



Spring 2021 Education Plan and Assurances

[UNION]

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.

X 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.

X 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.

X 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.

X 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.

X 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 support. 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.

X 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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X 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.

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1a. In order to close the achievement gaps for students who were adversely affected during the pandemic, the district will refer to the K-12 decision tree. Using the most recent data students will be identified for additional services and instruction time through the multi tiered systems of support. Where necessary, additional instructional time will be provided in the following ways:

- after school tutoring
- intensive classes
- learning strategies class
- credit recovery classes
- Tier 2 instruction
- Tier 3 individualized instruction
- extended time targeted instruction based on student need
- small group or one-on-one instruction accommodations (IEP, ESOL, or 504)
- summer school
- extended school year for ESE students

During the pandemic, Union Juvenile Residential Facility / Redwood (UJRF) has continually provided face to face instruction throughout the 2020 Spring, 2020 Summer, and 2020 Fall.

1b. All students who demonstrate a decline on the district's progress monitoring system for reading and mathematics will be provided with small group, differentiated, and multisensory instruction. UCSD follows the MTSS protocol for problem solving. MTSS meetings occur monthly to identify needs and make instructional decisions. Team meetings also revolve around data and decision-making for tier 2 and 3 students at monthly intervals.

Elementary Tier 2 Support: Small group (5:1) differentiated and multisensory instruction using letter tiles, whiteboards, leveled readers, picture cards, applied linguistics, and math manipulatives.

Elementary Tier 3 Support: Small group (5:1 or less) differentiated and multisensory intervention, explicit and systematic direct instruction in phonological awareness, letter knowledge, phonics skills, comprehension and vocabulary strategies, fluency practice, and math manipulatives.

Middle School Tier 2 Support: Students are placed into the appropriate 50- minute year-long reading/math intervention program along with core ELA/Math courses. Students at this level will receive intensive tier II and III interventions in core ELA/math and reading/math intervention courses. Progress will be monitored every 3- weeks using assessments to evaluate the effectiveness of instruction and adjust instruction.

Middle School Tier 3 Support: Students are placed into the appropriate 50- minute year-long reading intervention program consisting of no more than 5 students along with core ELA courses. Students at this level will receive intensive tier III interventions in core ELA and intervention courses. Progress will be monitored every 3- weeks. Parents are notified of student placement and interventions are implemented. Tier III Instructions and Interventions: One on One instruction. Differentiated instruction based on weaknesses identified on diagnostics.

High School Tier 2 Support:

- Additional 53-minute Intensive Reading class co-taught by reading endorsed or certified teachers, assisted by an instructional aide
- Interventions will include: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair-share, small group discussion, text annotation
- Differentiated instruction, flexible grouping in ELA and Math based on skill needs (whole group, small group, one-on-one with teacher) with interventions provided as needed based on progress monitoring and assessment data

High School Tier 3 Support:

- Tier II instruction will occur in core ELA and Math classes
- Additional 53-minute ELA Intensive Reading class co-taught by reading endorsed or certified teachers, assisted by an instructional aide
- Differentiated instruction, flexible grouping in ELA and Math based on skill needs (whole group, small group, one-on-one with teacher) with interventions provided as needed based on progress monitoring and assessment data

Union Juvenile Residential Facility / Redwood

All students are pre-tested in TABE and DJJ Common Assessment upon entry into UJRF and continually monitored through Odysseyware as well as monthly team monitor meetings to continually assess the educational progress of each student.

IEP, 504, ELL: Accommodations and services will be reviewed and adjusted based on need. Additional accommodations and services will be added to ensure student progress and to decrease any learning gaps. Self-contained ESE students are monitored monthly with the Unique Learning System (ULS) and/or Brigrance.

1c. Students returning from the innovative learning model will be assessed through district progress monitoring measures in both reading and math. Based on results of progress monitoring, students will be targeted for interventions and supports that were identified above in 1a and 1b.

At UJRF, if a student is quarantined from the general population they are given a computer and allowed to continue their education through Odysseyware while continually being monitored by the onsite teacher.

Additionally, students who have not made adequate progress and who are performing below grade level will be prioritized to attend afterschool tutoring at all three levels-elementary, middle, and high school to receive additional interventions and support. Union was fortunate to have a high percent of students in the brick and mortar setting so very few are transitioning out of the innovative learning model. However, these students have the opportunity to attend afterschool tutoring as well.

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.

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- 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/b. The district decided to discontinue its distance learning/innovative learning modality option at the end of the fall semester. Since the end of September, the following trends have taken place that contributed to our decision. The percentage of our student population enrolled in our distance learning option has fallen below 10% of our total student population. Nearly all of those students who have left the distance learning option have returned to the brick and mortar classroom. In addition, the number of positive cases in the schools has drastically reduced. The number of students and staff who had to be quarantined due to direct contact with someone who tested positive has significantly reduced to a negligible amount.

We agree with the Governor and Commissioner that the brick and mortar educational setting is the most effective mode of instructional delivery.

Parents/guardians not wanting their students to transition to the traditional brick and mortar setting, will continue to have the option of virtual through Florida Virtual School or home school. Most of the students have returned to the traditional setting.

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. It begins with automated call outs and emails sent with each absence, then progresses with letters being mailed to parent/guardian after 4/7/10 days of unexcused absences. The child study team begins meeting when students reach ten absences to determine the reason in nature in which the unexcused absences are occurring. In addition to this, our truancy officer, with help from our school resource officers, make home visits to those who are chronically absent. For those students who are statutorily truant are brought before the state's attorney for possible legal action. All UJRF students reside within the facility 24 hours a day.

The district compared all 2019-20 enrollment with the 2020-21 enrollment and all but six students were located and it was confirmed they were in school, either in our district or within another Florida district. We currently have 90% of our students in the brick and mortar setting, including those who began the year in this setting and those who transitioned back from the innovative distance learning option.

3b. VPK and kindergarten-eligible students will be identified through Early Steps referral services and through the Child Find process. Once identified, those students will receive screening, assessment, and

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intervention services. Parents are contacted throughout the Child Find and Early Steps process, and those agencies work with school support personnel.

The district will continue efforts in the Spring to locate VPK and kindergarten-eligible students with outreach to childcare and private preschools.

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).

Schools leaders participate in all trainings with the teachers and staff so they are able to ensure support and smooth implementation. Leaders have also received additional training to support the new progress monitoring system, Mastery Connect.

4a. Union County School District rearranged the 2020-2021 pre planning schedule to provide four additional planning days for training on virtual instructional delivery. Each teacher in the district was trained on implementing weekly virtual lessons within the google classroom platform. Additionally, the district required teachers to plan their deliberate practice around the delivery of virtual instruction. In April, teachers will share the results and findings of their deliberate practice in a teacher professional development fair. Throughout the school year, the District will continue to provide professional development.

4b. During team meetings the reading coaches demonstrated use of digital intervention tools from the University of Florida Literacy Institute Virtual Teaching Resource Hub. Distance learning teachers will provide examples of classroom interventions in various learning modalities during the MTSS meetings in which all teachers attend. This will occur four times in the Spring.

4c. The district has a 1 to 1 initiative. The difficulty that we faced along with all rural districts is limited internet connectivity in some areas of the district. Teachers and support staff received training on the support of technology on the new progress monitoring system.

See our professional development plan below:

January

- **Virtual Instructional Delivery during monthly team/grade level meetings**
 - Creating and posting assignments in google classroom
 - Creating and conducting a google meets virtual lesson
- **Data Visualization through MIS Director with administrators**
 - To use the EWS to identify Tier 2 and Tier 3 students and the level of progress that they have had until mid-year and devise strategies to improve performance moving forward.

February

- **Virtual Instructional Delivery during monthly team/grade level meetings**
 - Creating and sharing out google forms
- **Data Visualization through NEFEC with administrators and instructional coaches**
 - To further train administrators and instructional coaches to better understand how to mine EWS data
- **MasteryConnect Training**
 - For administrators and instructional coaches on developing skills to generate assessments and mine data.
 - Instructional coaches will train teachers on how to use the data to make decisions concerning curriculum and instructional delivery
- **i-Ready Training focused on vocabulary development for K-3rd (Low on diagnostic 2)**

March

- **Virtual Instructional Delivery during monthly team/grade level meetings**
 - Using Go Guardian for monitoring student work and fidelity
- **MasteryConnect Training**
 - For administrators and instructional coaches on developing skills to generate assessments and mine data.
 - Instructional coaches will train teachers on how to use the data to make decisions concerning curriculum and instructional delivery

April

- **Virtual Instructional Delivery during monthly team/grade level meetings**
 - Teachers sharing action research with other teachers based on virtual education implemented in their classroom

May

- **Archiving lesson plans, google classroom sites, and providing information of interests for needed professional development in virtual instruction for the upcoming school year**

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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.
Mike Ripplinger, Superintendent
Contact information: email, phone number
RipplingerM@union.k12.fl.us , 352 448 - 5053
Date submitted
December 9, 2020
Superintendent Signature (or authorized representative)


**Union County School District
Spring Professional Development Plan
2021**

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Dear Parent/Guardian of [Student Name],

In accordance with Florida Department of Education Emergency Order No. 2020-EO-07, school districts may only offer innovative learning options (approved in response to the COVID-19 pandemic by FLDOE by Emergency Order No. 2020-EO-06) to students who are making adequate educational progress. This letter is to inform you that the Union County School District (UCSD) has determined that based on course performance, and/or progress monitoring data, your student is not making adequate progress and should return to brick and mortar education. Any further delay in returning to brick and mortar education will place your student at risk of retention and/or not meeting on-time graduation requirements.

UCSD recognizes that health risks continue to outweigh educational risks for some students and Emergency Order No. 2020-EO-07 allows parents/guardians to acknowledge the educational risks of continued distance learning and remain in the innovative learning option. Students who are enrolled in the Union County Distance Learning Option and are not making adequate educational progress will be moved to the brick and mortar option to help provide greater support in their courses to help maintain progress towards promotion and/or graduation.

Please acknowledge this written notice by making the one of the following selections:

My student will return to brick and mortar education.

I understand the educational risks associated with not returning to brick and mortar education and that my student is at risk of retention and/or delayed graduation. My student will remain in the Union County Distance Learning Option.

Parent/guardian printed name: _____

Parent/guardian signature: _____

Date: _____

[Principal Name]

[School Name]