



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



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

### **UF Lab School/P.K. Yonge DRS**

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

**Background & Introduction:** As the University of Florida's K-12 laboratory school, P.K. Yonge Developmental Research School's Innovative Learning Model seamlessly aligns with the K-12 transformation underway as one of Florida's pilot districts for personalized, competency/mastery-based education since 2016. Over the past five years, P.K. Yonge's K-12 teachers have identified essential learning goals and skills for which students must demonstrate mastery at the end of each grade level. Students and families are provided formative feedback throughout the year via our standards-based grading system. Secondary teachers have been designing and developing curriculum, learning tools, and high-quality assessments to support all students in mastering learning goals and skills with support from Canvas, our learning management system, for the past three years. Funding from the Digital Classroom Allocation enables PKY to provide a take-home Chromebook for every 6-12 student. Take-home Chromebooks were extended to K-5 students March 2020 when the school campus closed due to the pandemic. Consequently, when *Virtually P.K.* began on March 27, 2020 student learning continued uninterrupted with additional support from Zoom and Hapara, as well as school-provided hotspots for families lacking internet access. The full panoply of school services continued for all students including speech and language therapy, OT/PT, mental health counseling, school counseling, learning accommodations, special education services, intensive/tiered instruction, and academic coaching. Families in need were provided meal services and food delivery. P.K. Yonge successfully transitioned the

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

entire school organization to a virtual platform as teachers engaged in remote instruction, including attendance monitoring, tiered instruction, disciplinary support, safety and security surveillance, shared governance meetings, professional learning, teacher research, School Advisory Council meetings, and IEP meetings. A technology help desk was established for both students/families and faculty. Responses to requests for tech help were immediate. During the last quarter of 2019-20, PKY student attendance rates held steady at 95% through remote learning; this rate was consistent with attendance rates in the previous academic quarters. P.K. Yonge is proud of what was accomplished in unprecedented times and families have been both thankful and complimentary.

### P.K. Yonge's Innovative Reopening Plan

**PKY Innovative Learning Model Goals:** Maximize student learning and engagement. Minimize student movement on campus to reduce number of students interacting daily. Reduce number of students an individual teacher interacts with daily. As of July 12, 2020, approximately 50-60% of P.K. Yonge families are opting for some form of remote instruction for fall 2020.

#### **P.K. Yonge Elementary (K-5) ~ Parallel Learning Programs: On Campus & *Virtually P.K.***

- **Individual Screening Assessments by Appointment for K-3 Students Prior to Reopening:** P.K. Yonge will schedule individual appointments with K-3 families prior to the first day of school to accomplish the following goals: (1) familiarize families and students with new campus routines and to support the healthy return of students and faculty; (2) administer individual reading and mathematics progress monitoring assessments by appointment; and (3) provide a full day for teachers and Learning Community Leaders to analyze baseline progress monitoring assessments, design focused/targeted instruction to reduce emerging achievement gaps, and set personalized learning goals with students and families.
- **K-5 On Campus:** To reduce the risk of viral spread we are adapting how students will be grouped and located in the elementary building. Students will be assigned to a grade level teacher and will remain in an assigned learning space. A cluster of two student groups will be assigned a designated entry/exit point, for the duration of each school day. Instructional regrouping will be limited to 2 teachers and their assigned student groups. Students will be provided synchronous, in-person instruction and have ample opportunities to safely interact with their peers including both those on campus and learning remotely. Outdoor learning opportunities will be advantaged when possible and as campus outdoor learning spaces permit.
- **K-5 *Virtually P.K.*:** Students will be provided the same curriculums and learning goals aligned with Florida Standards, to support student mastery of essential learning goals and skills, and will include regular formative progress monitoring in mathematics, reading, and writing as those students on campus. Students participating in *Virtually P.K.* will be assigned a *Virtually P.K.* teacher and will attend synchronous learning sessions in Zoom with daily opportunities to interact with peers both socially and academically to complete learning tasks. Students in *Virtually P.K.* requiring special education services or tiered instruction will be provided synchronous, small group Zoom sessions with their teacher and/or the Learning Community Leader. Students participating in *Virtually P.K.* will be provided a school-issued Chromebook and all learning materials needed to fully participate in the learning activities designed by their teachers.

- **Maintaining Elementary Communities of Learners:** Social and emotional supports during these unprecedented times will be critical to supporting the success of both on- and off-campus learners. Therefore, each of the elementary learning communities (K/1, 2/3, 4/5) will organize synchronous opportunities for all members of the Learning Community to interact with one another through SEL-focused activities offered in a blended learning environment. The elementary counselor will support K-5 core teachers in designing and scheduling these activities.
- **After School Reading Tutoring 1<sup>st</sup> – 4<sup>th</sup> Grades (GEERS/CARES Allocation):** Synchronous on-campus and virtual afterschool reading tutoring will be led by highly effective K-3 teachers trained in evidenced-based reading practices for 1<sup>st</sup>-4<sup>th</sup> grade students scoring below grade level benchmarks on DIBELS and SIPPS progress monitoring formative assessments through October 31<sup>st</sup>.

### **P.K. Yonge Secondary (6-12) ~ Seamlessly Integrating Learning: On Campus with *Virtually P.K.***

- All secondary courses are identified as blended learning courses in the PKY 2020-2021 Master Schedule. This is not a new practice at P.K. Yonge; we are simply expanding from designating many courses as blended, to all courses as blended for 2020-2021.
- All 6-12 students, both on campus and remotely, will participate in the same, synchronous instructional opportunities and complete the same teacher-designed curriculum and learning assignments as informed by course specifications and grade level standards.
- Synchronous teaching and learning interactions will be facilitated via Zoom for all students.
- Learning tasks, assignment submission, recorded teacher lessons, and assessments will be facilitated through the Canvas learning management system. All students (campus-based and remote) will have access to all teacher-designated ancillary digital tools.
- All students, both on campus and remotely, in the same course/class period will work individually and with peers (in person or via Zoom breakout rooms) to complete learning assignments and tasks both synchronously and asynchronously.
- Off-campus students in need of learning coaching and/or support will be encouraged to make appointments with course instructors as needed to support timely academic progress.
- Learning Community Leaders will monitor academic progress of underachieving students and/or students with disabilities. As needed, LCLs, counselors, and therapists will meet with on-campus and off-campus students via Zoom or face-to-face to support learning progress and provide accommodations.

### **On Campus Cohort Learning Groups**

- Students participating in 5 days on-campus learning will be organized in small, student groups with two teachers assigned to one classroom for the full school day. Estimated group size based on recent family survey will be 12 - 15 students.
- On-campus students may attend hands-on learning opportunities associated with a course at an outdoor space on the school campus with the course instructor.

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

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

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

**Assurance 1:** Upon reopening in August, the district will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_\_\_\_

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

**Assurance 3:** The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided 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.—DOES NOT APPLY; UF LAB SCHOOL IS A SPECIAL SCHOOL DISTRICT AFFILIATED WITH THE UNIVERSITY OF FLORIDA

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.

P.K. Yonge Developmental Research School, UF Lab School's K-12 school, will reopen campus to all K-12 students opting for on-campus learning on August 24, 2020 for five days of school per week (minus scheduled holidays, teacher work days, and professional learning days). The school campus will remain open to all students selecting the on-campus learning option subject to advice and orders of the Florida Department of Health, UF Health, and the local departments of health, Executive Order 20-149 and subsequent executive orders.

Distribution of Chromebooks and instructional materials for students electing to participate in learning remotely will take place during the week of August 17, 2020.

**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.

All families, regardless of the location of their learning environment (on campus 5 days per week, or remotely via *Virtually P.K.*) will continue to be provided the full array of services required by law including Title I tiered intervention instruction, special education accommodations and tiered instructional supports, speech and language services, OT/PT, mental health services, academic/school counseling. Our homeless liaison, Becca Antellis, will support any P.K. Yonge family learning on campus or remotely as needed. Students' learning will not be disrupted as a consequence of homelessness or being placed in foster care. Access to breakfast and lunch for students who qualify for the meal program will continue despite the students' learning location (on campus or remotely). Any student identified as falling behind will be provided ample opportunity through multiple pathways to achieve grade level benchmarks including tutoring, small group instruction, reteaching, and extended learning opportunities.

### 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.

P.K. Yonge has been implementing a *Multi-Tiered System of Supports* approach since 2007. As early adopters and developers in consultation with the UF School Psychology program and professors-in-residence, regular progress monitoring and analysis of data to plan for targeted intervention are foundational to P.K. Yonge's approach to ensuring all students achieve mastery of learning goals. Each school year begins with administering baseline measures to identify students' strengths and areas for growth in reading and mathematics. Teachers, Learning Community Leaders, counselors, administrators, special service providers, and school psychologists meet quarterly to analyze trends in quarterly progress monitoring measures, identify students in need of intervention and/or tiered support, and plan for instruction. During these meetings stakeholders also review data and gather teacher input regarding any students that may need counseling and/or mental health services.

**Baseline Progress Monitoring for K-3 students:** P.K. Yonge will schedule individual appointments with K-3 families prior to the first day of school to accomplish the following goals: (1) familiarize families and students with new campus routines and to support the healthy return of students and faculty; (2) administer individual reading (DIBELS Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency; SIPPS Diagnostic Placement Assessment) and mathematics progress monitoring assessments (curriculum-based, standards-aligned, FSA-informed) by appointment; and (3) provide a full day for teachers and Learning Community Leaders to analyze baseline progress monitoring assessments, identify students not meeting baseline targets on national norms for their grade level, design focused/targeted instruction to reduce emerging achievement gaps, and set personalized learning goals with students and families.

**Reading Progress Monitoring Measures 4<sup>th</sup>-8<sup>th</sup> grades:** Maze Passages; SIPPS diagnostic assessment for underachieving 4<sup>th</sup> and 5<sup>th</sup> grade students.

**NOTE:** In 6<sup>th</sup> -12<sup>th</sup> grades, students' progress is measured and tracked with our standards-based grading approach as embedded in our Canvas Learning Management System.

**Broad Progress Monitoring Measures 9<sup>th</sup> – 12<sup>th</sup> grades:** As a College Board Partnership school district, P.K. Yonge has begun administering PSAT 8/9 in fall of 9<sup>th</sup> grade as well as providing school day PSAT and SAT. While these are critical measures of individual student achievement and school impact, we do not yet know if local conditions will allow us to administer these measures fall 2020.

**Mathematics Progress Monitoring:** All K-12 mathematics progress monitoring measures are curriculum-based, standards/FSA-aligned measures. One UF School Psychologist-in-Residence has been consulting with P.K. Yonge's Elementary Curriculum Coordinator to analyze the validity and reliability of our elementary math progress monitoring measures.

**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.

P.K. Yonge's Director of Student and Family Services works with K-12 Learning Community Leaders (K/1, 2/3, 4/5, 6-8, 9-12 Math/Science, 9-12 ELA/SS), our school psychologist, teachers, families, and many times the students themselves, to update (or initiate) a student's IEP and plan for accommodations and needed compensatory services for individual students with disabilities. The Learning Community Leader is responsible for ensuring that services and accommodations are provided as identified during the IEP planning meeting. Both on-campus students and participants in *Virtually P.K.* will receive all identified services and accommodations. Any student with disabilities identified as falling behind will be provided ample opportunity through multiple pathways to achieve grade level benchmarks including tutoring, small group instruction, reteaching, and extended learning opportunities.



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

### 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.

For those PKY students identified as qualifying for supplemental ESOL instruction, such instruction would be provided by an ESOL-endorsed teacher through either campus-based or remote instruction. If a student who qualifies for ESOL services is identified as falling behind, the student will be provided ample opportunity through multiple pathways to achieve grade level benchmarks including tutoring, small group instruction, reteaching, and extended learning opportunities.

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>
Lynda Hayes, Director
<b>Contact information: email, phone number</b>
352.294.7297
<b>Date submitted</b>
7/17/2020
<b>Superintendent Signature (or authorized representative)</b>
