



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

[Charlotte]

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 in your submitted plan: _____

Charlotte County Public Schools (CCPS) recognizes the importance of providing an Innovative Reopening Plan dedicated to providing instructional delivery options meant to ensure our school families have the confidence and support needed to return students back to the classroom. Reopening instructional delivery options for the start of the school year reflect the feedback elicited from scheduled conversations between the Superintendent and multiple school district stakeholder groups including parents, students, school leadership teams, elementary and secondary instructional staff, district and student support services, early learning programs, teacher and support union leadership, and medical field health care workers and doctors.

Each option is grounded in the assurance that every effort must be made to unite students with teachers and their peers and to quickly assess and mitigate achievement gaps that have widened due to school closures in order to remediate, continue, and accelerate learning. Each option includes an embedded innovative learning model (*Charlotte Innovative E-Learning Model*) accessible to all students, K-12. The following actions are understood to be essential to address the needs of all students, and in particular, students who

have regressed and those from vulnerable populations who may have been impacted from the COVID-19 pandemic:

1. To address student readiness to learn, school based mental health staff will be available to meet the needs of students and brief classroom lessons in social/emotional learning will be encouraged in the first week of school.
2. School based mental health staff will share a video with students and parents, so they are aware of their services and of how to reach them. A coping skills curriculum will also be presented to all secondary students in the first few weeks of school.
3. Teachers and administrators will be ready on the first week back to diagnose lost learning and identify students on a Multi-Tiered System of Support (MTSS) framework for problem solving using data-based decisions to determine and deliver appropriate evidence-based assessment, diagnosis, intervention, and recovery.
4. Focus will be on returning students back to grade-level; teachers will accelerate student exposure to grade-appropriate work, not delay it.
5. Teachers will be prepared to use diagnostic tools to support students “in the moment” and to progress monitor learning through continuous formative assessments in order to inform best practices and curriculum decisions.
6. School principals will protect instructional minutes and will suspend or delay non-essential time out of the classroom to ensure every instructional minute is preserved and taught with rigor and fidelity.
7. Schools will implement a data-fueled approach to monitor attendance rates and intervene quickly to ensure students are successfully returning and acclimating to the educational setting.
8. The school district will remain steadfast in our focus to provide accommodations and modifications whenever and as often as necessary for all students. Intervening quickly when we are aware of obstacles will help reduce and eliminate anxieties facing our most vulnerable students.
9. In support of providing equitable access for all learners, Charlotte County Public Schools has acquired student devices to allow for 1:1 assignment to all K-12 students for use at school and home should the need arise. Each student will be assigned a dedicated device to use throughout the school day. If a “Take Home” model is initiated, protocols like those used during the distribution of devices at the end of the 2019-20 school year will be implemented. When it is necessary for devices to be shared, such as in lab settings, established protocols regarding proper cleaning and use of such devices will be followed. During the spring of 2019-2020, mobile hotspots (MiFis) were made available to students to access the internet. The distribution of these devices enabled students to access digital learning resources through their Chromebooks. Similar availability to these hotspots will be made in the 2020-2021 school year.
10. Communication to students, parents/guardian, and staff will occur through CCPS approved and supported resources such as Remind, School Messenger, G-Suite, and Office 365. Students and staff will continue to have access to and utilize the CCPS single sign-on portal, *Classlink*. This portal allows secure and easy access to digital teaching and learning resources such as instructional applications, Focus, Google Classroom, Canvas, communication tools, and password management for students and staff.

2020-21 Florida's Optional Innovative Reopening Plan

On July 21, 2020, the Charlotte County School Board approved the revision of the school start date for students for the 2020-2021 school year (August 31, 2020), and approved the revised school calendar on July 30, 2020.

A reopening of our school doors on August 31, 2020 provides instructional delivery options to parents and students. Each option is available for elementary, middle, high, and alternative school types.

Embedded within each of these options is the *Charlotte Innovative E-Learning Model*. The *Charlotte Innovative E-Learning Model* is being provided to our families and students due to our motivation to redesign our systems of learning for flexibility, resiliency, and seamless transition due to the consequences of the COVID-19 pandemic. The *Charlotte Innovative E-Learning Model* is available to all students, K-12, regardless of the reopening instructional delivery option they chose to start the school year. Parents/guardians will have the opportunity to reflect upon their initial choice of delivery of instruction option and decide whether or not it is in the best academic interest of their child to transition to a different option or the *Charlotte Innovative E-Learning Model* embedded within that option.

What is the Charlotte Innovative E-Learning Model? Learning must never stop. Charlotte County Public Schools will remain flexible and prepared to adapt to changing conditions for learning. Therefore, each option has embedded within it the flexibility needed for staff and students to be prepared to launch and transition, as seamlessly as possible, into the *Charlotte Innovative E-Learning Model*. To that end, the school district is requiring professional development of every teacher to build district-wide educator capacity to navigate a Learning Management System (Google Classroom or *Canvas) and to create and deliver sound, standards-based lessons and assessments in an E-Learning platform. School administrator expectation includes establishing a mind-set with instructional staff that all teachers are to be trained on how to deliver instruction virtually within the Google Classroom and/or Canvas LMS structure. School-based Professional Learning Communities and District-led District Learning Communities have and will continue to be created to support course design and lesson delivery in the virtual environment (*Refer to **Appendix C: August 18, 2020 District Professional Development Day: Course Descriptions for Teachers***)

*Note: For School Year 2020-2021, Charlotte County Public Schools, through funding provided by the CARES/ESSER grant, will initiate the onboarding of Canvas, a Learning Management System for district-wide implementation. Teachers will be invited to participate in an action task force of school and district level end-user groups to assist in the decision-making process for development and facilitation of a robust professional development plan.

Charlotte County Public Schools will make every effort to uphold its vision of “Student Success!” during times of absence from sustained classroom, brick-and-mortar instruction. The goal of the *Charlotte Innovative E-Learning Model* is to uphold standards and evidence-based instruction in an E-Learning environment. The intended outcome of the *Charlotte Innovative E-Learning Model* is to seamlessly transition to optimal conditions for learning in a virtual synchronous and asynchronous setting. It will keep flexibility and resiliency at its core; therefore, it may vary in order to react to the immediate need at hand and the population of the student body at risk.

2020-21 Florida's Optional Innovative Reopening Plan

Knowing that there is not one perfect formula for a launch into E-Learning, differently situated scenarios may establish equally successful *Charlotte Innovative E-Learning Model* plans. In all scenarios/plans, in order to address student readiness to learn, school based mental health staff will be available to meet the needs of students, and brief classroom lessons in social/emotional learning will be encouraged in the first week of school.

The *Charlotte Innovative E-Learning Model* is an asynchronous learning environment blended with live “real time” synchronous learning providing the ability for students to interact with teachers and peers. Asynchronous instruction may take on virtual instructional lessons, tasks, and/or pre-recorded videos/modules. Synchronous instruction is a delivery model of live lessons utilizing video conferencing with Charlotte County teachers and peers. The learning environment of the *Charlotte Innovative E-Learning Model* (asynchronous or synchronous) will deliver the same curriculum and pacing guide as that of the brick-and-mortar option.

Live “real time” synchronous learning is when the teacher facilitates instruction in real time with students. In other words, the teacher will identify and communicate to the student (parent/guardian) the day and time the student is requested to login to Canvas or Google Classroom as if the student were attending classes in the brick-and-mortar setting. The student will login to the Learning Management System (Canvas or Google Classroom) at the time of the regularly scheduled class period, or at a time decided upon between the school principal and teacher, and the teacher will conduct class “live” and will foster quality instructional time so that all students may have continuous opportunity to engage with the teacher and student peers. In this setting, the teacher will determine the appropriateness of “time online” considering the student’s grade level, subject area, ability level, and/or course assignment. The teacher reserves the autonomy of instructional delivery, albeit that delivery is in a virtual or E-learning mode. The teacher will acknowledge that barriers may exist that will keep a student from logging into course instruction that is periodically delivered “live.” In these situations, students will be excused from participation in “live” synchronous instruction. Teachers will provide the lesson’s materials in an asynchronous environment for these students. The teacher is expected to remain available to students during the contracted workday regardless of whether the teacher facilitates the entire class period entirely online.

For additional information on Charlotte County Public School’s reopening plan, including the “Virtual Instruction Crisis Response Plan” for K-12 Instructional Continuity, please access the ***Reopening the School Doors of Charlotte County Public Schools 2020-2021*** document found on our district’s website: <https://www.yourcharlotteschools.net/domain/5145>.

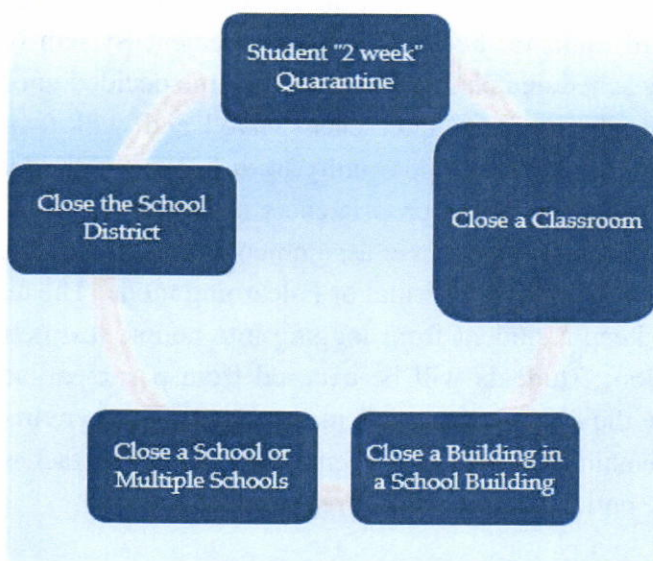
Option 1: Brick-and-Mortar (In-Person Instruction) w/ embedded Charlotte Innovative E-Learning

Model:

This option provides a return to a traditional setting of brick-and-mortar (face-to-face) instruction at full capacity. Students will attend school at the school's campus, every day, five days a week. The full array of services that are required by law will be provided.

The brick-and-mortar option also includes three (3) embedded *Charlotte Innovative E-Learning Models*:

Brick-and-Mortar / Charlotte Innovative E-Learning Model #1 is launched when a student(s), classroom(s), school(s), or the district need to learn from home for an extended period. Therefore, the brick-and-mortar option has embedded within it the flexibility needed for staff and students to be prepared to launch and transition as seamlessly as possible into a full-time, innovative E-Learning environment. Staff and students will be prepared to launch into the *Charlotte Innovative E-Learning Model* under any one of the following scenarios:



Student "2 week" Quarantine

"Student '2 week' Quarantine"

In the event that a student exhibits COVID-like symptoms and is required to self-quarantine for 10 days, the teacher's response is to seek the guidance of school leadership to determine the most appropriate methodology to ensure the continuity of instruction.

****Virtual Instruction Crisis Response Plan****

Options include posting assignments on the teacher's website or Google Classroom, utilizing the District's Learning Management System (Canvas), or developing a plan for make-up work with the student & parents/guardians.

Close a School or Multiple Schools

"Close a School or Multiple Schools"

If necessary, a decision may need to be made to extend school dismissal to a school or multiple schools. During dismissals (after cleaning and disinfection), schools and programs may stay open for staff members while students stay home. Keeping facilities open:

- a) allows teachers the opportunity to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and
- b) allows other staff members to continue to provide services and help with additional response efforts.

Virtual Instruction Crisis Response Plan

Options include posting assignments on the teacher's website or Google Classroom, or utilizing the District's Learning Management System (Canvas).

Close a Classroom

Close a Building in a School Building

"Close a Classroom" or "Close a Building in a School Building"

If necessary, the school may be required to dismiss a classroom or building of students and most staff after consultation with local health officials. This *initial, short-term* dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school, and allows health officials to help the school determine next steps. Ultimately, local health officials have the expertise to determine the necessary length of closure and scale of response.

Virtual Instruction Crisis Response Plan

Options include posting assignments on the teacher's website or Google Classroom, utilizing the District's Learning Management System (Canvas), or developing a plan for make-up work with the student & parents/guardians.

Close the School District

"Close the School District"

In the event of a **district-wide school closure and the need to launch an E-Learning environment district-wide**, the district will utilize its Learning Management System (Canvas) and/or Google Classroom. Instruction will be delivered in an *asynchronous* environment; however, teachers are encouraged to instruct in a "blended" learning environment whenever possible which will allow students the opportunity to interact with the teacher and classmates *synchronously* or in live, "real time." Teachers are encouraged to fluctuate between both modes of virtual instructional delivery to best meet the needs of all students.

Brick-and-Mortar / Charlotte Innovative E-Learning Model #2 is elected for students with disabilities wishing to choose a virtual learning model, rather than brick-and-mortar, but choose not to elect Charlotte Virtual School due to the inability of Charlotte Virtual School to meet the student's individualized needs and services. In this situation, the student will be eligible to receive virtual instruction through the *Charlotte Innovative E-Learning Model*. For example, Charlotte Virtual School (CVS), which is our local franchise of Florida Virtual School, is prohibited from providing ACCESS point instruction and does not provide instruction for Pre-K students, and for these populations, CVS may not meet students' individual and unique learning needs and may reduce the choices available for these students. Therefore, we are implementing a synchronous virtual learning choice for students with an IEP specifying ACCESS Point instruction and those Pre-K students with an IEP specifying specially designed instruction. We believe this option can serve as the Least Restrictive Environment for these populations described above and will allow the continued provision of FAPE in a setting chosen by the parent. This model allows for a combination of live interaction with peers and adults through a combination of synchronous instruction and face to face supports as well as the use of asynchronous instruction. All instruction will be provided

2020-21 Florida's Optional Innovative Reopening Plan

by a Charlotte County Public Schools ESE teacher. The assigned ESE teacher will determine each student's instructional schedule, including when that student will be receiving live, face to face interaction/synchronous instruction with his or her peers through an online platform, and when he or she will utilize tools such as Google Classroom or Canvas LMS to receive asynchronous instruction. The ESE teacher will utilize the same curricular materials that are used for instruction in the brick and mortar setting. Specifically, the ESE teacher in this *Charlotte Innovative E-Learning Model* will use either Teach Town enCore or Unique Learning systems (depending on grade level), and supplementary materials to provide Specially Designed Instruction. Pre-K students will also receive virtual instruction utilizing the same curriculum as their brick and mortar counterparts. Students choosing to utilize the *Charlotte Innovative E-Learning Model* will receive related services as indicated in the IEP through a virtual platform such as Microsoft Teams or Google Meets. Teachers have begun to receive support and training as needed to assist them in ensuring that there is a high level of engagement and sound instructional practices in a virtual setting.

Brick-and-Mortar / Charlotte Innovative E-Learning Model #3 is offered to students who chose the reopening instructional delivery model option of brick-and-mortar instruction but wishes to transition to a virtual learning opportunity because of COVID-19. Students and parents who believe that a brick-and-mortar school is no longer the best option may select virtual instruction, but that instruction shall remain facilitated and managed at their brick-and-mortar school. This option will use Florida Virtual School curriculum, accessed through the Charlotte Virtual School Franchise, as a tool for instructional delivery; however, teachers will also have Google Classroom or Canvas established through which they will be able to connect with students, synchronously and asynchronously, to ensure pacing with the brick-and-mortar curriculum maps (CCPS Critical Concepts). Additionally, this flexibility for students should provide a more appropriate and responsive experience for students not initially successful in the standard brick-and-mortar setting, but who have also missed the deadline for enrollment into Charlotte Virtual School. Students who elect this option must do so no later than October 15, with a planned enrollment into the new option after the end of Quarter One (October 30).

Option 2: Charlotte Virtual School w/ embedded Charlotte Innovative E-Learning Model:

Charlotte Virtual School (CVS) is the district's full time, K-12 Florida Virtual School franchise option where all courses are offered via certified, highly qualified Charlotte County teachers who instruct students within the Florida Virtual School Learning Management System. Teachers will follow a prescribed curriculum, from Florida Virtual School (FLVS), and students take assessments created to tightly align with state standards. Charlotte Virtual School students will work closely with their parents/guardians who will help support and help monitor their progress in the course. CVS students also take all required state assessments at their brick-and-mortar zoned school or at the Charlotte Technical College facility. Teachers will offer the availability of synchronous or face-to-face instruction where students can interact with their teacher and classmates, which is a key component of a truly student-centered learning environment. Pacing charts are provided so that students complete enough work each week to ensure successful course completion. Teachers will conference with students and parents. CVS offers a 21-day grace period at the start of each semester for families to determine if the online environment is an appropriate fit.

2020-21 Florida's Optional Innovative Reopening Plan

Students/families are encouraged to communicate regularly with their teachers to determine whether the CVS educational environment can appropriately meet the needs of the student. There will be no grade penalty if families choose to withdraw within the first 21 days. Teachers will advise parents of any concerns regarding their student's acclimation to CVS. Students who fail to work regularly or adhere to the pace chart will be required to meet one-on-one, either virtually or in person, with the instructor. Parents/guardians are encouraged to participate in these meetings. Students who are failing any CVS course beyond the 21-day grace period will be required to attend the remaining virtual pace labs for the semester. Students can transition back to the brick-and-mortar option any time prior to October 2nd. Students who choose to stay in the Charlotte Virtual School option will be expected to complete the 1st semester at Charlotte Virtual School.

Charlotte Virtual School (CVS)/Charlotte Innovative E-Learning Model: If during the initial 21 days, it is determined that CVS is not the optimal learning environment for the student, a discussion with the parent/guardian will take place to determine the better learning environment to meet the student's educational needs. The following options will be made available to the family/student, and the family/student will declare his/her option choice to the district: brick-and-mortar, home education, or the *Charlotte Innovative E-Learning Model*. Students choosing the *Charlotte Innovative E-Learning Model* will be re-enrolled at their zoned brick-and-mortar school. Students will continue with the Florida Virtual School curriculum, accessed through the Charlotte Virtual School franchise, as a tool for instructional delivery; however, the teacher will also utilize Google Classroom or Canvas through which they will be able to connect with students, synchronously and asynchronously, to ensure pacing with the brick-and-mortar curriculum maps (CCPS Critical Concepts). To assist the student's successful transition into the E-Learning Model, the student will continue with their original CVS teacher who will be responsible for the online curriculum with remedial assistance and increased supports. Though students will continue to use the FLVS curriculum, they will no longer be expected to earn credit as a CVS completer. In addition, the Charlotte Virtual School option includes a FLEX option allowing grades 6-12 students the opportunity to remain enrolled in their brick-and-mortar school while participating in Charlotte Virtual School/Florida Virtual School course offerings. This option allows the family/student to choose an educational setting with reduced time in the brick-and-mortar environment.

Option 3: Home Education:

Home Education is a parent-directed education alternative which allows the freedom to explore and learn at the pace of the individual student. The parent who assumes the responsibility of educating their child at home also assumes the responsibility for providing the curriculum, educational materials and evaluations necessary to determine student progress. Home education students are given the same opportunities as public-school students to participate in extracurricular activities at their zoned school. There is no diploma issued by the public-school system in Florida for the completion of a home education program. Parents who provide instruction to their children at home are advised to carefully read and comply with all the state statutes and regulations governing the operations of a Home Education Program. Within this option is the opportunity for students to transition back to full-time brick-and-mortar, full-time Charlotte Virtual School, or the *Charlotte Innovative E-Learning Model* options.

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.

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.

Under the guidance of Florida Department of Health, local health department, and Executive Order 20-149 and subsequent executive orders, the Charlotte County Public School Board approved to delay the start of school for students until August 31, 2020 due to the rising number of positive Covid-19 cases within the area. The CCPS Calendar Committee convened and revised the school calendar for 2020-2021 to ensure the required number of instructional days for students and contractual workdays for staff. The revised school calendar can be found at

<https://www.yourcharlotteschools.net/site/handlers/filedownload.ashx?moduleinstanceid=39823&dataid=37993&FileName=Revised%202020-21%20Reg%20Calendar%20-Board%20Approved%207.30.2020.pdf>.

(Refer to Appendix A for Charlotte County Public Schools Start and Stop Times). All school start and stop times remain unchanged during the pandemic.

A decision was also made that students, staff and individuals must wear masks and or face coverings on school property to the maximum extent possible effective July 22, 2020 and until further notice. This mask mandate includes schools, district office buildings and busses. The district has also worked diligently to create the District's *Covid-19 Health and Wellness Protocols* in preparation for returning to the traditional school setting. These protocols can be found at

<https://www.yourcharlotteschools.net/domain/5051>. All of these safety precautions have been put into place to allow for a safe return to traditional, brick-and-mortar setting.

All brick-and-mortar schools will be open 5 days per week according to the school calendar. Both Charlotte Virtual School and *Charlotte Innovative E-Learning Model* will follow the same school calendar as the brick-and-mortar schools.

The District will develop a communication plan that includes all options and models of the Charlotte Innovative Reopening Plan, as well as a timeline of when all choices will be made available.

Transitioning from the Instructional Continuity Plan of Spring 2020 to the re-entry of students and teachers into our school buildings for a traditional fall opening of the 2020-2021 school year requires an intentional, common sense approach that is compassionate in its decision-making and will ensure our educators, families, and community have the confidence and support needed to return our students to the classroom. For additional information on Charlotte County Public School's reopening plan, including the "Virtual Instruction Crisis Response Plan" for K-12 Instructional Continuity, please access the *Reopening the School Doors of Charlotte County Public Schools 2020-2021* document found on our district's website: <https://www.yourcharlotteschools.net/domain/5145>

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.

Current CCPS options for all students, grades Pk-12

All Pre-K to grade 12 students in Charlotte County will have an option of attending their assigned brick and mortar school and receiving face to face, interactive instruction from the teacher of record. Students with disabilities have the same option of attending their assigned brick and mortar school and receiving face to face, interactive specialized instruction, accommodations and/or related services as outlined in individual plans, including 504 and ELL plans. Within our school buildings all students, including our most vulnerable populations, are monitored through progress monitoring and early warning systems data review. Students who are exhibiting concerns in any area are provided supports through the MTSS framework. While monitoring for these populations for achievement gaps is important, our schools also work to identify any student in these populations who would benefit from academic acceleration and who may be eligible for gifted services under our Plan B criteria.

For any K-12th grade CCPS student and family not wishing to immediately return to brick and mortar, there is an option to enroll in the Charlotte Virtual School (CVS), which is a franchise of Florida Virtual School. For the duration of the 20-21 school year, enrollment criteria have been suspended, allowing for more students to access this on-line option and receive asynchronous instruction in the Florida standards through this school of choice. Charlotte County has also expanded the franchise to include an elementary program in the 20-21 school year and has worked with FLVS to add the secondary level ESE Course of Learning Strategies to support the increased number of students with disabilities.

The parent chooses the instructional delivery option or model, and the IEP team will guide the delivery of service for students with disabilities enrolling in either CVS or the *Charlotte Innovative E-Learning Model*; all decisions will be made in accordance with applicable state and federal requirements. Through the IEP process, parents are made aware of available services in both virtual settings as needed, including information regarding the services available at CVS as a school of choice and the inability of CVS to provide ACCESS point instruction per franchise requirements.

In addition to the options listed above, we continue to support families wishing to enroll in home education or Florida Virtual School as an educational alternative. Once our families have made the decision regarding which placement option is best for their student(s), our district will continue to work with individual families to ensure that students from low-income families, students of migrant workers, students who are homeless or in foster care are provided equal access to technology and connectivity devices needed for successful participation.

Our Student Services, Division of Learning and ESE departments will ensure that all federal and state requirements regarding the support of students within these vulnerable populations who are being served in any of our available learning options are fully implemented. Our district homeless liaison will work with schools and families to ensure that these students can remain in their home school to the extent possible if needed.

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 Charlotte County Public School students attending a brick and mortar school, or the *Charlotte Innovative E-Learning Model* will be assessed during the Beginning of Year (BOY) progress monitoring window. (*Refer to Appendix B for the 2020-2021 Charlotte County Assessment Calendar*). This calendar will show the progress monitoring windows for each grade level and the assessment tool that is used. In combination with teacher-based assessments and formative assessment data, this data will be used to determine which standards and skills need to be immediately taught to bring the student to grade level or maintain grade level skills. The data from this first progress monitoring window will be of particular importance as we work to identify and reduce any achievement gaps caused by the need for virtual instruction during school closures.

Once student have been identified as having a learning gap, classroom teachers will work to provide tiered instruction while monitoring data gathered outside of the progress monitoring windows. When data indicates that the student is not catching up to his or her peers and there is a widening of the achievement gap, the school based MTSS framework will be used to add additional layers of intervention and support for the student. MTSS works in conjunction with the 20-21 K-12 Comprehensive Evidenced Based Reading Plan, and students with substantial deficits in reading will be provided the appropriate tiered supports as mandated by our plan.

Students attending Charlotte Virtual School will be assessed through a combination of progress monitoring tools built into the on-line system, Dialogue Based Assessments (DBA), and progress monitoring tools as defined in the 20-21 K-12 Comprehensive Evidenced Based Reading Plan. To assess student's reading abilities, CVS will be held accountable to the same progress monitoring windows and required tiered intervention supports as defined in this plan. For all other areas in this self-paced setting, CVS teachers will provide intervention and support utilizing procedures specific to Charlotte Virtual and based on data regarding student's successful progression through the program. All progress monitoring data will be monitored and reviewed and if additional supports are needed, CVS will utilize the MTSS framework within their school to provide these supports.

In all Charlotte County settings, data from subsequent progress monitoring windows will be reviewed by appropriate staff and used to further determine student progress on grade level standards. The flexibility of the MTSS will allow for these students to quickly receive remediation and interventions in any area, including behavior and social emotional needs. It is critical that we work closely with students and families to identify any mental health and social emotional needs that were caused by or exacerbated due to school closure and the possible trauma associated with the pandemic. Our student services department has mental health staff (such as social workers and school psychologists) and they stand ready to assist

2020-21 Florida's Optional Innovative Reopening Plan

families in any way needed and in both the brick-and-mortar and virtual learning environments. A dedicated District-level social worker and school psychologist have been identified to serve our virtual learning students in any one of the *Charlotte Innovative E-Learning Models*. To increase the outreach to our families, the [CCPS Mental Health website](#) has a section dedicated to the impacts of COVID on mental health and contains information on resources that parents can reach out to for assistance.

Please see below a delineation of each district-required progress monitoring engine and a synopsis of how that platform will be utilized at home with support and partnership between the schoolteacher and the parent/guardian. After each “at home” administration of a district-required progress monitoring event, the District will access the data, run an analysis, and deliver the data and interpretation to teachers. Teachers will utilize the data in virtual data-chat settings with students, and students will be responsible for recording and monitoring their assessment results.

ClearSight:

Grades 3-10 in English Language Arts (ELA) and Grades 3-8, Algebra I & Geometry are using the platform ClearSight to progress monitor students in the 2020-2021 school year. ELA will be using the ClearSight created assessments called “Interims.” Students who are in the brick-and-mortar location during a particular progress monitoring window will be taking their ELA Interims using the Secure Browser. Students participating in the *Charlotte Innovative E-Learning Model* during a particular progress monitoring window will be taking their ELA Interims using an assignment-generated URL link. Both groups of students will be taking the same Interims. Math will be using teacher created ClearSight assessments called “Authored Assessments.” Just like ELA, students who are in the brick-and-mortar location during a particular progress monitoring window will be taking their Math Authored Assessments using a Secure Browser. Students participating in the *Charlotte Innovative E-Learning Model* during a progress monitoring window will be taking their Math Authored Assessments using an assignment-generated URL link. Both groups of students will be taking the same Authored Assessments. For the same grades and same subjects, teachers will also have the option to progress monitor their students using “Authored Formative Assessments” that are aligned to our new Critical Concepts Curriculum Guides. These assessments will be administered using an Assignment-generated URL link for all students regardless of learning option chosen.

USA TestPrep:

USA TestPrep is a district-required progress monitoring tool of the following state tested areas: Biology, Grade 5 Science, Grade 8 Science, US History and Civics. The day before the progress monitoring window opens, teachers will receive a specific code for the progress monitoring assessment. Teachers will communicate this code to students participating in the *Charlotte Innovative E-Learning Model*. Students will log into USA TestPrep through their ClassLink home page and enter the 10 letter code in the pop-up window. After choosing and taking their assigned assessment, the student will click the “Grade My Assessment” button at the end of the final test to submit work. The assessment code will only be valid during the District-determined testing window.

2020-21 Florida's Optional Innovative Reopening Plan

STAR 360 Assessments:

STAR Reading, STAR Math and STAR Early Literacy are online computer-adaptive tests. STAR assessments tailor items to a student's responses to quickly zero in on the student's achievement level and arrive at a reliable score. STAR assessments take about 15-20 minutes on average, and the results are produced immediately. STAR assessment data helps teachers determine if students are making progress or falling behind, where to focus instruction, who may require intervention, and whether curriculum and interventions are making a difference. Students in grades K-2 are assessed quarterly and students in grades 3-5 are assessed three times per year. STAR assessments may be administered more frequently, if necessary, for specific groups of students needing additional progress monitoring opportunities. State assessments are used as the end of year progress monitoring for grade levels that have a state assessment. Students participating in the *Charlotte Innovative E-Learning Model* will be assessed from home through the students' login to their Classlink homepage. The teacher will require students to test remotely while logged into the class/testing session. The teacher will monitor students by video and beginning/ending times.

iReady:

This diagnostic tool is an adaptive online reading and mathematics assessment. This assessment determines progress toward grade-level understanding in reading and mathematics, determines the path for future iReady online instruction, and identifies areas for tiered support. In reading, students in grades K-2 are assessed three times a year and students in grades 3-5 are assessed two times a year. In math, students in grades K-2 are assessed three times a year and students in grades 3-5 are assessed two times a year. State assessments are used as the end of year progress monitoring for grade levels that have a state assessment. Students participating in the *Charlotte Innovative E-Learning Model* will be assessed from home through the students' login to their Classlink homepage. The teacher will require students to test remotely while logged into the class/testing session. The teacher will monitor students by video and beginning/ending times.

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.

For students in the brick and mortar settings and *Charlotte Innovative E-Learning Model*, when data from the BOY progress monitoring window is received at the school level or the teacher or parent request a meeting, the IEP team will review all available information and present levels to determine needed services for a student. This data will also be monitored at the district level by the Division of Learning to ensure that all students are receiving appropriate supports.

Through review of the progress monitoring data, daily classroom activities, curriculum-based assessments and progress on goals and objectives students with disabilities will receive tiered supports as needed through both the MTSS framework and specially designed instruction. Should data indicate that the gap

2020-21 Florida's Optional Innovative Reopening Plan

is not closing, the team can reconvene to discuss the possible need for ESY based on the extenuating circumstances of the school closures. Should a team decide that ESY or compensatory services are needed to assist in reducing the gap, the team will discuss what each student's individual ESY/compensatory services may look like. These decisions will be made as soon as possible after the opening of school and/or the completion of the BOY progress monitoring. District staff will work with school-based administration and IEP teams to provide any needed funds that may be incurred as a result of the need for ESY or compensatory services.

Plan for Implementation of Assurance 5

- In the box below, describe how the district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed.

The data collected from the progress monitoring tools, early warning systems and MTSS frameworks in place at all schools is compiled by the district and shared with schools to provide several snapshots of student progress. While district staff may focus on overall progress in a school or grade level, school-based administration and classroom teachers are carefully disaggregating data both by subgroup and the individual student level to monitor progress of specific populations and students. Therefore, subgroup data regarding our ELL students' progress will be used to determine if regression occurred and what instructional changes or additional ELL services may be needed.

The district provides a range of supports for our ELL families, including the utilization of a district based Curriculum and Instructional specialist to support ELL paras and teachers and a district based ELL para that works directly with schools and families who need interpreting services or who are seeking ways to help their students. We also have a contract with a phone-based interpreting service that will translate information from conferences, 504 meetings, LEP committees and IEP meetings in native languages. The [Charlotte County Public Schools ELL web page](#) provides beneficial information to both families and teachers. These levels of supports allow parents to fully participate in their child's education.

All teachers with a non-English speaking student in the classroom utilize differentiation and related best practices to meet the needs of these learners. LEP plans are reviewed in accordance with state requirements and are subject to additional reviews and adjustments when requested by teachers or parents, or when data indicates a need for the committee to reconvene.

The District recommends the following policies and procedures related to English Language Learners (ELL):

- The *Charlotte Innovative E-Learning Model* asserts that EL teachers continue to provide instruction to students who were previously in self-contained EL classrooms or in pull-out models.
- Schools will be responsible for convening ELL virtual committee meetings to ensure that the progress of our ELLs are being monitored and appropriate interventions are taking place. If a face-to-face ELL committee is preferred by the parent, the District will provide this opportunity at either the District office or the brick-and-mortar schoolhouse.

2020-21 Florida's Optional Innovative Reopening Plan

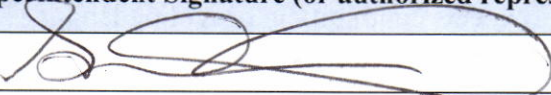
- The District ELL Paraprofessional will monitor and ensure that these virtual meetings are taking place and help provide translation services when necessary as well as ensure that our translation service ULG is available and used consistently as a resource.
- For classes in which ELLs participated in mainstream classrooms with both a content teacher and an EL teacher, the EL teacher should continue to collaborate with the content teacher to ensure that the appropriate supports and accommodations are provided to the ELs in that class through remote learning.
- Parents, educators, and administrators are strongly encouraged to collaborate creatively to continue to meet the needs of ELLs. Consider practices such as remote instruction, telephone calls, meetings held on digital platforms, online options for data tracking, and documentation of services, supports, translation services such as ULG phone translation and accommodations provided. In addition, an LEA might consider non-technology-based strategies, such as providing instructional packets or assigning projects and written assignments to EL students.
- In situations of online learning, the District expects continuity in providing language services to ELs to the greatest extent possible under the current circumstances.
- The school is required to provide language accommodations for ELLs for content classes that are held remotely. Many accommodations may be effectively provided online. These may include, for example, extensions of time for assignments, videos with captioning or embedded interpreting, accessible or translated reading materials, other language services provided through video conferencing, an online translation dictionary, ULG, or other technological solutions. Again, in situations of online learning, accommodations are to be provided to ELL students to the greatest extent possible.
- WIDA has launched a remote screener as a temporary solution to screen incoming students and support the identification of English language learners when a student and test administrator cannot share a physical space. It is important to note that WIDA remote screener (K-1 and 2-12) training is available on the WIDA secure portal (<https://portal.wida.us/client/RemoteScreener/index.aspx>) and must be completed by an experienced WIDA certified administrator.
- FDOE recognizes that the WIDA remote screener is not as robust as in-person screening instruments. As a result, WIDA remote screener scores should not result in the student not being identified as ELL. Students who participate in WIDA remote screener will either be identified as English Learner or Additional screening is needed.
- English Learners are students who demonstrate spoken language skills aligned with the descriptors of proficiency levels:
 - 1- Entering
 - 2- Emerging
 - 3- Developing
 - 4- Expanding
- Additional screening is needed before a decision is made on status of students who demonstrate spoken language skills aligned with the descriptors of proficiency levels: 5- Bridging or 6- Reaching. These students will need additional screening before a decision is made on their English learner status.

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 |
| Cheryl LaPorta Edwards, Assistant Superintendent |
| Contact information: email, phone number |
| Cheryl.Edwards@yourcharlotteschools.net , 941-255-0808 ext. 3160 |
| Date submitted |
| 8.28.2020 |
| Superintendent Signature (or authorized representative) |
|  |

2020-21 Florida's Optional Innovative Reopening Plan

Appendix A: Charlotte County Public Schools Start and Stop Times

School start and stop times

Bell schedule for all high schools (**Charlotte High, Lemon Bay High, Port Charlotte High**) and **Charlotte Harbor Center**

| First Bell | Last Bell |
|------------|-----------|
| 7:10 | 2:10 |

Bell schedule for all middle schools (**LA Ainger Middle, Murdock Middle, Port Charlotte Middle, Punta Gorda Middle**)

| First Bell | Last Bell |
|------------|-----------|
| 9:10 | 4:10 |

Bell Schedule for tier 1 elementary schools (**Deep Creek Elementary, Liberty Elementary, Sallie Jones Elementary, Meadow Park Elementary, and Myakka River Elementary**)

| First Bell | Last Bell |
|------------|-----------|
| 8:20 | 2:50 |

Bell Schedule for tier 2 elementary schools (**East Elementary, Kingsway Elementary, Peace River Elementary, Neil Armstrong Elementary and Vineland Elementary**)

| First Bell | Last Bell |
|------------|-----------|
| 8:40 | 3:10 |

| First Bell | Last Bell |
|------------|-----------|
| 8:40 | 3:10 |

Bell Schedule for **Baker Center**

| First Bell | Last Bell |
|------------|-----------|
| 8:40 | 3:10 |

Bell Schedule for **The Academy**

| First Bell | Last Bell |
|------------|-----------|
| 7:40 | 2:40 |

Bell schedule for **Charlotte Technical College**

| First Bell | Last Bell |
|------------|-----------|
| 7:30 | 2:40 |

2020-21 Florida's Optional Innovative Reopening Plan

Appendix B: Charlotte County Assessment Calendar to include Progress Monitoring Windows

2020–2021 Uniform Statewide Assessment Calendar

5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in your district.

| Assessment | Students to Be Tested | District Window | Mode | Testing Time | Results Expected |
|--|--|---------------------------------|------------------|--------------|------------------|
| DRA (ELA Placement) | Gr K Elementary (PM2 and PM3) | Fall/Window 1/PM1 9/03 - 10/02 | PBT | 30 minutes | 10/05 – 10/16 |
| | Gr 1 - 2 Elementary (PM1, PM2, and PM3) | Winter/Window 2/PM2 1/4 - 1/29 | | | 2/01 – 2/26 |
| | | Spring/Window 3/PM3 4/19 – 5/14 | | | 5/17 – 6/11 |
| i-READY DIAGNOSTIC ELA (Progress Monitoring) | Gr K - 2 Elementary (All Windows) | Fall/Window 1/PM1 9/14–10-02 | CBT ¹ | 60 minutes | 10/05 – 10/16 |
| | | Winter/Window 2/PM2 1/11–1/22 | | | 1/26 – 2/26 |
| | Gr 3 - 5 Elementary Window 1/PM1 9/14–10-02 <u>Only</u> | Spring/Window 3/PM3 4/26 – 5/7 | | | 5/10 – 6/04 |
| i-READY DIAGNOSTIC Math (Progress Monitoring) | Gr K - 2 Elementary (All Windows) | Fall/Window 1/PM1 9/14–10-02 | CBT ¹ | 60 minutes | 10/05 – 10/16 |
| | | Winter/Window 2/PM2 1/11–1/22 | | | 1/26 – 2/26 |
| | Gr 3 - 5 Elementary Window 1/PM1 9/14–10-02 <u>Only</u> | Spring/Window 3/PM3 4/26 – 5/7 | | | 5/10 – 6/04 |
| Renaissance: Star 360 ELA (Progress Monitoring) | Gr K - 2 Elementary (All Windows) | Fall/Window 1/PM1 9/03–9/11 | CBT ¹ | 25 minutes | 9/14 – 10/09 |
| | | Fall/Window 1/PM2 11/4 – 11/13 | | | 11/16 – 12/11 |
| | Gr 3 - 5 Elementary Window 1/PM1 9/03–9/11 <u>Only</u> | Winter/Window 2/PM3 1/11–1/15 | | | 1/19 – 2/19 |
| | | Spring/Window 3/PM4 3/8 – 3/12 | | | 3/23 – 4/23 |
| | | Spring/Window 3/PM5 5/3 – 5/7 | 5/10 – 6/04 | | |
| Renaissance: Star 360 Math (Progress Monitoring) | Gr K - 2 Elementary (All Windows) | Fall/Window 1/PM1 9/03–9/11 | CBT ¹ | 25 minutes | 9/14 – 10/09 |
| | | Fall/Window 1/PM2 11/4 – 11/13 | | | 11/16 – 12/11 |
| | Gr 3 - 5 Elementary Window 1/PM1 9/03–9/11 <u>Only</u> | Winter/Window 2/PM3 1/11–1/15 | | | 1/19 – 2/19 |
| | | Spring/Window 3/PM4 3/8 – 3/12 | | | 3/23 – 4/23 |
| | | Spring/Window 3/PM5 5/3 – 5/7 | 5/10 – 6/04 | | |
| District Writing Assessment (Progress Monitoring) | Gr K Elementary | Winter/Window 2/PM1 12/1-12/23 | PBT | 50 minutes | 1/04 - 2/01 |
| | | Spring/Window 3/PM2 4/5 - 4/16 | | | 4/20 – 5/21 |

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Updated August 3, 2020



2020-21 Florida's Optional Innovative Reopening Plan

2020–2021 Uniform Statewide Assessment Calendar

| Assessment | Students to Be Tested | District Window | Mode | Testing Time | Results Expected |
|--|------------------------|---|------------------|--------------|--|
| ClearSight ELA: Reading and Writing (Progress Monitoring) | Gr 6 - 8 Middle School | Fall/Window 1/PM1 9/01 – 9/15 (principal discretion) Winter/Window 2/PM2 10/12-10/30 Spring/Window 3/PM3 3/1 - 3/12 | CBT | 100 minutes | 9/16 - 10/09 11/02 - 11/30 3/22-4/16 |
| ClearSight Math (Progress Monitoring) | Gr 6 - 8 Middle School | Fall/Window 1/PM1 9/01 – 9/15 Winter/Window 2/PM2 1/11–1/22 Spring/Window 3/PM3 3/22 – 4/9 | CBT ¹ | 50 minutes | 9/16 - 10/09 1/25- 2/12 4/12 – 5/14 |
| USA TEST PREP: Civics (Progress Monitoring) | Gr 7 Middle School | Fall/Window 1/PM1 9/03 – 9/25 Winter/Window 2/PM2 1/11 – 1/29 Spring/Window 3/PM3 3/22 – 4/23 | CBT ¹ | 50 minutes | 9/28 -10/23 2/1- 2/26 4/26 – 5/28 |
| USA TEST PREP: Science (Progress Monitoring) | Gr 8 Middle School | Fall/Window 1/PM1 9/03 – 9/25 *Winter/Window 2/PM2 2/1- 2/19 (*school-based decision) Spring/Window 3/PM3 3/22 – 4/9 | CBT ¹ | 50 minutes | 9/28 - 10/23 2/22 – 3/12 4/13 - 5/13 |
| ClearSight ELA: Reading and Writing (Progress Monitoring) | All Gr 9-10 students | Fall/Window 1/PM1 9/01 – 9/15 (principal discretion) Winter/Window 2/PM2 10/12-10/30 Spring/Window 3/PM3 3/1 - 4/1 | CBT ¹ | 100 minutes | 9/16 - 10/09 11/2 - 11/30 4/5 - 5/7 |

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Form ARM 001
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2020-21 Florida's Optional Innovative Reopening Plan

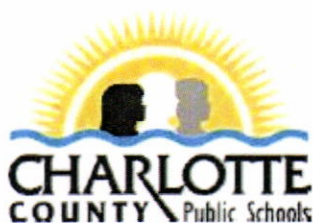
2020–2021 Uniform Statewide Assessment Calendar

| Assessment | Students to Be Tested | District Window | Mode | Testing Time | Results Expected |
|--|---|--|------------------|------------------------------|--|
| ClearSight ELA: Reading and Writing (Progress Monitoring) | Gr 11: FSA ELA Level 1-9 students Gr 12: FSA ELA Level 1 and 2 students | Fall/Window 1/PM1 9/01 – 9/15 (principal discretion) Winter/Window 2/PM2 1/4 – 1/29 | CBT ¹ | 100 minutes | 9/16 - 10/09 2/1-2/26 |
| ClearSight Algebra 1 (Progress Monitoring) | Middle or High School students enrolled in Algebra I, Algebra I-B or Algebra I Honors course | Fall/Window 1/PM1 9/01 – 9/15 Winter/Window 2/PM2 1/11–1/22 Spring/Window 3/PM3 3/23 – 4/9 | CBT ¹ | 50 minutes | 9/16 - 10/09 1/25- 2/19 4/12 – 5/14 |
| ClearSight Geometry (Progress Monitoring) | Middle or High School students enrolled in Geometry or Geometry Honors course | Fall/Window 1/PM1 9/01 – 9/15 Winter/Window 2/PM2 1/11–1/22 Spring/Window 3/PM3 3/22 – 4/9 | CBT ¹ | 50 minutes | 9/16 - 10/09 1/25- 2/19 4/12 – 5/14 |
| USA TEST PREP: Biology (Progress Monitoring) | Middle or High School students enrolled in Biology, Biology Honors, or an AICE Biology course | Fall/Window 1/PM1 9/03 – 9/25 Winter/Window 2/PM2 1/4 – 1/29 | CBT ¹ | 50 minutes | 9/28 - 10/23 2/1- 2/26 |
| USA TEST PREP: US History (Progress Monitoring) | Middle or High School students enrolled in US History or US History Honors course | Fall/Window 1/PM1 9/03 – 9/25 Winter/Window 2/PM2 1/11 – 1/29 Spring/Window 3/PM3 3/22 – 4/23 | CBT ¹ | 50 minutes | 9/28 - 10/23 2/1- 2/26 4/26 – 5/28 |
| <i>Academy Students Only</i> All Gr 9-10 ELA, Gr 11-12 FSA ELA Level 1 and 2, Gr 6-8 FSA Math, Algebra I, Geometry, Biology, Gr 8 Science, Gr 7 Civics, Gr 11 US History (Progress Monitoring) All assessments will be department/teacher created. | Middle or High School students enrolled in English I, English I Honors, English II, English II Honors, Algebra I, Algebra I-B, Algebra I Honors, Geometry, Geometry Honors, Biology, Biology Honors, Grade 8 Science, Civics, Civics Honors, or US History or US History Honors | <u>Semester 1</u> BOY September 8th-11th MOY November 9th-13th EOY December 14th-23rd Or <u>Semester 2</u> BOY January 25th -29th MOY March 29th-April 1st EOY May 24th-28th | PBT | 60 minutes | 9/14-10/09 11/16-12/11 1/04-1/22 Or 2/1-2/19 4/5-5/7 6/01-6/25 |
| Middle/High School Semester 1 Exams | Gr 6 - 12 Middle/High School students | January 11th – 15th | PBT | 90 minutes/ 7 test events | 1/18 – 2/12 |
| Middle/High School Semester 2 Exams | Gr 6 - 12 Middle/High School students | June 1st – 4th | PBT | 90 minutes/ 7 test events | 6/7 – 6/25 |

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Appendix C: August 18, 2020 District Professional Development Day: Course Descriptions for Teachers



August 18, 2020

District Professional Development Day

Course Descriptions for Teachers



Teachers PK-12

Establishing Relationships, Routines, Roles, and Rigor at the Beginning of the School Year: Face to Face and Virtually; Facilitator – Content Expert, Learning Sciences International; 8:00-9:30 - This session focuses on establishing those pivotal beginning of the year relationships with our class virtually and face to face. Explore the value of establishing academic roles and routines that contribute to a high level of student teaming. Analyze and create beginning of the year tasks that set the stage for both. Learn how relevant and rigorous tasks can be more engaging and motivating for students to meet and work together virtually. *This session has limited seating and is capped at 35 participants.*

Four Easy Ways to Transition to Great Online Instruction; Facilitator – Content Expert, Learning Sciences International; 9:45-11:15 - Are you struggling with the transition to online instruction? During this session, we will discuss four ways to navigate the transition without tears – for you or your students? *This session has limited seating and is capped at 35 participants.*

Google Classroom for Newbies Part 1; Facilitator – Christina Carboni, CCPS Tech Trainer; 8:00-9:30, 12:15-1:45 - This session is geared for users new to Google Classroom. You will learn how to navigate and set up your Google Classroom. Time for Q & A during the last thirty minutes of the session is included. This session is a companion to Google Classroom for Newbies Part 2, but NOT a prerequisite. *To prepare for virtual instruction in the event of school closure, PK-12 teachers who are unfamiliar with Google Classroom are strongly encouraged to participate in this session.*

Google Classroom for Newbies Part 2; Facilitator – Christina Carboni, CCPS Tech Trainer; 9:45-11:15, 2:00-3:30 - This session is geared for users new to Google Classroom. You will learn how to communicate with your students and add basic content. Time for Q & A during the last thirty minutes of the session is included. This session is a companion to Google Classroom for Newbies Part 1, but NOT a requirement. *To prepare for virtual instruction in the event of school closure, PK-12 teachers who are unfamiliar with Google Classroom are strongly encouraged to participate in this session.*

Google: Mastering the Basics for Remote Teaching; Facilitator – Content Expert, Learning Sciences International; 9:45-11:15 - The basics of Google Classroom, Slides, Docs and Forms will be demonstrated and used by participants. Lessons and units for virtual teaching can be effectively organized and implemented by even the least confident teachers when these tools are the basis for instruction. *This session has limited seating and is capped at 35 participants.*

How do I Know They are Learning? Online Tools to Check for Understanding; Facilitator – Content Expert, Learning Sciences International; 8:00-9:30 - You've made the transition to online instruction. Now how do you know that students are learning? Explore three online tools to check for student understanding. *This session has limited seating and is capped at 35 participants.*

2020-21 Florida's Optional Innovative Reopening Plan

Inclusive Practices in a Remote Learning Environment; Facilitator – Danielle Ard, Florida Inclusion Network Facilitator, FDLRS Suncoast; 8:00-9:30, 9:45-11:15 - Both General Education and Exceptional Student Education (ESE) Instructional Staff may be teaching remote learners at some point this coming year. This training will provide educators with strategies to support Students with Disabilities (SWDs) in remote learning environments. Content includes self-care for the educator, online virtual resources, a few remote co-teaching strategies, remote co-planning ideas, and how to use paraprofessional support in a remote learning environment.

Leveraging the Power of TEAMS in an Online Environment; Facilitator – Content Expert, Learning Sciences International; 12:15-1:45 - How do you leverage the power of student teams in an online classroom? Learn four sure-fire strategies to promote the sharing of thinking and collaboration! *This session has limited seating and is capped at 35 participants.*

myON Overview & Demo; Facilitator – Renaissance Learning; 9:45-11:15 – myON Reader is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each individual student's interests, grade and Lexile reading level. Combined with a suite of close reading tools and embedded supports, myON Reader fosters student engagement and achievement.

Navigating the Ins and Outs of Rigorous Online Tasks; Facilitator – Content Expert, Learning Sciences International; 2:00-3:30 - Don't relinquish rigor when moving learning to digital platforms! During this engaging session, revisit what it means for a task to be rigorous and learn what pitfalls to avoid when on the road to creating rigorous online tasks. Spend time delving into sample online tasks and reflecting on the levels of rigor present or missing. With time to master standards ever fleeting, become efficient at selecting the appropriate tech tools for the levels of rigor we are aiming for in our digital tasks. As educators, we know how crucial it is for our students to learn deeply through rigorous tasks. *This session has limited seating and is capped at 35 participants.*

Preventing Learning Gaps: It's all in the Planning; Facilitator – Content Expert, Learning Sciences International; 12:15-1:45 - Learn how to start the planning process by breaking standards down into digestible chunks, or learning targets and then creating a task that will allow you to determine whether or not students are meeting each target. We'll explore how to examine student work during the task to make decisions, in the moment, on how best to support students who are not progressing or meeting the learning target. *This session has limited seating and is capped at 35 participants.*

Self-Management - Teaching in a Time of Crisis Also Means Taking Care of You; Facilitator – Content Expert, Learning Sciences International; 2:00-3:30 - During challenging times, teachers may forget about Self-Management and managing emotions. Participants will learn the art and balance of focusing on themselves and their students to not only regulate their emotions and manage stress, but also to model and demonstrate the essential need of caring for oneself and others in the midst of crisis. *This session has limited seating and is capped at 35 participants.*

Teachers Elementary PK-5

Best Practices in Virtual Guided Reading; Facilitator – Ashley Doty, Noble Education; 8:00-9:30, 12:15-1:45 – We know the all the magic happens in small, targeted groups, but how can we copy and paste that as well as we did in our classrooms to what we have in our virtual classrooms? Join this session as we discover how to make this transition.

Best Practices in Virtual Math Instruction; Facilitator – Ashley Doty, Noble Education; 9:45-11:15, 2:00-3:30 – You had to quickly pivot and work on your math instruction during the pandemic through a virtual world, so how can you take your virtual teaching and students' virtual learning to the next level? Join this session for quick and easy, but meaningful, tips to get the most out of this limited time.

2020-21 Florida's Optional Innovative Reopening Plan

Canvas for Beginners; Facilitator – Canvas Expert, Instructure; 8:00-11:00, 12:15-3:15 – Looking for an overview of the new Learning Management System (LMS) coming soon to CCPS? This Canvas Training will take you on a Tour of Canvas. On your tour, you will explore all of the main components of Canvas. Then you will dive into beginning Canvas building strategies with hands-on time to explore. *This session has limited seating and is capped at 75 participants. Multiple duplicate sessions are offered. Please choose either Beginner or Intermediate, not both.*

Canvas Intermediate; Facilitator – Canvas Expert, Instructure; 8:00-11:00 - This Canvas Training is designed for those that have experience working with Canvas. It will get you started with hands-on exploration in setting up your Canvas account and courses. *This session has limited seating and is capped at 75 participants. Please choose either Beginner or Intermediate, not both.*

CHAMPS Behavior Management System Overview; Facilitator – Kim Seth, Florida Inclusion Network Facilitator, FDLRS Suncoast; 8:00-11:00 - CHAMPS assists classroom teachers to design (or fine tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly. CHAMPS strategies are easy to implement and will reduce classroom disruptions and office referrals; improve classroom climate; increase on-task behavior; establish respectful and civil interactions

Closing the Attitude Gap in a Virtual Setting; Facilitator – Jessica Mercadante, Noble Education; 8:00-9:30 – We often focus on closing the achievement gap, but before we can do this, we must ignite our students' passion to learn and close the attitude gap before achievement can be discussed. In this session, we will focus on five key areas that will provide educators the opportunity to achieve remarkable results.

Creating a Writing Workshop in your Virtual Classroom; Facilitator – Mimi Herman, Kennedy Center Artist; 9:45-11:15 – Create a rigorous, supportive writing community in your own online classroom. In this workshop you'll learn techniques to get students writing: from brainstorming to drafting to peer critique (both written and in discussion) to revision—all the way to publishing! You'll discover how to inspire students to write, and ways to make writing fun while strengthening your students' skills. As an extra added bonus, you'll learn about the amazing online removable red ink—a technique to help students help each other! *This session has limited seating and is capped at 30 participants.*

Culturally Responsive Teaching; Facilitator – Mark Rolewski, Ro Educational Leadership, Inc; 2:00-3:30 – Now, more than ever, it is imperative that educators include students' cultural references in all aspects of learning. This session will focus on two new elements to the CCPS PACE instrument for 2020-21: Understanding Students' Backgrounds and Interests and Demonstrating Value and Respect for Low Expectancy Students. Emphasis will be on how teachers can gather information and filter instruction through students' own cultural experiences so that all students can perform better. Strategies for both classroom instruction and virtual instruction will be presented. *Note: Administrators will be provided this information during their scheduled PACE training.*

Engagement Strategies in a Virtual Setting; Facilitator – Jessica Mercadante, Noble Education; 9:45-11:15 – Carefully planned virtual engagement strategies lead to increased classroom communities, highly developed social skills, improved retention of information, and higher order thinking opportunities. This session will allow participants to gain first-hand experience and knowledge in the benefits of incorporating engagement strategies into their virtual classroom.

Freckle Overview & Demo; Facilitator – Renaissance Learning; 8:00-9:30, 2:00-3:30 – Freckle helps teachers differentiate instruction quickly and to effectively deliver guided practice to students at their own academic level. The platform includes interactive student practice activities aligned to state standards, teacher resources such as progress reports and inquiry-based lesson plans and an administrator dashboard. With Freckle's wide variety of high-quality teacher lessons and student activities, educators can differentiate not just what students learn, but how they learn it, engaging students in topics that already interest them and guiding them to learn in ways most effective for them individually.

2020-21 Florida's Optional Innovative Reopening Plan

Integrating Literacy Skills Virtually Through Science, Social Studies and Other Content Areas; Facilitator – Denise Mueller, Noble Education; 12:15-1:45 – By engaging students in literacy instruction in every content area, students increase vocabulary, comprehension skills, and both written and oral communication skills. In this session, we will be investigating several of the endless ways to get students to read about, write about, and talk about the content that you teach.

Practice, Practice, Practice; Facilitator – Mark Rolewski, Ro Educational Leadership, Inc.; 12:15-1:45 – Students who are successful spend a significant amount of time engaged in effective practice. Teachers who understand the different types of practice and the guidelines that make them effective, in turn, have students who can perform at higher levels. Strategies for both classroom instruction and virtual instruction will be presented. *Note: Practicing Skills, Strategies and Processes is a new element included in the PACE instrument for 2020-21. Administrators will be provided this information during their scheduled PACE training.*

STAR 360 Overview & Demo; Facilitator – Renaissance Learning; 12:15-1:45 – The STAR 360 program provides a comprehensive interim and formative assessment suite with universal screening, progress monitoring, and goal setting data to move students forward. *This program will not be implemented at Peace River Elementary School and therefore is not appropriate for PRE Teachers.*

Using the Arts to Engage Your Students in Online Learning; Facilitator – Mimi Herman, Kennedy Center Artist; 8:00-9:30 – Captivate your students online through visual art, creative writing, drama, dance and music, and keep them connected across the curriculum. In this workshop you'll get to try out hands-on arts-integrated activities you can use immediately to engage your students in online learning. *This session has limited seating and is capped at 30 participants.*

Virtual Classroom Management; Facilitator – Dr. Bryon Ernest, Noble Education; 2:00-3:30 – The unexpected shift to remote learning last spring revealed that many educators still struggle to teach with technology. A recent University of Phoenix survey of more than 1,000 K-12 teachers found that nearly 50 percent were unprepared for online instruction. This dynamic session will have examples modeled, creative ideas, and high impact strategies presented for maximum student engagement.

Teachers Secondary 6-12

Best Practices in French Instruction; Facilitator – Carnegie; 8:00-11:15 – Carnegie will present an implementation of the newly adopted French text book and virtual learning user guides for all French teachers.

Best Practices in Spanish Instruction; Facilitator – HMH; 8:00-11:15 – HMH will present an overview of the newly adopted Spanish text and virtual book, Avancemos. This half day workshop will be essential for all Spanish teachers.

Best Practices in Virtual Math Instruction; Facilitator – Denise Mueller, Noble Education; 9:45-11:15, 2:00-3:30 – With the need for blended and virtual learning opportunities, comes the need for looking at math instruction with a new lens. In this session, we will look at challenges, opportunities, and strategies to meet the needs of students in virtual math classrooms.

Canvas for Beginners; Facilitator – Canvas Expert, Instructure; 8:00-11:00, 12:15-3:15 – Looking for an overview of the new Learning Management System (LMS) coming soon to CCPS? This Canvas Training will take you on a Tour of Canvas. On your tour, you will explore all of the main components of Canvas. Then you will dive into beginning Canvas building strategies with hands-on time to explore. *This session has limited seating and is capped at 75 participants. Multiple duplicate sessions are offered. Please choose either Beginner or Intermediate, not both.*

2020-21 Florida's Optional Innovative Reopening Plan

Canvas Intermediate; Facilitator – Canvas Expert, Instructure; 8:00-11:00, 12:15-3:15 - This Canvas Training is designed for those that have experience working with Canvas. It will get you started with hands-on exploration in setting up your Canvas account and courses. *This session has limited seating and is capped at 75 participants. Please choose either Beginner or Intermediate, not both.*

CHAMPS Behavior Management System Overview; Facilitator – Kim Seth, Florida Inclusion Network Facilitator, FDLRS Suncoast; 12:15-3:15 – CHAMPS assists classroom teachers to design (or fine tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly. CHAMPS strategies are easy to implement and will reduce classroom disruptions and office referrals; improve classroom climate; increase on-task behavior; establish respectful and civil interactions

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2020-21 Florida's Optional Innovative Reopening Plan

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Virtual Project Based Learning in all Content Areas; Facilitator – Dr. Bryon Ernest, Noble Education; 8:00-9:30, 12:15-1:45 – This information rich, practical and engaging workshop is designed to inspire teachers and ignite new experiences in the classroom for immediate use. We will discuss tools and strategies to scaffold student learning within project-based learning. There will be examples and modeling of the core principles of project-based learning used during this dynamic workshop.