



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Gilchrist County School District

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

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

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

Directions

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

District Education Plan Assurances

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

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

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

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

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

Assurance 4: Continue charter school flexibility. *The district agrees to the conditions set forth in section II.f. of DOE Order No. 2020-EO-07.* The district agrees to continue to extend the same flexibility in instructional methods and funding to every charter school that submits a Spring 2021 Education Plan. **N/A – There are currently no charter schools in Gilchrist County.**

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

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

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

District Spring 2021 Education Plan

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

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

1. For our Spring Intervention Plan, Gilchrist County will begin our annual "Close the Gap" process in the second semester as usual, but we will make necessary improvements. Part of that process includes reviewing and refining the process based on current needs, assigning resources accordingly, and "closing the achievement gap" for every child based on progress monitoring data. Although we focus on all students, we will be purposeful to ensure those students affected negatively by the pandemic (including school closures, quarantines, and different learning modalities) are included and receive intervention. MTSS Interventions already in place will continue (or be improved if needed and identified through the problem solving process) throughout the Spring semester.

The following progress monitoring data is available to each school:

- *i-Ready diagnostic data for reading and math (K-8)
- *Adaptive Progress Monitoring data for reading (3-10) and math (3-8)
- *District made progress monitoring test data for reading and math (K-2, 6-12)
- *Standards Mastery assessments (i-Ready or teacher made) is also available in some cases

This process will begin by each school reviewing every single student's progress monitoring data to identify those students with an achievement gap, students whose achievement gap was exacerbated by the pandemic, students whose progress monitoring data showed regression, and those who have transitioned back to brick and mortar (from virtual) needing additional support. Each principal will work with district staff and their guidance counselors to identify these students based on "broad" progress monitoring data (i.e. achievement scores and/or grade level equivalency).

Once students have been identified by administration, teachers will analyze the progress monitoring data to identify the exact needs of each student based on standards to allow for specific intervention. This process also includes identifying higher performing students who may need improvement in one standard/cluster or even

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enrichment. Teachers will then use current MTSS intervention data to ensure that all students in need receive the appropriate intervention (based on K-12 reading plan decision trees) during regular intervention time. Teacher teams will then propose schedule changes or resource needs to meet the needs of all students during the Close the Gap process. The principal and/or counselor will meet with individual teachers (or teams) to create an intervention plan for each group of students based on their individual needs.

The administration at each school then finds every available person in an “all hands on deck” manner to provide targeted interventions during the school day. If funds are available AND qualified staff can be found, we will also hire part time staff to help support during the school day. This is especially helpful for students who cannot attend afterschool programs due to transportation or other obligations (sports, clubs, etc.).

1.a. For students exhibiting an achievement gap, the district will continue to offer intervention in our usual method during school. We will offer after school tutoring and summer programs as outlined below in addition to our typical MTSS interventions during school hours.

The district plans to rewrite a portion of the Cares Act to allow for additional classroom, after school, and summer support for students exhibiting an achievement gap in reading or math.

After school tutoring will be established at each school by paying our teachers additional hours to tutor students in their specific area of need. This tutoring will focus on standards-based instruction to close individual achievement gaps, have a teacher to student ratio of no greater than 1:9, and could be ongoing two days per week or be a “targeted camp” for two weeks based on students’ needs. Students will be prioritized by need and lost instruction time.

Additional classroom support will come in the form of the “all hands on deck” concept mentioned above or in additional part time staff if qualified staff can be found. Classroom support will be targeted for those students who cannot attend after school.

Finally, for students who exhibit an achievement gap after state testing, we will offer summer camps and recovery programs if funds allow. We will offer summer camp for third graders as required. Then, we will prioritize the needs at each grade level based on progress monitoring and state testing. We will use what funds we have left in our Cares Act (allocated for this purpose only) to provide these services.

1.b. Part of the Close the Gap process identified above includes identifying all struggling students. As student data is analyzed, we will look specifically for those who have had a decline on our progress monitoring system. These students will be targeted for school interventions and after school tutoring as described above. Students who are not thriving in our virtual learning modality have already been contacted and encouraged to return to brick and mortar school. However, those that remain in virtual will continue to be monitored and will be provided interventions through i-Ready in reading and math (K-8). 9-12 students will be enrolled in Achieve 3000 for reading interventions and Math Nation for math interventions. Virtual students must complete their intervention work at home using these programs. Virtual students will be given the option to attend interventions and after school tutoring at the school during the appropriate time for their grade level.

1.c. Additional interventions and supports will be provided to students who have transitioned out of the virtual model in the same way described above. Once these students have returned to school, their data will be analyzed to determine their intervention needs. They will be placed in the appropriate intervention during school and also offered the opportunity to attend after school intervention and/or summer camp if offered (based on needs and funding).

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

2. Again, we are not currently implementing our innovative model, and we will only use it if schools close. Our innovative learning modality is “REACH through Canvas.” This consists of teachers providing instruction through the online learning platform, Canvas, for all subjects and grades K-12 (Pre-Kg students will be provided “online” instruction without the use of Canvas). Students with no computer or no internet access at home will be provided a computer and hot spot to ensure they can participate. Students still unable to participate will be provided a paper packet, but this will be a last resort. Fortunately, we have not had to use our innovative learning modality this year because we have not had to shut down our schools and we started on time. However, we often consider our Gilchrist Virtual option as our “innovative” model since that was one option parents had if they did not wish to send their students to brick and mortar schools. Therefore, our efforts for this section are focused on full time virtual instruction.

2a. At the beginning of the 2020-21 school year, we did offer the virtual option to all students. However, we counseled every single parent so that they would understand the requirements and difficulties struggling students might encounter. Moving forward, we are only encouraging this option for those who are making adequate academic progress. Our counselors have been and will continue to monitor our virtual students for adequate progress. Before the second semester begins, counselors and administrators will review every child’s progress to determine if he/she should remain on the virtual option. Only those who “request” to be moved will be considered for moving from brick and mortar to virtual beginning during semester 2.

2b. Since the end of the first nine week term, our schools (counselors and administrators) have been contacting parents of students who are not thriving in the virtual environment (and documenting this communication). We created and implemented a plan for students returning back to school with limited grades due to not completing assignments; we did not make students “wait” to return if they were not doing well. We continued to accept students through the first semester. For any students struggling in the virtual environment who refused to return to brick and mortar, we shared our promotion requirements and continued to encourage the return to face to face school.

To accomplish this requirement, we created a consistent form/letter and will require parents to sign and return this letter to the school acknowledging the inherent risks at leaving their child in the virtual environment when he/she is not thriving. Guidance counselors and administrators will continue to document all communication attempts and will continue to monitor all students receiving education virtually.

All of these procedures will continue through the Spring of 2021.

The letter is included below.

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	310 NW 11th Avenue, Trenton, FL 32693 Phone: 352-463-3200 Fax: 352-463-3276
Superintendent James A. Surrency, Ed. D.	
GILCHRIST COUNTY SCHOOL DISTRICT <i>Fulfilling Every Student's Potential</i>	www.gilchristschools.org
Parent(s) or guardian of _____	Date _____
<p>Based on the latest data from Gilchrist Virtual and progress monitoring, your child is not showing adequate progress in the virtual learning environment. In support of State Emergency Order 2020-EO-07, it is strongly recommended that he/she return to face to face classes immediately. If you choose for your child to remain in the virtual learning environment, he/she may be at risk for falling below grade level expectations and/or retention. According to the CDC (Center for Disease Control and Prevention), learning in person is in the best interest of students when compared to virtual learning. Students need the academic, social, emotional, and physical activity brick and mortar school provides. In addition, face to face proves to be the most effective when providing academic interventions. The state requires school districts to obtain written acknowledgement that you've been advised of these risks. Therefore, this form must be signed and returned within two weeks of receipt using the stamped, addressed envelope provided. As a district, we want the best for you and your child and are here to help you with this decision and any other concerns you may have. Please feel free to contact your guidance counselor with any questions.</p>	
<p><input type="checkbox"/> I acknowledge these risks but prefer to continue in Gilchrist Virtual. I realize this may result in a loss of academic progress, retention, and other associated risks.</p>	
<p><input type="checkbox"/> I would like for my child to return to brick and mortar.</p>	
_____ Parent/guardian signature	_____ Date
<p><i>* Please see attached promotion requirements for your grade level.</i></p>	
<p><i>**Please complete the information and mail this form back using the enclosed addressed envelope within two weeks of receiving this letter.</i></p>	
Bell Elementary School Principal: Suzanne Mathe Assistant Principals: Nell Hartsfield Guidance: Brook Smith (K-2) and Robin Hunter (3-5) 352-463-3275	Trenton Elementary School Principal: Ronda Adkins Assistant Principals: Scott Allen and Wendy O'Steen Guidance: Heather Beach (K-2) and Dana Smithers (3-5) 352-463-3224
<p>Letter to parents - Virtual Return Order 12/2020 <i>A Fully Accredited School System - Southern Association of Colleges and Schools - Equal Opportunity Employer</i></p>	

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.

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3. The district Truancy Officer, Guidance Counselors, and Administrators work closely together to ensure all students are accounted for in our school system.

3a. At the beginning of the school year, our Truancy Officer was able to contact or track down all known students who didn't appear for the 2020-21 school year. She keeps documentation on each child and situation. Students who have been on virtual and not progressing, have been contacted by either the guidance counselor or administrator as outlined in number 2 above. They have been encouraged to return to brick and mortar, and we will continue with this process for the Spring semester. The truancy officer will continue to track down students who do not show for semester 2 as usual.

3b. At the beginning of the school year, we held our annual "Kindergarten Round Up" to help find and identify students who should be in Kindergarten. Although it was a virtual process, we still had a larger number of students show up than expected. We will repeat this process during the Spring semester for both Kindergarten and Pre-Kindergarten to ensure families know the resources available to them. The Kindergarten Round Up event is advertised through FaceBook, our website, the local paper, and flyers throughout the schools and community.

We also hold an annual Pre-Kindergarten Round Up where we inform families and community members of their Pre-Kg options. The PK Round Up is advertised on our website, flyers placed throughout the schools and community, and through word of mouth. Pre-Kg screenings are conducted monthly throughout the year to continue to reach out for students who are of age. In addition, we partner with Early Steps and FDLRS Child Find to help identify PK students in our area who are not currently attending a program. Like Kindergarten, our PK numbers are actually higher than we originally expected this 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).

4. Professional development has been a challenge during the 2020-21 school year because we have had very limited substitutes, unusual numbers of teachers out (due to quarantines and/or positive infections of Covid-19), and because our reopening plan requires teachers to be in their classroom feeding students when they normally would have met for trainings. We have provided some things virtually, but have found teachers are not as likely to engage virtually.

Administrators have monthly "Instructional Team Meetings" where data is presented and analyzed specific to their school. In addition, these meetings are problem solving sessions where we work through all issues related to the current challenges we are facing. In addition, administrators are always encouraged (and almost always do) participate in teacher professional development.

4a. Innovative and virtual learning modalities

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- Canvas Training – Training was conducted in small groups to allow for social distancing, but to ensure teachers received the one on one training they needed. Administrators were encouraged to attend and were able to “learn” Canvas along with their teachers.
 - An Introduction for Beginners – This training is focused on helping teachers get started in Canvas by publishing a class, publishing an announcement, and logging students on for the first time via ClassLink.
 - Intermediate Training – This training helps teachers create lessons by uploading documents and/or providing links to texts/documents.
 - Advanced training – This training helps teachers use Canvas Studio to provide more advanced lessons including embedding videos and interactive chat sessions.
- How to Provide Small Group Instruction with Social Distancing – This will focus on how teachers can continue to provide small group instruction while still ensuring students are six feet apart in the classroom setting.
- Programmatic changes to adjust for social distancing based on textbooks/curriculum – This training will be specific to any new text/curriculum purchased for Spring 2021 to be used in tutoring groups (as needed).
- Youth Mental Health First Aid – This training focused on how to recognize, support, and make referrals for mental health needs of students and staff. Because it was provided during the pandemic, there was a focus on how to support mental health needs during the pandemic.
- Parental Involvement training – provided (or will be provided) for teachers in keeping parents involved during the pandemic when schools have limited access for parents. Teachers were introduced to various technologies to assist such as the Remind App, Canvas Announcements, using Zoom, etc.

4b. Interventions to support students in various learning modalities

- Multi-Tiered System of Supports - – This training was multifaceted; it started with a beginning of the year overview and then was provided to teacher teams; finally the “coaching” model was used by directors and/or coaches to support individual teachers in their decision making and problem solving. It was geared toward teachers, but also included administrators. Administrators were able to learn what to look for when observing interventions or when leading data chats specific to interventions. The training includes all of the following:
 - Identify relevant data to determine intervention needs
 - data analysis to identify specific needs
 - identifying appropriate interventions
 - providing and scheduling interventions
 - monitoring interventions
- I-Ready – for teachers and administrators
 - new features
 - using i-Ready for interventions (face to face and virtually)
 - using diagnostic data to determine individual student needs
 - analyzing data and progress monitoring to determine future intervention needs
- Multisensory Interventions – Reading coaches were trained on multisensory interventions for middle/high students. They have (in some cases) or will (in other cases) train teachers on how to ensure interventions are multisensory.
- Differentiated instruction – This training will focus on individual “gaps” and how to fill in those gaps as we move into our Spring 2021 “Close the Gap” plans.
- Read 180 was provided to those teachers needing a review/recap on using Read 180 with fidelity and how lessons may be continued at home for students on quarantine.

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- Pearson math training – This training will be for math teachers and will focus on interventions and differentiated instruction within the Pearson platform and how to integrate Pearson lessons seamlessly in Canvas via ClassLink.

4c. Technology needs (especially new learning management systems)

- Canvas Training – Training was conducted in small groups to allow for social distancing, but to ensure teachers received the one on one training they needed. Administrators were encouraged to attend and were able to “learn” Canvas along with their teachers.
- ClassLink for teachers – This training provided teachers the overview they needed to begin to use ClassLink as a “single sign on” and to provide students with instruction on how to use it.
- ClassLink for administrators – This was focused on how administrators could use ClassLink data to analyze the usage of their teachers and programs via ClassLink. It also helped administrators problem solve within the program as needed (i.e. password resets, user name issues, can’t log in issues, etc).
- I-Ready management – This was integrated into the teacher training so administrators can pull usage reports and monitor the use of i-Ready as an intervention and as a tool to help “close the gap.”
- Read 180 management – This was a teacher training, but administrators were invited to attend if relevant to their school.

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.
Darby Allen, Assistant Superintendent
Contact information: email, phone number
allend@mygcsd.org ; 352-463-3200
Date submitted
12/15/20; updated & resubmitted 1/11/21
Superintendent Signature (or authorized representative)

James A. Surrency, Ed. D., Superintendent