

MEMORANDUM

December 7, 2020

TO: The Honorable Chair and Members of The School Board of Miami-Dade County, Florida

FROM: Alberto M. Carvalho, Superintendent of Schools *AMC*

SUBJECT: SUPPLEMENTAL MATERIAL FOR AGENDA ITEM A-2, SCHOOL BOARD MEETING OF DECEMBER 9, 2020 – APPROVAL OF SPRING 2021 EDUCATION PLAN

Attached please find the supplemental information regarding the Spring 2021 Education Plan presented as part of Agenda Item A-2 for the School Board meeting of December 9, 2020.

If you have any questions regarding this material, please contact Ms. Marie Izquierdo, Chief Academic Officer, Office of Academics and Transformation, at 305 995-1451.

AMC:kh
M632

Attachment

cc: School Board Attorney
Superintendent's Cabinet
School Board Agenda Office



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[Miami-Dade County Public Schools]

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.

1.a. Miami-Dade County Public Schools (M-DCPS) is committed to ensuring all students succeed academically, regardless of learning modality, with a particular focus on closing achievement gaps. It was clear to us from the beginning that the global pandemic and resulting school closures would have long-lasting negative effects on students, especially among fragile populations, leading to unprecedented learning losses and a widening of existing achievement gaps. We recognized the need to provide for the continuity of services required by law, albeit virtually, as a result of school closures to promote equity among our students. Since March 2020, the district has conducted over 1,750 initial eligibility IEP meetings and 23,100 annual IEP meetings. LEP Committees for English Language Learners (ELL) were also conducted virtually during this period.

To begin mitigating learning loss, our district implemented the Securing Opportunities for Academic Recovery (SOAR) program in the summer of 2020. This was an expansion of summer services beyond what is normally offered that included additional student populations that were impacted by the school closures. Through SOAR, academically fragile students were provided additional instructional time to mitigate learning loss from the last quarter of the 2019-2020 school year. This summer program targeted unengaged students during quarter four as well as those needing credit/course recovery and provided tutoring to grade 9 and grade 10 students who did not take the Algebra I EOC and FSA ELA, respectively, due to the cancelation of state assessments. In addition, SOAR provided summer reading camps for grade 2 and 3 students and extended school year services for students with disabilities. The district also made available online via the student portal a series of engaging grade-level resources and implemented reading and math challenges to incentivize students to access these learning tools during the summer and minimize the impact of both the school closures and the summer slide.

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During the summer, and in preparation for the upcoming school year, we developed learning loss indices for Students with Disabilities and English Language Learners, both of which were included in our Florida Department of Education-approved Reopening Plan back in July. These indices were developed to assist schools in identifying and addressing academic regression among Students with Disabilities and English Language Learners and included multiple data points such as iReady diagnostic results in Reading and Math, academic grades, and attendance.

For the 2020-2021 school year, M-DCPS also developed a comprehensive districtwide plan to serve as a roadmap for schools that includes strategies, best practices, and resources that are deployed through existing student and school support mechanisms, such as the School Improvement Plan (SIP) and the Multi-Tiered Systems of Supports (MTSS) at the local school level. This districtwide plan, also known as the M-DCPS Continuous Learning Plan (CLP), provides the instructional framework to address academic regression and continue our efforts to reduce and eliminate achievement gaps. The CLP provides school leadership teams with guidance and resources—both instructional and financial—to identify and support students, including fragile populations, who may have experienced unprecedented learning loss. This plan focuses on three levels that align with the Multi-Tiered System of Supports (MTSS): Level 1 – Accelerating Student Learning; Level 2 – Assessing and Addressing Student Learning Gaps; and Level 3 – Providing Extended Learning Opportunities. In Level 1, the primary strategy is to provide grade-level instruction for all students with standard supports and services. Continuous progress monitoring using evidence-based formative assessment tools is implemented to inform instruction and remediation of grade-level standards. To assist our English Language Learners (ELLs) in accessing the grade-level curriculum, scaffolded lessons have been created for every unit of study that students will encounter in English Language Arts. These lessons address reading, speaking, listening, and writing by embedding strategies and checkpoints for understanding to gauge student progress. Level 2 focuses on targeted interventions in reading and mathematics with additional supports and services for students not making adequate progress. Required intervention courses in reading for grades K-12 provide students with tiered instruction using evidence-based curriculum resources. M-DCPS also provides schools with the opportunity to schedule intervention courses in mathematics for grades 6-12 to increase instructional time and remediation of grade-level standards. At the elementary level, mathematics remediation is embedded during the instructional time through a differentiated instruction model for students not mastering the standards. Finally, Level 3 includes specific intervention and learning opportunities for students that provide additional instructional time such as before/after school tutoring, Saturday Academy, Winter Break Academy, Spring Break Academy, and expanded summer services through SOAR.

Schools in our district are currently implementing the CLP and will continue to do so in the second semester of the 2020-2021 school year. In order to provide additional interventions and supports, schools will be able to utilize a plethora of district-approved supplemental instructional materials and software programs. A list of these supplemental materials may be accessed [here](#). The district will continue to provide guidance to teachers and school leaders on the implementation of these interventions and the appropriate use of these supplemental instructional resources.

For additional details about the Continuous Learning Plan, please click [here](#) to access the document.

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1.b. The district has conducted targeted outreach to the families of students who demonstrate a decline on the district's progress monitoring system, regardless of modality, since the beginning of the 2020-2021 academic year. This progress monitoring system considers several student-level indicators, including attendance and performance on formative assessments.

An example of these targeted outreach efforts includes a campaign launched in November for roughly 6,000 disengaged students/families participating in My School Online. As part of this effort, students with excessive absences were assigned to district-level administrators who were responsible for contacting families and assisting schools in addressing barriers to attendance/engagement. Students were identified and assigned based on program participation and/or individual need. For instance, outreach for students with disabilities was conducted by the district's Department of Exceptional Student Education, and outreach for students enrolled in grades Pre-K and K was conducted by administrators in the Department of Early Childhood Programs. Among our goals in this endeavor were to inform parents who may not have been aware of their child's truancy, support students in reengaging regularly with all of his/her teachers/classes, improve student achievement outcomes, and gain a deeper understanding of the barriers contributing to non-attendance. The results of initial outreach efforts associated with this campaign have informed the district's steps regarding the potential need for additional services for disengaged My School Online students, including, but not limited to, home visits to establish contact, truancy services, referrals to community-based organizations, and mental health support/services.

In preparation for the second semester of the 2020-2021 school year, the district has developed Universal Screening Criteria (USC) to identify students who are not making adequate progress in My School Online and provide written notification to their parents and advise them of the associated risks in continuing in this modality. Parents will be required to acknowledge receipt of this correspondence and to submit a response to their child's school prior to the start of the spring semester. The USC includes components such as academic performance (grades) in the core subject areas, attendance/absences, iReady AP1 results in Reading and Math for students in grades K-8, status in meeting graduation requirements for junior and seniors, progress on meeting IEP goals (for students with disabilities), and teacher recommendation.

1.c. In an effort to mitigate learning loss resulting from the pandemic, including students who are transitioned out of My School Online, our district's state-approved innovative learning model, schools will offer students extended learning opportunities that include before/after school tutoring, Saturday Academy, Winter Break Academy, and Spring Break Academy. The above-mentioned expanded summer program known as SOAR, which was offered in the summer 2020 to address the needs of students who may have regressed as a result of the pandemic, will be offered again in the summer 2021.

These beyond-the-traditional-bell offerings afford teachers the opportunity to provide data-driven and purposeful instruction designed to address the academic needs of our most fragile learners. Multiple qualitative and quantitative data points are used to target students' learning losses and deficiencies, prerequisite skills, and grade-level content. These strategies will be embedded into School Improvement Plans and the MTSS process implemented by the school-based instructional leadership teams.

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

2.a. Miami-Dade County Public Schools' state-approved Innovative Model, My School Online, allows students to participate remotely in their enrolled schools' programs, is implemented across all school types, and is available to all families who chose this learning modality. MSO provides synchronous and asynchronous instruction using the same curriculum as in-person instruction and offers students the ability to interact with their teachers and peers daily. Since the onset of the pandemic, the district has been closely monitoring the academic performance of all students to identify those who might not be performing adequately to provide additional supports to them as needed.

As indicated earlier, the district will utilize the Universal Screening Criteria (USC) to identify students who are not making adequate progress in My School Online. The USC includes components such as academic performance (grades) in the core subject areas, attendance/absences, iReady AP1 results for students in grades K-8, status in meeting graduation requirements for junior and seniors, progress on meeting IEP goals (for students with disabilities), and teacher recommendation.

2.b. The district has crafted a letter to inform parents of students not making adequate progress about their child's academic performance in My School Online, including the associated risks of remaining in this modality. This letter will also include language about the transition to in-person learning and will be disseminated in English, Spanish, and Haitian Creole via the district's parent portal, U.S. mail, the district's mobile application, and email. The district will require written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in My School Online or transition to in-person learning.

Please click [here](#) to access the letter to parents.

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.

3.a. Miami-Dade County Public Schools utilizes a multi-tiered system of supports to address chronic absenteeism. This tiered approach enables the district to focus on engagement and outreach that is universal and/or individualized. The interventions are organized into three tiers. Recognizing that the current crisis has exacerbated student attendance and school enrollment, the district and schools have accelerated attendance interventions as outlined in the district's attendance action plan called the *iAttend Plan*. These interventions and strategies are applied to students in all learning modalities, both virtually (My School Online-MSO) or in-person.

Tier 1- School-wide Implementation for Attendance Support-Students With 5 Absences (In-Person and MSO)- Engagement Strategies

The following preventive strategies have been intensified and escalated to meet individual student needs:

- Enhancement of current practices of consistent communication and engagement.
- Utilization of attendance data reports.
- Increased phone calls, home visits, parent conferences.
- Incentives for attendance.
- Daily personal phone calls to the homes of children when they are absent.
- Outreach efforts: for parents who have selected virtual learning, outreach strategies are used to encourage parents of students who are not accessing their education in an MSO environment to consider returning to the schoolhouse to better address their needs.
- Preventive outreach plan: school teams have created Attendance Review Committees (ARCs) and developed a preventive outreach plan which includes conducting home visits. The school level teams consist of (but, not limited to): Principals, Assistant Principals, Counselors, Grade Level/Department Teams, Community Involvement Specialists, and School Social Workers.

Tier 2-Targeted School Interventions-Students With 5+ Absences & Disengaged Students (In-Person and MSO) Engagement Strategies

When chronic absenteeism/disengagement persist, the school escalates the strategies to Tier 2, which include:

- Daily review of attendance data.
- Record all contact efforts and use collected data to coordinate support for students and parents.
- Increased phone calls, home visits, parent conferences.
- Automated calls, emails and text messages to families and students.
- Virtual meetings that include families, staff members, and school administrators.
- Daily personal phone calls to the homes of absent students.
- Outreach efforts for MSO students: for parents who have selected virtual learning, outreach strategies are used to encourage parents of students who are not accessing their education in an MSO environment to consider returning to the schoolhouse to better address their needs.
- School-site preventive outreach plans.
- Establishment of Attendance Review Committees: these school-level teams consist of (but, not limited to): Principals, Assistant Principals, Counselors, Grade Level/Department Teams, Community Involvement Specialists, and School Social Workers.
- Additional school-based support from other district departments, including School Police, Mental Health Services, and Community Engagement.

- The district has developed a comprehensive communications and outreach toolkit that outlines various strategies, as well as targeted and community messaging for schools to use. Included in the toolkit are sample social media posts and a fact sheet highlighting the importance of attendance, available in three languages, to distribute to families. Training on this outreach effort will be also be provided to schools.

Tier 3-Intensive Case Management: School, District, and External Community Support Students With 10+ Absences & Disengaged Students (In-Person and MSO)-Truancy Strategies

Once a student has 10 or more absences or continues to be disengaged, the interventions are escalated to Tier 3 by providing intensive case management with support from multiple departments and outside agencies.

- The district's School Police will increase the number of home visits and wellness checks.
- The district will work with community-based organizations (CBOs) who provide services at select school sites. The CBOs will assist with intensive case management which include care coordination and home visits.
- We will also expand collaborative relations with various public agencies to assist in locating disengaged students.
- The district's Federal and State Compliance Office will expand support to schools to address truancy cases. This office will intensify involvement with school site Attendance Review Committee teams to assist with required interventions for students identified as truant.

Tier 3 Targeted Outreach for Disengaged/Truant Students

Through its Federal and State Compliance Office, M-DCPS provides additional support services for students identified as truant for having 15 or more absences in a 90-day calendar period. As part of the District's commitment to encourage regular school attendance for compulsory age children, and to re-engage youth as partners in education, truancy packets are submitted to local social service agencies for additional truancy diversion services. Only the cases for which parents give consent can be submitted to the agencies. To date, truancy referrals have been initiated for 1,789 students in M-DCPS.

Targeted Outreach for Students Who Have Yet to Appear or Enroll for the 2020-21 School Year

On September 11, 2020, M-DCPS had approximately 1,500 students who did not appear or enroll within the first two weeks of the academic year. Since then, school-based staff has implemented a variety of outreach strategies to locate these students and support them in receiving instruction. Through such efforts, M-DCPS has successfully re-engaged approximately 500 of these students. The above-referenced comprehensive communications and outreach toolkit will be leveraged to contact the remaining students and assist with transitioning them to in-person learning. School-based, region office, and central office personnel will continue using a variety of escalating outreach strategies, including phone calls, written notification, and home visits, to locate and support students through this process.

3.b VPK and Kindergarten

Engagement Strategies

- Maximize engagement and accelerate learning of VPK and Kindergarten eligible students through the CLP by providing standards-based instruction that includes comprehensive district-developed curriculum resources, Waterford Early Learning technology program and parental support that is aligned to instruction via the Ready Rosie platform.

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- Implement Kindergarten Success tutorial program for identified Kindergarten students to provide intervention and mitigate learning gaps.
- Increase technology devices available for VPK and Kindergarten families with Title I and Head Start funds as appropriate.
- Expand outreach to families with Parent Academy webinars and social media posts on available program openings.
- Utilize Transition to Kindergarten Ambassadors to work with the Early Learning Coalition and Head Start Grantee delegate agencies to support private providers through *Lunch and Learn* remote sessions that are aligned to standards and share curriculum support resources to increase Kindergarten readiness.
- Provide families in the Head Start and Pre-K ESE program with at-home materials and increase parental participation with the Children's Trust Book Club to build at-home libraries.
- Implement Kindergarten Rocks-n-Enrolls campaign to promote early Kindergarten enrollment, meaningful summer activities and readiness.

Truancy/Attendance Strategies:

- Support schoolwide attendance efforts with follow-up calls to families of Pre-K and Kindergarten students that focus on identifying/addressing barriers to attendance and/or online participation.
- Support attendance of special populations such as Head Start and Pre-K ESE through Head Start Collaboration Meetings and IEP meetings with parents to further develop team plans.
- Utilize School Social Workers and, where appropriate, conduct support Wellness Checks with families.
- Consider Extended School Year (ESY) for student regression or students who could use more time to consolidate skills.
- Make available a Summer VPK Program that specifically targets Pre-K ESE students who may not have activated their COEs and would benefit from additional instructional time to increase Kindergarten Readiness.

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).

4.a. & 4.c. In 2012, M-DCPS launched its Digital Convergence initiative, which created both the infrastructure through the purchase of devices and digital tools and the culture through strategic professional development that allowed us to quickly pivot to the distance learning modality back in the spring of 2020. Our teachers and students have been gradually moving towards blended learning since significant investments in devices, professional development, and digital resources have been made over the years.

Also, since the inception of the Digital Convergence initiative, schools have been participating in technology integration professional development. Teachers participating in these PDs have served as technology leaders to conduct turn-key training for their peers, provide support by modeling lessons, and equip students with 21st Century skills (i.e., collaboration, communication, critical thinking, and creativity). One of the metrics included in the district's strategic plan calls for the creation of a cadre of teachers at each school who will support effective use of technology. Over the years, in conjunction with the digital leader cadre, the district has built teacher capacity in technology and digital literacy.

When the COVID-19 school closures forced us to rethink teaching and learning and move entirely to a distance learning format, our first priority was to ensure that teachers, school leaders, students, and their families were given the tools to succeed in this new environment. Since the initial school closures, the district has provided strategic professional development sessions specifically designed to support teachers and leaders in the transition to My School Online, the district's innovative learning modality. Sessions included training on Microsoft Teams, Zoom, and the multitude of digital resources that are available to students and teachers in our district. Many of these PD sessions are on-demand and are available to teachers anytime, anywhere through the District's employee portal.

In order to onboard instructional personnel for the reopening of schools this year, the district reserved the following days for professional development:

- [Synergy: Districtwide Summer Professional Development Conference](#) – July 15-17
- New Teacher Orientation - August 12, 13, 14, 17
- New Teacher Planning Day - August 18
- Teacher Planning Days – August 19 and 28
- Innovative Learning Model Training – August 20 – 26

4.b In addition, in preparation for the second semester of the 2020-2021 school year, teachers were provided training on specific content area knowledge and instructional strategies that support face-to-face and distance teaching and learning on November 3rd during the mandatory district PD day. School site leaders received training in mid-November focused on the Continuous Learning Plan (CLP), which is the district's roadmap to ensure students who may have regressed and may be struggling academically in either one of the learning modalities receive the necessary interventions and supports. The sessions included specific strategies for supporting teachers in accelerating student learning, assessing/addressing learning gaps, and coordinating extended learning opportunities in schools. Additional training and support for school leaders and teachers in monitoring student progress and implementing the appropriate interventions will be provided in early January.

[PD Menu for November 3rd](#)

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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.
Marie Izquierdo
Contact information: email, phone number
izquierdo@dadeschools.net
Date submitted
Superintendent Signature (or authorized representative)