



FLORIDA DEPARTMENT OF  
EDUCATION  
fldoe.org



# Spring 2021 Education Plan and Assurances

## Orange County Public Schools

*Due: December 15, 2020*

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

## District Education Plan Assurances

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

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

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

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

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

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

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

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

### **District Spring 2021 Education Plan**

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

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

#### **A Focus on Closing Achievement Gaps**

**1a.** OCPS is committed to ensuring every student has a promising and successful future, including access to high quality instruction and resources.

To focus on closing achievement gaps and identifying students in need of additional support, principals and teachers review multiple sources of data to determine the academic strengths and weaknesses of students. In addition, OCPS has established an Academic Success Calendar and Instructional Focus Calendar to highlight the priority standards that may have been missed during distance learning in the spring of 2020. Priority standards and prerequisite standards can be taught during small group instruction, Foundational Basic Skills (FBS) block, intensive reading courses, before and after school tutoring, or Saturday school. These standards-based lessons are supported through ongoing professional development and training for teachers and administrators in all modalities of instruction.

In addition, schools will utilize extended learning opportunities to provide targeted interventions based on continuous progress monitoring of data (i.e. before/after school tutoring, Saturday school, FBS, Summer School). Supplemental materials were purchased to expand the availability of targeted intervention resources. Professional development and training are provided to administrators and teachers to ensure the fidelity of implementation. District-wide progress monitoring is utilized to determine the effectiveness of intervention strategies and student progress toward goals.



## Targeted Outreach for Students Who are Demonstrating a Decline

**1b.** All parents/guardians, regardless of modality, will receive written notification about additional interventions/supports and progress monitoring data will be provided monthly. Review of tiered services, IEP goals and/or ELL committee meetings will also continue. To further reach students that are demonstrating a regression in academic performance, administrators and central office support will make phone calls and conduct home visits to notify students of the expectation to return to face-to-face instruction.

Schools will continue to take the necessary steps to mitigate learning gaps and lack of adequate progress, which in part, may be due to modality of instruction. The district and school will continue to monitor data for all students regardless of learning modality and grade level to provide the necessary support to improve student achievement. To target students who are demonstrating a decline on the district's progress monitoring system in reading and mathematics, students will receive targeted instruction through a tiered system of supports.

### Tier Two

Teachers will provide further differentiated instruction in teacher-led small groups based on student performance, while the remaining students will be engaged in differentiated learning center rotations, some supported by an additional teachers or qualified staff member. The allocation of time is based on individual school schedules and student need. Within small groups (between five to six students), teachers provide instruction to address student deficiencies for identified areas of focus. Students in all instructional modalities receiving Tier Two support, during school, are expected to attend extending learning opportunities. Progress monitoring for students receiving Tier Two support is ongoing and analysis of student performance data occurs monthly.

### Tier Three

Students are homogeneously pulled (individually or in groups of two to four) for intensive support to target the students' skill deficits. The allocation of time is based on individual school schedules and student need. Students who do not demonstrate proficiency in foundational skills will receive instruction on explicit and systematic instructional strategies, with more extensive opportunities for guided practice, error correction, and feedback. Students in all instructional modalities receiving Tier Three support are expected to attend extending learning opportunities. Progress monitoring for students receiving Tier Three support is ongoing and analysis of student performance data occurs monthly.

**\*(Through the Innovative model (LaunchED@Home), students are provided small group instruction through the use of online break out rooms and extended learning opportunities)**

## Specify Additional Interventions and Supports that Will be Provided to Students

**1c.** OCPS offers additional interventions and supports through an expanded list of supplemental resources and diagnostics tools for reading and mathematics. This list was developed to assist schools with the alignment of resources, diagnostics, and progress monitoring tools to students' identified area(s) of need. In addition, schools utilize a portion of their school-based allocations for before/after school tutoring, and Saturday school in reading and math. To further extend learning opportunities, middle and high schools provide instructional support in course recovery for courses with end of course and state required exams.

OCPS also provides access to multiple intervention programs that are used to support just in time learning for ESE and ELL students. English Language Learners are offered a variety of instructional delivery methods, allowing for differentiation based on students' needs. Teachers and staff provide opportunities for students to attend tutoring programs for ELL students. These supplemental services offer students an additional 20 weeks of instruction in language acquisition and standards based instruction in reading and math.

For students with disabilities, a list of supplemental intervention resources are available for students on Florida Standards Access Points. These resources are utilized as a Tier Two intervention program for students who are functioning developmentally between two and ten years of age and are working to master the kindergarten through second grade Access Points standards for ELA and Mathematics. These programs offer a blend of computer-delivered and teacher-led Applied Behavior Analysis instruction to increase student's vocabulary, listening skills, social-emotional development, independence, academics and cognitive skills. Many schools utilize explicit and systematic direct instruction for students with disabilities who have a deficit of two or more grade levels in the areas of reading and mathematics.

**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.

**Innovative Learning Model (LaunchED@Home)**

**2a.** The OCPS LaunchED@Home model provides the opportunity for students to continue learning at home while remaining registered at their enrolled school. This model provides daily student-teacher instructional interactions similar to a classroom setting where OCPS teachers facilitate and guide student learning. Based on the number of parents who choose the OCPS LaunchED@Home model, students are scheduled into classes where all students are learning from home or a portion are learning at school through the face-to-face model. These students maintain enrollment status at their enrolled brick-and-mortar school. The LaunchED@Home model will continue to be offered only to students making adequate progress.

**Parent Notification**

**2b.** Parents/Guardians of Students in the Innovative Learning Model (LaunchEd@Home) identified as not making adequate progress by student data, teachers and school administrators will receive contact from the school principal in the form of a written notice and a follow-up phone call informing the parents/guardian that their child is not making adequate progress, the associated education risks, and their child's new assignment to the OCPS face-to-face modality. In the event a parent/guardian chooses not to follow the recommendation, a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to remain in the innovative learning modality must be received by the school. The district will provide a copy of the written parent/guardian acknowledgement form to the FDOE.

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.

**Identifying vulnerable students**

3a. The district has reached out to the parents/guardian of students identified as vulnerable, who have had limited or no contact with the district, by sending letters, making phone calls, visiting local child care and community centers and conducting home visits in an effort to engage students. The district will continue these efforts by working collaboratively with county truancy officers, school resource officers, social workers, and school administrators to locate students who are not enrolled this year and not identified as attending another educational institution.

**Identifying VPK and Kindergarten students**

3b. The district will work closely with the Early Learning Coalition of Orange County to identify eligible students to participate in the VPK School Year and Summer programs. In addition, OCPS will distribute information on VPK availability community-wide (local pediatrician offices, Boys and Girls Clubs, YMCA, Radio stations, news media, Social media, places of worship and community events). More specifically, the district will also utilize the Connect Orange messaging system to target eligible VPK (using Certificates of Eligibility) and kindergarten students, within their geographic zone, to increase enrollment.

**VPK Summer Program**

The Summer VPK program will consist of 300 hours of instruction and will be available for children who did not participate in VPK during the school year. In addition, OCPS will target students entering kindergarten in the fall, in need of academic support.

**Professional Development: Coach Orange**

Curriculum and Digital Learning, in partnership with the University of Central Florida, is offering a voluntary opportunity for elementary coaches. Coach Orange - Early Literacy is a coaching series specifically designed for elementary literacy coaches focused on grades K-3. This five session job-embedded professional learning opportunity is designed to further develop early literacy coaches within the areas of foundational reading skills, instructional strategies, coaching practices and models, and facilitation of reading leadership teams to help identify students and support teacher instruction.

**K-Ready Community Project**

OCPS participates with the K-Ready Community project. This project brings community leaders together to commit to ensuring that all children in Orange County get the great start they need. The primary goal of this initiative is to engage the community to transform early care and education so that all children in Orange County are ready to start Kindergarten and reading on grade level by third grade.

Jumpstart to Kindergarten

Incoming kindergarten students and current VPK students needing additional support at Title I schools will be invited to participate in the Jumpstart to Kindergarten Summer Program. The purpose of Jumpstart is to familiarize rising kindergarten children with the structure and routines of school, while teaching them developmentally appropriate academic and social-emotional content. In addition, local schools will target communication to eligible incoming VPK and rising kindergarten students within their geographic zone to promote registration for the school year 2021-22.

Interventions

To maximize and support long-term achievement students who score below expectations on VPK assessments, OCPS provides early intervention using the Nemours BrightStart Early Literacy curriculum. OCPS programs will also use Star Early Literacy in all VPK classrooms to monitor student progress and instruction.

Assessment

Star Early Literacy computer adaptive assessment is implemented in all VPK classrooms for progress monitoring three (3) times a year to ensure kindergarten readiness skills in the following areas:

- Visual Discrimination
- Concept of Words
- Alphabetic Principle
- Oral Language & Vocabulary
- Phonemic Awareness
- Phonics
- Early Numeracy

- 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).



## **Innovative and Virtual Learning Modalities**

**4a.** Professional development will continue with an intense focus on innovative learning models through various opportunities for teachers, administrators and coaches. Most district required professional development for teachers will be substantive and led by a facilitator, so teachers have the opportunity to ask questions, learn from other participants and make suggestions.

### Instructional Lead Professional Development

The Curriculum and Digital Learning department is continuing to offer professional development for coaches/teacher leaders focused in the areas of Mathematics, Science, Social Studies, and ELA/Reading. School-based coaches attend these professional development sessions to further support teachers with instruction in face-to-face, hybrid and distance learning modalities.

### Multilingual Services

Training will continue for teachers throughout the Spring 2021 semester on a regular basis. Resource teachers from Multilingual Services will provide teachers and bilingual paraprofessionals with targeted monthly professional development on making instruction comprehensible for ELLs in the LaunchEd@Home learning as well as face-to-face by focusing on topics such as, but not limited to: utilization of Florida Standards ELL scaffolds and accommodations according to ELLs' proficiency levels; the effective use of content glossaries, graphic organizers, word banks, sentence stems, and Thinking Maps; engaging students in meaningful dialogue and increased participation through active and purposeful communication during classroom lessons; systemic frontloading of vocabulary essential to comprehending the meaning of text; identifying and understanding words that are cognates; use of non-linguistic representation to demonstrate learning, use of visuals, multimedia and implementation of evidenced-based reading intervention programs.

### Multilingual Services On-Demand Support

Opportunities for on-demand support will continue to be provided virtually through Microsoft Teams for K-12 teachers of ELLs with a focus on strategies for ELLs in various subject areas. This includes support for Two-Way Dual Language teachers. On-demand support will continue to be offered to World Languages teachers on a weekly basis via Microsoft Teams.

### LaunchED@Home Teacher Tech-Tips

Weekly Teacher Tech Tips emails will continue to be provided to all instructional staff with a focus on providing engaging remote and hybrid instruction. Topics reinforce those presented in the LaunchED@Home asynchronous course available to all staff. Emails include brief video tips and strategies as well as classroom examples of those tips and strategies in actions.

### LaunchED@Home Support for Instructional Staff Facebook Group

OCPS invites all instructional staff to participate in a private facebook group whether they receive additional support for implementing remote and hybrid learning both from the district, their peers, and district partners. Each day multiple posts are made to provide resources, raise awareness to common issues and support dialogue.

Exceptional Student Education and Digital Tools

Professional development opportunities for teachers of students with disabilities will continue to be offered. These sessions focused on supporting students with disabilities in a virtual environment while meeting their individual needs. Topics included:

- Digital Learning for ESE Teachers
- Supporting IEP Goals through Digital Learning
- Canvas Course Design Best Practices for K-5 Learners on Florida Standards Access Points
- Canvas Course Design Best Practices for Secondary Learners on Florida Standards Access Points
- MTSS - Elementary - Use of Intervention Resources for Students with Disabilities
- MTSS - Secondary - Use of Intervention Resources for Students with Disabilities

New Teacher Support

The OCPS New Teacher Induction program was fully revised to model high yield instructional practices in the virtual environment to prepare participants for digital learning experiences. These revisions included a purposeful emphasis on understanding how digital tools can be leveraged to support research-based instructional strategies. Moving the courses to online, ensured equitable access of new teachers to professional learning to support student success.

Virtual Parent Training

In support of the district's response to learning loss, OCPS provides parents with #OCPSDistanceAssistance tips and training to assist them in supporting their child virtually.

**Interventions to Support Students in Various Learning Modalities**

4b. Professional development will continue to be provided on small group instruction as well as the rotational model to support differentiation and student-needs. MTSS, iReady, SIPPS and Reading Plus training will also continue to help support teachers with implementation of interventions for students with reading and math deficiencies in all modalities with an emphasis on primary literacy.

IMPACT Training

Training for teachers and administrators will continue throughout the spring and include a facilitator to foster open dialogue and learning from peers. Building a professional learning network across the district, exploring, discussing and digging deeper into the upcoming standards, providing instructional strategies to differentiate instruction for interventions, and refining best practices for instruction in all modalities are the primary objectives of this learning series.

ESE Ongoing Support Through Open Forums

The ESE Curriculum & Instruction Support Team offers daily support from 8:15 am - 3:30 p.m. in the following areas in order to be available to respond to teachers' questions and concerns throughout the day: Autism, Access Points, Support Facilitation, Learning Strategies and Gifted. Virtual Breakout Rooms are used to provide one on one assistance to any teacher to meet their individual needs. Based on the individual needs of the students, teachers will provide supplemental support to students needing foundational skills in reading.

SEL Professional Development

OCPS created a document highlighting approved SEL resources available to schools. Administrators utilize this document to select SEL curriculum for their school. OCPS district staff assists school-based teams with implementation of the approved SEL curriculums by providing professional development on the specific resources and coaching teachers with implementation.

OCPS also provided the following social emotional well-being and mental health resources to support staff as schools were reopening:

- Canvas courses that address social skills, time management, wellness, and mindfulness for teachers,
- a virtual calm room for teachers,
- preparation information regarding students' social and emotional needs when they return, and
- resources for staff that may be having financial or other personal issues due to COVID-19.

#### Parents of ELL and ESE Students

OCPS will continue to provide virtual informational sessions for parents of ELL and ESE students. Sessions will be offered in English along with concurrent translations in Spanish, Portuguese, and Haitian Creole. Parents will learn how to help their child navigate through the LaunchED@Home or face-to-face learning successfully.

#### Parents of ESE Students

OCPS will offer a Big Idea conference for parents of ESE students to support their child's learning at home and school through the various learning modalities.

#### **Technology needs**

**4c.** Professional development will continue to be provided to meet the technology needs of teachers, administrators, and coaches. A specific focus will be given to new tools for hybrid learning and classroom management to ensure students are engaged in learning.

- **Swivl-** OCPS is providing 6,000 Swivl kits to schools to support active and engaging hybrid instruction. Teachers receiving Swivl kits will receive synchronous virtual training on how to use robotic cameras, live streaming, recording, and content sharing in hybrid instruction.
- **Lanschool Air-** OCPS has transitioned from LanSchool Classic to LanSchool Air to ensure that teachers can effectively manage and facilitate hybrid classrooms. LanSchool Air allows teachers to remotely control student computers whether they attend school in-person or remotely. All district instructional staff will have the opportunity to attend synchronous virtual training on how to use LanSchool Air to monitor student screens, push websites, limit web activity (if needed), send messages, and take snapshots.
- **Apple Classroom-** OCPS has implemented Apple Classroom to help support kindergarten and first grade students transitioning back to face-to-face instruction. Apple Classroom allows teachers to ensure students are effectively managed in an in-person environment. All kindergarten and first grade teacher's will have the opportunity to attend synchronous virtual or in-person training on how to use Apple Classroom to launch and lock apps, navigate to specific content, share and receive documents, see student screens and mute and lock student screens.
- **Canvas-** OCPS has used Canvas as its learning management system for five years. OCPS will continue to offer asynchronous and synchronous training opportunities for all instructional and administrative staff on course development and management. In the spring, additional emphasis will be placed on promoting synchronous subscription training.
- **APEX -**The Department of Juvenile Justice programs (Orange Youth Academy and Orange Regional Juvenile Detention Center) will use the APEX program for both credit retrieval and tutorials for supplemental instruction.

**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.

<b>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</b>	
Kathryn Shuler, Chief Academic Officer	
<b>Contact information: email, phone number</b>	
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<b>Date submitted</b>	
December 15, 2020	
<b>Superintendent Signature (or authorized representative)</b>	
	