



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Clay County District Schools

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

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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.

Clay County District Schools are invested in addressing the individual needs of all their students by committing resources and support to their educators, administrators and students. By building the capacity of educators and administrators on the use of screening tools and ongoing progress monitoring tools, educators will make data informed decisions to best utilize instruction and curriculum decisions to accelerate growth. This will be accomplished by implementing our OneClay Instructional Vision and research based strategies. By leveraging ongoing student achievement data, we will make informed decisions to drive professional development needs for educators and school leaders. Our goal is to aspire to 90% Reading proficiency.

- a. CCSD has been focused on identifying opportunities to make up lost instructional time due to the pandemic. District and school leaders have and will continue to prioritize extended day and spring/summer program opportunities to identify our most fragile learners by utilizing funding from Supplemental Academic Instructional (SAI) funds, Governor's Emergency Education Relief (GEER) funds, Rising Kindergarten funds through the Office of Early Learning, Exceptional Student Education funds and/or Title I extended day funds.
 - i. 2020 Virtual Summer Grade Recovery was offered to 6th through 12th grade students who failed core academic areas.
 - ii. Virtual Summer 3rd Grade Reading Camp was made available to students who were 2 or more years behind based on the 2020 mid-year i-Ready diagnostic data. The fundamental goal of the Third Grade Summer Reading Camp program was to bolster the reading skills

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- of third grade students scheduled for retention and to prepare them to demonstrate mastery of state standards in order to be promoted to the fourth grade.
- iii. Voluntary PreKindergarten 2020 Summer Brick and Mortar program was offered at Fleming Island Elementary.
 - iv. With the release of the CARES Act funding provided by the Office of Early Learning (OEL) and the Governor's Emergency Education Relief (GEER's) Fund, Florida Department of Education (FDOE), Clay County District Schools provided the opportunity for two summer recovery programs for "Rising K" and "K-3" students founded on instructional practices that produce the greatest growth by targeting our students with substantial academic needs in literacy. Our goal is to create a safe and healthy learning environment that encourages high quality investments for closing achievement gaps. Funds were utilized to provide brick and mortar summer programs at seven locations throughout the district during the month of July 2020. Rising Kindergarten students were selected if they scored below standards on the 2019-2020 VPK baseline assessment data. First, second, and third graders were identified by scoring two or more years below their current grade level based on the 2020 mid-year i-Ready Reading diagnostic assessment.
 - v. The CCDS 2020-2021 Voluntary PreKindergarten programs' daily schedules have been adjusted to increase the daily instructional minutes lost due to the delayed start of the school year.
 - vi. All 27 CCDS elementary schools were given additional GEER funds to provide after school tutoring options, as well as supplemental material to target striving learners.
 - vii. Students participating in OneClay Online (Clay's innovative learning model) will be provided the opportunity for additional interventions in reading and math based on mid year assessments through virtual tutoring in the spring.
 - viii. 2021 Summer Reading Camp instruction will be targeted at identifying Rising Kindergarten students that have been identified with an achievement gap based on progress monitoring assessments in their VPK program, or children that did not attend a VPK program. The instruction presented in these programs will be systematic, sequenced, direct and explicit based on learners' strengths and weaknesses in the four key components of reading: alphabets (phonemic awareness, phonics, decoding), fluency (the ability to read accurately, at an appropriate rate, and with prosody), vocabulary, and comprehension. Evidence-based instruction and materials will be continuously monitored during the summer reading program, by teachers and students, to gauge their effectiveness.
 - ix. To meet the unique needs due to the COVID slide, the District Summer Reading Camp has been extended to first and second grade. Summer Reading Camp teachers will collaborate with families in promoting literacy.
 - x. 2021 Summer Virtual Reading and Math Interventions for students in grades 4 through 6 will be made available to support targeted students who score 2 or more years below their current grade level with a focus to close the achievement gap in reading or math based on progress monitoring diagnostic data.
 - xi. 2021 Summer 3rd Grade Reading Camp will be made available to students who have a significant achievement gap in reading. The fundamental goal of the Third Grade Summer Reading Camp program is to bolster the reading skills of third grade students scheduled for retention and to prepare them to demonstrate mastery of state standards in order to be promoted to the fourth grade.

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- xii. 2021 Spring and Summer Credit and Grade Recovery will be offered to 6th through 12th grade students that have significant gaps in achievement, as well as an opportunity for grade recovery. The students will complete coursework in the Edgenuity educational platform on school campuses through a computer lab or at home.
- b. CCDS will use targeted outreach for students who are demonstrating a decline on the district's progress monitoring system for reading and mathematics, by grade level and learning modality.
 - i. Teachers and administrators will use our district's FOCUS student information system to access grades, progress reports, assessment information, and attendance to identify at risk students.
 - ii. Use of Progress Monitoring tools (i-Ready Diagnostic and Growth Monitoring data, Achieve 3000 LevelSet data, Performance Matters data, and district created content assessments) will be utilized to determine targeted students.
 - iii. Utilization of resources and the Multi-Tiered System of Supports to be utilized for individualized interventions. Reference pages 18-19 in the [Student Progression Plan](#)
 - iv. Success Team Meetings will be scheduled for students that are not achieving academic and attendance requirements. Social workers, teachers, administrators, school nurses and guidance counselors will meet with parents and the student to formulate an action plan of support.
 - v. Interim Individualized Education Plans (IEP's) will be scheduled to address the specialized instructional techniques needed to personalize instruction for students that are not meeting growth expectations.
- c. Additional interventions and supports will be provided to students who are transitioned out of the innovative learning model.
 - i. Support plans will be created for students returning from an innovative learning model. Students who have struggled in the innovative learning model through reading, math, and/or attendance have been identified and a support plan is being created to provide intervention and monitor the student's academic performance and attendance once the student returns brick and mortar.
 - ii. Grade Recovery opportunities will be provided through Edgenuity to reteach essential standards and skills.
 - iii. Spring tutoring and Summer School programming will be made available to students who have significant achievement gaps based on progress monitoring assessment.

* Clay County District Schools' verifies that AMI and PACE (DJJ Schools) are included in this Spring 2021 Education Plan.

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2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
 - a. Offer the innovative learning modality only to students who are making adequate academic progress.
 - b. Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The district must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The district must submit a copy of the written acknowledgement form that they will provide to parents/guardians.

Clay County District Schools is prepared with educational opportunities for students to continue instruction through distance learning with an innovative model that provides a rich academic experience for families.

- a. CCDS is proud to continue to offer a robust distance learning option - OneClay Online. Students attend school remotely and teaching mirrors the pace and rigor of the brick and mortar classroom. Students have scheduled synchronous (live video instruction) class meetings, digital resources and assignments that replicate the standard school day bell schedule virtually. [Click here for a sample daily schedule](#). Teachers utilize Google Classroom to provide instructional resources and the curriculum content; this is the same as the brick and mortar classroom, including online assessments and progress monitoring. This learning model makes for an easier transition back to brick and mortar school and provides families the flexibility to choose an instructional model to meet their needs during these uncertain times. OneClay Online reflects the District's commitment to providing high-quality instructional experiences for all students, no matter what the setting. OneClay Online is organized according to the template provided by Governor Ron DeSantis in his plan for [Reopening Florida's School and the CARES Act](#). Please utilize this [Table of Contents](#) to review Clay County District Schools' Instructional Continuity Plan.
- b. School-based leaders will continue to use the preexisting Early Warning System to weekly monitor academic progress and attendance to determine which students in the innovative learning platform (OneClay Online) need to transition back to the brick and mortar setting. Parents/guardians of these students will be sent the following [OneClay Online - At Risk Letter](#).

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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- a. The district will continue to identify vulnerable students that have had limited or no contact with their school/teachers utilizing school-based administrators and school social workers to engage them and return them to the appropriate learning modality. If a teacher in an innovative learning option notices that a student has not logged in or is routinely not participating in the online learning opportunity on the blended learning platforms over the course of three consecutive school days, the teacher will call the parent/student to re-engage them. The teacher should record the contact in [Focus in the Parent Contact Log](#). If the student continues to show a pattern of nonattendance, defined as five or more unexcused absences within a month, the teacher shall report this to the school attendance team, per the [CCDS Student Progression Plan](#) (reference pages 23-27). The district will continue to make phone calls and home visits from the administration team and social workers. Social workers will continue to reach out to families through home visits. Additionally, starting in the Spring, our School Resource Officers will begin making home visits to help build a relationship with the families to avoid truancy behaviors/patterns.
- b. The district will continue to hold our annual “Kindergarten Round-up” where we encourage families to register their students for Kindergarten in the early Spring. In addition to normal procedures, the district will identify and provide students that are eligible for VPK and Kindergarten a readiness packet that will include engaging activities that families can work on at home prior to entering VPK/Kindergarten next school year. In collaboration with Child Find, Episcopal Children’s Services, and the district’s coordinator of communications, CCDS will market to these specific families through email, phone calls, flyers, and social media to register for VPK/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).

- a. The district built a professional development day in January into their revised school calendar to provide teachers with professional learning regarding the Spring semester learning modalities. Teachers will be able to participate in both virtual (self-paced and live) and in-person professional development offerings. [Click here to access the Clay County District Schools Professional Learning Catalog for the January Inservice Day](#). The first portion of this day, the teachers will choose their learning through the professional learning catalog. The second portion of this day will be led by the principal to facilitate learning around the school’s improvement plan, health and safety protocols, transitioning students from OneClay Online back to brick and mortar, and intervention strategies for student success. Clay County District Schools will continue to provide ongoing professional learning for our teachers through the following resources:
 - i. **OneClay Vision Newsletter** - Bi-weekly [Instructional Newsletter](#), focusing on key elements to support teachers in educating the whole child.
 - ii. **Self-Paced Technology Backpacks** - Information and Technology Services staff will continue to create and update [Technology Backpacks](#) - each backpack is a combination of

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- videos, written directions, and resources to support teachers in an instructional technology application, platform, or resource.
- iii. **Facebook Groups** - Information and Technology Services staff will continue to facilitate the Technology Backpacks and OneClay Online teacher groups to connect teachers across the district and provide support, encouragement, strategies, resources, and best practices regarding instructional technology and virtual learning.
 - iv. **OneClay Online Information Tile** - District staff will continue to curate and update [resources](#) regarding teaching in the OneClay Online environment, including a FAQ, Submit a Question, and Learning Library.
 - v. **OneClay Learning Library** - District staff will continue to curate and update [on-demand professional learning](#) aligned to District initiatives and specific content areas.
 - vi. **Professional Learning Communities** - School staff will provide Professional Learning Communities in accordance with specific school needs (data, interventions, learning modalities, teacher requests, etc.).
 - vii. **Content Specific Workshops** - District Curriculum Specialists and Coaches will continue to provide content specific workshops, as well as learning walks, collaboratives, and coaching cycles to support teachers in all learning modalities.
- b. Professional learning sessions for teachers regarding interventions to support students in various learning modalities will occur on Monday, January 4, 2021. Teachers will be able to participate in both virtual (self-paced and live) and in-person professional development offerings. [Click here to access the Clay County District Schools Professional Learning Catalog for the January Inservice Day](#). Interventionists from schools and district offices will support students in math and reading to close learning gaps, both in-person and virtually utilizing Google Classroom and Google Meet.
- c. Clay County District Schools will continue to utilize Google Classroom as our learning management system, in conjunction with the One Clay Portal, Google Meet, Gmail, G Suite for Education apps, and Chromebooks for our innovative learning option - OneClay Online. These platforms are also utilized by brick and mortar teachers/students utilizing Chromebooks, G Suite for Education, and the OneClay Portal apps in classrooms. CCDS is continuing to move towards a 1:1 (one Chromebook to one student) environment, so that students and teachers can effectively utilize online resources (CCDS is currently at a 1:1.3 ratio of devices to students). This also allows staff to standardize training and support for technology platforms. GEERS money was used to purchase additional Chromebooks to replace devices that were lost or damaged during Spring 2020 remote learning, as well as to provide schools with additional devices on campus to cover the devices that are on loan to students in the OneClay Online program. Clay County District Schools purchased G Suite Enterprise for Education licenses in order to provide additional tools and resources for our OneClay Online teachers to support remote learning, as well as to provide additional security and support for all CCDS Google users. Information and Technology Services surveyed OneClay Online teachers to ensure they had the equipment necessary to teach online and provided teachers with additional monitors, webcams, and document cameras. Information and Technology Services staff will continue to survey teachers and administrators to determine additional technology needs (devices, applications, training, etc.).

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- i. **Professional Development Specialists** - Teachers and administrators can reach out to our professional development specialists to schedule time for one on one, small group, or whole faculty training sessions (in person or virtual) regarding technology devices and applications.
- ii. **Service Desk** - Staff can contact the Information and Technology Services Service Desk by phone or by submitting a ticket at any time to have a technology need reviewed and resolved.
- iii. **Parent and Student Resources** - Information and Technology Services staff created a [Parent and Student Resource Center](#) with videos and directions that explain how to access, utilize, and troubleshoot our CCDS technology devices and platforms. This resource is available on our website, in the OneClay Portal, and has been shared via social media and Google Classrooms. The resource center is reviewed and updated as needed.

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.
David Broskie
Contact information: email, phone number
david.broskie@myoneclay.net 904-832-0022
Date submitted
Superintendent Signature (or authorized representative)