



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# Spring 2021 Education Plan and Assurances

## [Baker County School District]

*Due: December 15, 2020*

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

## Spring 2021 Education Plan and Assurances

### Purpose

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

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

### Directions

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

### District Education Plan Assurances

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

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

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

## Spring 2021 Education Plan and Assurances

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

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

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

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

## Spring 2021 Education Plan and Assurances

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

### District Spring 2021 Education Plan

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

1. **Spring Intervention Plan.** The district shall explain in detail a proposed 2021 Spring Intervention Plan with the following three components:
  - a. A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the district's plan for additional instructional time including afterschool, 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.

Baker County School District opened the Fall Semester on time (August 10, 2020), and have not had any closures for the year thus far. At the time of opening, 93% Baker County Students returned to brick and mortar instruction. No instructional time has been lost due to closures caused by Covid-19, hurricanes, or tropical storms.

(a) Plans are being made to offer after-school tutoring time in the Spring for students who are either showing lack of progress on assessments or students who are struggling with grades. Plans are also being made to offer summer school to not only students who have shown lack of progress during the year, but also open to those students who may have been below where they were the previous year. This can be offered at the parents' discretion.

(b) Whether a student is virtual or brick and mortar, students who are showing a decline on progress monitoring assessments will be targeted for specific interventions. Students will be referred to their MTSS School Leadership teams for examination of data and creation of interventions to use in classrooms. Elementary teachers will have a list of students who have not shown adequate progress for targeted interventions. Services are being provided to students who are struggling in reading at the elementary level. Fast Forward, Reading Assistant, and Leveled Literacy Interventions (LLI) are being used. Secondary students who are showing a lack of progress will also be targeted for additional supports. Teachers will work with struggling students to provide interventions on an individual basis. Facilitators who work with students who are showing lack of progress will also be alerted. Facilitators will work with students on targeted areas of need.

(c) One of the best things for students transitioning from virtual to brick and mortar is strategic scheduling. The district looks at the students' needs and creates a schedule with teachers, courses, and intervention

## Spring 2021 Education Plan and Assurances

classes that can support the student.

At the elementary level, teachers will be selected based on class numbers and teacher effectiveness when placing transition students. It may be better for these students to have the same teacher they had in Baker County Virtual Classroom (BCVC) or someone new, based on conversations with parents. For students who demonstrate understanding and perform at grade level or above on STAR, they will receive Tier I instruction with their peers. Students who are on the bubble between mastery and deficiency will receive Tier II small group instruction from their teacher and/or Title 1 for remediation and extra skills practice, in addition to online practice as well. Students who show significant deficits will receive Tier III intensive, 1:1 instruction with their classroom teacher to address specific deficits. Both Tier II and Tier III students will be placed on the Data Wall so that administrators, guidance, support facilitation, and instructional coaches are informed about each student's needs, interventions and remediation. Communication with parents is critical, so teachers will talk with parents bi-weekly (in person, virtually, or via phone) to discuss the student's issues and how they can work together to best help the child become successful.

At the secondary level, selecting courses and possible credit recovery classes will be a priority. Secondary students may need intensive classes or classes that have facilitators assigned, so that transition students can receive additional supports. When progress monitoring data is reviewed, transition students will be highlighted to assure that supports are being effective in closing learning gaps. If the transition student is still lagging, additional interventions will be provided.

## 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.

Baker County School District started the Fall Semester with 93% of students choosing the “Brick and Mortar” option and approximately 300 students choosing the district’s new innovative learning modality “Baker County Virtual Classroom”(BCVC). As of now, we have approximately 150 students choosing BCVC and 97% choosing a traditional classroom.

(a) For the Spring Semester of 2021, Baker County School District will continue offering the “Baker County Virtual Classroom” as an option for parents as long as students are being successful. This learning platform will be in the form of live synchronous education, with the continued use of Google Classroom. The Google platform has been used district-wide in the Fall Semester with success.

(b) Just like traditional students are progress monitored, virtual classroom students’ progress is monitored as well. If a student is not being successful or falling behind with their grades, teachers will complete a “Virtual Student Monitoring Tool” that is submitted to a school administrator. This tool identifies areas that the virtual student is not being successful and also documents contact the teacher has had with parents to share information. Progress Monitoring Tools such as STAR Reading and Math will also be used to ensure students are progressing adequately. The STAR assesses students’ proficiency in specific skills and concepts that have been taught at various points in the school year based on Florida standards. Parents are then notified by a school administrator to explain how the student is not being successful and interventions or strategies that could be used to help the student. If the student is still not successful, a school administrator will schedule a meeting with the parent to explain other options that may better fit the student’s needs. If the parent disagrees with a recommendation to return to brick and mortar school and still wants the student in BCVC or another virtual option, then the parent decision will be documented. Once a decision is made about how the student will receive instruction, the parent will sign the form of understanding.

See forms below

*School Letterhead*

**Baker County School District**

Baker County Virtual Classroom Progress

In Danger of Failing Notice

Date: \_\_\_\_\_

To the Parent/Guardian of \_\_\_\_\_

Baker County School District wants to offer the best education possible to your child. At this time, your child's records indicate that they are not making adequate progress. This could lead to gaps in their education, and if it continues, your student may be retained in their current grade level. It is time make a change regarding your child's education. This may be a choice to return to traditional on-campus education, homeschool, or another virtual program of your choice. Students under 16 years of age are under legal requirement to attend school. Please contact the school to set up a parent conference with a team that can help in making the decisions for your child's success. If you would like to schedule a phone or virtual session instead of face to face, this can be accommodated.

*Principal Signature*

*School Phone #*



# Baker County School District

## Virtual Student Monitoring Tool

Date Ranges: \_\_\_\_\_ to \_\_\_\_\_

Student Name _____
Teacher Name _____
Subject/Grade: _____
Current Grades: _____
ESE: <input type="checkbox"/>

1) Student is logged in on time, dressed and ready for class.

\*Successful= All Sessions, Entire Day

Successful Days/ Days possible = \_\_\_\_/\_\_\_\_= \_\_\_\_%

Unsuccessful

Successful

0%- 79%

80%-100%

Teacher Contact with Parent-

Date	Outcome

2) Student actively participates in the lesson.

\* Successful Participation= Camera on, microphone on, student in view of camera, student actively engaged

Successful Days/ Days possible = \_\_\_\_/\_\_\_\_= \_\_\_\_%

Unsuccessful

Successful

0%- 79%

80%-100%

## Spring 2021 Education Plan and Assurances

Teacher Contact with Parent-

Date	Outcome

3) Student is turning in work on time. (Paperwork or online submission)

Assignments turned in on time/ Total Assignments = \_\_\_\_/\_\_\_\_ = \_\_\_\_%

Unsuccessful  
0% - 79%

Successful  
80% - 100%

Teacher Contact with Parent-

Date	Outcome

## Administrative Action:

*A parent conference is scheduled with the school team which could consist of an administrator, guidance counselor, teachers, facilitator etc.*

Date/Time: \_\_\_\_\_

Parent Contact: \_\_\_\_\_

### Recommendation and Notes:

*Including: Discussion of the importance for students not to fall behind. Explanation that brick and mortar school could be the best place for learning. Parent input about reasons they want to keep student in virtual program. Parent explanation of how they are going to do to help their student succeed in BCVC. Discussion about what the consequences could be if the student does not make adequate progress.*

### Decision Made:

*Decision is made and documented. Parent signs acknowledgement.*

Parent Acknowledgement: \_\_\_\_\_

Date: \_\_\_\_\_

**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.

The majority of our students have chosen the brick and mortar option. 97% of our students are attending traditional school. The other less-than-150 students who have chosen “Baker County Virtual Classroom” can be monitored more effectively because of such low numbers. If a virtual student begins missing classes, the teacher will reach out to parents for support. If this does not change attendance issues, administrators will begin the truancy process.

(a) Baker County School District will continue to follow its truancy plan. Below are the steps followed when a student begins to have attendance issues. This year, if students who have chosen “Baker County Virtual Classroom” have met the criteria for truancy, the district truancy plan will be followed with some minor changes. All parent meetings can be face-to-face or in a virtual mode. Judge Joey Williams, who presides over truancy in our district, has agreed that when truancy court is scheduled, it will be held in a virtual platform. If parents do not have access to the technology needed to attend virtual court, they can use a room at the school site that has been set up with technology for them to access the proceedings.

*See below for attendance and truancy documents.*

Baker County's School Attendance Compact

Student

Grade

\_\_\_\_\_

\_\_\_\_\_

School

Date

\_\_\_\_\_

\_\_\_\_\_

Family Agreement

I want my child to achieve; therefore, I will do the following:

- Y N Make certain my child is well rested, attends school regularly, is on time, and remains in school all day
- Y N Support the school in its efforts to maintain proper discipline
- Y N Set a time for homework, review homework regularly, and provide a quiet well-lighted place for studying
- Y N Encourage my child's efforts and be available to answer questions (if you don't know how to help your child contact his/her teacher, school counselor, or school leader as soon as possible for assistance)
- Y N Read to my child and let my child read to me
- Y N Let my child see me read, so he/she will understand the importance of reading

Signature

\_\_\_\_\_

## Spring 2021 Education Plan and Assurances

### Student Agreement

It is important that I work to the best of my ability; therefore, I will do the following:

Y N Attend school regularly and bring all the necessary tools for learning

Y N Be prepared to learn something new each day

Y N Complete and return learning activities on time

Y N Read and study every day

Y N Follow the schools and teacher's discipline plans

Y N Make certain I am well rested, punctual to all classes, and remain in school all day

Signature

---

The School Attendance Review Board (SARB) discussed the attendance policy with me and answered my questions.

Parent Signature

Date

---

Student Signature

Date

---

SARB Representative

Date

---





**State Attorney Office Checklist**

Student Name:

\_\_\_\_\_

School:

\_\_\_\_\_

	Student Demographic Report (address & family contacts)
	Current Year Attendance Report (as of ___/___/___ )
	5 Day Attendance Letter
	8 Day Attendance Letter
	8 Day Meeting Summary
	10 Day Attendance Letter
	SARB Meeting Recommendation
	Parent Contact Log
	BCSD Student Information Sheet (Yellow Card)

The school staff has made numerous attempts (see attached documentation) to assist the parent/guardian, \_\_\_\_\_ in having their child attend school regularly. School attendance for \_\_\_\_\_ continues to be a problem. The parent/guardian continues to not comply with Florida's Compulsory Attendance requirements.

**BAKER COUNTY PUBLIC SCHOOLS**

**Truancy Affidavit for Parental Prosecution (Fla. Stat. 51003.27(7)(a))**

Spring 2021 Education Plan and Assurances

Child's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Race: \_\_\_\_\_ Gender: \_\_\_\_\_

Full Name of Parent(s) or Guardian(s):  
\_\_\_\_\_

Address of Parent and Child:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

School Name:  
\_\_\_\_\_

Notes:

The attached information is true and correct to the best of my knowledge.

(Affiant signature)  
\_\_\_\_\_

SWORN TO AND SUBSCRIBED before me this \_\_\_\_\_ day of \_\_\_\_\_ by the Affiant

herein, who ( ) is personally known to me, or who ( ) produced the following identification:  
\_\_\_\_\_

\_\_\_\_\_  
Notary

Spring 2021 Education Plan and Assurances

BAKER COUNTY PUBLIC SCHOOLS  
SCHOOL ATTENDANCE REVIEW BOARD (SARB)

Date

Student Name

Parent(s) Name

Home Address

Home Telephone/Parent Cell Phone

Grade Level

Name of School

Number of Absences

Excused

Unexcused

Total

Number of Tardies

Number of Check-Outs

Summary of Attendance Issues:

## Spring 2021 Education Plan and Assurances

Student Plan to Improve Attendance:

Parent Plan to Improve Student Attendance:

School and Community Services/Supports Offered to Improve Student Attendance (e.g. SARB Team Recommendations)

Student Signature:

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Parent Signature:

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Principal Designee Signature:

Resource Officer:

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Juvenile Sanctions Coordinator:

## Spring 2021 Education Plan and Assurances

School Health Coordinator:

Baker Prevention Coalition:

Student Services/ESE:

Youth Crisis Center:

School Migrant Coordinator:

Dept. of Juvenile Justice:

Dept. of Children & Families:

School Health Specialist:

Other:

(b)The Pre-K/Kindergarten Center implements strategies to enhance outreach to eligible students in the community. This helps to maximize kindergarten readiness to support long term achievement. Below is a list of the implemented strategies:

- Kindergarten Readiness Night
- Visit daycares to relay registration information
- Transition Day where daycares visit our school
- We partner with Child Find and Early Steps to help identify students in need of support

## Spring 2021 Education Plan and Assurances

- Episcopal Partnership
- Partnership with community Pre-K to test for placement
- Late night registration
- Newspaper advertisement
- Social Media advertisement

- 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).

Many offerings for professional development have been given to our teachers and staff, these include school, district, and outside PD/local colleges and universities to help with the transition to virtual instruction. Google Classroom training was initially run in the Spring of last year and continues to be a desired area of PD as teachers learn different aspects of the tool to provide virtual instruction. Baker County School District is also a member of the North East Florida Education Consortium (NEFEC). NEFEC provides many opportunities for our teachers and staff to participate in professional development, and grow in knowledge of data analysis, interventions, pedagogy, classroom management, technology and many other areas to improve student learning and teacher effectiveness. Below is a list of offerings NEFEC has and will offer this school year along with the schedule for the University of Florida's free offerings to our teachers.

*Documents for NEFEC and UF below with notation of (a), (b), or (c) for which trainings meet FLDOE's specific professional development needs for virtual education and technology.*

## Professional Learning Opportunities through NEFEC 2020/2021 SY

### eLearning

<b>Course Title</b>	<b>Date(s)</b>
Reading Endorsement Competencies 1 - 5	Year Round
ESOL for Administrators	Year Round
ESOL for School Counselors	Year Round
ESOL Basic 60 for Category II Teachers	Year Round
ESOL Basic 18 for Category III Teachers	Year Round
ESOL Endorsement: Applied Linguistics	8/10/20 – 10/4/20
ESOL Endorsement: Curriculum and Materials	10/19/20 – 12/13/20
ESOL Endorsement: Testing and Evaluation	1/11/21 – 3/7/21
ESOL Endorsement: Cross Cultural Communication	3/22/21 – 5/16/21
ESOL Endorsement: Methods of Teaching ESOL	6/1/21 – 7/25/21
Gifted Endorsement: Education of Special Pops	8/17/20 – 10/11/20
Gifted Endorsement: Guidance and Counseling	10/19/20 – 12/13/20
Gifted Endorsement: Nature and Needs	1/11/21 – 3/7/21
Gifted Endorsement: Theory and Development	3/22/21 – 5/16/21
Gifted Endorsement: Curriculum and Instructional Strategies	6/1/21 – 7/25/21

### Instructional

<b>Event Title</b>	<b>Date(s)</b>
Clinical Educator Certification Training	1/18/21 – 2/19/21
NEFEC Regional Principal Leadership Academy – Cohort 7	1/19/21

### Tech Tuesdays

<u>Event Title</u>	<u>Date(s)</u>	<u>Event Title</u>	<u>Date(s)</u>
(c) Google Integration	6/9/20	(a) Edpuzzle	10/20/20
(a) Edji	6/9/20, 7/28/20	(a) Padlet	10/20/20
(c) Google Slides	6/16/20	(a) Flipgrid	11/3/20
YouTube	6/23/20, 7/21/20	(a) Google Jamboard	11/10/20
(c) Google Docs	7/7/20	(a) Seesaw	11/17/20
(c) Google Forms	7/7/20	(a) Peardeck	12/1/20

## Spring 2021 Education Plan and Assurances

(b) Virtual Accommodations	10/6/20	(a) PollEverywhere	12/8/20
(a) Nearpod	10/13/20	(a) Desmos	12/15/20

### NEFEC Virtual Network

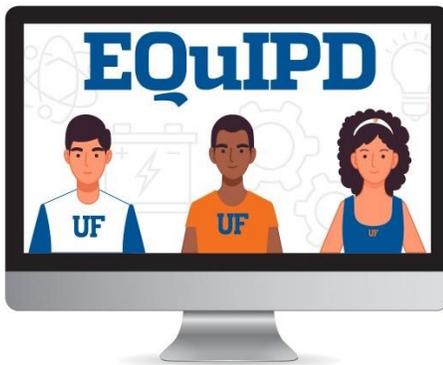
### Standards

<u>Event Title</u>	<u>Date(s)</u>	<u>Event Title</u>	<u>Date(s)</u>
(a,b,c) New Teacher Series	10/2/20, 10/30/20, 1/4/21	BEST ELA	9/29/20 & 10/1/20 10/27/20 & 10/29/20
Elementary and Secondary Math Series	10/6/20, 11/17/20, 1/19/20	BEST Math	10/20/20 & 10/13/20
Writing Series	10/6/20 – 10/8/20 12/8/20 – 12/10/20 2/16/20 – 2/18/20	ELA Adoption	9/16,20, 10/14/20, & 12/15/20
		Administration	12/2/20

\*\*For the most up-to-date event list, please visit <http://www.nefec.org/events/>\*\*



(a)



**Engaged  
Quality  
Instruction**  
through  
**Professional  
Development**

**UF** Herbert Wertheim  
College of Engineering  
UNIVERSITY of FLORIDA

EQIPD is a growing training program to help teachers in the state of Florida to help them prepare for back to school. Feel free to share with at least 24 hours before your session to receive a ZOOM link and any materials you may need.

**Introduction to Nearpod** - Learn to use Nearpod to create and deliver lessons online easily. We will show teachers how to save time, give every student a voice and immersive learning



teachers in the state of Florida to help them prepare for back to school. Feel free to share with at least 24 hours before your session to receive a ZOOM link and any materials you may need.

Learn to use Nearpod to create and deliver lessons online easily. We will show teachers how to save time, give every student a voice and immersive learning

experience, and make lesson access easy for students using Nearpod.

Coach: Angel Danger

Prerequisite: -Have a Nearpod Account -Sign Up for FREE:<https://nearpod.com/signup/?oc=LogInTopNav>

**(a)** **Dates** -Monday August 3, 1pm-2pm, Monday August 10, 12pm-1pm, Monday August 17, 1pm-2pm Monday August 24, 12pm-1pm

**Using Flipgrid to Support Literacy and Learning** – Learn to use Flipgrid to support literacy comprehension using text “Voices in the Park”. This technique allows students to communicate with each other and have voice in the classroom.

Coach – Seleka Kerr

Prerequisite: Create a Flipgrid account -<https://info.flipgrid.com/>

**Dates** -Tuesday August 4, 10 AM -11:30 PM, Wednesday August 12, 1 PM -2:00 PM, Thursday August 20, 2 PM – 3 PM, Friday August 28, 3 PM – 4 PM

**Bitmoji Virtual Classroom** – Wondering what is going on with the Bitmoji Classroom? Learn to make your own classroom to support remote learning in a kid-friendly landing page.

**(a)**

Coach – Leigh Arnold

**Dates:** Thursday August 6, 2:30 PM – 3:30 PM, Wednesday August 12, 10:30 -11:30 PM

**Google Classroom and Jam Board** – Need some upskilling on Google Classroom – want to use Jam Board for student engagement?

**(a)**

Coach: Leigh Arnold

**Date:** Monday August 17, 2:30 – 3:30 PM

**Getting Started with Pear Deck** – Pear Deck integrates into Google Slides to insert formative assessments and interactive questions to your lesson for student engagement and formative feedback.

<https://www.peardeck.com/googleslides>

**(b)** Coach: Leigh Arnold

**Date:** Tuesday August 25, 10:30 AM – 11:30 AM

**Using Portfolios in the Virtual Classroom:**ePortfolio Series: 1-hour who/what/why & 1-hour Google Sites Portfolio Build 1-2-3’s.

Coach: Xavier Rozas

**Dates:** Wednesday August 5, 9 AM – 10 AM, Thursday August 6, 3 PM – 4 PM, Tuesday August 11, 9 AM – 10 AM, Thursday August 13, 3 PM – 4 PM, Monday August 17, 9 AM – 10 AM

**Remote CTE: How to engage CTE students** in conversation and collaboration in remote classrooms.

Learn ways to engage students in conversations and collaborations around CTE lessons.

Coach: Xavier Rozas

- (a) **Dates:** Wednesday August 19, 9 AM – 10 AM, Monday August 24, 9 AM – 10 AM, Wednesday August 26, 9 AM -10 AM.

**Remote Inquiry Best Practices:** Learn how to engage students in collaborative Inquiry at home/in the classroom to solve real world problems.

Coaches: Varies

**Dates:** Monday August 3, 10:00 AM – 11:30 AM, Friday August 7, 10 AM – 11:30 AM, Monday August 10,

2:00 PM – 3:30 PM, Friday August 14, 2 PM -3:30 PM, Tuesday August 18, 10:00 AM – 11:30 PM, Friday August 21, 9 AM – 11 AM, Tuesday August 25, 2 PM – 3:30 PM, Thursday August

- (c) 27, 2 PM -3:30 PM

**Whiteboarding for student collaboration:** This training explores multiple whiteboard platforms you can use in your classroom and how to use them with students.

Coach: Jared Carter

**Dates:** Wednesday August 12, 9 AM – 10 AM, Monday August 17, 1 PM – 2 PM

(a) **Getting Started with Office 365 and TEAMS:** Want to know how to use Teams, and Office online for student collaboration?

Coach: Jared Carter

**Dates:** Monday August 10, 9 AM – 10 AM, Tuesday August 18, 1 PM – 2 PM,

**Getting started with OneNote:** Want to learn the features of OneNote and how to set up class and collaborative notebooks for students?

Coach: Jared Carter

- (a) **Dates:** Monday August 31, 11 AM – 12 PM

**Using Loom to Record Virtual Lessons:** Want an alternative to other video lesson recording platforms?

Loom allows for guided instruction where students can see you and follow along to a virtual lesson. <https://www.loom.com>

Coach: Dr. Krista Dulany

**Dates:** Friday August 14, 9:30 AM – 11 AM, Wednesday August 26, 3:30 – 5 PM

**EdPuzzle: Embedded Formative Assessments in videos for lesson use.:** EdPuzzle allows you to take any video recording and add questions and interaction. <https://edpuzzle.com/>. See how to use this with your virtual lessons

## Spring 2021 Education Plan and Assurances

Coach: Dr. Krista Dulany

**Dates:** Tuesday August 18, 3:30 – 5 PM, Tuesday August 25, 3:30 – 5 PM,

**Creating a collaborative space on Padlet** - using Learn how to create a classroom Padlet. Use Padlet for students to create a virtual gallery. <https://padlet.com/>

Coach: Dr. Krista Dulany

**Dates:** Thursday August 20, 3:30 – 5 PM

**Socioemotional Learning: Best Practices for Back to School in the Covid Environment.** In this webinar we will examine best practices for SEL in the classroom to support students coming back to school either remotely or in person.

Coach: Dr. Nancy Ruzycki

**Dates:** Tuesday August 4, 2 Pm – 3:30 PM, Friday August 7, 2 PM – 3:30 PM, Wednesday August 12, 2 Pm – 3:30 PM, Friday August 14, 10 AM – 11:30 AM, Tuesday August 18, 2 PM – 3:30 PM, Thursday August 20, 10 AM – 11:30 PM, Wednesday August 26, 2Pm – 3:30 PM, Friday August 28, 10 AM – 11:30 PM

**Getting Started with Canvas** – How to organize Modules, Quizzes and Assignments in Canvas – Canvas functionality.

Coach: Dr. Nancy Ruzycki

**Dates:** Monday August 3, 11:45 – 12:45 PM, Wednesday August 5, 11:45-12:45 PM, Tuesday August 11, 11:45 12:45 PM, Thursday August 13, 11:45-12:45 PM

**Open Ed Tech Office Hours-** Want someone to help you find the best free “EdTech” to support what you want to do in your classroom? Come to these open office hours and ask questions.

(a) Coaches: Varies

**Dates:** Tuesday August 4, 1 PM – 2 PM, Tuesday August 25, 11 AM – 12 PM.

**For more information Contact: Nancy Ruzycki**

(b)

Email: [EQuIPD@mse.ufl.edu](mailto:EQuIPD@mse.ufl.edu)

Phone: 352.846.2991

[Https://Equipd.mse.ufl.edu](https://Equipd.mse.ufl.edu)

## Spring 2021 Education Plan and Assurances

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### Acknowledgement

The district verifies that the information they provide to the Florida Department of Education contained in this form is consistent with, and meets the intent of, the provisions outlined in DOE Order No. 2020-EO-07.

<b>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</b>
Everett Murphy, Executive Director of Teaching and Learning
<b>Contact information: email, phone number</b>
everett.murphy@bakerk12.org904-259-0429
<b>Date submitted</b>

12/11/2020
<b>Superintendent Signature (or authorized representative)</b>

Spring 2021 Education Plan and Assurances

*Sherrie Raulerson*