



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Okaloosa County School District

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Purpose

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

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

Directions

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

District Education Plan Assurances

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

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.

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

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

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

☒ **Assurance 6: Truancy/Attendance of students.** *The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.

☒ **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

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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.

A. Closing Achievement Gaps

Okaloosa County is committed to ensuring students are afforded opportunities in order to make at a minimum adequate progress. This includes closing achievement gaps that may have occurred during the COVID-19 pandemic. Through a multifaceted approach, utilizing progress monitoring, making data informed instructional decisions, and added instructional time, identified students will increase performance in identified area(s).

Okaloosa Academy DJJ

The Okaloosa County School District contracts with the Rader Group to provide educational services to students in the DJJ facility. Okaloosa Academy DJJ has completed and submitted their Spring 2021 Education Plan and Assurances document to the District office.

Okaloosa Academy DJJ utilizes Renaissance- STAR for both ELA and Math for progress monitoring as well as implementing targeted instruction based on student needs. Students not making adequate progress are provided additional small group instruction and/or after school tutoring. Interventions are implemented on an individual basis in order to increase learning gains and close learning gaps.

Okaloosa Academy DJJ is a residential facility. In the event that conditions require an exodus from the facility, instructional fidelity will continue via remote instruction. Since Okaloosa Academy DJJ is a residential facility, truancy is inapplicable.

Instructional personnel at Okaloosa Academy DJJ have the opportunity to participate in district provided professional development offerings on Frontline.

**Note: Regarding items a-c, students have the opportunity to engage in up to 10 additional hours of instruction per week.*

a. Before/After School Tutoring (brick-and-mortar)

Before/after school tutoring will be implemented with a ratio of ten students per one teacher. However, group size could decrease in order to increase the intensity of instruction for the most struggling students.

Elementary

All K-5 students have completed the i-Ready Diagnostic assessment for both ELA and Math. Per Okaloosa's DOE approved Reading Plan and School Board approved Pupil Progression Plan, identified students scoring in the Red or Yellow Zone (by teacher recommendation) have been identified as needing tiered interventions. Before/after school tutoring will be prioritized for students scoring in the Red Zone on the i-Ready Diagnostic. Students earning a failing grade of F in either ELA or Math will also have a priority.

Middle School

Students in grades 6-8 have completed the i-Ready Diagnostic assessment for both ELA and Math. Per Okaloosa's DOE approved Reading Plan and School Board approved Pupil Progression Plan, identified students scoring in the Red or Yellow Zone (by teacher recommendation) have been identified as needing tiered interventions. Before/after school tutoring will be prioritized for students scoring in the Red Zone on the i-Ready Diagnostic. Students earning a failing grade of F in any of the four core subject areas, or have a history of previous F's, or are enrolled in a High School level course that may impact High School GPA will also have a priority.

High School

Students in grades 9-12 will be eligible for tutoring if they are earning an F in any subject that may impact graduation (24 credits).

b. During School Tutoring

For some, the learning loss which occurred during the pandemic was substantial, causing achievement gaps to widen. Schools have the ability to maximize learning opportunities within the school day in order to overcome the learning loss of identified students.

Elementary and Middle School

Since some students are unable to attend before or after school tutoring, time within the school day must be maximized by leveraging flexibility of scheduling in order to provide data driven interventions. Such flexibility of scheduling can include, but is not limited to, Breakfast/Lunch Bunch Tutoring and temporarily suspending non-mandatory electives (e.g., art). During these times within the school day, targeted data-driven interventions can be implemented.

High School

For students who prefer to obtain additional assistance during the school day, high schools can offer tutoring or credit recovery as needed to identified students. Teachers can facilitate the tutoring or credit recovery during their 6th period/Duty Release.

c. Flexible Virtual Tutoring

In order to maximize student interventions, flexible virtual tutoring will be available to identified students. While face-to-face instruction is preferable, Okaloosa wants to reach as many students as possible in order to close the achievement gap. Teachers providing instruction for virtual tutoring will work with individual families to create tutoring schedules (e.g., evenings, weekends). Depending on intervention need, tutoring will be provided in small group or on a one-on-one basis.

Elementary

Teachers will utilize data ascertained from progress monitoring measures to implement targeted interventions. At the elementary level, foundational skills will be a focus for primary level students. Teachers will best practice adapt multi-sensory strategies to implement in the virtual setting.

Middle School

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At the middle school level, tutoring sessions will focus on not only filling in content gaps, but also course recovery so that students can successfully progress to the next grade level at the end of the school year.

High School

Since many high school students have commitments after school, virtual tutoring will allow students to obtain additional assistance at a time convenient to both student and teacher. Students will be able to obtain course specific assistance that will aid them in being successful with their coursework.

Through a DoDEA Grant, participating high school teachers offer virtual tutoring in Biology, Chemistry, Algebra I, Algebra II, and Geometry. The goals of assisting with these courses is to both diminish the achievement gap as well as promote the importance of STEAM.

d. Summer Intensive Studies

Proposed Dates:

June 15, 2021: Teacher Preplanning

June 16-18, 21-25, 28-July 2, July 6-9, 2021: Student Instruction

Instruction will occur for 5 hours a day, for 17 days for a total of 85 instructional hours.

Summer learning opportunities will be available to identified students in ELA and Math for grades kindergarten – fifth grade (to include 3rd grade summer reading camp), middle school course recovery, and high school credit recovery. The i-Ready Diagnostic will be utilized in grades K-5 as a pre/post assessment to track student progress.

The Okaloosa County School District is exploring the option of online Summer Intensive Studies for students who have health issues or have other issues that would prevent them from attending brick-and-mortar summer learning.

e. Providing Research-Based Instruction

Elementary and Middle School

Aligned to the LAFS and the MAFS, i-Ready Assessment and Personalized Instruction assists in closing the achievement gap and preparing all students to access grade-level content. The i-Ready Assessment is a valid and reliable assessment suite with instructional resources targeted to each child's specific academic needs, the online i-Ready Assessment helps educators diagnose students' unfinished learning in Reading and Mathematics, supports educators in providing targeted instruction to help each student reach their academic potential, and measures how students are progressing over time. The program offers integrated assessment and instruction delivered on one unified platform that can be readily executed in-school or at-home learning environments.

i-Ready Assessment comprises the adaptive i-Ready Diagnostic (K–8), Growth Monitoring (K–8) and Standards Mastery (2–8). i-Ready Diagnostic accurately and efficiently pinpoints students' needs and helps teachers better understand the root causes behind student challenges. The i-Ready Diagnostic is administered three times per year to gain detailed insight into student needs and inform both online and teacher-led instruction.

i-Ready released new reporting and resources that empower teachers to provide targeted, on-the-spot instruction that helps students build the most essential skills they need to be prepared for success in grade-level learning. The i-Ready Prerequisites Report for mathematics helps teachers identify students' individual learning needs for the upcoming grade-level. Teachers can use the report data and provided resources to target instruction. i-Ready also includes prerequisite resources for reading comprehension (3–8) to help teachers address gaps that may have widened during school closures. Tools for Scaffolding Comprehension offer differentiated teaching resources targeting the most important concepts and skills.

In addition to data and reports, i-Ready automatically assigns interactive online lessons across grade levels K–8 to each learner based on their Diagnostic assessment results. These student-driven digital lessons are used by both brick-and-mortar and mySchool online students.

i-Ready is also used as a tool during Multi-Tiered System of Supports (MTSS) for students who are below level. The reports support this process by providing data that maps student performance to intervention tiers and assigns students to appropriate instructional groups.

High School

Aligned to LAFS and College and Career Readiness, Achieve 3000 assists in closing the achievement gap by accelerating literacy progress to ensure students can access grade level content. Instruction is delivered on the students' individual Lexile levels as identified through the Initial Benchmark Assessment, and adjusted each month through embedded assessments. Opportunities for instruction on grade level Lexile is also included. Progress is monitored through a number of reports which include but are not limited to:

- How Are My Students Performing on Standards?
- How have Lexile levels changed for My Students?
- How Likely Are My Students to be on Track for College and Career Readiness?

Achieve 3000 provides skill-based small group intervention lessons differentiated by Lexile level and FSA whole group lessons for teachers to use as part of a Balanced Literacy Program.

A number of independent research studies have qualified Achieve 3000 for ESSA "strong" category.

B. Targeted Outreach

Targeted outreach for students who are not making adequate reading or mathematics progress in Kindergarten – Grade 12, as well as DJJ schools, in either face-to-face or the Innovative Learning Model (mySchool Online) is accomplished through the following addressed during the school day through the MTSS process, methods outlined in the Pupil Progress Plan, as well as the above-mentioned intervention opportunities. Students will continue to be targeted for additional interventions based on current academic progress in core academic courses, progress monitoring data in the areas of reading and mathematics, progress towards promotion and/or graduation, and completion of assessment requirements for graduation. Interventions may occur in-person and/or via online learning platforms based on needs of students and parental preference.

Parents of both brick-and-mortar and mySchool Online students are kept apprised of student progress through regular progress reporting. All parents can view grades weekly via the Parent Portal.

Parents of students who attend mySchool Online are emailed a weekly progress report within the Accelerate (Elementary online platform) or Edgenuity (Secondary online platform). Additionally, parents can view their student's online grades at any time as they are available 24/7. Targeted callouts are utilized to notify mySchool Online families who are falling behind with their coursework. mySchool Online teachers may offer parent resources and support via scheduled Zoom interactions.

Monthly progress reports will be provided to parent/guardians for students identified as performing below grade level and/or demonstrating a decline on the District's progress monitoring system. High school students in credit recovery will receive a monthly progress report.

Additionally, the Okaloosa County School District's Data Scientist will play an instrumental role in the identification process of those students who require targeted outreach. The Data Scientist will work closely with both the Curriculum and Instruction Department as well as school administration to analyze progress monitoring data to assist the schools in closing achievement gaps between student subgroups with a focus on ESSA subgroups. At the District level, this individual will work with the Assistant Superintendent of Curriculum and Instruction and Content Specialists. This close collaboration between the Data Scientist and Curriculum and Instruction will both precipitate purposeful collaborate at the school level and ensure the effective implementation of district initiatives involving student achievement. The Data Scientist will also work with Okaloosa's MIS Department to create a platform to store communications, reports, and analysis needed to provide to FDOE. This role will essential create a

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safety net ensuring the identification of any student not making adequate progress so that schools can plan accordingly.

English Language Learners (ELLs)

English Language Learners (ELLs) who are not making adequate academic progress due to regression in English acquisition will be identified and monitored by school-based ELL Committees. ELL Committees will convene to revise individual student ELL Plans to adjust the level and type of instructional supports based on teacher feedback and first semester grades.

Language Line Solutions, the district’s phone-based interpretation service, will be used to facilitate home communication in instances where an in-person language interpreter is not available.

Second semester interventions may include any of the following:

- K-12 – Small group or individual instruction for academic vocabulary support
- Adjustments to the student’s online instructional path in i-Ready (K-8) or ESL Reading Smart (6-12)
- In-school, after-school, or virtual tutoring sessions for language acquisition support in speaking, listening, reading, and writing domains

School-based ELL Committees will maintain quantitative and qualitative data to monitor learning gains.

Content	Level	Resources (Brick-and-Mortar and mySchool Online)	Progress Monitoring Measures
ELA	K-5	<ul style="list-style-type: none"> • Journey’s Resources • i-Ready • Max Scholar 	<ul style="list-style-type: none"> • i-Ready
	6-8	<ul style="list-style-type: none"> • i-Ready (Tier 2 and IR) • Khan Academy 	<ul style="list-style-type: none"> • i-Ready
	9-12	<ul style="list-style-type: none"> • Achieve 3000 • Khan Academy 	<ul style="list-style-type: none"> • Quarterly Assessments (9th and 10th Grade) • Achieve 3000 (IR)
Mathematics	K-5	<ul style="list-style-type: none"> • Go Math! Resources • i-Ready 	<ul style="list-style-type: none"> • i-Ready
	6-8	<ul style="list-style-type: none"> • i-Ready (Tier 2 and IM) • Math Nation • IXL 	<ul style="list-style-type: none"> • i-Ready
	9-12	<ul style="list-style-type: none"> • Math Nation (applicable courses) • IXL • Khan Academy 	<ul style="list-style-type: none"> • Quarterly Assessments (Algebra I, Geometry)
Science	3-5	<ul style="list-style-type: none"> • Study Island 	<ul style="list-style-type: none"> • Study Island
	6-8	<ul style="list-style-type: none"> • Study Island 	<ul style="list-style-type: none"> • Study Island
	9-12	<ul style="list-style-type: none"> • Study Island 	<ul style="list-style-type: none"> • Study Island (Biology)

C. Interventions for Students Who Transitioned Out of Innovative Learning Model

Students who transition out of the Innovative Learning Model (mySchool Online) and back to brick-and-mortar will return to in-person learning. Additional opportunities to receive in-school supports may include, but are not limited to, Multi-tiered Systems of Supports (MTSS), small-group and one-on-one interventions, push-in/pull-out academic support, credit and course recovery opportunities, grade recovery opportunities, individualized before and/or after school tutoring, additional academic progress monitoring, and supplemental instructional materials.

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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. Participation Criteria for Innovative Learning Modality

Okaloosa has established criteria to identify mySchool Online students making adequate academic progress in the innovative learning model. mySchool Online students in grades K-12 demonstrate adequate academic progress by maintaining a passing grade, D or higher, in core academic courses as well as electives required for high school graduation. Additional criteria include making expected progress on reading and mathematics progress monitoring assessments and have regular attendance.

B. Notification for Students Not Making Adequate Progress

Parents/guardians of any mySchool Online student not meeting the above-mentioned criteria in determining adequate academic progress will be provided written notification that their student is required to return to in-person learning as soon as possible. Identified students may only continue in mySchool Online if the parent/guardian provides the school written acknowledgement of their student's lack of academic progress and continued risk of academic underperformance, and/or retention at the end of the school year and, despite recommendation of in-person learning prefers continued enrollment in mySchool Online.

Schools will continue to monitor established criteria for remaining mySchool students and require a return to in-person learning at any time a student fails to meet any of the established criteria.

Timeline for Notification

**Note: mySchool Online (MSO)*

Due Date	Item
Friday, December 4, 2020	District-Wide Call Out to MSO Families Notifying of Emergency Order 2020-EO-07 and Notifying Parents of the Opportunity to Return to Brick-and-Mortar
Monday, Dec. 7, 2020	Identify Failing MSO Students According to the Following Grade Level Criteria: <ul style="list-style-type: none"> ▪ Elementary – MSO students with an F in ELA or Math ▪ Middle School – <ul style="list-style-type: none"> ○ MSO students with an F in any of the four core subjects ○ Review academic history for previous F's ○ Review High School level courses that may impact High School GPA ▪ High School – MSO students with an F in any subject that may impact graduation (24 credits)
Monday – Wednesday, Dec. 7 - 9, 2020	<ul style="list-style-type: none"> ▪ Mail and email a copy of the failure notification letter to MSO Parent/Guardians.
December 7 – 11, 2020	<ul style="list-style-type: none"> ▪ Call all MSO Parents/Guardians of Failing Students.
December 7 – 18, 2020	<ul style="list-style-type: none"> ▪ Document responses to the MSO failure notification letters in PAWS.

Parent Letter Below

To the Parent/Guardian of _____,

The Emergency Order issued on November 30th requires all school districts in Florida to reach out to the parents of students enrolled in the innovative learning platforms that were put in place due to COVID-19. In Okaloosa County, this innovative learning platform is *mySchool Online*.

You are receiving this letter because your child is not making adequate progress in some or all of their coursework in *mySchool Online*. Specifically, they have one or more failing grades at this time. If this continues, your child is at risk of grade level retention, loss of course credits, or failure to meet graduation requirements. It is important for us to work as a team to prevent further academic regression.

Because of these potential consequences, we ***strongly recommend*** that your child return to the brick and mortar school for the second semester where additional interventions can be provided. For most students, face-to-face instruction provides the best opportunity for students to be supported, to be held accountable, and, most importantly, to be successful. The second semester begins Tuesday, January 26th.

To re-enroll your child in brick and mortar courses for second semester, please contact the school by December 18th.

We realize that some parents continue to have concerns about the health and safety of their students and families. Balancing your child’s academic progress against these concerns is certainly difficult. Please know that, according to the Okaloosa Department of Health’s latest COVID report, there have only been 53 total COVID cases since the beginning of the school year that came from exposure within a school setting. That total is for all of the public schools in Okaloosa County as well as some private schools (47 reporting schools) and over 32,000 students. The risk of transmission within the school building remains low.

If, despite their overall lack of progress, you wish for your child to stay in *mySchool Online*, you must indicate that preference below and return this signed letter to the school by December 18th.

If you have questions or need additional information, please contact the school at [(850) xxx-xxxx] or email your school counselor at [xxxxxxx@Okaloosaschools.com].

PARENT ACKNOWLEDGEMENT TO KEEP CHILD ENROLLED IN *mySchool Online* DESPITE LACK OF ACADEMIC PROGRESS

I understand the academic risks associated with my child remaining in *mySchool Online*; however, I choose to keep him/her enrolled in this learning platform.

PLEASE RETURN THIS FORM TO THE SCHOOL OFFICE NO LATER THAN DECEMBER 18TH.

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. Identification of Vulnerable Students

Okaloosa County Schools regularly monitors student enrollment, to include the number of students in brick-and-mortar and mySchool Online as well as other special programs and charter schools. Through this process, the District has worked diligently to share information with schools in order to engage as many students as possible.

The first line of contact continues to be through the relationships teachers build with their students, both in person and in the virtual setting. If teachers need additional assistance after six (6) unsuccessful attempts to either initially engage or re-engage students, they first reach out to the school-based administrator. All communication attempts are logged in the district’s online reporting platform, PAWS. The school-based administrator then makes six (6) additional attempts to either initially engage or re-engage students. If those attempts are unsuccessful, the school-based administrator contacts the District’s Truancy Officers.

Results of the 2013 National Assessment of Educational Progress (NAEP) comparison of NAEP and attendance rates demonstrate that students who miss more school than their peers consistently score lower on standardized tests. This result holds true at every age, in every demographic group, and in every state and city tested. To combat this gap, monthly, Title I school leaders collaborate with the Title I/IX Specialist to follow-up with students missing 10% or more of the school year. Missing 10% or more school days can be an early warning sign of academic trouble, whether a student is in kindergarten or high school. The Okaloosa County School District has cultivated a school-wide culture of attendance. In high traffic areas of the school, school leaders have marquis and signage posting daily attendance, tardies, and attendance certificates of improvement. Phone calls are made to families informing them of their child’s absenteeism and effects of missing more than 18 school days a year. LEA Title IX Liaison also monitors identified homeless student attendance and partners with the Truancy Officer to connect with families and provide resources needed for children to attend school; transportation to school-of origin and community resources.

Note: The chart below summarizes the enhanced strategies available to schools, parents, and students to address issues related to truancy. If a strategy is ineffective, the school team, including input from the parent, should meet to discuss identify barrier(s) to successful implementation and problem solve as needed.

Enhanced Attendance Strategies by Tiers			
Tier	School/District Strategies	Parent/Guardian Strategies	Student Strategies
Tier 1	-Attendance is taken daily through the learning platform -School administrator will monitor attendance monthly -Identified PBIS schools will encourage attendance through school-wide incentives -Use of social media to educate parents on the importance of attendance	-Parent to report each absence and provide appropriate documentation -Parent discusses importance of attendance and encourages student attendance and participation in school -Parent ensures student is prepared to learn (e.g., learning space, adequate sleep, learning materials, etc.)	-Student attends school daily, on-time, ready to learn -Student actively participates in all learning activities -Student completes all school assignments on time

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Tier 2	<ul style="list-style-type: none"> -Use new attendance codes when tracking students absent in quarantine or with COVID for timely return to school -Call outs to families when a student is absent -Attendance letters will be sent home per Pupil Progression Plan -Report truant students who are 14 and older to Department of Highway Safety and Motor Vehicles (DHSMV), which may result in driver's license suspension or impact obtainment -School will provide make-up work as outlined in Pupil Progression Plan -Teacher will contact the parent/guardian and document contacts in PAWS once a pattern of non-attendance begins to identify issues that may be preventing attendance. -After 15 absences, the school's Attendance Committee (comprised of administrator, teacher, and other necessary school personnel) will convene. The parent will be invited to participate. -The Attendance Committee will meet to discuss barrier(s) to student attendance, create an intervention plan (if needed), and determine if missed work can be made up. The Attendance Committee may refer student to District Truancy Officers for additional supports. 	<ul style="list-style-type: none"> -Parent notifies teacher if student is having difficulty participating in learning activities or completing assignments -Parent will monitor student attendance and work completion weekly -Parent supports student to complete any missing assignments or to complete make-up work for absences -Whenever possible, the parent participates in calls or meetings to address concerns related to student attendance or learning 	<ul style="list-style-type: none"> -Student completes make-up work for absences within Pupil Progression Plan guidelines -Student completes and submits missing assignments -Student participates in grade recovery activities (when appropriate) -When needed, the student will ask parent/guardian or teacher for assistance
Tier 3	<ul style="list-style-type: none"> -Progress monitoring of student attendance by Attendance Committee -Follow-up Attendance Committee meetings to monitor progress -School mental health supports, including individual or group counseling may be provided -Discuss alternative education opportunities that fit the need of the student 	<ul style="list-style-type: none"> -Parent will participate in relevant activities with school personnel or appropriate community agency, when required -Parent will monitor student attendance and work completion daily -Parent will submit doctor's notes for any additional absences to be excused -Parent will encourage student participation in extended 	<ul style="list-style-type: none"> -Student will participate in attendance interventions as recommended by the Attendance Committee -Student will participate in course recovery activities, when appropriate -Student will participate in extended learning opportunities (e.g., before/after school tutoring, virtual, summer learning, etc.)

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<ul style="list-style-type: none"> -Truancy Officers may conduct home visits -Truancy Officers refer to community resources to address barriers -Possible referral to Child in Need of Services/Family in Need of Services (CINS/FINS) -Truancy Officers may file a parental prosecution through the courts pursuant to F.S. 1003.27 	learning opportunities (e.g., before/after school tutoring, virtual, summer learning, etc.)	
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The below forms are utilized to document the strategies used to either initially engage or re-engage a student who is not participating in school.

Document #1: Student Accountability and Participation- Inactive Students (to be completed by the Attendance Officer)

ATTENDANCE OFFICER USE	OKALOOSA COUNTY SCHOOL DISTRICT STUDENT INTERVENTION SERVICES STUDENT ACCOUNTABILITY AND PARTICIPATION-INACTIVE STUDENTS Attendance Officer Form	MIS 6060 12.3.2020									
SCHOOL: _____ SCHOOL CONTACT PERSON: _____											
<i>Governors Executive Order: Truancy/Attendance of Students.</i> School districts must provide enhanced outreach to parents and guardians to ensure maximum in-person enrollment and participation in school. Districts must identify Voluntary Pre-Kindergarten and kindergarten-eligible students in their districts with the goal of engaging students to maximize kindergarten readiness to support long-term achievement. Efforts to enforce attendance and discourage absenteeism and truancy must be given priority. Every Spring 2021 Education Plan must identify the resources the district will deploy to ensure that every child in the district is accounted for and is actively participating in the public education system, excluding students who are enrolled in private school or home school.											
Student: _____ Student has device: <input type="checkbox"/> YES / <input type="checkbox"/> NO Student issued hotspot: <input type="checkbox"/> YES / <input type="checkbox"/> NO											
Name of student contact: _____ Phone #: _____ Relationship: _____ Name of student contact: _____ Phone #: _____ Relationship: _____ Student Address: _____											
<table border="1" style="width: 100%; border-collapse: collapse; background-color: #e0f0ff;"> <tr> <td style="width: 10%; padding: 5px;">Date:</td> <td style="width: 20%; padding: 5px;">Person making contact:</td> <td style="width: 20%; padding: 5px;">Made Contact with:</td> <td style="width: 50%; padding: 5px;">Comments from contact:</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">How contact was made:</td> <td style="padding: 5px;">Relationship:</td> <td style="padding: 5px;">Student currently enrolled at: _____</td> </tr> </table>				Date:	Person making contact:	Made Contact with:	Comments from contact:		How contact was made:	Relationship:	Student currently enrolled at: _____
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Date:	Person making contact:	Made Contact with:	Comments from contact:								
	How contact was made:	Relationship:	Student currently enrolled at: _____								

**Document #2: Student Accountability and Participation of Inactive Students
(to be completed by school-based Administrator, Administrator Designee)**

SCHOOL USE	OKALOOSA COUNTY SCHOOL DISTRICT STUDENT INTERVENTION SERVICES STUDENT ACCOUNTABILITY AND PARTICIPATION-LIST OF INACTIVE STUDENTS	MIS 6059 12.3.2020			
School: _____ School Contact Person: _____					
Student: _____ Student # _____ Student has device: <input type="checkbox"/> YES <input type="checkbox"/> NO Hotspot issued: <input type="checkbox"/> YES <input type="checkbox"/> NO					
Date turned over to truancy: _____ Turned over to: _____ (Truancy Officer)					
<small>Governor's Executive Order: Truancy/Attendance of Students The Spring 2021 Education Plan must identify the resources the district will deploy to ensure that every child in the district is accounted for and is actively participating in the public education system, excluding students who are enrolled in private school or home school.</small>					
Date	Name of person contacted	Course	% Complete	Course	% Complete
Comments:					
Comments:					
Comments:					
Comments:					
Comments:					
Comments:					
Comments:					

B. Identification of VPK and Kindergarten Eligible Students

Kindergarten readiness is crucial to preparing children for long-term academic achievement. Throughout the pandemic, our pre-kindergarten programs have continued to support our youngest learners. Okaloosa takes the following steps maximize kindergarten readiness:

- Collaborate with Early Learning Coalition on Outreach Programs.
- Advertise any program openings on school marquee's, on all social media for specific schools and District, including but not limited to Facebook and Twitter.

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- Distribute flyers for current openings, and upcoming openings for 2021/2022 at local public libraries and pediatrician offices. Flyers are also sent home with all currently enrolled students at elementary schools to encourage siblings to engage with early learning.
- Children currently enrolled in PreKD, and are age-eligible for VPK, are recommended for Combination Days of PreKD and VPK. Recommendations are made by PreKD teachers and school administrators.
- Okaloosa has been approved to implement a pilot program at all VPK school district sites- using Star Early Literacy as assessment tool, along with Bright Beginnings.
- Okaloosa County School District provides an open enrollment for students to apply to attend VPK at the Okaloosa County School District early childhood sites. Okaloosa County School District preschool age students also have the opportunity to enroll at Head Start Okaloosa and private preschools in coordination with the Okaloosa Early Childhood Coalition.
- Parent Education Nights for upcoming Kindergarten students. This year, these events will be offered to the public via Zoom, with a link being sent to current VPK families as well as being advertised on social media.

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

A. Professional Development in Innovative and Virtual Learning Modalities

Okaloosa County has planned and will continue to provide ongoing professional development on best practices for virtual learning modalities.

In August, mySchool Online teachers were provided professional develop on their respective online platform (Accelerate- Elementary, Edgenuity- Secondary). Training for school-based administrators occurred shortly thereafter. Since Accelerate is a new learning platform to Okaloosa County, elementary teachers were provided two additional trainings on the platform during the first semester. Additionally, elementary mySchool Online teachers were also provided i-Ready training specific to the online learner. Further professional development will occur as needed throughout second semester on the learning platforms.

mySchool Online teachers can also access virtual learning sessions embedded within the Accelerate and Edgenuity platforms in order to refine their knowledge of their respective platform.

Ongoing, relevant professional development is critical when implementing a new initiative. Online learning is no exception. In order to provide ongoing professional development, Okaloosa County has been progressive in their deployments of supports. District Specialists have been designated to support mySchool Online teachers with implementation, at both the elementary and secondary levels. Additionally, the District hosts weekly Zoom Collaborate with Curriculum Sessions at both the elementary and secondary levels. These sessions are created around the learning platforms as well as implementation of best practices, and engagement strategies. Each week, teachers are asked to submit topics they would like to learn more about or discuss so that necessary trainings can be developed by District personnel.

School-based Instructional Coaches (ELA and Math) provide on-demand professional development and teacher support within their assigned buildings.

B. Interventions to Support Students in Various Learning Modalities

Interventions typically implemented in the brick-and-mortar classroom must be adapted for online students. Teachers must be equipped to provide interventions to these students. Ongoing professional development is provided to these teachers so that high quality interventions can be provided.

Elementary mySchool Online teachers were provided i-Ready training targeting the online learner. A District Instructional Coach who assists with District implementation of i-Ready provides supports as needed to online teachers on online personalized instruction and lessons from the Toolbox.

Weekly Collaborate with Curriculum Sessions have focused on interventions strategies and progress monitoring. During a Collaborate with Curriculum Session, the Lead School Psychologist provided training on the MTSS process and online intervention strategies. Additionally, school-based Instructional Coaches are available to assist teachers in adapting instruction best practices to a virtual setting, to include targeted small group instruction.

At the school level, administrators regularly meet with mySchool Online teachers to identify at risk students, progress monitor, and collaborate on best practice instructional strategies as well as engagement techniques. Through this PLC, mySchool Online teachers are able to hone instructional teaching strategies specific to the online learner.

Brick-and-mortar High Schools utilize Duty Release to provide targeted professional development to identified teachers in order to refine best practices.

In order to support teachers in obtaining their Reading Endorsement, Beacon Reading Competency courses are continually offered on Frontline.

Intensive one-on-one professional development is provided to all temporary certificate teachers via the Consulting Teacher program. Instruction in the FEAPs and best practices is demonstrated through demonstrations, observations, and side-by side teaching.

C. Technology Needs

mySchool Online teachers started the year with varied technology needs. Through our Collaborate with Curriculum Sessions, the District was able to quickly pinpoint technology needs and provide relevant assistance. District representatives from MIS attend Collaborate with Curriculum Sessions to troubleshoot issues on the spot as well as demonstrate techniques via Zoom screensharing.

Based on teachers' needs, the District regularly develops Q&A documents and instructional "how to" videos in order to perform tasks and troubleshoot. Additionally, Instructional Technology creates and disseminates a monthly Tech Newsletter providing information on high use software, links to tutorials, and general technology needs.

A plethora of professional development options are available on the Frontline. Schools and teachers can also request individualized, topic specific professional development from the District Instruction Technology Trainer. This individual is also available to provide individual support as needed.

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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.
Sheila Lightbourne
Contact information: email, phone number
LightbourneS@Okaloosaschools.com , 850-833-5888
Date submitted
December 15, 2020; resubmitted January 4, 2021
Superintendent Signature (or authorized representative)
