



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[Dixie]

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.

In order to close the achievement gap for students who were adversely affected during the pandemic, the district will refer to the K-12 decision tree. Using the most recent data, students will be identified for additional services and instruction time through the multi-tiered systems of support (MTSS).

Elementary Schools

1a. Progress Monitoring, Interventions, and Additional Instruction Time

Progress Monitoring:

October 2020 – APM Assessment 1

December 2020 – iReady Assessment 2

March 2021 – APM Assessment 2

April/May 2021 – iReady Assessment 3

MTSS Progress Monitoring:

Monthly ESGI Assessment Monitoring Fluency and Phonics Levels

Comprehension Assessment through iReady and other Supplemental Materials

Interventions (included but not limited to):

Grades K-5 MTSS – Students are placed in tiers based on iReady scores or lack of progress in MTSS or grade level benchmarks.

Tier 1 – high quality instruction by the teacher

Tier 2 – provided in the classroom by teacher/paraprofessional 15 minutes/3-4 days per week using high quality, evidence-based strategies and resources

Tier 3 – provided in the classroom by the teacher 20 minutes/4-5 days per week using high quality, evidence-based strategies and resources

Additional Tier 3 – provided outside the classroom by push-in teacher, Title 1 teacher, or paraprofessional

Additional Instruction Time

Will be provided after school as follows:

Grade 3 - February 1 to March 11 (3 days a week for 90 minutes)

Grades K,1,2,4,5 - March 23 to April 29 (3 days a week for 90 minutes)

1b. Targeted Outreach

January 4-15: Principal will call every student that has failing grades on the current report card, is not showing adequate growth at level 3-5, or scores a level 1 or 2 on the district progress monitoring system, iReady. A letter will also be sent home to ALL students stating their current progress monitoring scores including MTSS progress scores from ESGI Phonics and Fluency or other supplemental materials.

January: *Appropriate students in grade 3 will be notified of upcoming opportunity for additional instruction time.

February 8-10: Required Parent/Teacher conference for every student that has failing grades on the current report card, is not showing adequate growth at level 3-5, or scores a level 1 or 2 on the district progress monitoring system, iReady

March: *Appropriate students in grades K,1,2,4,5 will be notified of upcoming opportunity for additional instruction time.

March 22-26:

A letter will be sent home with ALL students stating current Progress Monitoring including MTSS progress scores from ESGI Phonics and Fluency.

April 26-30

Required Parent/Teacher conference for every student that possibly will not be promoted the following school year. A letter will also be sent home to ALL students stating their current progress monitoring scores including MTSS progress scores from ESGI Phonics and Fluency or other supplemental materials.

1c. Additional support for students transitioning back to face-to-face instruction

Students will participate in the iReady diagnostic assessment upon return to brick and mortar. If the student is determined to be below grade level, he/she will be placed in the appropriate RTI tier and given small group intervention. Progress will be monitored monthly using the iReady growth monitoring tools and/or standards mastery assessments. Students will also be notified/encouraged to participate in additional after school intervention opportunities for six weeks (3 days a week for 90 minutes).

Middle and High Schools

1a. Progress Monitoring, Interventions, and Additional Instruction Time

Monthly progress monitoring for reading and math will be achieved using a variety of resources including, but not limited to, teacher made assessments, i-Ready, Star Reading, Star Math, CommonLit, and Teengagement.

Reading interventions include: high quality instruction through intensive reading classes, small group instruction, differentiated instruction, push-in/pull-out paraprofessional support, and use of high impact evidenced based strategies identified on Hattie's Visible Learning Plus - Influences on Student Achievement

Math interventions include: double block intensive math classes with reduced class size, math coach support, as needed, for individual instruction, iReady math lab, learning lab with digital lessons for missed instruction, and small group instruction with a focus on gaps that are identified through progress monitoring

Additional instruction time will be offered through after school tutoring and summer remediation.

1b. Targeted Outreach

Beginning in January, parents will be notified monthly by phone and letter if their child is below grade level and/or not making adequate progress. Opportunities for additional instruction will be included in the letter.

1c. Additional support for students transitioning back to face-to-face instruction

Students in grades 6-8 will participate in the iReady diagnostic assessment upon return to brick and mortar, while students in 9-12 will take the Star Reading and Math assessments. If the student is determined to be below grade level, he/she will be placed in the appropriate RTI tier and given small group instruction. Progress of grades 6-8 will be monitored monthly using the iReady growth monitoring tools and/or standards mastery assessments. RTI in grades 9-12 will be monitored using Teengagement, Achieve 3000, CommonLit, and/or teacher made assessments. Students will also be notified/encouraged to participate in additional after school and/or summer intervention opportunities.

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.

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2a. Dixie will continue to offer virtual and face-to-face blended learning in the Spring 2021. Students who are not making adequate progress on virtual are currently receiving phone calls and home visits encouraging them to return to in-person learning. Students not making adequate progress in virtual will only be allowed face-to-face instruction unless the parent signs a waiver.

2b. See attached MDVS Notification letter.

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.

3a. The truancy office will continue to search for students that did not return to school in August and have not enrolled in another district. In addition, they will restore the following systems of outreach to ensure students are attending school per statutory requirements.

Brick and Mortar Setting:

Starting January 11, 2021 the Truancy Office will be operating normally. The only exception is listed below:

- Daily unexcused absences will result in an automated call from the Skyward system.
- 4 unexcused absences letters will be mailed home from the Truancy Office alerting parents of the absences.
- 5 unexcused absences the school will make the call home.
- 7 unexcused absences truancy office will make a call home
- 8 unexcused absences truancy office will schedule a SARB (School Attendance Review Board Meeting) with the parent.
- 9 unexcused absences truancy office will either make a home visit with the Resource Officer or mail a certified letter to the parent regarding the absences.
- 10 unexcused absences truancy office will mail home a letter alerting the parents of the absences.
- 14 unexcused absences, truancy will mail home the final alert letter to the parents.

**** TIPP Court and/or Petitions will only occur if the student name is given to the Truancy Coordinator by District or School Administration.

Virtual School Truancy:

Effective January 11, 2021 students who fall behind in percentage of course completion will be subject to truancy:

- A student who falls behind at 10% of course completion on targeted days will receive a phone call from the Truancy office.
- A student who falls behind at 15% of course completion on targeted days will receive a letter from the truancy office alerting them of the situation.
- A student who falls behind at 20% of course completion on targeted days will receive a second notification letter from the truancy office alerting them of the situation, the letter will also include a time for a virtual SARB (School Attendance Review Board) meeting.

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- A student who falls behind 25% of the course completion on targeted days will receive a home visit from the Resource Officer and Truancy Coordinator or a certified letter sent to the address on file.

3b. VPK and Kindergarten

- All students who were enrolled in Dixie's VPK program in 2019-20 and not enrolled in Dixie schools currently have been contacted
- Free full-day VPK including free breakfast, lunch, and transportation – notification via district and school Facebook pages, local newspapers, flyers, and custom yard signs
- Host VPK Round-Up, kindergarten registrations, and screening opportunities - notification by district website, district and school Facebook pages, local newspapers, school marquees, and flyers distributed throughout the county
- FDLRS and Dixie District Schools will provide Pre-K to KG readiness transition materials and activities for families
- Free Pre-K developmental screenings for all children ages 3-4 by September 1
- Identify eligible Pre-K students through the Early Steps referral service and Child Find process
- VPK and KG students are assessed using the VPK assessment and FLKRS to provide a comprehensive report of individual student needs
- VPK and KG progress monitoring of targeted standards is administered monthly using ESGI and iReady

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).

4a. During the spring, summer, and fall of 2020, teachers and leaders received training in Google Classroom, Google Meets, Clever, Kami, and the Canvas Learning Management System. The Technology Coordinator offers continuous support and professional development opportunities to all faculty and staff, including teachers and leaders – these opportunities will continue in 2021.

4b. The district plans to pursue the recently announced grant for a data scientist to not only gather data, but create an efficient method of analyzing the data for planning and developing a strategic model for continual improvement. Based on individualized student data, the data scientist will provide professional development to teachers and leaders on high quality evidenced based learning strategies. The district's reading coaches are currently meeting monthly with grade level/subject area teachers, however, we anticipate the data scientist to supplement and enhance schools' current professional development in the spring of 2021.

4c. In the summer of 2020, the district installed wifi hotspots in remote areas of the county, where internet access is limited, providing students reliable service to obtain digital academic content. As a one-to-one device district, all students have a chromebook with Clever being used as the single sign-on application that provides equitable access to digital learning. In addition, all teachers were provided a new laptop to meet the current technical specifications required for digital instruction.

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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.

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| Name and title of person responsible for completion and submission of the Spring 2021 Education Plan. |
| Mike Thomas, Superintendent |
| Contact information: email, phone number |
| <u>mikethomas@dixie.k12.fl.us</u> , 352-541-6231 |
| Date submitted |
| 12/15/2020 |
| Superintendent Signature (or authorized representative) |
| <i>Mike Thomas</i> |

Instructional Services
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Alexa Mills
Director of Student Services
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Buddy Schofield
Director of Elementary and
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Tracy Lee
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MDVS NOTIFICATION LETTER

According to our records, your student is not currently meeting expectations in the following areas while enrolled in My District Virtual School (MDVS):

____ Attendance ____ Grades ____ Percent Complete ____ Progress Monitoring Data

Students not making adequate progress are at risk of not mastering grade level standards, may have difficulty with future coursework, may be recommended for retention, or may not graduate on time.

We welcome all students currently enrolled in MDVS to return to face-to-face instruction where they will receive small group individualized intervention, if needed, to help overcome educational difficulties that may have arisen due to the pandemic.

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____ I have read and understand the MDVS notification letter. I would like my student to return to brick and mortar in order to receive additional support. I will contact my child's guidance office to re-enroll.

____ I have read and understand the MDVS notification letter. I decline the offer for additional support via the brick and mortar option, and will continue virtual instruction despite the risks explained above. I will contact my child's brick and mortar school to arrange a date/time to take required mid-year progress monitoring assessments.

Student Name: _____ Grade: _____

Parent/Guardian (print): _____

Signature: _____ Date: _____

**Return this signed/completed form in the included envelope to Tracy Lee.
Questions, call 352-541-6338 or email tracylee@dixie.k12.fl.us.**