



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Brevard Public Schools

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

The purpose of this document is to guide districts to plan for the continued implementation of the 2020-21 District Reopening Plan through an updated Spring 2021 Education Plan and to capture an updated agreement of assurances. The flexibility provided for in DOE Order No. 2020-EO-07 is necessary to respond to and mitigate the impact of the emergency and to promote the health, safety and welfare of persons connected with Florida's educational system. Overall, this document focuses on accomplishing the following four goals:

1. Building on the successful reopening of all public schools to in-person instruction;
2. Promoting parental choice while ensuring that every student is making adequate academic progress;
3. Providing financial continuity to enable each school district to maintain the full panoply of services for the benefit of Florida students and families, including students from vulnerable populations such as low-income families, migrant families, the homeless, English Language Learners (ELLs), students in foster care and students with disabilities; and
4. Empowering every district to maintain high-quality school choices for Florida students and families with a focus on eliminating achievement gaps, which have been exacerbated by the crisis.

Directions

Districts shall complete this form and email to ReopeningPlan@fldoe.org no later than December 15, 2020. The subject line of the email must include district name and Spring 2021 Education Plan and Assurances. The district shall complete the plan, agree to all assurances and faithfully implement the plan to receive the statutory flexibilities and financial supports that are offered in DOE Order No. 2020-EO-07. Approval of this plan will be predicated on the ability to deliver the needed resources for intervention programs to address any learning loss or lack of progress for students not on grade level, especially those students who are returning from options other than the traditional brick and mortar setting.

District Education Plan Assurances

The district must agree to **ALL** of the assurances by checking the corresponding boxes.

Assurance 1: All schools will remain open. *The district agrees to the conditions set forth in section II.a. of DOE Order No. 2020-EO-07.* The district will continue to assure that all brick and mortar schools must continue to be open at least five days per week for all students, subject to advice and orders of the Florida Department of Health, local departments of health and subsequent executive orders.

Assurance 2: Continue the full panoply of services. *The district agrees to the conditions set forth in sections II.b. and II.e. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school full time will continue to have the opportunity to do so. The district agrees to provide students with Individual Educational Plans (IEPs) the services necessary to ensure that they receive a free and appropriate education. The district agrees to identify students who may have regressed during school closures or during the fall term. School districts must ensure that IEP teams are appropriately determining needed services, including compensatory services. If an ELL's reading, writing, listening or speaking skills have regressed during school closures, school districts agree to

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.

1a.:

Elementary: To address instructional gaps with increased instructional opportunities and instructional time:

- Fourteen summer sites were selected to house the Summer Recovery Program (July 8-30, 2020 for 5 hours/day) open to all schools targeting Grade 1-4 students who were substantially deficient in reading and Grade 5-6 students from our schools identified as the lowest 300 performing ELA schools by the state. Three hundred sixty-seven students attended the program with a 78.91% completion rate. The following evidence-based instructional supports were used: 95% Group PA/Phonics, Adaptive Text Units, Read Alouds, Direct Instruction - Small Group, Words Their Way - Word Work, and Writing Revolution. The PASI and PSI were used as pre- and posttest assessments. Eighty-seven percent of the students demonstrated a gain on the posttest. This program will be expanded to support students with instructional gaps during the summer of 2021.
- All schools utilize iREADY for ELA and math diagnostic testing in addition to the instructional pathway. Parents/guardians of students performing below grade level in ELA and math will receive monthly notification of the students current progress in both content areas. This will include documentation of skill deficits, as well as the interventions to address the deficit. Teachers will utilize the data management system Performance Matters to analyze individual student data and design interventions in both brick and mortar and eLearning settings.
- To accelerate student learning in the early childhood classroom, all Kindergarten and first grade students receive daily guided reading instruction using the Fountas and Pinnell Guided Reading instructional kits purchased by Rising K and GEER funding.

Spring 2021 Education Plan and Assurances

- For students attending schools identified on the lowest 300 list, the district utilized CARES funding to support an extended school day to provide the required additional interventions and pre-requisite learning opportunities for the most fragile of students. Interventions were put into place using the December 2019 diagnostics for the first two weeks of school and modified based on the progress monitoring data collected in the first month of the 2020-2021 school year.
- Each elementary school identified action steps in the school improvement plan to address learning gaps identified for each ESSA subgroup. Progress monitoring data was reviewed in August/September 2020 and interventions were designed to support students considering the impact of lost learning.
- To support students with the impact of loss of instructional time in the spring, the district integrated additional writing instructional tasks for students into the ELA Standards Focus Documents due to reduced opportunities for writing instruction during the window of distance learning.
- Students identified as below grade level or students not making adequate progress as measured by i-Ready diagnostic will receive supplemental instructional support through individual school's Academic Support Programs. Schools will provide this support during the school day, before or after school or offer support in a Saturday school format. The instructional format will include but is not limited to a small group setting, interventions based on student performance, and differentiated support to address specific student needs. Individual schools will determine the tool to progress monitor students. It will include but is not limited to Running records, i-Ready diagnostics and standards mastery, PSI/PASI, Eureka math exit slips and module assessments, or science standards assessments.
- All schools submitted a plan to the district for additional instructional time to include before/after school and/or Saturdays.
 - eLearning students have virtual tutoring available before school, after school, and/or Saturdays. (And face to face if they choose to come on campus)
 - Brick and mortar students have face to face and virtual tutoring available before school, after school, and/or Saturdays
- A cadre of principals created and presented the BPS Elementary Leading and Learning Instructional Agreements to all school leadership teams (principal, assistant principal, literacy coach) to include Pedagogical Expectations, Enhanced ELA and Math Standards Focus Documents, Monitoring Expectations, and Mandatory Intervention Time for all grade levels.
- The principal cadre also presented Scaffolding Strategies with an emphasis on students receiving scaffolded support while using grade-level content and material. In an effort to accelerate learning, the pacing guide integrated scaffolding for on grade level instruction in lieu of “re-teaching” missed content from the distance learning window. With this guide, students have and will continue to receive on grade level content and scaffolding when needed based on response to on grade level instruction.
- ELA district resource teachers created an Enhanced Standards Focus Document that included an additional requirement for students in grades 2-6 to be assigned 2 iReady Standard Mastery assessments per grading period with the expectation of intervening for standards not yet mastered through core instruction. Additionally, scaffolded questions were provided per grade level to accompany on grade level tasks. The Enhanced Standards Focus Document was presented to school leadership teams, who presented the information to staff members during a professional development training. The revised document will ensure students have and will continue to receive immediate feedback on mastery of focus standards to provide opportunities for immediate interventions.

Spring 2021 Education Plan and Assurances

- Math district resource teachers created a Modified Standards Focus Document to include current grade level standards as well as the potential gap standard from the previous grade level with resources. Content Specialists identified prerequisite skills needed to master on grade level content with aligned instructional supports. The Math Standards Focus Document was presented to school leadership teams, who presented the information to staff members during a professional development training. This document provides teachers with direction on providing on grade level content and accommodates for expected and identified missed learning.
- Students not making adequate progress in core academic areas and participating in the 21st Century Community Learning Center programs will receive academic support and homework help after school. 21st CCLC teachers in collaboration with the Brevard After School district team will create small group learning opportunities or individualized specific activities to meet the individual needs of the students.
- Parent Communication is critical as to student progression. The first conversation begins with the classroom teacher, followed by guidance and administration in an effort to develop an instructional plan for each student

Secondary:

- All Secondary Schools will continue to operate on a Block Schedule for the spring semester of the 2020 –2021 School Year.
 - This will support the need for additional instructional time, classes will remain at 90 minutes a day vs. the 45-47 minutes under our traditional scheduling method.
 - Students will continue to only focus on 4 classes under this model, allowing for time to make gains on the lost learning from the pandemic identified in our progress monitoring.
 - Teachers will continue to teach three of the daily blocks, allowing them to focus on student needs for only 65-75 students as opposed to the traditional 150 students. This will not only continue to give the teacher more time with the current lesson but when needed, more time to remediate identified student learning deficits.
 - A large teacher benefit to our current schedule model is; as students transition back to brick and mortar there is going to be the time that will be needed to form relationships naturally built into our current block scheduling.
- All schools submitted a plan to the district for additional instructional time to include before/after school and/or Saturdays.
 - eLearning students have virtual tutoring available before school, after school, and/or Saturdays. (And face to face if they choose to come on campus)
 - Brick and mortar students have face to face and virtual tutoring available before school, after school, and/or Saturdays.
 - These extra learning times will be documented in a school specific spreadsheet that will be provided to the school by the district (creating uniformity)
- All schools identified action steps in the school improvement plan to address learning gaps identified for each ESSA subgroup. Progress monitoring data was reviewed in August/September 2020 with the schools director and with each school's SAC team. The school team created interventions that were specifically designed to support students considering the impact of lost learning.
- All schools have access to their student's progress monitoring data through Performance Matters. The school personnel will use that data to plan the needed additional instructional time. That plan will be shared with parents in writing so all stakeholders understand the requirements of said plan and will be an active participant in the implementation of the student's plan.

Spring 2021 Education Plan and Assurances

- Plan implementation will be monitored through our progress monitoring process and readdressed as needed based on the data from that progress monitoring.
- Progress on the plan will be reported to parents on a monthly basis.

1b.:

Elementary:

- Elementary schools will continue to have the eLearning from school @home option for Spring Semester 2020-2021 for students who have been successful in this model and/or whose parents choose to keep their child in this model.
 - Students will continue to engage in synchronous learning in the assigned classroom. The MTSS process and problem-solving team will assist students in transitions to brick and mortar setting.
 - The process to change the student's elected modality of education allows the parent to request it be changed at any time in consultation with school leaders.
 - Students will remain responsible for attendance, participation in class, required progress monitoring, and other course expectations - some activities will require eLearning students to complete the task in person.
 - Students will continue to receive services through IEP, 504, or ELL plans. Some services may require some on-campus time depending on the student's goals.
- K-6 students identified as not making adequate progress will receive supplemental instructional support through school based Academic Support Programs in both the brick and mortar setting and in the eLearning model. This identification will be done through the data stored and easily accessible in our Performance Matters program, this program can delineate Brick and Mortar students from eLearning Students.
 - Schools will continue to contact parents on a regular basis through all available methods to include but not limited to, phone calls, text messages, email, FOCUS emails, and home visits when this data shows a student's lack of adequate progress in their progress monitoring data.
 - It is expected that this contact will include information on the student's lack of progress, offers of assistance, and if needed require a return to Brick and Mortar.
- All parents of students not showing progress will be contacted by school personnel (in person, on the phone, face-to face meeting, or through a virtual meeting platform). The Academic Support Programs will provide intervention and instructional support before school, during school, after school, and in the Saturday school program. District content specialists created virtual resources to support teachers in providing interventions in the eLearning format.
- Students participating in the 21st Century Community Learning Center programs, housed at several of our Title I schools, not making adequate progress in core academic areas will receive academic support and homework help after school. 21st CCLC teachers in collaboration with the Brevard After School district team will create small group learning opportunities or individualized specific activities to meet the individual needs of the students.

Spring 2021 Education Plan and Assurances

- Elementary schools will host 2021 summer programs focusing on K-6 students demonstrating academic decline and/or below grade level performance in reading. The 5 areas of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) will be addressed by frontloading the BEST standards utilizing evidence-based instructional strategies and materials:
 - Morning Meeting - SEL focused using The 7 Habits of Highly Effective Kids or Teens by Covey.
 - Phonemic Awareness and Phonics/Fluency support using materials from 95% Group, Phonological Kits and phonics/fluency work.
 - Adaptive Text Units - Close reading of a complex grade level text with additional text to build background knowledge and vocabulary. (Includes: guiding questions, in-process tasks and vocabulary tasks to increase understanding of words as they relate to the topic).
 - Read Aloud - Using books from the BEST Standards booklist.
 - Small group teacher direct instruction - Leveled Literacy Intervention by Fountas and Pinnell.
 - Phonics/Word Work for primary - Words Their Way and Morphology Word Relationships for intermediate - Strategies, ideas, and resources based on Greek and Latin Roots.
- A first grade phonics summer program will be offered at all Title I schools for students who have shown a decline in reading progress due to a phonics deficit. The summer phonics program will provide intervention based on the Benchmark Education Company Phonics Word Study Workshop program.

Secondary:

- Secondary Schools –eLearning from School @ Home will continue for Spring Semester 2020-2021 for students who have been successful in this model and/or whose parents choose to keep their child in this model.
 - Students will continue to be scheduled in the exact same manner as other students in a blended class - allowing for a smooth transition should the need arise or the parent select to bring their child back to brick and mortar.
 - Students will continue to engage in synchronous learning in the assigned classroom.
 - The process to change the student's elected modality of education allows the parent to request it be changed at any time in consultation with school leaders.
 - Students will remain responsible for attendance, participation in class, required progress monitoring, and other course expectations - some activities will require eLearning students to complete the task in person.
 - Students will continue to receive services through IEP, 504, or ELL plans. Some services may require some on-campus time depending on the student's goals.
- Schools will identify all students who have not made adequate progress in their progress monitoring. This identification will be done through the data stored and easily accessible in our Performance Matters program, this program can delineate Brick and Mortar students from eLearning Students.
 - Schools will continue to contact parents on a regular basis through all available methods to include but not limited to, phone calls, text messages, email, FOCUS emails, and home visits when this data shows a student's lack of adequate progress in their progress monitoring data.
 - It is expected that this contact will include information on the student's lack of progress, offers of assistance, and if needed require a return to Brick and Mortar.

Spring 2021 Education Plan and Assurances

- All parents of students not showing progress will be contacted by school personnel (in person, on the phone, face-to face meeting, or through a virtual meeting platform). During this contact, the school will require the student's return to brick and mortar and an intervention plan will be created. This plan will be documented through an on-line spreadsheet so interventions can be tracked for use and effectiveness. The letter will explain the academic risks associated with the student not returning. Those risks include but are not limited to failing a class, being retained, not graduating on time, delaying course progression for an additional year, and possibly creating an unrecoverable academic situation for the student. If the parent of a struggling eLearner refuses to return the child to Brick and Mortar, that decision will be documented at the bottom of the Return to Brick and Mortar Spring 2021 letter with the signature of the parent, returned to the school, and an intervention plan will be created based on virtual options.

1c.:

Elementary:

- Students in grades K-6 transitioning back to school from e-learning will receive supplemental instructional support through individual schools' Academic Support Programs. The Academic Support Programs will provide academic support during the school day, before or after school or offer support in a Saturday school format. Students' Progress Monitoring plans will document the following evidenced-based strategies/interventions used to close the performance gaps:
- Instructional Support
 - 95% Group PA/Phonics
 - Leveled Literacy Intervention
 - Words Their Way-Word Work
 - Writing Revolution
 - Fountas and Pinnell Guided Reading (K and First Grade)
 - Adaptive Text Units
- Progress monitoring and the MTSS process will determine modifications to interventions.

Secondary:

- Secondary Math Interventions for students performing below grade-level peers (these will be tracked for implementation and success rate in a school based spreadsheet)
- Middle School Math: Grade 7 Math, Accelerated Math Grade 7, Grade 8 Pre-Algebra
- In-Person or Virtual Options
- Khan Academy - use NWEA MAP scores to generate personalized study recommendations
- IXL - use the Real-Time Diagnostic to create a personalized action plan for each student
- Teacher-created materials - teachers develop interventions (extra duty or comp time)
- Boot Camp materials - short term interventions targeting specific skills
- Ready Florida MAFS workbooks - grades 7 and 8
- Summer Options (to be funded by a combination of district and grant funds)
- Students found to not be on grade level during our final progress monitoring will be recommended for summer school.
- Students not successful on course content will be recommended for summer school.
- High School Math: Algebra 1, Geometry, Liberal Arts Math 1
- In-Person or Virtual Options
- Khan Academy - use NWEA MAP scores to generate personalized study recommendations
- Math Nation - use diagnostic in On Ramp to Algebra to create a learning path for students who are below grade level in Algebra 1

Spring 2021 Education Plan and Assurances

- IXL - use the Real-Time Diagnostic to create a personalized action plan for each student who is below grade level in Algebra 1 or Geometry
- Teacher-created materials - teachers develop interventions (extra duty or comp time)
- Boot Camp materials - short term interventions targeting specific skills
- Math Nation - use Differentiating Instruction resources and/or Standards Targeted Worksheets for Intensive Support for students who are below grade level in Algebra 1
- Math Nation - use Differentiating Instruction resources for students who are below grade level in Geometry
- Summer Options (to be funded by a combination of district and grant funds)
- Students found to not be on grade level during our final progress monitoring will be recommended for summer school.
- Students not successful on course content will be recommended for summer school.
- Secondary Reading Interventions for students performing below grade-level peers (these will be tracked for implementation and success rate in a school based spreadsheet)
- In-Person or Virtual Options
- Reading Plus (HS only) - uses Reading Plus benchmark data; lessons are assigned by program based on the student's individualized instructional path.
- Lexia (MS only) - uses Lexia assessment data; lessons are assigned by program based on the student's individualized instructional path.
- Before and After School Tutoring- uses Reading Plus benchmark data and/or other assessment data (i.e. FSA); students are offered remediation/tutoring via online platform (i.e. Zoom)
- Small Virtual Groups- uses assessment data to provide opportunities for teachers to reteach students
- Khan Academy- uses assessment data (diagnostic, SAT, and/or PSAT scores) to provide lessons tailored to individual student needs
- SAT Prep (HS) - uses assessment data (diagnostic, SAT, and/or PSAT scores) to provide lessons tailored to individual student needs

In-Person Options:

- Lunch and Learn- using Reading Plus benchmark data and/or other assessment data (i.e. FSA); students are offered remediation/tutoring/assignment help
- Saturday School- uses Reading Plus benchmark data and/or other assessment data (i.e. FSA); to offer differentiated remediation/tutoring
- Boot Camp- uses Reading Plus benchmark and/or other assessment data (i.e. FSA); provide extensive standards-based prep
- Before and After School Tutoring- using Reading Plus benchmark data and/or other assessment data (i.e. FSA); students are offered remediation/tutoring
- In-school Learning Lab- using assessment data, students are able to receive additional one-on-one remediation/tutoring
- Summer Options (to be funded by a combination of district and grant funds)
- Students found to not be on grade level during our final progress monitoring will be recommended for summer school.
- Students not successful during the school year.

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.

2a.:

Elementary

- Elementary Schools –eLearning from School @ Home will continue for Spring Semester 2020-2021 for students who have been successful in this model.
- Students participating in the eLearning from School @Home model must demonstrate proficiency measured by earning a grade of C or higher in each core subject area (ELA, Math, Science, and Social Studies) and score at or above proficiency levels on iREADY ELA and Math diagnostics.
- In addition to the academic data required for the eLearning model, students must have less than five unexcused absences within a grading period.
- Written notice will be provided to parents/guardians for students to return to the Brick and Mortar model when not making adequate progress.
- Students failing to meet the requirements will be referred to the Individual Problem Solving Team to design the transition plan for return to brick and mortar learning.
- When data show a student’s lack of progression, schools will immediately contact parents through all available methods to include but not limited to, phone calls, text messages, email, FOCUS emails, and home visits.

Secondary

- Secondary Schools –eLearning from School @ Home will continue for Spring Semester 2020-2021 for students who have been successful in this model.
- Schools will identify eLearning students who have not made adequate progress in their courses (earned a failing grade) each semester through either FOCUS or AS400 reports.
 - Schools will continue to contact parents on a regular basis through all available methods to include but not limited to, phone calls, text messages, email, FOCUS emails, and home visits when this data shows a student’s lack of adequate progress in their courses.
 - It is expected that this contact will include information on the student’s lack of progress, offers of assistance.
- When the prior parental contact was not successful in bringing a student’s grade up to a passing level, schools will contact parents of failing eLearning students and will require the student to return to Brick and Mortar. This contact (phone call, face to face meeting, virtual meeting, US Mail or home visit) will include a discussion of the student not making adequate progress and any associated education risks.
- This contact will be documented through the Return to Brick and Mortar letter and in the school assurance spreadsheet.

2b.:

Elementary

- For students not making adequate progress in the eLearning model, parents will be notified of the student's progress as a member of the Individual Problem Solving Team (IPST) and through the written documentation form.
- Upon return to the brick and mortar setting, the MTSS process will continue to support students in their transition.
- Should the parent decline the decision to return to the brick and mortar setting, the parent will be required to sign the notification to document their decision to opt out of the brick and mortar learning.

Secondary

- For students not making adequate progress in the eLearning modality, parents will be notified of the student's lack of progress.
- Schools will document all concerns discussed with the parent in the Return to Brick and Mortar Spring 2021 letter and require the student transition back to Brick and Mortar for additional support.
 - Those additional supports will be documented to the parent through the student's Individual Intervention Plan.
 - Students returning to Brick and Mortar will remain on the Assurance spreadsheet so all interventions in the student's Individual Intervention Plan can be documented for implementation and effectiveness.
- During the contact with the parent of an eLearning student who is not making adequate progress, if the parent of that struggling eLearner refuses to return the child to Brick and Mortar, that decision will be documented on the Return to Brick and Mortar Spring 2021 letter, and an intervention plan will be created based on virtual options. It needs to be clearly stated that the academic risks include but are not limited to failing a class, being retained, not graduating on time, delaying course progression for an additional year, and possibly creating an unrecoverable academic situation for the student.
- Return to Brick and Mortar letter will be created by the district for uniformity
 - Student will remain on the Assurance spreadsheet so all virtual interventions in the student's individual intervention plan can be documented for implementation and effectiveness.

Department Juvenile Justice (DJJ):

- All DJJ students (including ESE) are attending brick and mortar schools five days a week and are in year-round school.
- DJJ students **are not participating in e-learning; all students are face to face** unless quarantined.
- All DJJ educational programs will have access to district resources and assets in compliance with the assurance category requirements.
- Quarantine students will be given instruction via computer (Microsoft Teams, and handouts). Upon return from quarantine, students will be given 1:1 instruction to ensure they are caught up with their academics.
- DJJ are overseen by district administration and follow all district guidelines and policies. District administration, teachers, and support personnel collaborate effectively with DJJ staff to meet the needs of students and their families.

Spring 2021 Education Plan and Assurances

- District resources are available as needed (e.g. speech pathologist, reading coach, behavior technicians etc).
- All schools identified action steps in the school improvement plan to address learning gaps identified for each ESSA subgroup. Progress monitoring data was reviewed in August/September 2020 with the school's director and with each school's SAC team and interventions were designed to support students considering the impact of lost learning.
- Upon entry, all Brevard DJJ schools review incoming student's IEP. IEP teams progress monitor these ESE students daily and use both summative and formative evaluations to determine progress.
- Student progress is shared at the weekly Treatment Team meetings.
- The DJJ program and parents are involved with these meetings and appropriate services are discussed. If the student shows substantial regression the IEP team and parent will meet to discuss if the IEP needs to be amended or changed to include additional supports, services, tier interventions and accommodations that will help the student be more successful.
- Each student participates in a monthly progress monitoring assessment to determine on-going progress. The results of this assessment are used by the schools PLC to determine areas of need and to create interventions and appropriate tier supports that will help the student.
- The results of these monthly assessments are also shared with the parents/guardians and the DJJ program at the weekly Treatment Team meetings. These weekly Treatment Team meetings provide an opportunity for schools, parents, program and the student to discuss progress and work together to help the student succeed.
- ESE progress reports are mailed to the parents every 9 weeks.
- All interventions and support are re-evaluated monthly. If the student has not made any learning gains interventions and tiered supports will be changed or modified to ensure progress.
- All students enter transition upon arrival - guidance activities, scheduling, testing, career interests. A transition plan is written and implemented from these activities and are re-visited throughout the student's stay.
- The Transition Representative provides the student, guardian, and other appropriate stakeholders updates regarding grades, academic progress, standardized testing, and any other information during each Treatment Team meeting. The Transition Representative also is in regular contact with the student's home county regarding educational updates as well. These regular updates assist in the facilitation of successful transition upon the student's release.
- Every student is given a Progress Monitoring Plan (PMP) that tracks student progression throughout their stay (STAR reading and math score).
- Most students in the facility suffer from substance abuse, anger management, grief and loss, criminal thinking, and empathy. The school works closely with the mental health counselors employed at the facility in order to meet the unique educational needs of the students.

Spring 2021 Education Plan and Assurances

- As each student progresses throughout the program, there are three key meetings that take place between JPO and the program. The first meeting is the transition meeting where the student is about 60 days from release from the program. The second meeting is known as the CRT (child re-entry team) meeting. This meeting has the JPO, follow-up service representatives, school district representatives, and parents present. Educational placement, mental services, and after care services are all discussed at this meeting. The final meeting is the exit meeting, where students are about 14 days from going home. In all three of these meetings, the JPO is present as well as the parent/guardian.
- The Guidance Service Professional (GSP)/Transition Representative speaks with the probation officer via phone during each of the student's biweekly Treatment Team meetings to discuss the student's progress of the student's education. The probation officers and Transition Representative also discuss educational placements options during the 60-day Transition Staffing, Community Re-Entry Team meeting, and the 14-day Exit Staffing.

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.:

Truancy/Attendance of Students.

- For students with 93% daily attendance (3 unexcused absences in secondary and 6 unexcused absences in elementary), Individual Problem Solving Team meetings will be held and tier 2 supports will be placed. Parents will be notified through written documentation from the schools.
- For students with less than 90% daily attendance (5 unexcused absences in secondary or unexcused absences in elementary), Individual Problem Solving Team meetings will be held and parents will be notified of the student's absence through written documentation from schools.
- Parents will also be presented with a Return to Brick and Mortar letter (see 2b) if student non-attendance in eLearning is placing students at risk and in danger of being retained, falling behind his/her cohort, or non-compliance with Florida Compulsory School Attendance.
- The district truancy team will process referrals from schools for both brick and mortar and eLearners who are found to be habitually truant per Florida Compulsory School Attendance Statute s. 1003.21 F.S. Students in eLearning modality found habitually truant will be mandatory enrolled in Brick and Mortar school setting.

3b.:

VPK and Kindergarten Eligible Students

- A communication outreach plan with BPS Government and Community Relations on messaging to the community of the programs and services that are available for their PreK children.
- Collaborate with the Brevard Early Learning Coalition on parent outreach materials to promote enrollment of students in VPK programs and eligibility information for the second semester of the 2020-21 school year.
- VPK and Head Start staff will provide a breakout session for private providers at the January Brevard Early Learning Coalition Meeting to share the strategies BPS is doing for our PreK families and to share the resources being used with the private providers and to encourage parents to enroll their students in kindergarten as soon as our early registration begins in the spring.
- VPK resource teachers and instructional coaches will create an interactive newsletter to share with families that focus on Best Practices in early childhood that support the VPK Standards. This newsletter will be shared with the Early Learning Coalition so they can distribute to private providers. (Two publications during second semester). The newsletter will contain kindergarten transition activities for parents, along with important dates and information for registration.
- When an individual student is quarantined for COVID, individual phonological awareness practice for the lessons missed will be provided by the instructional assistant using the Heggerty Curriculum.
- Optimize the use of the Office of Early Learning Monthly Parent Pages (these are filled with information, ideas and activities to support learning at home): they will be sent to all of our VPK teachers with a focused intention to save and email to their families. Teachers will have the autonomy to share an additional idea or two for families to try at home or select a few from the Parent Pages.
- VPK Families will be provided with the 2020-21 Ready Freddy Pathways to Kindergarten Success Calendar as part of the BPS Transition to kindergarten activities.
- BPS is committed to ensuring student learning is the priority. School principals are personally contacting each parent of students who are not in attendance in our brick and mortar setting. This effort is to discuss educational options and supports for each student to minimize academic gaps.
- Kindergarten Round-Up/Transition activities and events are being planned by the BPS Office of Early Childhood Education in conjunction with all BPS elementary schools. Training by district staff will be provided to a team from each school, who will then plan and implement the activities and events for their individual schools.
- BPS in collaboration with the Brevard Early Learning Coalition, provides all of Brevard County's private VPK providers with a *Transition to Kindergarten* form for the private provider to complete for each child moving into a BPS kindergarten. The private provider completes the form and has the child's parent give signed consent to have the information shared with BPS. The forms are returned to the district and then distributed to the schools the child is attending. The forms provide valuable academic and developmental data on the child to the kindergarten teacher.
- BPS will advertise our spring kindergarten registration dates through multiple media sources throughout the county to encourage parents to register their child for kindergarten.
- Each school's web site, as well as the district site will have a link to Kindergarten Round-Up/ Transition information and activities for parents to access virtually.

Spring 2021 Education Plan and Assurances

- All VPK students will be provided with a Kindergarten Transition Backpack at the end of the current school year. The backpack will contain materials and directions for parents on how to use the materials with their child over the summer to help prepare them for kindergarten.
- BPS will promote our Summer VPK Programs to the Brevard County community encouraging all children who did not attend our school year VPK program to enroll for the summer session.

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).

4a.

Professional Development

Brevard Public Schools moved professional development days which typically occur throughout the year to the beginning of the school year in order to provide additional time for our teachers to receive specific training on our various learning platforms and resources to support our students who selected the eLearning or hybrid learning option. These trainings were developed around feedback that teachers, administrators, technology integrators and other content specialists within our Elementary and Secondary Leading and Learning departments provided from what they learned through the start of remote instruction last March. The trainings listed in section 4a below focuses on providing specific support to teachers and administrators on how to effectively utilize the various learning tools for our eLearners. Trainings listed in section 4b were developed to assist teachers in progress monitoring their students regardless of which learning option they selected. Teachers and administrators learned how to leverage our existing progress monitoring tools to identify students who need additional supports. Specific trainings on how to utilize our current MTSS process to support our eLearning students were developed. Feedback from our teachers identified student engagement as a challenge for our eLearners. As a result, trainings were created to provide tools for teachers on how to utilize various online resources to enhance student engagement. Lastly, the professional development opportunities listed in section 4c were created to assist our teachers in maximizing the capabilities of our various platforms that support our Learning Management System.

- Using Digital Resources for Math Instruction in the Elementary Classroom
- K-3 Mathematical Representations
- 3- 5 Mathematical Representations
- Introduction to Eureka Math in Grades 2 & 3 Virtual Series
- Introduction to Eureka Math in Grades 4 & 5 Virtual Series
- Administering Virtual Kindergarten eLearner Performance Based Math Assessments
- iREADY: What's New in 2020
- iREADY Math Toolbox
- Mathematics in the Virtual World
- Student Engagement in Diverse Classroom Communities (for Math Coaches)

Spring 2021 Education Plan and Assurances

- Tools for Scaffolding Instruction
- Using the ELFAS Grades K-2
- Using the ELFAS Grades 3-6
- Using the UFLI Resources for K-1
- Inquiry Based eLearning Instruction for Elementary Science
- Using Choice Menus for Science and Social Studies
- DBQ eLearning Resources
- Enhancing ELA instruction with Tech Tools
- Fostering Student Engagement and Participation through Tech Tools
- Using and Creating Templates to Enhance eLearner Instruction
- Using Digital Resources for ELA Instruction in the Elementary Classroom
- Digital Tools for Progress Monitoring eLearners in the Hybrid Setting
- Digital Tools and Techniques for Helping Students Complete Work and Turn It In (PDF's, Google Forms, etc)
- PBS Learning Media site
- Using Choice Menus for Social Studies and Science eLearning Instruction
- Breakout of the Classroom: Utilize Google Tools to Create and Take Virtual Field Trips
- Gale Database: Age-Appropriate, Reliable, Curriculum-Related Content for the Classroom
- WorldBook Database: Engaging, Verified, and Trustworthy Digital Resource for the Classroom
- Enhancing Math instruction with tech tools
- Enhancing Math Instruction with Tech Tools for Secondary
- Inquiry-based Instruction Online for Secondary Science
- Inquiry-based Instruction Online for Secondary Math
- Inquiry-based Instruction Online for Secondary Social Studies
- Inquiry-based Instruction Online for Secondary ELA
- District Content Specialist available to support individual teachers or schools in utilizing the various innovative platforms and modalities effectively
- Teacher leaders trained on how to effectively engage students in an eLearning platform through monthly meetings.
- Elementary Hybrid Teacher Convening of over 50 elementary teachers to share best practices on how to provide effective instruction through the various virtual platforms
- Conscious Discipline Training: provides teachers training on decreasing student aggression, impulsivity and hyperactivity in order to create a stronger learning environment for students
- Lifeskills Training: research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors
- District Peer Mentor teachers are utilizing sites such as Edutopia to share resources to teachers needing assistance on how to effectively utilize online platforms effectively as well as sharing videos of effective teaching practices to teachers
- Continue on-demand training available to teachers and administrators on how to utilize various online platforms to deliver instruction such as Google Classroom, Google Meets, Zoom and Microsoft Teams to name a few.

4b. The following professional development opportunities have been developed to support our teachers and leaders in providing interventions and supports for students within various learning modalities:

- Multi-Syllabic Words in a Virtual Setting
- Multi-Sensory Interventions in an eLearning environment (95% PA and Phonics)

Spring 2021 Education Plan and Assurances

4c.

The following professional development opportunities have been developed to support the technology needs of our teachers and leaders specifically centered around our learning management system:

- Focus Gradebook: Online Assessments for Teachers
- FOCUS for School Editors/School Viewers
- FOCUS for School Counselors/ESE Contacts
- FOCUS training for primary teachers
- FOCUS training for teachers in grades 3 - 6
- FOCUS training for secondary teachers
- Utilizing Microsoft Teams to effectively plan instruction within grade level teams or departments
- District Technology Integrators available to assist individual teachers or schools in providing professional development as it relates to our learning management system

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.
Jane Cline, Assistant Superintendent Elementary Leading & Learning
Contact information: email, phone number
Cline.jane@brevardschools.org 321-633-1000 ext. 11411
Date submitted
December 14, 2020
Superintendent Signature (or authorized representative)
