



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[St. Johns County]



St. Johns County
School District

Due: December 15, 2020
Submit to ReopeningPlan@fldoe.org

Revised 1-4-2021 with FLDOE Recommendations

Purpose

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

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

Directions

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

District Education Plan Assurances

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

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

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

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

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

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

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

☒ **Assurance 7: Continue professional development.** *The district agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide professional 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.

Spring 2021 Education Plan

Goals:

I. St. Johns County School District Progress Monitoring

St. Johns County School District has implemented a variety of Progress Monitoring tools for the 2020-2021 School Year and will continue in the Spring 2021. This will include a rigorous approach with our students in Innovative / Distance Learning environments with the goal to determine interventions to address learning gaps extending from school closures. Our plan will include extending rigorous instructional interventions and support through summer school, after school, Lunch and Learn, push in for all struggling students. Our plan will include intervention and support for our VPK and ELL students at centralized, parent convenient sites during the summer.

Assurances:

- We will make appropriate adjustments to traditional accountability measures and processes to include pacing of curriculum implementation, intervention to reinforce standards missed during closure, Tier II and Tier III interventions within the district's Multi-Tiered Systems of Support (MTSS).
- We will modify and adjust school improvement plans to include achievement strategies to close the achievement gap.
- We will use disaggregated data to monitor underachieving subgroups whose learning may have been most severely impacted by the school closing.
- We will use iReady to Progress Monitor with all students in our K-5 schools. There will be three sessions throughout the year. At each interval we will adapt and adjust to ensure the Interventions are aligned.

- We will use iReady with all our Level 1 and 2 students and students enrolled in standard courses in our Middle Schools (6th-8th). The expectation is to administer the progress monitoring assessment three times per year.
- We will use Achieve 3000 with our intensive reading students in our high schools (9th -12th). The expectation is to administer the progress monitoring assessment three times per year or common assessment.
- We are progress monitoring through benchmark assessments our Title I fifth grade students and have adjusted funding and interventions according to identified student needs through item analysis.

All students in Innovative / Distance Learning Model will be progress monitored three times per year with the aforementioned tools.

We are expanding our assessment repertoire to include a balance of formative assessment, criterion-based coaching and feedback, and summative assessment that is performance-centered.

II. Targeted Outreach

- We will provide the highest level of instructional excellence, professional development, analytical data decisions driven through the Return on Investment and MTSS processes, embrace and monitor social and emotional learning for students and staff, and provide equitable support (academic and social-emotional) and interventions to all students.

III. Expectations for all Exceptional Student Education.

Exceptional Student Education support (ESE) will provide specially designed instruction as specified on the IEP. A combination of synchronous and asynchronous computer-based learning will be the foundation for our students in the School-Based Distance Learning model. The instructional and learning model may include work packets sent home and video or phone conferences with teachers and service providers to provide instruction and answer questions.

Required evaluations, re-evaluations, IEP meetings, etc. will also be held virtually to the extent practicable. If there is any type of delay, a plan to move as quickly as possible to prevent further delay will be documented and communicated with families. Individualized Education Program (IEP) teams will monitor each student's progress and determine what, if any, remediation may be needed.

IV. Social and Emotional Learning – Support and Intervention Plan

- All secondary students are engaging in EVERFI course materials for Mental Wellness. EVERFI helps teachers, schools, and districts bring real-world skills to students. (<https://everfi.com/k-12/>)
- High school campuses are participating in Sources of Strength. A best practice youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. (<https://sourcesofstrength.org/>)
- LINK Crew and WEB groups are still operating with modification at their school campuses. These programs are designed to assist students with transitioning from 8th grade to 9th grade and 5th grade to 6th grade respectively.

- Elementary students are all engaging in an SEL program at their school whether Conscious Discipline, Sanford Harmony, Second Step, school-created materials, and/or Capturing Kids Hearts.

V. MTSS – RTI Interventions and Support

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.

The MTSS process includes this component. All students with MTSS plans (no matter the instructional delivery model) are receiving intervention and progress monitoring as part of those plans. ESE students are also receiving interventions through specialized instruction and progress monitoring as part of their IEP. Universal progress monitoring is taking place for all students via iReady (all K-5, lowest quartile students 6-8, reading and math) or Achieve 3000 (all lowest quartile 9-12, reading only).

Students who are receiving instruction through innovative learning modalities must transition to another learning modality if they fail to make adequate progress.

The monitoring of MTSS plans adheres to these provisions and guidance. Progress monitoring data is sent home in graphical format, along with notes, from all meetings every 6-8 weeks. We would increase this, as needed. For those elementary and middle school students not on an active MTSS plan, we use the iReady growth measures to monitor student progress.

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.

We have a list of approved, research-based interventions for ELA K-12. This is a combined recommendation from ESE, Curriculum, and Intervention Services. All currently used interventions are from this list. Math intervention components are built into the elementary curriculum maps. Secondary schools use Save as assessments, embedded in our adopted math materials, as a source for individualized interventions.

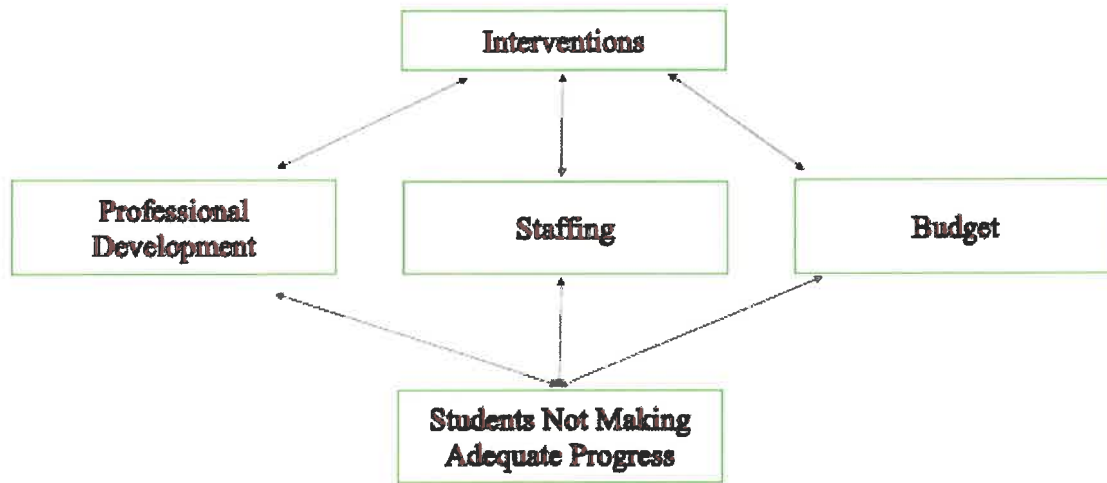
V. Curriculum and Instruction

Recommendations for APEX Grade Recovery
Distance Learners remaining as Distant Learners
Provide opportunity to recover 2nd Semester grades at 50% or less
May drop one elective course at the quarter mark, pending counselor approval (e.g. Bright Futures and 18 credit option)
Utilize APEX for remediation (one course at a time)
Student to remain in the 2 nd quarter core course while working concurrently on APEX
2nd Semester Brick and Mortar Learners
Provide opportunity to recover quarter grades at 50% or less
May drop one elective course at the quarter mark, pending counselor approval (e.g. Bright Futures and 18 credit option)
Determine lab availability or alternate location
Work from home (after school) if elective course is not dropped
Utilize APEX for remediation
Student to remain in the 2 nd quarter core course while working concurrently on APEX
Students to Prioritize
Prioritize focus on 12 th graders and 9 th graders in high school; 8 th graders in middle school; and additional key EOC courses
Focus on core subjects
Available Curriculum Areas Support Team (CAST) Support
CAST will set up APEX to meet the first semester standards. Course set up will be prioritized. See table below
CAST can offer recommendations for remedial resources, if a course does not have an APEX resource to meet the standards.
Considerations
Utilize MTSS/School Counselors to help facilitate necessary recommendations for remediation and identify if there are any social, emotional concerns/family situation that they could help address or refer for services.
Use 0000000R as a place holder course code to keep track of students working on grade replacement
Assign lab facilitator or staff to facilitate APEX tutorials
Utilize (contract approved) school-funded Lunch and Learn to provide opportunity for students
Offer contract with unmotivated students-sample provided
Grade Replacement Recommendations
Teachers can provide classroom remediation, use parts or all of the APEX tutorials with students who have partial grades. They should use the grading policy of up to 85% for summative retakes.
Students who retake the entire 2nd Semester APEX tutorial/remediation can earn up to 85% for grade replacement. Reasoning: the tutorials/remediation cover the entire 2nd Semester with essential standards and relevant skills. Additionally, they include formative and summative assessments.
Students may elect to do grade recovery at the end of the semester using the actual APEX Recovery Courses for grade forgiveness if they have a "D" or "F" for the semester.
Recovery plans should be made student by student.
Students are encouraged to complete 2nd Semester remediation by the end of the semester. Note: completing courses after the semester is allowable but could impact eligibility for athletics or other programs.
Teachers should enter a final grade for each quarter of the semester (no "I" Incompletes).
2nd Semester APEX remediation is available until the end of the school year, as students may have more than one course to recover. It is recommended that students work on recovering one course at a time.
If a student is using a class period to work on remediation, schools should have a plan in place if the students completes the recovery before the end of the quarter.

Instructional and Professional Development Plan

Area of Focus	Identification of all students who are below grade level and not on track to make a year's worth of progress	Progress Monitoring Tool	What interventions/remediation will be used to support students?	Professional Development
Mathematics K-5	<ul style="list-style-type: none"> Fall 2020 iReady diagnostic math data will identify students who are below grade level and not on track to make a year's worth of progress. (Quadrant 3) iReady diagnostic 2 results will be reviewed to identify additional students 	I-Ready Growth Monitoring <ul style="list-style-type: none"> Consistent assessment across the district Provides a scale score, which after 3 data points are available, the trajectory of progress can be evaluated About 15 minutes for most students Administer in early March and early April in coordination with diagnostic 2 and 3 	<ul style="list-style-type: none"> iReady Teacher Toolbox lessons iReady Tools for Instruction Math Diagnosis and Intervention System (MDIS) 	<ul style="list-style-type: none"> Use of iReady Growth Monitoring assessment Understanding iReady growth data and quadrant data (especially quadrant 3) MDIS math intervention resource-training by math Content Area Specialist Additional Professional Development to Support Distance Learning Teachers <ul style="list-style-type: none"> Nearpod Access to online curriculum resources Assessments in Schoology
ELA K-5	<ul style="list-style-type: none"> Fall 2020 iReady diagnostic ELA data will identify students who are below grade level and not on track to make a year's worth of progress. (Quadrant 3) iReady diagnostic 2 results will be reviewed to identify additional students 	I-Ready Growth Monitoring <ul style="list-style-type: none"> Consistent assessment across the district Provides a scale score, which after 3 data points are available, the trajectory of progress can be evaluated About 15 minutes for most students Administer in early March and early April in coordination with diagnostic 2 and 3 	<ul style="list-style-type: none"> iReady Teacher Toolbox lessons iReady Tools for Instruction Continue current reading interventions such as SIPPS, Wilson, Rewards 	<ul style="list-style-type: none"> Use of iReady Growth Monitoring assessment Understanding iReady growth data and quadrant data (especially quadrant 3) iReady professional development on Tools for Scaffolding Comprehension. Additional Professional Development to Support Distance Learning Teachers <ul style="list-style-type: none"> Nearpod Access to online curriculum resources Assessments in Schoology UFLI Reading Instruction
Mathematics 6-8	Utilize 2018-2019 FSA data to identify students who are below grade level and quarter 1 2020 grades for	<ul style="list-style-type: none"> Savaas Topic Readiness Assessments Available digitally and/or paper based 	<ul style="list-style-type: none"> Savaas resources to provide individualized interventions based on 	<ul style="list-style-type: none"> Use of Topic Readiness Assessments, reports and remediation
	students who are not on track to make a year's worth of progress		Topic Readiness Assessment reports <ul style="list-style-type: none"> Available digitally and/or paper based 	
Algebra 1 and Geometry	Utilize 2018-2019 FSA data to identify students who are below grade level and quarter 1 2020 grades for students who are not on track to make a year's worth of progress	<ul style="list-style-type: none"> Savaas Topic Readiness Assessments Available digitally and/or paper based 	<ul style="list-style-type: none"> Savaas resources to provide individualized interventions based on Topic Readiness Assessment reports Available digitally and/or paper based 	<ul style="list-style-type: none"> Use of Topic Readiness Assessments, reports and remediation
Intensive Reading 6-8	Utilize the iReady diagnostic B as the first data point for Growth Monitoring. Intensive Reading students will take Growth Monitoring in early March, early April, and then diagnostic C	<ul style="list-style-type: none"> iReady diagnostic B and C Monthly Growth Monitoring assessments iReady instruction reports 	<ul style="list-style-type: none"> iReady interactive online lessons Rewards, SIPPS, or Wilson Intensive reading instruction in small groups Tools for Scaffolding Comprehension 	<ul style="list-style-type: none"> University of Florida Literacy Institute (UFLI) the science of reading iReady Growth Monitoring and Tools for Scaffolding Comprehension SIM (Strategic Instruction Model) through FDLRS Wilson Reading System
Intensive Reading 9-12	Utilize Achieve 3000 mid-year Lexile assessment in January-February as the first data point for progress monitoring	<ul style="list-style-type: none"> Achieve 3000 instructional component Mid-year Lexie 	<ul style="list-style-type: none"> Achieve 3000 online lessons Rewards, SIPPS, or Wilson Intensive reading instruction in small groups 	<ul style="list-style-type: none"> UFLI the science of reading Achieve 3000 data and stretch articles SIM (Strategic Instruction Model) professional development through FDLRS Wilson Reading System
Grade Recovery	Utilize quarter 1 and 2 grades for students who are not on track to earn course credit	<ul style="list-style-type: none"> APEX tutorial reports 	<ul style="list-style-type: none"> APEX Tutorials Instructional support with Content Area Specialist 	<ul style="list-style-type: none"> APEX Program training

As evidenced, we have expanded our instructional intervention services to better align our support for students enrolled in all instructional models, addressing any COVID academic slide, and utilizing data analysis for continuous adjustments and improvements based on student needs. The following model identifies the process of intervention expansion and support:



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.

The St. Johns County School district will use phone, email, text, parent, guardian, and/or student outreach software (eSchool Messenger) to communicate with families information pertaining to the innovative learning model including selection process, changes in model, and student progress. School and district level communication will occur as needed.

St. Johns County School District students that participate in the innovative learning model (student distance learning model) must meet the following achievement criteria. The parent/guardian must complete assurances that their student is meeting these criteria. (see Appendix A)

Student adequate yearling progress is evidenced based on the following criteria:

- Report card and interim grades
- Work performance and completion
- Test and quiz grades
- Progress monitoring scores
- Less than 5 unexcused absences
- ESE progress report

Parent/guardian are required to agree with the district on the following protocol and assurances in order for a student to enroll and maintain enrollment in the student distance learning model. (See Appendices for complete details)

School Based Distance Learning Protocol Parent and Student Assurances

1. Students remain attached to the current school while receiving instruction online. Teaching will mirror the pace of School-Based Brick & Mortar. Students choosing this option make a semester commitment.
2. Student performance and engagement will be a consideration during enrollment. Distance Learning Application approval may be revoked if student performance, attendance, engagement, and behavior become an issue and barrier to learning.
3. Please understand that all courses may not be available through school-based distance learning option.
4. The following instructional and learning procedures are designed for students enrolled in the School-Based Distance Learning model. These procedures parallel the School-Based Brick & Mortar instructional model:
 - Students receive instruction, complete assignments, and learning is assessed through an online platform.
 - Students participate remotely, not on the school campus.
 - Students need a computer and access to the internet, provided on as-needed basis.
 - Instruction is provided by a certified St. Johns County School District teacher.
 - Lessons and assignments are organized for students to access online through Schoology.
 - A structured daily schedule has specific time designated for each class.
 - Lessons include live or recorded instruction by the teacher daily.
 - Attendance is recorded, and engagement is monitored via interaction with the teacher and completion of assignments in each class daily.
 - Required courses, including honors level, are available.
 - Some elective or singleton courses may not be available.
 - Students are assigned work that matches their peers in School-Based Brick and Mortar instruction.
 - Students are assessed frequently to monitor progress.
 - Various online resources are included for specific content areas or grade levels.
 - Instructional order and pace will match School- Based Brick & Mortar instruction.
 - Grading is outlined in the student progression plan. The grading plan will follow standard St. Johns County School District protocol and procedure for student assessment prior to COVID-19 closure.
 - Students choosing School-Based Distance Learning will be enrolled for a semester commitment.
 - Upon returning to School-Based Brick and Mortar instruction, the possibility exists that the student may not remain with the School- Based Distance Learning teacher.

Voluntary Return to Assigned School or District

Upon request, a student shall be permitted to return to Brick and Mortar Instructional Model upon approval by the Principal and School District. However, it is recommended that the student return at the end of the marking period or semester, unless extenuating circumstances are present.

Rescinding of Placement

The Instructional Model Distance Learning placement may be rescinded if:

- Incorrect or false information was provided in the application.
 - Attendance, tardiness, student academic performance issues, or discipline/behavior problems develop at the receiving school.
- 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.

School administration will identify the innovative model (distance learning) students who are not making adequate and needed academic progress as enrolled in the model. The school principal will authorize and validate the student's status and notify the parent/guardian through mail with the following letter. All letters will be tracked and school designated staff will make contact with any student who does not immediately enroll in the Brick and Mortar Instructional model or no acknowledgement and reply are received from the parent/guardian with the signed and returned letter.



St. Johns County School District

December 11, 2020

Parent or Guardian of a student participating in the Distance Learning instructional model,

Please take the time to carefully read and respond to this letter as indicated below.

On Thursday, December 3, 2020, you received a survey from the St. Johns County School District regarding your child's instructional delivery model for the second semester of school. On this survey you indicated the intent for your child to remain in Distance Learning.

In the November 30, 2020, Commissioner of Education's Emergency Order, schools are required to notify parents or guardians when a student is not making adequate progress and to obtain written acknowledgement from the parent or guardian verifying receipt of this information and the intent to remain in the Distance Learning instructional model.

Currently, your child is not making adequate progress in the Distance Learning instructional delivery model. As a result, he or she may not meet the criteria for credit or promotion. This is evident based on the following:

- Report card and interim grades
- Test and quiz grades
- Five or more unexcused absences
- Work performance and completion
- Progress monitoring scores
- ESE progress report

Your child's success is important to us. To better meet his or her educational needs, I recommend you choose the Brick and Mortar instructional delivery model for face to face instruction. I encourage you to contact me at (904) 547-XXXX if you would like to discuss this further.

Sincerely,

Principal

Complete the information below and return this letter to your child's school by Friday, December 18, 2020.

Parent/Guardian Name

Parent/Guardian Signature

Student Name

Grade

_____ I acknowledge my child is not making adequate progress and as a result may not meet the criteria for credit or promotion, but choose for him/her to remain in the Distance Learning instructional model.

_____ I change my intent and would like my child to return to the Brick and Mortar instructional model beginning Tuesday, January 26, 2020.

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.

St. Johns County School District will utilize the following guidance in addressing truancy and attendance issues of students:

- **Brick & Mortar Students**
 - Not physically in class will be marked absent.
 - Not physically in class but participating through Schoology due to illness/appointment will be marked as an excused absence; allowed to participate in Schoology and have a conversation with the parent to discuss differences between Brick & Mortar and Distance Learning.
- **Distance Learning Students**
 - Did not participate in a live lesson or complete assigned work through Schoology will be marked absent.
- Both Brick and Mortar students and DL students will need to submit a note from the parent or guardian to excuse the absence. DL parents or guardians can email the excuse note. Brick and Mortar students still need to submit a note from a parent or guardian.

Enhanced Outreach to Distance Learners to Combat Truancy

- Principal Determination

The principal shall, unless clear evidence that absences are not a pattern of non-attendance, refer the case to the school's child study team (RTI team) to determine if early patterns of truancy are developing.

- Child Study Team Meeting

If a child study team finds that a pattern of non-attendance is developing, a meeting with the parent must be scheduled to identify potential remedies.

- Implementation of Strategies

The child study team may implement the following:

Frequent attempts at communication between the teacher and the family.

Attendance Contracts

- Other interventions

Student meeting with school administrator.

Help student feel more connected to the school.

Strong relationship with at least one adult in the school.

Enhanced Outreach to Distance Learners to Combat Truancy

- 5, 10, 15-day letters are texted, emailed and phoned to the guardian through eSchool and School Messenger.
- After 10 unexcused absences, a meeting will be set up by the truancy contact at the school with the guardian(s).
- All Distance Learner meetings can be held through conference call, Microsoft Teams, Zoom or the guardian can come physically to the school.
- Attempt to solicit guardians' help to rectify truancy issues for distance learners. Distance learners are also informed at that time that they can return to Brick and Mortar immediately as an intervention for truancy.

- b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

Strategies implemented to identify VPK and Kindergarten-eligible students:

- Provide informational flyers to local pediatrician offices, health clinics (Aza Health) and Health Service Providers to raise awareness of Pre-K Programing and Kindergarten registration for upcoming school year.
- Collaborate with Early Learning Coalition to identify rising kindergarten and VPK age students to provide information about Pre-K opportunities and Kindergarten registration.
- Continue to work closely with Early Steps, ChildFind and St. Johns County School District's ESE Pre-K clinic, and Head Start to enroll all eligible Pre-K and Kindergarten students.
- Maintain partnerships with Florida Department of Health in St. Johns County and Women, Infants and Children (WIC) to identify potential Pre-K and Kindergarten students.
- Provide informational brochures to community groups (St. Johns County Public Library, Boys and Girls Club, Communities in Schools, Flagler Care Connect, Florida Department of Children and Families, Family Integrity Program, St. Johns County Welfare Federation & Social Services. Along with these, The St. Johns County School District supports homeless children through the ASSIST program (Aid & Support for Students in Sudden Transition), Episcopal Children's Services, Florida Diagnostic and Learning Resources System, and The United Way of St. Johns County.
- Transition meetings for Pre-K programs in the St. Johns County School District and Private Pre-K programs to assist families with the Kindergarten registration process.

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).

SJCSJ Professional Development

Instruction	Applied Technology
<ul style="list-style-type: none"> • Entrance Tickets, Exit Tickets, Padlet • Name Tents, People Bingo! • Social Contracts, KWLA • SEL in PLCs • Flipgrid • Virtual Field Trips • EdPuzzle and One Pagers • Student Responses with Flipgrid • Encourage Collaboration with Flipgrid • Think, Pair, Share • SJCSJ Un-Conference –Participants will create topics for break-out sessions and experts will volunteer to lead sessions during the conference. <p>Learning in a F.L.A.S.H. (Fast Learning and Strategy Hub) Instructional Strategy PD Sessions. <i>**F.L.A.S.H. sessions are between 5-12 minutes long and are quick, to the point with quick ideas to implement immediately.</i></p> <ul style="list-style-type: none"> • Convert Live Minilessons to Recorded Microlessons • Entrance Tickets • Flip the Learning in Your Classroom • KWLA • Norms • Optimizing Station Rotation with Blended Learning • SLANT • Whiteboard.fi • Incorporating Playlists into Virtual and Brick & Mortar Learning • Learn More About Whole Group Rotation in Virtual and Brick & Mortar Learning for Your Remote Classroom • Structuring Student Reflection Activities Effectively for Brick & Mortar and Remote Learning • Fostering Substantive and Respectful Online Discussions in Schoology with Virtual and Brick & Mortar Learners • Establishing an Engaging and Sustained Focused Note-Taking Process Virtually and Face-to-Face • Integrating Focused Note-Taking Strategies and Tools for both Virtual and Brick & Mortar Learners 	<ul style="list-style-type: none"> • Organizing Course Materials in Schoology • Schoology Basics: LMS Basics • Providing Feedback in Schoology • Participating in Discussion on Schoology • Instruction with Power Point • Zoom Basics for teachers • Copyright in Times of Crisis • SJCSJ Un-Conference – Schoology Participants will create topics for break-out sessions and experts will volunteer to lead sessions during the conference. <i>Other tech topics will be added throughout the spring.</i> • Tech-Talk Navigation: District purchased Tech-Talk subscription will be featured. • TeachingBooks: Online materials to engage readers, support families and empower educators by enhancing literacy instruction. • Digital Collaboration: AASL digital tools resources for collaboration that will enrich instruction. • Whiteboard.fi • Incorporating Playlists into Virtual and Brick & Mortar Learning • Learn More About Whole Group Rotation in Virtual and Brick & Mortar Learning for Your Remote Classroom • Shift to Online Discussions: Powerful but Different • Choose Your Live Virtual Feedback and Strategies and Tools • Choose Your Self-Paced Virtual Feedback Strategies and Tools • Delivering Your Live Remote Lesson • Delivering Your Self-Paced Remote Lesson • Empowering Students as Digital Collaborators • Designing Collaborative, Tech-Empowered Lessons • Structuring Student Reflection Activities Effectively for Brick & Mortar and Remote Learning • Fostering Substantive and Respectful Online Discussions in Schoology with Virtual and Brick & Mortar Learners • Establishing an Engaging and Sustained Focused Note-Taking Process Virtually and Face-to-Face • Integrating Focused Note-Taking Strategies and Tools for both Virtual and Brick & Mortar Learners

I. Leadership

- Instructional Rounds with school level administration, coaches, and specialists are routinely conducted in the Fall and Spring.
- Curriculum Area Support Team (CAST) conducts instructional rounds independently to examine instructional effectiveness and identify areas of needs improvement throughout all schools routinely. These instructional rounds include all models of instruction.
- Instructional rounds have specific school and district identified areas of focus as well as fidelity checkpoints. These focus areas and checkpoints are identified using observation, student achievement data from common benchmark assessments, iReady, Apex, Achieve 3000, summative and formative assessments, attendance, and related areas. Additionally, strategic plans, comprehensive school improvement plans, and prescriptive learning plans are utilized.
- The Department of Accountability and Intervention Services provide schools with leadership support and professional development through coaching, consultation, plan development, and observations data from the eProve™ Effective Learning Environments Observation Tool® (eleot®).
- Exceptional Student Services (ESE) staff and school level leaders participate in ongoing training using the Florida Inclusion Network (FIN) models of support. In addition, the district ESE staff provide monthly updates and trainings to school level leaders addressing areas of need as well as the best practices for meeting the needs of ESE students.

II. MTSS – RTI Professional Development

- All MTSS intervention and ESE specialized instruction is consistent in B&M and DL.
- The same programs and strategies are used via a virtual platform with minor adaptations.
- The Accountability and Intervention Services Department will focus on the effective use of the virtual platforms (Zoom, Schoology, NearPod, etc.) and quality Tier 1 instruction for all students.

III. Professional Development goals and objectives for the SJCSO include:

- Identify teacher needs for immediate professional development
- Continue Professional Development in the areas of Blended Learning Models including Brick and Mortar, Student Based Distance Learning, and Virtual School Instructional Models.
- Innovative and Virtual learning modalities.
- Intervention to support students in various learning modalities.
- Innovative technology including new learning management systems.
- Develop a professional development plan with options for teachers/schools for the second semester.

IV. Curriculum and Instruction



Area of Focus	Identification of all students who are below grade level and not on track to make a year's worth of progress	Progress Monitoring Tool	What interventions/remediation will be used to support students?	Professional Development
Mathematics K-5	<ul style="list-style-type: none"> Fall 2020 iReady diagnostic math data will identify students who are below grade level and not on track to make a year's worth of progress. (Quadrant 3) iReady diagnostic 2 results will be reviewed to identify additional students 	i-Ready Growth Monitoring <ul style="list-style-type: none"> Consistent assessment across the district Provides a scale score, which after 3 data points are available, the trajectory of progress can be evaluated About 15 minutes for most students Administer in early March and early April in coordination with diagnostic 2 and 3 	<ul style="list-style-type: none"> iReady Teacher Toolbox lessons iReady Tools for Instruction Math Diagnosis and Intervention System (MDIS) 	<ul style="list-style-type: none"> Use of iReady Growth Monitoring assessment Understanding iReady growth data and quadrant data (especially quadrant 3) MDIS math intervention resource-training by math Content Area Specialist Additional Professional Development to Support Distance Learning Teachers <ul style="list-style-type: none"> Nearpod Access to online curriculum resources Assessments in Schoology
ELA K-5	<ul style="list-style-type: none"> Fall 2020 iReady diagnostic ELA data will identify students who are below grade level and not on track to make a year's worth of progress. (Quadrant 3) iReady diagnostic 2 results will be reviewed to identify additional students 	i-Ready Growth Monitoring <ul style="list-style-type: none"> Consistent assessment across the district Provides a scale score, which after 3 data points are available, the trajectory of progress can be evaluated About 15 minutes for most students Administer in early March and early April in coordination with diagnostic 2 and 3 	<ul style="list-style-type: none"> iReady Teacher Toolbox lessons iReady Tools for Instruction Continue current reading interventions such as SIPPS, Wilson, Rewards 	<ul style="list-style-type: none"> Use of iReady Growth Monitoring assessment Understanding iReady growth data and quadrant data (especially quadrant 3) iReady professional development on Tools for Scaffolding Comprehension. Additional Professional Development to Support Distance Learning Teachers <ul style="list-style-type: none"> Nearpod Access to online curriculum resources Assessments in Schoology UFLI Reading Instruction
Mathematics 6-8	Utilize 2018-2019 FSA data to identify students who are below grade level and quarter 1 2020 grades for	<ul style="list-style-type: none"> Savaas Topic Readiness Assessments Available digitally and/or paper based 	<ul style="list-style-type: none"> Savaas resources to provide individualized interventions based on 	<ul style="list-style-type: none"> Use of Topic Readiness Assessments, reports and remediation

	students who are not on track to make a year's worth of progress		Topic Readiness Assessment reports <ul style="list-style-type: none"> Available digitally and/or paper based 	
Algebra 1 and Geometry	Utilize 2018-2019 FSA data to identify students who are below grade level and quarter 1 2020 grades for students who are not on track to make a year's worth of progress	<ul style="list-style-type: none"> Savaas Topic Readiness Assessments Available digitally and/or paper based 	<ul style="list-style-type: none"> Savaas resources to provide individualized interventions based on Topic Readiness Assessment reports Available digitally and/or paper based 	<ul style="list-style-type: none"> Use of Topic Readiness Assessments, reports and remediation
Intensive Reading 6-8	Utilize the iReady diagnostic B as the first data point for Growth Monitoring. Intensive Reading students will take Growth Monitoring in early March, early April, and then diagnostic C	<ul style="list-style-type: none"> iReady diagnostic B and C Monthly Growth Monitoring assessments iReady instruction reports 	<ul style="list-style-type: none"> iReady interactive online lessons Rewards, SIPPS, or Wilson Intensive reading instruction in small groups Tools for Scaffolding Comprehension 	<ul style="list-style-type: none"> University of Florida Literacy Institute (UFLI) the science of reading iReady Growth Monitoring and Tools for Scaffolding Comprehension SIM (Strategic Instruction Model) through FDLRS Wilson Reading System
Intensive Reading 9-12	Utilize Achieve 3000 mid-year Lexile assessment in January-February as the first data point for progress monitoring	<ul style="list-style-type: none"> Achieve 3000 instructional component Mid-year Lexile 	<ul style="list-style-type: none"> Achieve 3000 online lessons Rewards, SIPPS, or Wilson Intensive reading instruction in small groups 	<ul style="list-style-type: none"> UFLI the science of reading Achieve 3000 data and stretch articles SIM (Strategic Instruction Model) professional development through FDLRS Wilson Reading System
Grade Recovery	Utilize quarter 1 and 2 grades for students who are not on track to earn course credit	<ul style="list-style-type: none"> APEX tutorial reports 	<ul style="list-style-type: none"> APEX Tutorials Instructional support with Content Area Specialist 	<ul style="list-style-type: none"> APEX Program training



Appendix A

ST. JOHNS COUNTY SCHOOL DISTRICT
Change of Instructional Model to Distance Learning Application
2020-2021 SCHOOL YEAR

ALL FIELDS MUST BE COMPLETED FOR CONSIDERATION.

A separate application is required for each student. Please note that this application is for the COVID-19 Instructional Model Brick and Mortar change to Distance Learning Instructional Model.

Primary Parents/Legal Guardian Names: _____

E-Mail Address: _____@_____

Telephone Numbers: (H) _____ (W) _____ (C) _____

Residence Address: Street _____ City _____ Zip Code _____

Residence County: _____

Student's Name: _____ Grade: _____
(Last) (First) (Middle)

Student's Date of Birth: ____ / ____ / ____

Student is currently enrolled in the Brick and Mortar Instructional Model at _____.(School)

If known, what is the student's six-digit St. Johns County Schools ID number? _____

Please list below any other siblings applying for a change of instructional model and is enrolled in the same school.

Sibling Last Name _____ Sibling First Name _____ DOB _____ Current Grade ____

Sibling Last Name _____ Sibling First Name _____ DOB _____ Current Grade ____

Sibling Last Name _____ Sibling First Name _____ DOB _____ Current Grade ____

So that we may ensure that the appropriate services are available for your child, please answer the following questions below. Your answers will not negatively impact your child's application:

- Do doctor's orders exist for this child recommending a distance learning or limited contact instructional model due to medical issues related to COVID-19?
 - No
 - Yes - In order for your application to be considered, please provide a doctor's orders specifying that your child should be served in a distance learning instructional model based on documented medical related COVID-19 issues to the office of Guidance and Choice before the application deadline.

2. The Commissioner of Education’s Emergency Order (November 30, 2020) mandates that schools notify parents or guardians when a student is not making adequate progress and to obtain written acknowledgement from the parent or guardian verifying receipt of this information and the intent to remain in the Distance Learning (innovative learning) Instructional Model.

Is your child currently making adequate progress?

- No
- Yes – My child is making adequate progress. This is evident based on the following: (Check all that apply.)
 - Report card and interim grades
 - Work performance and completion
 - Test and quiz grades
 - Progress monitoring scores
 - Less than 5 unexcused absences
 - ESE progress report

3. Is your child currently staffed in an Exceptional Education Program? Yes _____ No _____

Do they have an IEP?

Circle One: Yes No

Circle One: **If YES** Active Inactive (circle one)

Please select the name(s) of the Exceptional Education Program (ESE):

Check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> Autism Spectrum Disorder | <input type="checkbox"/> Orthopedically Impaired |
| <input type="checkbox"/> Deaf or Hard of Hearing | <input type="checkbox"/> Other Health Impaired |
| <input type="checkbox"/> Developmentally Delayed | <input type="checkbox"/> Physical Therapy |
| <input type="checkbox"/> Dual-Sensory Impaired | <input type="checkbox"/> Specific Learning Disabled |
| <input type="checkbox"/> Emotional or Behavioral Disability | <input type="checkbox"/> Speech Impaired |
| <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Traumatic Brain Injured |
| <input type="checkbox"/> Language Impaired | <input type="checkbox"/> Visually Impaired |
| <input type="checkbox"/> Occupational Therapy | |

Do they have an EP for gifted services? Circle One: Yes No

Circle One: **If YES** Active Inactive (circle one)

Do they have a 504 Plan? Circle One: Yes No

Circle One: **If YES** Active Inactive (circle one)

Do they have an ELL Plan? Circle One: Yes No

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Circle One: If YES Active Inactive (circle one)

PARENT’S STATEMENT: I have read the Change of Instructional Model Request Transfer requirements as stated on the attached information sheet, OR on the Guidance and Choice website at www.stjohns.k12.fl.us/gpc. I understand that if this application is approved and my student(s) is enrolled in the COVID-19 Distance Learning Model, then I must comply with the items listed below (please initial in all boxes below to acknowledge):

- Yes, if any attendance, tardiness, academic engagement issues, academic performance issues, or inadequate student progress occur during the school year the transfer may be revoked.
Yes, I agree to abide by the District Policies and Acceptable Use Procedures (AUP) of St. Johns County School District.
Yes, I testify that all of the information on this form is true and accurate. I am prepared to provide additional notarized documents if requested.
Yes, I understand that my child’s teacher(s) and/or schedule may change.
Yes, I understand my student will be required to take all state and district final assessments on campus. They will not report to the regular classroom for their assessment(s). They must take their assessment(s) in a location wherein appropriate PPE and physical distancing the six feet of distancing can be protected. They will be allowed school entry and exit outside of the normal arrival and dismissal times.
Yes, I understand that failure to comply with these conditions, or falsification of any portion of the application will result in the denial or revocation of my request.

I HAVE READ THE ABOVE POLICY AND AGREE TO ADHERE TO THE CHANGE OF INSTRUCTIONAL MODEL REQUEST POLICY AND GUIDELINES.

I DO SOLEMNLY SWEAR (OR AFFIRM) THAT THE STATEMENTS ON THIS FORM ARE TRUE AND ACCURATE.

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

St. Johns County School District – Official Use Only

Approved: _____ (Signature)

Date: _____

Not Approved: _____ (Signature)

School Based Distance Learning Protocol Parent and Student Assurances

5. Students remain attached to the current school while receiving instruction online. Teaching will mirror the pace-of School-Based Brick & Mortar. Students choosing this option make a semester commitment.
6. Student performance and engagement will be a consideration during enrollment. Distance Learning Application approval may be revoked if student performance, attendance, engagement, and behavior become an issue and barrier to learning.
7. Please understand that all courses may not be available through school-based distance learning option.
8. The following instructional and learning procedures are designed for students enrolled in the School-Based Distance Learning model. These procedures parallel the School-Based Brick & Mortar instructional model:
 - Students receive instruction, complete assignments, and learning is assessed through an online platform.
 - Students participate remotely, not on the school campus.
 - Students need a computer and access to the internet, provided on as-needed basis.
 - Instruction is provided by a certified St. Johns County School District teacher.
 - Lessons and assignments are organized for students to access online through Schoology.
 - A structured daily schedule has specific time designated for each class.
 - Lessons include live or recorded instruction by the teacher daily.
 - Attendance is recorded, and engagement is monitored via interaction with the teacher and completion of assignments in each class daily.
 - Required courses, including honors level, are available.
 - Some elective or singleton courses may not be available.
 - Students are assigned work that matches their peers in School-Based Brick and Mortar instruction.
 - Students are assessed frequently to monitor progress.
 - Various online resources are included for specific content areas or grade levels.
 - Instructional order and pace will match School- Based Brick & Mortar instruction.
 - Grading is outlined in the student progression plan. The grading plan will follow standard St. Johns County School District protocol and procedure for student assessment prior to COVID-19 closure.
 - Students choosing School-Based Distance Learning will be enrolled for a semester commitment.
 - Upon returning to School-Based Brick and Mortar instruction, the possibility exists that the student may not remain with the School- Based Distance Learning teacher.

Voluntary Return to Assigned School or District

Upon request, a student shall be permitted to return to Brick and Mortar Instructional Model upon approval by the Principal and School District. However, it is recommended that the student return at the end of the marking period or semester, unless extenuating circumstances are present.

Rescinding of Placement

The Instructional Model Distance Learning placement may be rescinded if:

- Incorrect or false information was provided in the application.
- Attendance, tardiness, student academic performance issues, or discipline/behavior problems develop at the receiving school.

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Appendix B



ST. JOHNS COUNTY SCHOOL DISTRICT
Change of Instructional Model to Brick and Mortar Application
2020-2021 SCHOOL YEAR
ALL FIELDS MUST BE COMPLETED FOR CONSIDERATION.

A separate application is required for each student. Please note that this application is for the COVID-19 Instructional Model Distance Learning change to Brick and Mortar Instructional Model requests.

Primary Parents/Legal Guardian Names: _____

E-Mail Address: _____ @ _____

Telephone Numbers: (H) _____ (W) _____ (C) _____

Residence Address: Street _____ City _____ Zip Code _____

Residence County: _____

Student's Name: _____ Grade: _____
(Last) (First) (Middle)

Student's Date of Birth: ____ / ____ / ____

Student is currently enrolled in the Distance Learning Instructional Model at _____.(School)

If known, what is the student's six-digit St. Johns County Schools ID number? _____

PARENT'S STATEMENT: I have read the Change of Instructional Model to Brick and Mortar Transfer requirements as stated OR on the Guidance and Choice website at www.stjohns.k12.fl.us/gpc. I understand that if this application is approved and my student(s) is enrolled COVID-19 Brick and Mortar Model, then I must comply with the items listed below (please check all below to acknowledge):

- Yes, I testify that all of the information on this form is true and accurate. I am prepared to provide additional notarized documents if requested.
- Yes, I understand that my child's teacher(s) and/or schedule may change.
- Yes, I understand that my child will not be allowed to change to any other Instructional Model for the remainder of the semester.
- Yes, I understand that failure to comply with these conditions, or falsification of any portion of the application will result in the denial or revocation of my request.

I HAVE READ THE ABOVE POLICY AND AGREE TO ADHERE TO THE INSTRUCTIONAL MODEL REQUEST POLICY AND GUIDELINES.

I DO SOLEMNLY SWEAR (OR AFFIRM) THAT THE STATEMENTS ON THIS FORM ARE TRUE AND ACCURATE.

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

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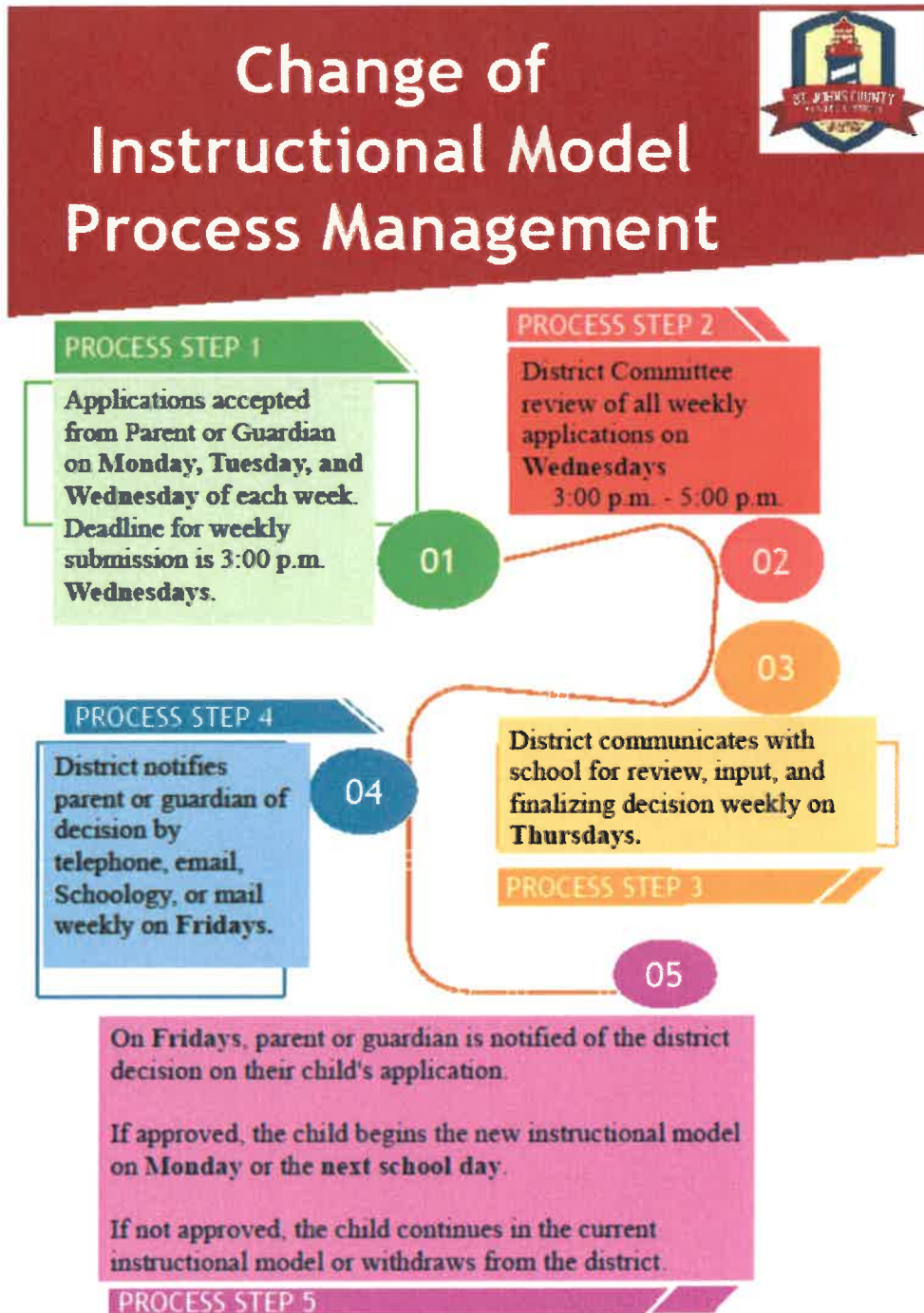
Approved: _____ (Signature)

Date: _____

Not Approved: _____ (Signature)

Date: _____

Appendix C
Change of Instructional Model Process Management



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Appendix D Acknowledgement of Progress in Distance Learning



St. Johns County School District

December 11, 2020

Parent or Guardian of a student participating in the Distance Learning instructional model,

Please take the time to carefully read and respond to this letter as indicated below.

On Thursday, December 3, 2020, you received a survey from the St. Johns County School District regarding your child's instructional delivery model for the second semester of school. On this survey you indicated the intent for your child to remain in Distance Learning.

In the November 30, 2020, Commissioner of Education's Emergency Order, schools are required to notify parents or guardians when a student is not making adequate progress and to obtain written acknowledgement from the parent or guardian verifying receipt of this information and the intent to remain in the Distance Learning instructional model.

Currently, your child is not making adequate progress in the Distance Learning instructional delivery model. As a result, he or she may not meet the criteria for credit or promotion. This is evident based on the following:

- | | |
|--|--|
| <input type="checkbox"/> Report card and interim grades | <input type="checkbox"/> Work performance and completion |
| <input type="checkbox"/> Test and quiz grades | <input type="checkbox"/> Progress monitoring scores |
| <input type="checkbox"/> Five or more unexcused absences | <input type="checkbox"/> ESE progress report |

Your child's success is important to us. To better meet his or her educational needs, I recommend you choose the Brick and Mortar instructional delivery model for face to face instruction. I encourage you to contact me at (904) 547- if you would like to discuss this further.

Sincerely,

Principal

Complete the information below and return this letter to your child's school by Friday, December 18, 2020.

Parent/Guardian Name

Parent/Guardian Signature

Student Name

Grade


_____ I acknowledge my child is not making adequate progress and as a result may not meet the criteria for credit or promotion, but choose for him/her to remain in the Distance Learning instructional model.

_____ I change my intent and would like my child to return to the Brick and Mortar instructional model beginning Tuesday, January 26, 2020.

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Acknowledgement

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

Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.
Mr. Wayne King, Associate Superintendent – Accountability and Intervention Services
Contact information: email, phone number
Wayne.king@stjohns.k12.fl.us - 904-547-8921
Date submitted : December 15, 2020 – Revised Submission: 1-4-2021

Superintendent Signature (or authorized representative)