



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Escambia County School District

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: 2-10

The Escambia County School District will delay the start of the 2020-2021 school year. The School Board will adopt an amended school calendar on July 28, 2020. Students will return to school on August 24, 2020.

The Escambia County School District is offering three (3) instructional options for parents for the 2020-2021 school year.

Traditional

This model represents a return to the school campus and the classroom where students will interact directly with their teacher(s) and classmates. The school day will follow the standard bell times and standard schedule that includes all the core classes and other subject areas. In short, it represents a return

to the traditional school environment – with several significant changes involving enhanced health and safety precautions.

Our goal is to create an environment that provides an opportunity for students to return to the traditional school experience while providing effective safeguards to protect the health and safety of students and staff.

Public Health Actions on Every Campus

- Practice safe social distancing to the greatest extent possible
- Post signage and provide lessons to strongly encourage frequent hand washing and hygiene practices
- Ensure hand sanitizer is available throughout the campus
- Increase cleaning protocols throughout each campus, including replacing air filters more frequently
- Limit group gatherings
- Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others.
- Expect screening for all staff and students when any, or a combination of symptoms is identified
- Ensure any staff or students who exhibit symptoms are not at school or in the workplace
- Water fountains will be retrofitted to fill water bottles
- Efforts will be made to limit/reduce transitions (student movement) where possible

School Bus Safety

- School bus operators, school bus assistants, and students will wear face coverings on the bus as directed by staff. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others.

2020-21 Florida's Optional Innovative Reopening Plan

- Hand sanitizer will be available on all buses for students and staff use
- All buses will undergo disinfection of commonly touched surfaces at least twice per day, as per district guidelines

At the elementary school level, we are creating a cohort isolation model, where students will spend time on campus with the group of students in their class, including in the classroom, the cafeteria, the media center, and the playground. Interaction with students from other classes will be limited to the greatest extent possible. If a student displays symptom of illness, it will likely impact their cohort classmates, and not the entire school, in terms of quarantine or other interventions.

At the secondary level, each school will have a customized plan to discourage large gatherings of students in hallways and common areas, using clear communication and signage to reinforce the message. The number of students allowed in the cafeteria, media center, and gymnasiums will be significantly reduced to the extent possible. Extracurricular activities will resume and will adhere to recommendations from the CDC, state, and local officials.

Remote Learning

This model is designed for families who would like to maintain their connection to their enrolled school, but don't yet feel comfortable sending their student(s) back to school in August. Students will attend school remotely, following the standard school schedule and bell times.

Based on feedback after our distance learning experience during Quarter 4, this learning model will incorporate many of the features that parents and students valued, such as regular virtual real-time interaction with teachers each day for every class. It will also feature a robust curriculum with an assignment load similar to traditional school. Parents can rely on teachers to facilitate and guide student learning.

Students will have scheduled times, synchronous class meetings, and digital resources and assignments that can be completed at home or at school, if circumstances change during the year. This learning model provides families the flexibility to choose an instructional model to meet their needs during these uncertain times, and reflects our District's commitment to providing a high-quality instructional experience, no matter the setting.

What to expect from Remote Learning

- Students are at home learning and will need access to a device and internet. The district issues a Chromebook device to each student. Internet “hot spots” are available from the district if needed.
- Instruction is provided remotely and students will have access to their teachers during the regular school day hours
- Elementary students can expect daily lessons with face to face connections
- Middle and High students can expect daily face to face connections for every period
- Daily attendance will be taken daily in each course
- Students who do not attend and make weekly progress will be counseled to consider other options
- Assignment load and grading similar to traditional school
- Students will participate in state assessments
- [Elementary Remote Learning Daily Schedule](#)

Additional Supports for Students and Families

- Virtual office hours and small group sessions to meet social and academic needs
- On demand access to a library of tutorials, trouble-shooting, and tech support
- Tips and strategies to support students learning off campus
- Support from teachers to meet student needs during regular school hours

All courses required for normal student progression and graduation are available. However, certain elective courses may not be available through the Remote Learning option.

Virtual School

This full-time virtual school experience is ideal for students who wish to have more control over their learning path and pace, and for whom a flexible daily schedule is important. In this learning model, students often work on assignments during non-traditional hours and maintain contact with their teacher and classmates using web-based class sessions, email, text messages, and phone calls. All full-time students must carry the full six-course load for enrollment.

Escambia Virtual Academy offers courses for students in grades Kindergarten through 12th supported by a team of highly-qualified county teachers. Office hours for teachers are Monday through Thursday, from 8 AM to 4 PM. Enrollment requires a semester-long or year-long commitment, as well as an adult who can partner with Escambia Virtual Academy teachers by serving as the learning guide for the student. Because Escambia Virtual Academy is a public school choice, students must participate in all required State Standardized Assessments.

Escambia Virtual Academy offers a rigorous curriculum, access to academic advisement and college planning, and opportunities for advanced coursework including Dual Enrollment. Graduates earn an accredited, public school, standard high school diploma accepted by colleges, universities, and other post-secondary institutions.

What to expect from virtual learning with Escambia Virtual Academy:

- Students are at-home learning and will need access to a device, internet, and phone. The district issues a Chromebook device to each student. Internet “hot spots” are available from the district if needed.
- It is recommended as best practice that students log in on a daily basis in order to maintain progress. Pace and attendance are ultimately determined by weekly progress; however, students should be working every day of the school week
- Students are expected to verbally communicate and complete assessments with their instructors via phone or virtual session
- Enrollments are a semester-long or year-long commitment that requires an adult to serve as the learning guide for the student and Escambia Virtual teacher
- Students are required to complete all State Standardized Assessments with Escambia Virtual Academy

Students in K-5 have virtual options through Escambia Virtual Academy, Florida Virtual School or K12 Education Company. K12 is a fully accredited virtual provider supported by highly qualified state instructors based within a homeroom model. K12 instructors are available Monday through Friday 8 AM to 4PM. Enrollment requires a semester-long or year-long commitment, as well as an adult who can

partner with K12 teachers by serving as the learning guide for the student. Because K12 is a public school choice, students must participate in all required State Standardized Assessments.

What to expect from virtual learning with K12:

- Students are at home learning and will need access to a device, internet and phone
- Students are expected to log in on a daily basis for attendance and make weekly progress based upon pacing guides for completion of courses
- Students are expected to verbally communicate and complete assessments with their instructor via live connect sessions
- Enrollments are a semester-long or year-long commitment that require an adult to serve as the learning guide for the student and K12 teacher. Learning guides (parents) are expected to log in on a daily/weekly basis to assist the student and instructor with progress monitoring
- Students are required to complete all State Standardized Assessments with Escambia Virtual Academy

Registration and more information concerning both programs are available at [escambiavirtual](https://escambiavirtual.com) under the Registration Tab.

Post-Secondary – George Stone Technical College

George Stone Technical College recognizes the immediate ability to allow limited and safely conducted CTE course-related work to occur. The approach below details a “dimmer switch” model, with full reopening and in-person learning set to occur in August, at the start of the new Academic Year. GSTC will monitor the progress of the three-week July summer term and make any needed adjustments to the instructional plan for the Fall term in August.

George Stone Technical College will maintain an adequate supply of necessary supplies and materials to undertake those emergency protective measures, including cloth face coverings, supplies for cleaning and disinfecting, hand sanitizer, bleach wipes and spray and other personal protective equipment (PPE).

Minimizing spontaneity, uncertainty and ultimately risk on any educational campus is aided by visibly showing everyone what safety looks like, creating a visible feeling of health and safety, so that students and staff can settle into learning rather than wondering. George Stone Technical College will commit to:

- Encouraging visible signals of health and safety from the moment students and staff arrive on campus, or at a program, with physical guides, barriers and alerts that help everyone learn and know how to act safely.

- Encouraging the use of outside and unconventional spaces with significant options for social distancing for learning and extracurricular activities. When on campus, to the extent possible, will consider moving large staff meetings and student assemblies to more open spaces or utilize virtual tools. The first priority should always be facilitating in-person course needs, so extra convenings should leverage alternative means to convene.
 - Practicing [social distancing](#) whenever feasible.
 - Encouraging all that if they believe themselves infected with COVID-19, to immediately contact their health care provider.
 - Encouraging all persons 65 or older, or those with a serious medical condition, to avoid large crowds and direct all employees who feel sick to stay home.
 - Consulting with district staff regarding procedures for workforce tracing following a positive COVID-19 test by an employee, student or those who have come into contact with an individual testing positive for COVID-19.
-
- Encouraging all students, faculty and staff to frequently wash hands with soap and water for at least 20 seconds or use hand sanitizer with at least a 60 percent alcohol if soap and water are not available. In addition, it will recommend that all: 1) avoid touching eyes, nose and mouth, 2) cover cough or sneeze with elbow or a tissue and dispose of the tissue, 3) clean and disinfect frequently touched items and surfaces as much as possible. If anyone feels sick, [they will be encouraged to stay home](#). If students become sick, ensure there is comprehensive school health protocol in place.

Online Instruction/Remote Learning:

Using Canvas software and available G suite tools, George Stone Technical College instructors can carry out live (synchronous) classes for remote learning and asynchronous classes. Canvas software is accessible through multiple devices including desktop computers, laptops, tablets, and mobile phones. When possible, implementation and guidance is reviewed with students in the classroom prior to enacting emergency virtual learning provisions. Guidance is also distributed to students electronically and will be available in the Canvas platform. Students are expected to conference into the class during the scheduled instructional time. Attendance will be tracked via Canvas/Focus Student Information System for all courses during this time.

Academic Management Practices for Remote Learning:

Attendance: This is managed by instructors utilizing the canvas platform as well as the school's student data system.

Grading: Students are graded based on their participation and performance concerning online assignments.

Assessments: Software generated assessments and teacher-made assessments are used for online instruction.

2020-21 Florida's Optional Innovative Reopening Plan

Industry Certification/Licensure Information: Industry certifications can be obtained, dependent on the provider. Licensure examinations are provided with guidance from governing agencies.

Work-based Learning/Clinical Requirement Information: This information is provided with guidance from local businesses and governing agencies.

Charter Schools

The following Charter Schools will adopt the Escambia County School District's Reopening Plan for the 2020-2021 school year:

1. Capstone Academy (PreK) ([Return to School Memo](#))
2. Byrneville Elementary (K-5) ([Return to School Memo](#))
3. Jacqueline Harris Preparatory Academy (K-5) ([Return to School Memo](#))
4. Beulah Academy of Science (6-8) ([Return to School Memo](#))
5. Pensacola Beach Elementary (K-5) ([Return to School Memo](#))

Contracted Alternative Program

Camelot Academy at McMillan/KAPS

Students enrolled in Camelot Academy at McMillan/KAPS will receive instruction in the traditional model. Teachers will prepare for the need to transition to remote learning and will schedule time once a week to work with students using Google classroom. In the event it becomes necessary to transition from traditional to remote learning, the goal is for the transition to be as seamless as possible.

Camelot Academy will adhere to all District guidelines as it relates to COVID 19.

Department of Juvenile Justice (DJJ) Programs

1. Detention Center

Detained youth will continue to participate in face-to-face instruction while enrolled in the Detention Center. Proper social distancing will occur in classrooms. Time will be extended between movement of students for proper cleaning of desks and materials. School District staff will be responsible for disinfection of classrooms between class periods. In preparation for the need to transition to remote learning, the teachers will schedule time once a week to work with students through Google classroom. DJJ staff will also be trained so that they will be able to assist students. The goal will be for the transition from traditional to remote learning, if necessary, to be as seamless as possible.

As students are secured into the Detention Center, temperature and symptom checks are conducted. If a student presents symptoms or a fever while detained, he/she is quarantined and housed separately from all other youth. When this occurs, teachers will prepare assignments for students to complete.

All District staff working in the Detention Center will follow protocol of the facility as it relates to entry each day. Temperature and symptom checks will be conducted daily.

Communication with Detention staff is imperative as it relates to health and safety while in the care of DJJ. Department of Juvenile Justice Information provided in the following link:

2. Boys' Base

AMIKids' staff are responsible for the health and safety of boys who have been adjudicated and referred to the program through juvenile court. Minimum stay at Boys' Base is six (6) to nine (9) months.

Students enrolled at Escambia Boys' Base will receive instruction in the traditional model. Additional time will be added to transition of students to allow for proper cleaning and disinfecting of school materials. In preparation for the need to transition to remote learning, the teachers will schedule time once a week to work with students through Google classroom. AMIKids staff will also be trained so that they will be able to assist students. The goal will be for the transition from traditional to remote learning, if necessary, to be as seamless as possible.

3. PACE Center for Girls

PACE Center for Girls will follow the District's guidelines for instructional options for students. PACE Center serves girls ages twelve (12) to eighteen (18) who are academically underachieving, involved with the court system, truant, have excessive discipline referrals or a case for removal. In preparation for the need to transition to remote learning, the teachers will schedule time once a week to work with students through Google classroom. The goal will be for the transition from traditional to remote learning, if necessary, to be as seamless as possible.

4. Escambia County Jail

2020-21 Florida's Optional Innovative Reopening Plan

Students who have been adjudicated as adults by the court system will continue to receive academic support in a traditional model provided by a District teacher and teacher assistant. The health and safety of students housed in the facility is the responsibility of the Escambia County Jail staff. Limited number of students allows for proper social distancing in the classroom. Additional time will be allotted for transition of youth for proper cleaning and disinfecting of classroom materials. In preparation for the need to transition to remote learning, the teacher will schedule time once a week to work with students through Google classroom. Jail staff will also be trained so that they will be able to assist students. The goal will be for the transition from traditional to remote learning, if necessary, to be as seamless as possible.

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: 13-14

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: 14-15

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: 15-16

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

2020-21 Florida's Optional Innovative Reopening Plan

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: 16

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: 16-17

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 district's Traditional Option for reopening schools reflects a return to the school campus and the classroom five days per week, where students will interact directly with their teacher(s) and classmates.

All district K-12 schools, Camelot Academy at McMillan/KAPS (contracted alternative program) and George Stone Technical College will adhere to the [2020-2021 School Calendar](#), amended by the Board on July 28, 2020.

The school day will follow the standard bell times and standard schedule that includes all the core classes and other subject areas. In short, it represents a return to the traditional school environment – with several significant changes involving enhanced health and safety precautions.

Charter Schools:

The following district charter schools will adhere to the District's [2020-2021 School Calendar](#):

1. Byrneville Elementary (K-5)
2. Jacqueline Harris Preparatory Academy (K-5)
3. Beulah Academy of Science (6-8)

The following district charter schools adhere to a calendar other than the district's adopted calendar:

1. Pensacola Beach Elementary School (K-5) has adopted the Santa Rosa County School District [2020-2021 School Calendar](#), approved by the Santa Rosa County School Board on July 30, 2020.
2. Capstone Academy (PreK) adheres to a calendar specific to their program requirements.

Department of Juvenile Justice (DJJ) Programs:

The following DJJ programs adhere to the calendar as indicated below:

1. Juvenile Detention Program (K-12) and the County Jail Program adhere to a calendar specific to their program requirements.
2. PACE Center for Girls (6-12) adheres to a calendar specific to their program requirements.

3. Pensacola Boys Base adheres to a calendar specific to their program requirements.

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.

Services required for vulnerable populations for each of the three instructional options (traditional, remote, and virtual) include access to supplementary instructional materials such as print materials and manipulatives, additional classroom technology resources, professional development for teachers, and parent engagement opportunities.

Low-income families - Students of low-income families will receive Title I services provided by the school and Title I department to ensure they have a fair, equal and significant opportunity to obtain a high-quality education with emphasis on meeting challenging state academic standards. Families will receive support that builds the parent/guardian's capacity to help their child at home.

Students of migrant workers – Eligible migratory students and their families will receive support services to meet educational, health, nutrition and social needs. English and literacy programs, translation services, parent education training, summer academic programs, high school credit study opportunities, and FSA tutoring and referrals to social agencies are provided.

Students who are homeless – The district provides services to homeless students in accordance with the McKinney-Vento Act by assisting with school registration, record transfers, immunizations, free school meals and transportation to school of original to ensure school stability. Title I works with other school districts and outside agencies to ensure homeless students are identified quickly and enrolled into school immediately. Referrals for critical needs such as food, clothing, housing and health services are made in partnership with our local homeless agency, Opening Doors of Northwest Florida. Unaccompanied homeless youth are also served by the district.

Students in foster care – The district collaborates with local child welfare agencies to identify and serve foster care students. Foster care students receive transportation to their school of origin unless it is deemed in the best interest of the child to not remain enrolled at their original school. Title I pays the

transportation costs to ensure school stability for foster care students. If the district and child welfare agencies determine another school placement is needed, policies are in place to ensure immediate enrollment and transfer of records.

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 in need of additional academic or behavioral support and intervention in the classroom are likely to benefit the most from attending and participating in school in the traditional setting. However, due to COVID-19 pandemic, some students will be receiving instruction via remote learning. If at any time a student fails to make adequate progress, the student will be provided additional support and given the opportunity to transition to another teaching option.

School-based RtI teams should follow the District's established process and procedures. The school-based RTI coordinator for the student's enrolled school will facilitate and manage this process. Students receiving instruction via traditional or remote learning will participate in the district's on-going progress monitoring assessment. This data will assist RtI teams in identifying students who need additional support. Teachers who identify students not performing satisfactorily with the Tier 1 general education curriculum should refer the student to the school-based RtI problem-solving team.

School-based RtI teams will follow the District's decision trees and procedures. If the RtI team determines the student is in need of intervention(s) in a specific area of concern, the team will select appropriate, evidence-based interventions for implementation by an identified staff member. Regardless of instruction delivery method (traditional/remote), the staff member responsible for providing the interventions and support will follow the established process and paper for progress monitoring. For those students who were receiving Tier II or Tier III interventions prior to school closure during spring of 2020, the RtI team, to include the current teacher or remote learning teacher, should convene to determine the need for continued interventions.

The Escambia County School District [2020-2021 Uniform Statewide Assessment Calendar](#) indicates all progress monitoring assessment tools and the district's window for administration.

In addition to state assessments, the Escambia County School District also administers local assessments to inform instruction and monitor progress. Star 360 reading assessments are administered in grades K-10,

2020-21 Florida's Optional Innovative Reopening Plan

and Star 360 math assessments are given in grades 1-8. I-Ready reading and math assessments are also administered to students in grades K-8. In addition to these, quarterly progress monitoring assessments are administered locally for courses with a state end-of-course exam (EOC), and the Unique Learning System Benchmark Tests are used to monitor the progress of ESE students in access courses.

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.

To ensure the individual needs of students with disabilities are met, services aligned to the IEP will be provided regardless of the model of instruction chosen. Should an IEP team, including the parent, recommend any alteration to the services indicated in the IEP, the team will convene to determine the most appropriate documentation for the change. This documentation for any change in services may be accomplished through an IEP review/amendment or a distance-learning plan.

Teachers and service providers for students with disabilities will receive on-going training throughout the school year related to progress monitoring procedures for students with disabilities during school closures. Teachers and service providers will be instructed to collect data to monitor students' progress on existing IEP goals and objectives. Further, it will be necessary to compare current data with previous data to determine if regression has occurred during school closure.

IEP team members will be instructed to consider the unique needs of each student and what, if any, amendments to the IEP may be required in order to assist the student in regaining skills lost during closure. It is anticipated that changes in IEPs for students who have experienced regression may include consideration of increased frequency or duration of services or changes to specially designed instructional methods or materials, as appropriate.

The need for compensatory services, which go beyond what can be delivered during the regular school day, may be considered. District ESE administration will be ready to assist in provision of any compensatory services which may require resources beyond that which can be provided at the school level.

Plan for Implementation of Assurance 5

2020-21 Florida's Optional Innovative Reopening Plan

- 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.

English Language Learners (ELL) WIDA scores from 2019-2020 will be reviewed by the ESOL teachers. Students who scored English proficient in kindergarten through second grade will exit the ESOL program since they met the exit criteria. Students in third through twelfth grade will be reviewed on an individual basis by the ELL committee. There will be a focus on the students who have been in the ESOL program over 6 years, students who scored English proficient on WIDA, and students who achieved a level 3 or higher on the STAR Reading assessment that was administered in February 2020.

As instruction begins for the 2020-2021 school year, either face to face or remotely, ESOL teachers will monitor their students' progress and determine if additional services may be needed. Teachers will assess the students who may need supplemental services with the IPT oral/aural, reading and writing tests to determine the English proficiency levels. Supplemental services such as after school tutoring or one on one instruction with bi-lingual teacher assistants will be offered. A part time instructional coach will assist ESOL teachers with ELL strategies.

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	
Steve Marcano, Assistant Superintendent, Curriculum & Instruction	
Contact information: email, phone number	
smarcano@ecsdf1.us	850.429.2918
Date submitted	
Resubmitted: August 4, 2020	
Superintendent Signature (or authorized representative)	
	