



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

School Board of Levy County

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 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.

☒ **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.

a. Schools have a range of offerings for closing achievement gaps including:

- i. Closing achievement gaps during the school day:
 1. K-5: Intervention block for ELA and Math with small group instruction for the most struggling students. These classes have push in Para support, Interventionist, and Reading Coach support. Intervention groups are targeted and specific to student needs. Teachers plan with reading coaches and use specific curriculum/resources as indicated in the district reading plan for students in Tier 2 and 3.
 2. 6-12: Additional ELA and Math instruction in Critical Thinking & AVID elective classes
 3. K-12: Continual Spiral Review in ELA and Math
 4. K-8: Use of *iReady® Assessment and Personalized Instruction* is used in Levy to help educators focus on closing the achievement gap and preparing all students to access grade-level content. Combining a valid and reliable assessment suite with instructional resources targeted to each child’s specific academic needs, the online *i-Ready Assessment* helps educators diagnose students’ unfinished learning in Reading and Mathematics, supports educators in providing targeted instruction to help each student reach their academic

- potential, and measures how students are progressing over time. The program offers integrated assessment and instruction delivered on one unified platform that can be readily executed in-school or at-home learning environments.
5. K-8: The *i-Ready* Prerequisites Report for mathematics helps teachers identify students' individual learning needs for the upcoming grade-level. Teachers can use the report data and provided resources to target instruction. *iReady* also includes prerequisite resources for reading comprehension (3-8) to help teachers address gaps that may have widened during school closures. Tools for Scaffolding Comprehension offer differentiated teaching resources targeting the most important concepts and skills.
 6. K-12: Instructional and Administrative data chats, student conferences, parent conferences, virtual conferences and mentorship
- ii. Additional instructional time in a continued effort to support students in all grades who are not on grade-level or showing signs of not completing a year's academic growth with:
1. Before/After-School Title I Tutoring will be offered
 2. College AVID tutors in secondary schools available in person and virtually
 3. ACHIEVE Program from 21st Century Learning Grant provided through the Levy County Prevention Coalition (2.5 hours per day, 4-5 days per week)
 4. S.W.A.G. K-2 afterschool program (Students With Ambitions & Goals) addressing reading skills, life skills, and homework assistance)
 5. *iReady* automatically assigns interactive online lessons across grade levels K-8 to each learner based on their *Diagnostic* assessment results. These student-driven digital lessons can be accessed in or out of school, or in combination. Educators can adjust the *i-Ready* recommended lesson sequence and add Teacher-Assigned Lessons to ensure students develop skills in conjunction with the core curriculum. *iReady Personalized Instruction* is flexible and can be used during school, before/after school, in-class/pull-out, summer school, at home, or in a computer lab.
 6. Summer Reading Camp for 3rd graders
 7. Extended School Year for qualifying ESE students
- iii. Lost instructional time:
1. At this time, Levy is not in jeopardy of needing to make up lost instructional time. The 2020- 2021 school year began for Levy students on August 17th, 2020 and will continue through May 27th, 2021. Barring any unforeseen circumstances, the hourly equivalent in statute is easily obtainable within this timeframe.
 2. Students will continue to receive instructional support using the LMS system, Canvas in all courses to supplement the loss of in-class instruction due to quarantine situations. Levy schools will implement core curriculum and supplemental resources, Edgenuity (6-12), and/or Florida Virtual School curriculum (K-5).

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- b. Targeted outreach: Students participated in diagnostic assessments at the beginning of the school year to establish base-line data for future progress monitoring, to identify students not currently on grade-level, and to identify any regression in learning which may have resulted from school closures in the Spring of the 2019-2020 school year. Students K-12 will continue to undergo routine progress monitoring throughout the 2020-2021 school year to track progress and also aid in decision making concerning the need for additional interventions and support.
- i. The information below will show how student progress is assessed at each grade level:
 1. K-5 ELA:
 - a. i-Ready diagnostic = 3 times per year
 - b. i-Ready Growth Monitoring - monthly
 - c. District assessments
 - d. K-1 Standards-based assessments
 2. K-5 Math:
 - a. i-Ready diagnostic = 3 times per year
 - b. i-Ready Growth Monitoring - monthly
 - c. K-1 Standards-based assessments
 3. 6-8 ELA:
 - a. i-Ready diagnostic = 3 times per year
 - b. PSAT 8/9 (8th Grade)
 4. 6-8 Math:
 - a. i-Ready diagnostic = 3 times per year
 - b. PSAT 8/9 (8th Grade)
 5. 9-12 ELA:
 - a. PSAT/NMSQT (Grades 9-11)
 6. 9-12 Math:
 - a. PSAT/NMSQT (Grades 9-11)
 - ii. Utilize NEFEC to help design specific lessons and standard remediation based on mid-year data.
 - iii. Adjust intervention groups with additional intensity through the shifting of personnel.
 - iv. Reading coach work, modeling, and coaching will continue to be imperative in classrooms that do not meet standard expectations.
 - v. Problem-Solving Team meetings will continue to be vital to target students who show decline and design interventions to meet their needs in both reading and math, with the support of our ESE, Reading Coaches, Interventionists, and paraprofessional support.
 - vi. Weekly monitoring schedule for innovative learning students in Levy Virtual School. Students falling behind in attendance/academics will be contacted with parents, complete a contract for improvement, one-on-one teacher intervention time offered, and immediate response of improvement expected.
- c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.
- i. Returning students will be monitored by reading coaches, graduation coach, guidance

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- counselors and admin to support students who are transitioning into Option 1.
- ii. Students that will be transitioning from the innovative learning will provided interventions with additional staff support that target the skills they are deficient in
- iii. Students will be provided additional support through extra support materials at home
- iv. Option to attend the 21st Century after school program
- v. Assigned lessons on iReady to close gaps the teacher observes in previously instructed skills.
- vi. Student placement consideration- with a familiar teacher (possibly returning teacher for innovative learning to brick and mortar) or with effective classroom teachers

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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 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. SBLC has observed that innovative learning models, even with great planning and outreach to students, is inferior when compared to in-person instruction with the same teachers. On August 17, 2020, SBLC opened brick and mortar schools to all students who chose to attend school in-person. For any student who felt it was unsafe to return for in-person instruction, we offered an Innovative Learning Modality or Virtual Instruction through Levy Virtual School. Early progress monitoring revealed that many of the students participating in the innovative and virtual model were not maintaining pace with their peers who were attending classes on campus. Teachers immediately recognized this and began communicating their concerns with the students and the parents/guardians. In early September, school administrators began contacting parents to encourage in-person instruction for those students who were struggling to maintain pace with their peers. School and District administrators remained in constant communication regarding student progression within the innovative and virtual models vs. in-person instruction. In December, a decision was made to begin transitioning as many students as possible from the innovative instruction model to in-person instruction beginning in January. School administrators contacted each parent/guardian who had a child participating in the innovative and virtual options and informed them of the availability of in-person instruction along with alternate methods if in-person was absolutely not an option. At this time, all students registered with SBLC with the exception of approximately 180 students (3%), will begin the 2nd semester of the 2020-2021 school year in-person.

a. Levy virtual teachers will monitor progress weekly and report concerns of lack of progress to families and administration for intervention for both academic and attendance needs. The "Option 3 Reassignment to Option 1 Superintendent Recommendation" will contain the student's attendance record, and current letter grade in each course. The notice will include an explanation of why it is best for the student to return to in-person instruction and the potential long-term negative effects on the student's academic career if they continue to regress or show little to no learning gains. The letter will assure the parent/guardian our schools are a safe learning environment, the benefits of in-person instruction, and the various supports offered on campus and after hours to aid in the students academic recovery. Along with this letter being mailed to the parent/guardian, numerous attempts will be made to contact parents/guardians by phone to schedule a meeting so a conversation can take place about

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the recommended educational setting that is best for the student. Parents/Guardians who disagree with the advice of school personnel and who do not wish to allow their child to return to in-person instruction will be asked to sign a copy of the "Option 3 Reassignment to Option 1 Superintendent Recommendation Parent Refusal", stating they have been informed of the situation and disagree with the advice given by school personnel. Parents/Guardians will then be presented with alternate methods of instruction supported by the school district, or a third party, to allow the parent to choose which instructional setting is best for their child. A copy of this notice is included along with our Spring 2021 Education Plan. See attached Letter (also included as the last page of this scan)

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. Identify vulnerable students:

- i. Students are identified for truancy/attendance concerns by teachers, administrators, and/or attendance clerks at schools. Contact attempts made by phone, email, Remind, US mail, and/or home visits by: Teacher, School Administration/Guidance, District Truancy Coordinator, School Resource Officers.
- ii. If a student falls two or more weeks behind pace, teachers notify the Levy Virtual School administration and school administration. Students who are two or more weeks behind pace in two or more classes are considered "truant." Truant students will be assigned back to their zoned schools to begin attending school if they do respond with immediate progress after the "Virtual (Option 3) Attendance Concern- Student Contract for Pacing" has been implemented.

b. VPK/KG eligible students:

- i. All students who were enrolled in our VPK program from last year and not enrolled in Levy schools currently have been contacted and located.
- ii. Notification of free full-day VPK including free breakfast, lunch, and transportation via district website, District & School Facebook pages, literature in front offices, local newspapers, school marquees, Remind messages
- iii. Fill open VPK enrollments with students on wait lists
- iv. Host Kindergarten registration, Round-Up events, and screening opportunities notified via district website, District & School Facebook pages, literature in front offices, local newspapers, school marquees, Remind messages
- v. FDLRS and SBLC provide PreK to Kindergarten readiness transition materials and activities for families

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- vi. Free PreK developmental screenings for all children ages 3 or 4 by Sept. 1

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).

a. Innovative and virtual learning modalities

- i. Elementary Blended/Virtual Teacher & School Leader Training on FLVS curriculum and Canvas. Training included best practices during online learning.
- ii. Secondary Blended/Virtual Teacher Training on Edgenuity and Canvas. Training included best practices during online learning.
- iii. Canvas Professional development for Elementary and Secondary provided for all teachers and school leaders in preparation for teaching in Innovative, Virtual, and quarantine situations.
- iv. Canvas Collaboration shared communication documents for teacher and school leaders with best practices, expectations, updates, etc.
- v. Universal Design for Learning (UDL)
- vi. Tech Tools you can use today - focused on innovative and learning modalities as well as technology needs

b. Interventions to support students in various learning modalities

- i. Created a Canvas PD Course for Making Reading Instruction Explicit. This training is all about explicit reading instruction, specifically for students who have persistent reading difficulties. Schools have the option of implementing with their staff. Per the K-12 Plan, all schools have an expectation of multi-sensory reading intervention training
- ii. Targeted vocabulary i-Ready training for elementary Reading Coaches as a result of data analysis. Reading coaches will implement training to teachers.
- iii. Reading coach training in Story Champs, a multi-sensory language intervention program that they are now training selected teachers on back in their school buildings in response to data that shows this as a severe area of need. Reading coaches will implement training to teachers.
- iv. Explicit Instruction for SWD on Access Points in an inclusive educational environment
- v. iReady: Diagnosing & Planning for Unfinished Learning for teachers
- vi. Curriculum Associates: School Leader i-Ready Diagnostic 1 and overview of PD opportunities for schools
- vii. Focused Note Taking Schoolwide
- viii. WICOR Strategies
- ix. Increasing rigor through Inquiry
- x. Reading and Writing to Learn Strategies for the Elementary Classroom

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- xi. What's Love Got to Do With It? The Essential Role of Attachment-Based Developmental Relationships in Learning and Leading
- xii. Deep Dive into AVID Core Strategies
- xiii. Tech Tools you can use today - focused on innovative and learning modalities as well as technology needs

c. Technology needs (especially new learning management systems)

- i. Lead Canvas teachers assigned and trained along with school leaders at each school for support for each campus including initial professional development and Canvas course creation
- ii. Canvas Cadre Team and school leaders provide continuous teacher professional development including topics requested by instructional staff.
- iii. Kami- Virtual training for instructors and school leaders on using Kami, an online annotation and markup tool
- iv. Canvas Professional development for Elementary and Secondary
- v. Canvas Collaboration shared professional documents with best practices, expectations, updates, etc. for teachers and school leaders
- vi. NEFEC professional development- Tech Tuesdays: FlipGrid, Jamboard, SeeSaw, PearDeck, Poll Everywhere, Desmos
- vii. Technology for Student Success: Assistive Technology for Student Success- Assistive technology devices and services and the process of helping students with disabilities select, obtain, and use assistive technology. Content includes information about the impact of identified areas of disability including: vision, auditory, physical, communication, intellectual, and cognitive processing and how assistive technology devices and services provide support in content areas.
- viii. MasteryConnect- Implementing online assessments through Canvas for teachers and school leaders
- ix. Tech Tools you can use today - focused on innovative and learning modalities as well as technology needs

Acknowledgement

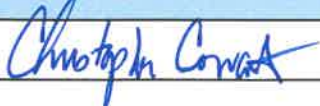
The district verifies that the information they provide to the Florida Department of Education contained in this form is consistent with, and meets the intent of, the provisions outlined in DOE Order No. 2020-EO-07.

Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.

Melissa Lewis, Director of Accountability

Contact information: email, phone number

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melissa.lewis@levyk12.org, 352-486-5231
Date submitted
December 9, 2020
Superintendent Signature (or authorized representative)




Option 3 Reassignment to Option 1 Superintendent Recommendation



Regular participation in classes is critical to student success. Additionally, state law specifies that full-time students have compulsory attendance requirements. As such, ongoing enrollment in Option 3- Virtual Learning is based on student grades, pace, on time completion and adherence to all district guidelines. Enrollment is contingent upon the following criteria being met:

- Student is required to attend school each day by logging in and completing work.
- Student must always adhere to a minimum weekly pacing guideline.
- Student must complete all testing (district, FSA, FSAA, and/ or EOC) on scheduled dates/ times.

According to School Board Policy 5.02- Student Assignment, "The Superintendent may assign a student to any school or educational program if it is deemed in the best interest of that student or the school district."

Date:	
Student Name:	
School:	
Administrator:	
Reason for Reassignment to Option 1 (In-class instruction):	

Course Name:	Quarter 1 Grades	Quarter 2 Grades	Quarter 3 Grades
Attendance			

Superintendent Recommendation: Approved: _____ Denied: _____

Superintendent Signature: _____ Date: _____

It is in your child's best interest to return to in-person instruction as the potential for long-term negative effects on your child's academic career are anticipated if they continue to regress or show little to no learning gains. Your child will be provided a safe learning environment, as well as the benefits of in-person instruction. He/she will be provided various supports offered on campus and after hours to aid in the student's academic recovery.