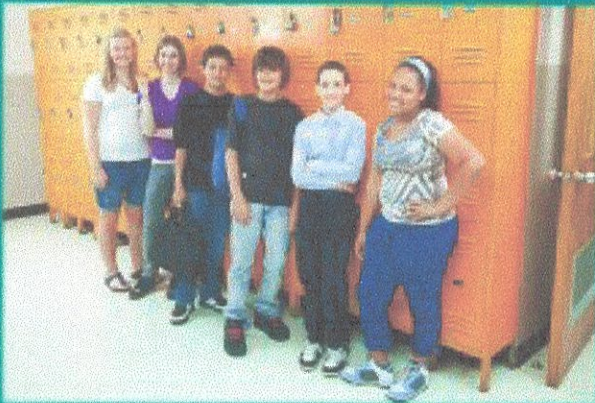
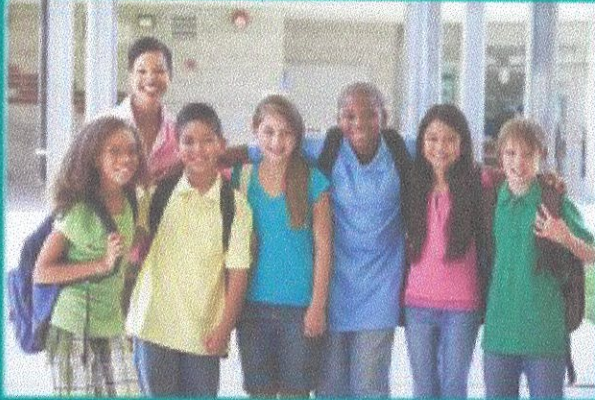




FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# Spring 2021 Education Plan and Assurances

[Franklin County]

*Due: December 15, 2020*

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

### Purpose

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

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

### Directions

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

### District Education Plan Assurances

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

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

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

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

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

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

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

☒ **Assurance 6: Truancy/Attendance of students.** *The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide enhanced

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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.

- a. To close the achievement gaps and address the lost instructional time with brick and mortar students the district will provide individual tutoring sessions with core teachers and after school tutoring. An Algebra boot camp and summer reading camp will be offered to all students including those enrolled in the innovative learning model.
- b. Targeted outreach for Reading and Math in grades K-5 is facilitated through utilizing PathBlazers, SmartyAnts, additional phonics instruction, LLI and Achieve 3000. For Reading intervention at the secondary level the district is presently utilizing Achieve 3000. MindPlay and MobyMax are used for additional ESE support and Rosetta Stone and BrainPop ELL are utilized for our ELL students. The district plans to implement iReady for all students K-12, including innovative learning students to ensure the equality of differing modalities of instruction. This integrated teaching and learning system provides diagnostic insight along with the instructional tools to differentiate reading and mathematics in support of all students' growth.
- c. Additional interventions and support for students who transition out of the innovative learning model include individual tutoring sessions with core teachers, credit recovery courses and after school tutoring as well as extending deadlines for work completion to determine accurate placement for the second semester.

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2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
- Offer the innovative learning modality only to students who are making adequate academic progress.
  - Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The district must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The district must submit a copy of the written acknowledgement form that they will provide to parents/guardians.

a. Our initial plan for Innovative Learning required students who were not successful with the virtual model to receive counseling to ensure the student was in the best possible place to succeed. Students' grades for the first period of the 2020-21 academic year saw an unprecedented rise in the number of failing (F) grades. Our revised policy will mirror the state's guideline. 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.

Beginning with the second semester the district will continue to provide Innovative Learning for grades K-5. Due to limited staffing at the secondary level and the lack of student success in the Innovative Learning model the first semester, the district will provide the opportunity for students to return to brick and mortar or enroll in the district's virtual school option.

- b. The district will provide written notice to the parent/guardian whose child is not making adequate progress based on progress monitoring assessments and a lack of success in coursework. This notice will describe the associated education risks. The district shall 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. See appendix A for copies of initial notification, decision criteria and written acknowledgement form.

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.

- a. Across the country, almost one quarter of the students who participated in progress monitoring assessments in the fall of 2019 were missing from schools when the baseline exam was given at the start of this school year. For those students who have yet to appear or enroll for the 2020-2021 school year our Attendance/Truancy officer and guidance counselors successfully identified and documented the location of students who were rolled over from the 2019-2020 school term and not present at the beginning of the 2020-2021 school year.

Parent contact, student record tracing and home visits were utilized to make contact in order to assure that these students were transitioned to the appropriate learning modality. These strategies were also utilized with students who have had limited or no contact with the district in order to transition them to the appropriate learning modality.

- b. The district will hold a four week kindergarten summer camp to identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement. The district will distribute information regarding the program to families of current students and expand outreach to include distribution of information at local medical offices, government offices and places of worship, as well as announcements on the local radio, social media and the district website.

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:
- Innovative and virtual learning modalities;
  - Interventions to support students in various learning modalities; and
  - Technology needs (especially new learning management systems).

- a. The district will offer additional and more intensive training on Google platform and Zoom recording for all teachers and administrators in order to ensure virtual opportunities for students. This training will include Google Suite which houses Google Classroom and Google Docs, both of which are essential to the virtual platform for Innovative Learning used by FCS. An initial training of Zoom procedures will be given, along with the application of screencasting through Loom. Administration will attend training in order to ensure the monitoring of these instructional techniques.
- b. The district will offer professional development with iReady in the Spring/Summer for fall implementation. IReady training includes the use of diagnostic testing, progress monitoring, data analysis, prescriptive learning paths, and teacher toolboxes, which will cover the use of all resources both electronic and consumable. These components of the IReady program will ensure support for reading, writing, and math interventions in both virtual and face-to-face modalities. Leadership will be encouraged to attend, along with teachers, in order to ensure that data analysis is attainable at all levels.
- c. In addition to professional development for iReady, the district will also offer training in Adaptive Progress Monitoring which was implemented by the State in 2020. Along with a

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refresher in using the NWEA Map testing results, teachers, administrators, and district personnel will learn to access and breakdown data from the APM system in order to differentiate instruction for students. By including leadership in data training, we ensure that progress monitoring by administration and district level personnel can occur.

### Acknowledgement

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

<b>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</b>
Steve Lanier, Superintendent
<b>Contact information: email, phone number</b>
Email: <a href="mailto:slanier@franklincountyschools.org">slanier@franklincountyschools.org</a> Phone: 850-670-2810
<b>Date submitted</b>
December 15, 2020
<b>Superintendent Signature (or authorized representative)</b>
