



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



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

**[POLK]**

*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: \_\_\_\_\_

Polk County Public Schools will utilize traditional face-to-face learning at a levels: elementary, middle, high, combination, alternative, DJJ education programs, etc. PCPS will also implement the Campus eSchool option to allow for students to remain tied to their local school of enrollment yet participate in synchronous and asynchronous instruction from home. Also, PCPS will continue to expand Polk Virtual School for students in K – 12. The overall approach to reopening schools was developed in conjunction with the PCPS Reopening Task Force, which included stakeholders from throughout Polk County. 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 were presented to and approved by the local school board on July 14, 2020. 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.

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- Option 1: Campus Learning – traditional brick-and-mortar instruction
- Option 2: Campus eSchool – digital learning provided by student’s current school of enrollment
- Option 3: Polk Virtual School – enrollment in Polk’s local FLVS franchise

 <b>Polk County Public Schools</b> <small>STUDENTS FIRST</small>	<b>Campus Learning Brick-and-Mortar (PK – 12)</b>	<b>Campus eSchool (K - 12)</b>	<b>Polk Virtual School Full Time (K-12)</b>
	<ul style="list-style-type: none"> <li>- Curriculum, district-adopted instructional materials</li> <li>- Additional health measures</li> <li>- Social distancing, where feasible</li> <li>- Wearing face coverings</li> <li>- Hand sanitizer and frequent handwashing</li> <li>- Virtual parent meetings</li> <li>- Process in place for students/staff with symptoms</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum, district-adopted instructional materials</li> <li>- Allows child to remain enrolled in zoned, choice, or magnet school of acceptance</li> <li>- Quarterly commitment to distance learning</li> <li>- Electronic devices needed (minimum iPad or laptop)</li> <li>- Online access required</li> <li>- Virtual parent meetings</li> </ul>	<ul style="list-style-type: none"> <li>- curriculum supplied via Florida Virtual School, K-12, and other vendors</li> <li>- commitment by semester</li> <li>- electronic devices needed (minimum iPad or laptop)</li> <li>- online access is required</li> </ul> <p style="text-align: center;">Learn more here: <a href="https://pvs.polkschoolsfl.com/">https://pvs.polkschoolsfl.com/</a></p>
	If conditions are not safe for Campus Learning, we will pivot to Campus eSchool for distance learning.	If Campus Learning closes at any time, Campus eSchool students will continue to follow this model.	
Florida Standards Based Instruction	✓	✓	✓
Board Approved School Calendar	✓	✓	✓
State Testing Required	✓	✓	✓
Attendance Recorded	✓	✓	✓
Grading Policies/Report Cards	✓	✓	✓
Support for students <i>-IEP, 504, EP, ELL plans, transition services, etc.</i>	✓	✓	✓
Polk County Teachers	✓	✓	✓
School Athletics/Extra-Curriculars <i>-School of Enrollment</i>	✓	✓	✓
School Meal Program	✓		
School Transportation	✓		
Special Program Participation <i>-IB, Cambridge, Harrison, CTE Academies, Alternative Programs, etc.</i>	✓	✓ <i>Please check with local school.</i>	
Structured Class Time	✓	✓	
Flexible Class Times <small>(depending on enrollment)</small>			✓
Family & School Partnership	✓	✓	✓
Parent Serves as Learning Coach <i>-closely monitors student progress</i>		✓	✓

Parents were notified of their ability to choose the best option for their families beginning on July 15, 2020 and repeated multiple times through various platforms to include: School Messenger, Polk County Public Schools webpage, Social Media: Facebook, Twitter, and Instagram, local news media, and respective school webpages and social media. Parents are asked to make their selection via the Intent to Register form for either: Campus Learning, Campus eSchool, or Polk Virtual School by July 27, 2020.

PCPS Innovative Model is the Campus eSchool option. Campus eSchool will utilize Polk County Public School Teachers as instructors. This option will follow the same curriculum, learning maps, pacing guides (for standards and benchmarks) and utilize the same instructional resources as our face-to-face traditional

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school model. The array of services and supports provided to students with IEPs, ELL plans, 504s, Gifted EPs, and other intervention and enrichment will also be provided in the eSchool. Students and teachers who learn and work in this setting will utilize Schoology as the common learning management system to primarily utilize live synchronous instruction. During times when teachers are engaged with students in small group instruction, through the MTSS process, asynchronous instruction will occur during this time frame for peers. Teachers and student peers will have the opportunity to interact with one another during whole group and small group instruction. Utilizing such tools as Microsoft Teams, Google Classroom, and other functions of Schoology, teachers and students can converse and interact in real time, yet from the safety of their own homes. Parents will have the option to update their preference of participation for eSchool or to return to face-to-face learning as their needs alter.

All PCPS policies which impact instruction are applicable for eSchool students. Some policies include but are not limited to: Attendance (Policy 5200), Grading (Policy 5420), Student Privacy and Safety (Policy 8330), Safekeeping and Access to Essential Records and Databases (Policy 8310), Exceptional Student Education (Policy 2460), and Technology Usage (Policy 7540).

Students participating in the traditional face-to-face program, eSchool, and Polk Virtual School will participate in regularly scheduled progress monitoring three times during the school year. Progress monitoring tools include Star Early Lit, Star Reading, Star Math, Unique Learning System Benchmark Assessment, district-developed text-based writing assessments and district-developed quarterly exams for science and social studies. Please refer to the Board-approved [District assessment calendar](#).

### 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.

All PCPS will reopen for all students on August 24, 2020. Schools will open five days per week for the full instructional day. The start date, five day per week, 180-day school year status is applicable for all levels PK – 12 to include alternative, adult, and technical schools.

**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.

As all Polk County Public Schools will open for all students, the full array of services offered will be available as well. PCPS recognizes that the most effective instruction is provide in-person by teachers who have developed relationships with students and families.

**MTSS Processes**

Tier 1: Teachers will provide differentiated whole group instruction daily for all students. During small group instruction, students will wear a mask and maintain safe distances. While students are in small groups, other students will participate in independent work – to include completing assignments through Schoology in order to be prepared in the event of an emergency shutdown.

Tier 2: Teachers will provide differentiated instruction in teacher-led small groups based on students performance on identified standards/skills (see Assurance 3 – Progress Monitoring). While in small groups students will wear a mask and maintain safe distances. Whenever possible, materials should be individualized and used by one student. Within small group/Tier 2 instruction, teachers will provide instruction to address student deficiencies through priority standards, reteach standards, and foundational standards/skills. For students on or above grade level, instruction will focus on current standards and provide enrichment opportunities.

Tier 3: Students needing intensive support to target skill deficits will be instructed in small teacher-led groups. During small groups, students will also wear a mask and maintain safe distances. Students who do not demonstrate proficiency in foundational skills will receive intensive instruction with more opportunities for guided practice, error analysis, and feedback (see Assurance 3 – Progress Monitoring).

### **Vulnerable Populations**

Support for students with disabilities, English Language Learners, students from low income families, Homeless students served through our HEARTH program, students of migrant workers, and students in Foster Care (in coordination with our local Heartland for Children) will receive all services and interventions including but not limited to therapies, academic tutoring, social services typically provided by our social workers, counseling, social – emotional support, mental health therapies, and free breakfast and lunch. Instructional priority will be given to vulnerable students with the greatest academic need through our Extended Learning Plan (ELP). ELP will offer additional, extended day remediation and intervention. Students with disabilities whose IEP teams have determined extended school year supports are necessary will receive individualized services throughout the school year.

In addition to extended academic supports, each school also has at least one school counselor and assigned mental health facilitator to provide students with mental health screening, assessment, diagnosis, intervention, and services needed to support students coping with pandemic related matters or with other social/emotional/behavior issues that may have been escalated due to extended school closures.

**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.

Students participating in the traditional face-to-face program, Campus eSchool, and Polk Virtual will participate in regularly scheduled progress monitoring three times during the school year. Progress monitoring tools include Star Early Lit, Star Reading, Star Math, Unique Learning System Benchmark Assessment, district-developed text-based writing assessments and district-developed quarterly exams for science and social studies. The assessments are used to identify gaps in learning. Schools utilize this comprehensive data to make informed instructional decisions. Please refer to the Board-approved [District assessment calendar](#) for more details.

Assessment	Students Tested	Mode	Results Expected
STAR Reading	K-8 9-10 (Intensive Reading)	CBT	Instantly
STAR Mathematics	K-8 Algebra Geometry	CBT	Instantly
District Writing Assessment	4 - 10	PBT	Within two weeks of assessment
District Quarterly Science Assessments	4 <sup>th</sup> – 8 <sup>th</sup> grade Biology	PBT	Within two weeks of assessment
District Quarterly Social Studies Assessments	MJ US History MJ Civics US History	PBT	Within two weeks of assessment

Additionally, end of module assessments for mathematics and end of unit assessments for ELA are available for students. Supplemental instructional programs provide teachers with additional data points and progress monitoring for students to include, but not limited to: iStation, Freckle Mathematics, Accelerated Reader, Acheive3000, Algebra Nation, Stemsopes, etc.

Data for assessments are monitored at the school and district level through each school's individual data dashboard. Key metrics are analyzed by the school principal, Regional Assistant Superintendent, and Teaching and Learning team to provided tiered support to schools with an added emphasis on schools in need of improvement and elementary schools who are identified on the Lowest 300 list for reading.

Progress monitoring data will be used in both Campus Learning and Campus eSchool settings to address tiers of support for students. Diagnostic data and district progress monitoring will be used to inform instruction for Tier I and to determine supports for small group, Tier II and/or Tier III instruction. In both



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models, students will receive dedicated time to address specific needs during small group instruction and/or the extended hour for schools identified on the Lowest 300 list for reading.

### 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 ESE department will provide support for school based IEP teams. Teams will identify students with disabilities who may have regressed during school closures. As IEP teams (including parents) meet, the student's individual education needs will be discussed in order to make additional team decisions regarding the possibility for increased IEP services, compensatory education, and/or other changes., along with necessary accommodations and/or modifications. IEP teams will make decisions by using data from progress monitoring (Assurance 3) and classroom data.

Students learning through Access Points Standards will be provided individualized modified instruction tailored to the students' abilities and needs. Medically necessary services for students with physical disabilities will be provided to students who require them to be able to function in an educational environment.

Assistive technology, laptops, iPads, or other electronic devices, as well as internet hot spots, will be provided to students whose parents choose Campus eSchool, so they are able to continue their educational program at home.

**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's ESOL Department will work with individual school-level ELL Committees to review the progress of ELL students within the context of proficiency/achievement prior to the school closures and proficiency data at the beginning of the 20-21 school year to identify ELLs who have regressed and determine if additional or supplemental English of Speakers of Other Languages (ESOL) services are needed. ELL committees will review Star Early Lit, Star Reading, and Star Math data from last year and the beginning of 20-21 school year to determine any regressions that may have occurred. Additional data from Smarty Ants, IStation, Freckle Math, and Achieve may be used, as needed, to confirm committee determinations.

The district's ESOL department will continue to support school-based ELL Committees by assisting with data disaggregation for ELL students after each state-approved progress monitoring period. The district ESOL department will also support school-based ELL Committees with analyzing student's scores from standardized assessments including Star, ACCESS, and FSA, if applicable, to determine if the student was on level or below level prior to school closures and whether they are continuing to make expected progress. The district's ESOL department will ensure each school-based ELL Committee review student performance in core academic subjects (ELA, math, science, social studies) after each interim report period and grading period to ensure ELL students are making satisfactory progress in all core academic areas. The district's ESOL department will support the ELL committees and work with their assigned schools to develop procedures to progress monitor and identify the ELL students who need additional or supplemental ESOL services. The ESOL department will also deploy district-level support to work closely with teachers and students to ensure students receive intervention to address regression and proficiency needs throughout the school year.

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Assurances 6 and 7 do not require additional narrative.

### Acknowledgement

The district verifies the information in this form.

<b>Name and title of person responsible for completion and submission of the Innovative Reopening Plan</b>
Michelle Townley, Acting Assoc. Superintendent, Chief Academic Officer
<b>Contact information: email, phone number</b>
<a href="mailto:michelle.townley@polk-fl.net">michelle.townley@polk-fl.net</a> ; 863-534-0521
<b>Date submitted</b>
07-25-2020
<b>Superintendent Signature (or authorized representative)</b>
