Spring 2021 Education Plan and Assurances

[St Lucie Public Schools]

Due: December 9, 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 <u>ALL</u> of the assurances by checking the corresponding boxes.

⊠ **Assurance 1: <u>All schools will remain open.</u>** *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: <u>Continue the full panoply of services.</u>** *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: <u>Continue progress monitoring and interventions.</u>** *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: <u>Continue charter school flexibility.</u>** *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: <u>Innovative learning modality.</u>** *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: <u>Truancy/Attendance of students.</u>** *The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.

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

District Spring 2021 Education Plan

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

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

a. SLPS will focus on closing achievement gaps especially those expanded due to the spring virtual method and for students who fell behind. The effort to extend instructional time began in the summer of 2020. Summer School was expanded from primarily third grade to all elementary grades and more middle and high school students. In elementary school, we typically serve between 650-800 students. This summer we expanded to 1500 students in small class sizes despite the virtual modality. Students were targeted in priority order based on poor attendance and lack of progress in spring virtual and tiered status prior to the switch to virtual in March. Students were provided with one-to-one devices, books, and consumable curriculum materials. The program ran for 4 weeks, 5 days a week. Middle and High Schools expanded the number of students served to remediate core subjects and ensure students stayed on track toward graduation.

In addition, family packet of summer work was also sent home to **all elementary students** focused on key standards needed in preparation for the next grade level as a result of a partnership with the Children's Services Council and SLPS.

Additionally, SLPS has partnered with Children's Services Council to provide spaces and adult supervision for students whose parents would not send them back to school for the first semester but were comfortable with a smaller setting. The Launch Pad, as it was called, served over 300 students. This program ends December 18th and all students have been invited back to school.

However, we know that virtual instruction does not work for everyone, so for the summer of 2021, summer school will be offering face-to-face, unique programs in order to ensure that our targeted students attend.

New for 2021:

After School and Summer School targeted programs will be provided to target and remediate skills or gaps created by the interruption of face-to-face instruction. SLPS is expanding the number of students served and creating newly imagined approaches to increase participation and engagement. There will be a special emphasis on Kindergarten readiness with "early start" programs for students when available data indicates gaps in foundational skills.

Students will be personally invited to attend Learning Camps in two-week segments. Our parents tell us that half day options often create barriers for them so the camps will be offered with varying schedules with most sections being full day. Students will be able to attend the camp closest to their house rather than their assigned school and transportation will be provided.

Summer Learning Camps will be designed around themes of interest to each age group but will focus on important grade level focus areas and power standards. Teacher leaders will be selected in the spring to begin lesson development incorporating high quality reading and math curriculum materials.

Kindergarten, first and second grade will incorporate Phonics Instruction targeted to individual student needs during a portion of each day. In grades 3, 4 and 5, the student day will include reading, science and math as well as an emphasis on writing in 4th and 5th.

More programs will be offered just prior to the start of the school year to kick start the learning. Incoming Kindergarten students will be offered an opportunity to start earlier in a summer boost program. Students in VPK who do not show kindergarten readiness will be invited to participate.

A summer evening program will be being created to determine parent interest in targeting tutoring at night during the summer.

After-school programs are expanding and are smaller than in the past. With kindergarten, first and second grade, one-to-one tutoring with be added. Additional Phonics instruction, reading and math remediation will be offered to returning MySchool students in these small groups and customized to be face-to- face or virtual to be able to serve any parent need.

Students needing additional instructional time in certain grade levels will be invited to Saturday School with themes as well such as Saturday with the Scientists in elementary grade levels and credit recovery to get back on track in middle and high school.

Summary of New Approaches in After School and Summer Instuction:
- More after school and summer programs
- Two- week themed summer segments
- One-to-one Tutoring

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- Evening Pilot
- Full-day programs
- Flexible attendance at school closest to home
- Transportation provided
- Kindergarten Boost (early start)

St. Lucie Public Schools uses three platforms to provide students with personalized instruction that can help teachers in closing the achievement gap and preparing all students to access grade-level content. These programs include iReady, Reading Plus, and Achieve3000. With these platforms, teachers can understand the root causes behind student challenges and accurately and efficiently pinpoint student needs.

St. Lucie Public Schools has been developing more support/resources for teachers and administrators around the core areas of differentiated instruction, tools for instruction, extended instructional time, as well as summer learning opportunities. Examples of each are illustrated below:

- o **Differentiated Instruction**:
    - iReady Reading:
        - Utilizing the tools for scaffolded comprehension within iReady reading, we can pull students for small group instruction to better enhance their understanding of unfinished learning from the year below.
    - iReady Math:
        - Using the pre-requisite grouping reports from iReady in mathematics, we can formulate a plan to best support the progression of skills to get students to their grade level skill level.
- o **Tools for Instruction:**
    - Provide schools with lessons and materials that incorporate unfinished learning from the pandemic to be used within current courses as well as time within Scope and Sequences to address these skill deficits.
    - Provide schools with structured routines for strategic instruction based on unfinished learning and current standards data.
- o **After School Tutorials/Weekend Bootcamps:**
    - Focus on the lowest 25% and skill deficits based on their iReady Profiles and fill in the gaps during the extra instructional time.
    - Focus on data-based decisions for Writing, and specific reporting categories that have shown within our local data and iReady/Reading Plus/Achieve3000 programs as an area of concern.
- o **Summer Program:**
    - Expanding summer school offerings for 2021
    - Elementary SPARK packets for the 2020 summer – targeted foundational skills from previous grade levels
    - Summer Slide Website Resources
    - Targeted Virtual Summer School for Elementary (using Scholastic Literacy Pro and Do The Math) for the 2020 summer

b. St. Lucie Public Schools has a very robust monitoring system using Performance Matters and Power BI incorporating all progress monitoring data including Unit Assessments in grades 2-10 in ELA (English Language Arts), Math, and other tested subjects. At the beginning of the school year, we reprogrammed our Student Information System to add the learning modality flags into the student profile so that we can monitor progress by school, grade level and learning modality. Based on this data, which includes a comparison to previous year's academic progress, our School Principals reach out to families to encourage them to return to the traditional model when adequate progress has not been made. With the implementation of EO-07, we will expand this effort through the formal written notification process. (See 2b below) Social Workers will be utilized if there are any students for which the school cannot make parental contact.

Schools are currently identifying any student not making adequate progress as indicated by grades, attendance, and test scores as outlined below:

Grade Level	Criteria
Kindergarten	**Grades** • Poor attendance in virtual classes negatively impacting their progress • Less than 70% of assignments submitted • Scoring 1's within Standards-Based Assignments **Test Scores** • FLKRS below 437 • One grade level below in iReady
1st Grade	**Grades** • Poor attendance in virtual classes negatively impacting their progress • Less than 70% of assignments submitted • Scoring 1's within Standards-Based Assignments **Test Scores** • Two grade levels below in iReady
2nd Grade	**Grades** • Poor attendance in virtual classes negatively impacting their progress • Less than 70% of assignments submitted • Scoring 1's within Standards-Based Assignments **Test Scores** • Two or more grade levels below in iReady
3rd Grade	**Grades** • Scoring D's or F's within Reading and/or Mathematics • Drop in proficiency based on grades • Poor attendance in virtual classes negatively impacting their progress • Less than 70% of assignments submitted **Test Scores** • Two or more grade levels below in iReady • Predicted Proficiency on Unit Assessments below 40%
4th Grade	**Grades** • Scoring D's or F's within Reading and/or Mathematics

	• Drop from A's & B's within Reading and/or Mathematics • Poor attendance in virtual classes negatively impacting their progress • Less than 70% of assignments submitted **Test Scores** • Two or more grade levels below in iReady • Predicted Proficiency on Unit Assessments below 40%
5th Grade	**Grades** • Scoring D's or F's within Reading and/or Mathematics • Drop from A's & B's within Reading and/or Mathematics • Poor attendance in virtual classes negatively impacting their progress • Less than 70% of assignments submitted **Test Scores** • Two or more grade levels below in iReady • Predicted Proficiency on Unit Assessments below 40%
6th Grade	**Grades** • Scoring D's & F's within any courses needed for promotion to high school • Drop from A's & B's within any courses needed for promotion to high school • Poor attendance in virtual classes negatively impacting their progress • Less than 70% of assignments submitted **Test Scores** • Two or more grade levels below in iReady • Predicted Proficiency on Unit Assessments below 40% • 5+ Levels below on Reading Plus Benchmark • Lowest 25% based on 2019 FSA in Reading and/or Mathematics
7th Grade	**Grades** • Scoring D's & F's within any courses needed for promotion to high school • Drop from A's & B's within any courses needed for promotion to high school • Poor attendance in virtual classes negatively impacting their progress • Less than 70% of assignments submitted **Test Scores** • Two or more grade levels below in iReady • Predicted Proficiency on Unit Assessments below 40% • 5+ Levels below on Reading Plus Benchmark • Lowest 25% based on 2019 FSA in Reading and/or Mathematics
8th Grade	**Grades** • Scoring D's & F's within any courses needed for promotion to high school • Drop from A's & B's within any courses needed for promotion to high school • Poor attendance in virtual classes negatively impacting their progress • Less than 70% of assignments submitted

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	Test Scores • Two or more grade levels below in iReady • Predicted Proficiency on Unit Assessments below 40% • 5+ Levels below on Reading Plus Benchmark • Lowest 25% based on 2019 FSA in Reading and/or Mathematics
9th Grade	**Grades** • Scoring D's & F's within any courses needed for graduation • Drop from A's & B's within any courses needed for graduation • Poor attendance in virtual classes negatively impacting their progress • Less than 70% of assignments submitted • GPA below 2.0 • Significant drop in GPA during first semester as compared to previous academic performance **Test Scores** • Below 815 Lexile in Achieve3000 (Level 1 from MetaMetrics) • Predicted Proficiency on Unit Assessments below 40% • Lowest 25% based on 2019 FSA in Reading and/or Mathematics
10th Grade	**Grades** • Scoring D's & F's within any courses needed for promotion to high school • Drop from A's & B's within any courses needed for pro • Poor attendance in virtual classes negatively impacting their progress • Less than 70% of assignments submitted • GPA below 2.0 • Significant drop in GPA during first semester as compared to previous academic performance **Test Scores** • Below 890 Lexile in Achieve3000 (Level 1 from MetaMetrics) • Predicted Proficiency on Unit Assessments below 40% • Lowest 25% based on 2019 FSA in Reading and/or Mathematics
11th Grade	**Grades** • Scoring D's & F's within any courses needed for promotion to high school • Drop from A's & B's within Reading and/or Mathematics • Poor attendance in virtual classes negatively impacting their progress • Less than 70% of assignments submitted • GPA below 2.0 • Significant drop in GPA during first semester as compared to previous academic performance **Test Scores** • Predicted Proficiency on Unit Assessments below 40% • FSA 2019 Level 1 in Reading or Math EOC unless current academic indicators show student is now on grade level
12th Grade	**Grades**

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	- Scoring D's & F's within any courses needed for promotion to high school - Drop from A's & B's within Reading and/or Mathematics - Poor attendance in virtual classes negatively impacting their progress - Less than 70% of assignments submitted - GPA below 2.0 - Significant drop in GPA during first semester as compared to previous academic performance **Test Scores** - FSA 2019 Level 1 in Reading or Math EOC unless current academic indicators show student is now on grade level

c. Student Study Teams and established MTSS protocols will be utilized to determine appropriate interventions and supports including:

- Differentiated Instruction
- Tutoring programs, including one-to-one
- Tiered Supports
- PE Waivers for additional time within the day
- Peer tutoring programs
- 21st Century before and after school programs
- Mentor program with adults on Campus
- Graduation Coach Check-in and Monitoring
- Credit Recovery
- Expanded Face-to-Face Summer School with targeted goals.
- Extended School Year
- Saturday School
- Spring Break Camps
- Summer Camps

Parents will be notified of the interventions and support provided to their child. Monthly progress monitoring will alert parents to the progress their child is making to close gaps.

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

2a. St. Lucie Public Schools will continue our Innovative Learning Modality however; we will contact every parent of every child that is not making adequate academic progress and notify them that they must return to the traditional learning modality.   SLPS has been monitoring academic progress by modality and Principals have already been working on getting students to return if they were not making adequate progress however, with EO-07, we will formalize this process with standardized notification and a district-wide monitoring plan.

2b. Parent notification will begin on December 7th. To ensure that every identified student is contacted, multiple methods of notification will be used. The notification letter will be mailed through US Mail and emailed through our Skyward Parent Notification System. We will follow up with a standardized phone message to parents alerting them to check their email and/or mail due to this notification. Parents are asked to respond to verify the return of their child or their waiver intent to remain in MySchool Online, this can be done electronically, through the mail, or by returning the letter to the school. Principals will keep a spreadsheet and contact those parents who do not respond by phone.

Parent Notification Letter/Response: Available in Word and Forms in three languages.

Date

Dear Parent,

We have been fortunate to be able to offer our MySchool On-line option during this time for families making that choice. However, on November 30, The Florida Department of Education issued Executive Order, No.2020-EO-07 requiring any student not making adequate academic progress in the virtual learning environment to transition to another learning environment (traditional school).

You are receiving this letter because your child, «First_Name» «Last_Name», is not making adequate academic progress as indicated by grades, attendance, and/or test scores. Students in MySchool On-line will be required to maintain all As, Bs and Cs, maintain positive attendance rates and earn on-grade level test results to avoid academic jeopardy. You may

access Skyward Family Portal to review your child's grades at
https://student.stlucie.k12.fl.us/scripts/wsisa.dll/WService=wsEAplus/fwemnu01.w.

We are concerned about the long-term impact of continuing the remote learning approach which could include difficulty in future subjects and potential retention. Therefore, your child will be transitioned back to traditional learning on campus as of Monday, January 4th, 2021.

If you or a member of your household has a circumstance that requires virtual learning to remain as the preferred option, you must reply in writing of your intent to continue in MySchool Online despite this notification.

Check one option ONLY:

☐ I understand my child is not making adequate academic progress and agree that my child will return to the traditional learning model on campus on Monday, January 4th, 2021.

☐ I have read the information and understand that my child is not making adequate academic progress. However, I would like to waive this requirement and have my child continue with

MySchool Online. By doing so, I recognize that there may be a negative long-term impact including the potential of retention.

Print Parent Name: _____ Date: _____

Parent Signature: _____

Please complete this letter and return it to school no later than December 14th. You may return it by email, by mail or in person to the front office. If you respond by mail, please call the school to notify them of your option.

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We are partners in education for your child's success. Please do not hesitate to contact the school if you have any questions. We know that this has been a challenging and unique year for everyone.

Sincerely,

School Principal

*This letter will be utilized in grades K-8. The high school letter also includes the impact to GPA and Graduation.

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.

SLPS has been focused on identifying students who did not return to school for this school year with a special emphasis on contacting expected kindergarten students who did not attend.

School Principals were required to call any family whose child did not return this year and determine their status. School Social Workers were deployed for any student who could not be located. School Social Workers meet with problem solving teams and school-based attendance teams weekly in schools to target specific students who have demonstrated attendance issues to identify appropriate interventions and to increase outreach to families to improve student attendance. Student Services staff maintain their focus on attendance and truancy through their commitment to working collaboratively with the Boys and Girls Club Truancy Project funded by the Children's Services Council. Attendance Advocates from the program work alongside school social workers to conduct outreach to families whose children are exhibiting problems with attendance. These students are targeted at specific school interventions to reduce absenteeism. School social workers are still actively working with families to avoid any court action resulting from truancy but where families have failed to act, those truancy matters are scheduled to move forward to truancy court. District meetings have been scheduled monthly to review attendance data with the truancy project representatives to address

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areas of high concern and to identify additional district level interventions that can be utilized to improve outcomes for students demonstrating attendance problems.

SLPS has increased the number of School Social Workers and has increased the frequency of attendance meetings to determine needs.

3b.

For District operated Voluntary Prekindergarten classes, staff contacted every eligible applicant personally and our program is 100% full and completely face-to-face. For ESE Prekindergarten, federally mandated Child Find activities are still in place to locate, identify and evaluate any child residing in the district suspected of having a disability prior to the child's third disability. Evaluations are conducted throughout the week and for children identified in need of services, IEPs are developed, and placement options are provided to parents for in-school traditional options or for virtual options. The parents are given the flexibility of choosing the option that best meets the needs of the child and family.

Our Student Assignment Office worked with the Early Learning Coalition to reach out to eligible kindergarten students to enroll them at the beginning of the year. This effort included visits to open daycare centers. Our VPK Coordinator is doing regular outreach to community organizations, churches and daycares to ensure that all eligible children enroll for VPK and Kindergarten.

With the unique challenges of this year, the staff did promos on radio shows and local TV shows.   The SLPS Communications Department is increasing marketing and outreach strategies to encourage a return to school and improved attendance including promoting the safety protocols in place in our schools and the low transmission rates in our classrooms.

Superintendent Gent has created new opportunities to communicate with the general public to share safety protocols and increase parental confidence in sending their children to school. He has appeared on local news shows, increased print media interviews, participated in social media events such as Facebook Live and spoken to community groups. He has partnered closely with the St Lucie Health Department and maintained transparency with parents.

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).

The Talent Development Department has focused on teacher support in virtual learning since the switch in March of 2019. All staff within the Talent Development Department are Microsoft Certified and have completed extensive training in creating quality digital learning environments. The team includes two teachers that are Microsoft Innovative Experts. Having this expertise allows ongoing training in digital learning for all schools. In addition, each school had identified "teacher leads" to participate in district training. These contacts have been trained in innovating teaching strategies for integrating technology into lessons and guiding their peers. These individuals were perfectly positioned to support this new shift and they have continued to provide support at schools.

Our support and training have focused on the following individuals:

- All Teachers
- MySchool-On Line Teachers: Including differentiated support
- Administrators
- Coaches
- Deans
- Parents

All teachers were required to learn the basic tools of our MySchool On-line model to ensure they can support students quarantined but also to integrate the strategies into their traditional classrooms. MySchool teachers and traditional teachers continue to collaboratively plan together and follow the same District Scope and Sequence which has allowed students to stay on track with pacing regardless of modality.

Training and support for MySchool teachers continues with more advanced training on tools as well as targeted support if needed including one-on-one support from district Talent Development experts. Administrators and Coaches are also trained in all tools in the event of a teacher absence where they need to jump in and specifically for how to observe, support and evaluate virtual teaching.

Deans have been trained in tools to effectively support teachers and handle discipline issues within a virtual classroom. Parents have also had access to our Talent Development support through our Help Desk to reduce downtime if they are struggling with technology in any way. Both a Teacher Instructional Technology Guide and a Student Instructional Technology Guide were recently created to support students/parents in the many digital applications available to students.

Professional Development Opportunities

    a.   Innovative and virtual learning modalities;
- MySchool Training Modules - Teachers learn more about the schedule for MySchool and resources to support asynchronous/synchronous lessons and units.
- Distance Learning Pedagogy Module - Teachers participant in a module to learn more about techniques for student engagement and processing.
- Virtual Circles - In TEAMS, teachers assigned to a MySchool schedule (full-time or part time) at the elementary level learn how to facilitate virtual student circles with a focus on social emotional learning.
- Accessibility Support for Distance Learning module - Tools and techniques to create accessible materials in Word, PowerPoint, and Canvas, plus Windows features via Ease of Access.
- What's New Wednesday's with Administrators – Weekly training to ensure school administrators continue to expand their technology skills to support and evaluate teachers.
- RISE (Refining and Improving Starting Educators) - Technology sessions designed for teachers new to teaching.
- OTL Monthly Newsletter – A collection of best practices and training tips sent to all teachers and staff monthly.
- Dell Partnership – This partnership creates training modules and works with Dr. Chris Dunning to share strategies for leading in a virtual environment
- New Teacher Orientation – Virtual training in all applications for new teachers.
- Deans' Training - focused on supporting teachers and students' conduct in a virtual environment

    b.   Interventions to support students in various learning modalities.
- District Instructional Rounds for Administrators - Focus on virtual classrooms and the monitoring of quality instruction.
- Curriculum Associates training – Focus on reporting and grouping using IReady data.
- Power BI training for Administrators - To identify students and monitor interventions
- Principal Meetings – Focused on leading instruction in the virtual learning environment.

- Service Requests from schools – System to create direct support in technology and curricula needs.
- Instructional Coach Trainings - Monthly training for Coach's to support virtual instruction.
- FLDOE's Bureau of School Improvement Coaching Modules - Partnership with BSI to enhance coaching practices.
- Nearpod - Recently trained teachers and administrators on the use of Nearpod to increase student engagement.
- Targeted instructional support - Based on data for both virtual and brick and mortar unit assessment staff from the Office of Teaching and Learning work directly with schools to identify areas of need.
- CLP (Collaborative Learning and Planning) (Collaborative Learning & Planning) - Developed protocols and training on CLP's to include brick and mortar and MySchool teachers.
- Blueprinted courses for core curriculum for grades K-12 - Units of study have been created in all core subjects. Training for teachers and administrators is ongoing.

c.   Technology needs (especially new learning management systems).
- Instructional Technology Notebook – FAQ on technology needs including videos, guides, and best practices
- Student Instructional Technology Notebook – Videos, guides and tips to support students/parents using digital applications for learning.
- HELP Desk - Provide direct support to teachers, staff, and students in a timely manner to answer technology needs.
- Individualized Bookings – Teachers and Administrators can schedule time with trained staff to learn more about any digital applications.
- TEAMs for Teachers – Module designed to train teachers and staff in how to use TEAMS for communication with parents and to deliver live lessons.
- Canvas 2.0 – Teachers will participate in advanced training using Canvas with lessons learned from Quarter 4 Distance Learning.
- OneNote Module - Teachers and staff learn more about how to use OneNote to organize notes for themselves and to help students process information.
- NearPod - Ongoing training on the use of Nearpod to increase student engagement and monitor student process using reporting features.
- Teams 2.0 - Faculty and staff review the best practices for synchronous instruction to engage students in learning virtually. How to use OneDrive will also be included in this module.
- Growing with Canvas - Introductory course on learning Canvas for effective teaching in physical classrooms and online learning environments.
- Flipgrid - Teachers learn more about how to use Flipgrid for student engagement and for assessment purposes.
- Adding Interactivity to Canvas - In this advanced course, teachers learn more about the interactive features of Canvas (Sway, FORMS, Quizlet, Flipgrid).
- Microsoft Online Pathways - Participants select from a variety of modules to learn more about the applications within Office 365. The completion of the full pathway will lead to Microsoft Certification.

- Using Office365 applications - Learn how to navigate Office 365. OneDrive, Sway, Word, PowerPoint, OneNote, Teams, and more.

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.	
Dr. Helen Wild, Chief Academic Officer	
Contact information: email, phone number	
Helen.Wild@stlucieschools.org, (772) 429-3913	
Date submitted	
12/18/20	
Superintendent Signature (or authorized representative)	

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