



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[Flagler Schools]

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Purpose

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

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

Directions

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

District Education Plan Assurances

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

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

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

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.

X Assurance 3: Continue progress monitoring and interventions. *The district agrees to the conditions set forth in sections II.c. and II.d. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide robust progress monitoring and requisite interventions to all students, with tiered support for students not making adequate progress. Students who are receiving instruction through innovative learning modalities must transition to another learning modality if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parents/guardians for students identified as performing below grade level and/or demonstrating decline on the district's progress monitoring system. The district agrees to provide the department with a detailed report, in a format prescribed by the Florida Department of Education, based on progress monitoring data that delineates the interventions provided to students and the effectiveness of each intervention at the end of the spring semester. The purpose of this report is to identify and differentiate between effective and ineffective intervention strategies provided to students not making adequate progress. The district agrees to continue to provide supplemental services (afterschool, weekend and summer) for any student who, based upon progress monitoring or other data, has not achieved grade-level mastery or who is not on track to achieve a minimum of one year of academic growth during the 2020-21 school year. The district agrees to identify these students and provide written notice of the need and availability of these services to parents/guardians.

X Assurance 4: Continue charter school flexibility. *The district agrees to the conditions set forth in section II.f. of DOE Order No. 2020-EO-07.* The district agrees to continue to extend the same flexibility in instructional methods and funding to every charter school that submits a Spring 2021 Education Plan.

X Assurance 5: Innovative learning modality. *The district agrees to the conditions set forth in sections II.g. and II.h. of DOE Order No. 2020-EO-07.* The district agrees that if a student receiving instruction through the innovative learning modality is failing to make adequate progress, the parents/guardian must be contacted and the student must be transitioned to face-to-face instruction. The district agrees that a student who is not making adequate progress will only be allowed to remain in the innovative learning modality if the district or charter school: 1) provides written notice to the parent or guardian that the child is not making adequate progress and any associated education risks; and 2) obtains written acknowledgement from the parent or guardian verifying the receipt of this information and the intent to remain in the innovative learning modality. The district agrees that students transitioned out of the innovative learning modality must be given additional interventions and 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.

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

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

District Spring 2021 Education Plan

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

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

1a. Focus on Closing Achievement Gaps

- Students will participate in appropriate progress monitoring
 - reading and mathematics for K-8: i-Ready diagnostics
 - reading and mathematics for K-8: i-Ready Growth Monitoring
 - reading and mathematics for K-12: intervention assessments
 - reading for 9-12: Renaissance Star assessments
- Teachers will coordinate with literacy and academic coaches as well as with their administration to identify achievement gaps for students, including those who may transition back to a brick-and-mortar setting or are part of a vulnerable or traditionally underserved population.
- Schools will close the achievement gaps of students affected by the pandemic through targeted instruction focused on the individual needs of students as measured by classroom assessments, i-Ready Diagnostic, i-Ready Growth Monitoring and/or other assessments. Students identified as having widening achievement gaps will be placed into the MTSS process and receive targeted Tier 2 or Tier 3 evidence-based interventions designed to close the achievement gap.
- Additional instructional time is as follows:
 - No instructional time was lost; instead, the academic calendar was adjusted.
 - Through the CARES Act, each elementary, middle, and high school was provided with funding for after school tutoring with 3 teachers per school, 2 days per week, for 2 hours each day. Transportation and meals would be provided for any students attending after school tutoring.

- Through the CARES Act, each high school was provided with funding to hold Saturday tutoring sessions for 3 hours each day, for the 4 core subject areas for a total of 15 Saturdays. Schools are encouraged to plan the Saturday tutoring sessions in the 5 weeks leading up to each of the 3 state testing administrations.
- Through the CARES Act OEL funding, each elementary school was provided with funding for before or after school tutoring for targeted current kindergarten students. Tutoring for these students occurs 4-5 days per week.
- Through SAI funds, each elementary, middle, and high school was provided with funding to add additional teachers to provide after school or Saturday tutoring to occur as needed.
- Through SAI funds, the middle and high schools were provided with funding to hold Summer Credit Recovery programs as needed.

1b. Targeted outreach for students who are demonstrating a decline on the district's progress monitoring system for reading and mathematics:

Reading

Virtual and Remote Live

- K-8
 - Students with a widening achievement gap as measured by classroom assessments, i-Ready Diagnostic, i-Ready Growth Monitoring and/or other assessments will be placed into the MTSS process and receive targeted Tier 2 or Tier 3 interventions. Interventions will be of sufficient duration to allow the instructional team to gather adequate data to determine the effectiveness of the interventions. The targeted interventions will take place via an online classroom platform (i.e. Zoom breakout room). The amount of time the student spends in the intervention will be determined by the needs of the students but will be no less than 60 minutes per week. The focus of the interventions students receive will be targeted toward the needs of the student (phonics, fluency, comprehension, etc.) using evidence-based instructional materials and strategies.
 - Students will have an opportunity to receive targeted tutoring to address the student's individual needs, as shown by data, before or after school and on Saturdays via an online platform or on campus in order to close the achievement gap.
 - Students in third grade who are in danger of being retained will attend the district summer reading camp.
- 9-12
 - Students with a widening achievement gap as measured by classroom assessments, Star Renaissance data and/or other assessments, will be placed into the MTSS process and receive targeted Tier 2 or Tier 3 interventions via an online platform (Zoom breakout room) that will be of sufficient duration to allow the instructional team to gather adequate data to determine the effectiveness of the interventions. The amount of time the student spends in the intervention will be determined by the needs of the students but will be no less than 60 minutes per week. The focus of the interventions students receive will be targeted toward the needs of the student (phonics, fluency, comprehension, etc.) using evidence-based instructional materials and strategies.
 - Students will have an opportunity to receive targeted tutoring to address the student's individual needs, as shown by data, before or after school and on Saturdays via an online platform or on campus in order to close the achievement gap.

Face-to-Face

- K-8
 - Students with declining achievement as measured by classroom assessments, i-Ready Diagnostic, and/or i-Ready Growth Monitoring will be placed into the MTSS process and receive targeted Tier 2 or Tier 3 interventions that will be of sufficient duration to allow the instructional team to gather adequate data to determine the effectiveness of the interventions. The amount of time the student spends in the intervention will be determined by the needs of the students but will be no less than 60 minutes per week. The focus of the interventions students receive will be targeted toward the needs of the student (phonics, fluency, comprehension, etc.) using evidence-based instructional materials and strategies.
 - Students in third grade who are in danger of being retained will attend the district summer reading camp.
- 9-12
 - Students with a widening achievement gap as measured by classroom assessments and/or Star Renaissance data will be placed into the MTSS process and receive targeted Tier 2 or Tier 3 interventions that will be of sufficient duration to allow the instructional team to gather adequate data to determine the effectiveness of the interventions. The amount of time the student spends in the intervention will be determined by the needs of the students but will be no less than 60 minutes per week. The focus of the interventions students receive will be targeted toward the needs of the student (phonics, fluency, comprehension, etc.) using evidence-based instructional materials and strategies.

K-12 Evidence-Based Literacy Interventions and Resources (All Learning Modalities)

SIPPS
Wilson’s Reading System
Learning A-Z
Read Naturally
UFLI Skill Focused Small Group Instruction
Learning Focused Strategies
Reciprocal Reading
Literature Circles

Math

Virtual and Remote Live

- K-8
 - Students with a widening achievement gap as measured by classroom assessments, i-Ready Diagnostic, i-Ready Growth Monitoring and/or other assessments will be placed into the MTSS process and receive targeted Tier 2 or Tier 3 interventions. Interventions will be of sufficient duration to allow the instructional team to gather adequate data to determine the effectiveness of the interventions. The targeted interventions will take place via an online classroom platform (i.e. Zoom breakout room). The amount of time the student spends in the intervention will be determined by the needs of the students but will be no less than 60 minutes per week. The focus of the interventions students receive will be targeted toward the needs of the student (Numbers and Operations, Algebraic Thinking, etc.) using evidence-based instructional materials and strategies.
 - Students with declining achievement will be targeted for before school tutoring, after school tutoring, Saturday tutoring, and credit recovery opportunities provided outside the school day. The tutoring sessions are available for students both remotely and in person. Tutoring for K-8 students is available 2 days per week, for 2 hours each day. In addition, current Kindergarten students may attend before or after school tutoring 4-5 days per week, depending on the elementary school they attend. Saturday tutoring is also available on an as-needed basis.
 - Students will spend a minimum of 45 minutes a week working on their Learning Path lessons in i-Ready with the expectation of at least a 70% pass rate. Teachers will monitor the data and adjust the path higher or lower if the data reflects a need. If the teacher assigns lessons, the lessons will be in addition to time spent on the Learning Path.
 - Teachers, Interventionists, and tutors will use the prescribed interventions on the Math Prerequisite Report available after each i-Ready diagnostic. This is based on specific skills missing needed to be successful with grade-level standards.
 - Schools will coordinate home visits through their student service team. The home visits will include wellness checks to ensure that students have all resources needed to be successful in their chosen learning modality. This may include a set of manipulatives to mirror what is being used in the classroom.
 - Students that fail the Algebra/Geometry EOC or course will have the opportunity to participate in summer remediation prior to the 2021 Summer Administration.
- 9-12
 - Students with declining achievement will be targeted for before school tutoring, after school tutoring, Saturday tutoring, and credit recovery opportunities provided outside the school day. The tutoring sessions are available for students both remotely and in person. Tutoring for 9-12 students is available 2 days per week, for 2 hours each day. Saturday tutoring is also available on an as-needed basis; however, Saturday tutoring for Algebra 1, Geometry, U.S. History, and Biology is available every Saturday for 3 hours for the 5 weeks leading up to the EOC administration.
 - Students that fail the Algebra/Geometry EOC or course will have the opportunity to participate in summer remediation prior to the 2021 Summer Administration.

Face-to-Face

- K-8

- Students with a widening achievement gap as measured by classroom assessments, i-Ready Diagnostic, i-Ready Growth Monitoring and/or other assessments will be placed into the MTSS process and receive targeted Tier 2 or Tier 3 interventions. Interventions will be of sufficient duration to allow the instructional team to gather adequate data to determine the effectiveness of the interventions. The targeted interventions will take place via an online classroom platform (i.e. Zoom breakout room). The amount of time the student spends in the intervention will be determined by the needs of the students but will be no less than 60 minutes per week. The focus of the interventions students receive will be targeted toward the needs of the student (Numbers and Operations, Algebraic Thinking, etc.) using evidence-based instructional materials and strategies.
- Students with declining achievement will be targeted for before school tutoring, after school tutoring, Saturday tutoring, and credit recovery opportunities provided outside the school day. The tutoring sessions are available for students both remotely and in person. Tutoring for K-6 students is available 2 days per week, for 2 hours each day. In addition, current Kindergarten students may attend before or after school tutoring 4-5 days per week, depending on the elementary school they attend. Saturday tutoring is also available on an as-needed basis. Tutoring for 7-8 students is available 2 days per week, for 2 hours each day. Saturday tutoring is also available on an as-needed basis.
- Students will spend a minimum of 45 minutes a week working on their Learning Path lessons in i-Ready with the expectation of at least a 70% pass rate. Teachers will monitor the data and adjust the path higher or lower if the data reflects a need. If the teacher assigns lessons, the lessons will be in addition to time spent on the Learning Path.
- Teachers, Interventionists, and tutors will use the prescribed interventions on the Math Prerequisite Report available after each i-Ready diagnostic. This is based on specific skills missing needed to be successful with grade-level standards.
- Students that fail the Algebra/Geometry EOC or course will have the opportunity to participate in summer remediation prior to the 2021 Summer Administration.

- 9-12

- Students with declining achievement will be targeted for before school tutoring, after school tutoring, Saturday tutoring, and credit recovery opportunities provided outside the school day. The tutoring sessions are available for students both remotely and in person. Tutoring for 9-12 students is available 2 days per week, for 2 hours each day. Saturday tutoring is also available on an as-needed basis; however, Saturday tutoring for Algebra 1, Geometry, U.S. History, and Biology is available every Saturday for 3 hours for the 5 weeks leading up to the EOC administration.
- Students who fail the Algebra/Geometry EOC or course will have the opportunity to participate in summer remediation prior to the 2021 Summer Administration.

1c. Additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model:

- Schools will provide targeted Saturday enrichment/intervention sessions. Lessons will be based on needs, so communication between classroom teachers and providers will take place prior to planning.
- An increase in spiral reviews will help students transition, specifically with standards that were taught in the first semester.
- Part of our existing Grad 100 initiative involves targeting seniors who may be at risk of failing a course and moving them into The Bunker. The Bunker allows for students to complete standards-based assignments and assessments for topics that have been covered in earlier quarters, as designated on the curriculum map. The Bunker is typically not opened up until the start of the 4th quarter, but will instead be opened up at the start of the second semester for ESE students. The first priority for placement into The Bunker will be for ESE students who were learning remotely in the first semester.
- Seniors who have been identified as having failed a course will be provided with credit recovery opportunities. Schools will also provide after-school credit recovery courses for those students who need it.
- Schools are creating a school orientation for students who are transitioning out of the innovative learning model back to face-to-face instruction. For many students, this may be the first time that students have been on campus, so the orientation will include a campus tour, available resources and supports, and introductions to faculty and staff that will assist with their transition back on campus.

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.

2a. Innovation Learning Modality offered to only those who are making adequate progress:

Step 1: Students in the innovative learning modality (known as Remote Live) who have grades of D or F in core classes as of the date of the second quarter Progress Reports were identified. Principal-approved teacher-created progress monitoring, iReady and Star progress monitoring and attendance were also considered when determining adequate progress.

Step 2: Principals sent letters to the parents of all remote students on December 8. Parents of students who were making adequate academic progress received a letter advising them that their student was eligible to continue as a Remote Live student, which is one who synchronously participates in classes from home, or they were welcome to transition back to face-to-face on-campus instruction. Parents of students who were not making adequate academic progress as determined through progress monitoring received a letter advising them that they were no longer eligible to participate in the Remote Live innovative learning modality. The letter advises parents that by returning to face-to-face on-campus instruction, their student would be able to receive additional academic support and interventions and social/emotional support that were difficult to provide remotely. Additionally, it warns that the likelihood of the student failing and/or being retained was high and that retained students are more likely to not graduate. Parents were told to contact the school with any further questions, otherwise their student would be expected back on campus on January 20th.

Step 3: If parents of ineligible students call the school to request that students remain in the Remote Live innovative modality, the following steps will be taken:

1. Call goes to designated people (Counselors and Assistant Principals who have a script to discuss the seriousness of the situation and the associated educational risks for students not returning to campus.
2. If parent insists on the student remaining as a Remote Live student, the Counselor or Assistant Principal will send 2 forms to the parent: *Written Acknowledgement for Student Not Making Adequate Progress to Continue in Remote Live Learning* and *Contract for Those Not Making Adequate Academic Progress* that details the expectations of Remote Live learners and their parents. The Written Acknowledgement is attached to this document.

Step 4: If a parent does not respond to the letter telling them that a student is ineligible to continue as a Remote Live learner and the student does not return to campus at the start of the second semester January 20th, Counselors will call the parent and an alert will be sent to the student's district-issued computer if he/she tries to use it telling him that he/she has to return to campus. If there is no response to those steps, truancy proceedings will begin.

2b. Written Acknowledgment for Student Not Making Adequate Progress:

**Written Acknowledgment for Student Not Making Adequate Progress
to Continue in Remote Live Learning**

I have received information from my child’s school that my child is not making adequate academic progress in the Remote Live learning model. This means that his/her grades are not C or higher in core classes. (note: The progress monitoring that contributes to the grade were verbally discussed with parents.)

The school team has determined that my child must transition back to campus for face-to-face learning. This will enable the school to provide additional support and interventions to close the achievement gaps that my child has demonstrated. The same kinds of support and interventions and social/emotional supports cannot be provided remotely.

Without this additional face-to-face support, the likelihood of my child failing and being retained is high. Students who are retained are more likely to not graduate from high school.

Despite the recommendation of my child’s school team and knowing the possible consequences of having my child remain in a learning model where he/she is not making adequate academic progress, my choice is to have my child remain in the Remote Live learning model. I understand that we must sign and abide by the Remote Live contract.

Student printed name _____

Student signature _____ Date _____

Parent printed name _____

Parent signature _____ Date _____

RETURN THIS FORM TO THE SCHOOL PRINCIPAL BY DECEMBER 14, 2020.

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, 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.

Enhanced Outreach - Truancy / Attendance of Students. The district shall list strategies they are implementing to:

3a. 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.

- Attendance Monitors at the school and district levels
 - Students who did not enter the district as enrolled we will reach out to those who have not enrolled in transition process
 - Attendance Reports - daily, weekly school attendance logs, monthly attendance reports
 - In order to get the the student to transition in the appropriate learning modality
 - School Counselors make three attempts to contact student who is not engaged
 - School Social Worker make three attempts to contact student who is not engaged
 - Wellness or truancy checks at the home
 - Petition is sent to the court to order the student back to school
 - Monitor Home Education Enrollment - Intent, Termination and Annual Evaluation
 - District and School Based Teams use Early Warning Indicators to identify, monitor, and provide resources and supports to vulnerable students who have been disengaged and showing signs of truancy in all learning modalities
 - Homeless Education Program - Families in Transition (FIT) District and School-Based Liaison
 - Outreach to Students and Families: Guidance Counselors, Social Workers, Mental Health Counselors, School Psychologists
 - Home Visits
 - Extended learning services after school for students struggling with remote learning
 - Collaborative services across Teaching and Learning, Technology, and Student Services working together to identify gaps, and eliminate the barriers and meet the student's individual needs
 - Community Resources:
 - CINS (Children in Need of Services) - FINS (Families in Need of Services) through Stewart Marchman Act Behavioral Health Care
 - Partnership with Flagler County Social Services
 - District Database created to allow cross-reference of students' identified needs and services provided

- Partnership with local law enforcement including School Resource Officers to conduct Wellness Checks
- Staff will create a dashboard for a district-level Student Services team to identify students who are struggling or truant to provide an additional level of support. This program, called ConnectED Flagler, will allow the district-level team to provide the appropriate learning modality to personalize the vulnerable student's learning.

3b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement:

- In mid-December, the district will publicize through social media, the Flagler Schools Website and radio that students who have turned four before Sept 1, 2020 can still register for VPK in January, and students who are five who have not yet started Kindergarten may still enroll for the second semester.
- Publicize that we will be opening registration for our Summer VPK program in the spring, once the Summer VPK Certificates of Eligibility from the Early Learning Coalition are available.
- The VPK office will reach out to local pediatrician offices with a flyer stating the same information.
- The Early Learning Coalition of Flagler and Volusia has agreed to work closely to share other ideas.
- Participate in the VPK Progress Monitoring Pilot using the Star Early Literacy Assessment to ensure that VPK students will be kindergarten-ready.
- Schools will contact the families of the students who registered during the Kindergarten Round-up last Spring but who never came to school to encourage them to attend starting second semester.
- Schools will hold orientation for Kindergarten students just entering in January and will provide supports to accelerate them so that learning gaps are addressed.

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. PL for innovative and virtual learning modalities:

- In the Spring of 2020, the district offered 59 virtual professional learning opportunities with over 2,400 participants on using technology in the classroom, virtual learning best practices, and virtual collaboration between students. Teachers have just completed a needs assessment survey to determine which topics need to be repeated and which topics need to be ramped up to the next level of training. The power of these workshops was that they were led by classroom teacher experts. Their colleagues appreciated learning from each other, and that is the model that will be followed with the new round of workshops beginning in January. School leaders also participated in these trainings so that they know how to monitor and support teachers.
- The Technology and Teaching/Learning Departments have collaborated to create a Tech Tips sheet that is sent to all teachers weekly. Teaching strategies are explained through the lens of face-to-face, remote, and mixed classroom instruction. An example:

Instructional Strategy	Physically Distanced Face to Face (F2F)	Mixed - F2F & Remote	Remote
Small Groups	Set up groups of 3-5 students. Collaborative tools like Google Slides may be used by groups, if it is task-appropriate.	Use breakout rooms through Zoom along with collaborative tools like Google Slides. F2F & remote students can be in groups together or separately, but all students use a common collaborative tool. Google Slides allows students to work together and teachers to monitor student progress at a glance.	Use breakout rooms through Zoom along with collaborative tools like Google Slides. Google Slides allows students to work together and teachers to monitor student progress at a glance.
Digital Notebooks	Google Slides, or tools from the Google Suite, are a great way to create an engaging, interactive and personalized assignment for students.	Google Slides, or tools from the Google Suite, are a great way to create an engaging, interactive and personalized assignment for students.	Google Slides, or tools from the Google Suite, are a great way to create an engaging, interactive and personalized assignment for students.
Effective Questioning	Include everyone. Use the No Hands Up model, popsicle stick model, and numbered heads.	Utilize Zoom polls. For students F2F without a device, you can use colored cards or hand movements to indicate choice. Utilize Zoom Chat boxes and Breakout rooms. For students F2F without a device, the teacher can echo the responses or have a single	Utilize Zoom polls, Chat boxes and Breakout rooms. Use the chat box with “countdown” for responses. Include everyone. Use popsicle stick model to ensure that you are randomly calling on students.

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			<p>group member online to share out with the class. Use the chat box with “countdown” for responses.</p> <p>Include everyone. Use popsicle stick model or alternate between F2F and remote students.</p>	
Choice Boards	Choice board activities may include activities in class using physical manipulatives.	Choice board activities may include virtual and physical manipulatives varied by student learning option.	Choice board activities may include virtual manipulatives or manipulatives that can be found around the house.	
Word Webs and Concept Maps	Word webs and concept boards can be done with a paper template in the classroom or with technology; ie. Slides, SeeSaw	Word webs and concept maps can be used in breakout rooms in Zoom as small group projects or as individual assignments. They can be uploaded into Seesaw for younger students.	Word webs and concept maps can be used in breakout rooms in Zoom as small group projects or as individual assignments. They can be uploaded into Seesaw for younger students.	
Virtual Manipulatives	Physical manipulatives or virtual manipulatives can be used.	A combination of physical and virtual manipulatives can be used while the teacher models using the virtual manipulatives on the screen.	Teachers can share the link to their preferred site for students to use the manipulatives while demonstrating on their screen.	
Distributed Summarizing	Throughout the lesson or unit, students can use sticky notes, journals, oral presentations, a comment box, or dry erase boards to complete The Important Thing.	Throughout the lesson or unit, students can use the F2F ways of summarizing and/or use Google slides, Google docs, Schoology Discussions, or sites like Mentimeter to summarize their learning.	Throughout the lesson or unit, students can use the F2F ways of summarizing and/or use Google slides, Google docs, Schoology Discussions, or sites like Mentimeter to summarize their learning.	
Differentiated Instruction	Differentiated activities are made available for students in the classroom to either choose their own path or as assigned by the teacher.	Students may complete different activities based on those available in the classroom or through digital tools such as Google Forms and Slides that prompt students to complete activities based on student need.	Use tools from the Google Suite, such as Forms or Slides, to dictate the path that students will follow to complete different activities based on student need.	
Vocabulary Strategies	Vocabulary strategies in a F2F setting can use simple means like dry erase boards, manipulatives, or structured paired and small groups	Vocabulary strategies in a mixed classroom setting can incorporate technology such as mentimeter, google slides, Zoom breakout rooms, or	Remote classrooms should use programs such as Mentimeter, Google Slides, Zoom breakout rooms, Zoom polling, or Jamboard to give	

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	activities.	Jamboard. Incorporating these programs will allow both F2F and Remote students to collaborate together simulatenously.	students multiple opportunities to interact with vocabulary.
Universal Design for Learning	Arranging the room to give students seating choices.. Allow students to use voice to text software to dictate or have text read aloud. Enlarged print. Pencil grippers. Highlighted key points. Provide the lesson objective at the beginning of a lesson and refer back to it during the lesson.	Use breakout rooms for small group work. Use educational games like Kahoot or Quizzes to motivate. Enlarge text. Use Google share docs Adapted text (Newsela and Reading A-Z)	Use breakout rooms for small group work. Use educational games like Kahoot or Quizzes to motivate. Use shared documents Enlarge text. Highlight key terms for students or have students highlight Adapted text in Newsela and Reading A-Z

- Through the CARES Act, schools have been provided with funding to allow for half- or full-day substitutes so that teachers may engage in professional learning. This PL includes how to utilize the data for students in the innovative learning modality (Remote Live) to drive instruction and how to best support students through our remote live classes.
- UF Literacy Institute provides monthly professional learning to Title 1 K-6 teachers targeting evidence-based strategies for struggling readers. The workshops include strategies for teaching students attending all of the learning modalities.
- Digital Support Colleagues (DSCs) provide Just In Time training to teachers in their classrooms. This one-on-one interaction has enabled the DSCs to solve technology issues while also demonstrating best practices for Remote Live instruction.
- School leaders also participate in these trainings so that they know how to monitor and support teachers.

4b. PL for interventions to support students in various learning modalities:

- Through Title II, schools have been provided with funding to allow for half- or full-day substitutes so that teachers may engage in professional learning. This PL includes how to utilize the data for students in the innovative learning modality to drive instruction and how to best support students through our remote live classes, and interventions to support all students in need, especially the use of *Learning Focused* high-yield size teaching strategies.
- Training on using the data generated through the use of i-Ready to provide interventions is ongoing and delivered as needed.
- School leaders also participate in these trainings so that they know how to monitor and support teachers.

4c. Technology Trainings Completed, In-Progress or planned for Spring 2021:

Title: Weekly Innovative Teaching Tips

Delivery Method: Asynchronous Online

Technology and the Teaching and Learning teams meet together weekly to plan the weekly “Innovative Teaching Tips” that are shared with all the teachers and administration via email. The topics covered in these emails are fluid and based on the current needs of teachers. The emails include information, links to resources, custom embedded instructional videos, instructional strategies and how these strategies can be implemented in the various instructional modalities. These Innovative Teaching Tips are archived and available to teachers to review as needed.

Title: Flagler Digital Learning Hub

Delivery Method: On-Demand Online

The Flagler Digital Learning Hub is a website that was created to be a one-stop-shop for helpful tech tips, application support, remote learning resources, how to videos, hardware help, and access to training materials/webinars.

Title: Introducing Flagler Classlink

Delivery Method: Synchronous Webinar/ On-Demand Recorded Webinar

Flagler ClassLink is a single sign-on portal that will make it easier for teachers and students to access all of their digital resources and tools in one spot on any computer!

Title: On-Demand EdTech Training

Delivery Method: Asynchronous Online

The Digital Learning Diner menu provides a selection of EdTech training for teachers to create their own personalized learning experience. There are workshops for beginners to advanced learners on various topics specific to Flagler Schools technology hardware and software platforms.

Title: Teaching with iPads

Delivery Method: Synchronous Online

Teachers will learn more about iPad learning tools and how these tools can be used by both teachers and students to enhance instruction delivery and student learning.

Title: iPad Student Workflow

Delivery Method: Synchronous Online

Teachers will experience the workflow of students using an iPad digital learning device. Applications will include Schoology, Notability, Google apps, and iPad Learning Tools. Sessions will include tips to design tasks with efficient and effective workflows and troubleshooting for common student issues.

Title: Notability in the Classroom

Delivery Method: Synchronous Online

Teachers will learn the basics and more advanced features of the Notability iOS application and how it can be used and an instructional and student tool.

Title: Transitioning to student iPads in the Middle School Classroom

Delivery Method: Synchronous In-person and Online

On-site training at each middle school for teachers as they prepare to transition to student iPads in the classroom.

Title: District Remote Learning Support Team Training

Delivery Method: In person - Live

A team of 3-4 teachers from each school attended this training to learn about the classroom technology and platforms that are used to teach the remote live classes. Topics covered included using the webcam, tripod, and omnidirectional microphones, review of Zoom and recommended settings, and Learning Management System best practices. The teams then worked together to plan the school-based training presented during pre-planning.

Title: School-based Remote Learning Training

Delivery Method: In person and Online Synchronous

The school-based remote learning support teams and the district digital support colleagues trained the school remote-live teachers on using the webcam, tripod, and omnidirectional microphones, review of Zoom and recommended settings, and Learning Management System best practices. Training will be repeated as needed throughout Spring 2021.

Title: Nearpod Training

Delivery Method: In person and Online Asynchronous

Training for NearPod was offered in person and asynchronously through NearPod for all middle school teachers. More advanced training will be repeated as needed throughout Spring 2021.

Title: SeeSaw Training

Delivery Method: In person and Online Asynchronous

Training for SeeSaw was offered in person and asynchronously online for all K-3 teachers. Individual support is available too. Training will be repeated as needed throughout Spring 2021.

Spring 2021 Education Plan and Assurances

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.
Cathy Mittelstadt, Superintendent
Contact information: email, phone number
mittelstadt@c@flaglerschools.com
Date submitted
December 15, 2020
Superintendent Signature (or authorized representative)
