



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# Spring 2021 Education Plan and Assurances

[Taylor]

*Due: December 15, 2020*

Submit to [ReopeningPlan@fldoe.org](mailto: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](mailto: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.

**1.a.** Taylor County School District's (TCSD) Spring 2021 Education Plan focuses on the need of expanded learning, supplemental interventions, and services in order to eliminate the achievement gaps which have been exacerbated during the COVID pandemic. Due to a delayed start date, each TCSD school has adjusted its' daily schedule in order to re-coup minutes of instruction in order to meet statutory requirements. Additional instructional opportunities/time will be/has been added as follows:

- Grades K-5 will facilitate various afterschool intervention programs beginning in January of 2021. The Rising K program will continue for Kindergarten students whose progress monitoring data indicates a need for additional support. Title I ELA tutoring will be provided to identified K-5 students based on I-Ready AP-2 Reading. In addition, fifth grade students will have access to a STEAM afterschool program funded through Title IV. All students in grades K-5 will have access to after school tutoring and skills practice in partnership with the local Boys and Girls Club. Finally, 2<sup>nd</sup> and 3<sup>rd</sup> grade students who score below the 49th percentile on the final I-Ready progress monitoring assessment will provided intense and targeted interventions through our Summer 2021 Reading Camps.
- Grades 6-8 will begin an afterschool intervention program in January 2021 targeting students whose progress monitoring data shows a decline from assessment period 2 of the 2019-2020 school year to the assessment period 2 of the 2020-2021, indicating a need for additional support. In addition, students who failed core classes will be provided additional opportunities during the school day to recover these grades in order to matriculate to the high school. Summer opportunities may be available to students based on final I-Ready progress monitoring data in the areas of reading and mathematics.

## Spring 2021 Education Plan and Assurances

- Grades 9-12 will provide after school tutoring/enrichment to students who still need to pass one of the state assessments required for graduation. These tutoring sessions will target cohorts of 11<sup>th</sup> and 12<sup>th</sup> grade students who have had diminished opportunities to test due to the pandemic. In addition, tutoring during the day will be provided for students who have had a decline in their classroom grades during the first semester of the 20-21 school year to allow them the opportunity to recover their lost credits needed for graduation. Summer school will be held to provide additional remediation, as well as credit recovery opportunities based on final course grades and results from the final USA Test Prep progress monitoring data.

**1.b.** Taylor County Schools K-12 have provided targeted outreach to students who have demonstrated a decline on the district's progress monitoring system for reading and math. All TCSD brick and mortar students receive printed copies of all progress monitoring data accompanied by parent letters for explanation of results; parent conferences scheduled each 9 weeks with low performing students; printed mid-term and final grade reports with all applicable explanation of data and notes attached as well as contact information to each school. All families also receive access to their child's daily progress through a variety of electronic services. These include but are not limited to Blackboard Connect; DOJO, FOCUS SIS, CANVAS LMS, and Remind.

Taylor County Schools K-12 have additionally provided targeted outreach to our innovative learning students (TEC). This includes, but is not limited to ongoing communication between teachers and students within our LMS, CANVAS; digital copies of all progress reporting, along with detail reports mailed to the home address on file; certified letters to the parents of all students failing one or more courses at the conclusion of quarter one; virtual and in-person conferences with parents of students who have fallen behind. All TEC families also receive access to their child's daily progress through a variety of electronic services. These include but are not limited to Blackboard Connect; DOJO, FOCUS SIS, CANVAS LMS, and Remind.

**1.c.** Taylor County K-12 schools will re-assess students who transition from innovative learning to the brick and mortar setting. The purpose of re-calibrating this progress-monitoring data is to ensure an accurate and updated data profile for each student exists so that the proper interventions can be made. Previous coursework completed in the innovative setting will also be analyzed to determine if changes in student scheduling is necessary to recover course grades or if levels of instruction should be adjusted. These students will also be scheduled into the additional instructional intervention programs mentioned above in 1.a.

## 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.

2. a. Approximately 16% of TCSD students are receiving instruction via the innovative learning option as of this date. 43% of those students are making adequate progress and can be deemed to be successful. TCSD is using the term successful as meeting the following criteria: attendance is 90% or above/earning A's, B's and C's in all coursework and progress monitoring data indicates forward growth in the areas of reading and mathematics. Successful students will be reminded of the options to return to the brick-and-mortar setting, however, TCSD will not require a change in the modality of learning for these students. It should further be noted that this is not a change in policy, TCSD has allowed students the option of returning to brick and mortar at any time during the first semester. Though this required much shifting at the school sites, it was apparent early on to TCSD that it was in the best interest of the students to have face-to-face instruction, thus no return date was imposed.

2. b. Nevertheless, 57% of innovative (TEC) learners are not being successful. Students who fall into this category are those in attendance less than 90%; making a D or F in a scheduled course; show a decrease/loss in ongoing progress monitoring data. As such, the parents of each of these students will be required to sign a district approved letter acknowledging their understanding of educational risks should they elect to continue this modality of instruction. TCSD has elected to impose a return to school mandate for all students that have not been successful in the innovative learning modality, apart from medically fragile students. This rule was approved and adopted by the Taylor County School Board (12/15/2020). As a result, the parent of each student failing to make progress will be required to sign a letter of acknowledgement. This will include but is not limited to: letters by regular mail with return; certified letters and acknowledgement; and in-person delivery for parents who do not respond accordingly. Copies of each of these letters will be kept on file at each school site. See letter below:

Dear Parent/Guardian of [insert name]:

On November 30<sup>th</sup>, Governor Ron DeSantis and Florida Education Commissioner Richard Corcoran announced, to eliminate achievement gaps exacerbated by the COVID-19 crisis, the updated Emergency Order (No. 2020-EO-07). This order states that schools must notify parents/guardians if a student is falling behind academically as a result of virtual learning and recommend a return to in-person instruction. As a result, Taylor County School District is

## Spring 2021 Education Plan and Assurances

requiring all students who display signs of truancy/failure to make adequate progress to return to their assigned grade-level school.

Those students who are considered medically fragile or live with a medically fragile family member may continue participating in our TEC program. However, this will require a note from a physician verifying these conditions. Furthermore, these parents must sign an opt-out agreement if they choose not to return their child(ren) to the classroom as well as meet with the principal of the assigned school to discuss intervention plans for the remainder of the 2020-2021 school year.

It has been determined that your student meets this criterion and is required to return to in-person instruction beginning on January 5, 2021.

Please check the option that best describes the educational plans for your child's Spring 2021 enrollment and acknowledge by signing and returning this letter to your designated school.

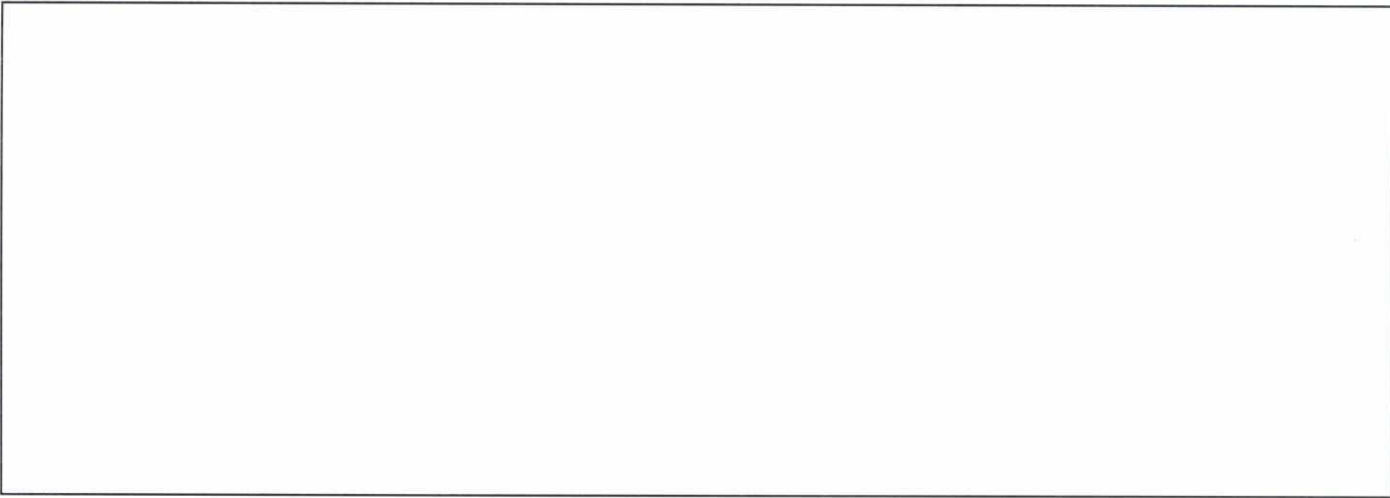
\_\_\_\_\_ I understand that my student has fallen behind in academics/attendance and will return to in-person instruction on January 5, 2021.

\_\_\_\_\_ I understand that my student has fallen behind in academics/attendance but due to health reasons will not be returning and I will provide medical documentation to support this claim and get approval from the principal.

\_\_\_\_\_  
Printed Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



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.

**3.a.** TCSD has implemented various strategies to reach vulnerable students who have had limited contact with the district/school. Most notably, these populations consist of students needing specialized services; students with high mobility patterns; and those students whose parents/guardians chose to participate in the innovative learning model that are failing to make progress. Specifically, TCSD employs Child Find screening and evaluation services designed to locate, identify, and evaluate children with disabilities who are in need of Early Childhood Intervention (ECI) Programs (Part C) or Special Education and Related Services (Part B). Once students are enrolled in a school site, the expectation of attendance is promoted within the year, as well as from school year-to-school year. Any students who do not transfer out of the district remain on school rolls. Those who do not appear at the beginning of the school year in one of the modalities are deemed “did not enter” (DNE) and are then tracked by school site. Sites call all listed numbers, send correspondences and enlist the help of local school resource officers to reach these vulnerable populations and ensure that these children are receiving their needed educational services. For enrolled but not participating students, each TCSD school site has analyzed progress monitoring, attendance, and academic records to identify students that have not made adequate progress, thus suggesting a change of learning modality is warranted. These students are tracked through our Student Information System (SIS) via an assigned “IL” flag so that these populations can be separated from brick and mortar students in order to closely monitor their progress, or lack of. Each school has taken several documented steps to offer support to these identified students:

- District purchased new Learning Management System (LMS) to ensure educational continuity and seamless transitions among modalities.
- District schools use LMS to communicate directly with virtual (innovative learning) students and provide same coursework as those in brick and mortar setting



## Spring 2021 Education Plan and Assurances

- All teacher-student; teacher-parent communication documented in LMS as well as direct emails
- District provided all students with 1:1 devices
- District provided all students choosing innovative learning option device and internet connectivity
- Each school site mails regular progress monitoring data (as mentioned in item 1)

**3.b.** TCSD partners with Head Start, private daycare providers, social workers and regularly publishes information on social media, school websites, and the local newspaper in order to ensure that VPK and Kindergarten eligible students are enrolled and receiving early childhood educational opportunities. VPK students are assessed using FLKRS in order to determine individual student needs and support twice during the Spring. Kindergarten students are also given FLKRS upon entry in order to provide the best placement and instructional resources based on these results.

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).

**4.a.** Taylor County provides professional development opportunities to teachers and leaders in order to implement the Spring 2021 Education Plan. These include, but are not limited to:

- “CANVAS coaches” have been identified and trained during the summer and first semester in order to help problem-solve online curricular issues at their sites. These teacher leaders continue to participate in further professional development that outlines strategies and best practices for online teaching. These teacher leaders will then share this information with colleagues in monthly scheduled team meetings.
- Coordinator of Technology and Curriculum provides ongoing training to all instructional personnel using CANVAS learning management system and records each session so that participants may re-visit and refresh as needed throughout the year.
- Director of Instruction provides all school administrators and instructors with ongoing professional development utilizing Simple K-12 online modules targeting standards-based instruction as well as subject area trainings and models of best practice,
- All ELA and Math teachers attend B.E.S.T. standards trainings with FLDOE and instructional coaches based on their area of certification.
- All teachers participate in K-12 LIFT, a contracted vendor, to develop and implement individual data profiles for each teacher and their students using longitudinal data.
- McKinney-Vento Homeless training provided by district social worker.
- Anti-Bias Training for district administration team provided by Dr. Abbie Robinson-Armstrong, same training will be filtered to each school site during pre-planning 2021 school year.
- White Fragility PLC for district administration team
- Mental Health Training provided by district psychologist.
- Director of Human Resources Marzano training for all administrators completing ongoing teacher observations and feedback.

## Spring 2021 Education Plan and Assurances

**4.b.** TCSD teachers and leaders will work with K-12 Lift and the district-appointed data scientist(s) to analyze data and make instructional changes based on these findings. These targeted interventions will be specific and may vary by learning modality. These interventions will include the use of supplemental academic instruction programs that may occur during or after regular school hours. In addition, The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching PLC will begin in January for all instructional coaches and data scientists. Other includes:

- Weekly and bi-weekly subject area/teams meetings at each site to review patterns of non-attendance and academic progress.
- Regularly scheduled school and district data chats aligned with on-going progress monitoring assessments.
- ISRD school counselor trainings
- PAEC professional development for new teachers
- Principal Leadership trainings provided to new principals to obtain level 2 certification
- Reading Endorsement professional development for all K-12 teachers of ELA/Reading
- FDLRS online and blended courses

**4.c.** TCSD has contracted with CANVAS LMS to provide further training to teachers and leaders in order to build curriculum which will include intervention courses. Recorded training webinars have been posted for on-demand viewing and reviewing:

- Curriculum course building training via CANVAS provided to identified teacher leaders.
- Ongoing professional development for LMS provided by coordinator of technology and curriculum.
- Technology for Student Success provided by FDLRS.
- Quiz and Smart grader training Fall 2021
- Performance Matters data tool training ongoing
- I-Ready growth and progress monitoring training provided by instructional coaches beginning January 2021

### 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.

<b>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</b>
Alicia Beshears, Distance Learning Coordinator
<b>Contact information: email, phone number</b>
<a href="mailto:alicia.beshears@taylor.k12.fl.us">alicia.beshears@taylor.k12.fl.us</a> ; 850-838-2529
<b>Date submitted</b>
1-12-21
<b>Superintendent Signature (or authorized representative)</b>

Spring 2021 Education Plan and Assurances

Dany M. Lopez