



Spring 2021 Education Plan and Assurances

[Gadsden]

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.) The Spring Intervention Plan will focus on students who have demonstrated significant deficiencies in core subject areas as determined by their performance on district assessments and on their nine-weeks report card grades. In alignment with each school’s School Improvement Plan, the most recent state assessment data will also be considered. To address the immediate needs and expedite closing the gaps, the district will analyze several data points. The Gadsden County School District will determine intervention services using student performance data from Star Early Literacy, Star Reading, Achieve 3000 and i-Ready Reading/Mathematics as identified in the chart below.

GRADE LEVEL	READING	MATHEMATICS
Prekindergarten	Star Early Literacy	
Kindergarten	Star Early Literacy; i-Ready Reading	i-Ready Math
First	Star Early Literacy; i-Ready Reading	i-Ready Math
Second	Star Reading; i-Ready Reading	i-Ready Math
Third	Star Reading; i-Ready Reading	i-Ready Math
Fourth	Star Reading; i-Ready Reading	i-Ready Math

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Fifth	Star Reading; i-Ready Reading	i-Ready Math
Sixth	Star Reading; i-Ready Reading	i-Ready Math
Seventh	Star Reading; i-Ready Reading	i-Ready Math
Eighth	Star Reading; i-Ready Reading	i-Ready Math
Ninth	Star Reading; Achieve3000	Class Performance (Report Card)
Tenth	Star Reading; Achieve300	Class Performance (Report Card)

Additional instructional time will be provided through afterschool, weekend and summer programs funded through programs such as the K12 Reading Plan, Title I, Part A and 21st CCLC, where allowable. When allowable, funds made available through the CARES Act will also be directed to address efforts to close the achievement gap. Schools will offer afterschool, weekend and summer sessions for students demonstrating need, with priority given to students with prior year retentions, those receiving support through ESE and EL. Afterschool and weekend sessions will offer tutoring and intervention programs. For the summer, the district will enhance its focus on rising kindergarten students whose Star Early Literacy performance is below 500. This focus will allow our students access to interventions that will increase their potential to be “kindergarten ready” as defined by the Office of Early Learning. The required Summer Reading Camp will continue to be offered for third grade students not meeting proficiency as determined by the state assessment. The district will expand access to other grade levels, as funding allows, with priority given to students who performed below proficiency in ELA. Middle and high school students will have the opportunity to participate in summer sessions that focus on addressing their areas of deficiency as determined by class performance and or state assessments.

(1.b.) The district will target students whose progress monitoring data reflects that they are “on watch”, at “urgent intervention” or at “intervention”, based on Star Reading. The students will receive intensive reading instruction as described in the district’s approved K12 Reading Plan. The students will be prioritized for participation in the afterschool, weekend and summer programs. These students will also be required to attend face to face instruction. School attendance will be monitored and bi-weekly communication with the parents will be required in order to ensure that the students’ progress is communicated to parents.

(1.c.) A student enrolled in remote learning will be transitioned back to brick and mortar if he/she: (a) receives a letter grade below “C” in any core subject areas, (b) has an attendance average that is below 90% for the grading period, or (c) progress monitoring data indicates a decline. Once the student is transitioned back into the brick and mortar environment, interventions may include small group instruction and bi-weekly counseling. This practice will allow the teacher to maintain academic support and develop a rapport with the student and alleviate further academic and or social emotional issues. High quality instructional materials will be utilized to provide targeted, evidence-based interventions throughout the instructional day and during supplemental sessions held afterschool, on the weekend and in the summer.

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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.) The Gadsden County School District will provide a full panoply of services to students whose parents elect to access face to face instruction. Students will receive in-person instruction. **In-Person learning**, occurring in the brick and mortar, is any form of **instructional** interaction that occurs “**in person**” and in real time between teachers and students. An electronic device, such as a laptop or Chromebook will be assigned to each student. All elementary schools will utilize the Google Suite as a learning management system, while the secondary schools will utilize Google Classroom and or Canvas to make learning seamless. The remote learning (Innovative Learning) modality will be reserved for those students whose progress monitoring data indicates that (a) they are at or above proficiency in all core academic areas, (b) most recent state assessment data indicates “proficiency”, (c) school attendance is at or above 90%. Students who do not meet the established criteria will be required to access face to face instruction. The District is committed to following the CDC recommendations and will take all precautions to ensure the safety of our students and staff by requiring masks when social distancing is not possible.

(2.b.) The Gadsden County School District will continue its notification practice of providing progress reports to parents through Skyward. Printed progress reports will be made available to parents with limited or no access. The system allows immediate real-time access to students’ progress. In addition, for students whose academic performance and class attendance are negatively impacted by their enrollment in remote learning, the district will notify the parents of the issues in writing. The notification will inform the parent/guardian that the student is not making adequate progress based on the data, describe the associated educational risks and require acknowledgement from the parent/guardian verifying receipt of this information. The students will be required to return to brick and mortar so that appropriate interventions can be provided. Parents who wish to exercise their parental choice and remain in the remote learning environment after being advised of the students’ lack of progress, will be required to submit a signed Letter of Acknowledgement. Such letter will remain in the students’ file. (See attached.) Teachers will continue to provide appropriate interventions and monitor progress throughout students enrollment.

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

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(3.a.) The district recognizes that there is a population of students whose attendance has been inconsistent or who have not enrolled. The schools will continue to reach out to the students via telephone and home visits conducted by the district's visiting teachers. Mandatory school attendance will be emphasized and the district will work collaboratively with the local court system to ensure that students are attending school. Since students with school attendance issues are most often students with academic issues, priority enrollment for face-to-face instruction will be offered. The district will continue to employ the MTSS teams and process at each school to support students and families whose enrollment and attendance are inconsistent.

(3.b.) The district will expand its prekindergarten and kindergarten registration efforts in order to increase participation. Student recruitment will begin in February and include collaborative conversations with local daycares and learning centers. Media, including social media outlets will be engaged so that we are able to reach various populations. The availability of instruction for prekindergarten and kindergarten will be shared through announcements with faith-based organizations and recruitment efforts will be aligned with activities that may occur at the organizations in order to expand the reach and share the information. The district will continue working collaboratively with the Early Learning Coalition, the Office of Early Learning and VPK to encourage enrollment and participation. Star Early Literacy will continue to serve as the district's progress monitoring tool where data will be obtained in order to inform instruction.

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).

(4.a.) Interventions to Support Students in Various Learning Modalities

Gadsden County Schools will continue to provide data driven professional learning to bridge the gap between the academic needs of the students and the learning management systems in place within the district (Google Classroom & Canvas). Such professional learning courses will be provided through face-to-face and virtual modalities. Teachers will receive support to implementation of instructional best practices, distant learning strategies, and providing interventions

Student Evidence Tracker

Teachers will receive professional development through three 1-hour virtual workshops and three 1-hour live virtual coaching sessions.

Virtual Workshops:

- Enhancing Formative Assessment
 - Create opportunities for students and teachers to assess progress
 - Ensure opportunities to produce evidence of learning
- Student Routines for Tracking Progress
 - Establish routines for students to self-assess progress to learning goals
 - Create student habits with responsibilities and routines
- Teacher Routines for Verifying Learning

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- Create a system for verifying learning during lessons
- Establish routines for verifying and documenting student evidence

Virtual Coaching Sessions will include the following:

- Root cause analysis to diagnose and impediments to implementation
- Tips and coaching for Classroom Formative Assessment
- Tips and coaching for Student Tracking Routines
- Tips and coaching for Verifying learning.

The Department of Academic Services and the Department of Professional learning will continue to work together to facilitate professional development opportunities for both school and district level administrators on

- The district’s learning management system (Canvas and Google Classroom/Meets)
- Standards-based instruction aligned with the B.E.S.T. Standards
- Lesson-planning
- Data-disaggregation

(4.b.) Interventions to Support Students in Various Learning Modalities

Professional learning will continue to be provided for teachers. An emphasis will be placed on offering small group instruction to ensure that the varying needs of students are met. These sessions will be provided through self-paced online courses and live virtual seminars.

Virtual Core Instruction Power Pack Training

The Virtual Core Instruction Power Pack will prepare our teachers to effectively provide engaging rigorous core instruction in a virtual setting.

- Segment 1: Establishing virtual classroom procedures, student roles, and strong, trusting relationships in the virtual environment
- Segment 2:
 - Creating learning tasks for virtual breakout rooms
 - the “mini lesson format” to provide more time and focus for student-centered learning with rigorous tasks
- Segment 3: Monitoring progress for real-time learning in a virtual classroom, verifying student learning, responding when students are not learning.

The techniques and strategies teachers will learn in the Virtual Core Instruction Power Pack are applicable to virtual, in-person and blended learning classroom settings, ensuring high quality instruction through the transition back to brick and mortar classes.

To ensure that school and district leaders are prepared to support instruction of students in various learning modalities, the district will provide school and district leaders with professional development in recognizing instruction that supports various modalities. Professional development will be provided for school and district leaders in the areas of ELA, Math, Science, Biology, Social Studies and Civics. On-going professional development will be facilitated by district level instructional specialists. Trainings will include: (1) Youth Mental Health First-Aid, (2) Renaissance Training (Star & i-Ready), (3) School Telehealth, and (4) Statewide Strategic Instruction Model (SIM) Training.

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(4.c.) Professional development in the effective implementation of Canvas will continue for teachers and school leaders. The district will also provide professional development in the electronic classroom walkthrough system. The district's Department of Academic Services will facilitate the professional learning courses, in conjunction with, the Office of Professional Learning. These courses will extend professional learning that began at the inception of the 2020-2021 academic year with a greater emphasis on providing appropriate interventions to all students.

(e-Walk) Virtual Walkthrough

To ensure and support faithful implementation of effective core instruction in virtual settings, principals and district leaders will participate in professional development in using the eWalk Observation Protocol. The eWalk Protocol has ability to measure the effectiveness of virtual teaching, providing reports on core instruction. This data will help us identify learning gaps and overcome learning loss due to the pandemic. The use of e-Walk, provides the ability to identify indicators to monitor and provide quality feedback for all teachers who are remotely instructing. It will also transfer easily to brick and mortar or blended instruction as students return to the classroom.

Digital Learning Tools

School and district leaders will continue training in the implementation of digital learning tools such as Renaissance (AR and Star), and i-Ready. Vendors for digital resources provided through high-quality instructional materials adopted by the district will provide professional development to ensure optimum implementation.

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.
Tammy McGriff, Area Director of Elementary Instruction
Contact information: email, phone number
megriff@gcpsmail.com , 850-627-9651, ext. 1278
Date submitted
December 15, 2020
Superintendent Signature (or authorized representative)
