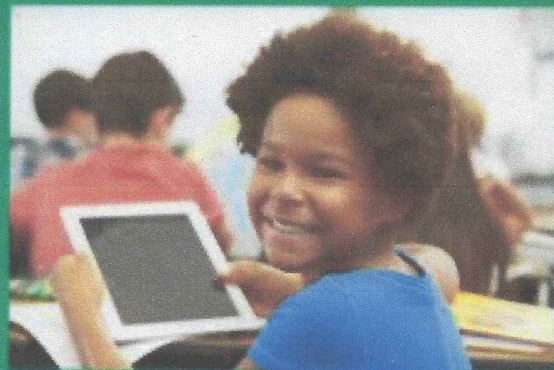




FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



## Spring 2021 Education Plan and Assurances School District of Palm Beach County



*Due: December 15, 2020*

Submit to [ReopeningPlan@fldoe.org](mailto: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](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.

☒ **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.

#### 1a. SDPBC Plan for Additional Instructional Time

The School District of Palm Beach County (SDPBC) has made tremendous progress in the implementation of our innovative learning plan. Teachers and school based administrators are using

a variety of instructional tools to increase student engagement in a Distance Learning environment. Professional learning on technology that supports student engagement continues to be a top priority for our District.

While the progress of our students has been remarkable given the circumstances, the need for additional instructional time will continue to be prioritized the second semester. School staff have already requested that parents whose children are struggling in a Distance Learning environment return to Brick and Mortar. This practice will continue in January as outlined in the Florida Department of Education Emergency Order released on November 30, 2020. In addition, schools will be utilizing a number of strategies to add additional instructional time for our students. Principal Supervisors will work with principals to develop a plan for each school. These approved plans will be submitted to the Regional Superintendent for further review and approval. Strategies include, but are not limited to:

- **After School Tutorials** - The District has a robust afterschool program. After school tutorials will be available for students. Schools have a variety of funding sources from general revenue to Title 1 to support this programming. In addition, our middle and high schools will expand the credit recovery programs during these times.
- **Before School Tutorials** - Before school tutorials are another option for students, especially in middle schools or those high schools with later start times.
- **Added Instructional Time During Extended Breaks** - Many of our schools will be offering additional instructional time during extended breaks, such as Winter Break and Spring Break. This has been a proven practice for students in the past.
- **Expanded Summer Learning Program** - Central Office staff are currently working on a robust Student Acceleration Support Plan that will include an expanded summer learning program. Students will be invited to our summer program to address lost student achievement. Funding from CARES dollars will assist these efforts.
- **Implementation of Best Practices to Address Learning Loss** - Our District will also be utilizing what we have learned during this pandemic to address learning loss. For parents who still choose not to send their child back to school, despite understanding the negative impact to their child's learning, all learning opportunities will continue to be made available to struggling students. School administrators will recruit teachers who have proven to be successful in an innovative learning environment to teach struggling students.
- **Development of Model Lessons** - Central Office will also push out model lessons to address hard-to-teach content to prioritize the learning that will have the strongest impact on student achievement. Extended learning opportunities for all students will also be pushed out through a web-based platform.

## 1b. Targeted Outreach for Students who are Demonstrating a Decline on the District's Progress Monitoring System

Identification of students not making adequate progress will include, but is not limited to, the following two areas: (1) academic performance and (2) attendance.

Parents of students participating in Distance Learning who are identified as not making adequate progress will receive written notification documenting concerns and the need to schedule a Parent Conference to discuss returning to Brick and Mortar. Should the parent decide not to return to Brick and Mortar following the Parent Conference, a written plan for support and acknowledgment of academic risk factors will be developed and agreed upon with the parent.

School-level MTSS (Multi-Tier System of Support) leadership teams continue to monitor all student performance, including students engaged in Brick and Mortar learning as well as those participating in Distance Learning.

Supplemental (Tier 2) interventions will continue to be provided at least four days per week for identified students. Supplemental intervention will continue to be provided in addition to and in alignment with Core instruction for all students.

Intensive (Tier 3) interventions will also be provided at least four days per week for identified students. Intensive (Tier 3) interventions will be provided in addition to and in alignment with both Core instruction and Supplemental (Tier 2) interventions. Intensive (Tier 3) interventions will be strategy-based and instructional time will be based on the time prescribed by each strategy.

*\*The Metric below will assist with targeting students for immediate intervention to ensure academic success.*

Grade Level	Criteria
Kindergarten	<ul style="list-style-type: none"><li>• Grades</li><li>• Poor attendance in virtual classes negatively impacting academic progress</li><li>• Less than 70% of required assignments submitted</li><li>• FLKRS</li><li>• One grade level below in iReady</li></ul>
1 <sup>st</sup> Grade	<ul style="list-style-type: none"><li>• Grades</li><li>• Poor attendance in virtual classes negatively impacting academic progress</li><li>• Less than 70% of required assignments submitted</li><li>• Test Scores</li><li>• Two grade levels below in iReady</li></ul>

2 <sup>nd</sup> Grade	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Poor attendance in virtual classes negatively impacting academic progress</li> <li>• Less than 70% of required assignments submitted</li> <li>• Test Scores</li> <li>• Two or more grade levels below in iReady</li> </ul>
3 <sup>rd</sup> Grade	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Scoring D's or F's within Reading and/or Mathematics</li> <li>• Poor attendance in virtual classes negatively impacting academic progress</li> <li>• Less than 70% of required assignments submitted</li> <li>• Test Scores</li> <li>• Two or more grade levels below in iReady</li> <li>• Predicted Proficiency on Unit Assessments below 50%</li> </ul>
4 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Scoring D's or F's within Reading and/or Mathematics</li> <li>• Poor attendance in virtual classes negatively impacting academic progress</li> <li>• Less than 70% of required assignments submitted</li> <li>• Test Scores</li> <li>• Two or more grade levels below in iReady</li> <li>• Predicted Proficiency on Unit Assessments below 50%</li> </ul>
5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Scoring D's or F's within Reading and/or Mathematics</li> <li>• Poor attendance in virtual classes negatively impacting academic progress</li> <li>• Less than 70% of required assignments submitted</li> <li>• Test Scores</li> <li>• Two or more grade levels below in iReady</li> <li>• Predicted Proficiency on Unit Assessments below 50%</li> </ul>
6 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Scoring D's &amp; F's within any courses needed for promotion to high school</li> <li>• Poor attendance in virtual classes negatively impacting academic progress</li> <li>• Less than 70% of required assignments submitted</li> <li>• Test Scores</li> <li>• Predicted Proficiency on Unit Assessments below 50%</li> <li>• 5+ Levels below on Reading Plus Benchmark</li> <li>• Lowest 25% based on 2019 FSA in Reading and/or Mathematics</li> </ul>
7 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Scoring D's &amp; F's within any courses needed for promotion to high school</li> <li>• Poor attendance in virtual classes negatively impacting academic progress</li> <li>• Less than 70% of required assignments submitted</li> <li>• Test Scores</li> <li>• Predicted Proficiency on Unit Assessments below 50%</li> <li>• 5+ Levels below on Reading Plus Benchmark</li> <li>• Lowest 25% based on 2019 FSA in Reading and/or Mathematics</li> </ul>
8 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Scoring D's &amp; F's within any courses needed for promotion to high school</li> <li>• Poor attendance in virtual classes negatively impacting academic progress</li> </ul>

	<ul style="list-style-type: none"> <li>• Less than 70% of required assignments submitted</li> <li>• Test Scores</li> <li>• Predicted Proficiency on Unit Assessments below 50%</li> <li>• 5+ Levels below on Reading Plus Benchmark</li> <li>• Lowest 25% based on 2019 FSA in Reading and/or Mathematics</li> </ul>
9 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Scoring D's &amp; F's within any courses needed for graduation</li> <li>• Poor attendance in virtual classes negatively impacting academic progress</li> <li>• Less than 70% of required assignments submitted</li> <li>• GPA below 2.0</li> <li>• Test Scores</li> <li>• Predicted Proficiency on Unit Assessments below 50%</li> <li>• Lowest 25% based on 2019 FSA in Reading and/or Mathematics</li> </ul>
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Scoring D's &amp; F's within any courses needed for promotion to high school</li> <li>• Poor attendance in virtual classes negatively impacting academic progress</li> <li>• Less than 70% of required assignments submitted</li> <li>• GPA below 2.0</li> <li>• Test Scores</li> <li>• Predicted Proficiency on Unit Assessments below 50%</li> <li>• Lowest 25% based on 2019 FSA in Reading and/or Mathematics</li> </ul>
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Scoring D's &amp; F's within any courses needed for promotion to high school</li> <li>• Poor attendance in virtual classes negatively impacting academic progress</li> <li>• Less than 70% of required assignments submitted</li> <li>• GPA below 2.0</li> <li>• Test Scores</li> <li>• Predicted Proficiency on Unit Assessments below 50%</li> <li>• FSA 2019 Level 1 in Reading or Math EOC unless current academic indicators show student is now on grade level</li> </ul>
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Scoring D's &amp; F's within any courses needed for promotion to high school</li> <li>• Poor attendance in virtual classes negatively impacting academic progress</li> <li>• Less than 70% of required assignments submitted</li> <li>• GPA below 2.0</li> <li>• Test Scores</li> <li>• FSA 2019 Level 1 in Reading or Math EOC unless current academic indicators show student is now on grade level</li> </ul>



### **1c. Additional Interventions and Supports Provided to Students Transitioning Out of Classroom Connect Innovative Model**

Students who have not demonstrated adequate progress in Distance Learning will receive additional interventions and support as they transition back to Brick and Mortar or continue within the Distance Learning platform (as determined by the parent following the Parent Conference).

The District offers a variety of strategies and programs for students who are struggling academically. Following the MTSS model, school-based teams will meet to ensure the most effective interventions are implemented as dictated by the type of learning loss a student is demonstrating.

These interventions are captured in our District's elementary and secondary school handbooks. To increase fidelity to the process of matching the most appropriate intervention to the issue of concern, the District will implement the following supports:

- Training for all school-based administrators on the Intervention Handbook. This will include, but is not limited to, the types of interventions available and how to access any of the interventions they may not be currently using with students.
- Professional development for school administrators on effective strategies for a successful problem-solving team meeting (including data collection and progress monitoring).
- Training and professional development described above for additional staff beyond school administrators. Additional staff to include academic coaches, school counselors, School-Based Team Leaders, ESE (Exceptional Student Education) and ELL (English Language Learner) Contacts, behavioral and mental health professionals, and Single School Culture Coordinators.

### **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. District Plan to Offer Distance Learning Innovative Learning Modality Only to Students Who are Making Adequate Academic Progress**

The School District of Palm Beach County is committed to ensuring all students reach their full potential. In order to provide the best environment for learning, the District has developed systems to identify students who are not performing on grade level or may be demonstrating decline (i.e., not making adequate progress). While the appropriate interventions are important for all students, students currently in Distance Learning who are not making adequate progress will be prioritized for a return to the Brick and Mortar in-person learning modality.

## **2b. Written Notice for Students Not Making Adequate Progress**

Beginning January 4, 2021, the parent/guardian of any student identified as not making adequate progress will be notified of academic and/or non-academic deficiencies that require the student to return to an in-person learning modality where an appropriate intervention will be provided. The specific concern identified will be based on criteria from one or more of the following:

- Absences
- Frequency of Portal Access
- Course Grades/Performance
- Language Arts/Mathematics Test Scores

The parent/guardian will be required to select the return to in-person learning (Brick and Mortar) and be provided with the District transportation options available. The parent must acknowledge receipt of the deficiencies and intended interventions through in-person learning via the District's "Make Your Choice" system.

Parents will also be provided with information on the availability of the Distance Learning innovative learning option, but must acknowledge that they are in receipt of this information and they intend to have their child remain in Distance Learning. Parents may choose to return to Brick and Mortar in-person learning at any time, even if they initially decline this option.

Parents/guardians of students who are not making adequate progress and choose to remain in Distance Learning must participate in a Parent Conference with school administrators and/or designees. The results of the meeting will be documented in a *Parent Acknowledgement For Students In Distance Learning Not Making Adequate Progress Letter* (Appendix A).

3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
- a. Identify vulnerable students who have had limited or no contact with the district and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.
  - b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

### **3a. Identification of Vulnerable Students**

#### **District-Based Strategies**

##### *Strategy 1 -*

- The Attendance Team has been working proactively to decrease absenteeism throughout the District. They do this by:
  - Identifying five schools per region for a total of 20 schools where student attendance is well below the average of other schools. Our attendance database indicated these schools had the highest need based off of our monthly data for FY21. The attendance liaisons provide additional support to those schools by assisting with parent calls, home visits, providing school personnel with strategies for re-engagement and assisting schools with helping families connect with social service agencies to provide supplemental support that is needed to help increase student attendance.
  - Accompanying school personnel to conduct home visits for those students who have not been in attendance, as well as those whose attendance is inconsistent and minimal.
  - Created a flyer highlighting the importance of student attendance and availability of support that is left at the home if no one is available at the time of the visit. The flyer is currently available in English, Spanish, and Haitian Creole, with a Portuguese translation in progress.

##### *Strategy 2 -*

- Creating monthly reports to all District schools to alert administrators of the students/families they should be addressing regarding attendance.

##### *Strategy 3 -*

- Asking schools to share the names of five students that they are most concerned about via a Google Form. The Attendance Team will then assist the school with communicating with those individuals and their families to assist getting their child to school.

##### *Strategy 4 -*

- The Attendance Team has met with the Department of Multicultural Education (ELL) to share the re-engagement strategies that have been implemented. As a joint effort, we are assisting schools with re-engaging students to participate in class. In addition, partnerships are planned within the Migrant Education Program (MEP) and the Exceptional Student Education (ESE) departments to carry out the same work for the student populations. Both departments have been instrumental in supporting attendance with language translations and ensuring goals of IEPs are met.

*Strategy 5 -*

- The Attendance Team has created a re-engagement presentation to share strategies and workflows in assisting schools to improve attendance. The presentation will be shared via live webinars throughout the month of January to personnel that deal with attendance.

*Strategy 6 -*

Teen Parent Program (TPP)

- The Attendance Team and Teen Parent Program (TPP) staff have partnered together to create reports that track the attendance of all teen parents in the district. The Attendance Team runs weekly reports for TPP that allows them to monitor the attendance of each student.
- TPP works with comprehensive schools as well as alternative education programs to find academic programs that best suit the teen parents' academic needs.
- TPP works closely with community partners to provide child care and other support services such as clothing, food, connection for suitable shelter and health care, as well as technology support to ensure academic success is viable.
- TPP assists schools with home visits to seek out students who have not been in attendance or whose attendance has been inconsistent.
- TPP provides academic support such as referral to tutoring services, application assistance for required standardized testing needed for graduation, continuing education during maternity leave, as needed and post-secondary education counseling.

*Strategy 7 -*

McKinney-Vento Program (MVP)

- A report was utilized to identify the 2019-2020 homeless students who had not returned from last school year. This data informed outreach efforts and can be seen below:

**TOTAL 766 STUDENTS**

Whereabouts Unknown	61
Withdrew Out-of-State School	223
Withdrew to In State School	159
In-School and In-District Transfer	81
Graduated	117
Enrolled w/in the District	103
Small numbers that fall with the following categories: Did Not Enroll (DNE), Private School Transfer, Court Action, Death, Medical Reasons, Non-Attendance, Home Education, or withdrew under compulsory age.	22

*Strategy 8 -*

- Second semester Attendance Pilot - Case Managers will work 4:00PM- 8:00PM contacting families of students who are not engaged in Distance Learning or Brick and Mortar and considered truant. District staff identified a barrier to family contact during regular business hours, which this pilot is meant to address. This strategy will bridge the gap and allow evening contact and action planning on behalf of targeted students.

**Community-Based Strategies***Strategy 1 -*

- The Attendance Team has partnered with Children in Need of Services/Families in Need of Services (CINS/FINS). The two teams meet weekly to discuss students and families in need as it relates to attendance. The Attendance Team works directly with each school to get referrals completed so CINS/FINS can assign Case Managers to work with the families in need. To date, CINS/FINS has received 19 referrals, of which 13 are specifically related to attendance/truancy.

*Strategy 2 -*

- The District has partnered with the West Palm Beach Housing Authority to collaborate on reengaging 268 students in school by sharing attendance, discipline, and grade reports.

### Appropriate Learning Modality Options

Connection of student with school counselor to look at schedule options such as:

- District Distance Learning
- Florida or Palm Beach Virtual
- Career and Technical Education
- Choice Programs
- High Schools w/ On the Job Training (OJT)

### Plans for Department of Juvenile Justice (DJJ) Centers

All DJJ schools are included in the District's plan. These schools include: two DJJ residential programs and one day treatment program: Palm Beach Regional Juvenile Center – PBRJC (3006), Palm Beach Youth Academy – PBYA (3354), and the Pace Center for Girls (3010). In the event that CDC/quarantine procedures become necessary, remote learning plans for instruction and technology can be implemented immediately. Chromebook and laptop computers are available to 100% of the students assigned to these facilities. Additionally, PBRJC and PBYA have been provided with state-of-art SMART Panels to enhance the delivery of both in-person and remote learning.

### **3b. Identify VPK and Kindergarten-Eligible Students**

#### *Strategy 1 - Outreach to "No Shows"*

- Using contact information (phone number, email address, mailing address) from District VPK Certificates of Eligibility and Student Registration forms, the District will directly contact parents of students not currently enrolled in or attending a District VPK program for recruitment purposes.

#### *Strategy 2 - Community-wide Communications for the Recruitment of New Students*

- Working in collaboration with the Early Learning Coalition of Palm Beach County, the District will distribute information on VPK availability community-wide, through venues such as:
  - Social media
  - District website postings
  - Local news media
  - Radio stations
  - School sites

The Department of Early Childhood Education (ECE) will coordinate with the District's Communications and IT departments on a plan to promote current and proposed VPK opportunities. A mechanism will be established to enable parents/guardians to directly contact personnel in the

Department of ECE for questions about program options and for assistance with obtaining VPK certificates and registering in schools. VPK opportunities include:

**1. Current School-year VPK Program Vacancies:**

- Parents/guardians have the option to choose part-day or full-day and Distance Learning or Brick and Mortar instruction for their VPK children.
- A child enrolled in the District's free VPK part-day program that started during September 2020 has the option to attend VPK plus enrichment hours that create a full-day program. The District offers five VPK program models, all of which have enrichment hours that follow the VPK hours. VPK plus enrichment hours operate during the typical elementary school day and VPK only hours operate for at least 3 hours per day depending on the VPK start date of each school. Most enrichment hours are offered at no charge to parents/guardians due to contracts, grants, and partnerships. The only program with parent fees is the VPK/Parent Fee Enrichment program, although parents have the option to attend the free VPK hours only.
- The District has vacancies in its five program models that offer parents/guardians the choice of distance learning or brick and mortar instruction in 124 classrooms in 65 schools. Program models include:
  - i. VPK/Title I Enrichment
  - ii. VPK/Head Start
  - iii. VPK/Migrant Education Partnership
  - iv. VPK/ESE PreK Inclusion Partnership
  - v. VPK/Parent Fee Enrichment

**2. VPK Specialized Instructional Support (SIS):**

- VPK SIS is an option for children with disabilities who have a current individualized Education Plan (IEP) where certified or licensed professionals provide instruction or therapy in individual or small group settings outside of a traditional classroom setting. For more information, parents/guardians will be directed to visit the Florida Early Learning website.

**3. 2021 Summer VPK Program:**

- The District will offer 300 instructional hours beginning in June 2021 for children who did not use a VPK Certificate during the school year. The Office of Early Learning has not extended the VPK Flex program for the Summer VPK program, meaning parents will not have the Distance Learning option during the summer.

#### 4. "New" School Year Full-day VPK Classrooms:

- Based on demand from parents/guardians, the District will review its current capacity and may open new VPK classrooms in January that will offer 540 instructional hours (for example 6 or more VPK hours per day) through Distance Learning or Brick and Mortar instruction between the date of opening and the last day of school (June 18, 2020).

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).

*Professional Development modules are for teachers and school based leaders.*

#### **Professional Development - July 2020 to Present**

The Departments of Professional Development, Educational Technology, and Teaching and Learning collaborated to design an interactive professional development Teacher Support Website that allows teachers to engage in online professional learning throughout the school year. The site launched on July 6, 2020 providing school-based staff (administrators, teachers, para-professionals, substitutes, all other employees) professional development designed to equip them with the knowledge, skills, and resources needed to deliver high quality standards-based instruction within all learning modalities. All instructional departments offered live and/or recorded training sessions across seven categories, or buckets: Assessment, Collaboration, Content, Equity, Teacher Leader, Technology, and Wellness. There are currently 240 unique courses with 674 sessions across the seven buckets. PD offerings continue to evolve based on the needs of our school-based staff. Below are descriptions of each bucket's focus as of December 1, 2020.

- **Assessment** (16 courses available) - This bucket includes sessions focused on analyzing and evaluating student data to differentiate instruction and monitor progress.
- **Collaboration** (20 courses available) - This bucket includes sessions to provide tips and tools for engaging learners in a collaborative blended learning model.
- **Content-Specific Resources** (113 courses available) - This bucket includes, but is not limited to, content-specific resources for accessing and utilizing the district-purchased instructional materials, information for the infusion of multicultural (ELL) and ESE supports in all learning modalities, content and support for intervention, and library media services.



- **Equity: Meeting the Needs of Diverse Learners** (33 courses available) - This bucket includes information and resources to meet the needs of all learners within all learning modalities. There are topics focused on multicultural supports, differentiated instruction resources, gifted, AVID, sessions that discuss race, ethnicity, gender, and religion in the curriculum.
- **Teacher Leader** (9 courses available) - This bucket includes sessions geared towards specific groups of school-based leaders while the Leadership Development and Coaching Cycle sessions are open to all teachers looking to develop their leadership and coaching skills.
- **Technology** (24 courses available) - This bucket includes sessions and resources designed to support teachers in exploring ways to engage learners in a blended learning environment
- **Wellness** (25 courses available) - This bucket includes sessions focused on social, emotional, mental, and physical well-being of students in District classrooms.

### **Additional Professional Support for All Stakeholders**

In addition to the interactive professional development website referenced above, a network of supports has been developed to assist all stakeholders. Using feedback from all stakeholders, primarily families and school-based staff, the District has implemented a variety of supports including, but not limited:

- *Instructional Support & Professional Development*
  - Parent and Family Engagement Website - Developed to support parents and families so that they can help their children be successful in various learning modalities. From academics & student wellness to distance learning resources & tools.
  - Summer Essentials - Developed to support continuous learning and ensure that students continue to cultivate the skills and knowledge developed throughout the school year and apply them to simple, hands-on learning fun that helps prepare your children for success in the next school year.
  - New Teacher Welcome Website - Year-round professional learning resource that will support and ensure a smooth transition to the School District of Palm Beach County. This site will be continuously updated throughout the school year and will provide new teachers with relevant, timely information, helpful resources, one-click access to the various programs our District offers as well as introducing them to our supportive community partners.
  - Support in aligning professional development activities with school improvement goals through various learning modalities.
  - Aligned the research-based strategies of the Palm Beach Focused Model of Instruction to fit the various learning modalities.
  - Digital technology-help video series to introduce different engagement and data collection applications. These videos walk the viewers through the use of individual applicants that can support learning for all students. As the school year has progressed,

we continue to create these resources so that all teachers can be supported, which in turn leads to what is best for our students.

- Instructional Model Google Site for teachers and administrators to access resources that are specifically designed to build skills through deliberate practice. The site is designed so that users can focus their attention to the specific goal of improving performance of that skill.
  - On call support and dedicated office hours for direct assistance for all stakeholders.
  - Course/grade-specific support in the form of cadres and/or Google Classrooms.
  - School-based support on an as-needed basis.
  - On-going meetings for Department Instructional Leaders, Coaches, and Contacts.
  - PLC meeting support and training to guide effective PLCs.
  - Administrator support with program implementation, available curriculum resources, progress monitoring data analysis, etc.
- *Education Technology Professional Development*
    - Applications such as Raz Kids Plus, Blender, Pear Deck.
    - YouTube site with live and recorded video streams dedicated to technology and applications.
    - Two-day Institute where participants learn strategies for integrating technology in the classroom and how to intentionally design lessons that give students a voice and choice.
    - Ongoing Educational Technology Virtual Office Hours - These consistently scheduled open meetings allow teachers to join and have their questions answered.
    - Ongoing SMART Training - SDPBC has just finished deployment of SMART Interactive Flat Panels (IFP) into each instructional area. Each teacher is participating in a systematic training course on the utilization and integration of their IFP.
    - Google Update - Webinars outlining the consistent updates to the Google tools, including Meet and other programs.
    - Google Classroom Tips and Tricks.
    - Livestreams on Creativity.
    - Originality Report Series - A series of webinars on the utilization of Originality Reports, a feature of Google Enterprise for Education.
    - Adobe Spark Series.
    - Tech Talk Student Engagement with the 4C's - This is a speaking series where teachers can log in to hear Ed Tech leaders speak on Collaboration, Communication, Critical Thinking, and Creativity.
    - Monthly Twitter Chats on relevant topics.
    - As-needed presentations at monthly District Principal meetings.
    - Ongoing Google Certified Educator Level 1 and Level 2 courses in eLM.

- Title IV federal grant - Participating schools selected a Lead Trailblazer and Alternate to attend a Train-the-Trainer professional learning on either 12/4 or 12/7. Lead Trailblazers and Alternates will train their own school staff on various educational technology applications to build capacity on school campuses. This grant runs through August 31, 2021. Ed Tech support includes:
  - Ongoing support for Trainers
  - Train-the-Trainer monthly check-ins
  - Train-the-Trainer Google Currents Community to support, collaborate, and share best practices to meet the Title IV grant's expectations.

### **ESE-Specific Professional Development**

The ESE Department continues to offer a variety of professional learning opportunities for teachers and leaders including on-demand recorded webinars, Professional Development Alternative Modules (PDA), and synchronous and asynchronous learning. In addition, we maintain over 20 content specific Google Classrooms that provide a panoply of resources and support for teachers and leaders. Virtual office hours are also hosted on a weekly basis, allowing teachers and school leaders to ask questions and gain topic-specific information with an expert from the department. PD titles include:

- Inclusion in a Virtual Environment, Differentiated Instruction, Chrome Extensions, Zones of Regulation, PreK ESE Curriculum and Aligning to Standards, Prevention and De-escalation, Creating and Implementing Calming Spaces for Students with Diverse Needs, Reflections of a Successful Traditional and Virtual Classroom: Supporting Students with Diverse Needs, FSAA and Access Points Alignment, Distance Learning Plans, Accommodations, and Building Relationships with Students.
- Professional Development in the Area of Interventions to Support Students - Progress monitoring and graphing, How to make Rti work, Progress Monitoring Fast Bridge, Problem Solving for Behavior, Multisensory Early Language Development (MELD), Foundations, Executive Functioning, Access Points Curriculum, FSAA.
- Technology Needs - Training on updates and new features in Google Meets incorporated and modeled in training, Chrome Extensions, and Digital Tools for Accessibility.

### **Multicultural (ELL) and Migrant-Specific Professional Development**

- Multicultural Community Engagement (ELL)
  - Family Engagement Committee developing language specific video playlists to provide families with tips and strategies to help ensure a successful school year.
  - Specific School PDs
    - Digital Tools to Scaffold and Support ELLs
    - Collaboration and Co-Teaching for ELL Success
    - Key Practices for ELL Success in a Digital World

- Ministry of Education, Spain offered our Spanish teachers a six-hour Saturday training for Dual Languages given by university professors from Salamanca and Leon.
- Benchmark Universe PD given to individual schools depending on their needs.
- Parent Workshops on Dual Language.
- Istation PD given on individual needs at DL schools.
- Report Cards training for Spanish standards report card.
- On-Demand PD for Achieve3000 to support ELA, ELD and DLA-R teachers.
- Live and recorded webinars for Imagine Language and Literacy platform.

## APPENDIX A

### Parent Notification of Students Not Making Adequate Progress in Distance Learning

Dear Parent/Guardian:

We are contacting you regarding your child's lack of adequate academic progress while being educated in the distance learning environment. At this time, your child is at educational risk. It is the District's responsibility to ensure that your child has every opportunity to obtain a high-quality education. Students are expected to complete appropriate tasks to stay on pace in their courses, respond to communications, participate in interventions, and complete all coursework on time with passing grades. After reviewing your child's comprehensive record, the District has determined that they are failing to make adequate progress in the distance learning environment.

The District's goal is academic excellence for all students. As such, we are offering options to assist in your child's success. In your child's case, in-person education may help them succeed. The Florida Department of Education (DOE) takes the same position with regards to those students who are struggling in distance learning. Pursuant to DOE Order No. 2020-EO-07, this document serves as written notice that your child is not making adequate progress.

The lack of academic progress may impact your child's likelihood of grade promotion, as well as other indicators of academic success. These indicators include, but are not limited to: graduating on time, grade point average, and failing courses that will need to be retaken.

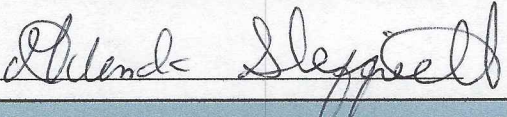
Please complete this form acknowledging receipt of the District's Notice that your child is not making adequate progress and indicate whether your child will return to brick and mortar or remain in distance learning. You must complete and return this form no later than Monday, January 11, 2021.

- I acknowledge receipt of the District's Notice that my child is not making adequate progress in distance learning. **My child will return to face-to-face instruction.**
- I acknowledge receipt of the District's Notice that my child is not making adequate progress in distance learning and the potential risks associated. **However, my child will remain in distance learning.**

Please contact your child's school with any specific questions you may have regarding their performance.

## Acknowledgement

The School District of Palm Beach County verifies that the information provided 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>
Glenda Sheffield, Chief Academic Officer 
<b>Contact information: email, phone number</b>
<a href="mailto:glenda.sheffield@palmbeachschools.org">glenda.sheffield@palmbeachschools.org</a> / (561) 434-8622
<b>Date submitted</b>
December 15, 2020
<b>Superintendent Signature (or authorized representative)</b>
Donald E. Fennoy II, Ed.D. 