



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Glades

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

Spring 2021 Education Plan and Assurances

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.

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 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.

The district will implement Waterford Early Learning program for grades Pre-K – 2. Waterford provides personalized learning that adapts automatically to give each student a unique learning experience tailored to his or her own skill level and pace. The ELA curriculum focuses on phonics, phonological awareness, comprehension, vocabulary, language concepts, writing and fluency. The math curriculum focuses on numbers and operations, geometry, operations and algebraic thinking, measurement and data analysis, scientific exploration and method, earth, life and physical science. Waterford Early Learning: Promising Evidence https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Waterford_ECE_073007.pdf

Students in K-2 will also be given supplemental instruction in phonics, phonemic awareness and vocabulary with Saxon Phonics and Spelling program. Saxon Phonics and Spelling combines systematic, explicit instruction with daily practice opportunities and ongoing assessment to ensure prior knowledge sticks and new knowledge accumulates. Saxon: Strong Evidence https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_SaxonPhonics_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200629%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200629T163211Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=6c25d69b54f93385ce30cecc5bf80f720f4456e15840b20f2d21b79fd9c12c6

I-Ready reading and math program for grades K-8. I-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all student succeed. The program pinpoints students' strengths and what they need to work on to reach grade-level proficiency. The program also supports English Language Learners and differentiates instruction in

Spring 2021 Education Plan and Assurances

reading and math to meet the needs of all learners. iReady: Promising Evidence (meets standards with rigorous expectations) <https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf>.

Achieve3000 literacy will be utilized in grades 6-12. Achieve3000 differentiates instruction with adapting instruction to meet the needs of each individual student. The program embeds benchmark assessments to provide precise information about each student's reading level to know the student reading abilities. The program is standards-aligned and provides content available at 12 Lexile levels in English and 8 in Spanish. The program adjusts instruction with text-to-speech and speech-to-text tools, vocabulary supports, and automatically adaptive assessments to give every student the support they need. Achieve 3000: Strong Evidence <https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

Nearpod provides teachers with interactive lessons, gamified activities and a quick assessment format. The program allows teacher to teach three way by live participation, student-paced or front of class. There are over 8,500 premade interactive lessons and videos for teachers to utilize to support instruction. Nearpod: Moderate Evidence

<https://s3.amazonaws.com/news.nearpod.com/pdf/Spotlight+Hendry+County+Research+Results.pdf>

Prepworks online program for grades 7-12 provides adaptive learning for Algebra, Geometry and Civics and personalized test prep solution for PSAT, SAT and ACT. Prepworks Learning Positioning System provides each student with the virtual experience of an expert tutor, as LPS continuously measures the student's performance and potential in a given lesson to adjust content, style, sequencing, and level of difficulty. Prepworks LPS navigates a learner on a given path and recalculates each learner in real-time to deliver trillions of personalized Learning Paths to serve the needs of each learner in a given lesson. Students will also have access to Khan Academy K-12. Khan Academy allows students to practice math skills at their own pace, first filling in gaps in their understanding and then accelerating their learning. Lessons are created by content experts, standards-aligned to practice math skills in grades K-12, grammar, science, history, and AP SAT.

Each elementary school provides a 90 minute uninterrupted reading block with an additional 30 minutes of reading intervention to students in Tiers 2 and 3 based on STAR assessment data and Glades County Schools Reading Plan Decision Tree. Students in tier 3 will receive additional time on top of the tier 2 interventions.

Each middle and high school will schedule students scoring in Tiers 2 and 3 based on Glades Reading Plan into an intensive reading class. Students in the intensive reading class will receive interventions that are standards aligned, address gaps and reduce barriers to students' ability to meet Tier 1 expectations, provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills, are matched to the needs of the students, and provide multiple opportunities to practice the targeted skills and receive feedback.

All middle and high schools provide math intervention classes for students who have scored level 1 on FSA math and have not passed Algebra 1 EOC. IXL online program and i-Ready math are utilized at the elementary level to provide additional instruction in math for students struggling and are not successful.

Student's transitioned out of the innovative learning model who were not making progress will be provided after school tutoring and remediation 2 to 4 days a week depending on the school and funding

Spring 2021 Education Plan and Assurances

available. Remediation will be provided by highly qualified teachers. Curriculum for students in grades 6-12 will use Khan Academy. Curriculum for students in grades K-5 is Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS). The CARS series helps educators identify students' strengths and weaknesses in the 12 standards-based reading skills. The STARS series helps teachers model the 12 standards-based reading strategies and provide explicit instruction.

Students transitioned out of innovative learning model or those who opted to stay in the innovative learning model, but were not successful, will be provided summer remediation for grades K-12. Summer Remediation has been designed to provide support to improve grades and build upon standards based proficiency. Remediation classes will be taught by highly qualified teachers. Summer remediation will last 6-8 weeks depending on funding and in grades K-5 Teacher Created Materials Focused Reading Intervention program will be used with students to address learning gaps and help prevent summer slide. Focused Reading Intervention program helps bridge the gap between struggling and proficient readers, bringing students up to grade level. The program teaches key reading skills by focusing on reading comprehension, fluency, word recognition, academic vocabulary, and phonics. The program provides interventions for students in Tiers 2 and 3. Every Focused Reading Intervention lesson utilizes the Gradual Release of Responsibility Model: teaches students how to be active readers through explicit instruction of comprehensive strategies; provides students with support to ensure the successful transfer of reading skills from guided practice to independent application; follows the I Do, We Do, and You Do Gradual Release of Responsibility model. Student are given opportunities to read engaging, high-quality literature and informational texts; focus on key foundational skills such as phonics and word recognition; active and rigorous application of work study skills including, but not limited to, Greek and Latin Roots; repeated readings of text to build fluency; reinforcement of key literacy skills through cooperative literacy games.

Hard copies of all lessons are available for weekly contact-free pick-up to bridge the digital gap as well as meet the needs of students who prefer paper pencil.

Spring 2021 Education Plan and Assurances

2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
- Offer the innovative learning modality only to students who are making adequate academic progress.
 - 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.

A. Each school reviewed the following assessments and grade reports to determine students not making academic progress in the innovative learning modality.

- Course grades reports were reviewed to determine which students were failing or had grades below a C in core classes.
- i-Ready diagnostic reports for ELA and math were analyzed. Students scoring in profile 1 on the i-Ready diagnostic were flagged as needing additional support. STAR and STAR Early Literacy Assessment data was also analyzed. Students scoring below the 25th percentile were also determined as not making adequate progress.
- Achieve3000 ELA diagnostic reports to determine students in grades 9-12 not making adequate progress in the innovative learning model.
- Preworks Algebra 1 and Geometry assessment reports were also used to determine if students were making adequate progress in those classes.

Parents/Guardians of students not showing adequate progress in one of the above areas were contacted by letter to inform them of their lack of success. Parents/Guardians not returning notification letters were called by school administration to inform the parent/guardian of the student's lack of progress based on one of the above criteria.

B. Written Acknowledgement form: (also see attached)

December 15, 2020

Dear Parents/Guardians of Option 2: Digital Learning,

As you are aware, during these unprecedented times, January 2021 begins the second semester of the 2020/2021 school year. As the school district develops our plans for the education of your student for the remainder of the 2020/2021 school year, each school is measuring the progress of their students currently enrolled in the innovative Option 2: Digital Learning platform.

Based on your student's grades, progress monitoring data, benchmark assessments, and/or iReady scores, your child is NOT making adequate academic progress for their current grade level placement. The school district strongly encourages your student to return to traditional, on campus learning.

Any student who is NOT making adequate academic progress in the innovative Option 2: Digital Learning platform MUST be transitioned to another learning modality, unless written notice is provided to the parent/guardian of no adequate progress and the educational risks of the decision to remain in the Innovative Option 2 (DOE ORDER NO. 2020-EO-07) are explained.

The Glades County School District is providing this letter to obtain written acknowledgement verifying receipt of this information. The parent/guardian must sign and date below that you have been informed of your student's lack

Spring 2021 Education Plan and Assurances

of progress and/or submit your decision to either (1) return your student to traditional learning or (2) remain in Option 2: Digital Learning.

PLEASE NOTE:

- If your student remains in the innovative Option 2: Digital Learning and the lack of adequate academic progress continues, retention is a possibility for your student. Each parent who chooses for their student to remain in Option 2 will be required to meet with the school.
- Any student, whose parent chooses to return to a school campus from Option 2: Digital Learning, will be provided additional interventions and supports for the Spring Semester.

Thank you for your prompt attention to this matter,

Dr. Alice Barfield, *Superintendent*

Please return this letter with your signature and choice marked below by December 18, 2020.

Student Name: _____ Grade: _____ School: _____

Please check one:

- Remain in Innovative Option 2: Digital Learning
- Return to Traditional Learning
- Enroll in Home School

Parent Signature _____ Date: _____

5. **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.

Spring 2021 Education Plan and Assurances

Reducing chronic absenteeism is at the forefront of student attendance policies across the nation. Not showing up for school matters; it generates an achievement gap that translates into lower academic performance, which may lead to dropping out of school. The challenge for districts is to develop policies that include all relevant stakeholders that identify and remove barriers that impede regular school attendance. The intent of the truancy intervention program referral process is to identify students with patterns of non-attendance to provide escalating services that aim to reengage students and their families in the learning process for greater academic achievement.

District school boards are tasked with the enforcement of school attendance, as outlined in F.S. [1003.26 Enforcement of school attendance](#). Habitual truants must be the subject of services to address patterns of nonattendance. To this end, principals shall refer these students to the school's committee responsible for attendance to determine if patterns of truancy are developing. Some of the strategies include: meeting with parent; frequent communication between teacher and parent; evaluation for alternative education programs; attendance contracts; implementation of corrective strategies; tutoring; mentoring; and referral to social service agencies. The school's committee shall facilitate intervention services to students and families with the aim of resolving non-attendance patterns.

[Florida statute 1003.01](#) defines a habitual truant as a student who has 15 unexcused absences within 90 calendar days with or without the knowledge and consent of the student's parent, is subject to compulsory school attendance under [s. 1003.21 School attendance](#) and (2) (a), and is not exempt under [s. 1003.21\(3\)](#) or [s. 1003.24 Parents responsible for attendance of children; attendance policy](#), or by the meeting of the criteria for any other exemption specified by law or rules of the State Board of Education.

Glades County Public Schools collaborates with Lutheran Services, which is funded by Florida's Department of Juvenile Justice for truancy diversion services for at risk youth.

Glades County District Policy

The educational program offered by this District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session. School attendance is the responsibility of parents and students. Absences shall be reported to the school attendance office by the parent or adult student as soon as practicable.

In accordance with statute, the Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a statement of the cause for such absence. The School Board reserves the right to verify such statements and to investigate the cause of each single absence.

Spring 2021 Education Plan and Assurances

In addition, educators have the responsibility to encourage regular attendance of students, maintain accurate attendance records, and follow reporting procedures prescribed by the Superintendent. Schools will record absent and tardy students in the automated student attendance recordkeeping system.

Provision shall be made for promoting school attendance through adjustment of personal problems, education of parents, and enforcement of the compulsory attendance laws and related child-welfare legislation. Accordingly:

- A. absences must be reported to the school by the parent or adult student as soon as practicable. Failure to report and explain the absence(s) shall result in unexcused absence(s). The final authority for determining acceptability of the reason for the absence(s) shall rest with the principal
- B. teachers shall record absentees each period of the school day and report absences, excused and unexcused, as required by the school;
- C. insofar as possible, parents should be contacted each time their child has an unexcused absence, or an absence for which the reason is unknown, to prevent the development of patterns of nonattendance;
- D. when a student has at least five (5) unexcused absences or absences for which the reasons are unknown, within a calendar month, or ten (10) unexcused absences, or absences for which the reasons are unknown, within a ninety (90) calendar day period, the teacher shall report to the Principal that the child may be exhibiting a pattern of nonattendance. Unless there is clear evidence that the absences are not a pattern of nonattendance, the Principal will refer to the case to the school's child study team to determine if early patterns of truancy are developing. If the child study team finds that a pattern of nonattendance is developing, a meeting with the parent must be scheduled to identify potential remedies. If the problem is not resolved, the child study team will implement interventions as provided in F.S. 1003.26.

Glades Truancy Program Procedures

The guide below provides an overview of the steps to be taken should a student show a pattern of non-attendance:

LEVEL	TRUANCY INFRACTION	INTERVENTION
1 ST Level	5 or more unexcused absences within a 30-day period, or 10 unexcused absences within a 90-day period	Parent Contact
2 nd Level	2 additional unexcused absences	Letter to Parent scheduling a meeting
3 rd Level	2 additional unexcused absences	Letter scheduling final intervention
Truancy Complaint	15 or more unexcused absences	File complaint w/GCSO and/or

Spring 2021 Education Plan and Assurances

within a 90-day calendar period.

forward a "Child in Need of Services/Family in Need of Services" petition to the Department of Juvenile Justice

The Board considers the following factors to be reasonable excuses for time missed at school:

- A. Personal illness of the student (medical evidence may be required by the principal or designee for absences exceeding five (5) consecutive days).
- B. Court appearance of the student.
- C. Medical appointment of the student.
- D. An approved school activity.
- E. Insurmountable problems. Prior permission by principal or designee is required except in the case of an emergency.
- F. Other absences with prior approval of the principal or designee.
- G. Attendance at a center under Children and Families Services supervision.
- H. Significant community events with prior permission of the principal. When more than one (1) school is involved, the Area Superintendent will determine the status of the absence.
- I. Religious instruction or religious holiday.
- J. Death in the immediate family.

** At the principal's discretion, students will be allowed 3 notes from parents per semester for excusing an absence.

School administration, guidance counselors, and data secretaries made calls to parents/ guardians of students not in attendance at school to determine where the student was enrolled. If contact could not be made, school administration utilized the Migrant Advocate Recruiter to make contact with families of Migrant students to determine their location of school enrollment or if they were returning to Glades County Schools. Emergency contacts listed in our Student Information System were also contacted to determine student enrollment for the 2020-2021 school year. Neighboring districts were also called to see if the student had enrolled in any of their schools and if student records needed to be sent. Local private schools were also contacted to determine if the student had enrolled at any of those schools. Principal of Glades MyDistrict Virtual also communicated via email and Google Drive Spreadsheet students enrolling in the district Virtual option.

Each elementary school reached out to the community via Facebook Social Media to inform parents of registration for the 20-21 school. Each elementary school also posted on their school website information regarding student registration for the 20-21 school year. The Migrant Advocate/Recruiter also made home visits to migrant families with school age children to ensure all students were enrolled in school.

VPK outreach was also advertised to community through Facebook Social Media. Parents of VPK eligible students were encouraged to register through the Early Learning Coalition website. The school staff helped with the registration process. School administration reached out to families with known VPK eligible children to recruit student enrollment. Summer VPK will also be offered during the months of

Spring 2021 Education Plan and Assurances

June and July to any child who has not attended a School Year VPK program. Schools will actively recruit eligible children through social media and recruitment nights either at the school or in community locations throughout the district.

6. **Professional Development.** The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including:
- Innovative and virtual learning modalities;
 - Interventions to support students in various learning modalities; and
 - Technology needs (especially new learning management systems).

A. Professional Development opportunities will be provided and planned to support teachers and leaders. Canvas PD will be provided to teachers to support them in creating lessons. Simple K12 program is available to all staff to learn Google Classroom and all Google Learning Suite.

B. Professional development on interventions to support students:

- Just Read Florida Regional Support will provide reading professional development to leaders, teachers and support staff to learn instructional strategies in English Language Arts.
- WIDA Access training in new ELD standards will be provided to teachers. ELL professional development on instructional strategies to use in the classroom was provided to all teacher and staff at the beginning of the school year.
- Pre-K and Kindergarten teachers will be given follow-up training on Waterford Early Learning training on how to read reports and analyze student data.
- Pre-K and Kindergarten teachers analyzed STAR Early Literacy Assessment data to determine needs of students in the innovative learning modality and those face-to-face students.
- Midyear Top Score Writing Training will be provided to ELA teachers to determine next steps with teaching writing.
- Multi-Tiered System of Supports (MTSS) is the integration of evidence-based instruction, interventions, and assessments to address the full range of student academic and behavioral needs present in today's classroom. In MTSS, the needs of all learners are identified and support early through increasing levels of instructional intensity and time. Teachers and support staff will attend professional development on interventions to support the MTSS process, how to analyze data and how to determine needed interventions for students.
- Kagan Training to support collaborative learning during instruction. Strategies also included how to implement collaborative learning in the online innovative learning model.
- Marzano training to teachers on the nine instructional strategies for effective teaching.

School administration Professional Development:

- Just Read Florida Regional Support will provide professional development to school leaders on to support instructional staff in the classroom.
- I-Ready professional development staff worked with school administrators and district administrators to disaggregate i-Ready Diagnostic data to determine greatest areas of need in each classroom and as a school overall.

Spring 2021 Education Plan and Assurances

3. School Administration will be provided Marzano Teacher Evaluation training. This training will work on inner rater reliability for teacher observations, walk-throughs and coaching.
4. School Administration also completed Simple K12 professional development modules to learn about Google Classroom and how to use the product for Glades Innovative Learning Module.

C. Technology Needs:

Staff were provided professional development on Google Classroom through Simple K12 online PD program. PD that was required was on how to organize their Google Classroom, how to handle assignments, student workflow and communications with students, implement cross curriculum tin the Google Classroom, Managing Google Classroom in Early Elementary.

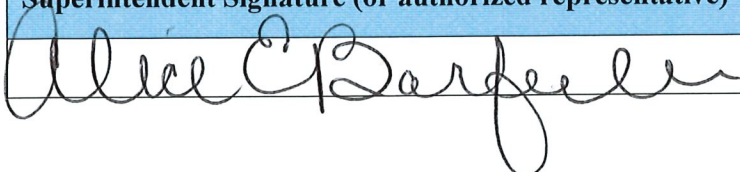
Staff were also provided training in Canvas LMS. The Canvas training was online through the Canvas platform that provided teachers the knowledge to build their Canvas class. Teachers were paid attend the online training and to create their online Canvas classroom and lessons at the beginning of the school year. Follow-up Canvas training will be provided throughout the rest of the year for those teachers needing more support.

NearPod training was also provided to all schools. NearPod allows teachers to create lessons within their platform to support core curriculum.

Teachers were also given Professional Development with online core curriculum sites and how to sync those sites with their Google Classroom. Professional development was provided by IT or school administration for these programs.

Acknowledgement

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

Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.
Janet Harris
Contact information: email, phone number
Janet.harris@glades-schools.org 863-946-2083
Date submitted
12/15/2020
Superintendent Signature (or authorized representative)


GLADES COUNTY SCHOOL DISTRICT

Building Academic Excellence

Dr. Alice Barfield
Superintendent

December 15, 2020

Janet Harris
Director of Elementary
Academic Services

Dear Parents/Guardians of Option 2: Digital Learning,

Sue Woodward
Director of Finance

As you are aware, during these unprecedented times, January 2021 begins the second semester of the 2020/2021 school year. As the school district develops our plans for the education of your student for the remainder of the 2020/2021 school year, each school is measuring the progress of their students currently enrolled in the innovative Option 2: Digital Learning platform.

Director of
Administrative Services

Based on your student's grades, progress monitoring data, benchmark assessments, and/or iReady scores, your child is NOT making adequate academic progress for their current grade level placement. The school district strongly encourages your student to return to traditional, on campus learning.

Director of Exceptional
Student Education and
Student Services

Any student who is NOT making adequate academic progress in the innovative Option 2: Digital Learning platform MUST be transitioned to another learning modality, unless written notice is provided to the parent/guardian of no adequate progress and the educational risks of the decision to remain in the Innovative Option 2 (DOE ORDER NO. 2020-EO-07) are explained.

Kim Jordan
Director of Human
Resources

The Glades County School District is providing this letter to obtain written acknowledgement verifying receipt of this information. The parent/guardian must sign and date below that you have been informed of your student's lack of progress and/or submit your decision to either (1) return your student to traditional learning or (2) remain in Option 2: Digital Learning.

School Board Members

Crystal Drake
District 1

PLEASE NOTE:

- If your student remains in the innovative Option 2: Digital Learning and the lack of adequate academic progress continues, retention is a possibility for your student. Each parent who chooses for their student to remain in Option 2 will be required to meet with the school.
- Any student, whose parent chooses to return to a school campus from Option 2: Digital Learning, will be provided additional interventions and supports for the Spring Semester.

Jenny Allen
District 2

Thank you for your prompt attention to this matter,

Jean Prowant
District 3

Dr. Alice Barfield, *Superintendent*

Gloria Reese
District 4

Please return this letter with your signature and choice marked below by December 18, 2020.

Patricia Pearce
District 5



Accredited

Student Name: _____ Grade: _____ School: _____

Please check one:

- Remain in Innovative Option 2: Digital Learning
- Return to Traditional Learning
- Enroll in Home School

Parent Signature _____ Date: _____

GLADES COUNTY SCHOOL DISTRICT

Building Academic Excellence

Diciembre 15, 2020

Estimados Padres/Guardianes: Aprendizaje Digital

Dr. Alice Barfield
Superintendent

Janet Harris
Director of Elementary
Academic Services

Sue Woodward
Director of Finance

Director of
Administrative Services

Director of Exceptional
Student Education and
Student Services

Kim Jordan
Director of Human
Resources

School Board Members

Crystal Drake
District 1

Jenny Allen
District 2

Jean Prowant
District 3

Gloria Reese
District 4

Patricia Pearce
District 5

Como ustedes saben, durante estos tiempos sin precedentes, en Enero del 2021 comienza el Segundo semestre del curso escolar 2020/2021. A medida que el distrito escolar desarrolla el plan educacional de su estudiante para el resto del curso escolar 2020/2021, cada escuela esta midiendo el progreso de sus estudiantes matriculados en la innovadora Opción 2: la plataforma de Aprendizaje Digital.

Basado en las calificaciones de su estudiante, datos de seguimiento de progreso, evaluaciones de referencia, y/o puntuaciones de iReady, su estudiante NO está logrando el progreso académico adecuado para el nivel/grado en que está actualmente colocado. El distrito escolar anima a su estudiante a regresar al aprendizaje tradicional, en el campo escolar.

Todo estudiante que NO está logrando el progreso académico adecuado en la innovadora Opción 2: la plataforma de Aprendizaje Digital DEBEN ser transicionados a otro modo de aprendizaje, a menos que se proporcione a los padres notificación por escrito de que no han obtenido el progreso adecuado y de los riesgos educacionales de la decisión de permanecer en la innovadora Opción 2 (DOE ORDEN NO. 2020-EO-07) séan explicados.

El Distrito Escolar del Condado Glades proporciona esta carta para obtener notificación por escrito verificando que han recibido esta información. Los padres/guardianes deben firmar y poner fecha a la porción de abajo de esta carta confirmando que han sido informados sobre la falta de progreso de su estudiante y/o indicar su decisión a (1) que el estudiante regrese al aprendizaje tradicional ó (2) permanezca en la Opción 2: Aprendizaje Digital.

TENGA EN CUENTA:

- Si su estudiante permanece en la Opción 2: Aprendizaje Digital y continúa con la falta de progreso académico adecuado, su estudiante corre el riesgo de ser retenido. Cada padre que elige que su estudiante continúe en la Opción 2 será requerido a reunirse con la escuela.
- Todo estudiante, cuyo padre elige que regrese al campo escolar de Opción 2: Aprendizaje Digital, será proporcionado intervenciones adicionales y apoyo durante el Semestre de Primavera.

Gracias por su pronta atención en este asunto,

Dr. Alice Barfield, *Superintendente*

Por favor devuelva esta carta con su firma y elección marcada antes del 18 de Diciembre, 2020.



Accredited

Nombre del Estudiante: _____ Grado: _____
Escuela: _____

Favor de marcar una:

- Permanecer en la Opción 2: Aprendizaje Digital
- Regresar al Aprendizaje Tradicional
- Inscribirse en la escuela en casa

Firma de Padres _____ Fecha: _____

Box 459 ▪ Moore Haven, FL 33471 ▪ 863.946.2083 ▪ Fax: 863.946.1529 ▪ www.gladesedu.org