



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Columbia County Schools

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

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 acknowledgment 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.

- 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. The beginning of the 2020-2021 school year required additional effort to determine the severity of learning gaps acquired after closing schools for normal instruction in the Spring of 2020. The following areas of concern have been considered in our plans for the remainder of the 2020-2021 school year for all students in Columbia County, including those in the district's alternative instruction program, Columbia Homeroom (the Columbia County Schools innovative model) and those with special needs. At this time, we do not have a centralized Department of Juvenile Justice program in Columbia County.

- **Time:** The school year calendar that was originally school board approved in December of 2019 was adjusted to provide teachers with additional time to plan for adjustments in the curriculum as well as learning modality shifts. Our school year began with pre-planning on August 10 and lasted until August 21, with the first day of school for students being August 24, 2020. Within that time frame, teachers were required to work a total of 8 days. During that time teachers worked to adjust pacing guides and review 2019-2020 Mid Year Data and the limited End of Year Data to determine their starting places for standards-based instruction for the new school year. As a result of starting school later, we have to end the first semester on January 15 instead of prior to the Winter Break in December. Also, the end of the second semester will be June 4 instead of June 1.
- **Extending School Day & Year:** - As we continue to work towards alleviating the exacerbated learning gap some students have acquired during the COVID-19 pandemic, Columbia County Schools will offer the following options for additional learning time.
 - Middle Grades Math, Algebra I, and Geometry Boot Camps will begin in January 2021 and end in April 2021, for 100 hours of service total. The purpose of these boot camps is to provide students with access to certified classroom teachers who will provide direct

intensive instruction and remediation to students one-on-one or in small groups. Students identified for this instructional support are students who are non-proficient and/or not meeting state requirements for Algebra I, Geometry, and/or middle school math. District-created unit assessment data, grades, and teacher observation data will be used to determine eligibility for these camps. More information regarding these camps is available [here](#).

- Summer STEAM Camps for students in grades K-8 will be held from June 8 through June 25 from 8:00 until 1:00, totaling 55 additional hours of instruction for a maximum of 700 students across the district, as long as social distancing is possible. Students will be exposed to a variety of STEAM hands-on activities as well as an integrated focus on literacy and math concepts practice. This camp will be open to students of varying abilities. More information regarding these camps is available [here](#).
- Columbia County Schools is planning to hold Summer Reading Camp following the mandates of Florida Statutes regarding third-grade students. If a child does not achieve a score of Level 2 or higher on the FSA ELA assessment, they will be eligible to attend Summer Reading Camp. During Summer Reading Camp there will be a focus on the five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students will have multiple opportunities to practice the skills in each of these areas and receive progress monitoring to determine the level of growth they achieve from the beginning to end of camp. According to policy and past practices, students who did not achieve Level 1 on FSA, who attend reading camp, and pass the end of camp assessments may be promoted to 4th grade.
- If extensions to CARES (in particular GEER) fund usage are approved, Columbia County will be able to provide tutoring assistance to students in grades K-10 in the areas of reading and math mathematics. Targeted students would be those who attended Summer Enrichment Camps during the Summer of 2020 to ensure they continue to fill in academic achievement gaps and allow them to preview standards to come in the next school term.
- Students with disabilities and served with Individual Education Plans are being considered for Extended School Year Services (ESY). ESY services include Summer School held in June, supplemental assignments in packet form to build on skills that the student is showing a regression in, and possibly time with auxiliary services such as Speech-Language, Occupational and Physical Therapies. Qualification for ESY services depends on the recommendation of the IEP team, based on a review of individual student data.
- **Aggressive Adjustments in Standards-Based Instruction Timelines:** In Summer 2020, as well as preplanning for the 2020-2021 school year, teachers met in grade-level and departmental teams to review progress made through standards-based instruction and determine the need for additional adjustments in pacing guides. This is a process that is completed during all academic years, but given the extraordinary circumstances that we faced in this school year, greater emphasis was placed on this task. As we draw near the start of the Spring Semesters teachers and school leadership are working on re-evaluating the timeline to have taught and assessed all standards before state summative assessments at the end of the year. Adjustments in pacing guides and curriculum maps include the provision of time throughout the year to review prior year's standards that may not have been assessed at the end of the year and introducing new standards that may not

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have been taught. Due to the “buildable” nature of LAFS and MAFS, these steps are essential to making good progress and working towards mastery.

- Where Title I Tutoring Services are available, Title I Tutors provide instructional support to students during the school day. Our tutors are serving students both in brick and mortar classes as well as in Columbia Homeroom, in some cases. We hope that depending on the availability of funds, we would increase the number of hours that tutors would be available to assist students. Currently, Title I Tutors in Columbia County will work until April 7 for a total of 272 hours.

1.b. Columbia County students are taught using an effective, research-based curriculum. All K-8 students, in both traditional and innovative platforms, are given an iReady diagnostic screening at the beginning of the school year to determine their baseline score. Any student who falls below the 25th percentile for their grade level or who did not make adequate yearly progress the preceding school year are identified as students who require support through the MTSS process. After the initial diagnostic, students are given 2 additional iReady diagnostic screenings as well as multiple progress monitors to determine their academic growth. Students in 9th-12th grade who scored a level 1 on their most recent FSA are scheduled into a Reading Intervention class where their deficits are addressed through Exact Path and Achieve3000. Students in 9th-12th grade who scored a level 1 on their most recent FSA, Algebra, or Geometry EOC have their deficits remediated using Khan Academy via small group instruction. Ongoing progress monitoring for both Reading and Mathematic courses in grades 9-12 includes district-developed Unit Assessments, teacher observation data, student grades, and the APM assessment.

Students who are identified for intervention needs will be served using any of the interventions shown in the chart at the following link.

[CCS Interventions List](#)

It must be noted that interventions listed here may have their hard copy sets housed at one location within the district, but can be borrowed from one school to the next based on inter-school agreements. Some interventions may be subscription-based and provided in limited quantities across the district.

1.c. Students who transition from the innovative learning model to the in-person setting that are not making adequate academic progress will be provided additional interventions to fill their academic gaps. To meet the individual needs of each of these students, an Academic Improvement Plan will be developed and a Progress Monitoring Data Sheet will be used to track the implementation of researched-based interventions. The impact of the Academic Improvement Plan will be assessed through progress monitoring and evaluation of other data such as grades. Additional support and interventions will be given as needed. Plans and all pertinent information that goes towards the development of these Academic Improvement Plans will be collected on the Change In Modality Spring Intervention Plan forms, found on the following pages.

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O-CHR

Columbia County School District Change in Modality Spring Intervention Plan

Student:	Student Number:	Date:
School:	Date of Birth:	Grade:
Parent/Guardian Name:	Address:	Phone Number:

Students not making adequate academic progress (lower than C's in a majority of ALL subjects) are required to move from Columbia Homeroom to traditional brick and mortar school for additional interventions and support.

Student Data

iReady: Fall Math SS _____ Percentile _____ GLE _____
 Winter Math SS _____ Percentile _____ GLE _____

iReady: Fall Reading SS _____ Percentile _____ GLE _____
 Winter Reading SS _____ Percentile _____ GLE _____

Grades: Math 1st nine weeks _____ Reading 1st nine weeks _____
 Math 2nd nine weeks _____ Reading 2nd nine weeks _____

APM: Administration 1 _____ Administration 2 _____ (If utilized)

Teacher Observation Data: _____

Additional Data - Secondary Only:

Average of Unit Assessments (Attach additional documentation if necessary):

ELA _____ Math _____

Area(s) of Deficit

_____ Math _____ Reading

Area of Deficit	Focus (Targeted Area)	Intervention Program	Interventionist	Frequency

Participants:

_____ (School Counselor) _____ (Teacher)

_____ (Admin.) _____ (Teacher)

_____ (Other) _____ (Other)

Parent notified of Spring Intervention Plan on _____ via _____ by _____.

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J-CHR

Columbia County School District Progress Monitoring Spring Intervention Plan

Student: _____ Teacher: _____

Area of Deficit: **Math** Intervention Program: _____

Progress monitors include: iReady Diagnostic/Growth Monitor and Math Chapter/Unit Test

Document attendance and progress monitoring scores - P=Present A=Absent C=Cancelled

Week of	Mon.	Tues.	Wed.	Thurs.	Fri.	Progress Monitoring Score/s	Current Math Average/Comments

Area of Deficit: **Reading** Intervention Program: _____

Progress monitors include: iReady Diagnostic/Growth Monitor and Reading Chapter/Unit Test

Document attendance and progress monitoring scores - P=Present A=Absent C=Cancelled

Week of	Mon.	Tues.	Wed.	Thurs.	Fri.	Progress Monitoring Score	Current Reading Average/Comments

Has the student made adequate progress at the end of the 3rd nine weeks? yes no
 Is the student on track to achieve a minimum of one year of academic growth? yes no



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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 acknowledgment 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 acknowledgment form that they will provide to parents/guardians.

- a. Since the beginning of the 2020-2021 school year, Columbia County Schools has committed to promoting academic excellence for all students, including those who are utilizing the innovative learning modality. During the second half of the school year, we will continue to do so by continuing to provide parents and guardians with information on their child's academic progress, including progress monitoring assessment results.
- b. Throughout the first semester of this school year, Columbia County Schools has provided parents with information regarding students' lack of adequate progress in Columbia Homeroom coursework multiple times from the district level in written form. Individual schools and teachers have remained in constant contact with parents and guardians of student difficulties in Columbia Homeroom, provided them with progress reports and progress monitoring data, and made sure they knew that there were other learning modalities that they could take advantage of that would better serve their children. Parents and guardians received this information through phone calls, emails, Remind101 messages, formal letters, and parent-teacher conferences.

In response to Emergency Order 07, Columbia County Schools will provide parents of students who are making grades lower than a "C" average the majority of their courses with the letter shown below. This letter must be signed by a parent or guardian and returned to the school before January 15th for the student to remain enrolled in Columbia Homeroom. Signed letters can be returned to the office of the student's zoned school, or by scanning and emailing the letter to progressletter@columbiak12.com.

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SUPERINTENDENT
ALEX L. CARSWELL, JR

ASSISTANT SUPERINTENDENTS
HOPE JERNIGAN
TODD WIDERGREN



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MEMBERS OF THE BOARD
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January 5, 2021

To the Parents and Guardians of _____.

On Monday, November 30, 2020, Governor Ron DeSantis and Education Commissioner Richard Corcoran presented Florida citizens with Emergency Order 2020-EO-07. This Emergency Order provides guidance and protections for Florida students as we continue to make progress through the COVID-19 Pandemic.

Based on the Emergency Order, "students who are not making adequate academic progress in the innovative learning modality must be transitioned to another learning modality (in-person, virtual) as soon as practicable."

It is understood that despite poor academic progress, some students must continue to work within the Innovative Learning Models in their districts due to health and safety issues within their home. For this reason, the Emergency Order mandates that districts "1) provide written notice to the parent or guardian that the child is not making adequate progress and any associated education risks; and 2) obtain written acknowledgment from the parent or guardian verifying the receipt of this information and the intent to remain in the innovative learning modality."

This letter serves as notice that _____ is not making adequate academic progress while enrolled in Columbia Homeroom, the Columbia County School District Innovative Model. Accordingly, the Columbia County School District is recommending that your child return to brick and mortar, your child's physical school location for the semester beginning January 19, 2021. **Columbia County Schools is required to inform you that risks associated with lack of progress include course failure, ineligibility in extra-curricular activities, ineligibility for academic rewards, academic struggles in future grades, and retention in the current grade level.** Please see attached documentation regarding your child's current grades. Grades and other progress monitoring information is available by contacting your child's school and by reviewing them on the Focus Student Information System.

Should you choose to have your child continue working in Columbia Homeroom despite this notification, you must sign the statement in the bottom portion of this letter. **If _____'s school does not receive this letter, by January 15, 2021, it is assumed that _____ will return to in-person learning at their zoned school on January 19th, 2021.**

If you have any questions, please contact _____'s school as soon as possible.

Sincerely,

Lex Carswell
Superintendent

*****Read and Sign the Statement Below*****

I realize that my child is not making adequate progress in Columbia Homeroom. At this time, it is my desire for my child to continue to utilize Columbia Homeroom.

Parent/Guardian Signature _____

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.

a. At the beginning of the 2020-2021 school year, Columbia County Schools sought to address the issue of “missing” students. Missing students included those who were enrolled in the 2019-2020 school year but had not completed registration updates, contacted the school to select learning modality options, or acquired instructional materials to participate in Columbia Homeroom. School personnel committed many hours to phone calls and home visits to locate students. These efforts resulted in learning modality changes for some due to clarification of information, completion of letters of intent to participate in home education programs, or finding that students and their families had moved to new locations outside of Columbia County.

After the school year began, Columbia County Schools Truancy and MIS Offices worked together to identify students who were not actively participating in school within the first 10 days of the year starting as well as during FTE week. The strategies used then will be used through the remainder of the year to ensure that students who are not fully engaged in the public education choices they are enrolled in become engaged or find a choice that better suits their needs.

- Phone calls by school personnel and administrators
- Home visits by Truancy Office employees, School Resource Deputies, and School Personnel
 - On some home visits by Truancy Office employees, ample time is spent assisting parents and students with learning how to use Google Classroom and Focus Student Information System and reviewing attendance collection rules
 - Time is also dedicated to home visits to informing parents of the risks of nonattendance both in the innovative model and in person. These risks include poor academic performance, dropping out of school, mental health issues, and participation in high-risk activities.
- When students reach certain benchmarks (see Truancy School Level Re-engagement Matrix and Tiered Levels of Re-engagement documents), Columbia County Schools will employ applicable and current truancy laws and district policies.
 - As a result of the pandemic, there are limited court appearances for habitually truant students. However, in agreement with the local judicial authorities, we report major truancy issues under the normal and current legal pathways.
- Informational letters regarding student performance in Columbia Homeroom provided to parents and guardians
- Certified letters to parents and guardians of students who have a history of truancy issues and continued to experience truancy issues at the beginning of 2020-2021 informing them of the consequences for non-attendance both in brick and mortar and innovative models
- Emails were used to send letters regarding student performance and attendance to ensure that multiple methods were used to stay in communication with families

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- Deploying Intervention Specialists from the Safe Schools Department when issues with mental and physical health are suspected and when parents request services assistance
- b. VPK Coordinators, school administrators, and teachers will continue to identify students who qualify for VPK services by assisting families with voucher applications through the Early Learning Coalition. While there was a reduction of VPK classrooms in the Columbia County School District at two schools this year, students living in the zones of reduced services, whose parents have decided to enroll their children in VPK programs in the public school system, were provided with opportunities to attend VPK with out-of-zone privileges.

Advertising to support VPK enrollment includes positive VPK perception campaigns on social media outlets, yard sign advertisements announcing open slots at various school locations, school signs and marquees announcing enrollment, as well as flyers and school newsletter announcements for siblings of current students.

Once students are enrolled in the district's VPK programs, we are committed to improving attendance before the onset of compulsory attendance laws throughout this school year by holding parent-teacher conferences where student data on progress monitoring, behavior, work habits, and attendance are discussed. Lastly, Columbia County Schools VPK programs strive to include as many families as possible in school activities, regardless of social distance issues by utilizing virtual family engagement activities.

Each spring Columbia County Schools holds a Kindergarten Orientation night where incoming Kindergarten students have the opportunity to visit their zoned school, meet potential teachers and administrators and parents learn about registration and attendance requirements. Most schools in Columbia County hold Kindergarten Round Up days where families come to complete their registrations requirements, as well entrance, vision and hearing screeners.

Due to the pandemic, the 2020 Kindergarten Orientation was cancelled, and Kindergarten Round Up activities were severely altered based on how they were held in the past. As we enter into the spring of 2021, Columbia County Schools is prepared to hold Kindergarten Orientation meetings at each school as we have done in the past. There will be changes however in the delivery of these meetings including: reservations for orientation sessions, smaller groups of visitors on campus at one time, use of larger areas, mask requirements, and virtual viewing options as well. For Kindergarten Round Up, we will utilize online application features through our FOCUS Parent Portal system and appointment times for screenings with limited numbers of families on campus at one time. These events are extremely helpful to "spreading the word" that the start of the school year is coming, and families need to prepare early.

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).

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- a. Professional development for teachers and other staff members in Columbia County Schools include activities developed inside and outside of the school district.
- i. *Columbia Homeroom Warehouse & Teacher Learning Group*: Virtual meetings in which teachers meet with district administration to discuss progress being made in virtual instruction and share ideas on how to improve instruction as well as ask questions. Administrative staff members have participated in these learning group meetings as well in order to provide insight to their school-level needs, as well as learn about changes occurring in this learning model.
 - ii. *NEFEC Tech Tuesdays*: Columbia County Schools continues to promote participation in Tech Tuesdays with teachers, administrators and support staff. Tech Tuesdays provide virtual learning opportunities for teachers to expand their knowledge about teaching with technology in the innovative models found through the North East Florida Educational Consortium. NEFEC has and continues to be an invaluable resource for professional learning and has provided recordings to all of their recent professional learning events at the following link: [Virtual Learning Archives](#).
 - iii. *FDLRS Gateway Virtual Learning*: FDLRS Gateway provided virtual learning opportunities to teachers in conjunction with NEFEC professional development services. The focus of these professional learning events included differentiation, providing accommodations and intervention services to students who are learning at home. ([FDLRS NEFEC Padlets \(fdlrsnefec\)](#) and [Resources for Virtual Teaching/Home Schooling](#))
 - iv. *Google Classroom & Google Suite Training*: Columbia County Schools realized early that many teachers did not have a background in utilizing Google Classroom and the wide variety of tools in the Google Suite to make the Columbia Homeroom innovative learning model work at a high level of efficiency. As a result, we provided additional time in the pre-planning week, so that teachers could complete Level 1 Google Suite Training. To date, approximately 400 teachers have completed the training. There have also been several district and school leaders who completed the Google Classroom and Suite training, as they felt it was important to have the same knowledge base as their teachers. Also, since administrators have been asked to assist with instruction for virtual classrooms, it is good for them to have a firm understanding of how to use all features of the Google Suite.
- b. To continue to provide students and teachers with innovative solutions for literacy interventions, Columbia County Schools is working with FDLRS to provide virtual literacy intervention training to teachers in January and February. The interventions that we will target are multi-sensory, engaging interventions that allow students to work through reading difficulties stemming from phonemic awareness and phonics deficits. Teachers will also work to dive into standards to determine the true area of difficulty for students to prescribe appropriate interventions.
- c. Columbia County Schools continues to seek technology solutions for assessment administration. The main areas of focus for professional development for assessment administration are gaining valid data to plan instruction, base major educational decisions (IEP, MTSS, promotion, and retention needs). Through collaboration with NEFEC, FDLRS, and individual vendors such as iReady, professional learning opportunities will be developed and information disseminated accordingly to administrators and teachers.

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Acknowledgment

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.
Hope Jernigan
Contact information: email, phone number
jerniganh@columbiak12.com ; 386-755-8015
Date submitted
December 16, 2020
Superintendent Signature (or authorized representative)
