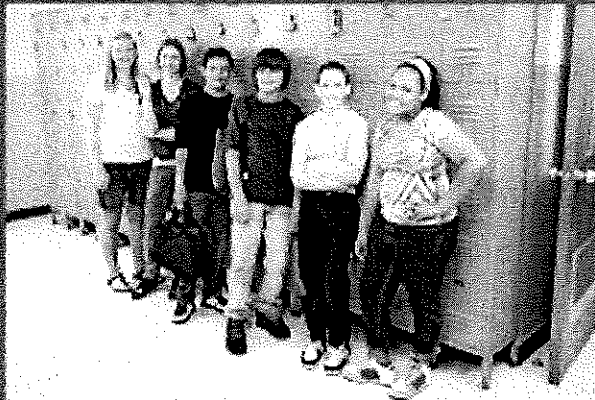
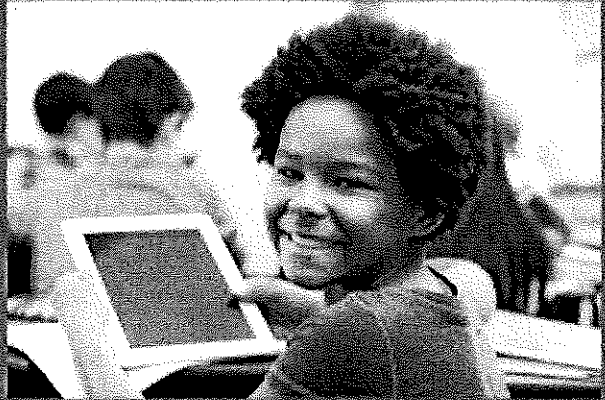


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Jackson

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

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

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

Directions

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

District Education Plan Assurances

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

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

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

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

Spring 2021 Education Plan and Assurances

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.

Jackson County will offer before/after-school tutoring, computer-assisted instructional models self-guided at home, and summer school to close the achievement gap. Students will be recruited based progress on progress monitoring data and those showing an achievement gap and decline in performance exacerbated by the pandemic will be recruited for additional instructional services. The district will utilize CARES funding to eliminate the transportation barrier for after-school and summer school services to increase participation of those students identified for services. Before/after school tutoring/instructional services will be a minimum of 60 minutes at each school site per week starting January 25th and ending June 10, 2021. There are 18 weeks in the second semester, adding 1080 minutes of instruction in reading/mathematics. Credit Recovery services will be provided during the second semester for students at risk of failure or at risk of not graduating.

Summer School services will include: K-5 Reading/Mathematics, Credit Recovery for Secondary Students, English Language Acquisition for ELL students and will add 24 instructional days, 300 minutes per day, for a total 7,200 additional instructional minutes. This program starts June 14-July 29, 2021. Students will be targeted based on the third diagnostic and any available 2021 State academic assessment results. Student recruitment for participation will be completed by each school. Multiple funding sources including CARES funding will be utilized to conduct the summer school program.

Students transitioning from innovative learning platforms back to face to face instruction will receive services from Response to Intervention during the school day and recruited to participate in the tutoring and summer programs. Access to computer-assisted instructional models that provide for individualized student learning pathways will be used as part of the instructional time during school and for homework.

DJJ : The program will focus on addressing the achievement gap that has been exacerbated during the pandemic due to loss of instructional time due to school closure, lack of student engagement due to

Spring 2021 Education Plan and Assurances

distance learning, quarantine of students and teachers, and other challenges related to the pandemic. The procedure for closing the achievement gap will include the following:

- *At our DJJ sites parents and the care team will receive monthly progress reports via treatment team meetings, in addition to this they will also receive bi quarterly updates via progress report and report cards.*
- *DJJ sites also offer bi-weekly tutoring sessions and specific strategy instruction taught by ESE teacher to help close the achievement gap and support student learning.*

DJJ explanation for how lost instructional time has been made up and the provision for additional instructional time is as follows:

At our DJJ programs instructional time has not been lost. Our teachers continued face to face instruction, following CDC recommended guidelines to ensure no loss of instructional time.

Targeted Outreach strategies:

- In addition to our targeted instruction and tutoring programs in our DJJ programs all students participate in our Boys and Girls Club of the Tabula Rasa. Through the 21st Century learning program, our students are taught using research based curricula, project based learning, and tutoring. The program positively impacts program youth and their families and sets high goals: for students who actively participate in the program, a minimum of 80% will demonstrate overall improvement in the areas of math, science, reading, behavior, and attendance. Additionally, 75 percent of families of program students will show increased health awareness, connection to the school day, and increased knowledge of parenting skills.

Spring 2021 Education Plan and Assurances

2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
- Offer the innovative learning modality only to students who are making adequate academic progress.
 - 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.

The district will continue to offer multiple online programs for students to access that have proven to be successful in either iJackson, FLVS, K12 Connections, or the JCSB Virtual School.

Students that have not been successful in the online educational platforms were contacted starting after the first nine-week grading period. Conferences have been conducted, home visits have been made, and recommendations have been discussed on future placement of students and supports needed to close the achievement gap and prevent retentions. Additional contact will be made prior to the beginning of the second semester to support a smooth transition between the learning platforms.

Parents have the ultimate decision-making authority on continued placement in online instructional platforms. The district will present data and research to show the need for return to the classroom. This data will be presented to the parent and student. The district will also provide information about credit recovery and retentions based on continued poor performance for parents to have a clear understanding of future impacts.

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.

Students with excessive absences are contacted by the school concerning absences through phone calls, electronic mail, messages through CANVAS Learning Management System, and FOCUS Student Information System. The local print media covered the information release in print and social media, and the social media pages of the District and Schools sent out messages. Home visits are made when needed. Child study teams are convened when needed to determine barriers to attendance and to work with families on solutions to excessive absences. Students who are statutorily truant are moved through the district truancy process for possible legal action.

VPK and kindergarten-eligible students will be identified through the Early Steps referral services and through the Child Find process. Once identified, these students will receive a screening, assessment, and intervention services. Parents are contacted throughout the Child Find and Early Steps process and agencies providing services with collaboratively with school personnel.

Spring 2021 Education Plan and Assurances

N/A for DJJ programs as all students are receiving education in the brick and mortar setting and reside within the facility.

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).

In August 2020, a district Instructional Technology Coach position was created for the explicit purpose of providing professional development for faculty and staff, as well as technical support for parents. The Instructional Technology Coach provides a single point of contact for parents, staff, and administrators for instructional technology support.

a. Innovative and virtual learning modalities - The Instructional Technology Coach provides training for teachers to ensure the successful implementation of the district LMS, Canvas Learning Platform, as well as the district single sign-on portal, Clever. In addition, FLVS curriculum was purchased to use within Canvas for all K-12 students. Beginning in July 2020, all instructional staff participated in either face to face or virtual based trainings based on individual needs. Teacher training addressed strategies for posting assignments and communicating with students and parents through the LMS, as well as how to access digital resources through the single sign-on portal and the FLVS curriculum housed in Canvas. Innovative Learning Environment teachers were provided additional training on using screen recording software to video capture instruction and post to the LMS, trouble-shooting strategies for common problems students have with the LMS, and using Google applications to create digital content. Administrators were also provided LMS and single sign-on portal training to address the specific needs of school and district leaders. Administrator training focused on utilizing the LMS and single sign-on portal to provide instructional support and monitor teacher success. Ongoing training is provided by the Instructional Technology Coach as needs arise, such as the implementation of new technologies, changes and updates to existing technologies, and technology solutions. The Instructional Technology Coach provides ongoing training and support to address the specific needs of individual teachers and administrators through face to face meetings, virtual meetings, phone conferences, classroom visits, and by providing a catalog of tutorial videos and trouble-shooting tips accessible through the help desk page on the district website. Jackson County School District also provided training and support for parents and students enrolled in the

Spring 2021 Education Plan and Assurances

Innovative Learning Environment. Throughout the first semester of 2020-2021, parent/teacher trainings were held at different schools and Zoom meetings were also offered to assist parents that did not feel comfortable attending in person. The Instructional Technology Coach provided training and support for parents and students to address the log in process for student devices, mobile wi-fi hotspot needs, and the use of the single sign-on portal to access learning applications and the LMS. The Instructional Technology Coach provided support to parents and students through phone conference, individual face to face meetings, home visits, access to the Instructional Technology Coach's YouTube channel tutorial videos, and the help desk on the district website. The Instructional Technology Coach attends parent conferences regularly to assist with meeting the requirements of IEPs and 504 accommodations.

b. Interventions to support students in various learning modalities - Professional development for Innovative Learning Environment teachers provides training for implementing intervention strategies to address individual student's needs. Effective communication is a vital intervention strategy, particularly for Innovative Learning Environment teachers. The district communication application, FOCUS Messenger, is used to facilitate communication between schools, teachers, and parents. Administrators and teachers of students in all modalities are provided training and ongoing support from the Instructional Technology Coach in utilizing the communication app. Training is also provided for Google Meet, a virtual meeting application. Innovative Learning Environment teachers are also trained to add colleagues and administrators as co-teachers in the LMS to facilitate communication with students, families, and ESE/inclusion teachers. Intervention strategies for specific needs also include the use of closed captions for the hearing impaired, screen readers for vision impaired, and specialized assistive technology to meet individual needs. Training is provided by the Instructional Technology Coach as needed. Interventions and accommodations specific to IEPs and 504 plans are also addressed on an individual basis. The Instructional Technology Coach, in coordination with ESE teachers and RTI teachers, assist with the creation of materials specific to the learning needs of these students.

In addition, because Hope School has a unique ESE population with most students on ACCESS courses, a separate training with Hope teachers was held to specifically address IEP accommodations. A separate template was created, and content adjusted to assist those teachers and students. A unique template was created for use by the Speech/Language teachers to make therapy as effective as possible the virtual setting when students were in quarantine.

c. Technology needs (especially new learning management systems) - Technology needs are assessed through teacher surveys and classroom walk-through observations conducted by the Instructional Technology Coach. Teachers may also request training as needs arise by contacting the Instructional Technology Coach through the help desk on the district website or via district email. Ongoing training and support are provided for technology solution, such as Kami app. Kami allows students to annotate a pdf document to complete assignments. Training is provided for teachers, parents, and students as new technology solutions, such as Kami, are implemented. As co-teachers in the LMS, administrators and the

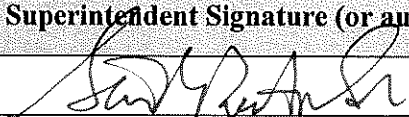
Spring 2021 Education Plan and Assurances

Instructional Technology Coach conduct virtual walkthrough observations to monitor teacher success and provide support to meet the technology needs of teachers and families. The Instructional Technology Coach also communicates with school and district administrators regarding teachers' success in providing instruction through these new modalities. Administrators and the Instructional Technology Coach collaborate with Innovative Learning Environment teachers to ensure that the new modalities provide students with accessible content and learning resources, as well as working to eliminate obstacles that cause frustration for teachers, students, and families. The technology needs of students and families is determined through parent surveys. All students enrolled in the Innovative Learning Environment or virtual learning environment are provided a school managed device. Families without reliable internet service are also provided a mobile wi-fi hotspot. Technical support for hardware and school managed programs is provided by the Instructional Technology Coach. Students and parents can contact the Instructional Technology Coach through the help desk on the district website or directly through district email. Parents and guardians may also request a school managed device, mobile wi-fi hotspot, or other hardware necessary to access instruction and learning resources.

DJJ programs will follow the District proposed professional development schedule in addition to using the BEESS Portal to Professional Development Alternatives, to assist educators with responding to instructional and behavioral needs of each learner to maximize achievement for all students. Our teachers will be offered the opportunity to participate in PD in areas such as: Introduction to Differentiating Instruction, Technology for Student Success: Assistive Technology, Differentiating Mathematics Instruction, PBS, Engaging Learners through Informative Assessment, and more.

Acknowledgement

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

Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.
Michael Kilts
Contact information: email, phone number
<u>Michael.kilts@jcsb.org</u> ; 850-482-1200
Date submitted
December 10, 2020
Superintendent Signature (or authorized representative)


Jackson County School District Second Semester Recommendation/Parent Opt-Out Form

Dear Parent,

Based on your child's performance in remote learning, the recommendation is being made that he/she return to the brick and mortar school for instruction for the second semester, as the current promotion requirements are not being met at this time and your child is at risk of failure.

Promotion Requirements for Grades K-2

- **Kindergarten Students** must earn a Level 3 on all required Language Arts & Math standards as recorded on the Kindergarten report card. Kindergarten students must be able to read at least 80% of the Kindergarten sight word list.
- **1st Grade Students** must earn a minimum yearly average of 70% (C) in both Language Arts & Math. 1st Grade students must be able to read at least 80% of the 1st Grade Sight words.
- **2nd Grade Students** must earn a minimum yearly average of 70% (C) in both Language Arts & Math. 2nd Grade students must be able to read at least 80% of the 2nd Grade Sight words.
- **3rd grade Students** must earn a minimum yearly average of 60% or higher in Language Arts & Math AND score above a Level 1 on the FSA in ELA. A scale score of 535 or higher on the spring iReady diagnostic may substitute for the FSA score.
- **4th & 5th Grade Students** must earn a minimum yearly average of 60% or higher in Language Arts & Math.

Promotion from Grade 8

- Successful completion of 3 credits in ELA, 3 credits in math, 3 credits in science, 3 credits in social studies

Promotion Requirements for High School

- 9th Grade- 6 credits
- 10th Grade- 12 credits
- 11th Grade- 18 credits
- 12th Grade- 24 credits, a minimum of a 2.0 GPA, and passing of state assessment tests

If you choose not to follow the recommendation to return to the brick and mortar school, please sign the acknowledgement form letting us know you are opting out of this recommendation and will remain in remote learning.

I understand my son/daughter has been recommended to return to face to face instruction for the remainder of the 2021 school year based on 1st semester class performance. I know my child has not shown adequate progress toward promotion, and I am willing to accept the risk that my child may be retained or may not make the necessary progress to be successful at the next grade level.

Child's Name _____ School _____ Grade _____

Parent Signature _____ Date _____