



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

UF Lab School: P.K. Yonge DRS

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

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

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

Directions

Districts shall complete this form and email to ReopeningPlan@fldoe.org 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. DOES NOT APPLY TO UF LAB SCHOOL AS A SPECIAL SCHOOL DISTRICT.

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.

P.K. Yonge's Spring Intervention Plan includes the following:

- A. Achievement gaps that are existing, emerging, and/or exacerbated by the pandemic and remote instruction have been, and will continue to be, addressed as follows:

(1) P.K. Yonge's K-12 Multi-Tiered System of Supports: Quarterly Student Success Team (SST) meetings are led by the designated Learning Community Leader (blended funding from IDEA, Title I, SAI, Reading Allocation supports one LCL at K/1, 2/3, 4/5, 6-8 ESE, 6-8 gifted, 9-12 ELA/SS; 9-12 Ma/Sci). SST meetings bring together classroom teachers, counselors, behavior coaches, school psychologists, OT, SLP, and administration to analyze progress monitoring data and identify needs for core instruction improvement (Tier 1 curriculum changes to better serve the learning needs of the majority of students) as well as small group (tier 2) and individual intensive interventions (Tier 3). Each SST meeting culminates with a plan designating specific programmatic, instructional strategies, and intervention plans to be implemented in response to learners' progress monitoring data and includes identifying who is responsible for implementing each component of the plan. Implementation of intervention plans is documented by teachers and Learning Community Leaders.

https://pkyonge.ufl.edu/wp-content/uploads/2019/07/PKY_MTSSHandbook.pdf

Additional details regarding interventions to mitigate math and literacy achievement gaps resulting from COVID follow:

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- K-5 students falling behind in reading achievement are provided an additional 20 minutes of small group, targeted instruction by a specially trained instructor four days per week.
- K-5 students falling behind in mathematics achievement are provided additional targeted skills instruction in a small group 2-3 times per week.
- 6-8 students falling behind in reading achievement are provided targeted instruction and personalized support by the ELA and/or social studies teacher twice weekly.
- 6-8 students falling behind in mathematics achievement are provided targeted instruction and coaching by the Learning Community Leader.
- 9th grade students falling behind in mathematics and/or reading achievement are enrolled in a study skills course led by the Learning Community Leader that incorporates explicit skills instruction in reading and mathematics.
- 10-12 students falling behind in mathematics and/or reading achievement are enrolled in a study skills course led by the Learning Community Leader and/or are provided course specific tutoring and small group instruction by the Learning Community.

(2) Special Help Sessions: Additional, targeted support during the school day is provided by a newly hired school psychology intern focused on learning strategies for struggling students. Additional instructional time beyond the school day is provided by some 6th – 12th grade course instructors in response to students' learning needs and through published "office hours" for students to work in small groups and/or individually with their course instructor either in the classroom or through Zoom.

(3) Continue NEW COVID-response curriculum adjustments made at the beginning of the school year to address emerging (and to prevent growing) gaps in students' learning as follows: (a) enriching reading instruction with SIPPS (Center for the Collaborative Classroom) for all K-2 students; a research-based, intensive, systematic program in phonics; (b) enrolling all 6th – 8th grade students in two math units; (c) incorporating computer-assisted instruction (iXL) in mathematics for all 2nd – 8th grade students, High School Geometry, and Math for College Readiness.

(4) Family Webinars: P.K. Yonge's Student & Family Services designed a series of informational webinars (live sessions were recorded and have been posted on the PKY website for on-demand, easy access) devoted to closing the achievement gap. Topics include skills and strategies for succeeding in remote learning, tips for mental well being during the pandemic, navigating Canvas; planning is underway to provide additional, targeted sessions on academic enabling skills in the spring.

(5) Monthly progress monitoring reports will be provided to parents/guardians for both on-campus and *VirtuallyPK* students identified as performing below grade level and/or demonstrating decline on the district's progress monitoring system.

(6) Campus-based, face-to-face summer intervention programs for students in need of additional instructional time will be adapted and scheduled for June 2021 to include the following:

- a. **SAIL+** (*Summer Adventures in Literacy*) for K – 3 students falling behind on reading progress monitoring measures; 15 days; 3 hours of intensive reading instruction per day; plus one hour

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of intensive, personalized mathematics instruction; reading instruction to be funded by the Reading Allocation.

- b. **MAP+ (Math Advancement Program)** for 4th – 8th grade students falling behind on mathematics progress monitoring measures; 15 days; 3 hours of intensive mathematics instruction per day; plus one hour of intensive, personalized reading instruction; funded by Title I
- c. **Credit Completion+** for 9th – 12th grade students who have not demonstrated mastery on performance standards for a course by the end of the school year; 15 – 30 days; 4+ hours per day; funded by Supplemental Academic Instruction Allocation; specialized tutoring and instructional support will be provided to accelerate skill achievement in literacy and mathematics for high school students falling behind due to impact of COVID-19

Parents/guardians of students identified as in need of an extended school year opportunity will be notified in writing in March and invited to enroll their student in the applicable summer program.

(6) Lost instructional time: The delayed start to the school year did not result in any lost instructional time as the Bell Schedule is organized to support a 4 x 4 Master Schedule for 6th – 12th grades and many of the traditional Pupil Holidays were suspended. One planned school day was suspended due to a Tropical Storm and the lost instructional time is being recovered by adjusting the Wednesday Bell Schedule and temporarily suspending the new 6th -12th Advisory Schedule to add more instructional time to each course.

- B. Targeted outreach for students demonstrating a decline via P.K. Yonge's progress monitoring system for reading and mathematics is underway, and will continue, for all students kindergarten through twelfth grade, including both campus-based and *VirtuallyPK* learners as follows:
 - K – 5 campus-based students: Learning Community Leaders work with their teaching team to make adjustments to students' learning groups and intervention strategies. See A(1) above for a description of PKY MTSS and additional details.
 - K – 5 *VirtuallyPK* students: Learning Community Leaders work with their teaching team to make adjustments to students' learning groups and intervention strategies. See A(1) above for a description of PKY MTSS and additional details.
 - 6th – 12th campus-based students: An adjustment in on-campus learning was made in November to provide for daily face-to-face meetings with course instructors as indicated in the student's schedule. Course instructors meet with students to identify challenges and blocks to learning and develop learning plans with students. Course instructors also contact parents/guardians to develop plans for mastering course specific learning goals. See A(1) above for a description of PKY MTSS and additional details.
 - 6th – 12th grade *VirtuallyPK* students: Course instructors reach out to students and their parents/guardians to develop plans for mastering course-specific learning goals. See A(1) above for a description of PKY MTSS and additional details. Phone calls were made in October/November by school counselors to the parent/guardian requesting that the student return to face-to-face instruction.

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- 9th – 12th grade campus and *VirtuallyPK* students may be enrolled in a special section of learning strategies to support training and application of academic enabling/self-regulation skills and organized around course-specific learning goals and tasks.
- Tier 3 academic coaching in academic enabling skills and executive functioning provided by the school psychologist team for students 2nd – 12th who are achieving well below grade level on PKY's reading and mathematics progress monitoring system and/or accumulating significant failing grades.

C. Additional interventions and supports for students transitioning from *VirtuallyPK* (innovative learning model) back to face-to-face instruction include the following:

- Support sessions with school counselor (to address academic, emotional, and mental health supports).
- Universal Design for Learning: Teacher designed opportunities for each learner to use varied methods, materials, and access points so that students have the opportunity to master course-specific, clear, shared learning goals rather than continuing to fall further behind, leaving gaps in their knowledge and skills. Flexibility in course completion pacing to reduce middle/high school course failures.
- Tier 2 Small Group instruction provided the classroom teacher/course instructor.
- Tier 3 personalized, intensive instruction provided by Learning Community Leaders and specialists.
- Help Sessions beyond the school day provided by some course instructors.

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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.

A. P.K. Yonge parents/guardians of students who are making adequate academic progress and meeting grade level benchmarks in our progress monitoring system enrolled in *VirtuallyPK* (our innovative learning modality) will be individually notified in writing regarding their option to continue the school year via *VirtuallyPK* or to return to campus for face-to-face instruction. See attached for a copy of this notification.

B. Written notice to parents/guardians of students not making adequate progress and falling below grade level benchmarks in our progress monitoring system enrolled in *VirtuallyPK* will be provided via email, postal mail, and a phone call from the principal and/or student's counselor in December. The written notice includes an explanation of the associated educational risks as well as the school's request and strong recommendation that the student return to campus for face-to-face instruction and academic intervention support. A parent/guardian requesting to continue student placement in the innovative learning modality, despite academic struggles and lagging behind in PKY's progress monitoring system, will be collected in writing. Such written requests shall include specific action steps for improving their student's academic progress and addressing emerging learning gaps. Please see below for the Parent Notification Letter for students not making adequate progress.

(Date)

Dear Parent/Guardian of (Student Name),

Due to the impact of COVID-19, P.K. Yonge Developmental Research School has provided families a choice of two instructional models: in-person (on campus) or *VirtuallyPK* (virtual instruction).

Students engaged in *VirtuallyPK* (virtual instruction) have been receiving synchronous instruction from their classroom teacher(s) via Zoom; however, recent studies indicate that some students in remote learning environments may regress academically, particularly students in vulnerable populations. To mitigate these achievement gaps, the Florida Department of Education issued Emergency Order 2020-EO07 requiring districts to provide written notice to a parent/guardian of any student who is not making adequate academic progress, and the associated educational risks of maintaining a student in this learning modality.

Based on a variety of academic factors, it has been determined that your child is not making adequate academic progress and is in danger of academically regressing, failing a class(es), or being retained.

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Therefore, I recommend that your child return to brick and mortar (in-person) instruction for enhanced instructional interventions and support.

Please complete the form below, sign, and return to your level assistant principal within three (3) calendar days of the date of the letter. If you need further clarification or have questions, please contact your assistant principal. We are committed to continuing to work together to support your child's success.

Sincerely,

Carrie T. Geiger, Ed.D.

Principal

Parent/Guardian Acknowledgment Form of P.K. Yonge Instructional Model

Directions: Please indicate your choice, sign and return to principal.

- I have read and understand the conditions of my child's academic status. I agree that my child will transition to in-person instruction no later than two weeks from the date of the signed form.
- I have read and understand the conditions of my child's academic status. My signature confirms receipt of this notice and acknowledgement that I intend to maintain my child in the *VirtuallyPK* (innovative learning) instructional model.

Parent/Guardian Name:

Parent/Guardian Signature:

Date:

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.

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- A. Students demonstrating lack of attendance and/or active, daily participation in *VirtuallyPK* have been, and will continue to be, contacted directly by teachers, the student’s counselor, principal, Director of Student & Family Services, and the behavior coach through phone calls, emails, and direct messaging in Canvas. Communication attempts have been ongoing. Plans are underway for our UF SRO to coordinate wellness checks where needed with multiple law enforcement agencies, as our students reside in 30+ cities.

To ensure a smooth transition for students returning from *VirtuallyPK* to brick-and-mortar instruction during the 2020-2021 school year, the following steps are taken: (1) a re-entry and planning for success meeting with the student’s counselor; (2) weekly progress monitoring checks by the Learning Community Leader; and (3) administrator check-ins with course instructors/classroom teachers to monitor student progress upon return to campus.

- B. Students are randomly selected in the spring for P.K. Yonge’s entering kindergarten class. All students selected for kindergarten entry fall 2020 were notified by a phone call, email, and postal mail. If/when a family declines the invitation to attend PKY, another student is randomly selected from the admissions pool. We did not have any students who accepted the invitation spring 2020 to attend kindergarten fall 2020 “no show” when school began. P.K. Yonge does not provide a VPK program.

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

UF Lab School prioritizes teacher and school leader learning throughout the school year and during summer breaks. CARES funding was allocated to support three additional professional learning days (July 27 – 29) for all teachers, and the continued employment of a full-time instructional technology specialist who leads both planned, topic-focused workshops and on-demand training as requested by faculty through our “Help Ticket” system.

A. Ongoing professional learning for designing and delivering instruction via *VirtuallyPK* includes the following and was attended by both teachers and school leaders:

July 27 – 29, 2020 - Summer Institute, (6 hours per day)

Instructional/Unit Design, Canvas course design and summative assessment design

July 30 – 31, 2020 - Back to School Fall Symposium (6 hours per day)

River Phoenix Center for Peacebuilding provided training on supporting the emotional needs of our learners in a pandemic and beyond, and how to implement restorative practices

Canvas course and Unit design continued

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August 3 – 7, 2020 - Professional learning in preparation for *VirtuallyPK* (6 hours per day) attended by both teachers and school leaders:

- Restorative practices in an online environment
- Canvas course and Unit design
- Instructing through *VirtuallyPK* for K-5
- 6-12 instructional design development through unit tuning with Great Schools Partnership

August 10 – 14, 2020 - Professional learning in preparation for facilitating learning via *VirtuallyPK* (6 hours per day)

- Implementing restorative practices in an online environment
- Canvas course and unit design continued
- Optimal scheduling for elementary learners in a remote learning environment
- 6-12 instructional design development through unit tuning with Great Schools Partnership continued

September 16, 2020 - Unit Tuning in Canvas (1.5 hours) attended by both teachers and school leaders

October 21, 2020 - Unit Tuning in Canvas (1.5 hours)

December 7 – 10, 15, & 17, 2020 (3 hours) attended by both teachers and school leaders

- Adapting the instructional model to the new architecture
- Innovations in Hyflex instruction

February – May 2021 for both teachers and school leaders

- Ongoing planned and on-demand training in instructional strategies and Canvas Learning Management to improve learning in a Hyflex learning environment

B. Professional learning devoted to interventions for supporting struggling students in various learning modalities, including face-to-face and *VirtuallyPK*, include the following for both teachers and school leaders:

August 2020

- Foundational relationships
- UDL framework for designing learning activities and assessments

September – October 2020

- Faculty meeting devoted to shared problem solving to develop specific strategies for modifying instruction to actively engage all learners, especially those most disengaged
- Training in evidenced-based strategies for implementing supports for struggling learners during Student Success Team Meetings
- Big Ideas training for math teachers

January 2021

- Training in evidenced-based strategies for implementing supports for struggling learners during Student Success Team Meetings

February – May 2021

- Adapt unit tuning protocol to engage UDL framework for identifying strategies and supports for struggling students

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C. Ongoing professional learning devoted to technology, including design, use and application in the Canvas Learning Management System includes the following for both teachers and school leaders:

July 27 – 29, 2020 - Summer Institute, (6 hours per day)

- Canvas: designing a course and summative assessments

July 30 -31, 2020 - Back to School Fall Symposium (6 hours per day)

- Canvas course and unit design continued

August 3 – 7, 2020 - Professional learning in preparation for *VirtuallyPK* (6 hours per day)

- Canvas course and unit design continued
- Microsoft Teams
- Hapara

August 10 – 14, 2020 - Professional learning in preparation for Virtually PK, 6.5 hours per day

- Restorative practices in an online environment, Canvas course and Unit design continued, Virtually PK for K-5 review, tuning units in Canvas, Microsoft Teams instruction, Hapara instruction, Zoom instruction

August 17 -21, 2020 - Pre-Planning, 2 hours per day

- Support for technical systems (Hapara, Canvas, Skyward, Zoom, Teams, Jabber)

August 31, Sept 1, & 4, 2020 – On-Demand Help Sessions, 4 @ 30-minutes during planning period

- Support for technical systems (Hapara, Canvas, Skyward, Zoom, Teams, Jabber)

August – November 2020 (approximately 40 sessions)

- Mini PD, as needed sessions - 30 minutes each scheduled via our Help ticketing system
- Training in technical systems (Hapara, Canvas, Skyward, Zoom, Teams, Jabber)

October 22 & 30, 2020 - 3 @ 30 minutes during planning period

- iPad use for remote instruction

October 23 & 29, 2020 - 3 @ 30 minutes during planning period

- Open Canvas help sessions

November 18, 2020 - 4 @ 30 minutes during planning period

- Technology set up for Hyflex model

January 14, 15, & 19, 2021 (6 hours per day)

- Initial training on new technologies installed in the new building
- Professional Workplace Technology Integration

February – May 2021

- Ongoing planned and on-demand training to support teacher use of new technologies in the Hyflex learning environment

In addition to participating in the above, P.K. Yonge's principal is currently participating in the following professional learning opportunities:

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1. UF Leadership Academy (12 months) areas of training include the following: Inspiring Trust, Inclusive Leadership, Emotional Intelligence, Thinking Strategically, Leading the Challenge of Change, Accountability, and Leading with Courage
2. Great School Partnership Principals' Professional Learning Group—meets monthly to support principal professional development in service of creating more equitable schools for all students
3. Harvard Online Certificate in School Management & Leadership—an innovative collaboration between the Harvard Graduate School of Education (HGSE) and Harvard Business School (HBS). Includes three courses to be completed during the 2020-2021 school year: (1) Leading People—how to recruit, develop, retain, and inspire outstanding individuals and teams to deliver on the vision of your school; (2) Leading Schools—how to identify existing challenges, incorporate and support innovation, and take a strategic problem-solving approach to planning and driving school improvement; (3) Leading Change—how to successfully drive school change and help diverse stakeholders establish priorities and improve practice.
4. Cognia Training for School Accreditation Visiting Team Members & training in preparation for a school site visit spring 2022.

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. Lynda Fender Hayes, Director
Contact information: email, phone number
lhayes@pky.ufl.edu 352.294.7297
Date submitted
12/28/2020
Superintendent Signature (or authorized representative)
