in	✓		
IXL			✓	
Moby Max			✓	

**Interventions and resources listed represent interventions and resources either available to, or currently in use within, individual Lake County Schools.*

Resources:

- Pearson Envision Support Lessons
- Intervention Central
- easyCBM
- FASST Math

Diagnostic:

- iReady Math

Secondary Literacy Interventions and Support Resources

Intervention	Phonological Awareness	Phonics	Fluency	Vocabulary	Comprehension	PM Tool	District	School	Current
Achieve 3000			✓	✓	✓	Built in	✓		✓
SIPPS PLUS	✓	✓	✓			Built in (Mastery Assessment)		✓	✓
SIPPS Challenge	✓	✓	✓			Built in (Mastery Assessment)		✓	
Great Leaps	✓	✓	✓			CBM, Dibels		✓	✓
Reading Mastery (6 th)	✓	✓	✓	✓	✓	Built in		✓	✓
Vovager	✓	✓	✓	✓	✓	Built in		✓	✓
Rosetta Stone						Built in	✓		✓

**Interventions and resources listed represent interventions and resources either available to, or currently in use within, individual Lake County Schools.*

Resources:

- FAIR Toolkit
- Intervention Central
- easyCBM
- FCRR.org

Diagnostic:

- FAIR-FS
- Diagnostic Assessments of Reading (DAR)
- Achieve3000 LevelSet (Screenex)

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Secondary Math Interventions & Resources

Intervention	District	School	Current	Tier 1	Tier 2	Tier 3
Teacher Explicit Instruction	✓	✓	✓	✓	✓	✓
Moby Max		✓	✓	✓	✓	
IXL Math		✓	✓	✓	✓	
Freckle		✓	✓	✓	✓	
ALEKS	✓	✓	✓	✓	✓	
Khan Academy		✓	✓	✓	✓	
iReady		✓	✓	✓	✓	

Resources:

- HMH Support Resources (Middle)
- Algebra Nation
- MFAS (Math Formative Assessment System)

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.

A. Offer the innovative learning modality only to students who are making adequate academic progress.

Progress monitoring data and EWS will be utilized to identify students who are not making adequate progress in the “Lake Live” option.

Students who:

- are earning an F in either ELA or Math, or
- are not showing progress on district progress monitoring assessments, or
- are not consistently participating in the online learning environment, or
- are having documented disciplinary/behavioral issues related to the “Lake Live” learning model

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will be flagged to receive additional intervention and parent notification will be made to transition their student to another learning option.

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.

Students not making adequate progress in “Lake Live” will receive a written parent notification requesting to return to the traditional face-to-face or virtual option. Parents that choose for their student to continue in the “Lake Live” option must provide a written acknowledgement verifying their intent for their child to remain in the “Lake Live” option fully aware of the associated educational risks.

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

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.

Each Lake County School has a point person (typically data clerk or certified school counselor) who works with administration to track students who did not initially attend school (DNEs) or who are not regularly engaged in the virtual education options (Lake Virtual and Lake Live). School personnel attempt initial contact of each of these families to assess barriers to school attendance. For those families who initial contact cannot be made, or initial contact is made but the student still does not attend, a referral is submitted to the school social worker for enhanced outreach. Lake County Schools currently staffs one school social worker per every two schools. School social workers attempt to communicate with these families by accessing additional contact information and making home visits when necessary. Social workers problem solve with the families and assist in removing barriers to school attendance. For students who are minimally engaged in the virtual platforms, brick and mortar enrollment is strongly encouraged. Results of this outreach are reported to school personnel. Continued support and guidance are provided to the families by the school social worker for as long as needs exist that prohibit engagement in school.

B. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

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Because VPK is voluntary and space is limited, Lake County Schools developed an on-line registration process that could be accessed from any technology device available to our families. For those extreme situations, we were able to complete the application for parents over the phone. The registration form is available in both English and Spanish. Additionally, a step-by-step process has been created and posted on our web site so our parents will know how the process works, important deadlines and how/when they can expect to be contacted regarding their placement status.

Our program was advertised on lake.k12.fl.us as well as our school websites and all applicable social media outlets (i.e. school facebook pages, twitter, etc.). In those areas that have less tech savvy parents, our teachers posted flyers at their local grocery stores. The VPK dept worked closely in conjunction with our school VPK contacts as well as the Early Learning Coalition to ensure our parents were well informed regarding the 20-21 VPK Program.

The Rising Kindergarten program was implemented in Summer of 2020 to provide a supplemental learning opportunity for the 2019-2020 VPK students that were unable to either complete a certain percentage of the program and/or scored below expectations on the VPK assessment due to the Covid-19 pandemic. The focus of the instruction was to review and practice readiness skills that would lay the foundation for higher kindergarten achievement. Weekly parent communication was built into the program to provide activities for parents to provide additional learning opportunities at home.

Attendance is extremely critical in the VPK Program. Not only is the funding directly affected, our student's kindergarten readiness is of the utmost importance. Parents are required to attend a mandatory parent meeting prior to the start of the program. At that time, the parent will receive our VPK Parent Handbook that houses all of the information related to attendance/tardiness/discipline/curriculum/assessments, etc. Parents must sign a contract that they will ensure their student will be on time and attend regularly. If a child is absent 2 days in a row, our VPK staff has been instructed to reach out to the family regarding the reason for the absence and the planned return date.

Additionally, monthly parent attendance verification letters are sent home for parent confirmation and signature. If they are not returned the student can be removed from the program as the parent verification is a state requirement. As needed, reminder letters are sent home to reinforce the importance of being present and on-time.

Parent/Teacher Conferences are conducted to go over the results of the VPK Assessment. This includes their current skills as well as provides strategies for parents to work with their students to attain skills to get to the next level learning for kindergarten readiness. This spring, we will continue to do outreach to those students who are eligible but have not enrolled in VPK or Kindergarten

Additional academic offerings will be provided in the summer of 2021 by the district to support kindergarten readiness and offer jump start programs district-wide.

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:

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

A. Innovative and virtual learning modalities;

All professional development opportunities offered are for teachers and leaders. Leaders, along with teachers, participated in the google apps for education training during the extra pre planning week in August.

District program specialists hold virtual open office hours to support teachers and leaders with the implementation of technology and instructional strategies. "Lake Live" turnkey lessons are available for specific content areas. A teacher guide is available with information and resources to help with the implementation of the innovative learning option including video support for technology implementation and strong instructional practices. Teachers in traditional and "Lake Live" collaborate together weekly during common planning and receive specific feedback from leaders as a result of frequent learning walks. Content specific professional learning is ongoing. Shared lessons including videos are continued to be compiled and shared throughout the district.

B. Interventions to support students in various learning modalities;

Digital applications were purchased to provide additional intervention and support in Math and ELA and include ongoing professional development and support. Ongoing professional development is provided in the use of Google Meets and use of breakout rooms to support small group instruction and intervention, as well as strategies to engage learners through virtual platforms and in virtual settings. Features to send individual assignments and group assignments have been provided to teachers with training and support to ensure ease of use. Sessions were held to support virtual implementation of assessments.

Each school has a contact that acts as a first line of support for questions from teachers that might be looking for additional strategies using virtual platforms for intervention.

C. Technology needs (especially new learning management systems)

During pre-planning at the start of the 2020-21 school year, mandatory technology based professional development was implemented districtwide with all instructional staff and school based administrators. This included training for the following applications;

- Google Classroom (For Delivery of Instructional Materials and Monitoring Progress/Grades)
- Google Documents (For Collaboration and the Creation of Assignments)
- Google Meet (To Deliver Instruction and Perform Small Group Instruction/Interventions)
- Google Forms (For Progress Checks, Exit Tickets, and Assessments)

The training consisted of a one hour webinar with approximately two hours of supported work in practical applications of Google and how to use it to instruct students in the district's common vision for instruction.

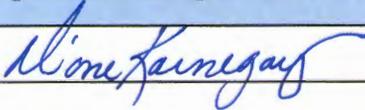
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Ongoing Training Sessions Took Place in September, October and November to further the work and support instructional teachers in the instruction in both our Traditional and Innovative Learning Options.

The training session listed above will be offered again in the Spring of 2021.

Acknowledgement

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

Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.
Emily Feltner, Assistant Superintendent for Teaching, Learning, and Leadership
Contact information: email, phone number
email: feltner@lake.k12.fl.us phone: 352-253-6516
Date submitted
12-14-20
Superintendent Signature (or authorized representative)


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Student Name: _____

School: _____

Grade: _____

Date: _____

Dear Parent/Guardian,

According to the most recent State of Florida Department of Education Emergency Order 2020-EO-7, any student who is not making adequate academic progress in the district's innovative learning model must be transitioned to a different learning option for the spring 2021 semester. A review of your student's current performance in the Lake Live learning option indicates that he/she is not making adequate progress in this learning environment in one or more of the following area(s):

- Classroom Grades - your student is receiving an F in either reading or math.
- District Progress Monitoring Assessments - your student is not showing progress on district progress monitoring assessments
- Attendance - your student is consistently not participating in the online learning environment
- Disciplinary Issue(s) - your student has had documented disciplinary/behavioral issue(s)

Please schedule an appointment with your child's assigned brick and mortar school before January 15th to discuss the transition to a different learning option for the spring. If you choose to continue with the "Lake Live" learning option for your child, the FLDOE Executive Order 2020-EO-7 requires you to provide written acknowledgement that you have received this notification regarding your child's lack of academic progress in this learning mode. Please know we are committed to helping every child reach his/her highest potential. Therefore, the recommendation to transition from the "Lake Live" learning option is strongly recommended to avoid further academic failure. By signing this letter, you are declining the recommendation to transition to a different learning option for your child.

*I am aware that my child is not making adequate academic progress and in danger of failing in the "Lake Live" learning option, and am aware of the FLDOE Executive Order 2020-EO-7 that states any student who is not making adequate academic progress in the district's innovative learning model must be transitioned to a different learning option for the spring 2021 semester. **I am choosing to keep my child enrolled in the "Lake Live" learning option for the spring 2021 semester.***

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____