



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# Spring 2021 Education Plan and Assurances

## Duval

*Due: December 15, 2020*

Duval County Public Schools - Page 1 Submit to [ReopeningPlan@fldoe.org](mailto:ReopeningPlan@fldoe.org)



## Spring 2021 Education Plan and Assurances

### Purpose

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

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

### Directions

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

District Education Plan Assurances

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

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

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

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☒ **Assurance 5: Innovative learning modality.** *The district agrees to the conditions set forth in sections II.g. and II.h. of DOE Order No. 2020-EO-07.* The district agrees that if a student receiving instruction through the innovative learning modality is failing to make adequate progress, the parents/guardian must be contacted and the student must be transitioned to face-to-face instruction. The district agrees that a student who is not making adequate progress will only be allowed to remain in the innovative learning modality if the district or charter school: 1) provides written notice to the parent or guardian that the child is not making adequate progress and any associated education risks; and 2) obtains written acknowledgement from the parent or guardian verifying the receipt of this information and the intent to remain in the innovative learning modality. The district agrees that students transitioned out of the innovative learning modality must be given additional interventions and supports. School districts and charter schools must not unreasonably restrict the decision of a parent or guardian to alter the learning modality (in-person, innovative, virtual) that best suits their child's needs. Restricting when changes can be made to a certain time of the semester or requiring more than a week's notice prior to changing a student's learning modality are presumptively unreasonable.

☒ **Assurance 6: Truancy/Attendance of students.** *The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.

☒ **Assurance 7: Continue professional development.** *The district agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide professional development to teachers and leaders to become proficient in the delivery of grade-level standards within all learning modalities, as well as the utilization of progress monitoring for remediation and intervention.

**District Spring 2021 Education Plan**

**Directions:** The district must address each of the following areas and their sub-components in the corresponding text box below. Please remember to clearly label the required information you are providing below accordingly, e.g., 1.a., 2.b., 4.c., etc. Additionally, please check to make sure you have **thoroughly and clearly answered each required area and sub-component below prior to submission.**

1. **Spring Intervention Plan.** The district shall explain in detail a proposed 2021 Spring Intervention Plan with the following three components:
  - a. A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the district’s plan for additional instructional time including after school, weekends and/or summer programs, and an explanation of how lost instruction time has been or will be made up.
  - b. Targeted outreach for students who are demonstrating a decline on the district’s progress monitoring system for reading and mathematics, by grade level and by learning modality.
  - c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

Duval County Public Schools is committed to providing intervention services to all students who have encountered obstacles to learning during this pandemic. To ensure access to these services for students demonstrating need of additional supports, the District has developed an Intervention Plan that includes the required three components.

One of the strategies the district has employed to close the achievement gap is provisions for additional instructional time. At the start of the school year, students were identified for additional supports in reading. Targeted students participated in a face-to-face intensive reading intervention program for five hours on Saturdays for 12 weeks to equal 60 hours. Transportation and meal service were provided to all participating students. During the 12-week intensive reading program, students engaged in research-based reading curriculum. To ensure high quality instruction, teachers participating in the program were selected based on effectiveness data. This included prior year VAM scores and successful recent experience with the grade level being taught. Students participating in the program continue to be monitored for attendance and gains in reading proficiency. In addition, the district will specifically review the end-of-year state assessment reading data for this group of students in the aggregate, by teacher, and by individual student.

Each school was provided with an SAI allocation to provide additional tutoring and intervention for identified students, including after school, Saturdays, and “bootcamps” over the Winter and Spring Breaks for students who have not adequately progressed in reading and/or mathematics. Students for these services are identified through previous test data, as well as progress monitoring data from both the fall and midyear assessments.

Plans are already underway to provide expanded opportunities for summer learning this year, for services to include intensive support, remediation, credit recovery, and enrichment. Teachers for summer

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programs are prioritized for hire based on past performance in the classroom as measured by VAM scores. Only teachers rated as “Effective” or “Highly Effective” are eligible for selection.

The district continues to work with our agency providers funded through the Kids Hope Alliance to provide afterschool and summer camp supports for targeted students. These providers hire district teachers within their respective schools to deliver an academic extension of the school day into the afterschool time. Through these partners, our students have had the opportunity to access additional technology, participate in extended reading programming, and expand background knowledge through hands-on enrichment activities like robotics clubs. The program directors from the afterschool providers are members of the principal’s leadership team, to provide continuity of services.

Targeted outreach has already been extended to a group of elementary students who were previously identified as having a reading deficiency and those who are in danger of retention. These students were identified for additional support using a two-year reading proficiency aggregate in the schools identified with the highest needs, in addition to fall benchmark assessments. Students will also be reassessed throughout the year to identify any additional needs. Specific interventions by grade level are included in **Appendix A** of this document. With the exception of Reading Mastery and Corrective Reading, all interventions are available to all students whether they participate in face to face instruction or our innovative distance model, Duval HomeRoom.

Students returning to a brick and mortar setting for the second semester in need of additional remediation, will receive the necessary Tier II and Tier III instruction that was formerly presented in an innovative learning environment. Although the resources used will be similar, as they were designed to be delivered in both brick and mortar and innovative environments, the level of intensity of these resources being in a face to face setting are presented differently. Real-time instructional decisions in a brick and mortar setting will allow for grade level flexible groupings, immediate learner feedback, and improved methods to adjust the level of instruction daily. The transition time to provide this small group instruction through flexible groupings, becomes less of a factor in a brick and mortar environment and allows teachers and interventionists the ability to optimize their time to provide intensive remediation instruction.

To better provide intensive remedial services for students, each school was provided an additional allocation of funds. The allocation was based on the number of students with two or more risk factors, including progress monitoring, quarter grades, and attendance. Duval HomeRoom students at each school were included in the enrollment counts and identified for risk factors for funding. Each school has developed an individual school plan tailored to their own specific needs based on their student data.

Students in 3<sup>rd</sup> – 5<sup>th</sup> grade take an i-Ready diagnostic assessment in Reading and Math three times a year (Fall, Winter, and Spring). This diagnostic assesses growth of students and places students on an individualized path of instruction based on student learning needs. Students complete daily lessons and monthly progress monitoring assessments within the i-Ready program. These daily lessons and progress monitoring assessments allow teachers to identify and address needs in-between the diagnostic assessments.

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Additional reading interventions include Reading Mastery in Title I schools for grades K – 2, Corrective Reading in Title I schools for grades 3 – 8, and Leveled Literacy Intervention (LLI) for all schools not utilizing Reading Mastery or Corrective Reading in grades K – 5.

Students in grades 3 through 12 utilize Achieve 3000 and the data collected from this blended learning program is used for progress monitoring purposes. Students are given a Level Set three times a year (Fall, Winter, Spring) and students can also show increase in Lexile level each month based on their performance in the program. Achieve 3000 reports will be used by teachers to progress monitor students and help guide the small group work needed for the student to move forward.

Students in 4<sup>th</sup> and 5<sup>th</sup> grade are currently using Freckle for the 2020-2021 school year. Students took an initial diagnostic assessment at the beginning of the school year and have been placed on their individualized learning path. This learning path adjusts on a daily basis as students complete lessons. Student performance by standard is shared in a report for teachers to help meet the needs of students in small group and teachers can assign additional lessons based on student progress.

The Acaletics math program is used as an intervention in Title I schools for grades 2 through 8. The program focuses on grade level standards and allows teachers to progress monitor on a monthly basis. Teachers utilize the data to regroup students and determine which standards need to be retaught.

Math 180 is used in 6<sup>th</sup> – 8<sup>th</sup> grade intensive math classes. The program provides students in need of intervention with appropriate instruction to bring them to grade level. Students take a Math Inventory assessment three times during the year (Fall, Winter, and Spring) to measure collective quantile growth. Additionally, students take standards-based progress monitoring assessments at the end of each content block to measure progress toward mastery.

The district's Progress Monitoring Assessment is administered each quarter in 3<sup>rd</sup> – 5<sup>th</sup> grade in Reading, Math, and Science, and for 6<sup>th</sup> – 12<sup>th</sup> graders in ELA, Math, Biology, Civics, and US History. These PMAs assess the progress on all standards that have been taught up until that time and are cumulative in nature as the year progresses. These assessments assist teachers in identifying standards that need to be retaught, whether whole group or small group.

The Florida VPK Assessment is administered three times of year to determine student readiness in the following areas: print knowledge, phonological awareness, mathematics, and oral language. Students who fail to make adequate progress during assessment period one are placed in Nemours BrightStart level one for tier two intervention. Students who continue to show a lack of progress during assessment period two are assessed using the Brigance and receive one to one support using Nemours BrightStart level one and are referred for additional screening if warranted. All VPK instructors participate in Instructional Implications training provided by the state Office of Early Learning. Data chats are conducted after each assessment with teachers to determine which level of support for students. If students began to demonstrate sufficient mastery of grade-level content as evidenced by student data on the state assessment, the student is removed from BrightStart level one and moves to BrightStart level two during small group time.

To address the possible regression of ELLs' English listening, speaking, reading, or writing skills and the need to convene an ELL committee meeting, students were monitored during the first three to four weeks of the school year. Monitoring included formative assessments of English language proficiency, anecdotal records, or reading assessment data (Imagine Learning, i-Ready, Achieve 3000, Istation Español, Achieve 3000 Español)

If through ongoing progress monitoring, the student continues to show regression, the ELL committee will reconvene to discuss programmatic action. During the ELL committee meetings, the teacher will need to provide documentation of the instructional supports currently being implemented that align to the student's proficiency level to guide the decision.

The district also provides a number of additional resources to schools to implement interventions and strategies for ELLs. The eligibility criteria for the internet learning platform for ELLs (Imagine Learning) has been modified to include any ELL who has shown regression in English language skills regardless of their ELP levels on the annual language assessment. Rosetta Stone is now available to include any ELL in grades 9-12 who has shown regression in English language skills regardless of their ELP levels on the annual language assessment. ESOL paraprofessional bilingual instructional support has been modified to include any ELL who has shown regression in English language skills regardless of their ELP levels on the annual language assessment. Supplemental materials for English language development lessons have been provided for teachers in need of additional hands-on student copies as well as teachers' guides to incorporate in their daily small group instruction. Spanish-speaking ELLs in Dual Language that show regression in English literacy skills, targeted instruction from Istation Español, Benchmark Soluciones, Benchmark Spanish Oral Reading Records, and Achieve 3000 Español has been provided. Our ESOL Department is also providing *Ongoing Support for Secondary ESOL Instructional Leaders*, monthly recurring guidance for school-based administrators and instructional leaders.

DCPS provides a full continuum of services and supports to students with disabilities eligible for exceptional student education (ESE) in the least restrictive environment. Educational settings include the following: general education inclusion with in-class services and accommodations; related services; self-contained classrooms; and exceptional education center schools. These instructional structures will continue to be provided for students in both face-to-face and Duval HomeRoom distance learning. The district has procedures in place to conduct all required referral activities, individual psychological evaluations, eligibility determinations and the provision of special education and related services for eligible students who will attend brick and mortar schools or stay-at-home distance learning options. The district will continue to use a Multi-Tiered System of Supports (MTSS) to progress monitor grade level academic proficiency and progress towards IEP goals and objectives.

Virtual Multidisciplinary Team meetings were held during spring 2020 school closures and have continued as an option throughout this school year. The option of face-to-face meetings with social distancing is available if preferred by the parent, guardian, and/or educational surrogate. All members of the team have the capability to view data and documents being discussed in real time for meetings held virtually or face-to-face. The district will continue to use the facilitated IEP (FIEP) structure for ESE meetings to assure full participation and collaboration opportunities for all team members.



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Students on general education standards receive instruction based on grade level curriculum guides with appropriate ESE services and accommodations provided as identified on their IEP. Related services will be provided in a face-to-face delivery model per the IEP with appropriate health precautions. Students served in self-contained classrooms on access point standards will receive specialized instruction utilizing the following specially designed curricula aligned to the access points standards: Unique Learning Systems, Vizzle, Attainment and TeachTown. Related services will be scheduled face-to-face at intervals and durations identified on the IEP.

Many students with disabilities participated in Summer Extended School Year Services and in the math and reading intervention summer program offered by the district. Students with disabilities on general education standards will continue to have access to all district academic recovery options throughout the school year. Individualized academic and behavioral interventions or services will be determined by the IEP teams and any additional special education and related supports identified will be provided during the regular school day if possible. IEP teams may also determine that extended school year services are necessary.

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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.

At the beginning of the school year, our innovative distance learning option, called Duval HomeRoom, was open to all students to provide maximum flexibility and options to families per the initial emergency order. We had approximately 35% of our students enrolled in this option, based on parent selection.

The district began outreach to families of students who were not making adequate progress at the end of the first grading period in October. At that time, parents were requested to return the student to school for face-to-face instruction and supports. Families were personally contacted by the administration at their respective schools. Tier 3 students in need of support were prioritized for the first contacts, and schools have continued to contact families of students not making adequate progress for possible return to the brick and mortar setting.

All parents/caregivers of students participating in the district's innovative learning modality were provided general information from DOE Emergency Order No. 202-EO-07. This notice includes the requirement that students must make adequate progress to maintain eligibility to remain in Duval HomeRoom. The notice further shared if that at any time during the school year the student failed to make adequate progress, s/he would be required to return to a face-to-face setting. This notice was provided via our Parent Portal in FOCUS, and is included as **Appendix B** in this document.

As we begin to transition to the Spring 2021 Semester, the district has continued their outreach efforts and is in the process of communicating with families once again, as we near the end of the first semester. A letter will be sent to the parents/caregivers of students not making adequate progress prior to the Winter Break. That letter is provided in this plan under **Appendix C**.

Students in receipt of this letter were identified based on a number of risk factors, to include any one of the following criteria:

- D or F/NI or U in English/Language Arts and/or Reading
- D or F/NI or U in Mathematics
- Achievement Level 1 on the ELA portion of the district Progress Monitoring Assessment
- Achievement Level 1 on the mathematics portion of the district Progress Monitoring Assessment
- Less than 90% attendance rate

The letter specifically identifies the area(s) in which the student is currently at risk and reiterates the DOE Emergency order, requiring the student to make adequate progress in order to remain in the innovative learning modality. The letter also invites the parent/caregiver to meet with school administrators to outline options and develop an intervention plan for the student.

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Duval Virtual Instruction Academy, our district-provided full-time virtual school option, is conducting a similar review of their full-time students as part of this process. In addition to grades in ELA/reading and math, progress monitoring assessment scores, and attendance, the school is also reviewing percent completion. Completion percentages are being compared to where students should be in the curriculum at this point in the year. Students identified as significantly behind in their work will also be provided with a request to return to brick and mortar school. A copy of this letter can be found in **Appendix D**.

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.

Since the beginning of the 2020-2021 school year, the district has employed a variety of strategies to reengage vulnerable students and those with limited contact with the district.

Each school is assigned a district social worker and truancy officer to support attendance efforts. This was especially critical as we opened schools and contacted those students who were previously enrolled but now missing from school. Our most vulnerable schools have been assigned a dedicated truancy officer that is housed at their school and only responsible for the attendance efforts of that school assignment.

Social workers and truancy officers work closely with school-based Attendance Intervention Teams to identify vulnerable students. Schools make the initial contact with families if they are able. If schools are unable to locate and/or contact families, our truancy officers receive referrals to initiate a home visit. During this visit, district personnel check on the wellness of the student, counsel families on the importance of continuity in learning and inform them of the Florida statutory requirements regarding attendance. These visits also provide an opportunity for the district to connect families to resources that may be a barrier to regular school attendance. Working through our Instructional Technology Department, social workers and truancy officers have also visited homes to provide technology devices and internet hotspots to students who were not engaged with home learning once they discovered that technology access was a barrier to student academic engagement.

Social workers and truancy officers employ several strategies for locating students in the absence of accurate information in our student information systems. These include contacting utility companies for an updated address, contacting neighbors/friends of the students, and researching social media accounts.

Our Community Partners continue to provide essential assistance in a variety of ways. They routinely make phone calls home, complete home visits, and work with parents on identifying barriers that were not enabling student to engage or be successful. They have also taken it upon themselves in some cases to provide essential supplies for students working at home (Achievers for Life, United Way, Communities in Schools, I'm A Star Foundation, Boys & Girls Club of Jacksonville, Police Athletic League, Wayman Academy, Young Men's Christian Association, and Kids Hope Alliance).

When those efforts are not successful, our school administrators have conferenced with parents to counsel their children back to the traditional brick and mortar setting.

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Duval County is the home to a number of Department of Juvenile Justice and Youth Development Programs. All of the students enrolled in these programs are in need of intensive academic and/or social-emotional supports.

The multi-tiered system of support (MTSS) Framework is implemented as needed to provide intensive intervention. Teachers in our DJJ programs provide in-person direct instruction and interventions to engage and support student learning. Interventions with validated practices are provided and student progress is monitored to adapt and intensify supports needed based on student data.

The Intervention Plan for students in DJJ includes monitoring the targeted academic skills or behaviors of concern, as well as incorporating grade-appropriate standards or behaviors we would expect for the content and/or learning environment. The intervention is explicitly designed to help students make connections between the skills taught and skills learned in other contexts and environments.

The academic interventions may also incorporate behavioral strategies that support students with self-regulation, motivation, or externalizing behaviors that may impact their ability to learn. Interventions include but are not limited to instructional practice that provides targeted instruction in a specific skill or set of skills (e.g., vocabulary, math problem solving, and social skills) aligned to students' needs or the function of their behavior and delivered with fidelity.

To support Kindergarten Readiness, our Early Childhood Programs department has continued to work with our partner agencies. To further the partnership, the district is hosting transition meetings with center directors in community-based Head Start and private-owned day-care centers to provide information regarding kindergarten readiness expectations and to share instructional strategies and resources for improving student achievement.

To better support families, the district will host transition meetings with families in our district-operated VPK programs to share information regarding kindergarten readiness expectations. We are also providing our families of our VPK students with custom kits that are to be used to help prevent summer learning loss.

Our Early Learning Department has been participating in the Florida Office of Early Learning Rising Kindergarten program to ensure our youngest learners get off to a good start. We are also in the process of creating a "Success by Six" program in partnership with United Way of Northeast Florida and Lift Jacksonville. The department also provides an outreach program for parents of preschool children, beginning at age 3. Home Instruction for Parents of Preschool Youngsters (HIPPY) provides early activities and resources for parents to use at home to promote kindergarten readiness.

Our Family and Community Engagement Department has teamed up with Early Childhood Programs to host transition meetings through the Parent Academy. These transition meetings are designed to ensure families who will be entering a Duval County Public School for the first time in the fall are equipped with knowledge and resources to prepare their children for kindergarten. The district's Early Childhood department is also hosting joint sessions with the School Choice team to ensure parents are aware of the options available for kindergarten enrollment.

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4. **Professional Development.** The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including:
- Innovative and virtual learning modalities;
  - Interventions to support students in various learning modalities; and
  - Technology needs (especially new learning management systems).

Teachers and leaders in the district are engaged in professional learning that is relevant to their position to ensure these individuals set equitable learning goals for ALL students in reaching grade level and/or above grade level expectations. Academic Services, Innovative Technology, ESOL & Dual Language, Exceptional Student Services, Mental Health, and School Improvement are working collaboratively to provide experiences that address acceleration, targeted remediation, instructional technology and social emotional learning.

All content area professional learning sessions include a virtual instruction component. This serves to meet the purpose of:

- 1.) Providing high quality instruction and student learning experiences in both brick and mortar and distance learning environments to convey learning is of the same quality regardless of the instructional delivery model; and
- 2.) Provide strategies and expectations for all teachers in the event of an extended school closure.

To meet the instructional technology needs, the district has a program which consists of 36 hours of professional learning offered through the Microsoft Educator Center. This blended learning program was designed to familiarize participants with Microsoft 365, with an emphasis on the use of Microsoft Teams, the district's digital learning platform for our innovative learning model, professional learning, and the classroom setting.

Our Instructional Technology department has also developed a companion program for our exceptional education teachers and support personnel that introduces the district's wide array of accessibility tools that can be used to provide equitable learning opportunities to all DCPS students, in addition to the Microsoft 365 programs.

Specific information regarding Professional Development is included in the following attachments:

- Attachment E: ELA/Reading
- Attachment F: Mathematics
- Attachment G: Science
- Attachment H: Social Studies
- Attachment I: Duval HomeRoom Elementary Strategies
- Attachment J: Duval Virtual Instruction Academy
- Attachment K: Technology Innovative Educator
- Attachment L: Technology Innovative Educator for EESS (Exceptional Student Educators)

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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.

<b>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</b>
Dana Kriznar, Deputy Superintendent
<b>Contact information: email, phone number</b>
<a href="mailto:kriznard@duvalschools.org">kriznard@duvalschools.org</a> (904) 390-2046
<b>Date submitted</b>
12-15-20
<b>Superintendent Signature (or authorized representative)</b>

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### Appendix A

### District-Wide Interventions by Grade Level

<b>Content Area</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
<b>Reading</b>			
	i-Ready (K-5), Achieve3000 (3-5), Freckle (4-5), Leveled Literacy Intervention (K-5), Heggerty (K-2), Everfi Word Force (K-2), Reading A-Z Leveled Readers, Phonics Readers, High Frequency Words Readers (K-5) Language For Learning (Title I; K-2) Reading Mastery (Title I; K-2) Corrective Reading (Title I; K-5)	Achieve3000 (6-8), Planning pilot of Edmentum Exact Path second semester Corrective Reading HMH XPLOR	Achieve3000 (9-12), Actively Learn (9-10), ChalkTalk (11-12)
<i>District Specialists</i>	8	3	3
<i>Region Specialists</i>	8	1	1
<b>Mathematics</b>	i-Ready (K-3)	Math180 (6-8)	ChalkTalk (Pilot)
	Freckle (4-5) Acaletics (Title I; 3-5) Math 180 (Title I; 4-5)	Math Nation Acaletics (Title I)	Pearson Resources
<i>District Specialists</i>	6		3
<i>Region Specialists</i>	7	2	1
<b>Science</b>	Penda (3,4,5)	Penda (8th, Biology)	Penda(Biology)
		FCIM Lessons (8th and Bio)	FCIM lessons (Biology)
<i>District Specialists</i>	4	2	3
<i>Region Specialists</i>	5	1	1



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<b>Content Area</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
<b>Social Studies</b>		Civics 360	Discovery Education Tech Book (select schools only)
		District Remediation Lessons	District Remediation Lessons
<i>District Specialists</i>	1	2	2
<i>Region Specialists</i>		1	1
<b>ESE</b>	General Education Content Interventions or Individualized	General Education Content Interventions or Individualized	General Education Content Interventions or Individualized
<i>District Wide Low Incident Program</i>	<i>Specific Specialists 12 - all 12 specialists serve K-12</i>		
<i>Regional VE Specialists</i>	16	4	5
<b>ESOL</b>	Imagine Learning K-12	Imagine Learning K-12	Imagine Learning K-12
	Language Power for additional English language development in content instruction for ELLs with ELP levels 1.0-2.9. K-2 or 3-5 Levels A, B, C	Everyday English 6-12	Everyday English 6-12
	On-grade level ACT Now Coach (Annotating Complex Text)	ACT Now Coach 6-12 (Annotating Complex Text)	ACT Now Coach 6-12 (Annotating Complex Text)
	Florida Instructional Coach for ELLs in grades 3-5 with ELP levels Of 3.0+	Performance Coach (various grade levels)	Performance Coach (various grade levels)
	Performance Coach for ELLs in grades 3-5 with ELP levels of 3.0+	Florida Instructional Coach	Florida Instructional Coach
	For K-5 ELLs with more than two years or ELP levels 3.0+, the same reading/math interventions may be used as is used for their mainstream English proficient peers.		
	Imagine Learning Reteaching Lessons	Benchmark Accessing Complex Texts	Benchmark Accessing Complex Texts
<i>District Specialists</i>	3	<i>2 ESOL 6-12 Specialists</i>	
<b>Dual Language</b>	Istation Espanol K-5	ACT Now Coach 6-12	ACT Now Coach 6-12
	Achieve 3000 Espanol 3-12	Benchmark ACT NOW 6-8	
	Soluciones K-2		
<i>District Specialists</i>	<i>2 DL Specialists for K-12</i>		

Appendix B

**General Notice for Duval HomeRoom Parents/Caregivers**

The following general notice was provided to the parents/caregivers of all students participating in Duval HomeRoom, our innovative distance learning option:



1701 Prudential Drive | Jacksonville, FL 32207  
904.390.2126 | [media@duvalschools.org](mailto:media@duvalschools.org)  
[www.duvalschools.org](http://www.duvalschools.org)

December 9, 2020

Dear Parent/Guardian of **Mail Merge Name Here**

The Florida Department of Education (FDOE) recently extended the Emergency Order that allows us to continue Duval HomeRoom for the remainder of the school year. However, we are required to submit a Spring Reopening Plan to be approved by FDOE. The Emergency Order and the Spring Reopening Plan require that the district contact families of students who are failing to make adequate progress to notify them of their child's academic status and to require them to return to face-to-face instruction.

A student in Duval HomeRoom who has a D or F in English or Math, is not adequately progressing based on progress monitoring tools, and/or is not in regular attendance will be identified as not making adequate progress. Parents/Guardians of students who currently fall into this category based on Quarter 1 grades, assessments, and attendance will receive a letter through their Parent Focus Account. However, any student whose progress declines into one of these areas throughout the remainder of the school year will be notified of their performance and of the requirement to return to face-to-face instruction.

If you have any questions regarding this requirement or your child's current academic status, please contact **[merged school information here]**.

Letter to Parents of Students Not Making Satisfactory Performance



1701 Prudential Drive | Jacksonville, FL 32207  
904.SCHOOLS | 904.390.2000  
www.duvalschools.org

12/09/2020

Dear Parent/Guardian of \_\_\_\_\_ :

It is the intent of the Florida Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in English/Language Arts (ELA) and Math; that district school board policies facilitate such proficiency; and that each student and his or her parent/guardian be informed of that student's academic progress.

In keeping with the District Student Progression Plan, we are alerting you of our concern for your child's academic success this school year. A fall review of your child's academic performance while taking part in Duval HomeRoom indicates that he/she is not making satisfactory progress based on the following criteria:

- D/F/N/U in ELA
- D/F/N/U in Math
- AL 1 on PMA 1 ELA
- AL 1 on PMA 1 MATH
- Less than 90% attendance

You are strongly encouraged to return your child to a brick and mortar school setting and schedule a meeting with school staff to discuss a progress monitoring plan and additional interventions to improve your child's performance. We would like to work with you in every way possible to help your child be successful and make satisfactory progress toward promotion.

If you have any questions, please contact \_\_\_\_\_ at \_\_\_\_\_.

Please select one of the following options by **December 17th, 2020**.

- I have already informed the school of my desire to return to brick and mortar for quarter 3.
- I elect to cancel the current assignment to Duval HomeRoom and return to brick and mortar setting beginning January 5th, 2020. I understand that my child will receive additional intervention and supports to improve his/her performance.
- I would like to request a meeting, please contact me to schedule a date and time to discuss my child's progress.

Contact information:

- I fully understand that my child is failing to make adequate academic progress in Duval HomeRoom and this could result in his/her retention in the current grade level. I am aware of the opportunity to allow my child to return to a brick and mortar school setting and receive additional interventions and supports, yet I choose for my child to remain enrolled in Duval HomeRoom.

- By checking this box, I have selected one of the options above for:

Parent/Guardian: CANDICE DERBECKER

Date: 12/09/2020

EVERY SCHOOL. EVERY CLASSROOM. EVERY STUDENT. EVERY DAY.

Appendix D:

**Letter to Parents/Caregivers of Students in DVIA Not Making Satisfactory Progress**



1701 Prudential Drive | Jacksonville, FL 32207  
904.390.2126 | media@duvalschools.org  
www.duvalschools.org

December 9, 2020

Dear Parent/Guardian of **Mail Merge Name Here**

**It is the intent of the Florida Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent/guardian be informed of that student's academic progress. 1008.25, F.S.**

In keeping with the District Student Progression Plan, we are alerting you of our concern for your child's academic success this school year. A fall review of your child's academic performance while enrolled in Duval Virtual Instructional Academy indicates that he/she is not making satisfactory progress based on one of the following criteria:

- NI/D or U/F in reading/ELA
- NI/D or U/F in mathematics
- NI/D or U/F in science
- 2 weeks or more behind expected pace in 2 or more promotion/graduation requirement courses

\*The equivalent of 2 weeks in a semester course is 10%, and the equivalent in a yearlong course is 5%.

You are strongly encouraged to return to your child to a brick and mortar school setting and schedule a meeting with school staff to discuss a progress monitoring plan and additional interventions to improve your student's performance. We would like to work with you in every way possible to help your child be successful and make satisfactory progress toward promotion.

**Please complete a brief survey by Thursday, December 17th to assist you in determining your student's next steps for success when the next semester begins on Tuesday, January 5<sup>th</sup>. You can access the survey by clicking the link below.**

**Mail Merge Unique Survey Link Here**

Appendix E

**ELA Professional Development for DHR Teachers**

<i>Session Title &amp; Description</i>	<i>Session Date(s)</i>	<i>Targeted Audience</i>
<p><b>Remote Learning with Achieve3000 3-12</b>                      "How do the new features in Achieve3000 support instruction, equity, engagement, and acceleration in your remote learning environment? In this session, discover the equity and access afforded students through the new Achieve3000 Tool Bar. Teachers will also consider the instructional impact of the Take Notes feature embedded in every lesson type and learn how to include discussion, SEL and current content in the Achieve3000 Learning experience. Preview the Teacher Data Dashboard, plan for next steps, including teacher creation of customized lesson collections, and determine how to engage students during synchronous or asynchronous instruction using OneDrive and interactive PowerPoint Slides."</p>	8/14/20	3-12 ELA and Reading Teachers
<p><b>ELA 6-12 Integrating Digital Resources into Traditional and Virtual Classrooms</b>                      Sometimes it can be overwhelming to wade through the seemingly infinite number of virtual resources available for use in the regular classroom or for online instruction. In this session, we will explore how to integrate familiar and new digital tools into your lessons and apply them to both virtual and traditional classroom settings. During this collaborative training, we will also create student activities and tasks utilizing the new virtual resources</p>	8/14/20 9/22/20 9/24/20 Recorded and available in CG	6-12 ELA and Reading Teachers
<p><b>6-12: Back to School: New Features and Annotations and Text Coding for Remote and In-Person Learning with Achieve3000</b>                      How do the new features in Achieve3000 support instruction, equity, engagement, and acceleration?                      Connect the features and resources in Achieve3000 to synchronous and asynchronous remote learning models.</p>	9/15/20	6-12 ELA Teachers
<p><b>Getting Started with Leveled Literacy Instruction (LLI)</b>                      Are you new to Leveled Literacy Intervention and don't know where to begin? Perhaps, you're familiar with the resource but struggle with how to fit it into your daily ELA framework. This virtual session will provide an overview of Leveled Literacy Intervention for teachers who would like a refresher or are new to the resource. In this session, we will examine the materials, determine which students will benefit from LLI, and explore how it can be integrated within the classroom setting.</p>	8/14/2020 9/29/2020 1/12/2021 1/13/2021 Recorded and available in CG	K-5 ELA Teachers

## Spring 2021 Education Plan and Assurances

<i>Session Title &amp; Description</i>	<i>Session Date(s)</i>	<i>Targeted Audience</i>
<p><b>6-12 Achieve3000: Back to School- New Features and Student Accountability in a Remote Learning Environment</b></p> <p>How do the new features in Achieve3000 support instruction, equity, engagement, and acceleration?</p> <p>How do we pivot student accountability and formatively assess students in synchronous instruction?</p>	10/7/20	6-12 ELA Teachers
<p><b>MS Reading Curriculum Overview</b></p> <p>Review instructional framework and pacing guides for the middle school reading courses for the first quarter. The main instructional resources include:</p> <ul style="list-style-type: none"> <li>• Comprehension lessons from the HMH Collections XPlor eMagazine that are available digitally with fully developed lesson plans</li> <li>• Achieve3000 articles- both at students' personal reading levels and grade-level stretch lessons</li> <li>• Foundational skill support through the DAR TTS lesson resources</li> </ul>	8/17/20 8/18/20 8/19/20	6-8 Reading Teachers
<p><b>Writing City Q&amp;A for Duval HomeRoom</b></p> <p>Live Q &amp; A session designed to help Duval HomeRoom teachers manage writing instruction virtually.</p>	10/16/2020  Recorded and available in CG	K-3 Teachers
<p><b>Top Score Q &amp; A for Duval HomeRoom</b></p> <p>Live Q &amp; A session designed to help Duval HomeRoom teachers manage writing instruction virtually.</p>	10/16/2020  Recorded and available in CG	4-5 ELA Teachers
<p><b>Teaching Ready Reading Virtually</b></p> <p>Teachers will use the LAFS Implementation: Teacher and Student Look-Fors Document to learn and share strategies to teach LAFS virtually. The session will focus on the Read Think Talk Write Routine for each day of instruction and what modifications can be made to effectively teach LAFS online.</p>	10/8/2020  Recorded and available in CG	2-5 ELA Teachers
<p><b>Close Reading</b></p> <p>In this session, teachers will understand what close reading is, why it is important in reading comprehension, and how to implement it in the ELA classroom. Teachers will have the opportunity to practice the close reading process through the use of poetry, literary, or informational text.</p>	8/14/2020 10/29/2020 1/28/2021  Recorded and available in CG	3-5 ELA Teachers

## Spring 2021 Education Plan and Assurances

<i>Session Title &amp; Description</i>	<i>Session Date(s)</i>	<i>Targeted Audience</i>
<p><b>Guided Reading</b></p> <p>In this session, teachers will understand what Guided Reading is, why it is important in reading comprehension, and how to implement it in the ELA classroom. Teachers will have the opportunity to practice the Guided Reading process through the use of grade-level text.</p>	<p>11/5/2020</p> <p>2/4/2021</p>	<p>K-5 ELA Teachers</p>
<p><b>Integrating Virtual Resources</b></p> <p>Sometimes it can be overwhelming to wade through the seemingly infinite number of virtual resources available for use in the regular classroom or for online instruction. In this session, we will explore how to integrate familiar and new digital tools into your lessons and apply them to both virtual and traditional classroom settings. During this collaborative training, we will also create student activities and tasks utilizing the new virtual resources.</p>	<p>6/23/2020</p> <p>6/29/2020</p> <p>7/28/2020</p> <p>8/14/2020</p> <p>9/22/2020</p> <p>Recorded and available in CG</p>	<p>K-5 ELA Teachers</p>
<p><b>Live Curriculum Guide Walkthrough</b></p> <p>Live walk-through and Q&amp;A session for all inquiries around the Curriculum Guides</p>	<p>9/2/2020</p>	<p>6-8 ELA and Reading Teachers</p>

### ELA Interventions for DHR Students

<i>Content Area</i>	<i>Elementary</i>	<i>Middle</i>	<i>High</i>
<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• i-Ready (K-5),</li> <li>• Achieve3000 (3-5),</li> <li>• Freckle (4-5),</li> <li>• Leveled Literacy Intervention (K-5),</li> <li>• Heggerty (K-2),</li> <li>• Everfi Word Force (K-2),</li> <li>• Reading A-Z Leveled Readers, Phonics Readers, High Frequency Words Readers (K-5)</li> <li>• Language for Learning (Title I; K-2)</li> <li>• Reading Mastery (Title I; K-2)</li> <li>• Corrective Reading (Title I; K-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve3000 (6-8),</li> <li>• Planning pilot of Edmentum Exact Path second semester</li> <li>• Corrective Reading</li> <li>• HMH XPLORE</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve3000 (9-12),</li> <li>• Actively Learn (9-10),</li> <li>• ChalkTalk (11-12)</li> </ul>

## K-12 Mathematics Professional Learning Opportunities

### Elementary Mathematics

Title of Session	Audience	Description	Facilitator
<b>Enhancing i-Ready Online Instruction in Your Classroom/ Moving Forward with Grade Level Instruction</b>  Virtual <b>Friday, September 25<sup>th</sup></b> 8:00 am – 11:00 am 12:00 pm – 3:00 pm	K-5 Teachers, Coaches, Administrators	Educators will analyze their data to prioritize needs to address unfinished learning. Using enhanced placement levels and/or the prerequisites report, educators will have a more detailed picture of student needs to intervene and scaffold grade-level instruction. They will utilize i-Ready resources to plan whole class and small group differentiated instruction that supports progress to proficiency. As time permits, educators may explore ways to engage students in personalized instruction or use Teacher Toolbox resources (if applicable) to target skills gaps.	Jenn Ricard
<b>Exploring Our B.E.S.T. World through Measurement and Geometric Reasoning in Kindergarten</b>  Virtual <b>Tuesday, October 13<sup>th</sup></b> 8:30 am – 11:30 am	Kindergarten Teachers, Coaches, Administrators	This session will focus on the KG expectations of the B.E.S.T. Standards as they relate to measurement and Geometric Reasoning. Participants will explore instructional strategies, conceptual models, and misconceptions in preparation to design and deliver rigorous standards-aligned instruction and enhance content knowledge.	Elizabeth Blank
<b>Building Our B.E.S.T. Understanding in 1<sup>st</sup> Grade: Number Sense and Operations &amp; Algebraic Reasoning</b>  Virtual <b>Wednesday, October 14<sup>th</sup></b> 8:30 am – 11:30 am	1 <sup>st</sup> Grade Teachers, Coaches, Administrators	This session will focus on 1 <sup>st</sup> grade expectations of the B.E.S.T. benchmarks as they relate to place value, addition, and subtraction (NSO/AR). Participants will explore instructional strategies, conceptual models, and misconceptions in preparation to design and deliver rigorous standards-aligned instruction and enhance content knowledge.	Heather Veasley

Office of Mathematics  
Division of Academic Services



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<p><b>Addition and Subtraction within 1,000 in Word Problems</b></p> <p>Virtual  <b>Thursday, October 15<sup>th</sup></b>              8:30 am – 11:30 am</p>	<p>2<sup>nd</sup> Grade              Teachers,              Coaches,              Administrators</p>	<p>This session will focus on the 2<sup>nd</sup> grade expectations of the MAFS Standards as they relate to addition and subtraction within 1,000 and word problems within 100. Participants will explore instructional strategies, conceptual models, and misconceptions in preparation to design and deliver rigorous standards-aligned instruction and enhance content knowledge.</p>	<p>Maryanne McDonough</p>
<p><b>Multiplication and Area</b></p> <p>Virtual  <b>Tuesday, October 20<sup>th</sup></b>              8:30 am – 11:30 am</p>	<p>3<sup>rd</sup> Grade              Teachers,              Coaches,              Administrators</p>	<p>This session focuses on the 3<sup>rd</sup> Grade Math Florida Standards (MAFS) as they relate to multiplication and area. Participants will explore instructional strategies, conceptual models, and misconceptions in preparation to design and deliver rigorous standards-aligned instruction.</p>	<p>Kim Landtroop</p>
<p><b>Geometry &amp; Angle Measurement</b></p> <p>Virtual  <b>Wednesday, October 21<sup>st</sup></b>              8:30 am – 11:30 am</p>	<p>4<sup>th</sup> Grade              Teachers,              Coaches,              Administrators</p>	<p>This session focuses on the 4<sup>th</sup> Grade Math Florida Standards (MAFS) as they relate to an understanding of angle measurement, attributes of two-dimensional figures and symmetry. Participants will explore instructional strategies, conceptual models, and misconceptions in preparation to design and deliver rigorous standards-aligned instruction.</p>	<p>Erin Rock</p>
<p><b>Adding and Subtracting Fractions</b></p> <p>Virtual  <b>Thursday, October 22<sup>nd</sup></b>              8:30 am – 11:30 am</p>	<p>5<sup>th</sup> Grade              Teachers,              Coaches,              Administrators</p>	<p>This session focuses on the 5<sup>th</sup> Grade Math Florida Standards (MAFS) as they relate to the addition and subtraction of fractions and mixed numbers. Participants will explore instructional strategies, conceptual models, and misconceptions in preparation to design and deliver rigorous standards-aligned instruction.</p>	<p>Brittany Johnson</p>
<p><b>Enhancing i-Ready Online Instruction in Your Classroom/ Moving Forward with Grade Level Instruction</b></p> <p>Virtual  <b>Thursday, October 22<sup>nd</sup></b>              8:00 am – 11:00 am              12:00 pm – 3:00 pm</p>	<p>K-5 Teachers,              Coaches,              Administrators</p>	<p>During this workshop, educators will explore multiple strategies to help maximize i-Ready Online Instruction in the classroom such as monitoring online instruction, different possibilities for promoting student ownership through data tracking and alternative methods for using i-Ready online lessons.</p>	<p>Jenn Ricard</p>

## Spring 2021 Education Plan and Assurances

<p><b>B.E.S.T. strategies for addition and subtraction in Kindergarten</b></p> <p>Virtual  <b>Thursday, January 14<sup>th</sup></b>            3:00-4:00 pm</p>	<p>Teachers, Coaches, Administrators</p>	<p>This session will focus on the Kindergarten expectations of the B.E.S.T. benchmarks as they relate to Qtr. 3 concepts of problem solving with addition and subtraction up to 10. Participants will explore instructional resources, strategies, and conceptual models in preparation to design and deliver rigorous standards-aligned instruction and enhance content knowledge.</p>	<p>Beth Blank</p>
<p><b>B.E.S.T. strategies for composing and decomposing in Kindergarten</b></p> <p>Virtual  <b>Thursday, March 25<sup>th</sup></b>            3:00-4:00pm</p>	<p>Teachers, Coaches, Administrators</p>	<p>This session will focus on the Kindergarten expectations of the B.E.S.T. benchmarks as they relate to Qtr. 4 concepts of composing and decomposing with numbers 10-0 and shapes. Participants will explore instructional resources, strategies, and conceptual models in preparation to design and deliver rigorous standards-aligned instruction and enhance content knowledge.</p>	<p>Beth Blank</p>
<p><b>Extending our B.E.S.T. place value understanding in 1<sup>st</sup> grade</b></p> <p>Virtual  <b>Wednesday, January 13<sup>th</sup></b>            3:00-4:00 p.m.</p>	<p>Teachers, Coaches, Administrators</p>	<p>This session will focus on the 1<sup>st</sup> grade expectations of the B.E.S.T. benchmarks as they relate to Module 4 concepts of place value in addition and subtraction of numbers to 40. Participants will explore instructional strategies, conceptual models, and misconceptions in preparation to design and deliver rigorous standards-aligned instruction and enhance content knowledge.</p>	<p>Beth Blank</p>
<p><b>B.E.S.T. Geometric Reasoning in 1<sup>st</sup> grade</b></p> <p>Virtual  <b>Wednesday, February 24<sup>th</sup></b>            3:00-4:00 p.m.</p>	<p>Teachers, Coaches, Administrators</p>	<p>This session will focus on the 1<sup>st</sup> grade expectations of the B.E.S.T. benchmarks as they relate to Module 5 concepts of identifying, composing and partitioning shapes while applying concepts to fractions and time. Participants will explore instructional strategies, conceptual models, and misconceptions in preparation to design and deliver rigorous standards-aligned instruction and enhance content knowledge.</p>	<p>Heather Veasley</p>
<p><b>B.E.S.T. problem solving in 1<sup>st</sup> grade</b></p> <p>Virtual  <b>Wednesday, March 24<sup>th</sup></b>            3:00-4:00 p.m.</p>	<p>Teachers, Coaches, Administrators</p>	<p>This session will focus on the 1<sup>st</sup> grade expectations of the B.E.S.T. benchmarks as they relate to Module 6 concepts of place value, comparison, addition and subtraction to 100. Participants will explore instructional strategies, conceptual models, and misconceptions in preparation to design and deliver rigorous standards-aligned instruction and enhance content knowledge.</p>	<p>Heather Veasley</p>

## Spring 2021 Education Plan and Assurances

<p><b>Problem Solving in 2<sup>nd</sup> grade</b></p> <p>Virtual  <b>Tuesday, March 23<sup>rd</sup></b>            3:00-4:00 p.m.</p>	<p>Teachers,            Coaches,            Administrators</p>	<p>This session will focus on the 2<sup>nd</sup> grade expectations of the MAFS standards as they relate to Module 7 concepts of problem solving within the contexts of length, money, and data. Participants will explore instructional strategies, conceptual models, and misconceptions in preparation to design and deliver rigorous standards-aligned instruction and enhance content knowledge.</p>	<p>Teia Anderson</p>
<p><b>It's finally time to explore Geometry in 2<sup>nd</sup> grade!</b></p> <p>Virtual  <b>Tuesday, April 27<sup>th</sup></b>            3:00-4:00 p.m.</p>	<p>Teachers,            Coaches,            Administrators</p>	<p>This session will focus on the 2<sup>nd</sup> grade expectations of the MAFS standards as they relate to Module 8 concepts of time, shapes, and fractions by extending <u>their</u> understanding of part-whole relationships. Participants will explore instructional strategies, conceptual models, and misconceptions in preparation to design and deliver rigorous standards-aligned instruction and enhance content knowledge.</p>	<p>Teia Anderson</p>
<p><b>3<sup>rd</sup> Grade Mid-Week Math Mornings</b></p> <p>Virtual  <b>Wednesday, January 13<sup>th</sup></b>  <b>Wednesday, February 17<sup>th</sup></b>            8:00-8:30 a.m.</p>	<p>Teachers,            Coaches,            Administrators</p>	<p>These 30-minute virtual sessions will provide teachers with a 20-minute overview of upcoming strategies and misconceptions. There will also be a 10-minute time period for questions and answers. A survey will be put out a week prior asking for specific questions and concerns that 3<sup>rd</sup> grade teachers may have regarding upcoming content.</p>	<p>Kim Landtroop</p>
<p><b>4<sup>th</sup> Grade Mid-Week Math Mornings</b></p> <p>Virtual  <b>Wednesday, January 20<sup>th</sup></b>  <b>Wednesday, February 24<sup>th</sup></b>            8:00-8:30 a.m.</p>	<p>Teachers,            Coaches,            Administrators</p>	<p>These 30-minute virtual sessions will provide teachers with a 20-minute overview of upcoming strategies and misconceptions. There will also be a 10-minute time period for questions and answers. A survey will be put out a week prior asking for specific questions and concerns that 4<sup>th</sup> grade teachers may have regarding upcoming content.</p>	<p>Erin Rock</p>
<p><b>5<sup>th</sup> Grade Mid-Week Math Mornings</b></p> <p>Virtual  <b>Wednesday, February 3<sup>rd</sup></b>  <b>Wednesday, March 3<sup>rd</sup></b>            8:00-8:30 a.m.</p>	<p>Teachers,            Coaches,            Administrators</p>	<p>These 30-minute virtual sessions will provide teachers with a 20-minute overview of upcoming strategies and misconceptions. There will also be a 10-minute time period for questions and answers. A survey will be put out a week prior asking for specific questions and concerns that 5<sup>th</sup> grade teachers may have regarding upcoming content.</p>	<p>Brittany Johnson</p>

## Spring 2021 Education Plan and Assurances

<p><b>Moving Forward with Grade Level Instruction/ Using the Prerequisite Report to Plan for Targeted Small Group Instruction</b></p> <p>Virtual  <b>Tuesday, January 26h</b>              8:00-11:00 a.m.              12:00-3:00 p.m.</p>	<p>Teachers, Coaches, Administrators</p>	<p>Using the data obtained from Diagnostic 1, educators will be able to plan for prerequisite needs <u>by</u>: examining the NEW Math Prerequisite Report, identifying areas of unfinished learning, and creating an instructional plan considering learning progressions, upcoming instruction, and available resources to meet student needs.</p>	<p>Jenn Ricard</p>
<p><b>Using Personalized Instruction Strategically/ Intervening When Students Struggle with Personalized Instruction</b></p> <p>Virtual  <b>Wednesday, March 24<sup>th</sup></b>              8:00-11:00 a.m.              12:00-3:00 p.m.</p>	<p>Teachers, Coaches, Administrators</p>	<p>Educators will learn best practices to monitor and respond to <i>i-Ready Personalized Instruction</i> data throughout the school year. They will use a purposeful, reflective process to analyze their Personalized Instruction data and create an action plan to respond to class and student performance.</p>	<p>Jenn Ricard</p>

## Secondary Mathematics

Title of Session	Audience	Description	Facilitator
<p><b>Chalk Talk: Data Coaching Session</b></p> <p>Virtual  <b>Tuesday, October 13<sup>th</sup></b>                      8:00 am – 8:45 am                      9:00 am – 9:45 am                      10:00 am – 10:45 am                      11:00 am – 12:15 pm                      1:00 pm – 1:45 pm</p>	<p>Math for College Readiness Teachers</p>	<p>Now that student placement is completed and group and computer adaptive lessons are starting, come and explore more about the learning phases of the program for guiding instruction. In this session, we will also discuss and understand how to use placement and lesson data to support student progress.</p>	<p>Mo Arbaji (Vendor)</p>
<p><b>Algebra I Instructional Support</b></p> <p>Virtual                      (Face-to-Face Possible)  <b>Wednesday, October 21<sup>st</sup></b>                      8:30 am – 10:30 am</p>	<p>Coaches,                      Lead Teachers,                      New Teachers</p>	<p>Participants will engage in discussion of instructional expectations for the 2<sup>nd</sup> Nine Weeks, which includes best practices, data implications, and instructional strategies. You will work collaboratively to ensure that instruction is aligned to current state standards using One Note Resources.</p>	<p>Cathy Eldridge</p>
<p><b>Geometry Instructional Support</b></p> <p>Virtual                      (Face-to-Face Possible)  <b>Wednesday, October 21<sup>st</sup></b>                      12:00 pm – 2:00 pm</p>	<p>Coaches,                      Lead Teachers,                      New Teachers</p>	<p>Participants will engage in discussion of instructional expectations for the 2<sup>nd</sup> Nine Weeks, which includes best practices, data implications, and instructional strategies. You will work collaboratively to ensure that instruction is aligned to current state standards using One Note Resources.</p>	<p>Fran Heckermann</p>

## Spring 2021 Education Plan and Assurances

<p><b>HMH Math 180 “Best Strategies for Intervention Work</b></p> <p>Virtual (Face-to-Face Possible) <b>Wednesday, October 28<sup>th</sup></b> 9:00 am – 12:00 pm 1:00 pm – 4:00 pm</p> <p><b>Wednesday, December 2<sup>nd</sup></b> 9:00 am – 12:00 pm 1:00 pm – 4:00 pm</p>	<p>Math180 Teachers</p>	<p>In this session, you will learn more about using the program to focus on deeper understanding and mastery of essential skills and content concepts necessary to be successful with on grade level course work. Identify and plan best practices for whole group, group instruction and personalized software use.</p>	<p>Lori Gant Angela Justice Selena Bryant</p>
<p><b>Chalk Talk: Data Coaching Session</b></p> <p>Virtual <b>Tuesday, January 12<sup>th</sup></b></p>	<p>Math for College Readiness Teachers</p>	<p>Students have completed 1<sup>st</sup> Semester practice of SAT. Now it’s time to shift their practice to ACT. This pre-recorded session will provide participants with step by step guidance for 2<sup>nd</sup> Semester ACT implementation.</p>	<p>Mo Arbaji (Vendor) Cathy Eldridge Fran Heckermann</p>
<p><b>Data Analysis of PMA #2 and Content Prep for Quarter 3</b></p> <p>Virtual <b>Wednesday, January 13<sup>th</sup></b></p>	<p>Middle School Core Math Teachers</p>	<p>This pre-recorded session will provide participants with an overview of PMA #2 data performance and review strategies you can use during Quarter 3. Receive guidance for ensuring that instruction is aligned to current state standards using One Note Resources.</p>	<p>Selena Bryant</p>

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<p><b>Algebra 1 Instructional Support</b></p> <p><b>Section 6, Section 7, Section 9, and Section 10</b></p> <p>Virtual <b>Thursday, January 14<sup>th</sup></b></p>	<p>Coaches and Teachers</p>	<p>This pre-recorded session will provide participants with an overview of PMA #2 data performance and review strategies you can use during Quarter 3. Receive guidance for ensuring that instruction is aligned to current state standards using One Note Resources.</p>	<p>Cathy Eldridge</p>
<p><b>Geometry Instructional Support</b></p> <p><b>Section 8, Section 9, Section 10, and Section 11</b></p> <p>Virtual <b>Thursday, January 14<sup>th</sup></b></p>	<p>Coaches and Teachers</p>	<p>This pre-recorded session will provide participants with an overview of PMA #2 data performance and review strategies you can use during Quarter 3. Receive guidance for ensuring that instruction is aligned to current state standards using One Note Resources.</p>	<p>Fran Heckermann</p>
<p><b>Data Analysis of PMA #3 and Review Strategies for FSA</b></p> <p>Virtual <b>Wednesday, March 17<sup>th</sup></b></p>	<p>Middle School Core Math Teachers</p>	<p>This pre-recorded session will provide participants with an overview of PMA #3 data performance and review strategies you can use during Quarter 4 to prep all students for FSA.</p>	<p>Angela Justice</p>
<p><b>FSA Review PowerPoint 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup></b></p> <p>Virtual <b>Wednesday, April 7<sup>th</sup></b></p>	<p>Middle School Core Math Teachers</p>	<p>This pre-recorded session will provide participants with resources to review and prepare students for the FSA.</p>	<p>Selena Bryant Angela Justice</p>

**SCIENCE PROFESSIONAL DEVELOPMENT**

Session Title and Description	Session Date	Audience
<b>Minecraft in Education</b> Using virtual platform to engage students in all classroom settings	10/29/20 11/5/20 11/19/20	Secondary Science Teachers
<b>Using Tech Tools</b> The focus will be on use of digital tools in the classroom both through Duval Homeroom and brick and mortar	7/22/20 8/14/20	All Science Teachers
<b>Grade 5 Science Monthly Meeting 20-21</b> The focus will be on science content, specifically Nature of Science, Earth space, or physical science, implementation of curriculum guides, resources, aligned investigations, and differentiated centers. We will navigate through district science platforms, teacher support, Duval Homeroom platform, data analysis, and more.	9/3/20 10/8/20 11/5/20 1/14/21 3/4/21	5 <sup>th</sup> Grade Science
<b>Grades 3-4 Quarterly Science Meeting 20-21</b> The focus will be on 3rd and 4th grade science content, specifically Nature of Science or physical science, implementation of curriculum guides, resources, aligned investigations, and differentiated centers. We will navigate through district science platforms, teacher support, Duval Homeroom Platform, data analysis, and more.	9/24/20 10/22/20 1/28/21 3/25/21	Grades 3-4 Science teachers
<b>Grades K-2 Quarterly Science Meeting 20-21</b> The focus will be on K-2nd grade science content, specifically Nature of Science or physical science, implementation of curriculum guides, resources, aligned investigations, and differentiated centers. We will navigate through district science platforms, Duval Homeroom Platform, teacher support, and more.	9/22/20 10/20/20 1/26/21 3/23/21	Grade K-2 Science teachers
<b>New Teacher Training</b> Teachers new to 5th grade science will be learning district platforms, Duval Homeroom mechanisms, science content and familiarizing themselves with the science benchmarks, as well as developing science lessons, aligned investigations, and assessments using the district resources.	10/29/20 1/12/21	5 <sup>th</sup> grade teachers
<b>Elementary Focus Calendar and planning</b> We will utilize individual school science data to discuss and create a focus calendar to insure teacher's understanding of the science content and student remediation needs. We will navigate through district resources, and assessments to create a clear, quarter 3 science focus.	1/4/21 3/22/21	5 <sup>th</sup> grade teachers
<b>Environmental Science and Biology Meeting</b> Participants will engage in activities including, but not limited to performing and creating aligned investigations, observing demonstrations of and modeling best practices, classroom walk-throughs, data analysis, and creating aligned biology lesson plans. Participants will work collaboratively to ensure that classroom instruction is aligned with current benchmark parameters of district curriculum and administrative expectations. Appropriate instructional strategies and Duval Homeroom modifications will also be modeled.	9/20/20 9/30/20 11/4/20 2/9/21 3/5/21 4/21/21	Biology and Environmental Teachers



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Session Title and Description	Session Date	Audience
<p><b>8th Grade Science Quarterly Meeting</b>                      Participants will engage in activities including, but not limited to: performing and creating aligned investigations, observing demonstrations of and modeling best practices, classroom walk-throughs, data analysis, and creating aligned lesson plans. Participants will work collaboratively to ensure that classroom instruction is aligned with current benchmark parameters of district curriculum and administrative expectations. Appropriate instructional strategies will also be modeled.</p>	9/4/20 11/10/20 2/2/21 4/14/21	8 <sup>th</sup> grade Science Teachers
<p><b>6th and 7th grade Quarterly Meeting</b>                      Participants will engage in activities including, but not limited to: performing and creating aligned investigations, observing demonstrations of and modeling best practices, classroom walk-throughs, data analysis, and creating aligned lesson plans. Participants will work collaboratively to ensure that classroom instruction is aligned with current benchmark parameters of district curriculum and administrative expectations. Appropriate instructional strategies and Duval Homeroom modifications will also be modeled.</p>	9/9/20 10/7/20 11/6/20 2/16/21 4/7/21	6-7 grade Science teachers
<p><b>Earth Space Science</b>                      Participants will engage in activities including, but not limited to: performing and creating aligned investigations, observing demonstrations of and modeling best practices, classroom walk-throughs, data analysis, and creating aligned biology lesson plans. Participants will work collaboratively to ensure that classroom instruction is aligned with current benchmark parameters of district curriculum and administrative expectations. Appropriate instructional strategies and Duval Homeroom modifications will also be modeled.</p>	9/11/20 10/9/20 11/13/20	Earth Space Science Teachers
<p><b>New Teacher Training</b>                      Teachers new to secondary science will be learning district platforms, Duval Homeroom mechanisms, science content and familiarizing themselves with the science benchmarks, as well as developing science lessons, aligned investigations, and assessments using the district resources.</p>	11/18/20	Secondary science teachers
<p><b>Biology Focus and Planning</b>                      We will utilize individual school science data to discuss and create a focus calendar to insure teacher's understanding of the science content and student remediation needs. We will navigate through district resources, and assessments to create a clear, quarter 3 science focus.</p>	1/4/21	Biology teachers
<p><b>8th Grade Science Focus and Planning</b>                      We will utilize individual school science data to discuss and create a focus calendar to insure teacher's understanding of the science content and student remediation needs. We will navigate through district resources, and assessments to create a clear, quarter 3 science focus.</p>	1/4/21	8 <sup>th</sup> grade science teachers

Appendix H:

**Social Studies Professional Development for DHR Teachers**

<i>Session Title &amp; Description</i>	<i>Session Date(s)</i>	<i>Targeted Audience</i>
<p><b>Teaching an Accountability Course: M/J Civics</b>                      How do I keep my students engaged in the virtual and classroom setting while still teaching standard aligned instruction? These trainings allow from teachers to engage in areas of instruction, strategies for using data, and progress monitoring. Participants learn innovative ways to engage students within the curriculum and create standard aligned task for students to complete. Participants will interact with new programs and resources and learn to use data from district assessments to provide aligned and engaging instruction.</p>	8/14/20 9/23/20 10/27/20 12/01/20 03/30/21	M/J Civics Teachers
<p><b>Teaching an Accountability Course: U.S. History</b>                      How do I keep my students engaged in the virtual and classroom setting while still teaching standard aligned instruction? These trainings allow from teachers to engage in areas of instruction, strategies for using data, and progress monitoring. Participants learn innovative ways to engage students within the curriculum and create standard aligned task for students to complete. Participants will interact with new programs and resources and learn to use data from district assessments to provide aligned and engaging instruction.</p>	8/14/20 9/23/20 10/29/20 12/03/20 3/31/21	U.S. History Teachers
<p><b>MJ U.S. History</b>                      How do you teach your students without access to the online textbook? The focus of this professional development opportunity is to review best practices for teaching U.S. History at the Middle School level and provide teachers with information on reading strategies and resources that can be used to assist them in teaching about U.S. History. Participants will learn about additional resources available to use in the virtual and brick and mortar classroom.</p>	8/14/20 10/22/20	M/J U.S. History Teachers
<p><b>U.S. History: Discover ED Techbook</b>                      Participants will learn how to access the Techbook and learn about the layout and features of the online book. Participants will also learn how to create and assign readings, activities, and assessments to their students. Participants will engage with the features of the Techbook and how to implement the online resources in the virtual and non-virtual classroom.</p>	8/14/20 12/03/20 02/24/21 (tentative)	Selected schools using the program US History teachers

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<p><b>Holocaust and Anti-Semitism</b></p> <p>Participants will be introduced to resource materials for teaching about the Holocaust and receive support in strengthening their skills to teach about the Holocaust in a meaningful way. Participants will be able to explore classroom materials to support effective teaching of contemporary antisemitism, its global reach and its expression in the form of hate speech, violence, denial, and distortion of the Holocaust.</p>	<p>8/14/20 1/12/21</p>	<p>Holocaust, Vietnam, World History Teachers</p>
<p><b>Teaching African American History</b></p> <p>Participants will review best practices for infusing the teaching of African and African American history into the curriculum and provide teachers with training and information about resources that can be used to build student knowledge about the history of African peoples and the contributions they have made to society and how African Americans have impacted local and national history</p>	<p>10/20/20 01/14/20 02/04/21</p>	<p>All middle and high school social studies teachers  Elementary School teachers</p>

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### Appendix I

### Duval HomeRoom - Elementary Innovative Distance Learning Professional Development

Session Title & Description	Session Date(s)
How to integrate PowerPoint and Microsoft Forms in your lesson? Participants will view steps on how to incorporate PowerPoint and Forms to enhance standards-based instruction.	December 7, 2020
How to create class banners using Adobe Spark and Bitmoji classroom? In this session teachers will learn how to create banners for their class	December 7, 2020
Part 1: How to print to OneNote to make assignments? In this session, teachers will view step by step instructions on how to print to OneNote from a pdf.	December 8, 2020
Part 2: How to use OneNote for assignments in Teams? In this session, teachers will view steps on how to create assignments and how students access and edit the OneNote page.	December 8, 2020
How to communicate with parents using GroupMe? In this session, teachers will see ideas on creating a community within a virtual class.	December 9, 2020
Nearpod Features Overview. Participants will see how an intermediate grade level teacher uses Nearpod for quizzes, virtual field trips and to enhance instruction with 3-D models.	December 10, 2020
Nearpod Login and Overview. Participants will view steps on how to login to Nearpod from a teacher and student's view.	December 10, 2020
How to use PowerPoint for morning messages? Participants will view a video on how a teacher incorporates editing tasks in her kindergarten classroom.	December 11, 2020
Various Online Tools. Participants will see how a teacher uses PowerPoint to engage students by adding visuals and animation. Teacher also uses OneNote Notebook to monitor student work in real time. Adobe Spark and Bitmoji are included as well.	December 14, 2020
How to use PowerPoint for reading and math. Participants will review how she incorporates PowerPoint in her daily reading, math, science, and social studies lessons. Additionally, PowerPoint is used for announcements and to highlight student accomplishments.	December 15, 2020

**Duval Virtual Instruction Academic Professional Development Plan**

**Virtual Setting Professional Learning**

Duval Virtual Instruction Academy professional development is facilitated monthly. The team meets as a full faculty and as breakout groups for professional learning communities using the Blackboard platform. Introductory trainings related to the full-time virtual instruction in an asynchronous environment are facilitated for all new teachers. Our provider, Edgenuity, has extensive professional development sessions available, as well. Experienced teachers serve as Mentors and meet weekly, or more as needed, with the new teachers. Teacher-driven professional development is driven by regular feedback on needs. The PD also includes sessions on the use and implementation of various teacher tools beyond the Edgenuity platform. All experienced DVIA teachers have completed and most new teachers are also participating in the MIE (Microsoft Innovative Educator program). This program is quite effective in assisting a virtual teacher.

**Virtual Setting Student Intervention Support**

In support of our students, our teachers have multiple intervention strategies to assist those who struggle. Teachers monitor each student's pace/completion rate, attendance/log-in times, academic success, time on task and progress on standards. Any student falling behind in any of these areas will be reviewed for Attendance and Academic Improvement Team intervention. The process begins with direct teacher intervention based on the student's needs. This involves making phone calls to students and parents followed by virtual meetings. Live interactive sessions are facilitated in DVIA's Virtual Campus via Blackboard when a student needs to have direct instructional interventions. DVIA also facilitates access in at our Live Campus where a teacher may schedule an in-person meeting with the student and parent(s). Teachers will also facilitate live/virtual instruction in small groups based upon needs identified by standards progression. When students are struggling with their time in their courses, the teachers provide sample schedules to students to modify for their own personal schedule. Teacher appointments for additional help in success coaching and academic areas are available to students. Students receive multiple attempts to master standards in many assessments. Teachers invite students to live lessons to remediate struggling standards and accelerate student progress. Supplementary student-paced lessons also available in many subject areas. The Edgenuity platform also provide after-hours and weekend access to a virtual tutor, a live certificated teacher, who can assist with any instructional needs related to the lesson in the curriculum.

DCPS Innovative Educator Program Framework

DCPS Innovative Educator Program Framework



**Objective:** To provide participants with the training and support necessary to become proficient in the utilization of the available digital tools to increase student engagement.

**Target audience:** This program will target the following audiences:

- District Curriculum Staff
- Principals and School-based Administrators
- TISs (Technology Innovation Support) formerly STCs
- Classroom Teachers

**Program Expectations:** Participants will commit to completing the program which consists of a total of 36 hours of professional learning: 6 hours of instructor supported virtual learning through Teams and 30 hours of online coursework offered through the Microsoft Educator Center.

**Pre-Requisites:** All participants will join the [Microsoft Educator Center](#).

**Program Components:** The program will provide participants with a blended professional learning experience with an instructor supported component as well as online learning opportunities.

**Virtual Sessions: Three sessions—6 points—**all program participants will complete three virtual sessions supported by the DCPS Technology Innovation Team. Session 1 includes an introduction to Microsoft Teams and the Microsoft Educator Center. Session 2 includes an overview of Accessibility using Microsoft Tools. Session 3 includes an overview of Remote Learning via Teams for the Classroom.

**Microsoft Educator Center Courses—30 points—**these courses will be taken online via the [Microsoft Educator Center](#). Participants will choose one of the four Learning Tracks created by the DCPS Technology Innovation Team to complete the online requirement. It will be the participants' responsibility to submit proof of learning track completion by submitting their Microsoft Educator Center transcript via the form in Teams.

**Expected Outcome:** Teachers and administrators who complete the program will build capacity among instructional staff and provide a needed boost towards achieving the district's digital transformation goals.

**Teachers who successfully complete the program within the allotted time will receive 36 professional development points and a new laptop. \***

**\*Participants must successfully complete the entire program to be eligible to receive a laptop.**



DCPS Innovative Educator: EeSs Cohort



**DCPS Innovative Educator: EeSs Cohort(s)**

**Objective:** This program will introduce DCPS staff to the wide array of accessibility tools that can be used to provide equitable learning opportunities to all DCPS students, regardless of perceived ability, in addition to additional Microsoft 365 programs that will enhance the use of instructional technology in the classroom.

**Target Audience:** This program will target the following audiences:

- EeSs Classroom Teachers
- Varying Exceptionality Teachers
- Principals and School-based administration of EeSs Center Schools
- District Es/Ss Related Service Providers and Support Staff
- District Ee/Ss Administration

**Program Expectations:** Participants will commit to engaging with all content, implementing the tools as appropriate in their classrooms, and helping other staff members at their schools with implementation of these tools.

**Program Components:** This program will provide participants with an interactive, self-paced, instructor-supported training experience, allowing for practical exposure to the following Microsoft 365 tools:

- Microsoft Translator
- Ease of Access Center
- Immersive Reader
- Vision and Blindness Accommodations
- Speech and Language Accommodations
- Microsoft Teams
- Flipgrid
- Wakelet
- Microsoft Whiteboard
- OneNote

**Expected Outcome:** Participants will build capacity among Ee/Ss instructional staff, providing a needed boost towards achieving the district's digital transformation goals while providing individualized instructional opportunities for all students.

