



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Gulf

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.

1a. CARES ESSER grant funds are used to provide one teacher at each grade level K-6 at each elementary school, one middle school and one high school math teacher at each high school, and one middle school and one high school ELA teacher at each high school to provide instruction during their regularly scheduled planning periods to students who have been identified as having a deficit. Title I afterschool tutoring is provided at both elementary schools. As a member of Cohort 14, the district will make application for an extension of the 21st Century Community Learning Centers program which will provide afterschool homework assistance and enrichment. Title V funds will be used to provide a before/afterschool tutoring & mentoring program at each high school. Weekend boot camps will also be provided for high school students prior to standardized testing and ACT test administrations. Data Scientists will analyze progress monitoring and other data to assist schools in improving data-driven decisions to support student learning and address achievement gaps. They will be instrumental in identifying high-leverage strategies that will result in instructional improvements. A high-quality reading curriculum that is evidence-based will be implemented in grades K-3 for students identified with a reading deficiency and eligible for Tier 1 or 2 supports.

1b. Progress monitoring is more crucial now than ever. With increased progress monitoring comes a volume of student performance data which can be used to tailor instruction to the specific needs of individual students. The services of the Reading Coach and Data Scientists will be tremendously valuable in identifying students who have experienced a decline in reading and math. Upon identification, those students in brick and mortar settings will be provided targeted interventions to improve reading and/or math skills. They will be given priority in tutoring programs and provided an individualized intervention

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plan. Those students enrolled in the innovative modality will be strongly encouraged to return to in-person instruction as research shows it to be the most effective learning modality for most students. Those students opting to continue in the innovative platform will also be offered in-person tutoring before and/or after school hours, on Saturdays and during the summer. In-person tutoring is offered at each elementary school for grades K-6 three afternoons per week. In-person tutoring is also available at both high schools, but each school has tailored the days/hours of operation to meet the needs of their student population. Some students prefer to take advantage of tutoring opportunities before school begins in the morning allowing them to also participate in afterschool extracurricular activities. At a minimum, students in grades 7-12 are provided 4.5 additional hours of instruction per week. Tutors selected for these programs include at least one at each high school who is certified in reading. Promptly after school being released for the summer, high schools will have the opportunity to return to campus to participate in a credit recovery program Monday through Thursday. Students will be able to complete required courses using Apex, A+, or similar program. A certified teacher will be on hand to provide assistance and encouragement. There will be at least one summer program at each elementary school - 21stCCLC. That program has a primary goal of providing enrichment opportunities, particularly in STEAM. However, it will also be instrumental in keeping students engaged, immersed in literature, and working on basic math skills.

1c. Those students who are transitioning from the innovative learning model to an in-person model have been seen to require additional supports. Those students will be considered a priority for participation in the tutoring programs and services described in 1a. Personalized academic plans are being developed for middle and high school students who need to make up courses. Student schedules will be modified to increase instructional time by permitting them to “double-up” on specific subjects. An “8th period” will be offered after school for students who need to recover a credit and a credit recovery program will be offered during the early summer. Students may be assigned to a staff member who will serve as a sort of mentor and cheerleader. The staff member will establish a positive rapport with the student and “keep tabs” of the student’s attendance and academic progress and provide encouragement and support

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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.

2a. On December 3, 2020, district staff met with school-level administrators, guidance counselors and lead teachers for the purpose of examining the requirements of DOE Order No: 2020-EO-07 and developing a course of action for fulfilling those requirements. A campaign to notify parents, guardians, and students of the requirements regarding the innovative learning modality has been organized and put into motion. Three documents were developed: a letter to parents/guardians explaining the need to change learning modalities if a student is not demonstrating adequate academic progress; a form to be signed by the parent/guardian in the event they wish to continue in the innovative learning modality after having the academic risks and other modalities available explained; and notification language to be used in call-outs, newsletters, and social media. The letter not only informs parents/guardians of the need to change modalities, but of the opportunity to meet with school officials to discuss the transition to a more suitable learning modality, their child's personal academic status, the supports their child will be provided to ensure he/she is caught up academically as quickly as possible, and any concerns the parent/guardian or student may have. The first call out notification was made on December 7, 2020 and the response was excellent. Additional call outs will be made over the next few weeks. Notification will be featured in the weekly newsletters published by each elementary school beginning December 11.

2b. The letters being sent to the innovative modality participants not making adequate progress include a date and time for a conference as well as instructions to call the school should that date and time not be convenient. At the conference parents, guardians, and students will have the opportunity to discuss the transition to a more suitable learning modality, the student's personal academic status, the supports individual students will be provided to ensure he/she is caught up academically as quickly as possible, things parents can do to assist their students, and any concerns the parent/guardian or student may have. After the conference, if the parent or guardian continues to feel the innovative learning modality is the best fit for their student, the parent/guardian will be asked to sign a document indicating their intent and that their child's current academic status has been discussed with them; that they understand the educational risks found in continuing the innovative learning modality; that they have been made aware of other learning modality options. In the event a parent/guardian does not respond to the letter, attempts will be made to contact them via telephone and/or email. Should those attempts prove unsuccessful, home visits and/or certified mail will be used.

Attached are:

- a letter to parents/guardians explaining the need to change learning modalities if a student is not demonstrating adequate academic progress;

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- a form to be signed by the parent/guardian in the event they wish to continue in the innovative learning modality after having the academic risks and other modalities available explained;
- and notification language to be used in call-outs, newsletters, and social media.

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.

3a. The district will compare enrollment data and attendance data to identify students who have had limited or no contact with the school or district while in the innovative learning modality. Once identified, every effort will be made to make personal contact with the student and his/her parent/guardian. Methods of outreach will include automated phone calls, personal telephone calls, email, standard mail, certified mail, and home visits by school personal (principals, guidance counselors), truant officer, parent liaison, and student support coordinators. Once contact is made, the requirements of DOE Order No.2020-EO-07 will be explained to both the student and parent. The necessity to immediately transition to another learning modality (preferably in-person), the students' personal academic status, state statutes regarding required attendance, promotion/graduation requirements, supports and interventions that will be provided to ensure the student is caught up as quickly as possible upon return, and any concerns the student or parent may have will be discussed during the conference.

3b. Gulf District Schools works with Early Steps and the Florida Diagnostic & Learning Resource System (FDLRS), as well as area pediatricians to identify children who may be eligible for ESE services and ensure those children begin receiving appropriate services as soon as is practicable. For some, that may mean early childhood services that help to ensure kindergarten readiness. Similarly, efforts are made to identify children who may be eligible for participation in Voluntary Pre-Kindergarten (VPK) through advertisements in local media and district and school websites. Kindergarten-eligible students will be identified by working collaboratively with area HeadStart programs, local daycare facilities, and district Pre-K programs as well as through a community outreach effort. A Kindergarten Round-Up is held each spring at each elementary school. In addition to registering incoming kindergarten students for the upcoming school year, kindergarten readiness skills are assessed and parents are provided literacy strategies for helping their child prepare for kindergarten.

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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:
- Innovative and virtual learning modalities;
 - Interventions to support students in various learning modalities; and
 - Technology needs (especially new learning management systems).

4a. It is anticipated that many of the students currently participating in innovative and virtual learning modalities will return to the in-person modality at the onset of the second semester. However, for any who remain in those modalities, it is imperative that teachers are prepared to work with them in ways that will better ensure their success. Participating teachers will receive training in ways to monitor student progress for those students in the innovative or virtual setting, strategies for establishing and maintaining a personal rapport with distance learning students and their parents, and identifying students who may be in need of emotional supports and helping to connect those students with appropriate resources. The ongoing pandemic complicates in-person trainings, but teachers will have the opportunity to participate in small group sessions, online programs, and webinars. Trainings are provided by PAEC and district staff, as well as other entities.

Through PAEC, Learning Sciences International (LSI) is hosting eighteen hours of professional development for teachers and administrators focusing on skill transference from virtual to Brick and Mortar. Once other PAEC districts have had an opportunity to review the opportunity, a training schedule will be developed. Virtual Core Instruction Power Pack topics include:

- Establish Relationships, Routines, Roles, and Rigor in the Virtual Instruction
- Creating Tasks Worthy of Student Groups in Breakout Rooms
- Monitoring for Learning in a Virtual World

Youth Mental Health Training was provided to nearly every employee at the onset of the school year. It is being provided a second time at the onset of the second semester to ensure those who may have missed it in August or who were hired after that have the opportunity to participate. This training will assist teachers and leaders in identifying warning signs in students in all learning modalities.

To further support teachers involved in providing instruction through innovative and virtual learning modalities and to address professional development needs in the area of technology, Technology Coaches will provide a series of mini-workshops immediately after school every other week. Topics/content are being developed based on expressed need and interest and include:

- Week of 1/25: Google Classroom – The Next Level
- Week of 2/8: Transitioning to Google Workspace
- Week of 2/22: Webcam Tips & Tricks
- Week of 3/8: Motivating the Distance Learner
- Week of 3/22: Smart Notebook
- Week of 4/5: Kami (Interactive PDFs)
- Week of 4/19: Go Guardian: Managing Devices
- Week of 5/3: Snowflake

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- Week of 5/17: Cybersecurity – Phishing Awareness

Principals and district administrators meet monthly. Due to COVID, these meetings are currently being held virtually. Topics include distance learning, COVID related issues, student attendance & engagement, parent involvement, curriculum and instruction, certification requirements, legislative updates, resources, teacher evaluations, scheduling -- all aspects of school operations. These meetings provide an opportunity to learn about legislation and current topics that impact education, collaboration for the purpose of problem-solving, providing feedback on policy and procedure, and brainstorming innovative strategies. Book studies are sometimes a part of these meetings. Topics typically include a wide variety of topics that impact education in general and the district and schools specifically. In addition to the “business as usual” items, recent meetings focus on the challenges brought by the pandemic; particularly distance learning. The team examines ways to support teachers, professional development needs, technology needs, student engagement, the needs of vulnerable student populations, and strategies for closing the achievement gap.

b. Professional development will be provided at each school to assist those teachers who will be providing interventions to support students. Youth Mental Health Training was provided to most employees in August. It is being provided a second time in late January to ensure those who may have missed it or who were hired after that have the opportunity to participate. This training will assist teachers and leaders in identifying warning signs in students in all learning modalities. Data Scientists (one at each end of the district) will provide teachers and administrators opportunities to identify high-leverage strategies that will result in instructional improvements via peer-to-peer collaboration. They will also provide guidance in making improved data-driven decisions to support student learning and close achievement gaps. A reading coach will be provided to support the literacy program at the schools. The coach will provide individual, group, and whole staff training in implementing interventions, the Florida Standards, multisensory approaches, text complexity, text dependent questioning, evidence based questioning, and, but not limited to the reading-writing connections of comprehension. The reading coach will also be available for modeling lessons, co-teaching within the classrooms, conferences, observations and feedback. While the professional development provided will be beneficial in assisting teachers in providing interventions in the traditional classroom setting, methods of providing interventions to those students in alternative learning modalities will also be an area of focus.

4c. Professional development for teachers working with the innovative and virtual learning modalities will continue to be provided during the second semester. Two experienced and knowledgeable technology coaches are provided for the purpose (one coach serves the two schools located in Wewahitchka and the other the two schools in Port St. Joe.) The technology coaches worked collaboratively with district IT personnel to provide initial training in the innovative learning modality being offered by the district. Follow up will continue to be provided to ensure successful implementation. An informal peer teacher system has also been established with those teachers who have had experience with particular platforms and programs (i.e. Google Classroom, Dojo, Kami) assisting teachers with less experience.


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To address professional development needs in the area of technology, Technology Coaches will provide a series of mini-workshops immediately after school every other week. Topics/content are being developed based on expressed need and interest and include:

- Week of 1/25: Google Classroom – The Next Level
- Week of 2/8: Transitioning to Google Workspace
- Week of 2/22: Webcam Tips & Tricks
- Week of 3/8: Motivating the Distance Learner
- Week of 3/22: Smart Notebook
- Week of 4/5: Kami (Interactive PDFs)
- Week of 4/19: Go Guardian: Managing Devices
- Week of 5/3: Snowflake
- Week of 5/17: Cybersecurity – Phishing Awareness

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.
Lori Price, Assistant Superintendent for Instruction
Contact information: email, phone number
lprice@gulf.k12.fl.us
Date submitted
12/11/2020
Superintendent Signature (or authorized representative)


December 2020

To the Parents/Guardians of: _____

On November 30, 2020, Emergency Order No. 2020-EO-07 was issued which states, "any student who is not making adequate academic progress in the innovative learning modality **MUST** be transitioned to another learning modality."

With one or more failing grades and/or inadequate academic progress as seen on formative progress monitoring assessments, your child has not demonstrated adequate academic progress and **MUST** change learning modalities as soon as is practicable and **no later than Tuesday, January 5, 2021** (the beginning of the second semester).

Research shows that the most effective instruction is that delivered in-person. Therefore, it is our recommendation that your child return to the "brick & mortar" setting.

An appointment has been set up for you to discuss the transition to a more suitable learning modality, your child's personal academic status, the supports your child will be provided to ensure he/she is caught up academically as quickly as possible, and any concerns you may have.

Your appointment date and time are listed below. Please call your child's school **immediately** to confirm or reschedule for a more convenient time.

It is imperative that we act in a timely fashion and work together to close any achievement gaps your child may be experiencing. Thank you. We look forward to hearing from you soon.

Sincerely,

Gulf District Schools

Appointment date: _____ Appointment time: _____



DIRECTIONS: After reading carefully, initial each item, and complete the bottom portion.

_____ I have discussed my child's current academic status with school personnel.

_____ I understand that opting to continuing in the innovative learning modality may have the following educational risks:

- An increase in my child's achievement gap
- Retention of my child in the current grade
- Credit recovery requirements
- My child's inability to remain with his/her peer cohort and graduate on schedule

_____ Other available learning modalities have been discussed with me.

_____ It is my intent for my child to continue in the innovative learning modality.

Parent/Guardian Name (please print): _____

Student's Name (please print): _____

Parent/Guardian Signature: _____

Date: _____