



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[Nassau County]

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;
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.

- a. Nassau County District Schools has been focused on identifying opportunities to make up lost instructional time due to the pandemic.
 - Virtual Summer 3rd Grade Reading Camp was available to students who were performing below grade level based on the 2020 mid-year i-Ready diagnostic data.
 - With the release of the CARES Act funding provided by the Office of Early Learning and the Governor’s Emergency Education Relief Fund, Florida Department of Education, Nassau County District Schools provided the opportunity for two summer recovery programs for “Rising K” and “K-3” students. Rising Kindergarten students were identified by STAR Early Literacy Data. First through third grade students were identified by scoring below grade level on the 2020 mid-year i-Ready diagnostic data.
 - 2021 Summer 3rd Grade Reading Camp will be made available to students who have a significant achievement gap in reading. The fundamental goal of the Summer Reading Camp program is to bolster the reading skills of third grade students performing below grade level on the FSA.
 - 2021 Summer Reading and Math interventions for students in grade 6 through 8 will be available to support students who score 2 or more years below their current grade level with a focus to close the achievement gap in reading or math based on progress monitoring diagnostic data.

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- Robust progress monitoring and interventions will be extended to all students who are not making adequate progress. Students will be offered before, during, and after school tutoring as well as summer intervention/remedial camps. Teachers will be available to provide additional support for students during and after school hours.
 - Additional paraprofessionals and support personnel will be assigned to work with at-risk students in both reading and math blocks.
 - Extended small group instruction will be provided daily in reading and math.
 - Prescriptive technology will be utilized daily to provide remediation.
 - Phonics, Leveled Literacy instruction (LLI), and targeted standards-based remediation will be provided in a multisensory format to students performing below grade level.
- b.** Nassau County District Schools will use targeted outreach for students who are demonstrating a decline on the district's progress monitoring system for reading and mathematics.
- Teachers and administrators will use our district's FOCUS student information system to access grades, progress reports, assessment information, and attendance to identify at risk students.
 - Teachers will analyze data from progress monitoring tools (STAR, i-Ready, Lexia) to identify students who are demonstrating a decline in reading and/or math.
 - All students showing a decline on progress monitoring assessments will be referred to their MTSS School Leadership teams as well as grade level/department teams for examination of data and creation of interventions to use in classrooms. School teams will meet with parents to discuss student performance and share the intervention plan. Data chats will be held with students to establish personal goals.
 - Elementary teachers will have a list of students who have not shown adequate progress for targeted interventions. Services will be provided to students who are struggling in reading at the elementary level. Lexia and Leveled Literacy Interventions (LLI) are being used in the K-8 programs. Secondary students who are showing a lack of progress will also be targeted for additional supports. Teachers will work with struggling students to provide interventions on an individual basis. Support facilitators who work with students who are showing lack of progress will also be alerted and will work with students on targeted areas of need.

c. Additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model will include:

- Instructional support personnel and/or paraprofessionals will provide additional instruction based on student skill deficit
- Data chats with students to establish personal goals
- Core curriculum boot camps for remediation of critical content skills
- Prescriptive computer-based programs will be used to remediate skill gaps
- Literacy intervention programs
- Before and after school tutoring
- Differentiated small group instruction
- Intensive phonics instruction
- Summer tutoring

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.

a. Nassau County will continue to offer school- based distance learning to students who are making adequate academic progress. Nassau County has defined adequate academic progress as students obtaining a letter grade of an A, B or C in all core classes and maintaining at or above grade level performance on progress monitoring.

b. Students not making adequate progress will be identified and parents will be contacted. Parents will be notified by phone and mailed a written notice describing their student's lack of progress in core academic subjects and the associated educational risks. Students not making progress will be required to return to the brick- and- mortar setting. If parents choose for their child to remain in the innovative learning modality, the district will require a written acknowledgement from the parent verifying the receipt of the

information provided. (See attached Notice of Lack of Progress document which is Nassau County's acknowledgement form)

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.

a. The Nassau County School District is committed to providing high quality instruction and support to all students in their academics, social emotional and behavioral health needs. In order to do so, our students need to be present and ready to learn. Their presence is recorded via the school-based distance learning virtual environment or the in-person learning environment.

The Nassau County School District has identified the vulnerable students who have had limited or no contact with the district. We are transitioning those students into the appropriate learning modality. We are making sure to also include students who have yet to appear or enroll for the 2020-2021 school year. Each principal was asked at the beginning of this school year to make contact with each student who had not entered school for the 2020-2021 school year and ensure the student was enrolled in an appropriate learning modality, home school, or private school. Currently, we are sending home our Notice of Lack of Progress for students who are not making adequate progress in school-based distance learning. The district requirement for making adequate progress in school-based distance learning is that the students must have an A, B, or C in all their core classes and have a 90% attendance record in their courses. If a student falls below the district requirement in either grades or attendance, the Notice of Lack of Progress will be sent home to these students. Then, the students will be transitioned to the appropriate learning modality to meet their needs. While we are carrying out the process of sending home the notices, we are once again asking our principals to reach out to all of the vulnerable students who have had limited or no contact with the district and transition them back to brick and mortar/in-person learning. We are enhancing our outreach to include using a district-wide communication log, which will help the district in monitoring this contact. Please view our 2020-2021 Enhanced Outreach Communication Log.

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2020-2021 Enhanced Outreach Parent Contact Log

Student Last Name:		Student First Name:		Date:
Method of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Remind <input type="checkbox"/> Letter <input type="checkbox"/> In-Person <input type="checkbox"/> Email <input type="checkbox"/> Meeting <input type="checkbox"/> Other: _____		Result: <input type="checkbox"/> Contact With: _____ <input type="checkbox"/> Busy Signal <input type="checkbox"/> Left Message <input type="checkbox"/> # Disconnected <input type="checkbox"/> Other: _____		Summary:
Student Last Name:		Student First Name:		Date:
Method of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Remind <input type="checkbox"/> Letter <input type="checkbox"/> In-Person <input type="checkbox"/> Email <input type="checkbox"/> Meeting <input type="checkbox"/> Other: _____		Result: <input type="checkbox"/> Contact With: _____ <input type="checkbox"/> Busy Signal <input type="checkbox"/> Left Message <input type="checkbox"/> # Disconnected <input type="checkbox"/> Other: _____		Summary:
Student Last Name:		Student First Name:		Date:
Method of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Remind <input type="checkbox"/> Letter <input type="checkbox"/> In-Person <input type="checkbox"/> Email <input type="checkbox"/> Meeting <input type="checkbox"/> Other: _____		Result: <input type="checkbox"/> Contact With: _____ <input type="checkbox"/> Busy Signal <input type="checkbox"/> Left Message <input type="checkbox"/> # Disconnected <input type="checkbox"/> Other: _____		Summary:

In addition to enhancing our outreach process, we have also enhanced our MTSS system by including a formalized problem-solving process to include students who are non-attending and/or truant.

The district has recently begun the process of integrating our existing system via the comprehensive MTSS (Multi-Tiered System of Support) approach to support those that are truant. The MTSS model allows for schools to focus on high-quality core instruction and provide interventions matched to the needs of small groups of students or individual students. This approach is also easily molded to serve our students that are at most risk, those that have limited to no contact within their chosen learning environment.

Following the MTSS model, students receive additional Tier I support once they have accumulated five absences in a 30-day window. A letter is sent home informing the parent of the absences and excused absence notes are requested. In addition, a parent/teacher conference is scheduled to discuss the concerns that may be inhibiting the student’s attendance. These conversations can occur via phone, virtual, or in-person based on the needs of the family. This is an integral step to building parent relationships.

Not all students will respond to this and may continue to be truant. As a result, some students will receive supplemental targeted intervention which is considered Tier II support. If a student continues to show a trend toward truancy (missing 10 days in a 90-day period), a second letter is sent to the parent/guardian, and another parent/teacher conference is set up. At this time, specific interventions are put in place such as assigning a mentor, completing an attendance contract, referrals to community agencies, etc.

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Finally, at Tier III, a few students with the most severe needs (missing 15 days in a 90-day period) will receive intensive and individualized support to encourage attendance in addition to the Tier I and Tier II provisions. This connects the student with the mental health provider (school counselor, school social worker, or school psychologist) on campus.

This three-level support system allows educators and schools to identify the needs of our at-risk students and to meet those needs through this approach. This approach is used with our students in our school-based distance learning, as well as our in-person/brick and mortar learning environments.

A four-step data-based problem-solving process is a critical and on-going component of the district's multi-tiered system of support. District level and school-based teams meet regularly to review and analyze data which includes absences and tardies. In order to identify and address barriers to student attendance, teams; identify the problem(s), analyze the problem(s), determine appropriate intervention(s)/support(s) and then evaluate the effectiveness of those intervention(s)/support(s) through regularly scheduled data reviews at problem solving team (PST) meetings. Data based decisions are expected at all levels of the district and schools.

Teams will continue to use early warning systems (EWS) to determine which students are struggling to close any learning and/or social emotional/behavioral health gaps. School teams will initiate the progress monitoring checks regularly (every 4-6 weeks). Intervention support via the tiered process will be initiated for **ALL** students (including students with disabilities and ELL) in need of help to close achievement gaps, remediate skills, and to boost social emotional/behavioral health skills. Attendance and tardies will continue to be used as a part of our EWS.

Please view our Attendance Intervention Form, which helps us to ensure our teams are providing enhanced outreach to our parents and guardians to ensure maximum in-person enrollment and participation in school. The process and form are used with distance and in-person learners.

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Nassau County School District
SCHOOL ATTENDANCE INTERVENTION FORM
 The following steps must be completed per Florida State Statute 1003.26

Student Name: _____ Student #: _____ Date of Birth: _____
(mm/dd/yy)

School: _____ Grade: _____ School Year: _____ Prior Attendance Referral: _____
(mm/dd/yy)

504 Plan: _____ Date: _____ IEP: _____ Date: _____ FIT Program: Yes No
(mm/dd/yy) (mm/dd/yy)

Tier I - 5 Absences in 30 Days – Teacher or School Counselor

First Letter – 5 days: _____ Requested Excused Absence Notes: _____
(mm/dd/yy) (mm/dd/yy)

Other Correspondence: _____

Parent/Teacher Conference Scheduled: _____ Legal Custody of Student: _____
(mm/dd/yy) (Specify who has legal custody of the student)

Did the Parent/Guardian Attend? Yes No

If Yes, Name: _____ Relationship to Student: _____
 Name: _____ Relationship to Student: _____

If No, Date of Phone Contact: _____ Person Contacted: _____ Relationship to Student: _____

School Issues: (Please check (✓) all that apply)

Skipping School Skipping Class Behavior Issues Low Academic Performance

Bullying/Safety Concerns Poor Peer Relationships Suspected Drug/Alcohol Use

Suspensions (Number of incidents _____ days OSS _____) Other: _____

Tier II - 10 Absences in 90 Days – Teacher or School Counselor

Second Letter – 10 days: _____
(mm/dd/yy)

Interventions	Date Initiated <small>(mm/dd/yy)</small>	Notes
Parent /Teacher Conferences *		
A Team/Problem Solving Team *		
Mentoring		
Check In/Check Out		
Home Visit		
Remind App		
Attendance Contract		
Class/Schedule Change		
ESE Review		
Individual/Group Counseling		
Tutoring		
Referral to Community Agency		
Other		

*Required

Tier III - 15 Absences in 90 Days – Mental Health Provider

Referral to Mental Health Provider: _____ Date of Contact: _____
(Name) (mm/dd/yy)

Notes: _____

Additional Comments: _____

Refer to Truancy Staffing Principal's Signature: _____

District Office Use Only

Student has _____ Unexcused Absences in 90 Calendar Days From _____ to _____
(mm/dd/yy) (mm/dd/yy)

We feel that through our MTSS process, use of the Attendance Intervention Form and process, as well as, our enhanced outreach communication log that we are doing everything we can to ensure all of our students are accounted for, attending, and learning in the Nassau County School District.

b. The Nassau County School District will make every effort to identify VPK and Kindergarten eligible students with the goal of engaging students to maximize kindergarten readiness to support long term achievement in the following ways:

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- Contact all Nassau County VPK providers for a list of eligible students and contact all those students and their families
- Place a notification in the local newspapers about VPK and kindergarten registration opportunities
- Place notification on the Nassau County Schools webpage of VPK opportunities
- Place a notification of opportunities on other Nassau County social media pages i.e Facebook, Twitter, etc.
- Share out all kindergarten and VPK orientation and open house opportunities through all communication outlets i.e. social media, newspapers, websites, etc.
- Continued collaboration and articulation meetings with all local VPK providers

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).

The district shall provide the following professional development opportunities to support teachers and leaders in implementing the Spring 2021 Education Plan:

a. Innovative and virtual learning modalities

To support innovative and virtual learning modalities, the district modified its academic calendar to include four days of professional learning from August 10th thru August 13th for instruction on Canvas Instructure, the new learning management system. Prior to the 4 days of professional learning, two train-trainer-sessions were offered to select teachers on August 4th and 5th to support teachers at each school site. On the first two days of the professional learning, all teachers within the district were required to receive site-based training on Canvas, wherein the last two days provided the option to work collaboratively within the schools or throughout the district (by content area) to embed curriculum into the LMS, or to work on the following extended e-learning tools to increase their level of understanding and expertise on the platform:

- KungFu Canvas Part I
- KungFu Canvas Part II
- Google Classroom
- Microsoft Innovative Educator

To maintain instructional continuity for students transitioning to / from innovative and virtual learning modalities to brick-and-mortar instruction, the district has outlined and developed the following professional development to support teachers and leadership:

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Course #	Course Title	Learning Opportunity Type	Section Start Date	Section End Date	Class Date
10400	Canvas Train the Trainer Workshop	Instructor Led Course	8/4/2020	8/5/2020	8/4/2020
10400	Canvas Train the Trainer Workshop	Instructor Led Course	8/4/2020	8/5/2020	8/5/2020
10375	High School Curriculum Mapping Workshops	Instructor Led Course	8/6/2020	8/6/2020	8/6/2020
10414	K-5 Return-To-School Professional Learning Day	Instructor Led Course	8/7/2020	8/7/2020	8/7/2020
10398	Adult Ed/Career & Technical Ed Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10376	Bryceville Elementary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10378	Callahan Elementary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10394	Callahan Intermediate Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10387	Callahan Middle Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10384	Emma Love Hardee Elementary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10396	Fernandina Beach High Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10380	Fernandina Beach Middle Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10392	Hilliard Elementary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10388	Hilliard Middle Senior Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10382	Southside Elementary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10389	West Nassau High Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10393	Wildlight Elementary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10386	Yulee Elementary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10391	Yulee High Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10390	Yulee Middle Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10397	Yulee Primary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/10/2020
10398	Adult Ed/Career & Technical Ed Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10376	Bryceville Elementary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10378	Callahan Elementary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10394	Callahan Intermediate Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10387	Callahan Middle Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10384	Emma Love Hardee Elementary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10396	Fernandina Beach High Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10380	Fernandina Beach Middle Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10392	Hilliard Elementary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10388	Hilliard Middle Senior Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10382	Southside Elementary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10389	West Nassau High Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10393	Wildlight Elementary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10386	Yulee Elementary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10391	Yulee High Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10390	Yulee Middle Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10397	Yulee Primary Canvas Workshop-Required	Instructor Led Course	8/10/2020	8/11/2020	8/11/2020
10412	Adult Ed/Career and Technical Ed Technology Workshop-Optional	Instructor Led Course	8/12/2020	8/12/2020	8/12/2020
10379	Callahan Elementary Technology Workshop-Optional	Instructor Led Course	8/12/2020	8/12/2020	8/12/2020
10403	Fernandina Beach High Technology Workshop-Optional	Instructor Led Course	8/12/2020	8/12/2020	8/12/2020

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10383 Southside Elementary Technology Workshop-Optional	Instructor Led Course	8/12/2020	8/12/2020	8/12/2020
10410 Yulee Middle Technology Workshop-Optional	Instructor Led Course	8/12/2020	8/12/2020	8/12/2020
10377 Bryceville Elementary Technology Workshop-Optional	Instructor Led Course	8/13/2020	8/13/2020	8/13/2020
10401 Callahan Intermediate Technology Workshop-Optional	Instructor Led Course	8/13/2020	8/13/2020	8/13/2020
10402 Callahan Middle Technology Workshop-Optional	Instructor Led Course	8/13/2020	8/13/2020	8/13/2020
10385 Emma Love Hardee Elementary Technology Workshop-Optional	Instructor Led Course	8/13/2020	8/13/2020	8/13/2020
10381 Fernandina Beach Middle Technology Workshop-Optional	Instructor Led Course	8/13/2020	8/13/2020	8/13/2020
10404 Hilliard Elementary Technology Workshop-Optional	Instructor Led Course	8/13/2020	8/13/2020	8/13/2020
10406 West Nassau High Technology Workshop-Optional	Instructor Led Course	8/13/2020	8/13/2020	8/13/2020
10407 Wildlight Elementary Technology Workshop-Optional	Instructor Led Course	8/13/2020	8/13/2020	8/13/2020
10408 Yulee Elementary Technology Workshop-Optional	Instructor Led Course	8/13/2020	8/13/2020	8/13/2020
10409 Yulee High Technology Workshop-Optional	Instructor Led Course	8/13/2020	8/13/2020	8/13/2020
10411 Yulee Primary Technology Workshop-Optional	Instructor Led Course	8/13/2020	8/13/2020	8/13/2020
10373 Clinical Educator Training	Instructor Led Course	8/18/2020	8/18/2020	8/18/2020
10368 Monthly Administration: Planning, Learning, and Collaboration	Instructor Led Course	8/18/2020	8/18/2020	8/18/2020
10416 Great Beginnings: Discipline in the Secondary Classroom for First-Year Teal	Instructor Led Course	9/3/2020	9/3/2020	9/3/2020
10416 Great Beginnings: Discipline in the Secondary Classroom for First-Year Teal	Instructor Led Course	9/3/2020	9/3/2020	9/3/2020
10415 Tough Kid Social Skills	Instructor Led Course	9/9/2020	9/9/2020	9/9/2020
10334 Matrix Training 2020-2021	Instructor Led Course	9/11/2020	9/11/2020	9/11/2020
10368 Monthly Administration: Planning, Learning, and Collaboration	Instructor Led Course	9/15/2020	9/15/2020	9/15/2020
10422 Working with ELL Students	Instructor Led Course	9/15/2020	9/15/2020	9/15/2020
10423 Wildlight Elementary Reading Differentiated Instruction	Instructor Led Course	9/14/2020	9/24/2020	9/16/2020
10421 Great Beginnings Elementary Working with Parents/Collegiality	Instructor Led Course	9/22/2020	9/22/2020	9/22/2020
10132 Great Beginnings: Lesson Planning for First-Year Teachers	Instructor Led Course	9/24/2020	9/24/2020	9/24/2020
10132 Great Beginnings: Lesson Planning for First-Year Teachers	Instructor Led Course	9/24/2020	9/24/2020	9/24/2020
10425 Building Reading Expertise Workshop - High School	Instructor Led Course	9/25/2020	9/25/2020	9/25/2020
10121 IXL Learning for Secondary Teachers	Instructor Led Course	9/25/2020	9/25/2020	9/25/2020
10373 Clinical Educator Training	Instructor Led Course	9/28/2020	9/28/2020	9/28/2020
10373 Clinical Educator Training	Instructor Led Course	9/29/2020	9/29/2020	9/29/2020
10426 YM ELA Small Group Instruction Workshop	Instructor Led Course	10/8/2020	10/8/2020	10/6/2020
10426 YM ELA Small Group Instruction Workshop	Instructor Led Course	10/6/2020	10/6/2020	10/6/2020
10427 The Process of Writing and the Transition to the B.E.S.T. Standards	Instructor Led Course	10/8/2020	2/18/2021	10/8/2020
10368 Monthly Administration: Planning, Learning, and Collaboration	Instructor Led Course	10/13/2020	10/13/2020	10/13/2020
10429 Great Beginnings - High School Teachers Professional Learning Community	Instructor Led Course	10/15/2020	3/18/2021	10/15/2020
10430 Great Beginnings Elementary Building Reading Expertise	Instructor Led Course	10/15/2020	12/17/2020	10/15/2020
10467 LEArn & LEAd - LEA Representative Leadership Training	Instructor Led Course	10/15/2020	10/15/2020	10/15/2020
10439 Defiant, Manipulative & Attention-Seeking Students	Instructor Led Course	10/21/2020	10/21/2020	10/21/2020
10437 LanSchool Webinar	Instructor Led Course	10/21/2020	10/21/2020	10/21/2020
10431 Adaptive Progress Monitoring Train the Trainer	Instructor Led Course	10/27/2020	10/27/2020	10/27/2020
10457 Callahan Middle School - Backwards Design Model to Planning and Instru	Instructor Led Course	11/5/2020	11/5/2020	11/5/2020
10373 Clinical Educator Training	Instructor Led Course	11/5/2020	11/12/2020	11/5/2020

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10425 Building Reading Expertise Workshop - High School	Instructor Led Course	11/6/2020	11/6/2020	11/6/2020
10430 Great Beginnings Elementary Building Reading Expertise	Instructor Led Course	10/15/2020	1/21/2021	11/9/2020
10451 NEFEC Assistant Principal - Observation/Feedback Training	Instructor Led Course	11/10/2020	12/11/2020	11/10/2020
10461 Wildlight Elementary Kindergarten Best Practices Collaboration	Instructor Led Course	11/10/2020	11/10/2020	11/10/2020
10373 Clinical Educator Training	Instructor Led Course	11/5/2020	11/12/2020	11/12/2020
10373 Clinical Educator Training	Instructor Led Course	11/5/2020	11/12/2020	11/12/2020
10334 Matrix Training 2020-2021	Instructor Led Course	11/13/2020	11/13/2020	11/13/2020
10448 i-Ready - Elementary	Instructor Led Course	11/16/2020	11/16/2020	11/16/2020
10368 Monthly Administration: Planning, Learning, and Collaboration	Instructor Led Course	11/17/2020	11/17/2020	11/17/2020
10450 ActivInspire Webinar	Instructor Led Course	11/18/2020	11/18/2020	11/18/2020
10443 Edulastic	Instructor Led Course	11/18/2020	11/18/2020	11/18/2020
10457 Callahan Middle School - Backwards Design Model to Planning and Instru	Instructor Led Course	11/23/2020	11/23/2020	11/23/2020
10430 Great Beginnings Elementary Building Reading Expertise	Instructor Led Course	10/15/2020	12/17/2020	11/23/2020
10449 Renaissance Place - Elementary	Instructor Led Course	11/30/2020	11/30/2020	11/30/2020
10457 Callahan Middle School - Backwards Design Model to Planning and Instru	Instructor Led Course	12/4/2020	12/4/2020	12/2/2020
10429 Great Beginnings - High School Teachers Professional Learning Community	Instructor Led Course	12/3/2020	12/3/2020	12/3/2020
10473 ESE Support Facilitation Best Practices: Critical Content Workshop	Instructor Led Course	12/4/2020	12/4/2020	12/4/2020
10461 Wildlight Elementary Kindergarten Best Practices Collaboration	Instructor Led Course	12/7/2020	12/7/2020	12/7/2020
10462 Bryceville Elementary First Grade Best Practices Collaboration	Instructor Led Course	12/8/2020	12/8/2020	12/8/2020
10368 Monthly Administration: Planning, Learning, and Collaboration	Instructor Led Course	12/8/2020	12/8/2020	12/8/2020
10427 The Process of Writing and the Transition to the B.E.S.T. Standards	Instructor Led Course	10/6/2020	2/16/2021	12/8/2020
10457 Callahan Middle School - Backwards Design Model to Planning and Instru	Instructor Led Course	12/9/2020	12/9/2020	12/9/2020
10466 Wildlight Elementary Grade-Level Best Practices Collaboration	Instructor Led Course	12/9/2020	12/9/2020	12/9/2020
10451 NEFEC Assistant Principal - Observation/Feedback Training	Instructor Led Course	11/10/2020	12/11/2020	12/11/2020
10463 Yulee Middle Science and Social Studies Teacher Learning Walks	Instructor Led Course	12/11/2020	12/11/2020	12/11/2020
10430 Great Beginnings Elementary Building Reading Expertise	Instructor Led Course	10/15/2020	12/17/2020	12/17/2020
10138 Kagan Cooperative Learning	Instructor Led Course	1/7/2021	1/8/2021	1/7/2021
10138 Kagan Cooperative Learning	Instructor Led Course	1/7/2021	1/8/2021	1/8/2021
10469 Middle Grades Curriculum Construction of District Common Unit Assessm	Instructor Led Course	12/7/2020	2/1/2021	1/11/2021
10475 Digital Tools Workshop	Instructor Led Course	1/13/2021	1/13/2021	1/13/2021
10475 Digital Tools Workshop	Instructor Led Course	1/13/2021	1/13/2021	1/13/2021
10468 Secondary ELA and Math Make and Take Workshop	Instructor Led Course	1/13/2021	1/13/2021	1/13/2021
10138 Kagan Cooperative Learning	Instructor Led Course	1/14/2021	1/15/2021	1/14/2021
10469 Middle Grades Curriculum Construction of District Common Unit Assessm	Instructor Led Course	12/7/2020	2/1/2021	1/25/2021
10470 B.E.S.T. Standards ELA Workshop	Instructor Led Course	1/26/2021	1/26/2021	1/26/2021
10346 Thinking Maps - Middle Grades	Instructor Led Course	1/28/2021	1/29/2021	1/28/2021
10346 Thinking Maps - Middle Grades	Instructor Led Course	1/28/2021	1/29/2021	1/29/2021
10472 Dyslexia Training Modules	Instructor Led Course	11/1/2020	5/31/2021	2/2/2021
10427 The Process of Writing and the Transition to the B.E.S.T. Standards	Instructor Led Course	10/7/2020	2/17/2021	2/17/2021
10474 Nassau Future Leaders (NFL) Academy	Instructor Led Course	2/18/2021	2/18/2021	2/18/2021
10427 The Process of Writing and the Transition to the B.E.S.T. Standards	Instructor Led Course	10/8/2020	2/18/2021	2/18/2021
10472 Dyslexia Training Modules	Instructor Led Course	11/1/2020	5/31/2021	3/3/2021

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10474 Nassau Future Leaders (NFL) Academy	Instructor Led Course	4/12/2021	4/12/2021	4/12/2021
10470 B.E.S.T. Standards ELA Workshop	Instructor Led Course	4/26/2021	4/26/2021	4/26/2021
10470 B.E.S.T. Standards ELA Workshop	Instructor Led Course	5/3/2021	5/3/2021	5/3/2021
10429 Great Beginnings - High School Teachers Professional Learning Community	Instructor Led Course	5/6/2021	5/6/2021	5/6/2021
10474 Nassau Future Leaders (NFL) Academy	Instructor Led Course	5/10/2021	5/10/2021	5/10/2021

b. Interventions to support students in various learning modalities

Based on the interventions as noted in Sections 1a, 1b, and 1c of the Spring Intervention Plan, the district will provide following professional learning to strengthen teacher efficacy:

- Continued training on the use of progress monitoring to set instructional goals.
- Increased offerings in Reading courses which include comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary; to include implementing multisensory intervention strategies.
- Provide training specific to instructional support personnel and / or paraprofessionals on instructional strategies to increase effectiveness of intervention programs.
- Continue to provide professional learning through classroom walk-throughs, feedback, and district-wide collaborative planning.
- Provide workshops on effective implementation of research-based instructional strategies, instructional engagement, and cooperative learning through systematic approaches as facilitated by consultants.

Nassau County School District continues to contract services through Beacon Educator **year-round** for facilitated courses and on-demand modules to assure that our teachers are adequately prepared to provide interventions to support students of various learning modalities. The following is a list of course offerings through Beacon (135 teachers and leaders have either completed or are currently enrolled in courses from July 2020 through July 2021):

ESOL

- Applied Linguistics
- Cross-Cultural Communication
- Curriculum and Materials
- Methods of Teaching
- Testing and Evaluation
- ESOL for Administrators
- ESOL for Guidance Counselors

Reading Endorsement

- Foundations of Instruction
- Research-Based Practices
- Assessment

- Differentiated Instruction
- Demonstration of Accomplishment

Instructional Practices

- Argumentation
- Questioning Techniques
- Questioning by Students
- Classroom Management
- Differentiated Instruction

c. Technology needs (especially new learning management systems)

Nassau County School District will continue to utilize Canvas Instructure as its learning management system integrated with the following educational tools: OneNote Notebook, Microsoft Forms, Microsoft Sway, Microsoft Teams, Microsoft Translator, Microsoft Learning Tools, Google Classroom, Google Docs, Google Slides, and Google Sheets. These platforms are utilized for all learning modalities, including brick and mortar teachers/students through district issued devices. To provide an equitable platform throughout the district and for all learning modalities, the district used funds to purchase Canvas Instructure for districtwide use. Based on the district’s mid-year technology needs survey, 41.3% of teachers surveyed stated that they are proficient in Canvas, while 54.7% indicated a skillset of average. The district will provide continued training at each school to move the 4% novice to average and the 54% average to proficient.

While the district approved and facilitated four professional learning days in August to provide in-depth training on the new learning management system, the district continues to provide school level training by the district’s Instructional Technology Trainer on a rotated schedule either in-person or virtually. The following is a list of resources provided by the technology division to meet the needs our teachers:

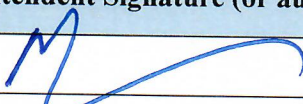
- Monthly Tech Tidbits
- NCSD Live Every Wednesday (see course offerings in part a) based on technology survey results



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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.
Mark Durham – Assistant Superintendent of Instruction
Contact information: email, phone number
durhamma@nassau.k12.fl.us
Date submitted
January 8, 2021
Superintendent Signature (or authorized representative)


**NOTICE OF LACK OF PROGRESS (K-8)
FOR SCHOOL-BASED DISTANCE LEARNING**

Nassau County School District

Dr. Kathy K. Burns, Superintendent

Student's Name: _____ Grade: _____

Dear Parent/Guardian:

Based on your child's current progress in school-based distance learning, it appears that he/she **may not** meet the requirements for promotion as established in the Nassau County Student Progression Plan.

Area(s) of Concern:

_____ Mastery of Florida State Standards in:

_____ Reading

_____ Math

_____ Social Studies

_____ Language Arts

_____ Science

_____ Ninety (90) percent attendance record:

_____ Progress Monitoring:

School personnel will continue to make every effort to help your child meet promotion requirements. However, we believe it is in your child's best interest to transition to in-person learning. We recommend your child return to school for the Traditional (Brick and Mortar) learning option for Semester 2.

_____/_____
Principal's Signature Date

Based on the academic and attendance data provided by your child's school, please select **one** of the following learning options for the remainder of the school year. When Semester 2 begins on January 20th,

_____ My child will return to the Traditional (Brick and Mortar) school.

_____ My child will remain in school-based distance learning. As indicated in the Area(s) of Concern above, I understand that my child is not making adequate progress, failing one or more subjects, and/or not meeting attendance requirements.

After making your selection, please sign and return by **Wednesday, December 16th** to your child's teacher electronically or with the enclosed self-addressed stamped envelope.

_____/_____
Parent/Guardian's Name (Please Print) Parent/Guardian's Signature Date

**NOTICE OF LACK OF PROGRESS (9-12)
FOR SCHOOL-BASED DISTANCE LEARNING**

Nassau County School District

Dr. Kathy K. Burns, Superintendent

Student's Name: _____ Grade: _____

Dear Parent/Guardian:

Based on your child's current progress in school-based distance learning, it appears that he/she **may not** be on track to meet the requirements for graduation as established in the Nassau County Student Progression Plan.

Area(s) of Concern:

_____ Mastery of Florida State Standards in:

_____ Reading

_____ Math

_____ Social Studies

_____ Language Arts

_____ Science

_____ Ninety (90) percent attendance record:

_____ Progress Monitoring:

School personnel will continue to make every effort to help your child meet promotion requirements. However, we believe it is in your child's best interest to transition to in-person learning. We recommend your child return to school for the Traditional (Brick and Mortar) learning option for Semester 2.

_____/_____
Principal's Signature Date

Based on the academic and attendance data provided by your child's school, please select **one** of the following learning options for the remainder of the school year. When Semester 2 begins on January 20th,

_____ My child will return to the Traditional (Brick and Mortar) school.

_____ My child will remain in school-based distance learning. As indicated in the Area(s) of Concern above, I understand that my child is not making adequate progress, failing one or more subjects, and/or not meeting attendance requirements.

After making your selection, please sign and return by **Wednesday, December 16th** to your child's teacher electronically or with the enclosed self-addressed stamped envelope.

_____/_____
Parent/Guardian's Name (Please Print) Parent/Guardian's Signature Date