



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances [WASHINGTON]

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.

X 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.

X 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

[District] Page 2



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.

X 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.

X 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.

X 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.

X 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.

[District] Page 3



Spring 2021 Education Plan and Assurances

X 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.

Washington County School District's mission is to provide a quality education to all students - currently those working virtually as well as traditionally. All district plans and practices still apply to both Innovative Learning Education students and brick and mortar students - attendance policy, curriculum maps, pacing guides, Multi Tiered System of Support, Progress Monitoring and student progression.

Washington County School District plans to identify achievement gaps in vulnerable subgroups - including those that have been working on the Innovative Learning plan for all or part of the previous semester. Struggling ILE students will be contacted personally and encouraged to attend the after school programs at each school. In addition, for those unable to attend in person after school and when possible, tutoring and or small group instruction will be provided via zoom.

The district will use a variety of progress monitoring evaluations to determine which students are demonstrating regression or poor academic gains. These standardized tests are administered three times a year - with the exception of FLKRS which is once during the first 30 days of kindergarten. Progress monitoring data will be used to drive instruction as well as measure rate of progress for students. The following measures are used for WCSD student's progress monitoring:

	Reading	Math
Kindergarten	FLKRS and iReady	FLKRS and iReady
1st - 2nd grades	iReady	iReady
3rd - 5th grades	iReady and APM	iReady and APM
6th - 8th grades	APM and FAIR(select students)	APM

9th - 12th grades	APM	APM
	*Florida Kindergarten Readiness Skills Assessment **APM Adaptive Progress Monitoring ***Fair Florida Assessments for Instruction in Reading	

Students will be identified due to decrease in academic success through multiple data points - attendance, grades, behavioral/emotional disruption patterns and progress monitoring data. The targeted students will be placed on a “watch list” in MTSS Tier 2 and monitored appropriately with the schools academic analyst, teachers, guidance and parents. The monitoring will be used to determine necessary supports to help ensure academic success. Interventions and supports will be individually determined based on the student’s deficits. When these students are not responding to these supports - the team will reevaluate the student’s needs and assist in providing additional resources as per the district MTSS Plan.

ILE students and parents will be contacted via phone calls, zoom and/or invited to attend face to face conferences regarding the academic needs of the students. ILE students are invited to come to the campus for direct intervention as well as after school services.

Students who are returning to the traditional classroom will be given all opportunities to make up any loss of instruction by being placed in high performing teachers classes, given additional intervention time and closely monitored for any academic and/or social needs. These students will be encouraged to participate in after school, as well.

WCSD is currently planning a broad summer school opportunity for all struggling students. Interventions, grade level instruction and credit recovery will be provided in the summer for targeted students.

Washington County has no DJJ facilities in the district.



Spring 2021 Education Plan and Assurances

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.

Students may enroll in Washington Innovative Learning Environment at any time as well as return to traditional school. Students who are not making adequate progress as measured by either progress monitoring and/or grades will be identified by each school. The parents of these students will be provided written documentation of the evidence of lack of progress. The district will obtain the parent's acknowledgement from the parent verifying the receipt of this information and their intent to have their child remain in WILE. See attached for the district 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.

Prior to school starting in August, the district communicated through call outs, media releases, phone calls and direct communication to parents regarding the options they would have for their children in the 2021 school year. Parents could choose traditional, Innovative Learning, Full Time Virtual Options (PAEC, K12 and FLVS) or home school.

All parents requesting Innovative Learning were given a personal phone call to ensure their understanding of the expectation of their children's participation. Parents have been given and will continue to have the option to return their children to traditional school at any time.

Each school took measures to locate all students enrolled the previous year but did not attend or have a records request for another school. This was done with phone calls and home visits by school personnel.

ILE students have the opportunity to log in anytime during the day as part of the asynchronous learning model. Students who are not logging into their WILE curriculum daily are being marked absent. These students are being monitored closely and referred to truancy with the same criteria that traditional students are referred. Due diligence is used to convene a child student team with the parents of our WILE students who are not participating or progressing in their education. These CST meetings are intended to determine what needs the family may have and how to best assist them.

Parents of struggling ILE students will be notified in writing with the district's concerns for their student. Parents will be asked to return the child to the brick and mortar school for direct services. Those parents who still request ILE will be asked to provide a signature confirming they are aware of their child's specific digression and/or failure.

An effort will be made to identify any student who has not enrolled in VPK or kindergarten but resides in the district. In addition, any student who has withdrawn from VPK both public school and private will be located and determined if they are willing to return to the school's VPK program at this time. In addition, any Kindergartner who has withdrawn due to being non compulsory age will be located and attempted to have reenroll, aslo. Contact will be made to Child Find and Headstart to attempt to reach any student who is not enrolled but eligible for either VPK or Kindergarten.

[District] Page 5



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

Each school in Washington County has at least one academic analyst at their school full time as part of their leadership team. The primary responsibility of this role is to coordinate all student progress monitoring assessment, review and analyze the data and provide mentoring to all teachers. Part of the collaboration between the analyst and the teacher is to determine the teachers specific area of concern and/or need. In addition, the analyst assists in meeting their professional development needs. The analyst either provides the individual PD or provides resources for them to access the PD elsewhere.


Washington County was able to create schedules at each school with specific teachers providing asynchronous distance instruction. Some teachers are only teaching traditional, some only remotely and those who teach both have separate class periods for each model - with only a few exceptions. Because of this scheduling opportunity the district has been able to target professional development directly to the needs of the teachers.

During the 2021 school year WCSD has provided (and will continue to provide) training for ILE teachers that will assist in the distance learning model as well as providing interventions remotely. Prior to the beginning of the school year, ILE teachers were provided professional development with both the district IT coordinator, FLVS trainers and experienced virtual teachers in the district. ILE teachers are able to meet via zoom for specific training requests. The teachers are also part of a google classroom and able to share best practices, helpful tips, prerecorded videos and strategies with one another.

In addition to specific distance learning professional development, ILE teachers still participate in all district training. Teachers will be given opportunities during their planning periods, professional development days and after school to enhance their skills to best meet the needs of all students. Examples of professional development include Intensive Reading Interventions, Youth Mental Health First Aid, Curriculum development, and data analysis. Administrative/Leadership teams have all been trained in Youth Mental Health First Aid, Threat Assessment and data analysis.

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.
Elizabeth Arnold, Director of Assessment and Accountability
Contact information: email, phone number
elizabeth.arnold@wcsdschools.com 850-638-6222
Date submitted
December 9, 2020
Superintendent Signature (or authorized representative)


December 14, 2020

Dear Parents:

This is notification that your child is currently struggling academically and is enrolled in the Washington Innovative Learning Environment.

This letter is to inform you that the leadership team at your child's school has determined your child would benefit from traditional face to face instruction at this time and should return to the school for the second semester.

This decision is based on the following information:

Child's Name	Grade	Progress Monitoring and/or current grades
--------------	-------	---

If you agree with this placement recommendation you should call the school's guidance counselor to discuss your child's return and schedule.

If you disagree with this placement recommendation you will need to sign this letter and return it to your school's principal. You may return electronically or send it to the school.

If you have any questions - you may contact me at the district office, 850-638-6222

Elizabeth Arnold
Director of Assessment and Accountability

I, _____(parent or legal guardian), disagree with WCSD recommendation of my child _____ returning to traditional school. I plan to continue the Innovative Learning Environment for the second semester.