



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



## Spring 2021 Education Plan and Assurances



## 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](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.

**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 outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.

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☒ **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.

Collier County Public Schools (CCPS) remains committed to progress monitoring for responsive instructional adjustments and timely interventions by establishing a baseline in literacy, mathematics, and select social studies and science courses within the first two weeks of the school year. Progress monitoring windows in October, January and March, in addition to ongoing formative progress monitoring by teachers have continued to inform instructional decisions. Students in the **CCPS Classroom Connect** innovative virtual model engage in all aspects of progress monitoring in tandem with their on-campus and eCollier Academy peers. CCPS utilizes a District-created web-based Data Warehouse that includes multiple data sets and progress monitoring components. Progress monitoring occurs at regular intervals throughout the school year, primarily at the conclusion of quarters, to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been. Opportunities for differentiation through intervention and curriculum extensions are incorporated in CCPS curriculum guides.

#### **Progress Monitoring Tools**

Valid and reliable tools used by the District to measure student academic growth include:

- iReady (grades K-5)
- Read 180 (grades 6-12)
- ALEKS Math (grades 6-12)
- District quarterly benchmark assessments in state-assessed courses

Additionally, baseline measurements were implemented to gauge student understanding of prior year content (grades K-12) during the first two weeks of the school year. Quarterly Benchmark assessments were administered to measure student progress and to determine if students are on track to master grade level standards. Recent data from progress monitoring assessments are

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disaggregated and analyzed by teachers, school leaders, and district leaders. Data Dialogues are conducted with school leaders and teachers to analyze Quarterly Benchmark 1 results and share best practices to make necessary adjustments. Instructional trends and subgroup performance are identified across standards, subskills, reporting categories including on campus and virtual models, grade levels, and courses for targeted intervention and support. Educators utilize data for individual students and for student groups, and can be reported by individual, class, grade level/course and District. Additional measures include course grades and skill assessment results.

### **1a. CCPS Plan for Additional Instructional Time**

CCPS is proud of the effort of the District, schools, and teachers regarding the quality of eLearning provided to all students during the spring of 2020 during school building closures. While eLearning did not replace the value of full day face-to-face instruction with the teacher, the amount of lost instructional time for CCPS students is considered minimal due to these extensive efforts, the District continues to monitor gaps in learning exacerbated by the disruptive conditions.

Anticipating that some students have achievement gaps due to the pandemic, the District has developed the following guidance for providing additional instructional time.

- At the determination of school-based administrators, after school programming may be offered to students and is in place at numerous school sites. Schools may utilize operational and grant funds for hiring staff, transportation, and related costs.
- At the determination of school-based administrators, Saturday School programming may be offered to students. Schools may utilize operational and grant funds for hiring staff, transportation, and related costs.
- Schools identified as Title I were able to utilize GEER funds to provide supplemental programming in SY21.
- In addition to the typical summer school offerings provided to eligible students each year, students will be invited to participate, based on identified criteria including exacerbated gaps in learning and progress monitoring data, in summer educational programs (2021) to offset the educational impact caused by the pandemic.
- Additionally, CCPS offers a multitude of resources over school breaks to “Keep Learning Alive” through dynamic and interactive web-based resources. Students access these materials using District-owned devices that are individually assigned to each student.

### **1b. Targeted Outreach for Students who are Demonstrating a Decline on the District’s Progress Monitoring System**

School-level MTSS leadership teams continue to monitor all student performance, including students engaged in on campus learning as well as those participating in the Classroom Connect innovative virtual model. Students who are demonstrating a decline on the district’s progress monitoring system are identified and selected for tiered interventions. Intervention groups may be blended with a combination of on campus and virtual students receiving intervention simultaneously. Identification of students not making adequate progress will include a variety of considerations, including academic gains, attendance, and social/emotional/mental health.

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Parents of students participating in the Classroom Connect innovative virtual model who are identified as not making adequate progress received a written notification (December 2, 2020) documenting the concerns and need to schedule a parent conference if planning to stay in the Classroom Connect innovative virtual model for second semester. Students not making adequate progress will be strongly encouraged to consider transitioning to on campus learning. In circumstances where the student and parent decide to continue the Classroom Connect innovative virtual model, a written plan for support and acknowledgement of educational risks will be developed and agreed upon with the parent.

The following table demonstrates how CCPS identifies students in need of additional interventions by grade level and learning modality.

### Reading

<u>Grade Level</u>	<u>Student Identification</u> <u>(one or more of the following)</u>	<u>Learning Modality</u>
K-5	<ul style="list-style-type: none"> <li>• Score of two or more years below grade level on iready Diagnostic (administered in September, January, and May)</li> <li>• Less than 90% attendance</li> <li>• Course grade of D/F in Q1 and have a current D/F in gradebook Q2</li> </ul>	<ul style="list-style-type: none"> <li>• On Campus</li> <li>• Classroom Connect</li> </ul>
6-12	<ul style="list-style-type: none"> <li>• Lexile score below 600 according to the Scholastic Reading Inventory and/or score of below 20 on the Scholastic Phonics inventory (administered in September, December, and May)</li> <li>• Less than 90% attendance</li> <li>• Course grade of D/F in Q1 and have a current D/F in gradebook Q2</li> </ul>	<ul style="list-style-type: none"> <li>• On Campus</li> <li>• Classroom Connect</li> </ul>

### Math

<u>Grade Level</u>	<u>Student Identification (one or more of the following)</u>	<u>Learning Modality</u>
K-2	<ul style="list-style-type: none"> <li>• Mathematics Overall Course grade of Unsatisfactory (U) in Q1 and have a current Unsatisfactory (U) in gradebook Q2</li> </ul>	<ul style="list-style-type: none"> <li>• On Campus</li> <li>• Classroom Connect</li> </ul>

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	<ul style="list-style-type: none"> <li>• Less than 90% attendance</li> </ul>	
3-5	<ul style="list-style-type: none"> <li>• Students who are projected to have a level 1 on the FSA based on Quarterly Benchmark Assessment score</li> <li>• Less than 90% attendance</li> <li>• Course grade of D/F in Q1 and have a current D/F in gradebook Q2</li> </ul>	<ul style="list-style-type: none"> <li>• On Campus</li> <li>• Classroom Connect</li> </ul>
6-12	<ul style="list-style-type: none"> <li>• Two months behind in ALEKS Pie Progress Goals created in alignment with district progression recommendations</li> <li>• Students who are projected to have a level 1 on the EOC/FSA based on Quarterly Benchmark Assessment score</li> <li>• Course grade of D/F in Q1 and have a current D/F in gradebook Q2</li> <li>• Less than 90% attendance</li> </ul>	<ul style="list-style-type: none"> <li>• On Campus</li> <li>• Classroom Connect</li> </ul>

### **1c. Additional Interventions and Supports Provided to Students Transitioning Out of Classroom Connect Innovative Virtual Model**

Students who have not demonstrated adequate progress in the Classroom Connect innovative virtual model will receive additional interventions and supports as they transition back to on campus learning or remain in the innovative model.

- Students will receive on campus tiered interventions as set forth using the criteria in the table above.
- For students not making adequate progress in Reading, the school-based reading coach will provide intensive interventions.
- For students not making adequate progress in Math, the school-based Math coach (or identified interventionist for schools without a Math coach) will provide intensive interventions.
- Students will be assigned a Connection Coach to monitor and support the transition back to on campus learning using the 5 CCPS SEL Priorities and other mental health supports as applicable.

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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 educational 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.

### **2a. District Plan to Offer the Classroom Connect Innovative Virtual Model Only to Students Who are Making Adequate Academic Progress**

The District has developed two distinct letters provided to parents/guardians of students currently participating in the Classroom Connect innovative virtual model:

1. Students who are making adequate progress
2. Students who are not making adequate progress

Letters were customized and delivered in the parent's home language. A phone dialer and website banner were also used to notify parents of students who are not making adequate progress to alert them of an important letter requiring their attention. Further, school staff are contacting parents/guardians who do not respond to ensure student needs are addressed in a responsive fashion.

### **2b. Written Notice for Students Not Making Adequate Progress**

Written notification (Appendix A) was sent to parents (December 2, 2020) of students identified as not making adequate progress. The notification included potential educational risks and a strong recommendation to return to on campus learning. Also included was a requirement to schedule a parent conference for situations where the parent/guardian chooses to continue with the Classroom Connect innovative virtual model. For parents/guardians who do not respond to the written notification, home visits will be conducted to ensure the information is received.

Parents/guardians of students who are not making adequate progress and choose to remain in the Classroom Connect innovative virtual model must participate in a parent conference with school administrators and/or designees. The results of the meeting will be documented in a *Parent Acknowledgement For Student In Virtual Model Not Making Adequate Progress* form (Appendix B). This form details the plan for improvement which includes interventions and home support to improve educational progress. The template will be housed in the District's Data Warehouse.

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

**3a. Identification of Vulnerable Students**

- Identify students with less than 90% average daily attendance (absent 10% or more)
- Strongly recommended to parents of students not making adequate progress in the Classroom Connect innovative virtual model for students to return On Campus.
  - Parents of students who wish to remain on virtual learning must participate in a parent conference where the risks of retention, loss of credit, and potential for limited post-secondary options will be explained. Should the parent wish to exercise their option to remain virtual a signature documenting the conference will be required.

***Regular attendance procedures to continue into second semester:***

- Attendance phone dialers are sent home to parents for every daily student absence; at the secondary level this includes period attendance notifications.
- Parent communication/call is sent home when students reach a 5<sup>th</sup> absence.
- Letters are sent home via USPS whenever students accumulate 7 and 10 absences.
- Multi-Tier System of Support (MTSS) Attendance meetings are scheduled when students accumulate 5 unexcused absences within a calendar month, 15 unexcused absences within 90 calendar days, or when a student falls below a 90% average daily attendance.
  - The team includes school administrators, support staff, parents, students, and District Student Relations Specialists.
  - Schools provide numerous supports, including check-in/out, tutors, school counseling, review of IEP/504 Plan, attendance agreements, referrals to outside agencies.
  - Consequences are also reviewed, some of which could include loss of driver's license and/or Learnfare, and credit withheld.
  - District Student Relations Specialists visit the homes if the parents do not attend the meetings and door hangers are utilized with contact information if the parents are not home.
- If absences continue after the MTSS attendance meeting and interventions have been unsuccessful, the student is referred to the District/Community Agency diversion program
  - Numerous outside agencies are involved with diversion and offer their supports and intensive interventions (Collier County Sheriff's Office, David Lawrence Center, Department of Children and Families, Lutheran Services, Shelter for Abused Women and Children).
  - District Student Relations Specialists visit the homes if absences continue
- If absences continue after the diversion program and interventions have been unsuccessful, the student and parent are referred to Truancy Court for the judge to determine if the student is declared habitually truant.
- Beginning in 2020-2021, Migrant staff have increased their efforts to support migrant students who have attendance concerns using targeted absence lists by direct outreach to these families via phone, home visits, and locating them within the community.
- Beginning in 2020-2021, food distribution sites across the District began:
  - Notifications about centralized student registration distributed at food sites
  - Use of food distribution sites to engage with disengaged students and families

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Beginning in 2020-2021 student registration process is completely virtual

- Electronic registration for all students available eliminating the need for families to register in person
- Supports provided in our most vulnerable community of Immokalee with multilingual staff in multiple onsite, afternoon and evening student registration events

Outreach procedures for unenrolled students to continue in SY21 second semester:

- District Student Relations Specialists visits the homes whenever the District is notified of potential school-aged children who are not enrolled in school. Door hangers are utilized with contact information if the parents are not home.
- DNE (Did Not Enter) is the Department of Education's attendance withdrawal code used for any student who was expected to attend a school but did not enter as expected for unknown reasons. Student Relations Specialists make numerous attempts to locate all students and their whereabouts once a DNE code is utilized (phone calls and home visits).
- Beginning in second semester 2020-2021, recommend use of CARES funding to increase District Student Relations Specialists to enhance outreach frequency and response time
- Beginning in 2020-2021, Migrant staff have increased their efforts to support migrant students who have not enrolled by direct outreach to these families via phone, home visits, and locating them within the community to assist with enrollment in the District.
- Numerous District and community-wide notifications and efforts are made to ensure that all school-aged children are enrolled in school. Some of those efforts include:
  - Flyers distributed at daycares
  - Radio broadcasts in English and Spanish
  - Phone dialers with registration dates and information
  - Community magazine articles with District registration information
  - Food distribution sites across the District
  - Numerous social media broadcasts are shared via Facebook and Twitter, as well as the District's website, to educate parents and community members on the registration process and timelines

### **Plans for Department of Juvenile Justice (DJJ) Centers**

PACE Center for Girls Immokalee, a DJJ prevention program, is planning for all students be on campus in January 2021. If there are any exceptions to the on campus model, individual arrangements will be communicated with parents/guardians.

Students in the Collier Juvenile Detention Center attend entirely face-to-face five days per week with no virtual offering.

### **3b. Identification of VPK and Kindergarten-Eligible Students**

- Kindergarten Roundup for parents of rising kindergarteners is held in the spring to introduce kindergarten environment.
- Pre-K Stars on Tour held in spring for early learning providers to bring their rising kindergarteners to tour the school. This engages the students and also gives the providers a look into kindergarten expectations.
- VPK and Kindergarten recruitment efforts include:
  - District website and social media

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- flyers posted in various community locations
- flyers sent to community partners to share with families
- advertisement on scrolling community resources television ads in local pediatric healthcare facilities
- Kindergarten readiness toolkit, collaboratively developed by District and community partners available on multiple websites and distributed in key locations, contains information on kindergarten readiness skills, kindergarten registration requirements, and other helpful resources. Due to the current conditions, the toolkit will be updated to include supports for late start to Kindergarten.
- CCPS works closely with Future Ready Collier, a collective impact of over 60 local organizations, with a focus on early learning and college and career readiness. Through the early learning collaboration, CCPS is able to engage in increased outreach to families who may not be aware of educational resources. This group also assists parents and community providers with increasing on-time Kindergarten registration. Through our partnership with Future Ready Collier, we are seeking ways to increase current enrollment in Pre-Kindergarten through significant outreach efforts. A number of parents are delaying enrollment in Pre-Kindergarten and Kindergarten due to current conditions.
- SY22 Kindergarten starting earlier than in previous years to ensure access and support is fully available to all families and promoted throughout the community.

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).

Prior to the start of the 2020-2021 school year, all CCPS administrators and instructional staff completed the Canvas Basics for Collier Teachers, Utilizing Canvas for eLearning, and Surface Book online training modules. During the summer months, the following synchronous virtual professional learning sessions were offered:

- Leveraging Canvas Modules (Spring 2020)
- Mobile Canvas Application (Spring 2020)
- Office 365 Essentials (OneDrive, Teams)
- Flipped and Blended Learning Strategies (Flipgrid, Canvas Studio)
- Microsoft Excel
- Microsoft Accessibility Tools to Support All Learners
- Microsoft Teams Foundations
- Utilizing Microsoft Forms with Staff Members
- Utilizing Microsoft OneDrive for Effective Documentation Collaboration

In the 2020-2021 school year, guest teachers (substitutes) were required to complete an online course, Canvas for Guest Teachers, and all new teachers were required to complete the five (5) online courses prior to their first student day:

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- Canvas Basics for Collier Teachers
- Utilizing Canvas for eLearning
- Getting to Know your Surface Book
- Utilizing the Document Camera to Enhance eLearning
- Office365 Essentials Course (OneDrive, Teams)

CCPS extended the preservice week an additional week prior to the first student school day to provide targeted professional learning offerings to support eLearning including:

- Setting up your Canvas Template, Documenting ESE/ELL/504 Accommodations, and Collier Connect (three hours for all instructional employees)
- COVID Specific Health & Safety Protocols (three hours for all school-based employees)
- Canvas Advanced and Technology Tools (three hours for instructional employees)
- Utilizing the Document Camera to Enhance eLearning
- Canvas for School Counselors (90 minutes for all school counselors)
- Social Emotional Learning (SEL) Supporting Teachers and Students After COVID (three hours for all school-based employees)
- Teaching & Learning Specific Trainings with Technology Integration (increased the time from one day in SY20 to two days in SY21)

In addition, the following differentiated professional learning were offered during pre-service week and first semester:

- Collaborative Structure for Student Engagement in a Virtual Environment (three-hour training option)
- Collaborative Technology Tools with NCCE: Teams, Sway, Whiteboard (three-hour training option)
- Technology Tools for Related Arts Teachers (three-hour training option)
- Classroom Management in eLearning (three-hour training option)
- Building your Canvas Course One Module at a Time (three-hour training option)
- Teletherapy Training for Speech Language Pathologists by Dr. Blackburn (Audience: Speech Language Pathologists)
- Best Practices in Providing Special Education and Related Services in a Virtual Delivery Model (Audience: ESE Program Specialists)
- Best Practices in Supporting Students in the Virtual Learning Environment (Audience: ESE Assistants)

During the month of September, twelve (12) Canvas support sessions were offered as targeted professional learning for teacher leaders, academic coaches, Building Technology Coordinators (BTCs), school counselors, and school administrators as capacity building to support teachers and students with utilizing Canvas. Additional training opportunities were offered in an open-lab format to support teachers with Canvas, Blended Learning, Document Camera, and WebEx Monday – Friday from 8:00am – 3:30pm on August 24, 2020 – September 11, 2020.

In October 2020, CCPS and the Collier County Education Association (CCEA) approved a new stipend position for a “Canvas Point of Contact (POC)” at each school to provide job-embedded professional learning and to support the implementation and usage of Canvas. The District is

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providing ongoing training and support for the new Canvas POCs which will continue throughout the 2020-2021 school year.

To support administrators and instructional staff with eLearning the following professional learning sessions are being offered in first semester:

- October 22, 2020 (8:30am – 11:30am) Establishing Relationships, Routines, Roles, and Rigor - Face to Face and Virtually (eCollier Academy Elementary Staff)
- October 22, 2020 (12:30pm – 3:30pm) Establishing Relationships, Routines, Roles, and Rigor - Face to Face and Virtually (eCollier Academy Secondary Staff)
- October 27, 2020 (8:00am – 9:00am) Marzano - Successful Teacher Evaluation Virtually Anywhere for School and District Administrators
- October 27, 2020 (4:30pm – 6:30pm) Navigating the Ins and Outs of Rigorous Online Tasks for Elementary Instructional and Administrative Staff
- October 28, 2020 (4:30pm – 6:30pm) Navigating the Ins and Outs of Rigorous Online Tasks for Secondary Instructional and Administrative Staff
- October 30, 2020 (9:00am – 10:00am) Marzano- Actionable Feedback in a Virtual Environment for School and District Administrators
- October 30, 2020 (1:00pm – 2:00pm) Marzano - Successful Teacher Evaluation Virtually Anywhere for School and District Administrators
- November 7, 2020 (8:30am – 10:30am) How to Perfectly Align eLearning Tasks to Your Standards for Elementary Instructional and Administrative Staff
- November 7, 2020 (1:00pm – 3:00pm) How to Perfectly Align eLearning Tasks to Your Standards for Secondary Instructional and Administrative Staff
- November 10, 2020 (8:30am – 11:30am) Optimizing On-Line and Off-Line Instruction with LSI
- Standards (eCollier Academy Elementary Staff)
- November 10, 2020 (12:30pm – 3:30pm) Optimizing On-Line and Off-Line Instruction with LSI (eCollier Academy Secondary Staff)
- November 12, 2020 (8:00am – 11:00am) Marzano- Inter-Rater Agreement for Virtual Learning (three-hour training for eCollier Academy Elementary administrators and observers)
- November 12, 2020 (12:00pm – 3:00pm) Marzano- Inter-Rater Agreement for Virtual Learning (three-hour training for eCollier Academy Secondary administrators and observers)
- December 7-8, 2020 (4:30pm – 7:30pm) Academic Teaming in a Virtual Environment
- December 21, 2020 (8:30am – 3:30pm) Kagan Collaborative Structures Day 3- Focused on Supporting eLearning & Social Distancing
- December 22, 2020 (8:30am – 3:30pm) Kagan Collaborative Structures Day 4- Focused on Supporting eLearning & Social Distancing
- December 28, 2020 (8:30am – 3:30pm) Kagan Collaborative Structures Day 5- Focused on Supporting eLearning & Social Distancing
- January 14, 2021 (4:30pm – 7:30pm) Kagan Adaptations for COVID

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Special sessions for administrators planned for second semester include observing and providing feedback in virtual settings using Marzano's FTEM Model, as well as supporting teachers with grading practices in various instructional models. Additionally, each regularly scheduled administrative meeting will have dedicated topics related to teaching and learning supports given current conditions.

- January 19, 2021 (one-hour asynchronous course) Grade Passback in Canvas to Focus for Secondary Teachers and Administrators
- January 23, 2021 (8:30am – 12:30pm) Adapting Kagan for Distance Learning
- June 15, 2021 (8:30am – 3:30pm) Kagan Collaborative Structures Day 3- Focused on Supporting eLearning & Social Distancing
- June 16, 2021 (8:30am – 3:30pm) Kagan Collaborative Structures Day 4- Focused on Supporting eLearning & Social Distancing
- June 17, 2021 (8:30am – 3:30pm) Kagan Collaborative Structures Day 5- Focused on Supporting eLearning & Social Distancing

The following trainings are in development and will be ready for CCPS employees to access beginning in January 4, 2021.

- Aligning Instructional Technology to ISTE Standards and SAMR
- Interactive Instructional Tools for Inclusive Classrooms
- Integrating OneNote into Canvas

Ongoing support is provided in various formats, including but not limited to:

- CCPS Canvas and Technology Support Moving Forward Guide
- Digital Innovation Virtual Learning Newsletters
- Canvas Training Support and Resources on the CCPS Website
- Virtual Observational Support (Marzano's FTEM Model)
- Purchase of additional Gale eBooks focused on blended learning

CCPS employees have access to live and on demand training via the Canvas Training Service Portal and courses within the Microsoft Educator Center (sample courses listed below).

### Canvas Training Service Portal

- Accessibility
- Canvas in Math & Science
- Data for Teachers
- Exploring the Canvas Commons
- Getting Start with Assignments and Assessment
- Getting Started with Badgr
- Group Work & Collaboration
- Managing Quizzes
- Outcomes & Rubrics for Instructors

## Spring 2021 Education Plan and Assurances

### Microsoft Educator Center

- Accessibility, Special Education, and Online Learning: Supporting Equity in a Remote Learning Environment
- Beyond the Basics with Flipgrid
- Creating Visual Learning Materials with ThingLink
- Flipped Instruction with PowerPoint Recorder
- Hybrid Learning: A New Model for the Future of Learning
- Hybrid Learning: A New Model for the Future of Learning
- Hybrid Learning in the Primary Classroom
- Hybrid Learning in the Intermediate Classroom
- Hybrid Learning for the Adolescent Learner
- Microsoft Forms: Creating Authentic Assessments

Additional trainings will be developed/scheduled to support CCPS employee and District needs with the goal of improving student learning outcomes.

**APPENDIX A**  
**Parent Notification of Students Not Making Adequate Progress**  
**in the Classroom Connect Innovative Virtual Model**

**SECOND SEMESTER INSTRUCTIONAL MODEL PREFERENCE**

December 2, 2020

Dear Parent/Guardian of Virtual Student,

We are grateful for the flexibility and hard work of ALL students, parents, and staff members as we approach second semester.

While the Florida Department of Education (FDOE) Commissioner's Emergency Order has been extended to allow for a continued virtual option in second semester, **your child is NOT making adequate progress** in the virtual model, therefore, we strongly recommended he/she return On Campus second semester. Adequate progress is defined as C or above in all courses during Quarter 1; attendance of 90% or above in Quarter 1; and/or iReady Diagnostic Quarter 1 51st percentile or above (elementary level).

For most students, On Campus is the optimal educational setting due to:

- a structured schedule;
- in-person interactions with peers and caring adults; and
- the various methods for teaching and learning

**Your child is NOT making adequate progress** in the virtual model based on Quarter 1 results and may be at risk of failing one or more course(s) and repeating a grade level. It is strongly recommended that your child return On Campus for second semester beginning January 19, 2021, with a District Virtual Learning Day and teacher-led instruction on January 20, 2021.

**APPENDIX A (cont.)**  
**Parent Notification of Students Not Making Adequate Progress**  
**in the Classroom Connect Innovative Virtual Model**

If you are NOT planning for your child to return On Campus, you:

1. MUST meet with a school staff member and acknowledge in writing that your child is NOT making adequate progress
2. MUST develop a plan for improvement
3. MUST review the associated educational risks of continuing in the present virtual model
4. MUST acknowledge the educational risks that may include:
  - a. placement in Beacon High School (11th and 12th grade students)
  - b. failing one or more courses
  - c. repeating a grade level
  - d. limiting post-secondary outcomes/scholarship opportunities

**Second semester begins January 19, 2021, with a District Virtual Learning Day and teacher-led instruction on January 20, 2021.**

The following safety precautions are in place on campus.

- All students and staff are required to wear masks on campuses and buses
- Non-essential visitors inside school buildings are limited
- Classrooms and school building furniture are frequently cleaned
- Signage to support social distancing is displayed, in addition to a wide array of other measures being taken to keep students and employees safe
- Hand sanitizer stations are located throughout each school campus
- Frequent hand washing and/or use of hand sanitizer for all students and staff is encouraged

**APPENDIX A (cont.)**  
**Parent Notification of Students Not Making Adequate Progress**  
**in the Classroom Connect Innovative Virtual Model**

**You may submit your Intent for Second Semester through the link below by December 8, 2020, indicating your child will be returning on campus (January 20, 2021) OR that you need to arrange a meeting with a school staff member.**

- [Click here to access the survey.](#)

Thank you.

Dr. Kamela Patton  
Superintendent of Schools

**Data Warehouse (Parent/Guardian Intent Survey for Second Semester)**

Your child is *NOT* making adequate progress in the virtual model based on Quarter 1 results and may be at risk of failing one or more course(s) and repeating a grade level. It is strongly recommended that your child return On Campus for second semester beginning January 19, 2021, with a District Virtual Learning Day and teacher-led instruction on January 20, 2021.

If you are *NOT* planning for your child to return On Campus, you:

1. **MUST** meet with a school staff member and acknowledge in writing that your child is *NOT* making adequate progress
2. **MUST** develop a plan for improvement
3. **MUST** review the associated educational risks of continuing in the present virtual model
4. **MUST** acknowledge the educational risks that may include:
  - a. placement in Beacon High School (11th and 12th grade students)
  - b. failing one or more courses
  - c. repeating a grade level
  - d. limiting post-secondary outcomes/scholarship opportunities

Please indicate your choice below:

- a** I am currently planning for my child to return to campus in second semester beginning with teacher-led instruction on January 20, 2021
- b** I prefer my child remains in the virtual model and understand that in order for this to occur a school staff member will contact me to schedule a meeting at the school.

**APPENDIX B**  
**Parent Acknowledgement and Plan for Student in Virtual Model**  
**Not Making Adequate Progress (Data Warehouse)**

Date:

Student Name:

Student Number:

School:

**Your child is NOT making adequate progress in the virtual model based on Quarter 1 results and may be at risk of failing one or more course(s) and repeating a grade level.** It is strongly recommended that your child return On Campus for second semester beginning January 19, 2021, with a District Virtual Learning Day and teacher-led instruction on January 20, 2021.

Your child is not making adequate progress due to:

The following interventions have been provided for your child (school staff member populates):

Academics

Attendance

As a parent, I am committing to support the following plan for improvement:

Academics

Attendance

As a parent, I am electing for my student to return On Campus

As a parent, I am electing for my student to remain in the virtual model

As a parent, I acknowledge the following potential educational risks for my student staying in the virtual model:

Placement in Beacon High School (11th and 12th grade students)

Failing one or more courses

Repeating a grade level

Limiting post-secondary outcomes/scholarship opportunities

Other (school staff member may populate)

Parent Acknowledgement

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Staff Member Signature

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## Spring 2021 Education Plan and Assurances

### 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>
Peggy Aune, Ed.D. Associate Superintendent, Teaching and Learning
<b>Contact information: email, phone number</b>
<a href="mailto:aunema@collierschools.com">aunema@collierschools.com</a> 239-377-0209
<b>Date submitted</b>
December 8, 2020
<b>Superintendent Signature (or authorized representative)</b>
