



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Hamilton County School District

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.

The Hamilton County School District is committed to meeting the academic and social emotional needs of all students within our school system. As students transition into the Spring Semester, the district remains focused on closing the achievement gaps created during these unprecedented times. Students identified as not meeting adequate academic progress during our mid-year analysis report will be targeted to receive additional instructional hours. Early warning indicators such as performance on standards-based assessments, grades, attendance, and disciplinary actions are currently being tracked to monitor and assist students who are struggling. Pending funding, afterschool tutoring during the Spring Semester, Saturday programs, and extended learning opportunities offered during the upcoming summer will be utilized to improve student achievement and learning growth. The plan for afterschool tutoring would be include 2 additional hours of instruction three days per week through May. The plan for Saturday programs would include the months of March and May, April would not be scheduled due to Spring Break and FSA/EOC assessment window. 2021 Summer Bridge programs will focus on rising Kindergarten and rising 7th graders (our elementary school is PK-6th with Middle/High School composed of 7th-12th). Extended Learning programs would include STEM camp. Tier 2 and Tier 3 students would be targeted for participation in all of aforementioned programs. Results from our recent summer/extended learning programs indicate that 65% of students who completed the program demonstrated growth from baseline to post assessments. The services provided to the local Delinquent Detention Center for Juveniles is contracted with the district responsibility for the oversight. The facility will provide in person learning to all of the residents and providing intervention support necessary.

Using reports from our iReady, STAR, and Performance Matters assessment platforms, students demonstrating a decline in reading and mathematics performance will be targeted and closely monitored. The school will work in conjunction with the student and parent to provide up-to-date data and interventions aimed at delivering the most effective learning opportunities. Each school will appoint Innovative Learning Instructional Support personnel to assist with the tracking and support of students who are demonstrating a decline in these key instructional areas.

Teachers of brick and mortar students as well as those working with students participating in our innovative approach will continue to contact parents and students in regards to academic performance and specific interventions needed. Ongoing monthly progress reports will be provided to parents. As innovative model students transition back to our traditional face to face setting, Tier 2 and 3 supports will be provided as school counselors also work to meet each student's social and emotional needs.

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.

Throughout the fall semester, Hamilton County School District has closely monitored student performance for all students whose parents chose the innovative learning modality. Classroom teachers, guidance counselors, truancy officers, and school administrators made a concentrated effort to maintain regular communications with parents of students engaged in the innovative learning modality with documentation of the communications. A parent notification was sent home with the first nine weeks grading report card- this parent notification included the recommendation for a parent conference to discuss the student's performance and potential educational impact. Through both methods of parental engagement, Hamilton County has experienced success with transitioning a number of students to in-person learning.

The weeks of December 7th-18th, all Hamilton County students will participate in progress monitoring assessments as well as end of grading period assessments. The data from these sets of assessments will be analyzed to determine students' level of success with making adequate academic progress. For all students participating in the innovative learning modality, written notification will be provided to the parent detailing the student's academic status along with any potential educational risks. Students who are not making adequate progress will only be allowed to remain in the innovative learning modality with written acknowledgement from the parent or guardian verifying the receipt of this information and the intent to remain in the innovative learning modality. For any students impacted by this parental decision, communications will continue to be a priority in an effort to have those students eventually transition to in-person learning.

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.

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Hamilton County School District employs two truancy officers. The truancy officers will work in partnership with school administrators to identify students who have had limited or no contact with the district and transition those students to in-person learning. The strategies to support this effort will be:

- 1) an automatically generated daily attendance notice will be sent to the truancy officers from Skyward;
- 2) the truancy officers will contact parents by phone to offer support which will be documented as the 1st attempt;
- 3) after 1st attempt, the truancy officers will conduct home visits to offer support/corrective action strategies /document as 2nd attempt;
- 4) after 2nd attempt, school administration will require a parent conference to discuss an action plan to counterbalance the impact of chronic absenteeism and potential consequences. This conference will be documented as the 3rd attempt with truancy letter/parent conference form. An action plan will be developed to ensure students are engaged in or transitioned to the most appropriate learning modality.

School data clerks have ensured students who have yet to appear or enroll for the 2020-21 school year have been tracked to confirm their enrollment in other school districts, private school, or homeschool.

The district will collaborate with the Early Learning Coalition of Florida's Gateway to review and analyze current 2020-21 VPK and Head Start rosters along with any waiting lists to determine if eligible students did not enroll for current year. For any identified students, targeted efforts will be made to contact the parents to recommend school enrollment. The district will also collaborate with FDLRS/Gateway to ensure that any children referred for screening that meet age/eligibility requirements will be referred to the district for services/enrollment. To maximize kindergarten readiness and to support long-term achievement of our VPK students, a bridge program was implemented during July 2020 and the district participated in the Rising K program to provide supplemental intervention instruction for at-risk students. The plan will be to host a 2021-2022 Kindergarten Bridge program for rising Kindergarten students to provide supplemental intervention instruction and tier support. Written notice will be provided to the parents identifying the need and the services available. In order to further ensure students are ready for Kindergarten, the district will be participating in the VPK STAR Early Literacy pilot to align the data used for progress monitoring between VPK and Kindergarten. The progress monitoring data will be used to match evidence-based instructional interventions to area of student need to ensure students are prepared and ready for kindergarten.

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

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During preplanning and fall of 2020, the district provided initial training on the learning management systems used in the district. (Canvas for elementary; Google Classroom for middle/secondary). In addition, a variety of professional learning sessions have focused on intervention programs which can be used to support students in the various learning modalities as well as on sessions which focused on strategies which can be utilized face-to-face as well as virtually to increase student engagement. The next phase of professional development will be provided utilizing professional learning communities (PLCs) and targeted job-embedded and after school technical assistance sessions to meet the individual personalized learning needs of teachers. Teachers present with varying levels of technology expertise so targeting support based on the individualized needs is a critical step for mastering the skills needed for utilizing innovative virtual learning methodologies and distance learning platforms.

Microsoft Teams and Google Classroom are the mechanisms the district has employed for connecting Option 2 students for face-to-face instruction. Additional sessions will be provided for teachers to ensure teachers feel competent in engaging students and providing technical assistance to students/families related to connectivity and use of the platform for participating in virtual instruction. In addition, the district will be conducting facilitated PLCs focused on an in-depth analysis of the recently approved district reading plan, Multi-tiered Systems of Support, and matching evidence-based interventions to meet the needs of students based on the data. A critical aspect will include using an intervention that will meet the need of the student based on the learning modality for the student. The district will also be conducting additional professional learning in critical analysis of utilizing progress monitoring data to evaluate the depth/rigor of instruction on the standards to determine standards mastery. Sessions will focus on using the progress monitoring data as the guiding force for planning whole group and iii instruction for all students.

Professional learning for school administrators and instructional coaches will be provided through participation in targeted sessions provided through the NEFEC consortia as well as during monthly curriculum meetings. Leadership will also be participating in sessions conducted with teachers in order to provide ongoing support and collaboration as the instructional continuity plan is implemented.

Professional Development Spring 2021

Title	Date (s)	Time/Additional Info
Google Classroom Implementation	1/19/2021, 2/16/2021, 3/16/2021	3:30 – 5:00 pm
Tiered Support Using the K-12 Reading Plan Decision Tree	2/23/2021, 2/24/2021	Grade Level PLCs
Delivering Small Group Instruction	2/3/2021 (PD Day)	Sessions by Grade Bands
Standards Mastery	2/3/2021 (PD Day)	Sessions by Grade Bands
Graduation Requirements	2/3/2021 (PD Day)	9:00 – 10:00 AM
Guided Reading	4 Days per Month; January – June (HCES)	Targeted Teachers using Coaching Model

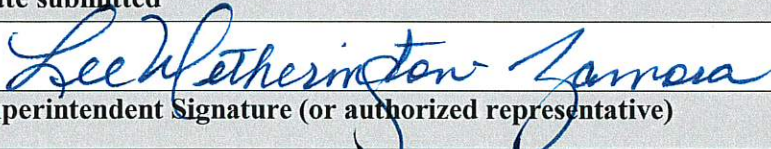
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Monthly PLCs at School Sites to address progress monitoring data and the provision of effective interventions	Jan – May; dates vary by school	Grade Level PLCs
Tech Tuesdays (Innovative and Virtual Learning)	Per NEFEC Spring Calendar	After School

Note: On-Demand Learning Sessions are Available and Promoted for Innovative and Virtual Learning Modalities sessions based on individual needs of teachers.

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.
Lee Wetherington-Zamora, Superintendent of Schools, Hamilton County
Contact information: email, phone number
<u>Dorothy.zamora@hamiltonfl.com</u> 386-792-7802
Date submitted

Superintendent Signature (or authorized representative)