



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Holmes 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.

☒ **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. a. Closing Achievement Gaps

Our progress monitoring data has shown that our students have digressed in both Reading and Math when comparing the 2019-20 data to the most recent data collected in the fall of 2020. To work toward closing the achievement gap of our students who are in Tier 2 and Tier 3 we will provide an additional 30 to 60 minutes of remediation five days a week during the school day. Students who are not showing adequate progress in closing their achievement gaps will be offered an after school remediation during February through March 2021 up to five hours per week in both Reading and Math. Our remedial teachers will work with each Tier 2 and Tier 3 student's teacher and our school's Curriculum Coordinators to review assessment and classroom data to determine the student's area(s) of need. During the summer of 2021 we will also offer remedial summer programs in both Reading and Math for our students who still remained on Tier 2 or Tier 3. Our summer program will be four days a week for four weeks.

1. b. Targeted Outreach

K- Traditional – We will hold in person or virtual meetings with parents to discuss areas of academic concerns. We will develop a remedial plan for the student. The remedial plan will be reviewed each nine weeks with parents and the School Based Intervention Teams and updates will be made as needed to the remedial plan.

Innovative - We will hold in person or virtual meetings with parents to discuss areas of academic concerns. We will develop a remedial plan for the student. The remedial plan will be reviewed each nine weeks with parents and the School Based Intervention Teams and updates will be made as needed to the remedial plan.

Virtual - We will hold in person or virtual meetings with parents to discuss areas of academic concerns. We will develop a remedial plan for the student. The remedial plan will be reviewed each nine

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Holmes County School District does not have any DJJ centers in our district.

1. c. Additional Intervention

Innovative students who return back to our traditional schools will be given extra support in each needed subject area during their enrichment time. Classroom data and progression monitoring data will be used to drive the remediation for the students. Each school's curriculum coordinator will meet with grade levels/subject areas to track the progress of the students bi-weekly.

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. Prior to the end of the first semester in Holmes, January 15th, our schools will hold meetings with their innovative parents and students to review the progress of the student during the first semester. At this meeting the school innovative support team will go over attendance, communication and grades with the families to determine if innovative is the best fit for the student. Families, whose students are not making adequate progress in innovative will be encouraged to return to school so that the student can receive additional remedial support during the school day.

2. b. The following written notification statement will be placed on district letterhead:

Your child is not making adequate progress in Holmes School District's Innovative/Virtual educational program. At this time, they are in risk of retention in their current grade level. Their progress monitoring data shows that they are working _____ grade levels behind their peers. In reviewing your child's daily progress, we have also found that there is a: (circle all that apply) lack of attendance, non-submission of assignments, failing assignments, and/or lack of communication with teacher(s). Holmes County School District believes that it is in the best interest of your student to return to a traditional school immediately. Allowing _____ to return to traditional school, will allow their teachers to better provide the needed support and remediation to ensure that they have a more successful remainder of this school year.

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_____ My child, _____, will be returning to traditional school immediately. I will work with the traditional school to ensure my child's daily attendance and will support the academic efforts that the traditional school develops to help my child to work toward being on grade level by the end of the 20-21 school year.

_____ I understand that my child, _____, has not been successful in our educational choice during the first semester of the 2020-21 school year. I have been told that Holmes County School District believes that my child needs to return to traditional school to receive additional support and remediation. At this time, I am requesting that my child remain in their current educational program. I understand that without the additional support my child might be retained in their current grade level for the 2021-22 school year.

Parent/Guardian Signature

Date

Principal Signature

Date

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. Holmes has been and will continue to match 2019-20 student enrollments to our 2020-21 student enrollments in all three of our learning modalities to ensure that we do not have any students that are not accounted for. Schools are responsible for reporting any students that they have not made contact with to the district office at the beginning and mid-term each nine weeks. Schools are required to call all contacts on the student contact list to determine if the student is enrolled in an educational program outside of our district. If no contact is made from the student contact list, our School Resource Officers are sent to the last known residence to establish if the student is still there. If the student is not located, then our schools report those students to the district. Our local Department of Children and Families help us try to locate these students to ensure they are enrolled in an educational program. Once a student is located who is not in an educational program, and remains in our district, we work with the parents/guardians of the student to determine the best educational placement for the student.

Holmes County is working with our County Judge to establish Truancy Court for our students who are not meeting our district's attendance policies for both traditional and innovative students.

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3. b. Holmes works with Child Find and Early Steps to identify special needs preschool children and offer an opportunity for screening and placement in district programs. We also work closely with Panhandle Area Educational Consortium/FDLRS to identify students in our area that need extra support to be ready for school. We use the Holmes County School website and flyers posted in schools and local businesses in our communities to ensure that parents are aware of these services.

Our VPK programs will be advertising our vacant student positions at each of our VPK sites by posting flyers in local businesses and at each of our schools. They have also begin reviewing our certificates of eligibility and making contact with the families who did not enroll their students during the first semester to see if they would like to receive VPK during the second semester.

Holmes County Schools will use our district and school websites to advertise open enrollment for the second semester of school to any kindergarten student who turned 5 on or before September 1, 2020 and has not enrolled in one of our educational programs during the first semester. Kindergarten open enrollment flyers will also be placed in our local businesses to advertise the locations and time of the open enrollment prior to the beginning of the second semester.

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. Innovative – Holmes School District is using Blackboard Collaborate and the conference feature in Canvas to conduct our synchronous and asynchronous classes. Teachers received training in Blackboard Collaborate on July 20, 2020 and August 19, 2020, provided by both Blackboard and a district specialist. On October 21, 2020 we held a district wide training with our consultant team for Canvas. The consultant team also offers ongoing support for teachers. In February, our consultant team will hold a virtual meeting with our teachers who are needing additional Canvas support to answer questions as needed. The training will take place afterschool and will be a three-hour open forum. Each school also has a designated specialist(s) in these programs that provides ongoing training as teachers needed support. Virtual – Holmes has contracted with FLVS to establish a virtual franchise for our district. Our virtual adjunct teachers are trained by FLVS upon being hired. We also have hired a teacher who has worked with FLVS to serve as a district professional development facilitator and support for our virtual teachers.

Canvas Training with all administrators and faculty

FLVS Training as teachers are hired in: New Teacher Training – Franchise; Franchise Elementary, Middle or High Program Training; Supporting Academic Integrity in the Virtual Classroom

4. b. Innovative – Holmes students who are participating in innovative learning use the same interventions (i-Ready for ELA and Math in grades K-8, Achieve3000 for high school ELA/Reading, and ImagineMath for Algebra 1 and Geometry) as our traditional students. Administrators and teachers are provided training and support for each of the interventions each nine weeks by the companies' professional development teams. Teachers are also supported by each school's Curriculum Coordinator to review intervention data and determine student's remediation needs. Virtual – Holmes students who are participating in virtual instruction in ESE are receiving interventions through i-Ready. Non-ESE students are provided interventions with their teachers weekly through Zoom conferences and online assignments. The virtual adjunct teachers are provided professional development by our district virtual support person and FLVS during their trainings. Our virtual adjunct teachers participate in the same

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professional development activities as our traditional and innovative teachers in the use of our intervention programs.

4. c. Additional training is needed in using Canvas to deliver content, particularly in the elementary grades. In February, we plan to utilize the services of consultants to hold a virtual meeting with our teachers who are needing additional Canvas support to answer questions as needed. The training will take place afterschool and will be a three-hour open forum. We also plan to have a day where our school-based Canvas specialists will be available the entire day to work with teachers individually during their planning times. School-based Canvas specialists will continually offer assistance informally as needed to their teachers. We will also create a page on our district website with training recourses provided by Canvas as well as links to other third-party resources (such as YouTube channels) that teachers can access as needed.

Snap and Read – a program being used with ESE Holmes Virtual School students. We will continue using our regional consultants to provide professional development for our teachers and families. These services are provided when needed by the teachers and families throughout the school year.

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.
Pamela Price
Contact information: email, phone number
pamela.price@hdsb.org , 850-547-6674 x1238, 850-333-0373 cell
Date submitted
Superintendent Signature (or authorized representative)