Spring 2021 Education Plan and Assurances

[Monroe]

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org
Spring 2021 Education Plan and Assurances

Purpose

The purpose of this document is to guide districts to plan for the continued implementation of the 2020-21 District Reopening Plan through an updated Spring 2021 Education Plan and to capture an updated agreement of assurances. The flexibility provided for in DOE Order No. 2020-EO-07 is necessary to respond to and mitigate the impact of the emergency and to promote the health, safety and welfare of persons connected with Florida’s educational system. Overall, this document focuses on accomplishing the following four goals:

1. Building on the successful reopening of all public schools to in-person instruction;
2. Promoting parental choice while ensuring that every student is making adequate academic progress;
3. Providing financial continuity to enable each school district to maintain the full panoply of services for the benefit of Florida students and families, including students from vulnerable populations such as low-income families, migrant families, the homeless, English Language Learners (ELLs), students in foster care and students with disabilities; and
4. Empowering every district to maintain high-quality school choices for Florida students and families with a focus on eliminating achievement gaps, which have been exacerbated by the crisis.

Directions

Districts shall complete this form and email to ReopeningPlan@fldoe.org no later than December 15, 2020. The subject line of the email must include district name and Spring 2021 Education Plan and Assurances. The district shall complete the plan, agree to all assurances and faithfully implement the plan to receive the statutory flexibilities and financial supports that are offered in DOE Order No. 2020-EO-07. Approval of this plan will be predicated on the ability to deliver the needed resources for intervention programs to address any learning loss or lack of progress for students not on grade level, especially those students who are returning from options other than the traditional brick and mortar setting.

District Education Plan Assurances

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

☒ Assurance 1: All schools will remain open. The district agrees to the conditions set forth in section II.a. of DOE Order No. 2020-EO-07. The district will continue to assure that all brick and mortar schools must continue to be 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 and subsequent executive orders.

☒ Assurance 2: Continue the full panoply of services. The district agrees to the conditions set forth in sections II.b. and II.e. of DOE Order No. 2020-EO-07. The district agrees to continue to 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 full time will continue to have the opportunity to do so. The district agrees to provide students with Individual Educational Plans (IEPs) the services necessary to ensure that they receive a free and appropriate education. The district agrees to identify students who may have regressed during school closures or during the fall term. School districts must ensure that IEP teams are appropriately determining needed services, including compensatory services. If an ELL’s reading,
writing, listening or speaking skills have regressed during school closures, school districts agree to convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages services are needed.

☒ Assurance 3: Continue progress monitoring and interventions. The district agrees to the conditions set forth in sections II.c. and II.d. of DOE Order No. 2020-EO-07. The district agrees to continue to provide robust progress monitoring and requisite interventions to all students, with tiered support for students not making adequate progress. Students who are receiving instruction through innovative learning modalities must transition to another learning modality if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parents/guardians for students identified as performing below grade level and/or demonstrating decline on the district’s progress monitoring system. The district agrees to provide the department with a detailed report, in a format prescribed by the Florida Department of Education, based on progress monitoring data that delineates the interventions provided to students and the effectiveness of each intervention at the end of the spring semester. The purpose of this report is to identify and differentiate between effective and ineffective intervention strategies provided to students not making adequate progress. The district agrees to continue to provide supplemental services (afterschool, weekend and summer) for any student who, based upon progress monitoring or other data, has not achieved grade-level mastery or who is not on track to achieve a minimum of one year of academic growth during the 2020-21 school year. The district agrees to identify these students and provide written notice of the need and availability of these services to parents/guardians.

☒ Assurance 4: Continue charter school flexibility. The district agrees to the conditions set forth in section II.f. of DOE Order No. 2020-EO-07. The district agrees to continue to extend the same flexibility in instructional methods and funding to every charter school that submits a Spring 2021 Education Plan.

☒ Assurance 5: Innovative learning modality. The district agrees to the conditions set forth in sections II.g. and II.h. of DOE Order No. 2020-EO-07. The district agrees that if a student receiving instruction through the innovative learning modality is failing to make adequate progress, the parents/guardian must be contacted and the student must be transitioned to face-to-face instruction. The district agrees that a student who is not making adequate progress will only be allowed to remain in the innovative learning modality if the district or charter school: 1) provides written notice to the parent or guardian that the child is not making adequate progress and any associated education risks; and 2) obtains written acknowledgement from the parent or guardian verifying the receipt of this information and the intent to remain in the innovative learning modality. The district agrees that students transitioned out of the innovative learning modality must be given additional interventions and supports. School districts and charter schools must not unreasonably restrict the decision of a parent or guardian to alter the learning modality (in-person, innovative, virtual) that best suits their child’s needs. Restricting when changes can be made to a certain time of the semester or requiring more than a week’s notice prior to changing a student’s learning modality are presumptively unreasonable.

☒ Assurance 6: Truancy/Attendance of students. The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07. The district agrees to continue to provide enhanced
outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.

☒ **Assurance 7: Continue professional development.** *The district agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide professional development to teachers and leaders to become proficient in the delivery of grade-level standards within all learning modalities, as well as the utilization of progress monitoring for remediation and intervention.

### District Spring 2021 Education Plan

**Directions:** The district must address each of the following areas and their sub-components in the corresponding text box below. Please remember to clearly label the required information you are providing below accordingly, e.g., 1.a., 2.b., 4.c., etc. Additionally, please check to make sure you have **thoroughly and clearly answered each required area and sub-component below prior to submission.**

1. **Spring Intervention Plan.** The district shall explain in detail a proposed 2021 Spring Intervention Plan with the following three components:
   
   a. A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the district’s plan for additional instructional time including after school, weekends and/or summer programs, and an explanation of how lost instruction time has been or will be made up.
   
   b. Targeted outreach for students who are demonstrating a decline on the district’s progress monitoring system for reading and mathematics, by grade level and by learning modality.
   
   c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

<table>
<thead>
<tr>
<th>1a. A focus on closing the achievement gaps will strategically address additional instructional time for ALL students who are not making adequate academic progress. Individual school sites offer differentiated supplemental instructional time that meets the needs of their diverse families during or outside of the scheduled school hours. Schools may offer targeted tutoring programs during extended day hours before and after school and/or on weekends. A robust summer program is also being planned for summer of 2021. We have coordinated with our DJJ Center, Alternative Education sites and charter schools to ensure that we meeting the needs of all students.</th>
</tr>
</thead>
</table>

1b. Students are identified for targeted outreach based on progress monitoring data. Triangulated data from multiple district approved progress-monitoring sources include the new Adaptive Progress Monitoring (APM), Renaissance Place Suite of assessments, Read180 and iStation. For students with disabilities (SWD) individual needs will be identified in relation to their individual education plan (IEP) progress. For English Learners (EL), personalized needs are identified by their varying levels of English proficiency as measured by the state approved assessment and local data sources. Decision trees tailored to reading and math offer tiered support and strategically guide program delivery models. Strategies and materials are aligned to each grade level’s respective standards. The decision trees prescribe the necessary frequency, duration, and intensity of instruction and delineate specialized programs and grade level resources for targeted instruction inclusive of all learning modalities. The decision trees are followed for all Tier 1, 2, and 3 students with fidelity regardless of school. (See Appendix A)
1c. Students who are transitioning from remote learning will have additional time with school based support staff such as counselors, behavior specialists, interventionists, English language support facilitators and others as identified. Benchmark assessments will help target students and will assist in aligning resources to address specific academic concerns. Extended day and summer remediation programs will focus on accelerating learning by providing grade level content with scaffolding and explicit instruction to close the gap in content mastery and achievement. Supplemental curriculum and additional instructional time may be utilized to accelerate student progress with all grade levels.

2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
   a. Offer the innovative learning modality only to students who are making adequate academic progress.
   b. Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The district must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The district must submit a copy of the written acknowledgement form that they will provide to parents/guardians.

2a. In-person learning modality is offered to all students. Students with Disabilities (SWD) have an Individual Education Plan (IEP) and all English Learners (EL) have a Limited English Plan (LEP) written for an education to take place in a brick and mortar setting. Communication with parents is ongoing and includes access to our local Student Information System (SIS) for real-time information on grades and progress. However, parents have the right to choose for their child to continue participating in the innovative learning modality. If the parent chooses an innovative program for their child, all services and supports are offered virtually to comply with IEPs and EL Plans. We offer our innovative learning model only to students who are making adequate progress unless the parent chooses the virtual option. We counsel the parents on the various choices and the potential educational risks associated with each one.

2b. Progress reports are sent quarterly to ALL students and additional progress monitoring curriculum supports are offered via district approved instructional platforms and curricular supports. For example, Teach Town, Unique Learning and Vizzle are utilized for modified classrooms and include progress monitoring components. For EL newcomers as defined by the state rule, programs such as Imagine Learning and Formula 44 are implemented and offer adaptive curricular supports and data specific to varying English proficiency levels.

Parent Choice form in Appendix C
3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
   a. Identify vulnerable students who have had limited or no contact with the district and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.
   b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

   3a. The Monroe County School District will continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools. We have utilized counselors, social workers, and registrars to contact students who have not returned for the 2020-2021 school year and offered a myriad of educational choices for students. These include virtual school, blended models and face to face instruction in a brick and mortar school. We have also made beginning school at any time available or the ability to change the modality of learning to meet the child’s needs.

   3b. Our recruitment efforts to increase VPK and Kindergarten enrollment include guidance counselors, social workers, Site Coordinators calling interested parents to increase registrations. Social workers are making home visits and meeting with parents virtually if requested to recruit students into our Pre-K programs. We are utilizing our website, Facebook pages, marquees and other forms of marketing to share the sites with available openings. We are also offering a robust summer program that will have the required hours of instruction for VPK and a rising K program to support our kindergarten students.

4. **Professional Development.** The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including:
   a. Innovative and virtual learning modalities;
   b. Interventions to support students in various learning modalities; and
   c. Technology needs (especially new learning management systems).

   4a. Professional development sessions to assist teachers with facilitating instruction through multiple delivery methods and modalities. Sessions focused on synchronous learning, flipped learning, and asynchronous learning were targeted specifically to ensure that teachers are fully prepared to meet the various needs of their students. The training includes specific strategies and resources designed to ensure that teachers are fully prepared to support the intervention needs of their students, regardless of the learning modality. School leaders are also involved in technology training, data analysis training, and the observation and evaluation instrument. Additional trainings include Title IX requirements, Safety and Security Trainings as well. (See Appendix B)

   4b. Interventions to support students in all learning modalities are inclusive of all content areas across grade levels. Programs and curricular supports were the focus of professional development sessions in order to empower teachers and provide them with ongoing support. These sessions include innovative ways to teach Reading, Math, Social Studies, and Science standards using resources and tools in various modalities. To identify and address Social Emotional Learning (SEL) strengths and weaknesses, professional development was also offered using the state approved program Purpose Prep and others.
Additionally, EL and ESE online tools and specialized instructional strategies for innovative learning were provided. (See Appendix B)

4c. New learning management systems such as Canvas and Google Classroom were utilized district wide to maintain continuity of instruction. Professional development learning opportunities were held before the students returned and multiple times throughout the year. Continuous learning communities were offered on at least a monthly basis so that ongoing support may be provided. To ensure that teachers successfully continue to educate students in all learning modalities, every school site has an instructional technology guide who offers expert guidance and support in managing various learning systems and academic software programs for all grades and student populations with various needs. (See Appendix B)

Acknowledgement

The district verifies that the information they provide to the Florida Department of Education contained in this form is consistent with, and meets the intent of, the provisions outlined in DOE Order No. 2020-EO-07.

| Name and title of person responsible for completion and submission of the Spring 2021 Education Plan. |
| Dr. Fran Herrin, Executive Director of Teaching and Learning |
| Contact information: email, phone number |
| frannie.herrin@keysschools.com 305-293-1400 wxt. 53307 |
| Date submitted |
| December 7, 2020 |
| Superintendent Signature (or authorized representative) |
Appendix A

Decision Trees

Reading/ELA

Multi-Tiered Systems of Support for Virtual Mathematics

English Language Learners
In order to enhance reading education in the elementary and secondary programs, Monroe County has adopted the following practical research-based principles. Everyday students... 

- Will read texts they have selected.
- Will read texts accurately.
- Will read texts they understand.
- Will talk to peers about their reading.
- Will write text that is meaningful.
- Will listen to a fluent adult read aloud.

Independently reading with comprehension is the goal of adolescent literacy development. Adolescent students have unique needs and are best served through Responsive Literacy Instruction. Responsive Literacy Instruction includes: more than a curriculum of basic skills; occurs within a comprehensive literacy program; views adolescents as a resource; and comes from effective teachers who have the knowledge and practices to address struggling adolescent readers' needs. Through Responsive Literacy Instruction, every student can improve their skills and all students can achieve high levels of achievement.

The Monroe County School District’s Multi-Tiered System of support plan includes initial screening and data triangulation to identify the strengths and needs of each student. A comprehensive data analysis which includes historical and current data as well as teacher and parent input are used to make the best possible placement decisions for students. Reading interventions are implemented with initial intensity and fidelity. Group size and frequency adjustment decisions are based upon progress monitoring graphs which illustrate the student’s response to intervention.

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1 Educational Leadership: Reading: The Core Skill: [http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Every-Child,-Every-Day.aspx](http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Every-Child,-Every-Day.aspx)

### Spring 2021 Education Plan and Assurances

#### FALL PLACEMENT GRADE K

<table>
<thead>
<tr>
<th>Student’s Independent Reading Capacity Based on HISTORICAL and CURRENT DATA</th>
<th>PMP Support?</th>
<th>CRRP CCP Material</th>
<th>Teacher Certification Professional Development</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLKRS: STAR Early Literacy PR &lt; 25</td>
<td>Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP</td>
<td>Yes</td>
<td>HMH Reading Toolkit</td>
<td>Reading Endorsed/Enrolled</td>
</tr>
<tr>
<td>FLKRS SS &lt; 437 FLKRS PA PR &lt; 25 ISP SS &lt; 169</td>
<td></td>
<td></td>
<td></td>
<td>Program: Instant</td>
</tr>
<tr>
<td></td>
<td>Materials: Instant Teacher-Led Interventions; FCRR: Sylaboard; Manipulatives; Mirror, Letter Tiles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategies: Group Size of 3 or Less; Incremental Rehearsal; Incentive Based Reading Reward Program; Multi-sensory Instruction; Data Chats</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intensity: Group Size of 3 or Less; 3+ days per week; 90+ minutes per day</td>
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<td></td>
</tr>
</tbody>
</table>

| FLKRS: STAR Early Literacy PR 26-40 | FLKRS SS 438-486 ISP SS < 170-173 | Yes | HMH Write-In Reader | Reading Endorsed/Enrolled |
| | | | | Program: Instant |
| | Materials: Instant Teacher-Led Interventions; FCRR: Sylaboard; Manipulatives; Mirror, Letter Tiles |
| | Strategies: Small group instruction; Multi-sensory Instruction; Data Chats |
| | Intensity: Group Size of 6 or Less; 2+ days per week; 90+ minutes per day |

| FLKRS: STAR Early Literacy PR 41-55 | FLKRS SS 697-929 ISP SS < 174-177 | No | | Elementary Education |
| | | | | Program: Journeys: Scholastic Guided Reading |
| | | | | Materials: Instant interventions: Literacy Sequence; Leveled Text; FCRR: Sylaboard; Manipulatives; Mirror, Letter Tiles |
| | | | | Strategies: Small group instruction; Writing to Read; Collaborative Conversations; Multi-sensory Instruction; Data Chats |
| | | | | Intensity: Whole and Cooperative Groups; 5 days per week; 90+ minutes per day |

| FLKRS: STAR Early Literacy PR > 56 | FLKRS SS > 930 ISP SS > 177 | No | HMH Leveled Readers | |
| | | | | |

*For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. The 3 data indicates that a /**88** student has a reading deficiency and parents are notified as required in Section 200.331, F.S.*

#### FALL PLACEMENT GRADE 1

<table>
<thead>
<tr>
<th>Student’s Independent Reading Capacity Based on HISTORICAL and CURRENT DATA</th>
<th>PMP Support?</th>
<th>CRRP CCP Material</th>
<th>Teacher Certification Professional Development</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAR Early Literacy PR &lt; 25</td>
<td>Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP</td>
<td>Yes</td>
<td>HMH Reading Toolkit</td>
<td>Reading Endorsed/Enrolled; Foundations of Reading Professional Development</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Program: Instant</td>
</tr>
<tr>
<td></td>
<td>Materials: Instant Interventions, FCRR, Leveled Text, FSA Question Stem Cards, Manipulatives</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Strategies: Group Size of 3 or Less; Incremental Rehearsal; Incentive-based Reading Reward Program</td>
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</tr>
<tr>
<td></td>
<td>Intensity: Group Size of 3 or Less; 3+ days per week; 90+ minutes per day</td>
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</tbody>
</table>

| STAR Reading 26-40 SS 65-73 | IRL: P | 100-150L ISP 190-190 | Yes | HMH Write-In Readers | Elementary Education |
| | | | | Program: Instant |
| | Materials: Instant Interventions, Leveled Text, FSA Question Stem Cards, Ready, FDOG, FCRR, ELA/FS |
| | Strategies: Repeated Reading, Listening to Fluent Reading, Paired Reading |
| | Intensity: Group Size of 6 or Less; 2+ days per week; 90+ minutes per day |

| STAR Reading 41-49 SS 73-76 | IRL: P | 151-200L ISP 194-199 | No | | |
| | | | | |

| STAR Reading 50+ SS 77+ | IRL: > L0 201L+ ISP 200+ | No | HMH Leveled Readers | |
| | | | | |
# Spring 2021 Education Plan and Assurances

**FALL PLACEMENT GRADE 2**

<table>
<thead>
<tr>
<th>Student’s Independent Reading Capacity Based on HISTORICAL and CURRENT DATA</th>
<th>PMP Support?</th>
<th>CRBP CCP Material</th>
<th>Teacher Certification/Professional Development</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
</table>
| 3 STAR Early Literacy  
Students with an identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP | Yes | HMH Reading Toolkit | Reading Endorsed/Enrolled; Foundations of Reading Professional Development | Program: iStation  
Materials: Leveled Text, iStation Interventions; Ready; FDOE ELAFLS, FSA Question Stem Cards  
Strategies: Diagnostic-driven intervention Incentive Based Reading Reward Program  
Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day |
| 3 STAR <25  
SS <120 | IRL: Below 1.1  
< 100  
ISIP: <200 | Yes | HMH Write-In Readers | Elementary Education  
Program: iStation  
Materials: Leveled Text, iStation Interventions; Ready; FCRR, FDOE ELAFLS, FSA Question Stem Cards  
Strategies: Choice in Text Selection; Everybody Writes  
Intensity: Group Size of 6 or Less; 2+ days per week; 20+ minutes per day |
| 2 STAR 26-40  
SS 126-189 | IRL: 1.2-1.5  
301-500 L  
ISIP: 209-214 | Yes | HMH Write-In Readers | Elementary Education  
Program: iStation  
Materials: Leveled Text, iStation Interventions; Ready; FCRR, FDOE ELAFLS, FSA Question Stem Cards  
Strategies: Choice in Text Selection; Everybody Writes  
Intensity: Group Size of 6 or Less; 2+ days per week; 20+ minutes per day |
| 2 STAR 41-54  
SS 190-240 | IRL: 1.6-1.8  
401-500 L  
ISIP: 215-218 | Yes | HMH Write-In Readers | Elementary Education  
Program: iStation  
Materials: Leveled Text, FDOE ELAFLS, FSA Question Stem Cards  
Strategies: Project-Based Learning  
Intensity: Whole and Cooperative Groups; 5 days per week; 90+ minutes per day |
| 1 STAR 55  
SS ≥240 | IRL: 1.9+  
500+ L  
ISIP: ≥218 | No | HMH Leveled Readers | Elementary Education  
Program: iStation  
Materials: Leveled Text, FDOE ELAFLS, FSA Question Stem Cards  
Strategies: Project-Based Learning  
Intensity: Whole and Cooperative Groups; 5 days per week; 90+ minutes per day |

*For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Tier 3 data indicates that a student has a reading deficiency and parents are notified as required in Section 1003.29, FS.*

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**FALL PLACEMENT GRADE 3**

<table>
<thead>
<tr>
<th>Student’s Independent Reading Capacity Based on HISTORICAL and CURRENT DATA</th>
<th>PMP Support?</th>
<th>CRBP CCP Material</th>
<th>Teacher Certification/Professional Development</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
</table>
| 3 STAR Early Literacy  
Grade 3 Retention  
Students with an identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP | *Must be provided alternate CCP Material* | HMH Reading Toolkit | Reading Endorsed/Certified; Enrolled; Foundations of Reading Professional Development | Program: iStation  
Materials: Leveled Text, iStation Teacher-Led Interventions; FCRR, Ready; FDOE ELAFLS, FSA Question Stem Cards  
Strategies: Diagnostic-driven intervention, Group Size of 3 or Less; Incentive-Based Reading Reward Program  
Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day |
| 3 STAR <25  
• IRL: 1.7  
• <400 L  
• ISIP: ≥232 | Yes | HMH Write-In Readers | Elementary Education  
Program: iStation  
Materials: Leveled Text, iStation Teacher-Led Interventions; FCRR, Ready; FDOE ELAFLS, FSA Question Stem Cards  
Strategies: Choice in Text Selection; Everybody Writes  
Intensity: Group Size of 6 or Less; 2+ days per week; 20+ minutes per day |
| 2 STAR 26-40  
• IRL: 1.8-2.3  
• 400-500L  
• ISIP: 223-230 | Yes | HMH Write-In Readers | Elementary Education  
Program: iStation  
Materials: Leveled Text, iStation Teacher-Led Interventions; FCRR, Ready; FDOE ELAFLS, FSA Question Stem Cards  
Strategies: Choice in Text Selection; Everybody Writes  
Intensity: Group Size of 6 or Less; 2+ days per week; 20+ minutes per day |
| 2 STAR 41-49  
• IRL: 2.1-2.3  
• 501-600 L  
• ISIP: ≥242 | No | HMH Leveled Readers | Elementary Education  
Program: iStation  
Materials: Leveled Text, iStation Teacher-Led Interventions; FCRR, Ready; FDOE ELAFLS, FSA Question Stem Cards  
Strategies: Choice in Text Selection; Everybody Writes  
Intensity: Group Size of 6 or Less; 2+ days per week; 20+ minutes per day |
| 1 STAR 50+  
• IRL: 2.4+  
• Lexile 601+  
• ISIP: ≥245+ | No | HMH Leveled Readers | Elementary Education  
Program: iStation  
Materials: Leveled Text, iStation Teacher-Led Interventions; FCRR, Ready; FDOE ELAFLS, FSA Question Stem Cards  
Strategies: Choice in Text Selection; Everybody Writes  
Intensity: Group Size of 6 or Less; 2+ days per week; 20+ minutes per day |

*For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Tier 3 data indicates that a student has a reading deficiency and parents are notified as required in Section 1003.29, FS.*
## FALL PLACEMENT GRADE 4

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Student’s Independent Reading Capacity Based on HISTORICAL and CURRENT DATA</th>
<th>PMP Support?</th>
<th>CRBP CCP Material</th>
<th>Teacher Certification / Professional Development</th>
<th>Program/Materials/Strategies / Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP</td>
<td>Yes</td>
<td>HMH Reading Toolkit</td>
<td>Reading Endorsed/ Certified; Enrolled; Foundations of Reading Development</td>
<td>Program: iStation; Materials: Leveled Text, iStation Teacher-Led Interventions; FCRR, Ready; FDOE ELAQS, FSA Question Stem Cards; Strategies: Diagnostic-Driven Intervention, Incentive-Based Reading Reward Program; Intensity: Group Size of 3 or Less; 3+ days per week; 30+ minutes per day</td>
</tr>
<tr>
<td></td>
<td>FSA-SS: 228-249</td>
<td>ISIP: 1855</td>
<td>HMH Reading Toolkit</td>
<td>Reading Endorsed/Certified; Enrolled; Foundations of Reading Development</td>
<td>Program: iStation; Materials: Leveled Text, iStation Teacher-Led Interventions; FCRR, Ready; FDOE ELAQS, FSA Question Stem Cards; Strategies: Choice in Text Selection; Everybody Writes; Reciprocal Teaching; Intensity: Group Size of 6 or Less; 2+ days per week; 20+ minutes per day</td>
</tr>
<tr>
<td></td>
<td>FSA-SS: 294-309</td>
<td>ISIP: 1855</td>
<td>HMH Reading Toolkit</td>
<td>Reading Endorsed/Certified; Enrolled; Foundations of Reading Development</td>
<td>Program: iStation; AR 360; Materials: Leveled Text, FDOE ELAQS, FSA Question Stem Cards; Strategies: Project-Based Learning; Intensity: Whole and Cooperative Groups; 5 days per week; 90+ minutes per day</td>
</tr>
</tbody>
</table>

*For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. For 3 data indicates that a student has a reading deficiency and parents are notified as required in Section 1001.25, F.S.*

## FALL PLACEMENT GRADE 5

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Student’s Independent Reading Capacity Based on HISTORICAL and CURRENT DATA</th>
<th>PMP Support?</th>
<th>CRBP CCP Material</th>
<th>Teacher Certification / Professional Development</th>
<th>Program/Materials/Strategies / Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP</td>
<td>Yes</td>
<td>HMH Reading Toolkit</td>
<td>Reading Endorsed/ Certified; Enrolled in Reading Endorsement Coursework</td>
<td>Program: iStation; Materials: Leveled Text, iStation Teacher-Led Interventions; FCRR, Ready; FDOE ELAQS, FSA Question Stem Cards; Strategies: Diagnostic-Driven Intervention, Incentive-Based Reading Reward Program; Intensity: Group Size of 3 or Less; 3+ days per week; 30+ minutes per day</td>
</tr>
<tr>
<td></td>
<td>FSA-SS: 228-249</td>
<td>ISIP: 1855</td>
<td>HMH Reading Toolkit</td>
<td>Reading Endorsed/Certified; Enrolled; Foundations of Reading Development</td>
<td>Program: iStation; Materials: Leveled Text, iStation Teacher-Led Interventions; FCRR, Ready; FDOE ELAQS, FSA Question Stem Cards; Strategies: Choice in Text Selection; Everybody Writes; Reciprocal Teaching; Intensity: Group Size of 6 or Less; 2+ days per week; 20+ minutes per day</td>
</tr>
<tr>
<td></td>
<td>FSA-SS: 294-309</td>
<td>ISIP: 1855</td>
<td>HMH Reading Toolkit</td>
<td>Reading Endorsed/Certified; Enrolled; Foundations of Reading Development</td>
<td>Program: iStation; AR 360; Materials: Leveled Text, FDOE ELAQS, FSA Question Stem Cards; Strategies: Project-Based Learning; Intensity: Whole and Cooperative Groups; 5 days per week; 90+ minutes per day</td>
</tr>
</tbody>
</table>

*For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. For 3 data indicates that a student has a reading deficiency and parents are notified as required in Section 1001.25, F.S.*
# Spring 2021 Education Plan and Assurances

### FALL PLACEMENT GRADE 6

<table>
<thead>
<tr>
<th>Student's Independent Reading Capacity Based on HISTORICAL &amp; CURRENT DATA</th>
<th>PMP?</th>
<th>Course Placement</th>
<th>Teacher Expertise</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Level 1 for three or more years will be provided Intensive, Immediate, Intervention through placement in Intensive Reading per the MTSS plan.</td>
<td>Reading 1008010 Reading Certified/Endorsed</td>
<td>Program: iStation, Read 180* Materials: Browser-Enabled Device, iStation Interventions, FCRR, CommonLit.org, FSA Question Stem Cards, Leveled Text Library Strategies: Incentive-Based Reading Reward Program In alignment with Monthly Data Chats; Small Group Explicit Instruction, Close Reading of Complex Text, Intensity: Group Size of 3 or Less; 3+ days per week; 30-45 minutes per day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1 or 2 in last three years FSA SS 259-308 PR &lt; 25 SS &lt; 537 Lexile &lt; 500 ISP &lt; 1993</td>
<td>Yes</td>
<td>Yes Reading 1008010 Reading Certified/Endorsed/In Progress</td>
<td>Program: Achieve3000, Read 180* Materials: Browser-Enabled Device, FCRR, FSA Question Stem Cards, Gamified Vocabulary, CommonLit.org, Leveled Text Library Strategies: Student Choice in Text Selection; Teacher Modeled Stretch Passages, Close Reading of Complex Text, Intensity: Group Size of 6 or Less; 2+ days per week; 20+ minutes per day.</td>
<td></td>
</tr>
<tr>
<td>Level 2 or 3 in last three years FSA SS 309-325 PR 26-40 SS 538-626 Lexile 500-650 ISP 1993-2039</td>
<td>Yes</td>
<td>Critical Thinking 1700100 Reading Certified/Endorsed/In Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2 or 3 in last three years FSA SS 326 PR 41-50 SS 627-683 Lexile 651-875 ISP 2040-2129</td>
<td>No</td>
<td>Varies AVID Advanced Placement Honors</td>
<td>Programs: SpringBoard Materials: Browser-Enabled Device, Leveled Text, Gamified Vocabulary, FSA Task Card, CommonLit.org, myOn, Leveled Text Library, Literacy Sequence Strategies: Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Multisensory Instruction Intensity: Whole and Cooperative Groups; 5 days per week; 50+ minutes per day.</td>
<td></td>
</tr>
<tr>
<td>Level 4 and 5 in last three years FSA SS 55 PR 50+ SS 686+ Lexile 876+ ISP 2130+</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and size) provided, reading intervention instruction and/or materials will be changed based on student data.*

### FALL PLACEMENT GRADE 7

<table>
<thead>
<tr>
<th>Student's Independent Reading Capacity Based on HISTORICAL &amp; CURRENT DATA</th>
<th>PMP?</th>
<th>Course Placement</th>
<th>Teacher Expertise</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Level 1 for three or more years will be provided Intensive, Immediate, Intervention through placement in Intensive Reading per the MTSS plan.</td>
<td>Reading 1008010 Reading Certified/Endorsed</td>
<td>Program: iStation, Read 180* Materials: Browser-Enabled Device, iStation Interventions, FCRR, CommonLit.org, FSA Question Stem Cards, Leveled Text Library Strategies: Incentive-Based Reading Reward Program In alignment with Monthly Data Chats; Small Group Explicit Instruction, Close Reading of Complex Text, Intensity: Group Size of 3 or Less; 3+ days per week; 30-45 minutes per day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1 or 2 in last three years FSA SS &lt; 267 PR &lt; 25 SS &lt; 561 Lexile &lt; 550 ISP &lt; 2061</td>
<td>Yes</td>
<td>Yes Reading 1008010 Reading Certified/Endorsed/In Progress</td>
<td>Program: Achieve3000, Read 180* Materials: Browser-Enabled Device, FCRR, FSA Question Stem Cards, Gamified Vocabulary, CommonLit.org, Leveled Text Library Strategies: Student Choice in Text Selection; Teacher Modeled Stretch Passages, Close Reading of Complex Text, Intensity: Group Size of 6 or Less; 2+ days per week; 20+ minutes per day.</td>
<td></td>
</tr>
<tr>
<td>Level 2 or 3 in last three years FSA SS 268-317 PR 26-40 SS 713-800 Lexile 550-750 ISP 2061-2129</td>
<td>Yes</td>
<td>Critical Thinking 1700100 Reading Certified/Endorsed/In Progress</td>
<td>Projects: SpringBoard Materials: Browser-Enabled Device, Leveled Text, Gamified Vocabulary, FSA Task Cards, CommonLit.org, myOn, Leveled Text Library, District created Literacy Sequence Strategies: Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Multisensory Instruction Intensity: Whole and Cooperative Groups; 5 days per week; 50+ minutes per day.</td>
<td></td>
</tr>
<tr>
<td>Level 2 or 3 in last three years FSA SS 332-345 PR 41-50 SS 714-810 Lexile 750-950 ISP 2130-2211</td>
<td>No</td>
<td>Varies AVID Advanced Placement Honors</td>
<td>Programs: SpringBoard Materials: Browser-Enabled Device, Leveled Text, Gamified Vocabulary, FSA Task Cards, CommonLit.org, myOn, Leveled Text Library, District created Literacy Sequence Strategies: Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Multisensory Instruction Intensity: Whole and Cooperative Groups; 5 days per week; 50+ minutes per day.</td>
<td></td>
</tr>
<tr>
<td>Level 4 and 5 in last three years FSA SS 346+ PR 50+ SS 811+ Lexile 951+ ISP 2212+</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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[Monroe] Page 13
### Spring 2021 Education Plan and Assurances

#### FALL PLACEMENT GRADE 8

<table>
<thead>
<tr>
<th>Student's Independent Reading Capacity Based on HISTORICAL &amp; CURRENT DATA</th>
<th>PMP?</th>
<th>Course Placement</th>
<th>Teacher Expertise</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in intensive reading per the MTSS plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Level 1 or 2 in last three years FSA SS &lt;274</td>
<td>PR ≤25 SS &lt; 680 Lexile &lt;800 ISIP ≤ 2129</td>
<td>Yes</td>
<td>Reading 1003/00 Reading Certified/Endorsed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Program: iStation, Read 180®</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Materials: Browser-Enabled Device, iStation Interventions, FCRR, CommonLit.org, FSA Question Stem Cards, Leveled Text Library</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strategies: Incentive-Based Reading Reward Program in alignment with Monthly Data Chats; Small Group Explicit Instruction; Close Reading of Complex Text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensity: Group Size of 3 or Less; 5+ days per week; 30+ minutes per day</td>
</tr>
<tr>
<td>2</td>
<td>Level 2 or 3 in last three years FSA SS 274-321</td>
<td>PR 26-60 SS 680-847 Lexile 600-800 ISIP 2129-2137</td>
<td>Yes</td>
<td>Critical Thinking 1/00/100 Reading Certified/Endorsed/In Progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Program: Achieve3000, Read 180®</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Materials: Browser-Enabled Device, iStation Interventions, FCRR, FSA Question Stem Cards, Gamified Vocabulary, CommonLit.org, Leveled Text Library</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strategies: Student Choice in Text Selection; Teacher Modeled Stretch Passages, Close Reading of Complex Text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensity: Group Size of 6 or Less; 2+ days per week; 20+ minutes per day</td>
</tr>
<tr>
<td>2</td>
<td>Level 2 or 3 in last three years FSA SS 338-351</td>
<td>PR 41-50 SS 848-920 Lexile 801-1097 ISIP 2150-2111</td>
<td>No</td>
<td>Varies AVID Advanced Placement Honors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Program: SpringBoard,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Materials: Browser-Enabled Device, Leveled Text, Gamified Vocabulary, FSA Task Card, CommonLit.org, myOn, Leveled Text Library, District created Literacy Sequence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strategies: Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Multisensory Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensity: Whole and Cooperative Groups; 5 days per week; 50+ minutes per day</td>
</tr>
</tbody>
</table>

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#### FALL PLACEMENT GRADE 9

<table>
<thead>
<tr>
<th>Student's Independent Reading Capacity Based on HISTORICAL &amp; CURRENT DATA</th>
<th>PMP?</th>
<th>Course Placement</th>
<th>Teacher Expertise</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in intensive reading per the MTSS plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Level 1 or 2 in last three years (Include FSA Scale score range)</td>
<td>PR STAR SS STAR Lexile &lt;780 L</td>
<td>Yes</td>
<td>Intensive Reading Reading Certified/Endorsed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Program: Achieve Boost</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Materials: Browser-Enabled Device, Achieve 3000 Boost Ancillaries, Flocabulary.com, Vocabulary.com, FSA Task Cards, MyOn.com</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strategies: Teacher Modeled Stretch Passages, Student Choice in Text Selection, Incentive-Based Reading Rewards in Alignment with Monthly Data Chats</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensity: Group Size of 3 or Less; 24+ days per week; 30+ minutes per day</td>
</tr>
<tr>
<td>2</td>
<td>Level 2 or 3 in last three years STAR 21-30</td>
<td>780-1000 L Achieve 780-980</td>
<td>Yes</td>
<td>Reading Reading Certified/Endorsed/In Progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Program: Achieve3000 Empower</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Materials: Browser-Enabled Device, Achieve3000, Flocabulary.com, Vocabulary.com, FSA Task Cards, MyOn.com</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strategies: Multiple Readings of Complex Text, Choice in Text Selection; Teacher Modeled Stretch Passages, Close Reading of Complex Text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensity: Group Size of 6 or Less; 24+ days per week; 20+ minutes per day</td>
</tr>
<tr>
<td>2</td>
<td>Level 2 or 3 in last three years STAR 31-38</td>
<td>1001-1055 L Achieve 981-1054</td>
<td>Yes*</td>
<td>Reading Reading Certified/Endorsed/In Progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Program: Achieve3000 Empower</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Materials: Browser-Enabled Device, Flocabulary.com, Vocabulary.com, FSA Task Cards, MyOn.com</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strategies: Multiple Readings of Complex Text, Choice in Text Selection; Teacher Modeled Stretch Passages, Close Reading of Complex Text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensity: Group Size of 6 or Less; 24+ days per week; 20+ minutes per day</td>
</tr>
<tr>
<td>2</td>
<td>Level 2 or 3 in last three years STAR 39-50</td>
<td>1056-1125 L Achieve 1056-1080</td>
<td>No</td>
<td>Varies AVID Varies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Program: Varies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Materials: Browser-Enabled Device, Leveled Text, Flocabulary.com, Vocabulary.com, Instructional Literacy Sequence, FSA Task Cards, MyOn.com</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strategies: Learning Goals, Learning Scales, Writing to Learn, Read Alouds, Graphic Organizers, Collaborative Conversations, Multisensory Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensity: Whole and Cooperative Groups; 5 days per week; 50+ minutes per day</td>
</tr>
</tbody>
</table>

*For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.*
### FALL PLACEMENT GRADE 10

<table>
<thead>
<tr>
<th>Student’s Independent Reading Capacity Based on HISTORICAL &amp; CURRENT DATA</th>
<th>PMP?</th>
<th>Course Placement</th>
<th>Teacher Expertise</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
</table>
| Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan. | Yes | Intensive Reading | Reading Endorsed/Certified | Program: Achieve Boost  
Materials: Browser-Enabled Device; Achieve  
Ancillary Materials: CPALMS, Flocubulary.com, Vocabulary.com, FSA Task Cards  
Strategies: Everybody Writes; Incentive-Based Reward Program  
Small Group Explicit Instruction  
Intensity: Group Size of 3 or Less; 3+ days per week; 30+ minutes per day |
| Level 1 or 2 in last three years  
STAR <20 | | | |
| IRL: 6.8  
Lexile <830  
Achieve <780 | | | |
| Level 2 or 8 in last three years  
STAR 21-30 | | Critical Thinking-Career Research  
Intensive Language Arts | Content Area Literacy Professional Development (CALPD)  
Reading Endorsed/Certified | Program: Achieve3000  
Materials: Browser-Enabled Device; Achieve3000  
Ancillary Materials: CPALMS, Flocubulary.com, Vocabulary.com, FSA Task Cards  
Strategies: Comprehension Instructional Sequence (CIS); Choice in Text Selection; Teacher Modeled Stretch Passages; Everybody Writes  
Intensity: Group Size of 6 or Less; 2+ days per week; 30+ minutes per day |
| Level 2 or 8 in last three years  
STAR 31-38 | | | |
| IRL: 7.1-9.0  
965-1097 L  
Achieve 971-1077 | | | |
| Level 2 or 8 in last three years  
STAR 39-50 | No | Varies AVID | Varies | Programs: Varies  
Materials: Browser-Enabled Device; Leveled Text, Flocubulary.com, Vocabulary.com, FSA Task Cards  
Strategies: Multi-strategy Comprehension Instruction; Gamified Vocabulary Practice; Text-based Discussion; Written Response to Text; Everybody Writes  
Intensity: Whole and Cooperative Groups; 5 days per week; 50+ minutes per day |
| Level 4 and 5 in last three years  
STAR 51+ | No | Varies Advanced Placement Honors | | |

*For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and dosage) determined for them.*

### FALL PLACEMENT GRADES 11-12

<table>
<thead>
<tr>
<th>Student’s Independent Reading Capacity Based on HISTORICAL &amp; CURRENT DATA</th>
<th>PMP?</th>
<th>Course Placement</th>
<th>Teacher Expertise</th>
<th>Program/Materials/strategies/Intensity</th>
</tr>
</thead>
</table>
| Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan. | Yes | Intensive Reading | Reading Endorsed/Certified | Program: Achieve Boost  
Materials: Browser-Enabled Device; Achieve  
Ancillary Materials: CPALMS, Flocubulary.com, Vocabulary.com, FSA Task Cards  
Strategies: Everybody Writes; Incentive-Based Reward Program; Small Group Explicit Instruction  
Intensity: Group Size of 3 or Less; 3+ days per week; 30+ minutes per day |
| Level 1 or 2 in last three years  
STAR <20 | | | |
| IRL: 6.3  
<800 L  
Achieve <880 | | | |
| Level 2 or 3 in last three years  
STAR 21-30 | Yes | Critical Thinking-Career Research  
Intensive Language Arts | Content Area Literacy Professional Development (CALPD)  
Reading Endorsed/Certified | Program: Achieve3000  
Materials: Browser-Enabled Device, Achieve3000 Ancillary Materials, CPALMS, Flocubulary.com, Vocabulary.com, FSA Task Cards  
Strategies: Comprehension Instructional Sequence (CIS); Choice in Text Selection; Teacher Modeled Stretch Passages; Everybody Writes  
Intensity: Group Size of 6 or Less; 2+ days per week; 20+ minutes per day |
| Level 2 or 3 in last three years  
STAR 31-38 | Yes | | |
| IRL: 7.9-9.9  
901-1050 L  
Achieve 981-1070 | | | |
| Level 2 or 3 in last three years  
STAR 39-50 | No | Varies AVID | Varies | Programs: Varies  
Materials: Browser-Enabled Device, Leveled Text, Flocubulary.com, Vocabulary.com, FSA Task Cards  
Strategies: Multi-strategy Comprehension Instruction; Gamified Vocabulary Practice; Text-based Discussion; Written Response to Text; Everybody Writes  
Intensity: Whole and Cooperative Groups; 5 days per week; 50+ minutes per day |
| Level 4 and 5 in last three years  
STAR 51+ | No | Advanced Placement Honors | | |

[Monroe] Page 15
### Multi-Tiered Systems of Support for Virtual

#### MTSS Academic Tier Decision Guide - Virtual

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to core instruction as evidenced by the following:</td>
<td>Has not responded to core instruction and data indicates scores that fall in the tier 2 range as evidenced by the following:</td>
<td>Has not responded sufficiently to tier 2 interventions and/or has scores that fall in the tier 3 range as evidenced by the following:</td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Grade</strong></td>
</tr>
<tr>
<td>K-5</td>
<td>STAR: 40 + %ile I S I P: Tier 1 I B M: At or Above</td>
<td>K-5</td>
</tr>
<tr>
<td>6-12</td>
<td>STAR: 40 + %ile A chieve: Avg 70%+</td>
<td>6-12</td>
</tr>
</tbody>
</table>

Grades and work completion consistent with classroom peers.

Grades and work completion below that of classroom peers.

Grades and work completion far below that of classroom peers.

#### What to do:
- Teacher compares class or content area performance against school and district
- Maintain strong Core
- Continue with differentiated instruction

#### What happens next:
- Celebrate the fact that you have a successful student!
- Make goals for continued growth.
- Universal screening 3x year
- Discuss data with grade level peers
- Continue with Reading/Math Program

#### What to do:
- Teacher consults intervention Matrix for Reading or Math.
- Teacher has data that supports reason for the movement to Tier 2

#### What happens next:
- Teacher develops and implements intervention through regularly scheduled Re-teach Block.
- Data is progress monitored month.
- Data is reviewed by team at monthly data chats to determine if tier movement is needed.

#### What to do:
- Teacher contacts MTSS Coordinator to discuss the need to move to Tier 3 and hold a PST (Problem Solving Team meeting).
- Teacher has data to support the movement to Tier 3

#### What happens next:
- MTSS Coordinator schedules and holds PST meeting that includes the following members: coordinator, admin, ssw, teacher, counselor, parent, etc.
- Intervention is developed and implemented through regularly scheduled Pre-teach Block.
- Communication and student performance log is maintain.
- Data is reviewed by team at monthly data chats to determine if tier movement is needed.
# Mathematics

## Math Interventions and Progress Monitoring

<table>
<thead>
<tr>
<th>Content Area Cluster</th>
<th>Screening Tool</th>
<th>Tier 1 (≥ PR 50)</th>
<th>Tier 2 (PR 26-49)</th>
<th>Tier 3 (PR ≤ 25)</th>
<th>Progress Monitoring Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 Math Problem Solving</td>
<td>Star</td>
<td>Learning Scales with Resources, Go Math</td>
<td>Learning Scales with Resources, Go Math</td>
<td>Small Group</td>
<td>Freckle benchmark every week. 4 to 5 questions Florida standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Previewing, Go Math</td>
<td>MFAS (one skill)</td>
<td>Teacher Previewing</td>
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<td></td>
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<td></td>
<td>Freckle Adaptive</td>
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<tr>
<td>K-5 Math Calculation</td>
<td>Star</td>
<td>Learning Scales with Resources, Go Math</td>
<td>Learning Scales with Resources, Reflex or Freckle Fluency</td>
<td>Youcubed (small group)</td>
<td>Renaissance CBM (K-2) Benchmark fluency question every week. 10 questions calculation</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Previewing, Go Math</td>
<td>Freckle (fluency)</td>
<td>Teacher Previewing</td>
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<td></td>
<td>Freckle (one skill)</td>
<td>Freckle targeted practice</td>
<td></td>
</tr>
</tbody>
</table>

## Math Interventions and Progress Monitoring

<table>
<thead>
<tr>
<th>Content Area Cluster</th>
<th>Screening Tool</th>
<th>Tier 1 (≥ PR 50)</th>
<th>Tier 2 (PR 26-49)</th>
<th>Tier 3 (PR ≤ 25)</th>
<th>Progress Monitoring Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8 Math Problem Solving</td>
<td>Star</td>
<td>Learning Scales with Resources, Go Math</td>
<td>Learning Scales with Resources, Go Math</td>
<td>Small Group</td>
<td>Freckle benchmark every week. 4 to 5 questions Florida standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Previewing, Go Math</td>
<td>MFAS (one skill)</td>
<td>Teacher Previewing</td>
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<td>6-8 Math Calculation</td>
<td>Star</td>
<td>Learning Scales with Resources, Go Math</td>
<td>Learning Scales with Resources, Freckle Fluency</td>
<td>Youcubed (small group)</td>
<td>Benchmark fluency questions every week. 10 questions calculation</td>
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<td></td>
<td></td>
<td>Freckle (one skill)</td>
<td>Freckle targeted practice</td>
<td></td>
</tr>
</tbody>
</table>
Math Block Tier Support

1. Engaging Real World Problem
   All Tier work in mixed ability groups.

2. Pre-Teach / Jumpstart
   Tier 3: Teacher-led pre-teach
   Tier 2: Tutorial on prerequisite skills
   (Original Tutorials)
   Tier 1: Spiral review
   (Adaptive-Freecle)

3. Standard Based Lesson
   All Tier: work in mixed ability groups

4. Practice
   Tier 3: Teacher-led facilitation
   Tier 2: Practice with manipulatives - scaffolding
   Tier 1: Practice (enrichment opportunities)

5. Formative Assessment
   All Tiers: Exit Ticket (MFAS or HOT questions)

6. Learning Goals
   All Tiers: Monitor personal growth

Assessment Decision Tree

[Image of Assessment Decision Tree]

[Monroe] Page 18
# English Language Learners

<table>
<thead>
<tr>
<th>WIDA &amp; Local Data</th>
<th>EL Minutes</th>
<th>Program/Materials/Strategies/Intensity</th>
<th>Delivery Model</th>
</tr>
</thead>
</table>
| WIDA 1-2 OR Overall TIER A1-A3 | 120 minutes + weekly | Imagine Learning, Everyday English | **Pull-Out**  
EL service minutes must occur outside of the Tier II and Tier III intervention block.  
- Non-English students grouped together  
- Same language clusters when possible  
- Specialized, Identified Program, Curriculum & Materials  
- Research-based Strategies and Best Practices for Comprehensible Input  
- Modeled Meta-Cognitive Strategies |
| FSA Level 1 | 90 minutes + Weekly | Imagine Learning | **Push-In**  
Co-teaching support should occur during content specific or academic vocabulary instruction  
- ELL students grouped with Non-ELL students  
- Instruction with ESOL strategies to support understanding  
- Peer Mentoring  
- Co-planning and data analysis minimum of MONTHLY with ESOL contact/co-teacher  
- Highly qualified paraprofessional to support 50% of instruction time (bilingual when possible) |
| PR STAR <20 | 60 minutes Weekly | Level Text | |
| **English Language Learners Decision Tree** | | **Programs:**  
- Browser-Enabled Device, Leveled Text  
- Sensory, Graphic, and Interactive Support |
| WIDA 3 OR Overall B1 | 60 minutes Weekly | **Materials:**  
- Level Text |
| FSA Low Level 2 |  | **Strategies:**  
- Sensory, Graphic, and Interactive Support |
| PR STAR 20-40 | | |
| Intensive Intervention | | |
| WIDA 4 OR Overall B2 | 50 minutes Weekly | **Programs:**  
- Instruction | |
| FSA (< 3) |  | **Materials:**  
- Level Text |
| PR STAR 40-49 | | **Strategies:**  
- Sensory, Graphic, and Interactive Support |
| Intensive Intervention | | |
| WIDA 4+ OR Overall C | Consul (No Direct EL services needed) | | |
| FSA (3+) | | | |
| PR STAR 50+ | | | |
| Intensive Intervention | | | |

---

[Monroe] Page 19
## Middle & High School English Learners Decision Tree

<table>
<thead>
<tr>
<th>WIDA &amp; Local Data</th>
<th>Course</th>
<th>Program/Materials/Strategies/Intensity</th>
<th>Delivery Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WIDA 1-2</strong></td>
<td>English through ESOL PLUS, Developmental Language Arts (MC)</td>
<td>Program: Imagine Learning, Everyday English, Boost Material: Texts in Native Language, Imagine Learning Ancillaries, Keystone Texts, High-Low Saddleback leveled classics and content readers, Welcome Newcomer Readers, LAFS Task cards, Graphic Organizers, Sentence Stems &amp; Paragraph Frames Strategies: QSSSA, Guided Reading &amp; Writing, Multi-sensory Instruction, Language Experience Approach, Comprehensible Input Intensity: 3+ days per week, 30 min per day; Group size 3 or less</td>
<td>Group size 12-18: Sheltered • Non-English students grouped together • Same language clusters when possible • Specialized, Identified Program, Curriculum &amp; Materials • Research-based Strategies and Best Practices for Comprehensible Input • Modeled Meta-Cognitive Strategies • Highly qualified paraprofessional to support 50% of instruction time (bilingual when possible)</td>
</tr>
<tr>
<td>OR Overall TIER A1 - A3</td>
<td>Sheltered 130 S Content Area (One Period)</td>
<td></td>
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</tr>
<tr>
<td><strong>PR STAR &lt;20 PSAT &lt;20 PR</strong></td>
<td>Reading AVID</td>
<td>Program: Keystone, Myon, Content Area Study Island Material: Leveled Novel Units, Imagine Learning Ancillaries, Keystone Texts, High-Low Saddleback leveled classics, High-Low Saddleback leveled content area paired texts, LAFS Task cards, Graphic Organizers, Sentence Stems &amp; Paragraph Frames Strategies: QSSSA, Guided Reading &amp; Writing, Multi-sensory Instruction, Language Experience Approach, Comprehensible Input Intensity: 2x per week, 30-45 min per day; Group size 5 or less</td>
<td>Group size &lt;12: Inclusion • ELL students grouped with Non-ELL students • Instruction with ESOL strategies to support understanding • Peer Mentoring • Co-planning and data analysis meetings a minimum of MONTHLY with ESOL contact/co-teacher • Highly qualified paraprofessional to support 50% of instruction time (bilingual when possible)</td>
</tr>
<tr>
<td><strong>WIDA 3</strong></td>
<td>Honors AVID Advanced Placement EXIT or add Developmental Language Arts (MC)</td>
<td>Programs: Springboard, Achieve 3000 Material: Browser-Enabled Device, Leveled Text Strategies: Sensory, Graphic, and Interactive Supports</td>
<td>Accommodations Implementation of daily classroom accommodations should reflect statewide testing accommodation norms. Regular use of a bilingual dictionary or glossary, flexible group setting size, extended time, and assistance in heritage language (when possible) occur without penalty of content evaluation and assessment. Universal Design for Learning lays the foundation for all tiers. For students who have not responded to intervention delivered with fidelity and with the initial intensity (time and group size) provided, intervention instruction and/or materials will be changed based on student data.</td>
</tr>
<tr>
<td>OR Overall B1</td>
<td></td>
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<tr>
<td><strong>FSA Low Level 2 in the last three years</strong></td>
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<tr>
<td><strong>PR STAR 20-40 PSAT 21-39</strong></td>
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</tr>
<tr>
<td><strong>WIDA 4</strong></td>
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<tr>
<td>OR Overall B2</td>
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<td></td>
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<tr>
<td><strong>FSA (&lt; 3)</strong></td>
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<tr>
<td><strong>PR STAR 40-49 PSAT 42-52</strong></td>
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<tr>
<td><strong>WIDA 4+</strong></td>
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<tr>
<td>OR Overall C</td>
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</tr>
<tr>
<td><strong>FSA (3+)</strong></td>
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<tr>
<td><strong>PR STAR 50+ PSAT 52+</strong></td>
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</table>
Appendix B
Professional Development

Innovative and Virtual Learning Modalities

Interventions to Support Students

Technology & Learning Management System Needs
Innovative and Virtual Learning Modalities

Delivery Methods for E-Learning

Synchronous Learning
- A "B" day student may be viewing the classroom live along with the teacher and the "A" day students in the in-person classroom with the use of the classroom camera to present the lessons.
- The student will essentially interact with the class just as if he/she were there.

Advantages:
- Create smaller learning communities within the larger class.
- Spend time working directly with small groups of students.

Flipped Learning
- The teacher may record the lesson by video.
- The "B" day student at home will view the video lesson and complete independent work but there will be no interaction with the in-person class.
- The teacher will review what the "B" day student learned at home in the next in-person class to make sure the student has been successful in completing the work.

Advantages:
- Students and families have 24/7 access to video instruction online.
- Teachers do not have to spend time repeating the same information over and over.

Asynchronous Learning
- The teacher will teach the lesson to the "A" day student and post material to support the lesson for the "B" day students through additional assignments, videos, and other types of work relating to the topic and students will complete that work at home.
- When the student returns to in-person class that material will be reviewed and supported by the teacher.

Advantages:
- Shifts control over the pace of learning to students.
- Paths can be differentiated or personalized.
- Affords the teacher time to conference with students.
Interventions to Support Students

**E-Learning Resources**

**Literacy**
- ReadWorks
- Learning Sequences
- Text Access!
- Writing Resources
- Asynchronous resources
- Synchronous resources

**Math**
- Tutorials
- Math Nation
- Khan Academy
- ZEARN
- MCSD Math Resources

**Science**
- Floridastudents.org*
- K-12 Science Resources
- Mystery Science -new
- Biology Resources
- Biology Focus Lessons

**Social Studies**
- K-5 Civics in a Snap
- K-5 History Labs
- DBQ Project Online -new
- Stanford History - History Assessments of Thinking
- Stanford Education - Reading Like a Historian
- iCivics
- Civics360

*Florida Department of Education*
Spring 2021 Education Plan and Assurances

- **Engaging ALL learners 10:20-11:00**
  - Complete All Items
  - How to reach all students in a remote environment
  - MCSD VirtuEL website overview
  - Getting it Right - Lessons Learned
  - iBelieve Updates

- **Assessment in a Virtual Environment 11:00-11:30**
  - Assessment and Accountability
  - Multiple opportunities to demonstrate mastery

- **Curriculum Support 1:00-3:00**
  - Curriculum Supports
  - Learning Repository

- **Day Two: Differentiated Instruction 8:30-9:30 August 12**
  - Completing the Why
  - Differentiation Basics and Virtual Instruction Wednesday AM
  - Providing Choice and UDL
  - Get off to a great start with EL students
  - MTSS/Tiered Supports
  - PSRT Overview to Document Series.pdf

https://monroe2.g2.instructure.com/courses/18877/modules

2020/2021 Course Modules: MCSD 2020 Virtual Learning Teaching, Teachers

- **Engaging ALL learners 10:20-11:00**
  - Complete All Items
  - How to reach all students in a remote environment
  - MCSD VirtuEL website overview
  - Getting it Right - Lessons Learned
  - iBelieve Updates
Early Release Professional Learning Offerings (2020-2021)
Learning Opportunities Designed for ALL Provided by Consultants and Experts!

2020-2021 Early Release Topics-
Engagement XP – Using Best Practices to Increase Engagement and Rigor .............................................. 2
Youth Mental Health First Aid & Kognito Suicide Prevention Course ............................................................... 3
(offered to support FLDOE training requirement for all staff) ........................................................................ 3
Writing Matters: Grades K-1 & 2-5. .................................................................................................................. 4
Managing Today’s Kids ...................................................................................................................................... 5
Racial and Cultural Topics in Today’s News and Impacts on Today’s Youth ...................................................... 6
Filling the Gaps in the Math Classroom Grades K-5 .................................................................................... 7
Modified Classrooms ........................................................................................................................................ 8
PreK Classrooms ................................................................................................................................................ 9
Boosting Achievement in English Learners .................................................................................................. 10
Staff Mental Balance and Stress Release through Art ................................................................................... 11
Technology in the Music Classroom ............................................................................................................... 12
Technology and Learning Management System Needs

Instructional Personnel

District and School Message (1 hour)

Online Platform Use Training

- Getting Started with your LMS (1 hour)
- Curriculum Expectations (20 minutes)
- Instructional Personnel (10 Minutes)
- Teacher/Student Expectations (30 Minutes)
- Exit Survey

G Suite and Canvas to promote student Engagement

- Video Conferencing/recording (30 minutes)
- Google Suite/Attendance (20 minutes)
- Whiteboard Platforms (20 minutes)
- Specialized Instruction Considerations (1 hour)
- Best Practices (30 minutes)
- Virtual Collaboration live practice (20 minutes)

*Student Access notifications go live*

**COURSE SHELL MUST LAUNCH**

Online Training

- Assessment and Accountability (45 minutes)
- 3rd Party Plug ins (45 minutes)
- Curriculum Support (45 minutes)
- Contact Information and Methods (15 minutes)
- Virtual Course Peer Review (30 minutes)

*Full day remote Technical Curriculum support via*

Google Meet 8-4pm
Appendix C
Parent Communication

Parental Choice Letter
Dear Parents:

Today, the Florida Department of Education Commissioner Corcoran released a new Emergency Order allowing districts to maintain digital academies and receive funding to support them. Schools and districts must however, provide plans for ensuring that student achievement is progressing and they are addressing learning shortfalls.

One requirement is for Schools/Centers to **notify parents if their students are not making progress**, and further students will be required to return to face-to-face instruction **unless parents choose to have the student remain in the innovative virtual program of choice**.

Upon review of your child’s academic progress, the student services team has found that your child is not meeting grade level standards and/or is not completing required course work. Based on this review, it is recommended that your child return to brick and mortar school as the potential associated educational risks are placing your child in jeopardy of a possible retention.

If you are in agreement, to the team’s decision, please contact your home school’s registrar to re-enroll your child. If there are an extenuating circumstances, parents have the choice to opt-out and allow their child to remain in virtual school. Please sign the second page and return it to acknowledge you have reviewed your child’s progress and wish for them to opt out and continue with Monroe District Virtual.

If you need further information, please contact your child’s teacher or the guidance counselor.

Sincerely,

[Monroe] Page
Digital Copy:

PARNTAL CHOICE AGREEMENT for the 2020-2021 second semester

Please read and sign the commitment below if you want your child to remain enrolled in the full-time virtual program run through Monroe County Virtual Program.

Commitment Statement:

I am **CHOOSING** for my child to stay enrolled in the Full Time Virtual through the Monroe Virtual School for the second semester of the 2020-2021 school year which begins January 5th, 2021 and ends May 28th, 2021. I understand that my child is not progressing and is in jeopardy of retention. In the event that your child wishes to return to a physical school location, you will need to contact the registrar or counselor at the physical school to coordinate enrollment. A review of records with guidance and administration will determine the best course placement for the student.

Student Signature: ________________________________ Date: ________________

Parent Signature: ________________________________ Date: ________________
2020-2021 Virtual Enrollment Option

The Florida Department of Education Commissioner Corcoran released a new emergency order allowing districts to maintain digital academies and receive funding to support them. Schools and districts must, however, provide plans for ensuring that student achievement is progressing and they are addressing learning shortfalls.

One requirement is for Schools/Classrooms to notify parents if their students are not making progress, and further students will be required to return to face-to-face instruction unless parents choose to have their student remain in the innovative virtual program of choice.

Upon review of your child's academic progress, the student services team has found that your child is not meeting grade level standards and is not completing required course work. Based on this review, it is recommended that your child return to brick and mortar school.

If you are in agreement to the teams decision, please contact your home school's registrar to re-enroll your child. If there are any extenuating circumstances, parents have the choice to opt out and allow their child to remain in virtual school. Please sign the second page and return it to acknowledge you have reviewed your child's progress and wish for them to opt out and continue with Monroe District Virtual.

If you need further information, please contact your child's teacher or the guidance counselor.

Email address *

Valid email address

This form is collecting email addresses. Change settings

OFF-OUT AGREEMENT for the 2020-2021 Second Semester

Please read and sign the commitments below if you want your child to remain enrolled in the full-time virtual program through Monroe County Schools Alternative Education Program.

Commitment Statement: *

I am signing for my child to stay enrolled in the Full Time Virtual through the Monroe Virtual School for the second semester of the 2020-2021 school year which begins January 9th, 2021 and ends May 28th, 2021. If the event that your child wishes to return to a physical school location, you will need to contact the registrar or counselor at the physical school to coordinate enrollment. A review of records and guidance will determine the best course of action for the student.

Requestor: condellak@gmail.com

Commitment Statement:: I agree and understand that face-to-face learning is an option and elect to place my child in a virtual setting for the spring 2020-2021 term.

Student Signature (Please type full name): Alexa Condella

Parent Signature (Please type full name): Alexa Condella

This is an automated email sent by EEP Forms. You are