



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Wakulla

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

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convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages services are needed.

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

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

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

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

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

District Spring 2021 Education Plan

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

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

1.a.

Wakulla County Schools proposed 2021 Spring Intervention Plan will build on the current Response to Intervention (RTI) handbook and policies in place. The additional focus will be closing the achievement gaps that have occurred or been exacerbated during the COVID-19 pandemic. Schools will provide additional instructional time and intervention with a focus on standards-based instruction with data driven interventions. Elementary Summer Reading Camp and Secondary Transition programs will be offered to supplement core instruction and provide foundational skills and targeted interventions to struggling students. Lost instructional time has been and will continue to be made up through afterschool enrichment opportunities, parent and community outreach nights with academic instruction, and a variety of supplemental resources and programs for additional support available to all students.

1.b.

Wakulla County Schools has implemented decision trees in Reading and Math that outline targeted interventions for specific sets of students based on progress monitoring data. Student progress monitoring data is analyzed to pay careful attention to students who are not showing appropriate growth. Students demonstrating a decline in reading and mathematics receive interventions in line with the recommendations of the district intervention decision trees and an intervention support team (IST). Data is disaggregated by grade level and modality to provide targeted outreach to these students. Additional

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considerations are also factored in by the IST for individual students. District intervention decision trees for both Reading and Math should be found attached.

1.c.

Students transitioning out of the innovative learning model may face additional difficulties in changing modalities. All students transitioned out of the innovative learning model for failure to make adequate progress will immediately be placed on a watchlist at their school of enrollment. In addition to falling under school-wide RTI policy and procedure these students will also benefit from instructional coaches who will be familiarized with their data and provide their instructors with support and unique strategies to directly address their unique deficits. At each progress monitoring period a data scientist will meet with administrators and instructional coaches to provide insights and strategies based on the most recent evidence and student information. This data scientist will also diligently monitor strategies that are being implemented for students changing modalities to ensure individual student need is being met.

1.d.

The Wakulla County School District Exceptional Student Education and Student Services department will work with IEP teams and ELL teams to determine needed services, including compensatory services for students with disabilities by offering the following support: The district will review state and local guidance. The district will collect and analyze student data that was collected prior to school closures including previous ESY regression/recoupment data, data collected during school closures during distance learning, data collected during ESY and summer school, data collected from parents during the time of school closures, the summer and upon their return to school, and data collected during a reasonable amount of time after school reopens and normal instruction resumes including recoupment data. The district will prioritize IEP reviews. Students who return to school with obvious current needs or that have obvious severe regression, students whose IEP annual reviews are due, students who were not actively participating in distance learning and students whose parents demand an immediate IEP review will be prioritized. The district will convene IEP meeting to make compensatory services determinations. The district will support IEP teams in determining present levels and current needs by looking at collected and analyzed data and determining what IEP adjustments to present levels, goals, and services need to be made. The district will support IEP teams in determining if there are new needs for which we will need to provide services and will determine if there was significant regression in critical skills that will require additional services in order to close the gap created by the school closures. If services are determined necessary to help the student more quickly recover from learning or critical skills gaps the district will provide recovery or additional services and document those services in the student's IEP.

See attachment #1

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2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
 - a. Offer the innovative learning modality only to students who are making adequate academic progress.
 - b. Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated 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.

2.a.

Wakulla County Schools is committed to enabling fluid change of modalities and offers our innovative learning modality, the Wakulla Innovative Educational Approach (WIEA) at each of our school sites as an option for students making adequate academic progress. Students in the innovative learning modality are progress monitored and their data is reviewed at each school of enrollment and at the district level in accordance with the District Reading Plan and decision tree on academic interventions for Mathematics deficiencies. Progress monitoring takes place with district standards-based assessments recurring each 2-3 weeks; additionally, students are progress monitored in alignment with the District Progress Monitoring Calendar. Renaissance STAR assessments and Achieve Level sets are administered to all modalities at least three times a year for each grade level and iReady Diagnostics are given twice a semester. Students who are not meeting grade progress benchmarks toward student progression in terms of progress monitoring data, attendance/participation, or achievement are placed on notice at the end of the most frequent regular progress monitoring period that they will be given a transition date to the traditional brick and mortar modality. This will be accompanied by parent notification in light of their individual lack of academic progress and the educational risks associated with an innovative modality.

2.b.

Wakulla County Schools will send out written notice to the parent/guardian of students not making adequate progress based on the data. The Parent 'Notification of Inadequate Progress in Current Modality' will provide a non-exhaustive list of the educational risks that could be associated with continuing in the innovative modality despite the strong recommendation of return to the traditional Brick and Mortar modality. In addition, Wakulla County School's 'Notification of Inadequate Progress in Current Modality' form makes explicit that the parent is required to submit written acknowledgement of the information contained therein and asks for both rationale and signature for continuing in a modality the student's data suggests they are not making adequate progress in. A copy of this documentation will be maintained at the school of enrollment as well as the district office and the district-wide variant of the form is below.

See attachment #2

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.

3.a.

Truancy Prevention/Intervention Program for B&M/Innovation students

Attendance Matters. Regular attendance is an important factor in a student's achievement at school and helps prepare students to be college and career ready. Missing just 2 school days a month makes a student more likely to drop out. It has been well documented that absenteeism, and specifically truancy, is often a symptom of other things going on in the student's life. Many times it is conflict at home, school and/or other circumstances that are influencing poor school attendance. There are many reasons for absenteeism and truancy that pose difficulties for students, families, and schools, now we add in COVID-19.

The office of Instructional Services in Coordination with the Truancy Prevention Program Manager will work to identify students that were deemed "Did Not Enter" (DNE), have exhibited poor or intermittent attendance, have experienced difficulty with the Wakulla Innovative Educational Approach, or have met other criteria for truancy during the current school year.

All DNE and at-risk students will be identified using previous year survey data and current school year attendance as well as current year vulnerabilities or red flags. These students, including those that are in vulnerable populations such as those in a disciplinary placement, foster care, or experiencing homelessness are all provided a continuum of supports.

All students participating in the innovative modality are identified by a flag in our student data management system and enrollment is monitored by the school sites and district. Innovative students are still required to attend and participate in instruction and coursework.

Students transferring back to the brick-and-mortar modality are asked to contact the Instructional Services department to work with an assigned school administrator who will manage their transition back to Brick and Mortar. These school site administrators identify these students and maintain a truancy watchlist at each school site, which immediately assigns that student to a truancy advisor who will monitor and provide targeted intervention.

Components of WCS's Truancy Reduction Program

- Parent/guardian involvement, or whole family involvement. Students are encouraged to continue successfully learning through the innovative learning modality if and only if making adequate progress. Students successfully engaging can continue in the innovative modality or return to brick and mortar learning.

- Once identified by Instructional Services, students will be referred to the Truancy Prevention Program Manager who will conduct and oversee outreach to identified students in either modality and provide a continuum of supports, including meaningful incentives for good attendance and consequences for poor attendance; with the following all being part of targeted attendance initiatives:
- Collaboration among community actors such as law enforcement, mental health workers, mentors, and social service providers, in addition to educators to enable school wellness and truancy visits.
- Concrete and measurable goals for program performance and student performance.
- Good record keeping and on-going evaluation of progress toward those goals and individualized troubleshooting for non-participatory students experiencing technical issues.
- Truancy advisors~supervised by Truancy Prevention Program Manager
 - Role of the Truancy Advisors
 - Assist in coordination and implementation of the Truancy Program in implementation schools.
 - Work collaboratively with the social workers and school staff in the implementation schools.
 - Recommend district wide best practices for prevention of Truancy.
 - Collect and distribute data to implementation school sites.
 - Regularly monitor data.
 - Provide early intervention through regular check-ins with identified students who are experiencing chronic absences or at risk of becoming truant.
 - Assist in communication efforts from District Truancy Prevention office to keep implementation school sites well informed and up to date with student information as it is learned.
 - Attend implementation school events such as registrations, open house, etc. to promote the program, help welcome and engage students and families and provide information/resources/education.
 - Assist with workshops and trainings.
 - Make phone calls to families.
 - Assist with home visits.
 - Provide resources to schools/students/families

3. b.

Pre-Kindergarten/Kindergarten Students

- All VPK students are assessed twice in the spring and once moving into the current school year. Incoming Kindergarten students are administered the FLKRS for a comprehensive portrait of individual student need.
- The VPK Assessment is administered three times a year, Wakulla County Schools also administers a district data profile once a month on targeted standards for progress monitoring VPK students.

- Wakulla County School's Kindergarten Outreach Initiative will begin Spring of 2021; The focus of this initiative is a successful enrollment in kindergarten and transition support. There will be Kindergarten orientation opportunities, coupled with community outreach from each school site.

3. c.

Truancy Prevention/Intervention Process Overview

SCHOOL SITE ATTENDANCE PLAN DEVELOPMENT:

A meeting takes place at beginning of each school year with Truancy Prevention Social Worker, Truancy Advisor, school principal and staff members who typically are involved in overseeing attendance/truancy matters (i.e. clerk, counselor, other administrator, etc.) to develop and/or revise plan.

- Name school employee who is responsible for entering data, what is the specific process for entering data and determine Truancy Prevention team member that will assist.
- Name school employee who will be responsible for data collection (who pulls reports?).
- Truancy Advisor will pull 5 & 10 day unexcused absence report and excessive unexcused absence reports to review, analyze and consult with TP social worker to determine next steps
- Weekly data review and tracking of student attendance: Will be the shared responsibility of the school and Truancy Prevention Team. INTERVENTIONS

1. EARLY INTERVENTION (2-3 unexcused absences)

- Best practice- call by teacher/school staff, referral to Truancy Prevention Social Worker/Truancy Advisor if 3 unsuccessful attempts made and/or there is warranted concern.
- Calls by clerks, administrators, truancy advisors, work studies, volunteers.

2. LEVEL ONE INTERVENTION: calls/interactions on referral and on students who have reached 5 unexcused absences.

- Assessment, triage and connections with resources take place during these interactions.

3. LEVEL TWO INTERVENTION: Face-to-Face meeting to establish a truancy intervention plan with the family, student and school.

- Assessment is conducted to determine the core/root cause(s) of the truancy • Solutions are discussed and agreed upon by all parties.
- Solutions are documented on the Truancy Interventions Plan form.
- All parties (family member, student and school representative) sign off on the plan.
- All parties are provided with a copy of the plan (one copy goes into students attendance file)

4. **LEVEL THREE INTERVENTION:** If student continues to have unexcused absences.

- Another face-to-face is conducted
- Possible home visit.

5. **MONITOR & SUPPORT:**

- If student attendance holds continue to monitor and support
- If student reaches 10 unexcused absences move to Level Four Intervention.

6. **LEVEL FOUR INTERVENTION:** If student continues to miss with unexcused absences, parent is uninvolved after repeated attempts from school/Truancy Program Team:

- Possible Home Visit
- Possible referral to Juvenile Probation Office

3. d.

Wakulla County Pre-Kindergarten Outreach:

Wakulla Pre-k has a close relationship with the Florida Early Learning Coalition. Parents who need assistance are contacted and encouraged to enroll for VPK programs. Resources are located on the ELC website along with links to Wakulla Pre-k. This allows them to enroll their student in the Wakulla County VPK program. Staff works with parents to provide enrollment support on moving through the paperwork involved.

North Florida Child Development is another agency that partners with the Wakulla County Pre-k. Students enrolled in the Early Head Start program are contacted and encouraged to apply to the Wakulla Head Start program to have their student on campus from 3-5 years old.

FSU Multidisciplinary Program refers students to the Wakulla Pre-k that have been working with the FSU center previously. Any student that they have, that needs assistance, has their file sent to the staffing specialist at Wakulla Pre-k.

The Early Steps program identifies students that are in need and helps them to get registered for school at Wakulla County Pre-k.

Some parents are referred to the Wakulla Pre-k from their child's doctor. The doctor will tell the parent to get in contact with the Wakulla Pre-k to evaluate the student.

The Wakulla County Pre-k website lists the steps necessary to enroll a student in the program. It also informs parents how to get in contact with the school to set up an evaluation for a student that they feel is in need of support.

See attachment #3

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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).

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:

4.a. Innovative and virtual learning modalities.

The district's Coordinator of Informational Services provides ongoing virtual and on-site professional development for leaders and teachers the district's innovative learning approach and management system, Canvas. Additionally, we provide general standards-based instruction professional development for all modalities. Professional development opportunities provided and planned to support innovative and virtual modalities for Spring 2021 include but are not limited to:

- District Collaboration Teams (DCT) meetings occurred during the summer to create curriculum pacing guides, lesson plans, and District Standards-Based Assessments to gauge student's mastery of state standards. Refresher meetings occur at schools with reassessment following the Spring 2021 semester.
- Distance Learning Implementation Training on the new Canvas platform to ensure instructional continuity between school and home. All teachers are enrolled in a Professional Development course that starts with 6 hours of in-person training followed by an ongoing distance learning course on innovative and virtual learning best practices.
- All professional learning is open to school and district leaders in order to supervise staff adequately. Leader focused professional learning is provided directly through the Coordinator of Informational Services.
- Learning Management System administrators are providing a professional development on data and assessment tools and innovative fluency for the Spring Semester on December 9th, 2020.
- A Data Scientist will be conducting ongoing review of the data in innovative learning modalities and will provide targeted professional developments to teacher teams across grade-levels, subject-areas, and areas of need. With regular updates to school administration and trainings planned bi-weekly.
- Curriculum Associates offers a comprehensive network of support that includes live onsite or remotely facilitated professional development courses, implementation planning and data support, and online asynchronous educator resources. The company can tailor live sessions to meet local needs, such as focusing on supporting MTSS or progress monitoring, with a goal of helping every learner access grade-level work and ultimately succeed at grade level.
- Available 24/7, the *i-Ready Central*® support website provides teachers with videos, professional learning community/collaborative team planning resources, turnkey implementation tools, and

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actionable ideas from educators around the country. In addition, the Educator Prep Series offers educators online, on-demand short modules to extend or refresh their learning. Focus areas include best practices for online instruction, setting and measuring growth goals, and using data to plan instruction.

- Additional professional development supporting the Spring 2021 Education Plan for all modalities include the following:

12/10/2020: B.E.S.T. Standards Quick Dive for Administrators

12/10 or 12/12/2020: Kindergarten Math Training

1/4-5/2021: B.E.S.T. Standards Deep Dive for Teachers

1/9/2021: Prekindergarten and Kindergarten Language and Vocabulary Training

12/9/20 and 1/20/2021: Convening for School Counselors, Mental Health Professionals, and Social Workers

6/7-11/2021: Rural Connect – (K-5) B.E.S.T. Standards

4.b. Interventions to support students in various learning modalities; and

Professional development opportunities provided and planned to support interventions for various learning modalities include but are not limited to:

- Wakulla County School District provides ongoing professional development to leaders and teachers through instructional coaches and on-site teacher coaches.
- Instructional coaches provide professional development within the schools to support, model and continuously improve instructional programs, including innovative and virtual learning modalities, to ensure improvement in reading and mathematics for all students.
- Teacher coaches assist teachers with implementing the district's learning management system, Canvas, as well as with progress monitoring to identify students in need of academic or behavioral interventions.
- These coaches help their peers in content (standards-based instruction), instructional delivery (focusing on student engagement), classroom management, and assessment.
- Instructors will receive Data Analysis Training in early Spring to guide instruction, evaluate learning outcomes, plan, and continuously improve the effectiveness of instruction.
- Teacher and instructional coaches will reinforce this training at regular intervals, remaining cognizant of the progress monitoring windows and provide specialized professional development to instructional personal weekly to meet student intervention needs in both the Brick and Mortar and Innovative Modalities.
- Additional training in providing behavioral/psycho-social interventions include the following:
 - 12/15/20: Identifying and Containing Behaviors: Restorative Practices in Action
 - 1/4/21: Ukeru
 - 01/15-17/21: Center for Autism and Related Disabilities (CARD) Training
 - 01/22-23/21 & 01/29-30/21: RMTC-DHH – Foundations for Literacy Training
 - 1/22/21: Ukeru Train the Trainer

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01/19-21/21: ISRD Winter Institute

01/21/21: PAEC School Counselors Training Day Two: A Deeper Dive into Evidence based Strategies for Supporting Students and Teachers Emotional Well Being

01/27/21: Assistive Technology – ATIA

01/27/21: Youth Mental Health First Aid

01/27/21: ISRD School Counselors

01/26-27/21: Statewide Strategic Instruction Model (SIM) Training

01/28/21: Prior Written Notice Training

02/21: FDLRS Behavior Series – De-Escalation Strategies

- FDLRS online and blended courses, beginning January 11th, include the following:

Differentiating Reading Instruction

Foundations of Exceptional Student Education

Language Development and Communication Skills

Positive Behavior Supports: Understanding Student Behavior

Differentiating mathematics Instruction

Differentiating Science Instruction

Engaging Learners through Informative Assessment

4.c. Technology needs (especially new learning management systems).

Professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan include but are not limited to the following:

- Professional Development Training day in Mid-January with focused trainings on data analytics and learning technologies including Freckle, Renaissance, and iReady digital learning tools.
- Microsoft Teams Video Streaming trainings and small group professional development for teacher teams weekly at all district schools on Microsoft solutions including Teams, OneNote, SharePoint, Class Notebook, OneDrive, and The Microsoft Office Suite.
- Data analytics training on the new learning management system (LMS) Canvas for administrators planned for February 2021.
- Ongoing professional development web-based course for all teachers on the basics of Learning Management Systems administered by the Coordinator of Informational Systems.
- Quizzes and Smart grader full functionality training open to all teachers in December 2021 in preparation for utilizing in the LMS for Spring 2021.
- Professional Development on understanding data flow and interpreting and analyzing data in the new LMS will be provided in an ongoing web-based format for both teachers and administrators. This PD is open enrollment and already has registered two-thirds of Wakulla County instructional personnel.
- Hands-on hardware and device training with Information Technology and Instructional Services at regular and ongoing device roll-outs during Spring 2021 for both students and instructors to include LMS compatibility with iOS, Windows, and Mobile Devices as well as applications.

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- Professional development through FDLRS through online and blended courses, beginning January 11th, includes Technology for Students Success: An Introduction.

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.
Sunny Chancy
Contact information: email, phone number
Sunny.chancy@wcsb.us/850-926-0065
Date submitted
December 7, 2020
Superintendent Signature (or authorized representative)
S. Chancy