



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[Madison]

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 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.

The Madison County Spring Intervention Plan includes the following:

- A. Each school site (MCHS, MCCA, LES, PES, GES) will offer an after-school recovery program. This program will be designed to target skills students need in order to meet grade level expectations. Data from progress monitoring of iReady/Star will be analyzed as well as classroom performance and MTSS data. A specific recovery plan will be developed for each student between Jan. 6 – Jan. 19. The afterschool programs will begin Jan. 21st. In addition to afterschool hours, MCCA 6th-8th grade as well as MCHS 9th-12th grade students who have demonstrated academic decline will be rescheduled into daily intervention blocks during an elective class hour.

Summer Recovery – We will use data from the end of year assessments (iReady/Star) and semester course grades to determine who needs a six-week course recovery program. The program format will be much like the summer reading camp. Students will be able to retake ELA, math, science and social studies courses. To staff the recovery programs, teachers will be selected based on student performance ratings. Only teachers who have an effective or highly effective rating will be considered. Only teachers who have the reading endorsement will be assigned to provide reading interventions.

- B. Letters were mailed to parents of students not making adequate progress at the end of the 1st nine weeks to inform the parents of the opportunity to return to school. Letters, emails and phone calls have been used to inform parents of the 2nd semester options and expectations (See Attachment). Each school has tried (and will continue to try) to set up Student Intervention Team meetings with all students not meeting grade level expectations.
- C. Students who have transitioned to brick and mortar from the distance learning academy or MyDistrict Virtual will have the opportunity to retake courses they did not complete as part of the after-school recovery program or in the place of an elective in grades 6-12. At the current time, we have approximately 85 students who have returned to brick and mortar already but need to repeat the 1st nine weeks in at least one course. We expect that number to increase when more students re-enroll back at school for 2nd semester.

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. The Innovative Learning Modality (Madison Distance Learning Academy) as well as the full time virtual program (MyDistrict Virtual) will continue to be available for all students who have been successful in the program 1st semester and for students who wish to change from another modality. Students who have not been successful in the MDLA after supports have been added, are being referred back to brick and mortar. The district is following the MTSS steps for those students.
1. The teacher or student/parent may submit a request for assistance. (Teachers are required to submit a request for assistance for all students not meeting grade level expectations.)
 2. A Student Intervention Team, 504 Team, ELL Team, or IEP Team meeting is set up to include teacher, student, parent, and MTSS/Staffing Specialist. During that meeting, supports are put into place. In appropriate circumstances, the intervention team makes the recommendation for the student to try a different modality.
 3. If the student does not return to brick and mortar and continues performing below expectations, the parent receives notification that the student should return to a brick and mortar learning environment. Parents who still want their students in the virtual learning environment must sign an acknowledgement that says they understand their student is not meeting grade level expectations.
 4. Space limitations – due to staffing there are times there may not be immediate space in the brick and mortar classroom. In those situations, students requesting to return to brick and mortar are temporarily assigned to a virtual lab. There they have the assistance of a paraprofessional and necessary technology. As space opens up, the students are returned to a regular classroom.

At the current time, 93 SIT meetings have been held at Madison County Central School, 20 at Madison County High School, 4 at Pinetta Elementary School, 6 at Lee Elementary School and 4 for Greenville Elementary for Distance Learning students. Supports have been added for students who elected to continue virtually. For students who have requested to return to brick and mortar, those requests have been granted.

The District will begin 2nd semester providing all Distance Learning Academy students monthly progress reports. Parents already have access to their students' grades in Skyward; however, the District ensure parents know how to check their students' grades, attendance, and academic history.

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. Each school will implement the following steps to enforce regular school attendance of the students enrolled in their school or online:

- After each unexcused absence, the school will contact the parent/legal guardian to determine the reason for the absence. An absence is defined as “not attending” at least half of the school day. Distance learning students must also be in “attendance” daily through Webex and the district learning management system.
- If a student accumulates at least five (5) unexcused absences, within a calendar month or ten (10) unexcused absences, within a ninety (90) calendar day period, the attendance clerk shall report to the Principal/AP that the student is exhibiting a pattern of nonattendance. The Principal/AP, will then refer the case to the school's Intervention Team (SIT).
- The Intervention Team may implement the following:
 - Technical training for parents who have students in the distance learning program
 - Communication plan between the school and the parent/legal guardian
 - Attendance/Performance contract for the student
 - Referral to mental health counselor
 - Recommendation for different learning modality
 - Evaluation for alternative education program

B. PreK and Kindergarten Recruitment

- The District is working with FDLRS and Early Steps programs to develop of list of appropriate aged students to target.
- The district has allocated funds to contact hours with community individuals to serve as parent contact specialists. (Attached is the list of job responsibilities). Since the participation rate for PreK students is down 35% from 2019-20, these specialists will be charged with making home visits to discuss the need for parents to enroll their PreK age students in an educational program. Kindergarten numbers for 2nd semester are comparable to 2019-20, but regular attendance for kindergartners will monitored and addressed through parent contact specialist home visits.
- The District has developed recruitment flyers and placed in community stores, medical facilities, and government buildings as well as advertising on social media and the schools’ websites.

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).

A. During 2nd semester, the District will offer additional and more intensive training on the resources used in multiple learning modalities. There is need for classroom management training on motivating learners in the virtual environment. We are requiring all teachers to participate because even brick and mortar teachers are having to provide online instruction for students who have been quarantined. We will continue our monthly PLCs for distance learning teachers. Upcoming PLC topics include: Visible Learning for Math and Teaching Writing Using Student Samples. Facilitators will demonstrate how to cover those topics in a virtual environment.

School and district leaders meet twice a month as a professional learning community. Topics for the month of January include: *Truancy - tools and resources* and *Effective Use of Skyward Early Warning Systems reports*. The district has had tools available to assist schools with identifying truant students, but those tools have been adapted to encompass the new learning modalities. In February the planned topics are: *Classlink (Single Sign-on platform) for Administrators* as well as *Impero (computer monitoring) for Administrators*. Classlink and Impero are tools that can help administrators as they monitor teachers and students in the virtual environment. The topics for March include: *Best Practices in Scheduling for State Testing* and *Completing Instructional Evaluations with Next Steps in Mind*. Topics for April and May have not been determined.

Along with training specific to administrators, all school administrators are expected to participate in the trainings on motivating learners in the virtual environment, Canvas 2.0, Visible Learning for Math, and Teaching Writing Using Student Samples and Learning Ally.

- B. The District will continue to provide iReady and STAR training for all teachers. These trainings were held all through the 1st semester. Second semester training will focus on monitoring diagnostic results and interpreting results to plan for individualized interventions. Each school will have monthly Data PLCs to review progress of struggling students and share strategies for interventions on upcoming standards. Distance Learning teachers participate in the same PLC topics but designed for the virtual environment.
- C. More training will be provided on our LMS (Canvas) since we are using Canvas in brick and mortar classrooms as well as in the Distance Learning Academy. The training (Canvas 2.0) will include Organizing Content, Using Webex Video Sessions, and Transmission of Assignments (uploading and downloading). Madison County High School (since they are a targeted support school) will have virtual weekly content planning training provided by BSI personnel. All district teachers must participate in Learning Ally Training. Learning Ally helps teachers provide accommodations for ESE students online.

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.
Robin Hill, Curriculum Director
Contact information: email, phone number
Robin.hill@mcsbfl.us , 850-973-1552
Date submitted
1/11/2021
Superintendent Signature (or authorized representative)
<i>Robin Hill</i>

District School Board of Madison County

Shirley Joseph
Superintendent
shirley.joseph@mcsbfl.us

210 NE Duval Avenue
Madison, Florida 32340
Main: 850/973-5022 or Fax: 850/973-5027
www.madison.k12.fl.us
An Equal Opportunity Employer



Parent Opt-Out Form

Recommendation for 2nd Semester Student Placement 2021

Promotion Requirements for Grades K-5

- Maintain a 70 average or higher in English/Language Arts for the year
- Must maintain a 70 average or higher in math for the year
- 3rd grade students must score an FSA level of 2 or higher in Reading

Promotion Requirements for Grades 6-7

- Pass at least 3 of 4 academic classes (ELA, math, science and social studies)

Promotion from Grade 8

- Successful completion of 3 credits in ELA
- Successful completion of 3 credits in math
- Successful completion of 3 credits in science
- Successful completion of 3 credits in social studies

Promotion Requirements for High School

- 9th grade – 6 credits
 - 10th grade – 13 credits
 - 11th grade – 20 credits
 - 12th grade – 24 credits, a minimum of a 2.0 gpa, and passing of state assessment tests
- *For more information of graduation requirements, please contact the school.

I understand my son/daughter has been recommended to return to face to face instruction for the remainder of the 2021 school year based on 1st semester class performance. I know my child has not shown adequate progress toward promotion, and I am willing to accept the risk that my child may be retained or may not make the necessary progress to be successful at the next grade level.

Parent Signature

Date