



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# Spring 2021 Education Plan and Assurances

## Florida Atlantic University Schools (Palm Beach)

*Due: December 15, 2020*

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

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## 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.

1.a. and 1.b. FAU- Palm Beach (A.D. Henderson and FAU High School) remains committed to providing all students a structured rigorous learning environment, and relevant and targeted services needed to ensure students' academic success, regardless of their chosen learning model (in-person or virtual). In particular, strengthening our systems-level approach in supporting greater continuity and consistency in the delivery of services in K-12, based on identified students' needs and in collaboration with parents/guardians, provides a cohesive integrated approach to mitigate learning loss and firmly address cognitive development, social emotional support and productive relationships, enabling the healthy development and academic growth of our students.

A.D. Henderson and FAU High employs the Multi-Tiered Systems of Support (MTSS) process for students in both learning modalities; whereby, ongoing data analysis and systematic problem solving is used to make decisions across a continuum of student needs. Student academic and behavioral data are used to guide meaningful decision making for instruction, and the deployment of resources and support services. Students in grades K-12 meeting benchmark standards and making adequate progress in academics remain at Tier 1 and continue to receive high-quality instruction along with universal progress monitoring. Students identified as performing below grade level expectations in ELA, mathematics, or behaviorally through a variety of data which include formative assessments, grades, progress monitoring, teacher input, and student or parent feedback are moved to Tier 2 support and provided an intervention plan designed by the Problem-Solving Team (PST) for grades K-5.

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Students on a Tier 2 plan in grades K-5 are placed in the WIN (What I Need) program for Tier 2 interventions that are provided 30 minutes daily during their WIN time. The instructional interventionist and MTSS/ESOL coordinator provide ELA and mathematics interventions with students individually and in small groups. The type of intervention is selected according to the student's needs as determined by various sources of data. Teacher(s) document attendance, interventions and progress monitoring data every two weeks. Written parent notification and progress is done throughout the process. After the intervention has been implemented, the team uses universal screening data along with the data collected from the Tier 2 intervention to determine the student's subsequent needs. The student may be returned to Tier 1, may engage in a new intervention, or a more individualized intervention plan is developed. In-depth analysis of data, as well as student observations, screening data, parent and teacher input, are considered in the development of a Tier 3 plan. Students in grades K-5 placed on a Tier 3 plan work with an instructional interventionist daily and progress monitoring data are graphed and shared with the parent weekly. Observations of the student in the classroom setting are conducted by a PST member during Tier 3 implementation. If the data show that the student is regressing or not making adequate progress, the PST may modify the intervention and/or consider the need for a comprehension evaluation. Throughout the continuum of instruction and intervention, planning/problem solving is used to match instructional resources to educational needs.

In grades 6-8, Tier 2 consists of a plan developed by the K-8 student support team with student and parent agreement. The team monitors the student progress weekly to determine if the interventions provided by their ELA and/or mathematics teachers with support from the instructional facilitator and/or tutoring are supporting the student's progress. Students in Tier 3 require credit recovery; therefore, the student and parent must sign a contract. By signing this contract, the student is required to commit to work with an instructional facilitator and assistant principal for one hour, three times a week after school for additional support and monitoring. In consultation with the student and parent, the team may also consider course placement changes based on the student's progress.

FAU High School is an early college high school model; the high school student support team meets weekly to review student grades, teacher referrals/notes, and student and parent feedback. Due to the rigors of the program, the team closely monitors student progress to ensure students are completing their high school credits and are progressing in their dual-enrolled courses at FAU. Criteria for students needing interventions in grades 9-12 are that they have a 3.00 GPA or lower, or earned at least one D or F a quarter or at mid-term/final. These students are placed on a probationary contract. The student and parent must agree to additional tutoring by a teacher, peer or at the university math or ELA centers. Additional standards of academic progress and support are agreed to and closely monitored by the academic counselor, academic advisor, and assistant principal.

For K-8 students participating either in-person or virtual learning, and identified as not making adequate progress, additional instructional time is provided in a variety of ways. Before and after-school tutoring by ELA and math content teachers as well as instructional interventionist/facilitators

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is provided. High school students may also be provided additional tutoring from peers selected by their content teacher or receive tutoring at the math or ELA university tutoring centers.

FAU High 9<sup>th</sup> graders are provided additional time to engage in tutoring and assistance. The high school teachers designed an additional support model for both students learning in-person and virtually. During one dedicated class period on Friday, every 9<sup>th</sup> grade teacher offers one-on-one or group support session to bridge academic gaps. Students either schedule for a time with a teacher or the teacher determines that the student needs additional assistance and schedules the student for an individual or group session. Students complete a Google form to provide feedback on the support, and to identify any other areas or assistance they may need going forward.

Additionally, a variety of summer programs will be offered. In addition to the 3<sup>rd</sup> grade summer reading camp, a targeted summer academic academy will be offered for K-8 students in the lowest quartile based on grades, diagnostics and intervention data. Middle and high school bridge programs will also be offered for students designed to assist both with school transitions and with completing mandatory English language arts/reading and mathematics assignments over the summer. This program specifically provides additional instructional time for students not demonstrating adequate progress toward grade level and subject area expectations. This program addresses not only the traditional summer slide, it creates a structured path of content learning focuses on mitigating achievement gaps. Teachers provide students and their parents with sequence and pacing guides on completion timelines to organize work, and offer in-person and live interactive Zoom lessons two or three times per week for feedback and discussion on assignments. Progress monitoring of students is ongoing. Students receive individual written feedback on assignments and are given the opportunity to make corrections prior to submitting their work for a grade. This opportunity offers students focused learning with their assigned classroom teachers for the following school year to prepare them for the next grade level academically and socially.

A variety of interventions and resources are being utilized by the support personnel and teachers based on student needs. Please refer to the chart below for details.

	ELA	Mathematics
K-5 Intervention/Supplemental Materials and Resources	Fundations (K-3)	Engage NY (K-5)
	Wilson Fluency (K-3)	ALEKS (K-5)
	Heggerty Phonological Awareness (K-3)	Curriculum Associates' CAMS and STAMS (K-5)
	Curriculum Associates' CARS and STARS (K-5)	
	Just Words (3-5)	
	Fountas & Pinnell Leveled Literacy Intervention (LLI) (K-5)	

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6-9	ELA	Mathematics
Intervention/Supplemental Materials and Resources (*10 <sup>th</sup> -12 <sup>th</sup> grades are fully dual- enrolled at FAU)	CommonLit (6-9)	ALEKS (6-9)
	USA Test Prep (6-9)	Edulastic (6-8)
	No Red Ink (6-8)	Kahn Academy (6-12)
	Kaplan PSAT (10-11)	Kaplan (10-11)

1c. The interventions and additional instructional time, as outlined in this plan, will be implemented for those students transitioning from virtual to in-person instruction. Through the PST and Student Support Teams, student progress will be monitored closely. Students transitioning to in-person learning will be placed on a contract to ensure that the student, parents/guardians, teachers and support team are committed to supporting the student’s success and progress. The contract may include tutoring, development of a time management plan, action plan with strategies and resources to assist the student, weekly monitoring with parents to meet the student’s academic goals, and commitment of the student and parent to utilize the supports and to attend school on time and regularly.

Dedicated staff at various levels will also provide assistance and support to ensure the student is on track. The following staff are engaged in providing additional oversight and support:

- Full-time paraprofessional in each class (K-1)
- Instructional Interventionist and MTSS/ESOL Coordinator (K-5)
- ESE Interventionists (K-12)
- Instructional Facilitator (K-5) and Instructional Facilitator (6-8)
- Academic Counselor and Academic Advisor (9-12)

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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.

2.a. FAU-Palm Beach (A.D. Henderson and FAU High) continues to offer parents the option to select either learning modality. As described in this plan, the K-5 and 6-12 support teams have been closely monitoring student progress and Early Warning Systems (EWS) indicators for all students. As a result, in October, we began encouraging parents of students participating virtually and not meeting adequate academic progress and/or experiencing attendance issues, to return to school in-person for enhanced supervision and in-person assistance.

2b. Beginning in January 2021, students not making adequate academic progress in the virtual learning modality will be scheduled for a parent meeting and advised that the school recommends the student return to school in-person. Parents/guardians will be provided written notice of the associated risks of maintaining their child in a virtual environment, and will be required to review the notice and complete the form.

Please click [here](#) to access the Parent/Guardian Acknowledgement Form.

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.

3.a. FAU Schools- Palm Beach (A.D. Henderson and FAU High School) is a laboratory school, as such, parents from the local neighboring counties choose to apply to enroll their children at the school. Enrollment remains consistent, and all students have been accounted for and are engaged in learning in either an in-person or virtual learning modality.

The aforementioned student support teams review attendance and tardies of students during their weekly meetings. Early Warning System data is used for prompt identification of attendance issues, and to execute a proactive plan for the appropriate deployment of services to students. The support

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teams have established the following multi-tiered system of graduated interventions and supports which are consistently applied to all students regardless of their learning modality:

Tier 1- Three absences in a row or three tardies within the quarter (excused or unexcused)

Parent and Student Outreach:

- Parent email or phone call
- Attendance incentive for student
- Determine if there are any device or connectivity issues for students in the virtual learning modality

Tier 2- Absences or tardies continue within the quarter (excused or unexcused)

Parent and Student Outreach:

- Parent conference
- Phone call home when student is absent or tardy
- Revisit attendance incentive for student and discuss alternatives with parent
- Determine if social-emotional supports are needed for the student

Tier 3- Below 90% attendance or six tardies within the quarter (excused or unexcused)

Parent and Student Outreach:

- Daily monitoring of student's attendance and tardies
- Parent phone call and/conference, if student is in virtual learning, depending on how the student is progressing academically, parent may be required to send student back to school for in-person instruction
- Develop attendance contract with student and parent
- Home visit, if situation warrants

3.b. As a K-12 laboratory school, parents of incoming kindergarten students apply to the school and enter a lottery system for selection into kindergarten. In May, the kindergarten students selected to attend A.D. Henderson University School, are scheduled for a pre-assessment to determine kindergarten readiness. As a result of the assessment, the K-5 reading coach and instructional facilitator determine the appropriate instructional materials and resources for those students below kindergarten reading/language or mathematics readiness. The team conducts period check-ins with parents/guardians during the summer to determine if their child is progressing as expected and if additional support is needed. In August, students are retested to provide concrete evidence on whether or not the student is progressing as intended. At this time, in collaboration with parents/guardians, the team designs a plan for intervention or enrichment, based on data.

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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4.a. & 4.c. A variety of student and teacher data served as a framework to create an instruction-driven 2020-2021 Professional Development Plan. Teacher development and preparedness is directly linked to student growth and success. Data considered in driving professional and student growth included formative assessments, teacher outcomes from professional learning communities, school community survey data regarding school closures, and analysis of ongoing results of implementing the Instructional Continuity Plan in 2019-20.

The core of the plan focuses on high quality curriculum and instruction through meaningful and innovative professional learning opportunities centered on improved outcomes for students and faculty. Enhanced curricular development and strategies for using technology to engage students in both learning modalities were customized for the grade level bands.

Support begins by ensuring adequate time is incorporated into the school schedule as well providing opportunities for professional learning and collaboration beyond the work day. Based on teacher feedback, the school calendar was amended to include additional planning and professional learning time at the start of the school year resulting in five additional days added to the pre-planning schedule. Additionally, five ½ PD days were amended to seven full days dedicated to professional learning and opportunities for collaboration on lesson design and delivery, learning new software and other resources for improved student engagement in both learning modalities.

Teachers in K-5 have daily, dedicated common planning time for professional learning and collaboration. In addition to utilizing this time for professional learning in online resources to enhance instruction, the teams review student data, conduct data chats and receive coaching and support from the reading coach and instructional facilitator.

Where feasible, middle and high school teams have dedicated planning time in content areas. Teachers utilize the dedicated professional learning days for enhanced student engagement, data chats, and vertical alignment. The school leaders participate in the data chats and professional learning with teachers.

Click [here](#) to the 2020-2021 Professional Development Plan.

4.b. Professional learning, coaching in targeted and appropriate intervention strategies are ongoing throughout the year. An assistant principal, along with the MTSS coordinator, reading coach, ESE coordinator, and instructional facilitator conduct a minimum of four progress monitoring meetings with grade levels and departments to discuss student progress towards our school goals. Evidence is also collected from lesson plans, classroom observations, and conversations during grade level/ department PLC's.

The reading coach provides teachers ongoing and as needed support in creating and designing lessons, scaffolding, and differentiating curriculum. Assisting and supporting students to ensure they are advancing toward mastery of grade level standards and making progress toward learning goals

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remains our focus. Support and professional learning in implementing interventions is facilitated by the instructional interventionist and MTSS/ESOL coordinator. In grades K-5, a week prior to the beginning of an intervention cycle, teachers receive more intensive training on the intervention being implemented and are provided online resources and tutorials for additional support.

### 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>
Gracie Diaz, Director of Program & Policy Development
<b>Contact information: email, phone number</b>
Gdiaz15@fau.edu 561-297-0140
<b>Date submitted</b>
December 15, 2020
<b>Superintendent Signature (or authorized representative)</b>
