



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

[Volusia County Schools]

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 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 in your submitted plan: n/a

Volusia County Schools is using extensive stakeholder feedback provided by several back to school task force groups to provide three options for our students when returning to school this fall. These options will be provided to meet the educational needs of all students in VCS in elementary, middle, high, combination, alternative, DJJ education programs, etc. The options provided support the ability for parents to choose the safest option for their child. Option 1: Traditional School Setting; Option 2: Volusia Live; Option 3: Enhanced Volusia Online.

Option 1, Traditional School Setting: Pre-K through twelfth grade students who chose Option 1, Traditional School Setting, will return to their brick and mortar classrooms when school resumes for the 2020 – 2021 school year. These students will receive live (face to face) instruction from their teachers and will interact with their peers daily. Each level will follow their traditional bell schedule and school calendar. Classes will resume full time; five days per week.

Option 2, Volusia Live: This option will serve as our "Innovative Model" for these purposes. Students who choose Volusia Live will receive synchronous instruction from their teacher(s) at their zoned school while at home. Teachers will teach from their classroom and students will interact with them and their

2020-21 Florida's Optional Innovative Reopening Plan

peers via live streaming, in real time, for the entire school day. Students choosing this option will receive the same curriculum, instruction, and progress monitoring as students who attend in person. Volusia Live requires students to follow the traditional school setting bell schedule which results in the same seat time for FTE purposes. Elementary students in Pre-K to second grade who choose this option will have a dedicated teacher who will live stream lessons. Students will receive synchronous instruction and interaction with their peers using live streaming. Students in grades three through five, will participate in live stream lessons from their classroom with their teacher of record to receive synchronous instruction and interaction with their peers. Students in grades six through twelve will log in to each class period throughout the day at the designated time and follow their class schedule. These students will receive synchronous instruction from their teacher and interaction with their peers using live streaming. Teams and Zoom will be utilized to facilitate the live sessions and Canvas will be utilized as the learning management system for curriculum and instruction assignments and additional interactions. Progress monitoring will be ongoing and used to determine student success in this option. If a student is not making adequate progress in Option 2, Volusia Live, they will be able to choose another option.

Option 3: Enhanced Volusia Online: Students who chose this option will receive asynchronous instruction from our Volusia Online teachers. These students work at a time that is convenient for them and at their own pace. Contrary to options one and two, these students do not follow a specific bell schedule.

Regardless of which option a student chooses, all students will continue to receive standards-based instruction and assessments. Ongoing, robust progress monitoring will occur for all students. Interventions and additional support based on data will be provided on an individual basis based on students' needs. All support services will be in place for students with exceptionalities, English language learners, low income students, and all fragile populations. Barriers to success will be identified and eliminated.

To ensure the safety of all, Volusia County Schools will exercise a two-week delayed start for students for the 2020-2021 school year. This delayed start is purposeful to ensure teachers, staff, administrators, parents, and community members receive adequate training to effectively implement the reopening of our Volusia Live, innovative option.

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

The district must agree to ALL 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: _____

2020-21 Florida's Optional Innovative Reopening 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.

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.

Volusia County Schools recognizes the state's direction to be open to receive all students to a traditional school setting, and the inherent goals beneficial to the student found in this setting. Understanding that the ideals expressed within the executive order do not eliminate statutory requirements as it pertains to the delivery or reporting of instruction, Volusia County Schools will comply in every manner necessary for the delivery of instruction in a traditional brick-and-mortar setting. This compliance will come in the form of opening all schools five days a week, continuing with established bell times (with no less than the required

2020-21 Florida's Optional Innovative Reopening Plan

annual instructional hours), and scheduling all students for a brick-and-mortar classroom unless otherwise indicated by the family.

Volusia County Schools will employ a delayed start for the fall of 2020. All instructional personnel will return to work on August 11, 2020. With the extended pre-planning time, we will provide professional learning for school-based employees to include, but not limited to safety precautions, school improvement, Canvas platform, Virtual Live, curriculum planning, mental health, and social emotional learning among others. This delayed start includes our Extended Day Enrichment Program which will be available to students and families the same school calendar days as the regular school year.

All district operated elementary, middle, high, combination and alternative schools utilize the same district calendar and will reopen beginning August 31, 2020 and will be in session through June 4, 2021 for 171 actual teaching days. High school seniors will begin with all Volusia students on August 31, 2020 and conclude on May 28, 2020 for a total of 166 actual teaching days. Volusia County Schools has four DJJ education programs that run a year-round calendar (AMI Kids, Daytona Juvenile Residential Facility, PACE Center for Girls, Volusia Detention Center) which will be in session beginning July 1, 2020 through June 30, 2021.

As provided in the state's executive order, the reopening of any school will be contingent on the advisement from the Florida Department of Health and local departments of health.

Elementary School hours are from 7:50 – 2:30

Middle School hours are from 9:30 – 4:15

High School hours are from 8:00 – 3:00

With safety in mind and in conjunction with the Department of Health, we are instituting the following safety precautions for Option 1, Traditional School Setting. Students will wear face masks while riding the school bus. Once on campus, students will be screened for temperature and symptoms. If a student presents with a fever of 100.4 or higher, they will be isolated, and the parent will be called to pick up student. Social distancing will be provided to the greatest extent possible. When unable to social distance, masks will be worn. Classroom furniture is being reduced to ensure spacing of student workstations between three and six feet. In addition, hand sanitizer will be available in every classroom and common areas on campus. In the cafeteria, students will wear face masks except when eating. During the day, touchpoints and restrooms will be cleaned. Student desks will be sanitized between classes in secondary and between transitions in elementary. Buses will be sanitized every evening to ensure cleanliness.

Procedures for students who present with symptoms or state they are positive:

1. Isolate student
2. Notify administration
3. Contact parent for pickup
4. Follow environmental procedures
5. Follow communication procedures
6. Notify district contact
7. Student quarantines and participates in Volusia Live
8. Student can return upon receipt of a negative test or after 14 days with no symptoms

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.

Volusia County Schools (VCS) is committed to providing a continuum of supports for all students. When students struggle academically, behaviorally or experience other barriers to learning, strategies and interventions are put in place to address student needs. This continuum of supports applies to students who are solely general education students as well as those students who have been identified as a student with a disability or as a gifted student. As importantly, we must note that all students are general education students first. Low income students will continue to receive ongoing progress monitoring, tutoring and intervention teacher support in Title I schools.

For our most vulnerable, including our homeless and foster care students, Volusia County Schools plan to ensure that the full array of services are in place for our students in these unique populations. In our Persons Experiencing Transition and Loss of Housing (PETALS) program, we identified 2600 homeless children and youth in 2019-20 and more than 740 students identified as living in Foster Care. We will continue to work with our district community partners to provide multiple outreach and direct services to our low income, homeless and foster care students. Federal entitlement and state grant funding is targeted toward providing this population supplemental educational supports through face to face and on-line remediation, including technology distribution of laptops and hotspots for internet connectivity along with backpacks and school supplies. The PETALS program collaborates with LEA representatives from Title 1, Federal Programs, Exceptional Student Education, Extended Day, Zoning/Planning, Student Assignment/Registration, Transportation, Food and Nutrition, Student Services, and school site staff on a continual basis. Title 1 Part A ensures that set aside funding is made available to students experiencing homelessness who attend non-Title 1 schools to support specific educational needs and promote full inclusion in the learning experience. Through our Homeless Education Steering Committee, we maintain on-going relationships with community partners to provide vital services and support. When needed, parents are provided transportation for registration, parent meetings and health care services. Students experiencing homelessness are provided essential educational supplies (backpacks, school supplies, uniforms, tutoring, etc.), transportation to their "school of origin" to maintain stability, priority in school day remediation and weekend food partnership with Food Brings Hope in collaboration with Halifax Urban Ministries.

Our Migrant Educational Program extends multiple outreach opportunities to our students. Those that are homeless have access to unaccompanied/transition coaches, school counselors and designated school staff who work collaboratively to address the individual needs of each student. Food, transportation, clothing, medical, social/emotional, and specific educational needs are addressed on an individual, one to one basis. Laptops and hotspots are distributed to students to support remote learning. Our Homeless Unaccompanied/Transition Coaches will continue to support identified unaccompanied youth, providing

2020-21 Florida's Optional Innovative Reopening Plan

mentoring and individualized services fostering their ability to continue their educational path to graduation. Our Migrant students receive supplemental educational materials and supplies to support readiness for learning. Migrant parents also receive training and support through the advocacy effort of the migrant education program's Teacher on Assignment, school-based parenting centers and mini workshops and presentations provided during the migrant parent advisory council meetings. There is also support/advocacy for migrant families to gain access to other educational programs, health, nutrition, social services, and support in the transition of secondary school students to postsecondary education or employment. Following the guidelines of FLDOE, the Migratory students who meet the State of Florida's indicators for Priority for Services (PFS) will receive priority for these services. The Migrant Education Program identifies the number of eligible migrant children in the county aged 3 through 21. All identified students receive support and advocacy to meet measurable goals in four focus areas of concern: student achievement, school readiness (pre-school education), graduation assurance and parent involvement.

With specific regard to students with disabilities, the Exceptional Student Education department of Volusia County Schools has identified a continuum of supports with the level of support provided being identified through a student's Individual Education Plan (IEP). Students with disabilities receive specially designed instruction and accommodations to meet their educational needs within general education standards. Students may be working toward alternative standards in modified curriculum. Further, serving the student in the Least Restrictive Environment (LRE) to meet the student's needs is a foundational principle required by the Individuals with Disabilities Education Act 2004 (IDEA) and is adhered to by VCS. Per the IDEA, there is a requirement that districts provide a continuum of placements and VCS has designed a continuum of service delivery that supports the statutory obligations. This continuum of supports and services applies to students who are solely general education students as well as those students who have been identified as a student with a disability or as a gifted student. Gifted students are supported by gifted endorsed teachers that provided services and supports according to their active Educational Plan (EP). The following chart illustrates the tiered supports for students with disabilities, which can extend from general education classroom with support to separate classroom ESE and in rare instances, to hospital/homebound services. (See Appendix A)

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.

All courses in Volusia County follow a common Curriculum Map which includes a pacing guide and progress monitoring calendar. Each year the maps are revised to align with changes in standards, resource materials, and calendar changes. Teacher input and review of the student data is used for this process. Teachers from across the district collaborate with the district curriculum offices to make revisions. In elementary schools, Volusia has included a plan for diagnostic testing for kindergarten -5th grade for

Mathematics and Reading. In addition, there is a 5th grade diagnostic for Science. Those assessments drive instruction and help to create intervention schedules and planning as well as drive core instruction. In addition, Volusia has Progress Monitoring Topic Checks for Math, Reading and Science that are quick standards-aligned questions that are embedded during instruction to check for understanding and drive instruction. VXTs are Volusia subject area tests that have been developed in ELA (VLT) and Science (VST) which are standards-aligned unit assessments that give a more comprehensive look at how students understand the unit of instruction over a longer period, typically a quarter. These assessments allow for a better look at how changes need to be made for intervention groups each quarter. Finally, Mathematics and Science have Standards Monitoring Tests (SMTs) which are mid-year checks. They are used for identifying targeted standards and developing a targeted remediation plan. Both ELA and Mathematics use the i-Ready Diagnostic three times a year and follow up with the i-Ready instruction for interventions. (See Appendix B for full list of assessments and intervention plans by level).

Adequate progress is determined by the following:

- i-Ready- student relevant placement is on or above grade level by mid-course.
- Renaissance Star- student grade-level equivalent is on or above grade level by mid-course.
- Topic Checks- 70% Proficiency
- District Interim Assessments K-8: ELA: 60% proficiency; Math, Science & Social Studies: 70% proficiency; High School: ELA & Math: 60%; Science & Social Studies: 70%
- VXTs: 70% proficiency
- SMT's: 70% proficiency

Option 2: Volusia Live

Students who choose to attend a synchronous remote instruction will take all appropriate progress monitoring assessments online following the same schedule as Option 1. School staff will coordinate with parents and students to ensure there is access to these assessments within their normal administration windows during their scheduled class time. Adequate progress will be monitored the same way as Option 1. Tiered support will be delivered virtually through TEAMS. For students who are not making adequate progress in Option 2, additional intervention and support will be employed and they will be able to choose another option.

Option 3: Volusia Online Learning

All students taking a virtual course(s) have access to a pacing guide with the expected guidelines to successfully complete their online course. Students are expected to work to stay a on pace. Volusia Online Learning instructors monitor the progress of each student through their online course daily. For students who fall behind pace or are not successfully progressing through the course, the instructors will offer tutoring sessions, additional resources, and/or provide additional supports. Online courses also include internal supports such as guided reading notes, transcripts of video instruction, ability to change the language to the student's home language, printable transcripts/notes/worksheets, ability to rewind videos and retakes of certain activities. Prior to most summative assessments, instructors require students to schedule a conversation with the instructor about the content of the upcoming assessment to ensure the student understands the concepts. Grades K-5 will use the FLVS content with a Volusia Online Learning teacher. Students in grades 6-12 will have access to courses in FLVS, Edgenuity and Canvas with Volusia Online Learning teachers.

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.

Individualized Education Plan (IEP) teams, led by LEA representatives, will provide guidance from the district office regarding the three available learning environments (Traditional Setting, Volusia Live, Enhanced Volusia On-Line) and the documentation of services in the IEP. Guidance will also include progress monitoring tools used to identify and monitor student performance toward curriculum expectations and IEP goals/objectives.

Parent concerns and/or requests for IEP meetings regarding the student's performance/progress during the recent school closure/distance learning or during current placement will be addressed. The IEP team will convene to review progress monitoring and student performance data. The team will consider amending the student's IEP based on this review. Revisions may include adjustments to goals, increased services and/or the addition of extended school year services. Student progress will be closely monitored, and continued adjustments will be made as necessary as determined by the IEP team.

IEPs will continue to be implemented as written for the brick and mortar setting prior to and during the pandemic. If a student exhibits regression, based upon progress monitoring and other levels of performance, the IEP team will reconvene to consider amending the student's IEP. Amendments may include adjustments to goals/objectives, increased services and/or the addition of extended school year services. Student progress will be closely monitored, and continued adjustments will be made as necessary as determined by the IEP team.

IEP team meetings will be scheduled for students who choose to attend school virtually through Enhanced Volusia On-Line, either full time or part time, or through Volusia Live to address the student's needs in relation to the new educational environment. Student's progress will be closely monitored and as data is collected teachers and case managers will assist in determining if an IEP team reconvene is necessary to provide additional/different supports and services. In addition, based on data, the team will then consider necessary revisions to the student's IEP, which may include adjustments to goals, increased services, the addition of extended school year services, or a change in the educational delivery environment.

During data review and subsequent IEP team meetings, if it is determined by the IEP team that a Free Appropriate Public Education (FAPE) was not provided to a student, the IEP will be amended and compensatory education will be provided. The student's progress will be closely monitored, and further adjustments will be made as determined necessary.

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.

New enrollments with affirmative responses to the Home Language Survey are coded Pending (LP). The District operates under the assumption that these students have a need for Language Acquisition support until we can verify English proficiency through administering the IPT test.

The District makes recommendations for supports based on ACCESS for ELLs data, FSA and Progress Monitoring data. At any point, any stakeholder may request an ELL Committee Meeting. The ELL Committee will determine if a student has regressed after looking at Listening, Speaking, Reading and Writing data. Teacher observation is also considered. A recommendation can also be made for a Former (LF) English Language Learner to be entered back into the ESOL program also through an ELL Committee meeting.

Services that may be recommended:

- Classroom teacher support with accommodations and strategies
- Pre-teaching, identifying cognates, front loading vocabulary, additional supports with standards
- ESOL teacher direct support
- The WIDA Framework will be followed to appropriately support English Language Development
- ESOL Paraprofessional assistance with communication based on need for support in first language
- Supplementary and/or Extended Learning opportunities such as tutoring
- Communication supports from ESOL Department for Non-English-Speaking families

These services will be available to all ELL students regardless of which learning method they choose: Traditional Setting, Volusia Live, or Enhanced Volusia Virtual.

Assurances 6 and 7 do not require additional narrative.

2020-21 Florida's Optional Innovative Reopening Plan

Acknowledgement

The district verifies the information in this form.

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
Patricia Corr, Assistant Superintendent
Contact information: email, phone number
pcorr@volusia.k12.fl.us , 386-734-7190, Ext 20777
Date submitted
July 22, 2020
Superintendent Signature (or authorized representative)
<i>Dr. Carmen Balgobin</i>

2020-21 Florida's Optional Innovative Reopening Plan

Appendix A

Assurance 2:

Regular Class Placement 80-100% of school week with non-disabled peers		Resource Class Placement 40-79% of school week with non-disabled peers				Separate Class Placement Less than 40% of school week with non-disabled peers		Other separate environments: Public or private separate schools' residential placements, hospital homebound	
ESE Service Delivery Continuum									
Service Delivery	General Education Classroom	General Education Classroom with ESE Support				Resource/Separate ESE Classroom		Other Separate Environments	
		Collaborative Teaching				Small Group/Therapy (small group or individual)	Resource/Sepa rate ESE Class	Hospital Homebound. Off Campus Instruction*	
		Consultation	Support facilitation	Co-Teach	Small Group				
Services from ESE Professionals	ESE teacher may suggest interventions and strategies during problem solving process	ESE teacher collaborates with gen ed teacher to plan and implement instructional strategies and accommodations	ESE teacher teams with several general education teachers to provide varied levels and frequency of direct support to students	ESE teacher and gen ed teacher plan and instruct w/i the gen ed class. Both teachers provide direct services to SWD	Therapies pushed into gen ed env to include OT, PT, Speech and Language, and CARS as a related service, or program (i.e., for SWD who have speech and/or language services only)	Therapies pushed into separate environment outside general education classroom to include OT, PT, Speech and Language and CARS as a related service, or program (i.e., for SWD who have speech and/or language services only)	Instruction from ESE teachers for park or all of any subject area and part or all of the school day based on student need	Regular contact from ESE teacher determined by IEP team at student's home or remote location. Hospital/Homebound requires a diagnosed physical or psychiatric condition. Related services provides as indicated on the IEP (e.g., OT/PT, CARS, speech/language) *location is determined on individual basis	
Instruction	Students will be instructed in the general curriculum grade level standards that included specifically designed instruction, i.e., changes in content, delivery and/or methodology and accommodations. Few students, as determined by their IEP team, will be instructed in alternate (i/e/, Access) standards which would require a modified curriculum.								

Appendix B

Assurance 3:

I. K-5 Assessments:

Assessment	Subjects & Grade(s)	Purpose	Assessment Platform	How is the data used to determine adequate progress?
FLKRS	K	Diagnostics	Renaissance’s Star Early Literacy	Determines Kindergarten readiness and helps teachers develop individual plans for students.
i-Ready	Mathematics (K-5) Reading (K-5)	Diagnostics	i-Ready	Drives interventions and instruction.
SMT 1 (Standards Monitoring Test)	Science (5)	Diagnostic	SchoolCity	Targets 3 rd and 4 th grade science standards students may need remediation on from previous year.
Checklists	Mathematics (K) Science (K-2)	Progress Monitoring	CANVAS	Progress monitoring for primary skills in mathematics and science.
Topic Checks	Mathematics (1-5) ELA (K-5) Science (2-5)	Progress Monitoring	SchoolCity	Progress Monitoring embedded during instructional block. 5-10 questions that drives instruction and informs intervention and remediation.
VXTs (Volusia District Tests)	ELA (K-5) Science (3-5)	Progress Monitoring.	SchoolCity	Unit assessments that drive instruction and informs interventions.
SMT SMT 2	Mathematics (3-5) Science (5)	Midyear Progress Monitoring	SchoolCity	Drives remediation prior to state testing.

Elementary Interventions:

Subject	Grade(s)	Assessment Data to determine Adequate Progress	Proficiency	Interventions & Tiered Support Plan
ELA/Reading	K-5	i-Ready District Assessments	On or above grade level	We will follow the interventions from our K-12 ELA/Reading plan decision tree.

2020-21 Florida's Optional Innovative Reopening Plan

			by mid-year	Additional interventions will be provided utilizing the Ready Teacher Toolbox
Mathematics	K-5	i-Ready District Assessments	On or above grade level by mid-year	Use of Pearson Envision resources Use of Math Teacher Toolbox

II. Middle School Assessments

Assessment	Subjects	Purpose	Assessment Platform	How is it used?
SMT 1 (standards monitoring test)	Mathematics (6-8; Alg/Geom) Science (8)	Diagnostic	SchoolCity	Drives instruction.
VLTs (Volusia Literacy Test)	ELA (6-8)	Writing Assessments given 2 times a year.	SchoolCity	Drives instruction.
AOSs (Assessment of Standards)	ELA (6-8)	Progress Monitoring/Mid-quarter check	SchoolCity	Drives instruction.
DIAs (District Interim Assessments)	ELA (6-8) Mathematics (6-8, Alg, Geom.) Science (6-8) Social Studies (Civics,7)	Progress Monitoring standards-aligned assessments.	SchoolCity	Assessments that drive instruction and informs interventions.
SMT	Civics (7)	Mid-year Progress Monitoring	SchoolCity	Drives remediation prior to state testing.
SMT 2	Mathematics (6-8, Alg, Geom.) Science (8)	Mid-year Progress Monitoring	SchoolCity	Drives remediation prior to state testing.

2020-21 Florida's Optional Innovative Reopening Plan

Middle School Interventions:

Subject	Course	Assessment Data to determine Adequate Progress towards Proficiency	Interventions & Tiered Support Plan
ELA	Intensive Reading	FAIR-FS: individual growth towards FSA proficiency Read 180: Lexile Growth Achieve 3000: Lexile growth	Students are supported through Tier 2 and Tier 3 reading classes.
	ELA (6-8)	VLTs: 7/10 DIAs: 60%	Teachers will work with individual students.
Mathematics	Algebra	DIAs & SMT 2: 70%	CANVAS Remediation Course by standard that is utilized for intervention prior to EOC.
	Geometry	DIAs & SMT 2: 70%	CANVAS Remediation Course by standard that is utilized for intervention prior to EOC.
Science	Comprehensive Science 3	DIAs & SMT 2: 70%	CANVAS Remediation Course by standard that is utilized as an intervention prior to FSSA.
Social Studies	Civics	DIAs & SMT: 70%	CANVAS Remediation Course by standard that is utilized for intervention prior to EOC.

III. High School Assessments:

Assessment	Subjects	Purpose	Assessment Platform	How is it used?
VLTs (Volusia Literacy Test)	ELA (9-10)	Writing Assessments given 2 times a year.	SchoolCity	Drives instruction.
AOSs (Assessment of Standards)	ELA (9-10)	Progress Monitoring/Mid-quarter check	SchoolCity	Drives instruction.
SMT 1	Mathematics (Algebra, Geometry) Science (Biology)	Diagnostic	SchoolCity	Drives instruction.
DIAs	ELA (9-10)	Standards-aligned assessments	SchoolCity	Unit Assessments that drive instruction and informs interventions.

2020-21 Florida's Optional Innovative Reopening Plan

(District Interim Assessments)	Mathematics (Algebra, Geometry) Science (Bio) Social Studies (US History)			
SMT	Social Studies (US History)	Mid-year Progress Monitoring	SchoolCity	Drives remediation prior to state testing.
SMT 2	Mathematics (Algebra, Geometry) Science (Bio)	Mid-year Progress Monitoring	SchoolCity	Drives remediation prior to state testing.

Interventions: High School

Subject	Course	Assessment Data to determine Adequate Progress towards Proficiency	Interventions & Tiered Support Plan
ELA	Intensive Reading	FAIR-FS: individual growth towards FSA proficiency Read 180: Lexile Growth Achieve 3000: Lexile growth	Students are supported through Tier 2 and Tier 3 reading classes. Achieve 3000 support and Read 180/system 44 support. Used also in access courses and ELL courses.
	ELA (9-10)	VLTs: 7/10 DIAs: 60%	Teachers will work with individual students with intervention strategies and remediation support.
Mathematics	Algebra	DIAs & SMT 2: 60%	Individual support with reteaching, Khan academy, CANVAS Remediation Course by standard that is utilized for intervention prior to EOC. If student is at proficiency or at pace in other model, then there would be no movement between plans. Algebra bootcamps
	Geometry	DIAs & SMT 2: 60%	CANVAS Remediation Course by standard that is utilized for intervention prior to EOC. If student is at proficiency or at pace in other model, then there

2020-21 Florida's Optional Innovative Reopening Plan

			would be no movement between plans. Geometry bootcamps
Science	Biology	DIA's & SMT 2: 70%	CANVAS Remediation Course by standard that is utilized as an intervention prior to FSSA.
Social Studies	US History	DIA's & SMT: 70%	CANVAS Remediation Course by standard that is utilized for intervention prior to EOC.