



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[Calhoun]

Due: December 15, 2020
School Board Approved - December 8, 2020
Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

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

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

Directions

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

District Education Plan Assurances

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

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

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

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

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

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

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

☒ **Assurance 6: Truancy/Attendance of students.** *The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.

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☒ **Assurance 7: Continue professional development.** *The district agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide professional development to teachers and leaders to become proficient in the delivery of grade-level standards within all learning modalities, as well as the utilization of progress monitoring for remediation and intervention.

District Spring 2021 Education Plan

Directions: The district must address each of the following areas and their sub-components in the corresponding text box below. Please remember to clearly label the required information you are providing below accordingly, e.g., 1.a., 2.b., 4.c., etc. Additionally, please check to make sure you have **thoroughly and clearly answered each required area and sub-component below prior to submission.**

1. **Spring Intervention Plan.** The district shall explain in detail a proposed 2021 Spring Intervention Plan with the following three components:
 - a. A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the district’s plan for additional instructional time including after school, weekends and/or summer programs, and an explanation of how lost instruction time has been or will be made up.
 - b. Targeted outreach for students who are demonstrating a decline on the district’s progress monitoring system for reading and mathematics, by grade level and by learning modality.
 - c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

a. The Calhoun County School District recognizes continuous learning, academic growth, and student connectedness as critical components of a student’s well-being. Routines and connections with educators provide required stability, security, and structure that can keep our students happy, active, engaged, and healthy. The term “continuous learning” means establishing and maintaining connections with students and families to provide learning materials and supports using a variety of communication channels and modalities (e.g., email, texts, phone, printed learning materials, and available online platforms).

August 12 to present –

Team meetings with teachers were held in May to develop curriculum maps across the different grade levels and subject areas. Each grade level or subject area listed standards not fully covered so that the next grade level or subject area would be able to plan accordingly. Strengths and weaknesses were discussed and shared vertically. Information received helped teachers develop curriculum maps with the intention of closing the achievement gap. Teachers in kindergarten, first, second, third, fourth, fifth, sixth, seventh, and eighth grade built in a review at the beginning as way to bridge the gap that was created in the spring. The curriculum maps were disseminated at the beginning of the 2020-2021 school year.

Teachers have also used data from beginning of the year progress monitoring assessments to make necessary adjustments to instruction to make maximum academic gains. Teachers have used a combination of research-based literacy strategies, practices, and programs with strong or moderate evidence levels for improving student outcomes. Students in brick and mortar as well as students in the district’s virtual program have received the same instruction up to this point in the school year.

Progress Monitoring Assessments

Parents will be notified of scores on progress monitoring assessments after each progress monitoring assessment is given with either in-person meetings, letters home, or phone calls.

Kindergarten – FLKRS/STAR Early Literacy Assessment

Kindergarten students were given the STAR/Early Literacy Assessment in August. Kindergarten students who scored 500 or below were placed into a “Kindergarten Boot Camp” for approximately 8 weeks. Teachers provided intensive instruction to these students using “Letterland Intervention Materials”. Kindergarten students were assessed using the STAR Early Literacy Assessment upon completion of the “Kindergarten Boot Camp”. Students who continue to score 500 or below were placed in a program call “Sound Sensible”. These students will be reassessed after the January STAR Early Literacy Assessment and the iReady ELA Diagnostic Assessment.

iReady Assessment - 1st – 8th Grade

The iReady ELA diagnostic assessment was given in August to students in first thru fifth grade. The assessment was used to identify students with the most substantial reading deficiency. Students in first grade thru fifth grade that scored in the red zone in iReady have been receiving small group instruction 3 to 5 times a week. Teachers are using the SPIRE program to provide intensive reading instruction. Students in sixth thru eighth grade that scored a Level 1 on the 2018-2019 FSA Assessment receive intensive reading instruction during an additional reading elective. Teachers use Focus on Reading, REWARDS, and iReady to close the achievement gap.

iReady Growth checks were administered in October and December in ELA and Math as an additional progress monitoring piece. The next iReady Diagnostic Assessment will be in January of 2021.

Adaptive Progress Monitoring – 3rd – 8th Grade

Students also took the ELA and Math Adaptive Progress Monitoring assessments provided by FLDOE. These scores were used as an additional piece of data as a way to adjust and improve instruction.

Fall Tutoring

Tutoring was provided afterschool to students in kindergarten, first, second, third, fourth, and fifth grade using GEER funding from August 31 to October 29. Teachers used a variety of research based strategies and programs during tutoring. FLKRS/STAR Early Literacy was used as a pre and post test for kindergarten. iReady was used as a pre and post test for first thru fifth grade.

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.

Winter Tutoring

Tutoring will begin in January. Tutoring will occur afterschool Monday – Thursday for 8 weeks. Students will receive priority based on the most recent data. Kindergarten, first and second grade will focus on math and reading each day. Third, fourth, fifth, sixth, seventh, and eighth grade students will focus on ELA 2 days a week and Math 2 days a week. The January iReady diagnostic will serve as the pretest and an additional iReady diagnostic will be given after the 8 weeks of tutoring to assess growth. Students in fourth, fifth, sixth, seventh, and eighth grade will also have a mental health component one a day week prior to tutoring.

Progress Monitoring

Students will complete additional progress monitoring at the beginning of January.

Parents will be notified of scores on progress monitoring assessments after each progress monitoring assessment is given with either in-person meetings, letters home, or phone calls.

January 2021 Progress Monitoring – Students in kindergarten thru 8th grade will be assessed on the ELA and Math iReady diagnostic assessment. Students will also take the STAR Early Literacy, STAR Reading, and STAR Math assessment. Data will be used to determine next steps for instruction, differentiate groups in the classroom, as well as identify students that would benefit from afterschool tutoring. SPIRE groups will also be revisited and changes to groups will be made if necessary. Parents will be notified of the January 2021 progress monitoring test results.

Kindergarten – 3rd Grade – Students who score in the red zone on the ELA or Math iReady diagnostic will have first priority for tutoring services.

4th Grade – 8th Grade - Students that made a Level 1 or a Level 2 on the FSA ELA or FSA Math assessment in 2018-2019 or score in the red zone on the ELA or Math iReady diagnostic will have first priority for tutoring services.

Additional Supports for Innovative Virtual Learners

- Calhoun held in-person/face to face days with Innovative Teachers and Innovative Students to provide support and answer any questions about the digital platform or academic needs. These sessions were held at different times of day to accommodate as many families as possible.
- Facilitate the teaching and learning process with students by providing both digital and paper and pencil learning opportunities.
- Support learners in their ability to collaborate by integrating digital tools and resources.
- Develops and delivers targeted instruction for multiple purposes.
- Reduces barriers to content and learning by integrating digital tools and resources.
- Virtual office hour sessions are also provided for live feedback, discussion and support.

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- ESE Inclusion teachers, counselors, Speech Therapists, OT, and PT schedule individual check in with students who need additional supports and engagement. Students are also encouraged to come in for office visits if extra help is needed.
 - Create and teach through recorded video. Students require increased opportunities to see their teachers explaining the concepts, over random presenters on YouTube and other prerecorded video platforms.
 - Learning Coach, fluent in Spanish, is available to work with ESE and ELL students in person or virtually if requested by a parent.
- c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.
- Assess students upon reentry to brick and mortar classes.
 - Notify parents of assessment data if the student shows a deficit in ELA or Math. Discuss some strategies that will take place at school as well as strategies that parents can use at home to help close the achievement gap.
 - If afterschool tutoring is occurring at the school site offer the student a chance to attend each afternoon.
 - Place the student on the “Watch List” and monitor data after each progress monitoring assessment.
 - Offer intensive intervention in ELA if the student’s data shows that it is needed.
 - Provide opportunities for Summer School for students if funds are available. Priority would be given to students who have demonstrated a reading or math deficiency.

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

2a. Calhoun County School District students are progressed monitored in alignment with the District Progress Monitoring Calendar. The progress monitoring results are used to make decisions to determine whether students in the innovative model are making adequate progress. All parents/guardians will be contacted via phone to find out if his/her child will continue with the innovative learning option. Parents/guardians of students NOT making adequate academic progress will be encouraged to return to in-person learning.

2b.

Calhoun County School District

Notification of Academic Progress for Students Participating in Innovative Learning

Grades K – 5th

Student Name: _____ Date: _____ Grade: _____

School: _____

Dates of Parent Contact: _____

Explanation/Summary of Grades:

Language Arts: _____

Math: _____

Science: _____

***Missing a substantial amount of school or neglecting to complete school work puts students at risk of falling behind. Every Student Succeeds Act or ESSA charges schools with ensuring that all students learn and achieve. Schools cannot effectively educate students who are not engaged academically for one reason or another.**

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According to a review of the student's work and progress monitoring data, records indicate that he/she is not making adequate progress to successfully continue in the Innovative Learning Program. In addition to student data, the requirements for promotion were reviewed. After analyzing all of the data it is recommended that _____ transfer back to in-person classes to continue his/her education.

Staffing Committee:

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Other: _____ Date: _____

Parent came to meeting Contacted parent by phone Mailed copy to parent

(If parent is unable to attend the meeting, contact by phone may be made with documentation. Copy should be mailed if parent is unable to attend the meeting.)

Calhoun County School District

Notification of Academic Progress for Students Participating in Innovative Learning

Grades 6th – 8th

Student Name: _____ Date: _____ Grade: _____

School: _____

Dates of Parent Contact: _____

Summary of Grades:

Language Arts: _____

Reading: _____

Math: _____

Science: _____

Social Studies: _____

Algebra: _____

***Missing a substantial amount of school or neglecting to complete school work puts students at risk of falling behind. Every Student Succeeds Act or ESSA charges schools with ensuring that all**

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students learn and achieve. Schools cannot effectively educate students who are not engaged academically for one reason or another.

According to a review of the student's work and progress monitoring data, records indicate that he/she is not making adequate progress to successfully continue in the Innovative Learning Program. In addition to student data, the requirements for promotion were reviewed. After analyzing all of the data it is recommended that _____ transfer back to in-person classes to continue his/her education.

Staffing Committee:

Parent Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Other: _____

Date: _____

Parent came to meeting Contacted parent by phone Mailed copy to parent

(If parent is unable to attend the meeting, contact by phone may be made with documentation. Copy should be mailed if parent is unable to attend the meeting.)

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

a. Students who have had limited contact with the district, exhibited a lack of progress, and are struggling academically will be identified by teachers, guidance, and administrative staff. This includes students who struggle to complete assignments and are considered chronically absent. Enhanced outreach will be made by teachers and staff by any of the following: phone calls, emails, letters, parent conferences, and/or home visits. If academics or absenteeism does not improve, a recommendation will be made to continue academics in a more appropriate learning modality to ensure progress and success. If a recommendation has been made for a student to return to the brick and mortar school and the parent refuses, the parent will sign a form acknowledging that they were informed that it is in their child's best interest to return to brick and mortar school and they have been made aware of the possibility that the child's academic progress may prohibit the student from advancing to the next grade.

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Data clerks, administrative staff, and MIS staff continue to search for students that were coded as “Did not enroll” after the first 10 days of school. Staff continues to make efforts to reach parents, extended family members, previously known schools attended, and/or social workers and school resource officers in districts that the students may possibly be staying until they are located. This DNE list is continued to be monitored after each survey to verify if the students enrolled in another Florida school district.

The Calhoun County School District partners with local agencies such as the Calhoun County Sheriff’s Department, the Blountstown Police Department, the Department of Children & Families, and the Gulf Coast Children’s Advocacy Center to identify students that may not have yet enrolled in the district to make sure they are enrolled in the most appropriate learning modality and in school.

b. The Calhoun County School District uses flyers, school websites, district websites, and Facebook to try and identify VPK and kindergarten eligible students. Parents of kindergarten eligible students can obtain information about a list of skills necessary for kindergarten success at any of the elementary schools or district office. The lists can also be obtained at local daycares. VPK students have the opportunity to participate in the innovative learning environment via Google Classroom. Teachers post lessons on Google Classroom with instructions, activities, and resources for daily instructional use. A certified teacher posts a weekly plan as a guide for parents to use, using the same scope and sequence, that the teachers are using in the brick and mortar classroom. VPK students are assessed using the Voluntary PreK Assessment at the entry of the program and at the end of the school year.

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).

In anticipation of needs, a district Instructional Technology Coach position was created for the explicit purpose of providing professional development for faculty and staff, as well as technical support for parents. The Instructional Technology Coach provides a single point of contact for parents, staff, and administrators for instructional technology support.

- a. Innovative and virtual learning modalities

The Instructional Technology Coach provides training for teachers to ensure the successful implementation of the district LMS, Google Classroom, as well as the district single sign-on portal, Clever. Prior to the reopening of schools all instructional staff participated either face to face or virtual based training meetings based on individual needs. Teacher training addressed strategies for posting assignments and communicating with students and parents through the LMS and how to access digital resources through the single sign-on portal. Innovative Learning Environment teachers were provided additional training on using screen recording software to video capture instruction and post to the LMS, trouble-shooting strategies for common problems students have with the LMS and using Google

applications to create digital content. Administrators were also provided LMS and single sign-on portal training to address the specific needs of school and district leaders. Administrator training focused on utilizing the LMS and single sign-on portal to provide instructional support and monitor teacher success. Ongoing training is provided by the Instructional Technology Coach as needs arise, such as the implementation of new technologies, changes and updates to existing technologies, and technology solutions. The Instructional Technology Coach provides ongoing training and support to address the specific needs of individual teachers and administrators through face to face meetings, virtual meetings, phone conferences, classroom visits, and by providing a catalog of tutorial videos and trouble-shooting tips accessible through the help desk page on the district website.

Calhoun County School District also provided training and support for parents and students enrolled in the Innovative Learning Environment. Parent orientation was provided prior to the reopening of schools. Parent “Live Days” were held mid-semester to provide parents and students the opportunity to meet the Innovative Learning Environment teachers and allow teachers to address concerns such as student performance and attendance. The Instructional Technology Coach provided training and support for parents and students to address the log in process for student devices, mobile wi-fi hotspot needs, and the use of the single sign-on portal to access learning applications and the LMS. The Instructional Technology Coach provided support to parents and students through phone conference, individual face to face meetings, home visits, access to the Instructional Technology Coach’s YouTube channel tutorial videos, and the help desk on the district website.

b. Interventions to support students in various learning modalities

Professional development for Innovative Learning Environment teachers provides training for implementing intervention strategies to address individual student’s needs. Effective communication is a vital intervention strategy, particularly for Innovative Learning Environment teachers. The district communication application, ParentSquare, is used to facilitate communication between schools, teachers, and parents. Administrators and teachers of students in all modalities are provided training and ongoing support from the Instructional Technology Coach in utilizing the communication app. Training is also provided for Google Meet, a virtual meeting application. Innovative Learning Environment teachers are also trained to add colleagues and administrators as co-teachers in the LMS to facilitate communication students, families, and ESE/inclusion teachers. Intervention strategies for specific needs also include the use of closed captions for the hearing impaired, screen readers for vision impaired, and specialized assistive technology to meet individual needs. Training is provided by the Instructional Technology Coach as needed.

c. Technology needs (especially new learning management systems)

Technology needs are assessed through teacher surveys and classroom walk-through observations conducted by the Instructional Technology Coach. Teachers may also request training as needs arise by contacting the Instructional Technology Coach through the help desk on the district website or via district email. Ongoing training and support are provided for technology solution, such as Kami app. Kami

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allows students to annotate a pdf document to complete assignments. Training is provided for teachers, parents, and students as new technology solutions, such as Kami, are implemented.

As co-teachers in the LMS, administrators and the Instructional Technology Coach conduct virtual walk-through observations to monitor teacher success and provide support to meet the technology needs of teachers and families. The Instructional Technology Coach also communicates with school and district administrators regarding teachers' success in providing instruction through these new modalities. Administrators and the Instructional Technology Coach collaborate with Innovative Learning Environment teachers to ensure that the new modalities provide students with accessible content and learning resources, as well as working to eliminate obstacles that cause frustration for teachers, students, and families.

The technology needs of students and families is determined through parent surveys. All students enrolled in the Innovative Learning Environment or virtual learning environment are provided a school managed device. Families without reliable internet service are also provided a mobile wi-fi hotspot. Technical support for hardware and school managed is provided by the Instructional Technology Coach. Students and parents can contact the Instructional Technology Coach through the help desk on the district website or directly through district email. Parents and guardians may also request a school managed device, mobile wi-fi hotspot, or other hardware necessary to access instruction and learning resources.

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.
Dr. Debbie Williams
Contact information: email, phone number
Debbie.williams@calhounflschools.org 850-674-5927 ext. 21
Date submitted
December 15, 2020
Superintendent Signature (or authorized representative)
