



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[Polk]

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.

☒ **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.

In accordance with DOE Order No. 2020-EO-07, as well as Polk County Public Schools Strategic Plan Goal 1, continued focus on closing academic achievement gaps is of the utmost importance to the district. Through progress monitoring data and teacher assessment/observation/analysis students who are underperforming are identified through the district's data dashboard provided to administrators and through our student information center accessible to teachers for the students they serve.

- a. Additional instructional time continues to be offered after school and on Saturdays (schedule preference by school community) following the recommended six-week cycles per grading period and includes up to 12 additional hours of instruction per week. This time is utilized to target specific academic achievement gaps and prioritizes reading and mathematics.
 - Round 1 – Extended Learning: September 14 – October 23, 2020
 - Round 2 – Extended Learning: November 2 – 20; November 30 – December 18, 2020
 - Round 3 – Extended Learning: January 11 – February 10, 2021
 - Round 4 – Extended Learning: March 1 – March 19; March 29 – April 16, 2021
 - Summer Learning – June 9 – July 1, 2020, Monday-Thursday each week consisting of six instructional hours for each of the 14 school days for a total of 84 instructional hours. Summer Learning opportunities will include but may not be limited to 3rd grade reading camp, middle school course recovery, and high school credit recovery.
- b. The district will compare reading and mathematics data from the first and second progress monitoring windows for students in grades K-12 (including DJJ and other alternative education students) to ensure accurate identification of students who are demonstrating a decline in academic performance. Resulting students will be identified through our Student Information System through a report generated for schools. Schools will develop and implement targeted outreach strategies to connect students with additional Tier 1, Tier 2, or Tier 3 (as needed) academic interventions as outlined in the decision trees for each level: elementary, middle, and high school: [Polk2021-K12RPdecisiontrees.pdf](#) Supports may occur

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online, independently at home, or on-campus, face-to-face. The minimum identifying criteria for each level is as follows:

Elementary students experiencing decline, as determined by any indicator listed below will be targeted for additional interventions and supports: Below grade level achievement based on the most recent FSA (Florida State Assessment) score; Below grade level performance on the state-required reading and/or mathematics progress monitoring assessment (STAR Early Literacy/STAR Reading and STAR Math); An academic grade of D or F posted in Quarter 1 and/or a current grade of D or F in a core academic course; Attendance below 90%

Middle grades students experiencing decline, as determined by any indicator listed below will be targeted for additional interventions and supports: Below grade level achievement based on the most recent FSA (Florida State Assessment) score. This includes scores on the FSA ELA, FSA Mathematics, and/or FSA End of Course exams for Algebra 1 or Geometry; Below grade level performance on the state-required reading and/or mathematics progress monitoring assessment (STAR Early Literacy/STAR Reading and STAR Math); An academic grade of D or F posted in Quarter 1 and/or a current grade of D or F in a core academic course; Attendance below 90%

High school students experiencing decline, as determined by any indicator listed below will be targeted for additional interventions and supports: Below grade level achievement based on the most recent FSA (Florida State Assessment) score. This includes scores on the FSA ELA, FSA Mathematics, and/or FSA End of Course exams for Algebra 1 or Geometry; Below grade level performance on the state-required reading and/or mathematics progress monitoring assessment (STAR Early Literacy/STAR Reading and STAR Math); An academic grade of D or F posted in Quarter 1 and/or a current grade of D or F in a core academic course; Attendance below 90%; Grade Point Average (GPA) below 2.0; and missing graduation assessment requirement.

- c. Interventions and supports specifically identified for students who are transitioning out of the innovative learning model may include, but are not limited to:
- Small group instruction on targeted skill gaps
 - Individual instruction on targeted skill gaps
 - Push-in/pull-out academic support provided by academic interventionist and/or academic instructional coach, resource teachers, ESOL and/or ESE teacher
 - Grade, course, or credit recovery opportunities made available before, during, and/or after school
 - Individualized before/after school and Saturday tutoring
 - Implementation of additional Star instructional lessons
 - Additional progress monitoring to track effectiveness of interventions
 - Increase time on computer-based supplemental programs (Smarty Ants, Istation, Freckle Math, Imagine Math, Achieve 3000)
 - Revisit 504 and IEPs for students with formalized plans ensuring up-to-date and appropriate goals, objectives, and strategies

All plans for Polk County Public Schools Spring 2021 Education Plan also applies to our students being served in our DJJ programs.

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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. Only students making adequate academic progress in the eSchool model will be offered the opportunity to continue in the eSchool model for the spring semester. Additionally, students in eSchool will be required to utilize their camera during instruction when working with the instructor and/or instructional support personnel. The district has established criteria to identify eSchool students making adequate academic progress in the innovative learning model. eSchool students in grades K-12 achieve adequate academic progress by:

- Maintaining satisfactory grades of C or higher in core academic courses as well as electives required for high school graduation
- Grade level proficiency on previous years' FSA ELA and Mathematics assessments and End of Course exams
- Grade level performance on this year's reading and mathematics progress monitoring assessments
- Attendance rate of at least 90%
- Additional criteria for seniors: 2.0 Grade Point Average or higher and satisfaction of the reading and mathematics assessment requirements for graduation

2b. Parents/guardians of any eSchool student not meeting every criterion determining adequate academic progress will be provided written notification that their student is required to return to in-person learning as soon as possible. Students may only continue in the eSchool learning model if the parent/guardian provides the school written acknowledgement of their student's lack of academic progress. The written acknowledgment confirms continued eSchool enrollment is accompanied by risk of retention and not achieving a year's worth of academic progress by the end of the year and despite the risks.

The district will generate parent notification letters for all eSchool learners not meeting every identified criterion used to determine adequate academic progress. Each school may establish timelines and school-specific processes for eSchool students to return to in-person learning with the return date not to extend beyond the fall semester. Schools are required to document multiple attempts to reach each eSchool student not making adequate academic progress to support the student's return to in-person learning. School principals are required to submit a verification of student contact to the superintendent's office.

Schools will continue to monitor established criteria for remaining eSchool students and require a return to in-person learning at any time a student fails to meet any of the established criteria.

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.

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3a. The district has used enrollment comparisons between the 2019-2020 school year and the 2020-2021 school year to identify vulnerable students who have had limited or no contact with the district. School personnel including, but not limited to, counselors, school success coaches, administrators, and social workers have called parents and attempted conferences with parents and/or students, as appropriate. Staff members have conducted wellness checks, multiple home visits, referred students to alternative schools including programs designed to accelerate student progress towards promotion and/or graduation, drop-out retrieval programs, eSchool learning programs, and virtual education programs.

The chart below summarizes the enhanced strategies available to schools, parents, and students to address issues related to truancy. If a strategy is ineffective, the school team, including input from the parent, should meet to discuss barriers to successful implementation and problem solve as needed.

Enhanced Attendance Strategies by Tiers			
Tiers	School/District Strategies	Parent/Guardian Strategies	Student Strategies
Tier 1	<ul style="list-style-type: none"> • Teachers will take attendance daily • School administrators (or designee) will monitor attendance monthly • Encourage attendance through PBIS school-wide incentives • “Strive for Less than 5” campaign for spring semester • Use of social media to educate parents on the importance of attendance 	<ul style="list-style-type: none"> • Parent to report each absence and provide appropriate documentation for excuse based on School Board Policy 5200 • Parent discusses importance of attendance and encourages student attendance and participation in school • Parent ensures student is prepared to learn (study space, adequate sleep, learning materials, etc.) 	<p>Student attends school daily, on-time, ready to learn</p> <ul style="list-style-type: none"> • Student actively participates in all learning activities (campus learning, e-school, virtual) • Student completes all school assignments on time
Tier 2	<ul style="list-style-type: none"> • Use new Absence Temporary (AT) code when tracking students absent with COVID for timely return to school • COVID Call Center will match phone contact with staff or students who have been quarantined/isolated prior to return to work or school to encourage 	<ul style="list-style-type: none"> • Parent immediately notified school when there is a pattern of non-attendance • Parent notifies teacher if student is having difficulty participating in learning activities or completing assignments • Parent will monitor student attendance and work completion weekly. 	<ul style="list-style-type: none"> • Student completes make-up work for absences within requirements outlined in School Board Policy 5200 • Student completes and submits missing assignments • Student participates in grade recovery

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	<p>attendance and re-engagement in learning</p> <ul style="list-style-type: none"> • Daily calls to parents when a student is absent (School Messenger) • Attendance manager will run truancy reports weekly • Attendance Letters sent home when a student misses 10 excused, 5 unexcused, and 10 unexcused absences in 90 calendar days. • Report truant students who are 14 and older to Department of Highway Safety and Motor Vehicles (DHSMV), which may result in driver’s license suspension or impact obtainment • School to provide make-up work as outlined in School Board policy 5200. • Teacher will contact the parent/guardian by phone, letter, agenda note or conference and document contacts once a pattern of non-attendance begins to identify issues that may be preventing attendance. • Teacher will notify attendance manager when student has missed two consecutive days to alert a pattern arising. • If pattern begins to progress, attendance manager will notify administration to schedule a Student Support Team (SST) Meeting. Team members must include administrator and school- 	<ul style="list-style-type: none"> • Parent supports student to complete any missing assignments or to complete make-up work for absences • Parent participates in calls or meetings to address concerns related to student attendance or learning as much as possible 	<p>activities (when appropriate)</p> <ul style="list-style-type: none"> • Student asks parent/guardian or teacher for assistance when needed
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	<p>based support personnel. The parent must be invited to participate. The school social worker should be invited to participate.</p> <ul style="list-style-type: none"> SST team will meet to discuss barriers to student attendance and create an intervention plan appropriate to the student's needs. SST may refer student to school social worker for Tier 3 supports. 		
Tier 3	<ul style="list-style-type: none"> School social worker will provide case-management supports and work with the parent to address barriers to attendance Progress monitoring of individual student attendance by SST Follow-up SST meetings to identify progress and modify interventions if needed School mental health supports including individual or group counseling may be provided Discuss alternative education opportunities that fit the need of the student School social worker may conduct home visits (remaining outdoors during COVID) School social worker may refer to community resources to address barriers School social worker may refer to Child in Need of Services/Family in Need of Services (CINS/FINS) 	<ul style="list-style-type: none"> Parent will participate in case management activities with school social worker or appropriate community agency when required Parent will follow up with community referrals Parent will monitor student attendance and work completing daily Parent will consider alternative learning modalities to support student progress Parent will submit doctor's notes for any additional absences to be excused Parent will encourage student participation in extended learning opportunities (after school, weekends, summer learning, etc.) 	<ul style="list-style-type: none"> Student will participate in attendance interventions as recommended by SST Student will participate in course recovery activities when appropriate Student will participate in extended learning activities (after school, weekends, summer learning) when appropriate

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	<ul style="list-style-type: none"> • School social worker may refer student to Youth at Risk (YAR) committee • School social worker may file a parental prosecution through the courts pursuant to F.S 1003.27 		
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3b. Kindergarten readiness is crucial to preparing children for long-term achievement. Throughout the pandemic, our prekindergarten programs have continued to support our youngest learners. PCPS Head Start and VPK continue to provide face-to-face services at all 67 school locations by increasing enrollment and ongoing recruitment efforts. Recruitment efforts focus on high-risk communities throughout the district. 759 Head Start students are enrolled. We will increase class size to 18 in January in order to reach our goal of being fully enrolled (942 students) by the end of January. Enrollment is increasing in our VPK and Title I PK classrooms, although not as rapidly as Head Start. Our VPK Enrollment Specialists are connecting with all parents who have applied but have yet to enroll their child.

Our current kindergarten enrollment represents nearly 95% of kindergarten enrollments as of this time last school year. Concentrated efforts to conduct our annual "Kindergarten round-up" in the Spring of 2020 continued as strategies were implemented throughout the pandemic. Individual schools reached out to their respective communities, local day cares and private preschool providers were contacted, social media blasts were utilized, and publications were also used to support parents and families in registering students. Safety protocols were also put into place to ensure families felt comfortable visiting school offices by appointment and with proper personal protective equipment in order to register students. Online applications were utilized so parents could pre-populate as much information as possible, thereby minimizing the time they had to visit schools face-to-face during the spring and summer. Ongoing efforts to recruit and enroll students continue to this date.

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).

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4a. Polk County Public Schools has planned and provided support for the teachers and leaders in our district by developing a multitude of offerings. Virtual professional development opportunities are accessible in our Professional Learning Suite called netConnect.

PCPS began training Schoology Ambassadors for the 2020-2021 school year in July. Each school selected a minimum of two teacher leaders to serve in this train-the-trainer model. In August of 2020, all instructional and administrative staff participated in Schoology training (4 hours) as it became the learning management system for all Polk County Schools. The same month, content area professional development was provided to show how to use district created/purchased resources in Schoology. Sessions included how to move materials from groups to their courses and how to modify classroom instruction for virtual instruction. Professional development follow-up in the form of live content webinars is now offered to adjust to the current needs of the teachers regarding innovative and virtual learning modalities. Ongoing school support from district curriculum specialists and coaches promote effective teaching and learning in various modalities and in the implementation of Schoology. [Intec Opportunities for Growth Courses](#)

4b. School staff continue to implement interventions to support students in the various district-sponsored learning modalities. Interventions include before and after school tutoring, Saturday school, small group instruction in core academic areas, mental and emotional support interventions, focused independent practice to promote skill automaticity, explicit learning strategies instruction, supplemental implementation of Smarty Ants, Freckle Math, and Istation, and Check and Connect mentoring programs. Schools are also implementing specific tier 2 and tier 3 level interventions for academic, behavioral, mental, and emotional needs. Tier leveled interventions may also include strategies identified in the district's approved K-12 Comprehensive Reading Plan and established Multi-Tiered Systems of Support processes. Additional information from our K-12 Curriculum Department can be found: <https://polkschoolsfl.com/curriculum/> or within Polk County Public Schools "Hub" for employees by clicking on Departments>K12 Curriculum. Additional content webinars are embedded within the learning map landing page for teachers.

4c. Ongoing support for teachers and administrators in using Schoology LMS is provided via an online support site and dedicated issue tracking and solution system staffed by district support personnel and non-classroom teachers. The Instructional Technology and Curriculum teams meet regularly to address technology issues that affect classrooms and determine current professional development needs with technology. In addition to training in the new LMS, professional development offerings include monthly live virtual workshops for instructional coaches and teachers; on-demand classroom strategies for teachers within Schoology; online, self-paced courses in classroom technologies; live and recorded webinars focused on best practices using technology in all learning modalities; and monthly virtual seminars to support all teachers offered in collaboration with our Teacher Engagement department. Teachers have access to a district-created library of resources and videos for using technology in the classroom within Schoology courses/user groups and the online support site. Webinars, courses, and other professional learning opportunities are updated frequently here: bit.ly/PolkTeachOnline

In addition to our focus on enhancing innovative learning models, supports, and technology the district has also maintained our collaborative partnership with University of South Florida to increase the effectiveness of our leadership pipeline. Through a federal grant the district received, we were able to offer a free Masters of Educational Leadership and a Masters of Reading. Currently, there are 48 teacher leaders completing their Masters of Educational Leadership degree. The university provided the coursework in our district. We also have 23 teacher leaders completing their Masters in Reading. The Masters in Reading was offered to meet Reading Endorsement State Board of Education Rule 6A-4.0163, F.A.C. and need for more teachers being Reading Endorsed. Both Masters'

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programs will be complete Spring of 2021. The district is investing in our teachers to increase their knowledge and practices to ultimately increase student performance.

Our External Operators are providing additional professional development at their respective schools for teachers in both modalities which are innovative and that support students as indicated:

- **Session 1** The Formative Period- Presented in fall. Focused on the student as learner and the conditions necessary to maximize learning. Delivered to the admin and content coaches at the school by our Lead Coach.
- **Session 2** The Calibrating Period- Presented as close to semester break as possible. Focused on the student as performer and how issues affecting performance are often either tangential or unrelated to standards-based instruction can easily be ignored. Students must develop proficiencies in five areas of performance: Content, Attitude, Critical Reading/Writing/Thinking, Experience and Perception of Self. Student performance on tests can be affected by multiple variables in those five domains and schools must intentionally develop student performance capacity in all five to maximize achievement. We offer a host of tools and strategies for accomplishing this.
- **Session 3** The Testing Period- The Closing of School. This covers what schools must do to get ready for testing and beyond to the closing of school. The sessions are held 3-4 weeks out from the beginning of testing. Effectively closing school is as important as effectively opening it and we show how admin teams can continue instructional momentum into the summer and use this time to provide the pedagogical PD teachers need.
- **Backwards Design Planning** Participants will develop and refine lesson plans that focus on the design of learning tasks, experiences, and instructional techniques to achieve specific learning goals.
- **Academic Teaming 201** Participants will engage in tasks to increase student autonomy through problem solving and critical thinking strategies. (a) Interventions to support students in various learning modalities; and (b) Technology needs (especially new learning management systems).

In addition to the opportunities listed above, the following professional learning opportunities are currently planned for spring of 2021 (additional opportunities will be added as needs arise).

Professional Learning	Audience	Timeframe
Classroom Management: Implementing Rules and Consequences Effectively	Instructional Staff	Spring 2021
Classroom Management: Structures for Building Class Culture	Instructional Staff	Spring 2021
Classroom Management: Managing Student Behavior 101: CHAMPS	Instructional Staff	Spring 2021
Best Practices for Virtual Professional Development	Instructional & Support Staff	Spring 2021
Using Mentoring Language to Communicate Effectively	Instructional & Support Staff	Spring 2021

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Using the Collaborative Assessment Log to Communicate Effectively	Instructional & Support Staff	Spring 2021
Optimal Organization for an Administrator	Administration	Spring 2021
Giving Effective Feedback	Administration	Spring 2021
Clinical Supervision	Instructional Staff	Spring 2021
Teacher Induction Program Seminar (TIPS)	New teachers to PCPS	Ongoing sessions
New Teacher Center Coaching Tools/Professional Educator Competency (PEC) Mentor Training	Instructional Coaches & PEC Mentors	Fall 2020 - ongoing
Premium Library PowerSchool	New teachers in our Critical Schools	January 2021
Professional Development Certification Program (PDCP)	Teachers on temporary certificate	Spring 2021 - ongoing
Intern Seminar	University/College interns	Spring 2021
Cooperating Teacher Training	PCPS Intern Hosting Teachers	Spring 2021
Using the 4 A's to Develop Digital Lessons	Instructional Staff	Spring 2021
Using Inquiry to Increase Rigor	Instructional Staff	Spring 2021
Aspiring Leaders Program: Level I	Teacher leaders aspiring to be Assistant Principals	Fall 2020 - ongoing
New Assistant Principal Professional Learning Communities	1 st year Assistant Principals	Fall 2020 - ongoing
Principal Interns: Level II-	Veteran Assistant Principals prep for Principalship	Fall 2020 - ongoing
New Principal Professional Learning Communities	1 st year Principals	Fall 2020 - ongoing

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Solution Tree online Professional Development	New Assistant Principals, New Principals, and Principal Interns	Spring 2021
SAO Cadre: Introduction to Assessment Literacy	SAO Teacher Cadre	September 2020
SAO Cadre: Assessment Literacy – Readiness Pre-Assessments Part 1	SAO Teacher Cadre	September 2020
SAO Cadre: Assessment Literacy – Readiness Pre-Assessments Part 2	SAO Teacher Cadre	October 2020
SAO Cadre: Assessment Literacy – Formative Assessments	SAO Teacher Cadre	November 2020
SAO Cadre: Assessment Literacy – Data-Informed Differentiated Instruction	SAO Teacher Cadre	December 2020
SAO Cadre: Assessment Literacy – Summative Assessments Part 1	SAO Teacher Cadre	January 2021
SAO Cadre: Assessment Literacy – Summative Assessments Part 2	SAO Teacher Cadre	January 2021
SAO Cadre: Assessment Literacy – Performance Assessments Part 1	SAO Teacher Cadre	February 2021
SAO Cadre: Assessment Literacy – Performance Assessments Part 2	SAO Teacher Cadre	March 2021
SAO Cadre: Assessment Literacy - Rubrics, scoring, and grading – Part 1	SAO Teacher Cadre	March 2021
SAO Cadre: Assessment Literacy - Rubrics, scoring, and grading – Part 2	SAO Teacher Cadre	April 2021
SAO Cadre: Assessment Literacy - Balanced Assessment Systems: Classroom, School, and District	SAO Teacher Cadre	April 2021

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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.
Michelle Townley, Acting Chief Academic Officer
Contact information: email, phone number
michelle.townley@polk-fl.net 863-534-0521
Date submitted
Superintendent Signature (or authorized representative)