



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



## **2020-21 Florida's Optional Innovative Reopening Plan**

### **School Board of Levy County**

*Due: July 31, 2020*

Submit to the following email address: [reopeningplan@fldoe.org](mailto:reopeningplan@fldoe.org)

## 2020-21 Florida's Optional Innovative Reopening Plan

### Purpose

The purpose of this document is to support districts in the development and submission of their Innovative Reopening Plan for the Department's consideration for the Fall 2020 school semester. This document will assist districts in aligning their existing plan with required assurances, or serve as the actual template for districts without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

### Directions

Districts shall complete this form and email to [reopeningplan@fldoe.org](mailto:reopeningplan@fldoe.org). This form must be received no later than July 31, 2020. The subject line of the email must include **[District Name] Innovative Reopening Plan**. The district has **two options** in the submission of an Innovative Reopening Plan:

- Option 1:** The district provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in the district plan (captured next to Assurances 1-5 below). The district's Innovative Reopening Plan must accompany this template upon submission.
- Option 2:** The district completes the Department's template provided later in this document.

### Proposed Innovative Model (Required for Option 1 and Option 2)

The district shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. Provide the page(s) where the narrative of the proposed Innovative Model is located in your submitted plan: \_\_\_\_\_

The School Board of Levy County is dedicated to providing options for families that will fit their needs and comfort level. With comprehensive plans in place to keep everyone safe and healthy we are excited to welcome our students and teachers back to school and back to learning on Monday, August 17, 2020 (pending board approval). Families were provided a survey online from July 7-July 24 to explain their options and make a selection. School staff made contact with families opting for options 2 or 3 to clarify and answer any questions and ensure their child was in the most appropriate offering.

SBLC families may choose from the following options:

- Option 1: Face-to-Face instruction at assigned school- all brick and mortar schools are open five days per week for all students
- Option 2: Digital learning with assigned school with specialized instruction five days per week, synchronous and asynchronous instruction following the same curriculum map as in-person instruction, and the ability to interact with their teacher and peers.
- Option 3: Virtual learning with Levy Virtual School

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### Option #1: Traditional On-Campus PreK-12

- Rigorous safety and health practices in place
- 100% in person instruction with School Board of Levy County teachers, following social distancing guidelines.
- Chromebook provided
- Internet access at home not required, but helpful
- Rigorous instructional content
- Instruction centered on Canvas platform. This is the same platform used by the Florida State College and University System.
- Traditional grading practices followed
- Daily attendance required, as normal
- Instruction delivered by School Board of Levy County teachers

## Levy Schools

### Reopening Options



### Planning Information for School Year 2020-21

Levy Schools are dedicated to providing options for families that will fit their need and comfort level.

[District Return to School Bulletin](#)  
[Individual School Plans](#)

Families are asked to make their selection of their intent to return by completing this form for each of their children attending Levy County Schools. After selection, next steps will be provided.

[Click here to indicate your choice](#)  
by July 15, 2020

### Option #2: Blended Learning K-12

- Consists of both online instruction and a minimum weekly traditional "in person" learning session with a School Board of Levy County teacher in small groups and/or one on one, following social distancing guidelines. Transportation provided by parent.
- Minimum of one quarter/term commitment
- Chromebook provided
- Internet access required and provided by family.
- Rigorous instructional content (not paper packets as in March-May)
- Instruction centered on Canvas platform. This is the same platform used by the Florida State College and University System.
- Traditional grading practices followed
- Daily online activity required. Attendance required for weekly "in-person" session.
- Instruction delivered by School Board of Levy County teachers

### Option #3: Levy Virtual K-12

- Fully online instruction
- Minimum of one semester commitment
- Internet access required and provided by family
- Rigorous instructional content (not paper packets as in March-May)
- Traditional grading practices followed
- Daily online activity expected
- Instruction may be provided by non-Levy teachers

Following a Frequently Asked Questions (FAQ) for families to provide them with more details of the options and school health and safety measures, the deadline for making a selection between the three options was extended to Friday, July 24.

#### Elementary Core Curriculum:

ELA- Reading Street

Math- Go Math

Science- Fusion

Social Studies- Network Social Studies by McGraw Hill

enCORE (ELA, Math, Social Studies and Science)- Teachtown

Social Emotional- Sanford Harmony and Teachtown Social Skills

#### Secondary Core Curriculum:

ELA- SpringBoard

Retopia- Don Johnston (ELA, Math, Social Studies, Life Skills and Science)

Middle Grades Math- McGraw Hill ConnectED

Algebra 1 - HMH (supplemented in the past with Alg. Nation)

Geometry - HMH

Middle Grades Science- Pearson

Biology- Stemsopes

Social Studies:

6th Grade: Discovering our Past: A History of the World Early Ages, by McGraw Hill

7th grade: Discovering our Past: A History of the U.S. ,Early Years, by McGraw Hill

8th grade: Civics, Economics, & Geography, by McGraw Hill

10th grade; World History (FL Edition), by Pearson

11th grade: United states History (FL Edition), by Pearson

12th grade: Economics Florida and/or Edgenuity

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Magruder's American Government and/or Edgenuity  
Social Emotional-Behavior Academic and Social Education (BASE) and EVERFI

Supplementary:

i-Ready, Ready LAFS, Ready MAFS

Reflex

Wilson Foundations

Discover Intensive Phonics

Write Score

FLVS K-5

Edgenuity

READ 180 for 6-9th grade Reading Intervention

Achieve 3000 for 10-12th grade Reading Intervention

In the event of a school closure:

We are prepared to transition to digital learning as needed for one child, a class of children, a school of children, or for all children using Canvas which will be implemented in all three options of learning for a smoother transition. Each classroom teacher is provided Canvas training and will implement use of Canvas in brick and mortar classrooms to support classroom instruction as well as prepare students for a transition to digital learning if needed. Canvas coursework will be modified as needed for optimization of functionality in the Canvas smartphone apps and for use of the Canvas ePub feature for offline access. This will support families with limited or no Internet access. Four bus-mounted hotspots shall be deployed as needed on routes around the district to provide Internet access to families that do not have it.

### Reopening Plan Assurances (Required for Option 1 and Option 2)

The district must agree to ALL of the assurances by checking the corresponding boxes.

**Assurance 1:** Upon reopening in August, the district will assure that all brick and mortar schools are 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, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_\_\_\_

**Assurance 2:** The district must 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 have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_\_\_\_

**Assurance 3:** The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided

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additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_\_\_\_

**Assurance 4:** The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan:  
\_\_\_\_\_

**Assurance 5:** The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_\_\_\_

**Assurance 6:** Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.

**Assurance 7:** Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval.

**Template Option for Reopening Plan (Option 2)**

**Plan for Implementation of Assurance 1**

- In the box below, describe the reopening in August of brick-and-mortar schools reflecting at least five days of school per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders. Also, provide the district's reopening date and schedule by school type.

The School Board of Levy County is excited to welcome students and teachers back to school and learning on Monday, August 17, 2020 (pending board approval) using the following three instructional options:

- Option 1: Face-to-Face instruction at assigned school- all brick and mortar schools are open five days per week for all students
- Option 2: Digital learning with assigned school with specialized instruction five days per week, live synchronous and asynchronous instruction following the same curriculum map as in-person instruction, and the ability to interact with their teacher and peers.
- Option 3: Virtual learning with Levy Virtual School

The schedule by school is as follows for the 2020-21 school year:

Elementary:

Bronson Elementary School (K-5): 7:55-2:35  
Chiefland Elementary School (K-5): 8:00-2:30  
Joyce Bullock Elementary School (K-5): 7:45-2:15  
Williston Elementary School(K-5): 7:35-2:10

Middle-High Schools:

Bronson Middle High School (6-12): 8:00-2:44  
Chiefland Middle High School (6-12): 8:00-2:49  
Williston Middle High School (6-12): 8:35-3:30

Multi-Level Schools:

Cedar Key School (K-12): 8:03-2:45  
Yankeetown School (K-8): 7:55-2:30

The School Board of Levy County will utilize a modified school calendar incorporating 176 pupil days. However, in compliance with Florida Statute: 1001.42(12)(a) SBLC exceeds the prescribed instructional minutes and hours at all grade levels.

Option 1: Face to Face instruction at assigned school:

Health & Safety:

- Before students come to school, parents will check their temperature and assess any symptoms. If a child has a fever of 100.4 or higher, or a cough, or shortness of breath, or loss of taste or smell, or if he or she has been in direct contact with someone who has COVID-19, they must stay home and a parent should contact a medical provider.
- Any student or staff member traveling internationally or on cruise ships will be expected to self quarantine for 14 days.
- Temperature checks will not be conducted.
- When waiting for the bus, students must practice social distancing. Face masks are strongly recommended.
- Student seating on buses will be assigned using social distancing to the extent possible within available space. Seating will be arranged so that students from the same household sit

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together, if feasible. Masks are strongly recommended. Hand sanitizer will be provided as students board the bus.

- Buses will be cleaned thoroughly at the end of morning and afternoon routes. High-touch, high-traffic surfaces will be sprayed with sanitizer after being cleaned. Passenger ventilation filters will be addressed regularly on buses. Buses will run with windows down when practical.
- Car riders will be dropped off in the car rider area; parents will not be able to walk students to a classroom or to the cafeteria.
- Walkers and bikers will enter the school at a designated entry point.

### While at school:

- Masks are strongly recommended.
- Students will wash their hands frequently or use hand sanitizer throughout the day.
- Food & Nutrition Services employees will be required to wear masks or shields when preparing and serving meals.
- Outdoor dining will be encouraged where feasible.
- Indoor dining will promote social distancing where feasible.
- Classroom dining may be implemented.
- Hand sanitizer will be available in all dining areas.
- Serving lines and dining tables will be disinfected between classes or more frequently as needed.
- Trays, cups, and utensils are disposable.
- Meals, snacks, and beverages will be individually wrapped whenever possible. When not possible, the food and beverages must be served directly to the student.
- Unidirectional seating in the dining area will be arranged, when feasible.
- Schedules will be adjusted, when feasible, to allow fewer students in the cafeteria at one time.
- Share Carts have been discontinued and removed from the cafeteria.
- Access to campuses will be limited to students and staff members only.
- The school nurse will have a designated isolation area in the event that a child or a staff member comes to school and presents COVID-19 symptoms.

### General Safeguards:

- Extra custodial hours will be assigned to each campus.
- Procedures will be established to increase cleaning of high-touch/high traffic classroom areas during the day.
- Soap, sanitizer, paper towels, and tissue will be provisioned for buildings and classrooms.
- Elementary students will stay with the same class as much as feasibly possible throughout the day.
- Every effort will be made to limit sharing of personal items/supplies.
- Sharing of classroom supplies will be limited to small groups.
- Student desks will be arranged to be as physically distanced as possible.

### Option 2: Digital Learning with assigned school

- Guidelines have been developed that promote secure, effective, and consistent use of instructional time and Canvas features that ease navigation for students and parents to content, lessons, announcements, and assignments.

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- Teachers will provide instruction on a digital platform with CANVAS and will follow the district's instructional curriculum map and calendar.
- Students will be expected to participate in "live" weekly lessons with their teachers at specific times.
- Teachers will record their lessons so students may watch them at a later time.
- Teachers will provide "virtual" office hours and opportunities for small group instruction during their assigned regular school's instructional day.
- Students will be provided with multiple communication channels to school counselors and teachers.
- Parents and students will have access to training content, troubleshooting, and technology support.
- The IEP services and accommodations will be provided to the greatest extent possible within this instructional model.
- This option allows students to have continuity of student experience, campus connections and community. It provides for an easy transition back to face-to-face instruction when parents are comfortable sending their child back to school. Student academic progress will be monitored for student success. Recommendations may be made to change the student instructional model as needed.
- Digital learning will be a recovery tool for students who may become ill or who need to quarantine during the school year.
- Current digital learning students would meet the guidelines for full FTE.
- Physical education provided through FLVS courses for K-5
- Students are required to have internet access to enroll.

### Option 3: Levy Virtual School

- Students are required to have internet access to enroll.
- Full-time students are expected to participate in courses on a daily basis. Students can work during nontraditional school hours such as evenings and weekends.
- When taking online classes, students must make a greater personal effort to stay organized, to create a schedule, to manage their time, and to work towards staying on pace with work or have a parent or adult to assist them in doing so.
- Levy Virtual incorporates Florida Virtual School curriculum facilitated by Levy certified teachers in grades K-5 and Edgenuity curriculum facilitated by Levy certified teachers in grades 6-12.
- The IEP services and accommodations will be provided within this instructional model.
- Levy Virtual School is not an easier option than traditional schools.
- Student academic progress will be monitored for student success. Recommendations may be made to change the student instructional model as needed.

### Plan for Implementation of Assurance 2

- In the box below, describe the plan for a full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction and services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.



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Recognizing that the most effective instruction is that provided in-person by teachers who have developed relationships with students and families, all Levy District Schools will reopen in August using a 5 day/week 176 day/year model meeting the instructional minutes requirement. Traditional instruction models will be infused with technology especially using Canvas so that should a move to distance learning become necessary, both teachers and students will be familiar with and have had practice with such tasks as logging on to specific programs/platforms, uploading/downloading documents, retrieving reports, and recording attendance. This will provide the opportunity to obtain feedback, address any issues, and troubleshoot technical problems.

As early in the school year as possible diagnostic assessments will be used to identify gaps in learning resulting from loss of instructional time. Data obtained from beginning of year assessments will be utilized to develop a structured plan for addressing gaps. Instructional priority must be given to vulnerable students with the greatest need. Levy has a high percentage of low-income families who exhibit a unique set of needs as do homeless students and those in foster care. To address these needs GEER funds will be utilized to provide tutoring, after school, with transportation, to assist in closing achievement gaps with identified students. Elementary grade levels have identified standards with limited instruction from March through May of last school year and embedded those standards in Levy elementary maps.

Each school has a mental health counselor and/or a school counselor to provide students with mental health screening, assessment, diagnosis, intervention, treatment and recovery services needed to support students coping with pandemic related matters or with other social/emotional/behavior issues.

### Plan for Implementation of Assurance 3

- In the box below, describe the schedule and process for administering local progress monitoring assessments, as well as the assessment tool(s) used by the local district or school by grade level. In addition, describe how the data is used to determine how adequate progress is being made and how intervention and tiered support is being deployed.

The state approved K-12 Reading Plan and Decision Trees for academic placement into Tier 1, 2, and 3 will be followed for ELA. Progress monitoring in ELA for grades K-8 will be iReady and/or two week standards based assessments. Progress monitoring for K-8 math will be iReady.

i-Ready Diagnostics will be administered in the Fall, Winter, and Spring for K-8 in ELA and K-8 in Math.

Progress monitoring in Access ELA and math for grades K-5 will be enCore Built-in Assessment Growth.

Progress monitoring for ELA grades 9-10 and 11th and 12th grade retake students will be FAIR. FAIR will be administered in the Fall, Winter, and Spring.

Progress monitoring for ELA Access Points grades 9-10 will be Retopia Built-in Assessment Tool.

Students in Reading Interventions will be provided with additional progress monitoring through READ 180 and Achieve 3000 progress monitoring tools.

Progress monitoring for Algebra I, 5th and 8th grade Science Progress monitoring will be at the end of the 1st, 2nd, and 3rd nine weeks. Biology will be in the 1st term and again in February. For Civics and US History progress monitoring will be at the end of the 1st, 2nd, and 3rd nine weeks. This will be done using Mastery Connect for test delivery and scoring.

Progress monitoring for Access Algebra 1, Biology, will be mid year local interim assessments and for Civics and US History progress monitoring will be at the end of the 1st, 2nd, and 3rd nine weeks.

Progress monitoring for Access 5th grade Science will be enCore Built-in Assessment Growth and Access 8th grade science will be Retopia Built-in Assessment Tool.

Tier support is provided for students scoring in yellow (Tier 2) and red (Tier 3) in small groups based on the local progress monitoring tools for all areas outside of ELA.

All progress monitoring tools can be given to students on site and remotely.

Progress monitoring schedule:

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#### 2020 - 2021 Schoolwide Improvement Progress Monitoring

Progress Monitoring	Grades	Format	1st	2nd	3rd
Write Score	6th - 12th	6/7th (paper) 8-12 (CBT)	Sept 23-30	Dec. 7-11	NA
iReady (Math & Reading) Diagnostic	KG - 8th	CBT	August 10 -28	Dec. 1 - 18 CBT Jan. 11 - 1/29	April 19 - May 27
Access ELA and Math	KG-5th	CBT	August 10-28	Dec. 1 - 18 CBT Jan. 11 - 1/29	April 19 - May 27
FAIR	9th, 10th, Retakes	CBT	August 10- Nov 4	Nov 5-Feb12	Feb. 12-end of year
Access ELA	9 <sup>th</sup> and 10th	CBT	August 10- Nov 4	Nov 5-Feb12	Feb. 12-end of year
Science LIA	3rd - 8th	CBT	Oct 5-9	Dec. 14-18	March 5-11
Access Science	5 <sup>th</sup> & 8th	CBT	Oct 5-9	Dec. 14-18	March 5-11
Biology LIA	10th/11th	CBT	Oct. 19-23	Feb. 1-7	
Access Biology	10 <sup>th</sup> /11th	Paper	Oct. 19-23	Feb. 1-7	
US History & Civics	8th & 11th	CBT	Oct 5-9	Dec. 14-18	March 5-11
Access US History & Civics	8 <sup>th</sup> & 11th	Paper	Oct 5-9	Dec. 14-18	March 5-11
Algebra LIA		paper	Oct 5-9	Dec. 14-18	March 5-11
Access Algebra 1		Paper	Oct 5-9	Dec. 14-18	March 5-11
Imagine Language & Literacy	K-5	CBT	August 10-28	Dec 1-Feb 28	April 1-May 25
Imagine Math	3 - 12th	CBT	August 10-28	Dec 1-Feb 28	April 1-May 25

#### Plan for Implementation of Assurance 4

- In the box below, describe how the district will work with IEP teams to determine needed services, including compensatory services for students with disabilities.

The district will provide guidance and support to IEP teams including using progress monitoring data and/or diagnostic tools for students with disabilities receiving instruction in general education or access point standards to determine student performance including related services. Data collection may also include, but is not limited to:

- Performance and progress data before school closure occurred, including previous ESY regression/recoupment data;
- Performance, progress and service data during distance learning;
- Performance and progress obtained by the parents;

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- Performance, progress and service data collected during a “reasonable period of time” after school reopens and normal instruction resumes, including recoupment data.

The IEP team will also examine the effect of the suspension of face-to-face instruction on the student's progress toward their IEP goals. The IEP team will monitor student progress, review interventions data and determine if additional services are needed and/or Extended School Year (ESY) will be provided.

Compensatory educational services will be determined based upon appropriate and sufficient data, including information from parents, to determine if the student lost skills or regressed on IEP goals. IEP teams will determine whether a student requires compensatory education services because of COVID-19, which resulted in related disruptions to the provision of Free and Appropriate Public Education (FAPE). The IEP team will monitor student progress and compensatory services provided and make adjustments as needed.

### Plan for Implementation of Assurance 5

- In the box below, describe how the district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed.

The District ESOL Coordinator and District ESOL Lead Teacher provide an annual training for all school-based ESOL Coordinators/Guidance Counselors. ESOL processes and procedures are provided along with updates regarding pertinent information from the State. During the training workshop in preparation for the 2020–2021 school year, the District Reopening Plan—Assurance 5—will be discussed to ensure that all District schools with an ELL population have explicitly explained the school participation options to parents and guardians of English language learners (ELLs), as well as ensure that District schools understand.

In response to concerns regarding COVID-19 exposure, parents and guardians of ELLs may choose to participate in Option#1: traditional on-campus or face-to-face; Option#2: blended learning K-12 or a combination of both online instruction and in-person learning sessions; or Option#3: Levy Virtual K-12 fully online instruction. At the beginning of the school year, the ELL Committee will convene to discuss ESOL services available for each option. The ELL Committee will review each ELL student's most current data, grades, curriculum, program participation, and educational background. If necessary, as determined by the ELL Committee, the school-based ESOL Coordinator or ESOL paraprofessional will administer the components of the WIDA Screener to determine if the ELL student has regressed in skills relating to speaking, listening, reading, and writing due to school closures. Should the ELL Committee determine skills regression, the team will update the student's ELL Plan describing additional support, services, and supplemental programs to be provided to the student.

#### **ELL Committee Guidelines:**

\* ELL Committee consists of a school administrator, guidance counselor and/or school-based ESOL Coordinator, classroom teacher, parent or guardian, student and an ESOL teacher

- \* ELL Committee meetings make take place virtually, by video –conference, phone–conference or face-to-face
- \* The ELL Committee will review each ELL student's most current data including grades, ACCESS for ELLs assessment results, curriculum, program participation, credits earned, schedule, and educational background to identify areas of regression/need
- \* The ELL Committee, upon review of current data, and with support from the District ESOL Coordinator and District ESOL Lead Teacher (as needed), will identify areas of regression and determine the most appropriate services, support, and supplemental programs to address these areas
- \* Services, support, and supplemental programs should be identified and included in the ELL Committee narrative and the student ELL Plan

**Supplemental Services or Supports:**

- \* The District will provide training for ESOL Paraprofessionals on effective instructional strategies, supplemental skills programs, and identification of resources to support ELL student skills development and parent engagement
- \* School-based ESOL Paraprofessionals and the District ESOL Lead Teacher will provide translation of learning materials, parent information and notifications, and school-to-home and District-to-home communication via phone calls, emails, REMIND texting system, phone home, and paper-based notifications
- \* School-based ESOL Paraprofessionals and the District ESOL Lead Teacher will provide instructional support to ELL students identified as struggling students—through a variety of formats—as appropriate—face-to-face, virtual, phone call, ZOOM meetings, etc.
- \* CANVAS will be utilized by District teachers to provide online instruction for Option#2 with differentiation of instruction and assessment, implementation of effective ESOL instructional strategies, and support from ESOL bilingual paraprofessionals and the District ESOL Lead Teacher for translation
- \* Supplemental skills programs will be provided to support intervention and skills development for ELLs who are limited English proficient, non English-speaking, or identified as skills deficient (regressed)
- \* **Supplemental programs include:**
  - English for Education/Rosetta Stone**—for limited and non English-speaking students K-12
  - Reading Assistant Plus**—to increase fluency, vocabulary, and comprehension skills and achievement K-12
  - Imagine Language and Literacy**—to increase grammar, vocabulary, and phonics and reading skills achievement K-5
  - Imagine Math**—to increase math skills—Grades 3-high school Algebra and Geometry—provides a live bilingual teacher for Math help/support
- \* **EDGENUITY**—online content-area program to provide instruction in core content-area courses with translation

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\* **SNAP & READ**—online tool to provide text-to-speech and translation support for content-area curriculum and resource materials

\* The District ESOL Lead Teacher will provide support to teachers of ELLs via translation, resources, and training

Assurances 6 and 7 do not require additional narrative.

### Acknowledgement

The district verifies the information in this form.

**Name and title of person responsible for completion and submission of the Innovative Reopening Plan**

Melissa Lewis, Director of Accountability

**Contact information: email, phone number**

[melissa.lewis@levyk12.org](mailto:melissa.lewis@levyk12.org) 352-486-5231

**Date submitted**

July 29, 2020

**Superintendent Signature (or authorized representative)**

