



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# Spring 2021 Education Plan and Assurances

## Broward County Public Schools

*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

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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.

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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.

#### 1a) **Focus, and interventions, on Closing Achievement Gaps**

Broward County Public Schools (BCPS) will implement a Spring Intervention Plan, outlined below, building from the Fall 2020 plan implemented under DOE Order No. 2020-E0-06. BCPS reopened all schools for the option of “brick-and-mortar” instruction between October 9 and October 15, 2020.

Under DOE Order No. 2020-E0-07, BCPS will continue to:

- a. Offer in-person, full-time instruction at all campuses five days a week unless public health conditions necessitate a closure of a facility for limited period of time. In the advent of the need to close a school building, then instruction for students will revert to BCPS eLearning as described in the approved BCPS EO-06 application for Innovative Reopening.
- b. BCPS will reach out to all families and re-offer the opportunity to exercise choice in determining the modality of instruction. Parents that do not opt for in-person instruction and their student(s) are deemed not making “Adequate Academic Progress”, the District will inform, and school building level personnel will contact, the parents to advocate for a return to in-person instruction.
- c. BCPS will continue to provide services to students with designated programmatic need, previous trends of being disproportionately identified as at-risk for adequate academic or healthy developmental progress. Additionally, BPCS will bring additional services to students who have demonstrated a reduction in their rate of academic progress, had services deferred by a previous parental choice other than in-person learning, or have emergent needs during Spring 2021.
- d. The District is offering Winter Break Learning Camps to students in December 2020, expanding individual and small group tutoring opportunities, will offer Spring Break Learning camps in Spring 2021, and anticipates having expanded extended school year opportunities in Summer 2021 to raise student achievement and meet promotion criteria.



## Spring 2021 Education Plan and Assurances

BCPS will move to *Learning: Phase 3* beginning in the Spring Semester. Building from the current BCPS model of *eLearning: Phase 2*, BCPS *Learning: Phase 3* will include:

- Assuring Florida Standards aligned instruction for students in Grades 2-12 and Florida BEST Standards aligned instruction in grades Kindergarten and One. The curricula, student accommodations, instructional materials, and formative assessments will continue managed through the District's learning management system Canvas.
- Continued student progress monitoring, per BCPS Innovative Reopening Plan under EO-06, including the use of iReady Diagnostic, standards aligned formative assessments (Certica item banks administered through Mastery Connect), reading running records (Benchmark Assessment System) and teacher assessment reported through gradebook, interim reports, and report cards.
- The District will be expanding on its focus on closing achievement gaps between demographic subgroups within schools and between schools through administrative professional learning and data dashboard utilization to identify and intervene on existing or emergent achievement or attendance gaps.

BCPS has reached out to all enrolled students to have families understand that full-time face-to-face instruction is available with extensive COVID-19 mitigation protocols in place to maximize public safety. Families elect their learning modality, in-school or at-home, through that outreach process. For students who are identified as not making "Adequate Academic Progress" and the family elects the at-home learning modality will receive personal communication from the District and local school staff through electronic, telephonic, text messaging, to re-advise the family of a recommendation to return to the school for instruction based on concerns of the lack of adequate academic progress. Documentation of identification, outreach, and final parent selection of learning modality will be maintained in the District's data warehouse.

Core instructional delivery during *Learning: Phase 3* will be modified at the local school level to maximize the pedagogical strengths of in-person instruction and retaining the best practices learned under eLearning. Curriculum and instructional materials will continue to be delivered to all students via the District's learning management system (Canvas) and teacher/student LaunchPad (Clever). Local school administrators will work with their community to ensure that students are correctly placed in in-person only, in-school only, or blended classes as modality enrollments and teacher availability allow. Students that return to face-to-face instruction from home-based *eLearning: Phase 2*, due to the not making Adequate Academic Progress, will provided with an in-classroom delivery model that is informed by their learning loss and catalyzes their progress to grade level expectations by a combination of regrouping of students, assignment to appropriate teachers, of content than what they have been receiving. Learning Phase 3 will be varied at each school site due to number of students and teachers in face-to-face environment. The goal will be to provide students with face-to-face teaching and engagement strategies. For those students that choose to 'opt-out' of the face-to-face teaching, we will provide both social and academic interventions. These interventions will serve to get the students engaged in eLearning as well as provide academic support when/if needed.

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A personalized "Ask BRIA" model, described below, will be utilized to provide academic support to these students remotely. Continuation of embedded tutoring in Algebra 1, availability of MECCA ([https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/28/MECCA%20E-Support%20Flyer%20Final%2011\\_5.pdf](https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/28/MECCA%20E-Support%20Flyer%20Final%2011_5.pdf)), and additional opportunities pending contractual approval will be continued and expanded.

### **1b) Targeted outreach for students demonstrating a decline in reading or mathematics**

BCPS has designed additional processes for identifying and intervening with students that have demonstrated a lack of adequate academic progress.

For students struggling in reading the BCPS Reading Decision Charts identify student progress status and next steps of intervention aligned with the FDOE approved BCPS Reading Plan (<http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward2021-K12RP.pdf>).

English Language Learners will go through the same filters above and in addition we should look at their language classification and their DEUSS date (date of entry in a U.S. School). So, all (ELLs classified A1 and DEUSS less than a year) will be asked to return to in-school learning.

## BCPS Reading Decision Charts

BCPS Reading Plan articulates literacy expectations, monitoring, & interventions  
<http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward2021-K12RP.pdf>

Desired Performance Instructional Levels by Grade Level Expectations for Reading – 2020-2021										
Grade Levels	Assessment Period 1			Assessment Period 2			Assessment Period 3			
	*September 8-November 13			November 16-February 19			February 22 – May 28		June 9	
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
K	A	A	B	B	C	C	C	D	D	D
1	D	E	F	G	G	H	H	I	I	J
2	J	K	K	L	L	L	L	M	M	M
3	M	N	N	O	O	O	O	P	P	P
4	P	Q	Q	R	R	R	R	S	S	S
5	S	T	T	U	U	U	U	V	V	V

*\*Provisional 2020-2021 Starting Date for AP1- Due to COVID-19*

**KEY AS CODED IN BASIS 3.0 and BAS Dashboard:**

- On Track** – Student **meets** grade level instructional expectations at that point in time.
- Borderline** – Student is **one instructional level below** grade level expectations at that point in time.
- Off Track** – Student is **two or more instructional levels below** grade level expectations at that point in time.

<https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/ELLA/Lit/Pages/2019-20-K-12-Comprehensive-Reading-Plan.aspx>



**STUDENT PROGRESS & DOE EO-007: 2020-12-08**

Standards based academic performance, attendance, and behavioral information is consold into the BCPS MTSS Early Warning System. An example of the graphic interface is provided below. This system is being updated with learning modality to address the *FDOE Spring 2021 Education Plan and Assurances*.

## MTSS Early Warning System

**EVERY STUDENT HAS DETAILED ACADEMIC PROGRESS MEASURES ON ATTENDANCE, BEHAVIORS AND GRADES IN BASIS**

The screenshot displays a complex data table for student progress. The table is divided into several sections: Progress Indicators, Academic Indicators, Behavioral Indicators, Social/Economic Indicators, and Attendance Information. The 'Attendance' and 'Attendance Information' sections are circled in red. To the right of the main table are two smaller tables for 'Marking period 1' and 'Marking Period 2', each showing letter grades for English, Math, and Science. The main table includes columns for EWS\*, Total Pts, Grid 3 Rates, Nbr Reten, Good Cause, Test Scores, Att < 90%, Tot\* Susp, MP Failed, Over Age, Home Less, Foster Care, SSW, % of Full Days Absent, and Attendance Status. The 'Attendance Status' column contains labels like 'Chronic Absence', 'Regular Attender', and 'Severe Chronic Absence'.



STUDENT PROGRESS & DOE EO-007: 2020-12-08

### For Students K-12:

AskBRIA – Broward’s Remote Instructional Assistance program – our district-wide evening academic assistance provided to students through Microsoft Teams and staffed by district instructional staff with student access link in Canvas that guides them to a live Teams session with a certified teacher to receive academic support. Ask BRIA administrators will also be needed to oversee and monitor student and teacher engagement during the sessions. The need will be for 10 -15 Ask BRIA administrators to perform these duties.



### ***Elementary Winter Academy***

- To invite a subset of the target population of students from each school to participate in 6-hours of small group personalized tutoring. The tutoring will be delivered by a certified teacher and the sessions will be focused on ELA/Reading and Math instruction. Two teachers from each school will be identified to work Monday, Tuesday, and Wednesday of both weeks during Winter Break from 8:00 am – 12:00 pm. Student groups will be designed by data sources (iReady, BAS, Teacher Grades, etc.) and assigned an hour block for each of the six days.

### ***Secondary Winter Academy***

A subset of the target population students from each school have been invited to participate in 6-hours of small group personalized tutoring. The tutoring will be delivered by a certified teacher and the sessions will be focused on ELA, Math, Science, and Social Studies instruction. Four teachers from each school will be identified to work Monday, Tuesday, and Wednesday of both weeks during Winter Break from 8:00 am – 12:00 pm. Student groups have been designed by data sources (iReady, FAIR, Teacher Grades, etc.) and assigned an hour block for each of the six days.

## **1c) Additional interventions for students transitioned out of innovative learning model**

### ***Academic Interventions***

Students transitioning from the *eLearning: Phase 2* innovative learning model to the in-school instructional modality beginning with the second semester will receive both direct support for, and on-going monitor of, their academic progress.

Students transitioning out of the innovative learning model will be received by their teacher of record which will include an orientation to *Learning: Phase 3* and a review of their academic progress. These consultations will occur during the first week back and be repeated after the second diagnostic assessment administration closes in early February, after interim reports are administered at the beginning of March, and upon issuance of third quarter report cards and subsequent diagnostic assessment results in early April. Classroom teachers will follow the District's existing MTSS/RtI protocols as described in response 1b) above, school interventions which group students by needs across multiple classrooms will be determined by the Collaborative Problem-Solving Team at each school with the principal's guidance, and specialized populations, including Students with Disabilities, and English Language Learners will receive additional resources and monitoring from District departments.

Students will receive small group and individualized interventions as determined is necessary from the monitoring systems described above. Interventions will vary by grade level and the domain in which students are not demonstrating grade level proficiency. These interventions may include tutoring from the classroom teacher, targeted utilization of instructional software, focused literacy development including phonic/phonemic instruction, scaffolded mathematical skill development, and provision of additional informational texts to develop a sufficient knowledge base and increase reading fluency. Instructional material resources available for these interventions include iReady: Instruction, NearPod, curated licensed and OER materials in Canvas, Khan Academy, Think Central, ELlevation for ELL students, Discovery Education, Algebra Nation, ReThink Ed, and will be supplemented with BrainPop and *CPALMS: Original Student Tutorials* in January 2021.



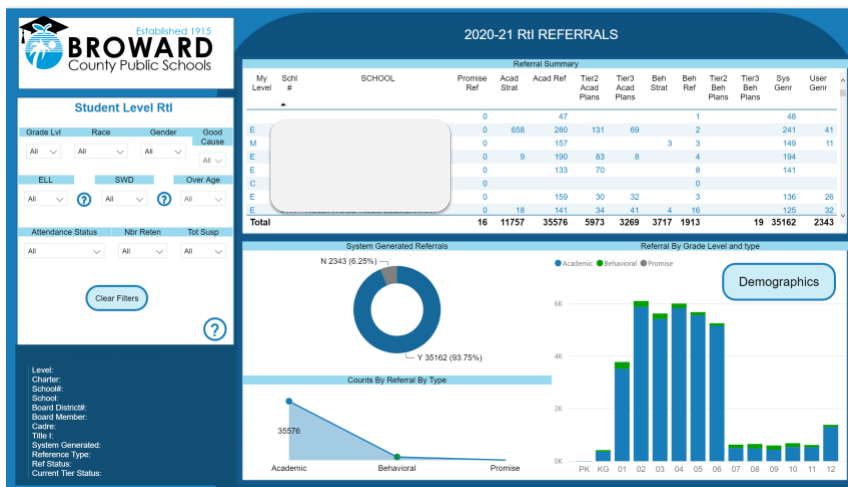
The expansion of tutoring opportunities to provide direct in-person and individualized remote instruction beyond the classroom will be accomplished, as described in response 1b) above, through funding certified staff availability through *Ask BRIA*, the commencement of on-site tutoring at campuses after school, MECCA, and Spring Break camps. Additionally, coordination of academic interventions provided through before-and-after school providers, community organizations, and SchoolHouse.World are currently being designed for deployment in early 2021.

**Social Interventions**

CARES Act Funds are deployed to be used to pay social workers, school counselors, and other school staff to reach out to students and families that are not engaged to ascertain what can be done to have them re-engage with school. Reaching out will include emails, phone calls, and possible home visits during Winter Break.

Schools will be able to focus on demographic sub-groups to address gaps using slicers using a newly developed RtI monitoring system which can provide individual student, school, school group, or whole district in-sights. An example is below. These slicers allow for focus on racial demographics, Students with Disabilities, English Language Learners, and students on Free or Reduced-Price Meals.

**Monitoring the Effectiveness of RtI is Done at Student Level**



Student Progress & DOE EO-007: 2020-12-08

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

### **2a) Offer Innovative learning modality to students making adequate academic progress**

Broward County Public Schools has re-invited all students to return to in-school education for the modality of learning. Additionally, per FDOE-07, BCPS has developed and applied a status indicator of “Adequate Academic Progress” (AAP) based on multiple data points combined by a Boolean logic for all enrolled students. This indicator will be updated with new data field values, and potentially additional data fields and refined Boolean logic, at the end of January, February, and March of 2021. AAP, for enrolled students based on academic performance from the 2020-21 school year. The status of a student making or not making AAP is determined via a Boolean algebra formula to all students within a given grade band.

The progress monitoring inputs to the algorithm are as followed:

- Report Cards (Level 1 in primary grades and letter grades for 3-12)
- Progress Monitoring Plans
- Running Record Reading data
- ELL - Imagine Learning data
- Broward Standard Assessments for End-of-Course Exam Courses
- Mastery Connect for End-of-Course Exam Courses
- Adaptive from the State
- IEP goals

#### **Middle School:**

If a student earns [(2 or more F's in the 4 core academic courses) **or** (1 Grade Level below in iReady [Math or ELA or Reading] **and** F/I in course [Math or ELA or Reading]) **or** (2 or more grade levels below in iReady **and** D/F/I in course) **or** (ELLs classified A1 **and** DEUSS less than a year) or (8<sup>th</sup> grade students deficient credits for promotion)], then they should be asked to change instructional modality.

#### **High School:**

If a student earns [(2 or more F's in the 4 core academic courses) **or** (Below grade level on State APM\* **and** D/F/I in ELA) **or** (Below grade level on FAIR **and** D/F/I in Reading) **or** (Below grade level on Math BSA\* **and** D/F/I in Math) **or** (ELLs classified A1 **and** DEUSS less than a year) or (Seniors deficient credits for graduation)], then they should be asked to change instructional modality.

Students flagged as not making AAP are being actively pursued to return to school-based instruction as described in detail under response 1a) above.

**2b) Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks.**

As described in responses 1a) and 2a) above, BCPS is providing written and verbal notification to the parents/guardians of any student deemed not making Adequate Academic Progress (AAP). If, even after individual counseling and recommendation, the parent continues to opt for the Innovative Learning modality of at-home learning, then the parent will sign a document acknowledging their decision and that further academic interventions are needed. Such notification will be reoccurring after the updating of the AAP status as described in response 2a) above. A copy of the parent letter, with location for parent signature, and the follow-up letter for non-responsive or non-returning parents of students not making AAP accompanies this submittal.

3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
- 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.
  - Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

**3a) Identify vulnerable students who have had limited or no contact**

BCPS has established procedures to identify and intervene with students with low engagement/attendance and procedures to identify and attempt to reenroll students that were anticipated to, but did not, enroll in SY2020-21.

- Schools will contact parents of students identified as vulnerable due to absenteeism and truancy to return to school for in-person learning. Parents will be provided with the associated consequences of continued absenteeism related to academic achievement. Parents will have the choice to continue remote learning as per the Emergency Order.
- Increase support to MTSS/RtI contacts and Collaborative Problem-Solving Teams to develop additional individualized interventions and strategies to improve academic performance.
- Provide training and best practices to identify at-risk students by checking grades in BASIS/Pinnacle, implementing academic success strategies (course recovery, grade averaging, grade forgiveness), and establishing goal setting for students deficient in graduation requirement.
- Conduct regular check-ins with the most disengaged students.
- The Homeless Education Program (HEART) will work in collaboration with School Counseling & BRACE to outreach to high school seniors to determine school engagement and status for graduation. The HEART Program will monitor student attendance and grades and identify any barriers in student's home environment. The HEART program is finalizing a grant to supply homeless shelters with laptop carts to support students.
- Factors such as parents who lack the computer skills needed to help younger students with their work or who are experiencing challenges due to limited English, will be identified for additional support.
- Family therapists will work closely with students on their caseload, who have *Improve Grades* listed as one of their treatment goals. Those therapists who can add to their caseloads, will review the eleventh-grade students with D's and F's and reach out to them to offer therapy services.
- AmeriCorps ambassadors at select schools will be utilized to provide outreach and support to students with attendance concerns.
- The Foster Care Program will monitor student attendance and grades and identify any barriers in student's home environment.

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- Broward County Public Schools (BCPS) revised the Student Attendance Policy to include attendance expectations during emergency school closures resulting in the need to deliver instruction remotely.
- Students are required to turn on their cameras to verify attendance throughout direct instruction.
- The District provided lists of students with no engagement through the first three weeks of the school year. These lists represented vulnerable students who were academically at-risk due to absenteeism. Schools used the lists to make direct phone calls to parents to reengage students. This strategy will continue.
- Parents will continue to be contacted for every unexcused absence each school day to obtain parent justification for the absence.
- An Online Absence Reporting Form was created and is available to all traditional public schools in the District to improve operational efficiency and communication between the school and home. This communication option also provides a verification of submission for the parent.
- The District is tracking all excused and unexcused absences. Staff can access schoolwide attendance data where student information includes identification of the current attendance categories (Regular attender, at-risk attender, chronic absenteeism, and severe chronic absenteeism), percent of days absent to date, and number of excused and unexcused absences, tardy and suspensions.
- Each school is required to submit an Attendance Plan in Broward County's School Improvement Plan. Attendance Plans address attending using a multi-tiered approach and include: 1) regularly monitoring data; 2) Engage students and families; 3) Recognize good and improved attendance; 4) Provide personalized outreach; 5) Remove barriers.
- The Broward Truancy Intervention Program (BTIP) has been modified to adapt to emerging needs that have been magnified due to impacts from the COVID-19 pandemic.
- The District Attendance Office will provide cumulative quarterly updates to all principals that include the percent of the student population attending less than 90% of school days and excused absence rates.

To re-engage/re-enroll students and improve attendance, Broward Schools will develop a marketing campaign with District staff who specialize in marketing & communications, family & community engagement, attendance & truancy interventions, academics, school social work, school counseling, and school leadership. The marketing campaign will include digital media, direct mail, phone calls, and wellness checks to verify student safety and residence.

### **3b). Identify VPK- and kindergarten-eligible students with the goal of engaging students**

BCPS, through a collaboration between multiple departments, schools, community organizations, and community providers, is undertaking the following strategies to enhance outreach and identify Voluntary Pre-kindergarten (VPK) and kindergarten-eligible students to maximize kindergarten readiness to support long-term achievement:

- VPK Communication Campaign:



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- Utilize BCPS department and school Social Workers and Parent Educators to identify at risk families and connect with resources, including access to early childhood education programs within BCPS (Head Start, VPK, Pre-K ESE, etc.) and throughout the community
- Implement unified school outreach to include but not limit to automated phone calls to the current student population, websites, marquees, banners, and flyers in local businesses and organizations
- Enhance district outreach to include but not limit to radio programs, district website, and direct emails and phone calls to current and potential families
- Implement collaborative outreach with the Early Learning Coalition of Broward County to promote all VPK programs for families throughout the community, including marketing to churches, local businesses, homeless shelters, social service agencies, health department, organizations, barber shops, libraries, etc.

### **Countdown to Kindergarten**

- Distribute Countdown to Kindergarten information (via flyers, postcards, bookmarks, etc.) to families of eligible kindergarten children promoting strategies to support kindergarten enrollment and readiness.
- Create a Broward County Public Schools Countdown to Kindergarten Website where families can register to participate in the program and receive direct information about kindergarten readiness, including:
  - A Book about Kindergarten
  - Summer Library Reading Challenge (calendar created in partnership with Broward Libraries)
  - Kindergarten promotional materials (bookmarks, readiness checklist, and enrollment information).
- Enhance school Kindergarten Round-Ups with a unified effort to promote kindergarten transition.
- Collaborate with Community Early Childhood Providers to promote kindergarten transition and the Countdown to Kindergarten Campaign.
- Host a “Countdown to Kindergarten Day” at a local Performing Arts Center targeting kindergarten eligible families with partner community organizations where families can:
  - See a performance together
  - Learn about the kindergarten experience and kindergarten registration
  - Interact with multiple vendors and community support organizations
  - Receive resources to support kindergarten transition.
- Implement Summer VPK Programs that target children who did not participate in VPK during the school year, including Pre-K students with disabilities.
- Expand VPK Capacity at Broward County Public Schools sites for the 2021-22 School Year.
- Conduct child study and matriculation meetings for all preschool students with IEPs to ensure the student's current social and academic needs are being met while developing a pathway for a successful transition to kindergarten.
- Conduct outreach through the Pre-K Assessment Center to families of children who have been referred for assessment via phone and email to schedule assessment appointments.

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- Conduct outreach and implement kindergarten readiness programming at the District Early Learning Centers (Gulfstream Early Learning Center, Lauderdale Manors Family Resource Center, Charles Drew Family Resource Center, Wingate Oaks Center).

### Rising K

Kindergarten Students were identified by September 9<sup>th</sup> to participate in the District's Rising K program, and after-hours learning opportunity targeting Kindergarten students who did not meet the minimum criteria of letter names, letter sounds, and concepts of print. BCPS firmly believes in order to close learning gaps, students should be provided developmentally appropriate grade-level instruction with just-in-time support and intervention to accelerate learning and close any gaps. Instruction is aligned to the Benchmarks for Excellent Student Teaching (BEST) Standards for kindergarten and follows an explicit, systematic approach to phonological awareness, phonics, language, vocabulary, listening comprehension, including read-aloud/think-aloud. The curriculum was designed to engage incoming kindergarten students in developing reading, writing and critical thinking skills via multisensory instruction and methodologies, including visual, auditory, kinesthetic, and tactile strategies. The Rising K program will be extended past the initial ending date of December 2020 through the Spring 2021 to ensure continuity of progress, growth, and acceleration. Additional assessments and data are being used to provide targeted remediation and support related to early literacy concepts and skills to ensure long-term achievement.

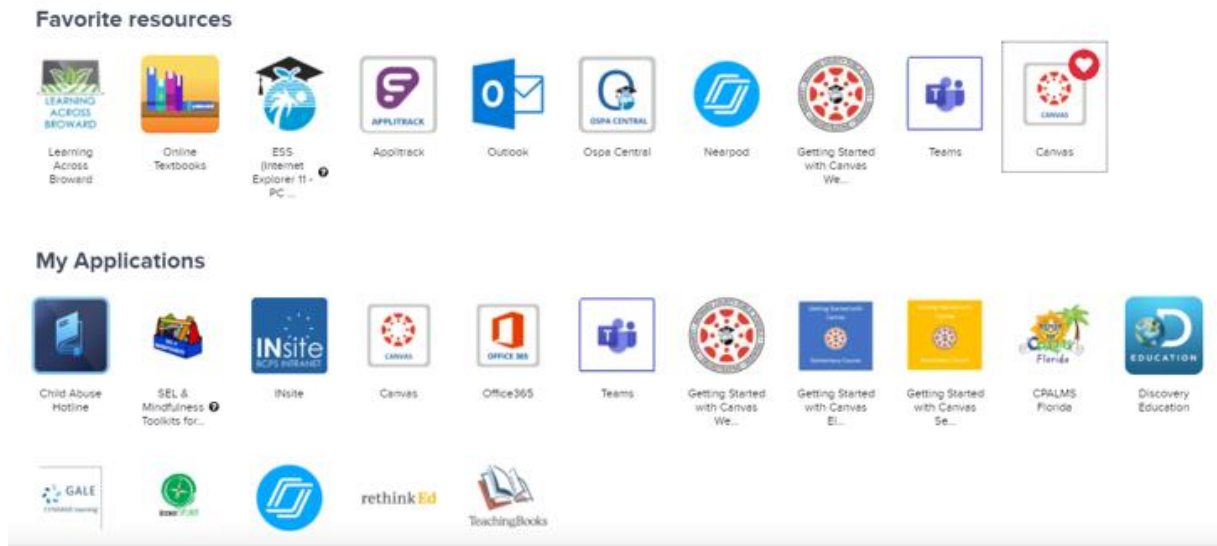
## Spring 2021 Education Plan and Assurances

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

### **4a) Professional Development Innovative Learning Modalities**

BCPS is adjusting professional development offerings, professional learning community collaborations, and other support systems to account for the unique challenges that teachers encounter in a COVID protocol in-school, at-home, or blended classroom. Examples of these supports include:

- Robust professional development opportunities offered for in-service points through District’s PD management system (*Learning Across Broward*) on best practices in delivering instruction in our innovative and virtual learning modalities. All options are categorized as “eLearning” for ease of identification.
- Microsoft Bookings application used to assist individual teachers at a time that is convenient for them on topics of interest to them  
(<https://outlook.office365.com/owa/calendar/InnovativeLearningDepartment@browardcountyschools.onmicrosoft.com/bookings/>)
- Robust digital ecosystem designed for interoperability between multiple digital applications through a single-sign-on functionality called the Clever Launch Pad where teachers and students can access their instructional and digital materials with one click.



- Curriculum and technology experts co-facilitating the instructional delivery to both remote and in class students via Teams.
- Designing and delivering self-paced Canvas courses so that teachers can learn about technology integration at their own convenience.

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- Tech Meet Up – Quarterly professional development event delivered collaboratively with our vendor partners via Microsoft Teams channels presenting a variety of digital tools and how to use them in our innovative and virtual learning modalities. Participants can attend multiple sessions during the event.
- Office of Academics is providing classroom teachers with model lessons, co-teaching opportunities, and broadcast lessons (distance learning teachers at one site broadcasting instruction to classrooms around the District) to assist teachers with not just content delivery but also student engagement strategies.
- Distance Learning Teacher Series – District-based teachers augment traditional curriculum with a set of programs delivered to multiple classrooms simultaneously through distance learning equipment. Participation in the series allows receiving teachers to be mentored and brings interesting and exciting activities to students. Distance Learning Teacher Series was implemented as a collaborative teaching model and supplemental to classroom instruction. The lessons are centered around a focus standard or standards and often include other grade-appropriate content.
- School and grade level leaders will receive dedicated guidance on addressing the challenges of transitioning to *Learning: Phase 3*. This includes grouping of students for core and supplemental instruction by learning modality, addressing parental concerns about returning to in-person instruction, and monitoring student performance for Adequate Academic Progress to identify emergent students that will need to be recommended for a return to the in-school modality.
- Dedicated grade band principal meetings, followed up with Cadre Director (principal supervisor) whole and sub-cadre meetings, are being provided to address the challenges that are anticipated to develop with the significant increase with in-person student learning during the second semester. These trainings focus on appropriately grouping students by modality, addressing the transitions of students from at-home to at-school learning modality, and effective monitoring of student performance.

### **4b). Interventions to support students in various learning modalities**

BCPS has provided and is expanding its extensive array of professional supports for teachers to support students in at-home and in-school learning modalities. These include synchronous and asynchronous training, collaborative spaces, and consultation on-demand sessions. Examples of these supports include:

- Literacy Department Canvas course is for Elementary teachers K-5 and open to all, which we offer one-hour webinars registration through Learning Across Broward (LAB) professional learning portal.
- The "Supplemental Literacy Resources to Support Virtual Learning" Canvas course was created by the Literacy Department to provide elementary level teachers and support staff with practical supplemental literacy print and digital resources and instructional practices to support students' development of foundational skills, interactive read a-louds, shared reading experiences in a virtual learning environment. The course also includes a module on how to administer and analyze formative reading assessments online to continue to move our students toward reading proficiency.
- Elementary Learning Curriculum Canvas Course houses all curriculum, formative assessments, and summative assessment guidance. Teachers are provided detailed Scope and Sequences with exemplar lesson plans to follow and can be modified in the eLearning environment. Content is provided for English Language Arts, Math, Science, and Social Studies.

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- Learning On-Demand Elementary Standards and Content Webinars are provided live and recorded for teachers to meet their most immediate needs with eLearning implementation in a variety of teaching environments. Exemplary practices, videos, lessons, and strategies from teachers and district staff are highlighted and available to almost 8,000 staff members with access.
- Microsoft Yammer Groups for Grade Level Teachers and Coaches are used to promote peer-to-peer and with District personnel on what is working, what isn't working, and what needs are arising that need to be supported. The District responds by modifying the webinar schedule and adding more Live Instruction lessons to push into classrooms and model high-quality, standards-based instruction for students and teachers.
- Blended professional learning opportunities provided to elementary teachers, administrators, and staff on the new B.E.S.T. standards to decrease future gaps in standards-based instruction where concepts and skills have changed grade levels and accelerate learning for all students.
- Collaboration with state and national partners has expanded the District's ability to provide professional learning on foundational reading skills and how to address just in time instruction to address unfinished learning. This unique approach to leveraging partnerships to meet District needs has received positive feedback and is impacting the way teachers interact with their students, differentiate what and how they plan lessons, and strengthen their knowledge, understanding, and implementation of high-quality early literacy instruction and interventions.
- Tech Meet Up – Quarterly professional development event delivered collaboratively with our vendor partners via Microsoft Teams channels presenting a variety of digital tools and how to use them in our innovative and virtual learning modalities. Participants can attend multiple sessions during the event. Further information can be found at <https://www.browardschools.com/Page/39451>
- Office of Academics is providing classroom teachers with model lessons, co-teaching opportunities, and broadcast lessons (distance learning teachers at one site, broadcasting instruction to classrooms around the District) to assist teachers with not just content delivery but also student engagement strategies.
- Elementary Live Co-Teaching Lessons launched in December for the 2020/21 school year. The Elementary Learning Department Instructional Staff co-teach-exemplary standards-aligned lessons identified from the Scope and Sequence by certified district teachers for all content areas.
- Distance Learning Teacher Series – District-based teachers augment traditional curriculum with a set of programs delivered to multiple classrooms simultaneously through distance learning equipment. Participation in the series allows receiving teachers to be mentored and brings interesting and exciting activities to students. Distance Learning Teacher Series was implemented as a collaborative teaching model and supplemental to classroom instruction. The lessons are centered around a focus standard or standards and often include other grade-appropriate content.
- New elementary webinars, training, and professional learning related to reading and math interventional approaches will launch in January 2021. The opportunities will provide teachers immediate strategies to support their students in mastering grade level content/standards, as well as ensure teachers have the tools and support to remediate identified deficits in the 6 components of Reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) and well as Mathematics procedures, fluency, and conceptual understandings related to grade level math concepts and skills.



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- Innovative Learning On Demand Videos at <https://view.streamvued.com/v2api/tab/innovative/publicPage>
- Designing and delivering self-paced Canvas courses so that teachers can learn about technology integration and eLearning strategies at their convenience.
- Bilingual/ESOL Department offers open CANVAS courses where our ELL recorded webinars are housed. <https://browardschools.instructure.com/courses/867005>
- ELlevation Strategies equips teachers with specific approaches they can use to effectively facilitate academic conversation and writing in content-area classrooms. Ellevation Strategies is particularly helpful in allowing mainstream, classroom teachers to target instruction to the needs of their English learners by efficiently connecting particular content-area topics to the language levels of their students. <https://ellevationeducation.com/product/ellevation-strategies/default>
- District Multi-tiered System of Support (MTSS) Online Courses (Canvas) can be found at: <https://browardschools.instructure.com/courses/835670>
- The Student Education and Accommodations App (SEPA) is provided for all teachers of record. This enhancement made within Canvas, through collaboration with multiple vendor partners, identifies students with specific accommodations and instructional strategies for teachers when creating content in Canvas for students with an IEP, EP, 504 Plan, RtI A and B, or ELL students. This enhancement enables differentiation and identification of appropriate interventions to support students in various learning modalities.
- School leadership teams are convened by Cadre Directors (principal supervisors) in whole and sub-cadre professional learning communities to review academic and operational issues. These meetings will now include a dedicated time for school leaders to receive training, to report on experiences, and to request assistance in transitioning students from the remote to in-school instruction.
- Elementary grade level and secondary department chairs will receive specific guidance and development on utilizing assessment data, monitoring systems, and in selecting interventions for returning students from district divisions of Office of Academic, Office of Student Support Services and Recovery, and Office of School Performance and Accountability. These will be delivered through the existing organizational meetings and additional sessions will be scheduled as needed. Whenever possible, these sessions will be supplemented with resources, including text and video, in dedicated Canvas courses.

**4c). Technology needs (especially new learning management systems).**

BCPS will continue to deploy and develop a unified learning eco-system that provides resources for in-person and digital instruction for individual students and enables teachers to engage students regardless of learning modality. Professional development is provided for teachers at various stages of learning management system mastery throughout the year.

Improved broadcasting capability from classrooms through the procurement and distribution of Poly Studio Video Bar. This will enable teachers and students, both in class and remote, to interact and collaborate effectively and equitably. Poly Studio Video Bar has built in cameras and microphones so that students can hear each other in both locations with voice activated tracking feature to follow in-class students or teacher. Current availability of the Poly Studio Video Bar is for approximately one-half of BCPS classrooms with primary deployment being at the secondary level of instruction. Training on usage of the video bar offered multiple times per week.

Additionally, ongoing webinars delivered multiple times per day that include training and support on software applications, learning management system, and Microsoft tools used to deliver synchronous and asynchronous instructional delivery ( <https://www.browardschools.com/Page/39359>) along with a catalog of PD options on how to use District instructional software found at <https://airtable.com/shrfd4k3jsBItJgG0/tbl06ieFcwftZAcc9> separated by ability level (beginner, intermediate, and advanced).

## 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.

<b>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</b>
Daniel Gohl, Chief Academic Officer
<b>Contact information: email, phone number</b>
Daniel.Gohl@browardschools.com
<b>Date submitted</b>
<del>December 15, 2020</del> <del>December 18, 2020</del> December 28, 2020
<b>Superintendent Signature (or authorized representative)</b>
