



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



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

[Monroe County]

*Due: July 31, 2020*

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

## 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: 20-22

Based on the *Governor's Back to School Plan*, if minimal exposure exists, all students regardless of grade level will come to school in a traditional face-to-face model five days per week while following CDC and Department of Health guidelines. A virtual option will also be available to parents who choose not to send their child to school. The virtual option offered by Monroe Virtual is taught by certified teachers within Monroe County and follows the state standards and rigorous expectations. We will also offer a blended learning model that combines an alternating AB day that is paired with synchronous and asynchronous instruction. This instructional model will offer 5 days a week of instruction following the same curriculum as in-person instruction while maintaining the ability for students to interact with their teacher and peers. This plan includes all elementary, middle, high, and combination. Our alternative programs including DJJ, Keys Center and ACE utilize a blended learning model. The teachers in the center teach some course in a face-to-face model. Some courses are done virtually through Edmentum or Keys Virtual. Our virtual courses are credit based and follow state standards.

## 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: 20-22

**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: 18

**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: 19

**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: 18

**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: 18

**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.

#### Minimal Exposure

Based on the *Governor's Back to School Plan*, if minimal exposure exists, all students regardless of grade level will come to school in a traditional face-to-face model five days per week while following CDC and Department of Health guidelines. A virtual option will also be available to parents who choose not to send their child to school. This plan includes all elementary, middle, high, and combination. Our alternative programs including DJJ, Keys Center and ACE utilize a blended learning model. The teachers in the center teach some course in a face-to-face model. Some courses are done virtually through Edmentum or Keys Virtual. Our virtual courses are credit based and follow state standards.

The start date for school is August 13, 2020. Monroe County School district ensures that all students K-3 have a minimum of 720 instructional hours and 4-12 a minimum of 900 instructional hours.

School Schedule are as follows:

Coral Shores High, Marathon High and Key West High School: 7:30 am -2:30 pm

Plantation Key School (K-8): 7:45 am -2:45 am

Gerald Adams Elementary, Poinciana Elementary, and Sugarloaf K-8: 8:00 am -3:00 pm

Stanley Switlik Elementary: 8:25 am -3:30 pm

Key Largo School (K-8): 8:30 am – 3:30 pm

Horace O'Bryant School (K-8): 8:45 am – 3:45 pm

#### Scheduling

- Continue with current scheduling practices in FOCUS
- Schools will develop supervision, small group, electives, and specials schedule to ensure social distancing.

#### Staff

- Schools may need to provide sixth-period supplements for additional sections.
- Schools will develop supervision plan to monitor hallways and class changes.

#### School Capacity

- School capacity will be evaluated and room assignments/ schedules will be made to enforce social distancing

#### Instructional Delivery Model

- Instruction will be provided in small groups to ensure social distancing.

#### Moderate Exposure

Students in Pre-K through Grade 5 will attend face-to-face instruction every day. Class sizes will be reduced and may require schedule adjustments to ensure CDC guidelines are being followed.

Grades 6-12 will use an A/B day schedule to reduce numbers. Students will attend every other day and have virtual asynchronous work on the alternating days.

### *Scheduling*

- Continue with current scheduling practices in FOCUS. Direction from FOCUS will be provided on formatting students for A and B schedules.
- Communication on A or B day will be provided to parents and students.
- Schools will develop supervision plan to monitor hallways and class changes.
- Additional time may be needed for class changes to ensure social distancing.

### *Staff*

- Additional staff may be necessary to accommodate all PreK-5 students to ensure social distancing.
- Schools may need to provide sixth-period supplements for additional sections.
- Schools will develop supervision plan to monitor hallways and class changes.

### *School Capacity*

- School capacity will be evaluated, and room assignments/ schedules will be made to enforce social distancing.

### *Instructional Delivery Model*

- Grade PreK-5 receive face-to-face instruction five days per week.
- Middle and High School students will attend school on alternating days, Monday through Friday, on an A or B schedule
  - On distance learning days, students will be provided course work to support and extend face-to-face instruction. Course work will be asynchronous and is required coursework.
  - Attendance will be monitored for both face-to-face and at-home instruction.
- Grades will be measured using the traditional grading scale as outlined in the Student Progression Plan.

### *Substantial Exposure*

Distance learning will be provided for all students through Google Classroom or Canvas.

### *Scheduling*

- Student courses will be shifted to an online environment
- See Distance Learning and school websites for more information.

### *Staff*

- Teachers will have 24-hours to begin virtual instruction.

### *School Capacity*

- Physical school sites remain closed except for allowable in person programs.

### *Instructional Delivery Model*

- See Distance Learning Section for a detailed explanation and expectations on Virtual Instruction

## 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.

Our Foster, Economically Disadvantaged, Students with Disabilities, English Language Learners and students who demonstrate significant academic loss will be a focal point of our progress monitoring and tiered support to ensure that learning gaps, regression, and emotional needs are identified and met in accordance with their educational plans. If the need arises, compensatory services in accordance with IEP goals and additional educational opportunities will be afforded through before school, after school and extended year opportunities.

Our homeless students are provided many supports through the use of Title IX funds. These supports include preferred access to before and after school tutoring, free meals, counseling, school supplies, transportation to remain in the home school, transportation for families to attend after school events, and through our partnership with Kids Come First, students are provided clothing and basic hygiene supplies. MCSD also works with families on referral to numerous community agencies that support housing, food needs, and medical services.

Special Populations must also be considered. Student programming may have to be adjusted in to serve the needs of these populations. Some students may not have the access to benefit from virtual learning. Some students cannot be left at home and have needs for therapies or other services that are better done in the traditional school setting. Additionally, there are some medically fragile students who may need to remain on virtual learning due to health issues that place them at greater risk. Programming must be available in the event that a school or portion of a school must close temporarily due to a positive COVID-19 case within a specific school. MCSD will work with parents and schools to create adjustments for these conditions.

### 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.

#### Academic Supports

MCS D expect to see some academic loss and gaps in achievement for most students and MCS D anticipate the learning gaps to be compounded for particular subgroups. In an effort to address this regression, MCS D will continue to implement our Tiered supports for instruction as well as offer a Summer Boost Program for Kindergarten through Second Grade. MCS D will always consider the emotional needs of children first and use strategies to reduce any trauma and adjust instruction based on these needs.

Tier One, or core instruction, means that grade level standards are taught to all students. Master Lesson Plans in Literacy and Mathematics have been created to allow teachers to leverage planning for small groups and individuals. At this tier, MCS D will ensure that MCS D review behavioral expectations and include Social Emotional Learning for all students. MCS D will also ensure that students and teachers are prepared in the event that a blended learning or fully virtual learning model becomes necessary.

Tier Two instruction includes remediation and academic supports for students who need additional instruction. An intervention matrix is provided for this purpose. Instructional software and increased instructional time will be provided.

Tier Three instruction utilizes data to identify specific gaps in learning. They are addressed with MTSS supports and individualized instruction as well as with additional SEL and extension of the school day through before and after school programs.

As we return to school, MCS D must examine not only the impact of lost instructional time, but also the impacts on the social emotional development of children. Our schools are prepared to adjust academic expectations and instructional practices with a balanced approach to address the academic loss as well as the social needs of our students. There is still much uncertainty and distress with regard to this pandemic for educators, parents and students. MCS D will set realistic goals to make up lost academic time with a balanced curriculum that maintains core academic areas, as well as continued special areas to include physical education, art, music and other special area specific to each school site. MCS D will also dedicate class time to character education and social emotional learning to continue to support students through these unprecedented times

The Florida Department of Education has advised that all state testing will be reinstated this year as well as the issuance of school grades. MCS D has many valuable assessment tools to both identify and address learning needs. MCS D has provided a full assessment calendar in our resource list.

MCS D will continue Progress Monitoring Testing for all students. MCS D will conduct our first screener at the beginning of the school year to assist in identifying students that have learning gaps and to ensure that instruction addresses student needs. At the end of the first nine weeks, students who were deemed at-risk, will be monitored using formative assessments such as checklists, anecdotal records, and four corners activities to ensure that learning gaps are being addressed and students are being academically successful. Winter and Spring Progress Monitoring will take place as well and this will allow the teachers to provide individualized supports for students throughout the year based on data.

Our progress monitoring schedule includes testing in fall, winter and spring using STAR Early Literacy for kindergarten and STAR Reading and Math for all other grades. MCSD has added an additional screening for students who show regression in baseline testing. This will occur at the end of the first nine weeks to ensure that instruction is meeting the learner's needs and instructional adjustments will be made if students are not making adequate progress.

Our first Progress Monitoring Window 1 is August 17 through September 18, 2020

All students will receive baseline assessment in STAR Early Literacy (Kindergarten), STAR Reading, and STAR-Math. Student results will be analyzed using the decision trees for Literacy (Appendix 1) and Math (Appendix 2). Result analysis will include comparison to prior year grade level Scale Score average, Individual student prior year PM1 national percentile rank, Grades 9-12 comparison to College and Career Readiness (CCR) benchmark scores. Students will receive progress monitoring in Science and Social Studies through district created exams. All other assessment will be carried out as indicated in the draft 2020-2021 Assessment Calendar (Appendix 3). Our focus is on accelerating learning by providing grade level content with scaffolds to support unlearned material. Accelerated learning is defined as "students consistently receive grade-level materials, tasks, and assignments, along with appropriate scaffolds that make the work accessible...teacher focus on filling in only the most critical gaps [keeping the essential standards a priority] – not in isolation, but how they are needed" (The New Teacher Project). Teachers will collaborate with previous year's teacher to assist in the development of individualized learning plans necessary to accelerate learning. Teacher collaboration to deliver small, personalized intervention blocks where children are grouped and re-grouped depending on their needs.

There is also the expectation that teachers will adapt the scope and sequence and pacing guides to reflect where teachers might need to provide acceleration support and to challenge students where applicable.



**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.

See page 18.

**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.

See page 18.

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>
Dr. Anne F. Herrin
<b>Contact information: email, phone number</b>
<a href="mailto:Frannie.herrin@keysschools.com">Frannie.herrin@keysschools.com</a> 305-293-1400 extension 53307
<b>Date submitted</b>
July 22, 2020
<b>Superintendent Signature (or authorized representative)</b>
<i>A. Herrin Affore for Mark Porter, Superintendent</i>