



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

[School District of Osceola County]

Due: July 31, 2020

Submit to the following email address: 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. 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: _____

Proposed Innovative Model:

Based on stakeholder feedback and findings provided by a Back to School and Back to Learning task force, the School District of Osceola County will implement "Ready. Set. Start Smart!" a multi option, innovative model to meet the educational needs of ALL SDOC students in elementary, middle, high, combination, alternative, DJJ education programs, etc. "Ready. Set. Start Smart!" supports the ability for parents to choose the safest option for their child. 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 24, 2020.

School District of Osceola County parents were presented with the following options on Tuesday, June 30, 2020 and will choose an option and a transportation need for their child through our district survey process by Wednesday, July 15, 2020.

“Ready. Set. Start Smart!” 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** - specialized instruction five days per week, live synchronous and asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers
- **Option 3: Virtual learning with Osceola Virtual School**

Each option was developed with the safety of students, families and staff in mind. All three options will run five days a week, meet the guidelines of Florida Department of Health, and have been approved by the local department of health. Across all schools, learning acceleration (including closing achievement gaps), safety, and equity are top priorities. The key to success will be our flexibility to adapt to changing conditions.

Accelerating Student Learning:

To meet the academic and social emotional needs of ALL SDOC students in elementary, middle, high, combination, alternative, DJJ education programs, etc. we have developed a comprehensive Accelerating Student Learning plan to combat the effects of COVID-19 slide.

Acceleration Plan: "Every child will receive high impact, equitable grade-level curriculum and instruction without bias from someone who believes they can achieve, every chance, every day." We realize the most influential factor for an SDOC student is the teacher. As a district, we will support our teachers in accelerating learning for all through effective ongoing professional learning, relevant timely data and support in analysis, as well as engagement and involvement in decision making.

Success Criteria: ALL learners will experience 1 ½ years of growth from their personal starting point

Curriculum Unit Plans (CUPs) face-to-face and online components:

- Prioritized Skills and Standards
- Learning & Language Goals
- Social Emotional Learning Activities (SEL)
- Read, Write, Talk, and Solve (RWTS)
- Multi-media Resources

Approach for diagnosing unfinished learning:

- Research, Evaluation, and Assessment (REA) reports will be a starting point for scaffolds within core instruction (Tier 1) beginning on day one, and additional supports (Tier 2 and 3) until we have Northwest Evaluation Association (NWEA) MAP scores to inform instructional changes
- NWEA MAP will serve as our universal screener, diagnostic tool, and student growth metric, to be given 3 times per school year

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Monitoring student progress on grade appropriate assignments:

- Focus on the identified, priority essential standards to drive instruction forward and include intentional scaffolds and accommodations for ALL students, including English Language Learners (ELL), students receiving support through Exceptional Student Education (ESE), and students with a 504 plan
- Tools, timelines, and actions will be defined at district/school Stocktake, during Professional Learning Communities (PLCs) and at the individual teacher level
- Analyze formative data to inform instruction
- Identify and address Social Emotional Learning (SEL) needs using Panorama survey data

Monitoring Reopening Through Key Metrics:

Measures of success to be determined across the following dimensions:

- Health and Safety
- Access and Equity
- Student Outcomes
- Social-Emotional Learning
- Professional Development and Support
- Economic Indicators

Through our updated Instructional Continuity Plan (ICP) we are prepared to pivot to digital learning as needed for one child, a class of children, a school of children, or for all children.

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: _____

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- 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 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.

Plan for Implementation of Assurance 1

Meeting the criteria for Assurance 1, the SDOC reopening plan “Ready. Set. Start Smart!” assures 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. Implementation of each option is addressed below.

- **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** - specialized instruction five days per week, 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
- **Option 3: Virtual learning with Osceola Virtual School**

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 24, 2020.

The schedule by school type is as follows for the 2020/2021 school year:

School Type 2020/2021	Student Start Time	Student End Time	Student End Time Wednesday
Elementary Schools	8:20am	3:20pm	2:20pm
Middle Schools	9:20am	4:20pm	3:20pm
Multi-Level Schools	9:20am	4:20pm	3:20pm
High Schools	7:20am	2:20pm	1:20pm

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

Student Attendance:

Traditional daily attendance protocols through Focus will be in place for all brick and mortar schools. Students choosing Option 2: Digital Learning in assigned school will log attendance through the Student Focus Portal in

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each section they are actively present. Additionally, students attendance may be taken through an icon in the MS TEAMS platform.



The School District of Osceola County, Florida
Dr. Debra P. Pace – Superintendent
 817 BR Beck Boulevard • Kissimmee, Florida 34764-4882
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2020/2021 SCHOOL CALENDAR
CALENDAR TO FOLLOW FOR ALL SCHOOLS IN THE DISTRICT

MONTH	DATE	DAY	TEACHERS REPORT, PREPARING (30 DAYS)	PUPILS (90%)	TEACHERS (90%)	ASD HOLIDAYS
AUGUST	10-31	MON	TEACHERS REPORT, PREPARING (30 DAYS) FIRST DAY OF SCHOOL FOR STUDENTS/FIRST DAY OF 1 ST GRADING PERIOD	9	36	
SEPTEMBER	7	MON	LABOR DAY – TEACHER/STUDENT HOLIDAY	21	21	1
OCTOBER	18	FRI	END OF 1 ST GRADING PERIOD	22	22	
	19	MON	FIRST DAY OF 2 ND GRADING PERIOD			
NOVEMBER	11	WED	VETERANS DAY – TEACHER/STUDENT HOLIDAY	15	15	1
	22-25	MON-WED	TEACHER NON-WORK DAYS/STUDENT HOLIDAYS			
	26	THUR	THANKSGIVING – TEACHER/STUDENT HOLIDAY			1
	27	FRI	TEACHER NON-WORK DAY/STUDENT HOLIDAY			
DECEMBER	18	FRI	LAST DAY OF CLASSES/END OF 3 RD GRADING PERIOD	14	14	1
	21-31	MON-THURS	WINTER BREAK – TEACHER/STUDENT HOLIDAY			
JANUARY	1	FRI	WINTER BREAK – TEACHER/STUDENT HOLIDAY	10	10	1
	4	MON	CLASSES RESUME/FIRST DAY OF 4 TH GRADING PERIOD			
	18	MON	MARTIN LUTHER KING, JR. DAY – TEACHER/STUDENT HOLIDAY			1
FEBRUARY	18	FRI	ROOSEVELT DAY – TEACHER NON-WORK DAY/STUDENT HOLIDAY	19	19	
MARCH	12	FRI	END OF 4 TH GRADING PERIOD	18	18	
	15-18	MON-FRI	SPRING BREAK – TEACHER/STUDENT HOLIDAY			
	22	MON	CLASSES RESUME/FIRST DAY OF 5 TH GRADING PERIOD			
APRIL				22	22	
MAY	28	FRI	END OF 5 TH GRADING PERIOD – LAST STUDENT DAY	20	20	
	31	MON	MEMORIAL DAY			
JUNE	1-4	TUES-FRI	PROFESSIONAL DEVELOPMENT DAYS/ EMERGENCY MAKEUP DAYS	176	190	6

Testing District State Assessment Calendar	
April 2021	FLA Writing FLA Reading Gr. 1
May 2021	FLA Reading Gr. 4-10 FLA Math Gr. 5-8 Statewide Science Gr. 5-8 End of Course Exams Gr. 7-12
No Early Release Wednesdays October 24, 2020; May 5, May 12, May 19, 2021	

Progress Reports & Report Card Dates	
8/25/20	1 st 9 Weeks Progress Reports
11/2/20	1 st 9 Weeks Report Cards
11/20/20	2 nd 9 Weeks Progress Reports
1/15/21	2 nd 9 Weeks Report Cards
4/15/21	3 rd 9 Weeks Progress Reports
6/9/21	3 rd 9 Weeks Report Cards
8/26/21	4 th 9 Weeks Progress Reports
11/26/21	4 th 9 Weeks Report Cards (December)
2/12/21	4 th 9 Weeks Report Cards (September)

NOTE: Emergency make up days may be required and will be assigned based on the circumstances at time of occurrence. 11 and 12 month employees will be required to report as directed by their supervisor.

Board Approved 6/4/19
Board Approved 7/14/20

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First day of pre-planning for teachers August 10, 2020
 10 days of pre-planning August 10 - 21, 2020
 First day for students August 24, 2020
 Move teacher workdays to beginning of the year
 June 1-4, 2021 will be designated Professional Development Days or Emergency Make-up Days

None

	Number of Regular Instruction Days (not early release)	Number of Instructional Minutes Per Day	Number of Minutes in Regular Days col 1 + col 2	Number of Early Release Days	Number of Instructional Minutes in Early Release Days	Number of Minutes in Early Release Days col 4 + col 5	Total Minutes col 3 + col 6	Total Hours col 7 / 60	Minimum Required Hours	Instructional Hours Waived by Commissioner's NA (max of 2 days)	Over/ (Under) Requirement col 8 - col 9 + col 10
	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-	-10-	-11-
Elementary K-3 Schools									720		(720.00)
Elementary K-5 / Combination	141	331	46,671	25	286.2	10,017	56,688	944.80	900		44.80
Middle Schools	141	323	45,543	25	289.4	10,129	55,672	927.87	900		27.87
High Schools	141	331	46,671	25	279.6	9,786	56,457	940.95	900		40.95
300 Lowest Schools Kindergarten through 3rd grade Grades 4-6									900 1,080		

Comments if Needed:

We do not have K-3 only schools in Osceola.
 We do not have any lowest 300 schools.

“Ready. Set. Start Smart!”:

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- **Option 3: Virtual learning with Osceola Virtual School**

Each option was developed with the safety of students, families and staff in mind. All three options will run five days a week, meet the guidelines of Florida Department of Health, and have been approved by the local department of health. Across all schools, learning acceleration (including closing achievement gaps), safety, and equity are top priorities. The key to success will be our flexibility to adapt to changing conditions.

Option 1: Face-to-Face instruction at assigned school:

Getting ready for and to school safely:

- 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.

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- Any student or staff member traveling internationally or on cruise ships will be expected to self-quarantine for 14 days.
- Temperature checks will be conducted at different entry points each day, so that all students and staff members have their temperature checked at least once each week.
- When waiting for the bus, students must practice social distancing and wear a face covering.
- Students will use hand sanitizer as they board the bus. On the bus, they will wear face coverings and sit no more than two to a seat.
- All school buses will be cleaned nightly.
- 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 with face coverings on.

While at school:

- Students will wash their hands frequently or use hand sanitizer throughout the day.
- When changing classes or going to a special area class, students will wear their masks, practice social distancing, and follow one-directional signs in hallways and on stairways.
- Students in music, band, strings, and chorus classes will practice social distancing and wear a face covering when singing or chanting.
- In the cafeteria, students will wear a face covering and use hand sanitizer when waiting in line for food and practice social distancing at all times.
- Cafeteria tables will face in one direction, and will be spaced at least four feet apart. No more than four students may sit at any one table outside.
- 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:

- Custodial staff will deploy after-hours high touch surface disinfection of classroom spaces with hospital-grade misting machines.
- 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 classrooms.
- Elementary students will stay with the same class as much as feasibly possible throughout the day.
- At the secondary level, passing will be structured for social distancing.
- 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 platform features that ease navigation for students and parents to content, lessons, announcements, and assignments.
- Teachers will provide instruction on a digital platform with TEAMS or CANVAS, and will follow the district's instructional school day and calendar.
- Students will be expected to participate in "live" daily lessons a minimum of 5-6 hours 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.
- Students will be provided with multiple communication channels to school counselors and teachers.
- Parents and students will have on-demand access to training content, troubleshooting, and technology support.
- 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.
- 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.

Option 3: Virtual learning with Osceola Virtual School

- Osceola Virtual School is an accredited public school serving grades K-12.
- Students are required to have a computer and internet access to enroll.
- Full-time students are expected to participate in courses on a daily basis. Students can work during non-traditional school hours. Such as evenings and weekends.
- When taking online classes, students must make a greater effort to stay organized, to create a schedule, to manage their time, and to work towards staying on pace with work.
- There is no difference in curriculum or in teacher certification with Osceola Virtual School.
- Osceola Virtual School is not an easier option than traditional schools.
- All classes are written at grade level and require an average of one to two hours of focused study on a daily basis to complete one course within the traditional semester time frame.
- Osceola Virtual School courses engage students in real-life projects, requiring the use of critical thinking, problem-solving skills, and the ability to apply the knowledge they have acquired.

Accelerating Student Learning:

To meet the academic and social emotional needs of ALL SDOC students in elementary, middle, high, combination, alternative, DJJ education programs, etc. we have developed a comprehensive Accelerating Student Learning plan to combat the effects of COVID-19 slide.

Acceleration Plan: “Every child will receive high impact, equitable grade-level curriculum and instruction without bias from someone who believes they can achieve, every chance, every day.” We realize the most influential factor for an SDOC student is the teacher. As a district, we will support our teachers in accelerating learning for all through effective ongoing professional learning, relevant timely data and support in analysis, as well as engagement and involvement in decision making.

Success Criteria: ALL learners will experience 1 ½ years of growth from their personal starting point

Curriculum Unit Plans (CUPs) face-to-face and online components:

- Prioritized Skills and Standards
- Learning & Language Goals
- Social Emotional Learning Activities (SEL)
- Read, Write, Talk, and Solve (RWTS)
- Multi-media Resources

Professional Learning Opportunities: All staff will receive prioritized professional learning relevant to their position as it relates to learning on all Curriculum Unit Plan (CUPs) elements, emphasizing Read, Write, Talk and Solve (RWTS), scaffolds, and supports. Multicultural Education, Exceptional Student Education, and Student Services departments, along with the MTSS district committee, will work in tandem to provide scaffolds, accommodations, and supports for vulnerable populations. Initial opportunities:

- **Compass: July 22, 23** training for new teachers to the district
- **Teachers: July 27** training for specific content/grade level leads at EACH school with the expectation that they return to their buildings and share during preplanning. Schools should include this in the preplanning schedule as a requirement.
- **Coaching Academy: July 28** training for school-based coaches
- **Administrators Academy July 28, 29** training for school and district-based leaders

Training will include modeling components, which embed scaffolds and accommodations in Tier 1 and 2; focus pre-teaching in Tier 2; focus remediation for targeted skill needs in Tier 3

Approach for diagnosing unfinished learning:

- Research, Evaluation, and Assessment (REA) reports will be a starting point for scaffolds within core instruction (Tier 1) beginning on day one, and additional supports (Tier 2 and 3) until we have Northwest Evaluation Association (NWEA) MAP scores to inform instructional changes
- NWEA MAP will serve as our universal screener, diagnostic tool, and student growth metric, to be given 3 times per school year

Monitoring student progress on grade appropriate assignments:

- Focus on the identified, priority essential standards to drive instruction forward and include intentional scaffolds and accommodations for ALL students, including English Language Learners (ELL), students receiving support through Exceptional Student Education (ESE), and students with a 504 plan

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- Tools, timelines, and actions will be defined at district/school Stocktake, during Professional Learning Communities (PLCs) and at the individual teacher level
- Analyze formative data to inform instruction
- Identify and address Social Emotional Learning (SEL) needs using Panorama survey data

Monitoring Reopening Through Key Metrics:

Measures of success to be determined across the following dimensions:

- Health and Safety
- Access and Equity
- Student Outcomes
- Social-Emotional Learning
- Professional Development and Support
- Economic Indicators

Through our updated Instructional Continuity Plan (ICP) we are prepared to pivot to digital learning as needed for one child, a class of children, a school of children, or for all children.

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.

Plan for Implementation of Assurance 2:

To ensure that a full array of services are in place to meet the needs of our unique student populations, the School District of Osceola County will extend multiple outreach opportunities to students of low-income, homeless, migrant and foster care. 84% of SDOC students are classified as poverty qualified students based on the federal lunch program. Federal entitlement and state grant funding is targeted toward providing this population supplemental educational supports through face to face and on-line remediation, including technology distribution of laptops and hotspots for internet connectivity along with backpacks and school supplies. Parents receive training support through regional Empowered Parents Programs on literacy and school based "Homework Diners" for struggling and at-risk students. Early literacy Learn2Read (ages 0-2) and Mommy & Me (age 3) programs train low income parents on how to work with their children academically at home. Our Circle Time program for children ages 2-4 years will be launched digitally, to further our capacity reach and address on-line learning. All students have access to the Footsteps@Brilliance app, an online program in English and Spanish, targeting early literacy and math foundational skills.

Homeless, Migrant and Foster students are identified each school year and provided services to eliminate any barriers to equitable education. Parents are provided transportation for registration, parent meetings

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and health care services. Students are provided basic educational supplies (backpacks, school supplies, uniforms), transportation to their "School of Origin" to maintain stability, priority in school day remediation and weekend food sustenance through our "Learning without Hunger" program. District homeless staff, social workers, guidance counselors and school homeless liaisons work collaboratively to address the individual needs of each student. Clothing, food, transportation, medical, social/emotional and specific educational needs are addressed on an individual one to one basis. Laptops and hot spots are distributed to students to support remote learning. The District "SMART Bus", equipped with laptops, certified teachers and digital access to all district sponsored software platforms, travels to hotels after school to support homeless students K-12 with onsite remediation. District Parent Resource Specialists work individually with unaccompanied youth, providing mentoring and individualized services to support their ability to continue on an educational path to graduation.

Students who are identified solely as Gifted require an Education Plan (EP) that will be developed by the district. Gifted students will be supported by gifted endorsed teachers who will work to provide enrichment and guided inquiry activities to deepen gifted students' knowledge and understanding of content. EPs will be monitored by a gifted endorsed teacher.

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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.

Plan for Implementation of Assurance 3

The Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment will be administered during the Fall, Winter and Spring. It will be administered K-10 in ELA, K-8 in Math, Algebra 1, and Geometry, and K-8 in science. As NWEA MAP is an online assessment it will be administered to our brick and mortar students at each site and remotely to students who have chosen our digital learning option. NSGRA will be a local progress monitoring assessment for K-5 for ELA three times throughout the school year. Achieve 3000 will be administered for progress monitoring 6-10 for ELA three times a year. DIBELS ORF will be used for progress monitoring for tier 2 and tier 3 students K-5 and be given at least twice a month.

The NSGRA data and DIBELS ORF data will be recorded in our local assessment platform. Successmaker will be used for K-8 progress monitoring for mathematics. Following the Just Read! Florida reading plan, the students will be placed in tier 2 and tier 3 interventions for ELA based on the decision tree. Students will receive interventions during intervention times in K-5 and/or classes in 6-12 and monitored throughout the school year with NWEA MAP testing, NSGRA, DIBELS ORF and Achieve 3000 to determine intervention strategies for students. The local progress monitoring, DIBELS ORF, NSGRA, Achieve 300 and NWEA MAP can be given to students in on site and remotely.

Date	Test	Level
August 24-September 5	NWEA MAP Reading	K-10
September 5-11	NWEA MAP Math, Alg. 1, Geo.	K-10
September 14-18	NWEA MAP Science	K-8
August 24-September 5	NSGRA	K-5
September 22-25	DIBELS ORF	K-5
September 8-30	Achieve 3000 level set	6-12
October 5-7	Math progress monitoring (local)	K-10
October 19-22	NSGRA	K-5
December 1-5	NWEA MAP ELA	K-10
December 14-17	NWEA MAP Math, Alg. 1, Geo.	K-10
December 7-11	NWEA MAP Science	K-8
January 4-31	Achieve 3000 level set	6-12
February 16-26	NSGRA	K-5
March 1-3	Math progress monitoring (local)	K-10
April 12-16	NWEA MAP Math, Alg. 1, Geo.	K-10
April 19-23	NWEA MAP Reading	K-10
May 1-31	Achieve 3000 level set	6-12

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.

Plan for Implementation of Assurance 4

The district will provide guidance to IEP Teams to include identifying universal screening tools for students with disabilities on both standard and access points. Upon reopening of school, universal screening measures will be used to identify the current performance levels of students with disabilities.

For those students who show regression, the IEP team will meet to consider the student's current performance/critical skills/needs and what revisions are necessary, if any, to the student's IEP. The IEP team may consider amending goals, increasing current services and/or the addition of extended school year services to the IEP. The IEP team will monitor student progress, review interventions and meet to make adjustments, as indicated.

For those students for whom the parents have indicated concerns regarding the students participation in and progress during distance learning, the IEP team will meet to consider the parent's concerns. The IEP team may consider amending goals, increasing current services and/or the addition of extended school year services to the IEP. The IEP team will monitor student progress, review interventions and meet to make adjustments, as indicated.

Compensatory education will be considered when the IEP team determines that a Free Appropriate Public Education (FAPE) was not provided. If the IEP team determines that FAPE was not provided to a student, the IEP team will amend the student's IEP to include compensatory education services. The IEP team will monitor student progress, review compensatory education services and meet to make adjustments, as indicated.

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.

Plan for Implementation of Assurance 5

The first day of school for students in the School District of Osceola County is August 24, 2020. In response to concerns regarding COVID-19 exposure, parents and guardians of English language learners (ELLs) may choose ELLs to participate in Face-to-Face, Digital Learning, or Osceola Virtual School instruction. At the beginning of the school year, the ELL committee will convene to discuss ESOL services (data, grades, curriculum, program model, and educational background). At this time, the ELL committee will also discuss any regression, which occurred during the COVID-19 pandemic. If the ELL's reading, writing, listening, or speaking skills in English have regressed during the school closure, the school ELL committee will determine the additional or supplemental ESOL services needed to support the ELLs (Assurance 5). The school ELL team will indicate the student's regression and the additional ESOL services in the ELL plan for each student. The district will provide the schools training and support on the extra support or services.

ELL Committee Guidelines:

- ELL committee consists of an administrator, a guidance counselor or classroom teacher, a parent or guardian, and an ESOL teacher.
- Although ELL committee meetings may take place virtually or on-site, the school district will ensure appropriate identification of English skills is noted and schools have the resources to implement additional interventions and strategies.
- ELL committee will review the district Research, Evaluation, and Assessment student projected levels, ACCESS for ELLs results NWEA and NSGRA data, Language Live, and other school data.
- ELL committee may request a review of the student's progress at any time during the COVID-19 pandemic. The committee may recommend changes in the student's curriculum or scaffolds.
- Additional support may include pre-teaching and front-loading vocabulary, cognates, and supporting standards. The district will embed ELLevation in the Curriculum Unit Plans to provide additional activities and strategies for schools to scaffold assignments and assessments according to language level during grade-level instruction. ESOL paraprofessionals will be trained on pre-teaching strategies to provide an additional layer of support for ELL Non-English Speakers (NES).

Assurances 6 and 7 do not require additional narrative.

Acknowledgement

The district verifies the information in this form.

2020-21 Florida's Optional Innovative Reopening Plan

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
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Date submitted
July 16, 2020
Superintendent Signature (or authorized representative)
