



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# Spring 2021 Education Plan and Assurances

## Alachua County Public Schools

*Due: December 15, 2020*

Submit to [ReopeningPlan@fldoe.org](mailto:ReopeningPlan@fldoe.org)

## Spring 2021 Education Plan and Assurances

### Purpose

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

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

### Directions

Districts shall complete this form and email to [ReopeningPlan@fldoe.org](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

## Spring 2021 Education Plan and Assurances

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

## Spring 2021 Education Plan and Assurances

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

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

### District Spring 2021 Education Plan

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

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

The Spring Intervention Plan will target students who are either in brick and mortar or who have been receiving instruction in the innovative model but are failing to make adequate progress and recently transitioned back to face-to-face instruction. All students who score Below Expectation on district progress monitoring, have below 90% attendance or who are receiving failing grades will receive intervention as described below. Progress monitoring data is monitored in ELA and math for grades K-10, students in grades 11-12 will be monitored by GPA, credits earned, and attendance to target for intervention. Each intervention listed below will be tagged by grade level and letters a-c to align with the subcomponents for this section.

1. The addition of one Para II Instructional staff member for each elementary school to implement individual and very small group interventions in reading and/or math. The emphasis will be on FCRR strategies and evidence-based programs already in use, including SIPPS, Istation, Big Ideas, and others. These interventionists will be trained on technique and instructional materials by district coaches for 4-5 full days prior to working with students. (K-5; b, c)
2. The SLPs assigned to the elementary schools with extended day schedules will be given an additional hour each day to remain at those schools and provide language support and enrichment, reading comprehension, and phonological awareness activities to individuals and small groups. (K-5; a, b, c)



## Spring 2021 Education Plan and Assurances

3. The COVID Recovery Tutoring Program offered to ESE students at all schools will be provided the resources to increase to 4 days a week from the initial 2 days. This is an after school program offered to both Brick and Mortar and Digital Academy students which offers individualized skill building based upon the student's IEP goals. (K-12; a, b)
4. The ESE Department will work with individual schools to restructure the ESE Co-teach models to include a majority of small group instruction during coteach time, so that both ESE and general education teachers can work simultaneously with small groups of students on skill deficit areas. (K-12; b, c)
5. Core content area teachers will provide small group tutoring before & after school to students in grades 6-12 who are identified on progress monitoring as not mastering grade level standards in ELA and math. There will also be a Saturday option for these students as needed. (6-12; a, b, c)
6. Teachers, staff, and administrators will engage in student data chats with any student who performs below grade level expectations on district progress monitoring assessments. These data chats include problem solving and goal setting. (K-12; b)
7. Students in grades 6-8 have access to iReady Reading and students in grades 6-12 have access to CommonLit Literacy in ELA courses. iReady is a comprehensive assessment and instruction program. By connecting Diagnostic data and Personalized Instruction, iReady provides differentiated instruction for middle school students. CommonLit Literacy is a supplemental curriculum available to support students not meeting grade level expectations. The CommonLit Literacy Model is built on a foundation of over 2,000 high-quality free reading passages, complemented by aligned interim assessments. Their resources are flexible, research-based, effective as proven by third-party review and aligned to Florida Standards. (6-12; a, b, c)
8. Students in grades 9-12 have access to ELA and Math Khan Academy SAT Prep Course. This course creates an individualized instructional roadmap by linking SAT or PSAT scores to Khan Academy instruction. Students will access thousands of practice questions, videos, lessons, and hints plus study and test-taking tips and strategies. Six or more hours practice is associated with an average 39-point increase in SAT scores. These increases will also have a positive effect on student FSA ELA and Math scores and will increase the student's mastery of standards and likelihood of earning his or her high school diploma. Teachers will assign SAT Prep course usage based on the individual student's area of need and will monitor student success and usage. (9-12; a, b, c)
9. Title I eligible schools will receive additional instructional interventions through the Title I Intervention Academy - Extended Day Interventions and/or the Extended School Year. These opportunities provide students with targeted tutoring and support as well as enrichment activities to enhance students' background knowledge and experiences. Students in non-Title I eligible schools will receive access to these same interventions to be funded by the district, so that every student with an identified need can receive extended learning opportunities. (K-12; a, b, c)
10. Additional support for English Language Learners at the Elementary Level include the use of BrainPOP ELL. The BrainPOP ELL Placement Test uses listening and reading tasks to assess students'

## Spring 2021 Education Plan and Assurances

English language proficiency and to identify the starting level and unit for students beginning the BrainPOP ELL program. (K-5; a, b, c)

11. Students enrolled at our high school ESOL center school, Gainesville High School, have access to Rosetta Stone both during and after school. Rosetta Stone personalizes language learning through the Adaptive Blended Learning Model, while incorporating scaffolded instruction and Speech Recognition Engine technology. Individualized learning paths empower students to take ownership of their own language development. (9-12; a, b, c)

12. Students at six elementary and two middle schools are eligible for free academic after-school and summer programming through the 21<sup>st</sup> Century Community Learning Centers. Students participating receive instruction in ELA, math, science and technology in addition to enrichment in art, health, engineering and career exploration. Increasing background knowledge in these enrichment areas supports ELA performance. (K-8 in qualifying schools; a, b, c)

**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. The district has offered the innovative learning model to families without restriction since August. For the Spring semester, all students in the innovative option who are not making adequate progress will receive written notice about how the child is not making progress and the associated educational risks. The recommendation will be made to transition to face-to-face instruction for core and supplemental intervention, including opportunities for additional instruction beyond the normal school day. Students targeted for this notification will be those who score Below Expectations on the district progress monitoring, have failing grades, or who have attendance below 90% in the innovative option.

b. Parents of all students in the innovative learning model will receive the following letters, be invited to an educational planning meeting, and will sign and return written acknowledgment of their transition to face-to-face instruction or a written acknowledgement of their intent to remain in the innovative model even after the associated risks have been explained. The written notices for elementary and secondary students are attached.

[Sample Letter for Families of Elementary Students](#)

[Sample Letter for Families of Secondary Students](#)

## Spring 2021 Education Plan and Assurances

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.

ACPS will continue efforts during Spring 2021 to enhance outreach to maximize in-person student enrollment and participation in public school. ACPS monitors attendance and tracks the number of students who have yet to appear or enroll. Current efforts by ACPS regarding truancy/attendance for students within the school district includes the following:

### Section (a)

- Home-visits by truancy officers and family liaison staff for chronically truant students;
- Wellness checks by school resources officers and/or law enforcement officers;
- Employment of truancy officers, whose duties include but are not limited to ensuring students are attending schools and investigating student who are absent;
- Filing of truancy cases with the court pursuant to policies and Florida law;
- Correspondence with other districts and out-of-Florida districts regarding student locations;
- Communication with parents and legal guardians; and
- Establishment of monthly School Attendance Review Board (SARB) meetings and set processes which communicate to parents and guardians on student attendance and to offer recommendations and services based on needs. Membership of SARB includes ACPS staff, law enforcement, DCF, the judicial system and others.
- Family liaisons through Title I, Part A Supplemental Funding for chronically truant students, to assist in transitioning students to a different learning modality and to engage students who have not yet been enrolled in the 2020-2021 school year.
- DNE reports are pushed out weekly to the truancy officers and school based attendance designees
- Truancy teams will be formed at each school to meet weekly to ensure the students are accounted for and engaged;
- Truancy teams and district staff are charged with providing for additional home visits and more frequent communication with parents and guardians;
- Door 'hangers' will be created, that are information packets with school contact information and data regarding the detrimental effects of absenteeism and will be left at residences of vulnerable, un-enrolled, or non-engaged children;
- Contact logs will be updated daily and include the increased frequency of parent contacts, as well as home visits.
- Resources for school-based incentive programs will be sought to provide rewards for increased attendance and progress made on attendance contracts with individual students and families as well as to support competitions between classrooms and other schools for increased attendance rates;
- Additional hours for a clerical position at each school to be solely responsible during this time for: daily phone calls home when absent, monitoring of attendance data, push out the Five Day and Ten Day absentee letters, schedule EPT meetings, text/email/utilize social media to reach out to families experiencing attendance problems;
- Public Service Announcements on TV, radio and social media sites will be made.

## Spring 2021 Education Plan and Assurances

### Section (b)

The District has the capability to identify kindergarten-eligible students and in order to engage these students, as well as voluntary pre-kindergarten students, ACPS will:

1. Prioritize home-visits for kindergarten-eligible students.
2. Provide further, additional incentives to increase parental attendance at Kindergarten Roundup in the Spring of 2021
3. Provide district level Title I Parent and Family Engagement activities with a focus on maximizing Kindergarten readiness and support student achievement
4. Title I Staff will provide transitional materials and training for the Kindergarten Readiness Backpacks and
5. Title I Staff will collaborate with and support the HIPPPY (Home Instruction Program for Preschool Youngsters Program).
6. Parents/guardians of VPK and Kindergarten-eligible students will be identified using geographic information provided by DRMP. Parents/guardians and their children will have the opportunity to participate in virtual lessons teaching reading readiness skills, language skills, math skills, and social skills. Parents/guardians will receive information and have the opportunity to participate in training that assist parents/guardians in as they prepare their children to enter Kindergarten.

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).

ACPS will continue to offer Professional Development to support the on-going needs of teachers and administrators to implement the Spring plan.

### Topics for teachers include:

1. Content ConnectED Communities for teachers to connect, share success, plan for standards-based instruction, specific teaching modality support, and to collectively collaborate to solve problems (K-12, a, b)
2. Increasing Engagement in brick and mortar and in innovative virtual learning modalities around the following topics: Collaborative Learning Strategies, Best Practices in Assessment that Engage all Learners (multiple response strategies), Using Modules to Plan and Deliver Instruction, Using Concept Maps, and Engaging Task Design, Use of Zoom Tools (K-12, a, b, c)
3. Best Practices in Distance Learning (Corwin Distance Learning Playbook Training Series: Teacher Credibility, Teacher Clarity, Engaging Tasks/Instructional Planning, and Feedback. Fisher, Frey, & Hattie) (K-12, a, b, c)
4. Culturally Responsive Curriculum and Pedagogy (K-12, a, b)
5. Trauma-Informed Care (K-12, a, b)
6. Social Emotional Learning (K-12, a, b)
7. Using Data to Plan for Standards Based Instruction (K-12, a, b)
8. Differentiation (small group instruction, interventions, multi-tiered systems of support) (K-12, a, b)
9. Learning Management System Components (K-12, a, c)



## Spring 2021 Education Plan and Assurances

10. Best practices in enhancing instruction through the use of Zoom video communications tools (K-12, a, b, c)
11. Learning Support training for Paraprofessionals (K-12, a, b)
12. Additional Training with Hardware (touch screen and document camera) to Support Instruction in our Digital Academy (K-12, a, c)

### Topics for administrators include:

1. Creating and Sustaining Positive School Culture (K-12, a, b)
2. Improve Support for the Digital Academy (K-12, a, c)
3. Trauma-Informed Care (K-12, a, b)
4. Social Emotional Learning (K-12, a, b)
5. Multi-Tiered Systems of Support (K-12, a, b)
6. Best Practices in Literacy Instruction and Intervention in Partnership with the University of Florida's JPLC Initiative Series (Train the Trainer Model-admins, instructional intervention specialists, district professional development specialists and district administration) (K-12, a, b)
7. Fidelity within Assessment for students in the Digital Academy (DA) (K-12, a, b)
8. Increase Engagement in Brick and Mortar and our Innovative Virtual Learning Modalities (K-12, a, b, c)
9. Build and Cultivate Relationships with DA Students and Parents (K-12, a, b)
10. Utilizing Data to facilitate interventions and differentiated instruction (K-12, a, b)
11. Best Practices in Instructional Planning (K-12, a, b, c)
12. Dealing with Failing Students and managing grades when transitioning within modalities (K-12, a, b)
13. Learning Management System (Canvas) Utilization (K-12, a, c)

### Professional Learning Formats include:

#### Initial Preparation Calendar

Asynchronous and Recorded training sessions are accessible for teachers, administrators and support staff on-demand. These offerings support teachers who are new to a specific teaching modality or not yet proficient in their current modality.

#### Monthly/Micro PD Calendar

Micro PD's are 30 minute Professional Development sessions offered after school Tuesdays through Thursdays. These fast-paced Zoom sessions offer teachers an opportunity to quickly learn and put into immediate practice engaging practices catered to our three current models of instruction: HyFlex, Digital Academy, and Brick & Mortar. As teachers transition from one teaching modality to another, these sessions will provide immediate support.

#### PD Post-It

A weekly update of upcoming and recorded trainings, as well as the PD in 3 series.

Topics include:

1. Supporting Tools in Zoom Series: [Annotation](#), [Remote Control](#), [Polling](#)
2. [Fostering a Caring Community](#)
3. Data Analysis Series: [Content Data Analysis Support](#) (Secondary Science Example)

## 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>
Jennifer L Wise
<b>Contact information: email, phone number</b>
wisejl@gm.sbac.edu, (352) 955-7444
<b>Date submitted</b>
12-16-2020
<b>Superintendent Signature (or authorized representative)</b>