



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# Spring 2021 Education Plan and Assurances

## Putnam County School District

*Due: December 15, 2020*

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

## Spring 2021 Education Plan and Assurances

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.

## Spring 2021 Education Plan and Assurances

☒ **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 Putnam County School District will be utilizing various funding sources to ensure all schools have additional funds in the second semester for academic tutoring/instruction outside of the regular school day. These opportunities will be in addition to the current after-school programming we provide through our 21<sup>st</sup> Century Community Learning Centers. School principals will have some autonomy in determining how best to support students who need additional instruction including options such as:

- Before/After School Tutoring. Tutoring is offered twice per week at most schools. Some of our schools have already been providing tutoring outside of the school day as a way to support students who are not making progress.
- Saturday School Programming. Schools will be able to provide tutoring on Saturdays as well as credit recovery hours for students who need additional instructional time.
- Summer Credit Recovery. In addition to tutoring opportunities in the spring, our district will be providing summer credit recovery for off-track secondary students in June 2021.
- Summer Learning. Elementary schools will be able to provide summer learning options in June for Grades K-5 students that were previously implemented last summer during the pandemic.
- Summer Reading Camp. Our district will provide Summer Reading Camp in July for students who will benefit from the opportunity based on data.

Our district is focused on closing achievement gaps and in order to make progress, it is important that we provide teachers with tools to understand students' learning needs. We currently use the *i-Ready Assessment* platform comprised of the adaptive *i-Ready Diagnostic* (K–8), *Growth Monitoring* (K–8) and *Standards Mastery* (2–8) as one way of identifying learning gaps. *i-Ready Diagnostic* accurately and efficiently pinpoints students' needs and helps teachers better understand the root causes behind student challenges. Educators administer the *i-Ready Diagnostic* three times per year to gain detailed insight into

## Spring 2021 Education Plan and Assurances

student needs and inform both online and teacher-led instruction. They use the *Growth Monitoring and Standards Mastery* assessments more regularly as a way of tracking mastery and growth.

*i-Ready Assessment* reports student's grade-level placement (overall and by domain) as well as national norms and Lexile® and Quantile® metrics. A continuum of scale scores across grades K–12 offers multi-year users longitudinal data by tracking student progress within and across years.

*i-Ready* released new reporting and resources that empower teachers to provide targeted, on-the-spot instruction that helps students build the most essential skills they need to be prepared for success in grade-level learning. The *i-Ready Prerequisites Report* for mathematics helps teachers identify students' individual learning needs for the upcoming grade-level. Teachers can use the report data and provided resources to target instruction. *i-Ready* also includes prerequisite resources for reading comprehension (3–8) to help teachers address gaps that may have widened during school closures. Tools for Scaffolding Comprehension offer differentiated teaching resources targeting the most important concepts and skills.

Our district uses the Renaissance Star Reading® assessment to progress monitor our high school students in reading. This comprehensive assessment provides teachers with the insights needed to guide literacy growth. It identifies the continuum of reading strategies and skills needed for students to reach grade-level proficiency and achieve mastery. As our high school teachers work to close achievement gaps in reading, they are using the assessment to progress monitor and identify students' specific learning needs.

**1.b.** Each school in our district has been providing targeted outreach to students since the beginning of the 2020-21 school year. Our school leaders and teachers take pride in the positive relationships they have with students and families. Families are reachable via phone, text and email and all of our school leaders and support staff have been making home visits. This outreach to students who were not making progress began after a review of mid-quarter progress reports and student attendance reports in September. During second quarter, school leaders analyzed first quarter course failures and continued reaching out to students and families to discuss transitioning to face-to-face instruction. All of this outreach has resulted in an increase of students moving from Option 2: PCSD Digital to Option 1: Brick and Mortar. During the first week of September our district had 30% of our enrolled students participating in Option 2 and as of the first week of December we have only 15% enrolled in this innovative model.

As district and school leaders begin analyzing mid-year progress monitoring data and grades for the first semester, schools will continue personalized, targeted outreach for students who are not on track to make at least one year of academic growth. This will include outreach with tutoring or intervention supports for students in both innovative and face-to-face learning. Our mid-year data conversations between district and school leaders will result in school leaders identifying instructional shifts that will ensure all students receive quality core instruction and intervention as needed during the second semester. As an added layer of outreach this year, our Coordinator of Student Services (funded through CARES) will be monitoring every student in Option 2: PCSD Digital to ensure all students continue to make adequate progress and receive interventions when necessary.

**1.c.** Our school leaders will continue providing additional interventions and supports for students transitioning out of our innovative learning model, Option 2: PCSD Digital. Examples of these include but are not limited to:

- additional intervention time during the school day
- opportunities to recover poor grade performance from quarter 1

## Spring 2021 Education Plan and Assurances

- schedule changes to provide additional intensive reading or math coursework
- schedule changes to place students in one of our off-track programs such as Jobs for Florida's Graduates
- on-site group counseling
- individualized mental health counseling

We know that students transitioning back to brick and mortar sites during the school year often need additional support after being at home for so many months. In addition, our district provides secondary schools with licenses for credit recovery through Odysseyware.

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.** Our district is able to export reports from our student information system (SIS) by method of instruction. This provides district capability to monitor the progress of students participating in Option 2: PCSD Digital. As we approach the end of the first semester, our Coordinator of Student Services will be collaborating with schools to identify students who are not being successful in Option 2. Personalized outreach to these families will begin with the goal of proactively transitioning students to a learning model that will better suit their learning needs. After first semester grades are posted, the Coordinator of Student Services will create a list of students with course failures, chronic absenteeism, and/or inadequate academic growth. Individual meetings will be scheduled with these families and written notices will be sent so that parent/guardians are aware of their child's inadequate progress. These notices will be accompanied by a cumulative absence occurrence report, a parent friendly progress monitoring report from i-Ready (K-8) or STAR Reading (9-12), and a progress report letter with posted grades from semester 1. Our Coordinator of Student Services will be responsible for scheduling these meetings and tracking parent verification from students who are not making adequate progress.

**2.b.** The content of our written acknowledgement form is below:

## Spring 2021 Education Plan and Assurances

Dear Parent/Guardian of \_\_\_\_\_,

Your child is currently attending school as part of our reopening plan Option 2: PCSD Digital. We know that providing this school option for your family has been a valuable and safe choice during the COVID-19 pandemic.

Based on the academic and attendance data from Semester 1, we are concerned that your child is not making adequate learning progress. This lack of progress may result in grade retention.

The following areas are of great concern:

- \_\_\_ Number of "D" and/or "F" grades in Semester 1
- \_\_\_ Progress monitoring data that does not demonstrate adequate growth
- \_\_\_ Number of days absent this school year (2020-21)
- \_\_\_ Low GPA/Not on track to graduate on time

We believe we can best meet your child's needs with in-person instruction during Semester 2. After considering this data, please select one of the choices below. With either choice, we remain committed to working with you and your child to provide opportunities for additional interventions and support.

### Choice 1

\_\_\_ I agree to send my child back to the school campus and am requesting my child transition to Option 1: Brick and Mortar. Please call me at this phone number (\_\_\_\_\_) \_\_\_\_\_ to schedule a date for my child to return to school.

### Choice 2

\_\_\_ I understand that even though my child is not making adequate learning progress, I want him/her to remain in Option 2: PCSD Digital. I understand that my child will still be required to take district and state assessments on a school campus during the second semester and grade retention is a possibility.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Print Parent/Guardian Name \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

## Spring 2021 Education Plan and Assurances

3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
- Identify vulnerable students who have had limited or no contact with the district and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.
  - Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

**3.a.** The district's Coordinator of Student Services will be working closely with the department in charge of truancy to monitor students who meet chronic absenteeism thresholds. The coordinator also works very closely with the Palatka Housing Authority who supports us in making contact with the parents/guardians of students who are chronically absent or have limited contact with schools.

At the beginning of the year, our district and school leaders worked diligently to find our Did Not Enter (DNE) coded students. Through home visits, social media investigations, and personalized outreach, school leaders were able to find many of our students. Additionally, our Department of Assessment and Accountability searched for students in the Florida State Student Locator database to locate, code, and minimize the number of students who have not reenrolled in our district schools for this school year. Through our efforts we were able to track down the majority of students who were initially coded DNE.

**3.b.** Our district has successfully tracked down every VPK student who attended one of our district VPK programs last school year. These students are either enrolled in kindergarten or have moved out of the district. Since we do not have access to lists of VPK students from private programs, we currently do not have a way to reach out to these students. We have contacted the Office of Early Learning, but they are unable to provide us with these student lists.

Since the beginning of the year, our elementary schools have continued kindergarten roundup type activities to enroll eligible kindergarten students.



## Spring 2021 Education Plan and Assurances

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.** During the first semester, our district provided a number of professional learning opportunities specifically designed to support teachers with instruction in our innovative learning option. We continue to provide professional learning and coaching support facilitated by our Department of Teaching and Learning.

### **Virtual Core Instruction Power Pack**

After the school year started, we purchased professional development from Learning Sciences International specifically designed to increase student engagement in digital learning. Over the course of two months, twenty-nine of our secondary teachers participated in the *Virtual Core Instruction Power Pack* sessions. These sessions prepared our teachers to effectively provide engaging, rigorous core instruction in a virtual setting over the course of eighteen hours of professional learning.

Segment 1: Establishing virtual classroom procedures, student roles, and strong, trusting relationships in the virtual environment

Segment 2: Creating tasks worthy of student groups in breakout rooms and using 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, and responding when students are not learning.

The techniques and strategies that our teachers learned 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. All teachers who participated in the *Virtual Core Instruction Power Pack* received a copy of *The Distance Learning Playbook* to support their learning.

### **Google Meet**

While our district allows teachers to securely use Zoom or Google Meet, most of our professional learning support has involved Google Meet. Our district purchased G Suite Enterprise for Education to provide teachers with upgraded Meet features including enhanced security controls, hand raising, digital whiteboards, blurred backgrounds, breakout rooms, polling, attendance tracking, and the Q & A feature. Additional Google Meet training will be provided during our District In-Service day on January 22, 2021.

### **The Distance Learning Playbook Book Study**

To support teachers who were teaching in Option 2: PCSD Digital, the Director of Teaching and Learning created and facilitated an online book study. The sessions included colleague sharing via Zoom and Twitter chats. All teachers who participated in the book study received a copy of *The Distance Learning Playbook*.

### **Virtual RigorWalk**

To ensure and support faithful implementation of effective core instruction in virtual settings, principals and district leaders participated in professional development on the Virtual RigorWalk (VRW). The VRW is a research-based tool designed by LSI’s Applied Research Center. It measures the effectiveness of virtual teaching, providing color-coded trend reports on core instruction. This data has helped school

## Spring 2021 Education Plan and Assurances

administrators develop an “instructional lens” and common language for providing feedback to teachers who are teaching in Option 2: PCSD Digital. By combining our regular RigorWalk with the Virtual RigorWalk, principals have research-based indicators to monitor and provide quality feedback for all teachers. The rubric supports an easier transition to brick and mortar expectations as students and teachers return to the classroom for in-person learning.

**4.b.** Our district will continue to provide the following professional learning for our teachers to support them with intervention instruction and remediating students who are not making adequate academic progress.

### **Reading Intervention Training**

Through a combination of company product specialists and our district’s reading coaches, we are able to provide professional learning and coaching support on all of our approved reading intervention products as listed in our district’s K-12 Comprehensive Evidence Based Reading Plan.

### **Ready® Classroom Mathematics**

Throughout the month of February 2021, all elementary schools will have professional learning from Curriculum Associates on the Ready Classroom Mathematics program. This learning will include how to use the i-Ready Prerequisites Reports for mathematics to identify students’ individual learning needs, how to analyze progress monitoring and student growth reports, and how to use data to plan instruction.

### **i-Ready Mid-Year Growth Reporting**

During our District In-Service day on January 22, 2021, Curriculum Associates will be providing professional learning for middle school teachers on topics including how to analyze diagnostic growth reports, how to respond to mid-year diagnostic results, how to use the i-Ready Prerequisites Reports to identify students’ individual learning needs, and how to use data to plan instruction.

### **i-Ready Central®**

Available 24/7, the *i-Ready Central*® support website provides teachers with videos, professional learning community/collaborative team planning resources, turnkey implementation tools, and actionable ideas from educators around the country. In addition, the Educator Prep Series offers educators online, on-demand short modules to extend or refresh their learning. Focus areas include best practices for online instruction, setting and measuring growth goals, and using data to plan instruction.

### **ALEKS®**

Assessment and LEarning in Knowledge Spaces (ALEKS) is a web-based assessment and learning system that we have used district wide for two years. ALEKS is an adaptive, online math program that uses artificial intelligence and open-response questions to identify precisely what each student knows and doesn’t know. Through individualized learning and assessment, ALEKS delivers a personalized learning path on the exact topics each student is most ready to learn. We continue to provide professional learning for our secondary teachers and will have additional sessions during our District In-Service day on January 22, 2021.

**4.c.** Our district’s Department of Teaching and Learning includes a Technology Integration Coach along with other specialists and coaches who support the implementation of our learning management system. While we have had this system for a few years, this is the first year in which every teacher and student is

## Spring 2021 Education Plan and Assurances

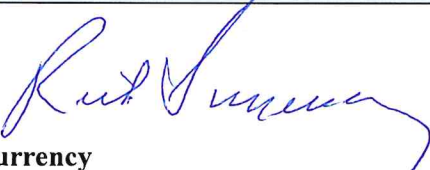
expected to consistently use the platform. Therefore we have significantly increased our professional learning and coaching support this year including providing trainings for parents.

### **Canvas®**

Canvas is our district's learning management system. Our district provided beginner and advanced training opportunities on Canvas during pre-planning for the 2020-21 school year and have continued to provide professional learning and coaching support. Canvas is used by all teachers and students every day to ensure consistent instruction occurs across all learning modalities. Having a learning management system also provides students who are sick and those required to quarantine with access to instruction from their homes. Additional professional learning on Canvas is scheduled for our District In-Service day on January 22, 2021.

## 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>
Jonathan Hinke, Director of School Improvement
<b>Contact information: email, phone number</b>
<a href="mailto:jhinke@my.putnamschools.org">jhinke@my.putnamschools.org</a> 386-329-0532
<b>Date submitted</b>
December 15, 2020
<b>Superintendent Signature (or authorized representative)</b>
 Dr. Rick Surrency