



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

School District of Manatee County

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)

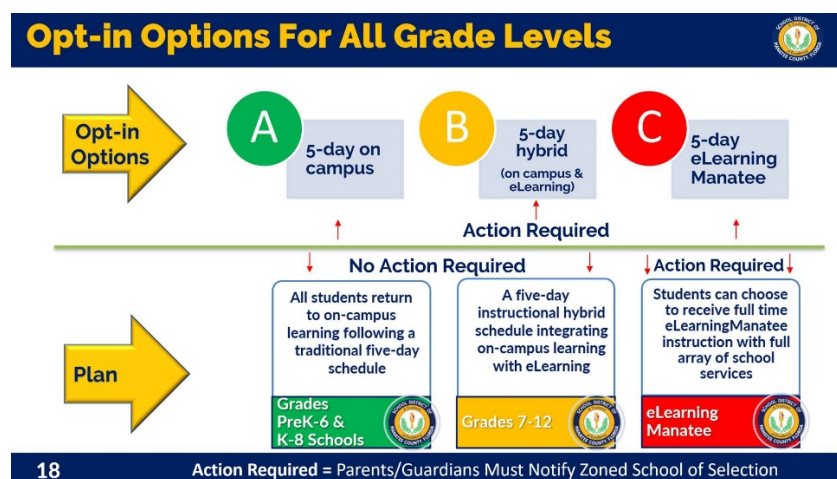
The district shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction 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 located in your submitted plan: _____

An Innovative Model designed for the Reopening of School in the School District of Manatee County (SDMC) provides a five-day live instructional Plan that addresses the needs of PK-12, K-8, alternative and DJJ education programs. In-person, specialized, and asynchronous instruction will be provided through three delivery options. Parents have a choice recognizing the support needed for their child's health and well being yet adhering to the essential state laws without sacrificing quality, equity, and opportunities for all students.

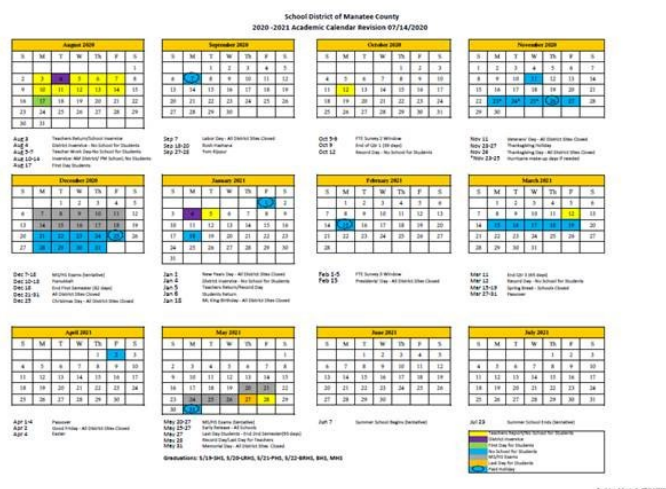
Superintendent's Motto: We stand stronger when we stand together.

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The School District of Manatee County (SDMC) designed a Five-Day Live Instruction Plan that was shared with School Board members on July 9, 2020. Public comment was obtained by providing three high school locations where speakers underwent COVID-19 screening, where temperatures were taken, and health questions asked prior to admittance based upon a pre-registration process. Feedback was considered as the School Board approved the Superintendent's recommended plan on July 14, 2020. During the July 14, 2020 School Board meeting, the Board approved the students start date of August 17, 2020. Teachers will return to work on August 3, 2020 for 10 days of professional learning to enhance their skill and knowledge of the three district delivery options listed below.



The district's academic calendar was modified and approved by the School Board on July 14.



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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

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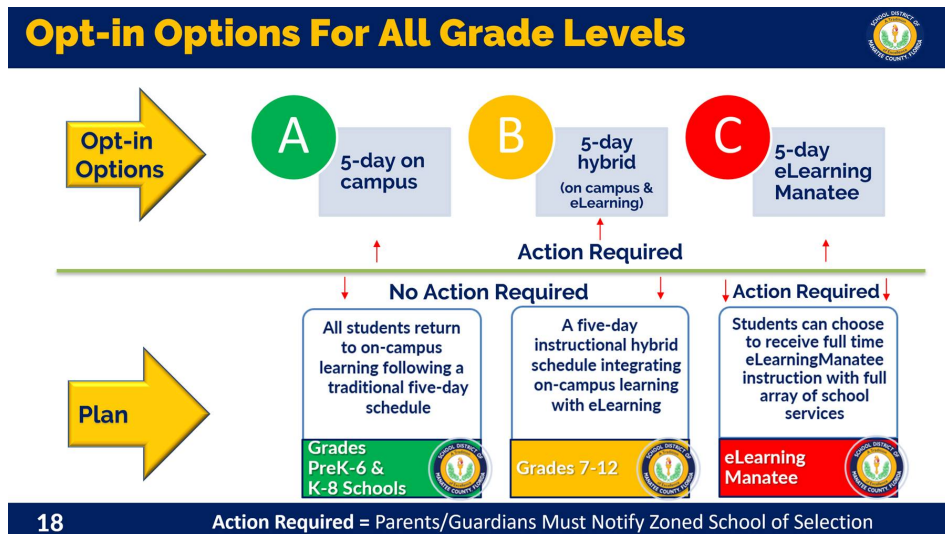
Template Option for Reopening Plan (Option 2)

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 student's 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.

DOE Order No.2020-EO-06 was issued July 6, 2020. Upon receipt of the order, the SDMC began the process of reviewing reopening plans developed prior to July 6 to ensure compliance with the Florida Department of Health, Manatee Department of Health, and subsequent executive orders.

The School District of Manatee County designed a Five-Day Live Instruction Plan that was shared with School Board members on July 9, 2020. Public comment was obtained by providing three high school locations where speakers underwent COVID-19 screening, where temperatures were taken, and health questions asked prior to admittance based upon a pre-registration process. Feedback was considered as the School Board approved the Superintendent's recommended plan on July 14, 2020. During the July 14, 2020 School Board meeting, the Board approved the students start date of August 17, 2020. Teachers will return to work on August 3, 2020 for 10 days of professional learning to enhance their skill and knowledge of the three district delivery options listed below.



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On-Campus Learning will occur 5-days per week in a brick and mortar school setting with face-to-face instruction with teachers. Education will be provided in a traditional setting with enhance safety features such as masks/shields, hallways one-way, social distancing throughout the school campus, including cafeteria, plexiglass dividers and more. Limited touch practices will be employed in the cafeteria, option of breakfast/lunch bag to dine in the classroom. Routine sanitation of general facilities will occur throughout the instructional day. If parents do not “opt-in” for the hybrid or eLearning models, elementary students will default to On-Campus Learning.

A ***5-day Hybrid model*** will include 2 consecutive days of instruction on campus (face-to-face) and 3 days virtual learning online. A teacher's class will be divided in half. Half the class will attend class on Monday and Tuesday and the other half will attend on Thursday and Friday with Wednesday scheduled as on-line day. One the eLearning days, students will check in to Schoology Platform.

- Teachers will provide district-developed curriculum content. This would allow a seamless transition into distance learning.
- Standards-based grading expectation will be posted on Schoology by the teacher for each course. Grading will be based on grade level and course standards.
- Specials will be offered during the regular school year.
- Must complete virtual learning assignments in order to be prepared for the next day in school.
- The School District of Manatee County may issue computers; however, home internet will be necessary for online learning.
- Limited touch in cafeteria, option of breakfast/lunch bag to dine in the classroom.
- Transportation: Parents must complete an application for *Register to Ride* if the child needs transportation for the on-campus days.
- Final decisions to keep hybrid students scheduled separately from the 5-day On Campus students will be based on enrollment and capacity.
- The 5-day Hybrid is not an option for VPK students.

eLearning Manatee is a model designed for families who want to maintain their connection to their enrolled Manatee County school, yet do not feel comfortable sending their student(s) back to campus in-person this August.

- There is LIVE teacher instruction for daily lessons, as well as current assignments that Brick and Mortar students receive.
- Teachers will be provided with district-development curriculum content.
- Assignments will be submitted according to instructional expectations.
- The teacher will post standards-based grading expectations on Schoology.
- Grades will be based on grade level and course standards.

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- Specials offered during the regular school year will be provided.
- eLearning Manatee students will be assigned a teacher from their enrolled Manatee County school and be able to participate in all school activities and events.
- This platform has been improved and modified due to feedback from parents, teachers, and staff.
- All Individual Education Plans (IEPs)/English Speakers of Other Languages (ESOL) array of services will be provided.
- Parents wishing to “opt in” to eLearning Manatee full time were asked to contact their child’s school as soon as possible to enroll.
- Individual school plans for eLearning Manatee were submitted and reviewed by the Executive Directors of Schools and Superintendent of Schools.
- 5-day eLearning Manatee is not an option for VPK students.
- Students will be able to participate in all school activities and events.
- The School District of Manatee County may issue computers; however, home internet will be necessary for online learning.

Back to School Contact Hours:

Per the FTE general instructions, Elementary K-3 must have 720 hours of instruction per year, Elementary 4/5 and Middle/High need 900 hours per year. Credit awarding courses must have 135 hours for the full credit, 67.5 hours for 1/2 credit. Our board approved revised calendar is broken down as 82 student days first semester and 93 days second semester.

Our K-3 courses are with instruction for 360 minutes per day (1800 per week) multiplied by 82 instructional days for a total of 492 hours first semester.

Our 4-5 same as K-3,

Grades 6-8 meet for instruction 350 minutes per day (1750 minutes per week) multiplied by 82 instructional days for a total of 478 hours in the first semester.

Grades 9-12 meet for instruction 353 minutes per day (1765 minutes per week) multiplied by 82 instructional days for a total of 482 hours first semester.

In the second semester, grades K-5 have 93 instructional days multiplied by the 360 minutes a day for 558 hours of instruction. With the 492 hours of the first semester, they have a total of 1,050 hours of instruction. This meets the 720 and 900-hour requirement.

Grades 6-8 have 93 instructional days multiplied by the 350 minutes a day for 542 hours of instruction. With the 478 hours of the first semester, they have a total of 1,020 hours of instruction. This meets the 900-hour requirement.

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Grades 9-12 have 93 instructional days multiplied by the 353 minutes a day for 547 hours of instruction. With the 482 hours of the first semester, they have a total of 1,029 hours of instruction. This meets the 900-hour requirement.

Middle and high schools also have hour requirements to award course credit. Here is that break down. All our courses are 50 minutes in length for credit. 50-minute course multiplied by 82 instructional days equals 4,100 minutes, divided by 60 minutes, is a total of 68.3 hours of instruction. This meets the 67.5 hours for semester credit. In the second semester, 50-minute course multiplied by 93 instructional days equals 4650 minutes, divided by 60 minutes, is a total of 77.5 hours of instruction. This meets the 67.5 hours for semester credit. For the year, 68.3 hours first semester and 77.5 hours second semester total 145.8 hours. This meets the 135-hour requirement.

Attendance

With three instruction models, attendance will be unique to each model. Parents/Students will be able to choose one of the following; full time brick and mortar instruction, a hybrid model of two days in building learning and three days of virtual learning (e-learning), or five-day virtual learning.

For traditional learning, full time brick and mortar learning, the teacher will take attendance daily as normal. For the hybrid model, when students are in the building, the teacher will take attendance, when the student is virtual learning, they will log into their student portal account in the Student Information System and check in for attendance. Staff will also be able to see analytics of our Learning Management System to see that students are engaged. If the student chose full time virtual instruction, the student will log into their student portal account in the Student Information System and check in for attendance. Staff will also be able to see analytics of our Learning Management System to see that students are engaged.

Alternative and DJJ Educational Programs

Horizons Academy (HA) is the district's alternative program serving students in grades 2-12. Academic and behaviors needs are addressed in specially designed plans for individual students, including exceptional education (ESE) students with IEPs and ESOL students. A full array of services are delivered within this special school setting for students who need a more restrictive environment for their second-chance placement.

- HA will open by offering 5-day on campus, hybrid, and eLearning options for all students.
- HA has a focused MTSS process that provides all students initial Level 1 and Level 2 interventions and closely monitors their progress.
- HA will be using the district's new Character Strong/Purposeful People SEL curriculum.
- HA will have teachers doing Pull Out and Differentiated Instruction for targeted students.
- This year, HA has enhanced credit recovery opportunities for students.
- There are currently two full time counsellors on campus. One counsellor works solely with student issues. The other focuses on credit recovery and academic progress.

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- HA has several mentors who will be working directly with students who need extra support.

Other specialized programs include TAPP (teenage pregnancy program), LIFE: Credit Recovery program for upper grade students in danger of high school dropout, but not exhibiting unacceptable behavior), and IMPACT: A GED/Credit Recovery for secondary students in need of a flexible schedule.

Students served at the jail and detention center are provided rigorous instruction programming within the confines of the incarceration setting. Teachers deliver educational services 5-days per week.


Contracted sites will also provide in-person instruction, specialized instruction, and asynchronous instruction.

All alternative and DJJ Program delivery plans have been reviewed by our Executive Director of Student Services.

Charter Schools

Charter Schools within Manatee County have designed reopening plans consistent with the district model. Schools are open five (5) days per week, providing a variety of services to students and families.

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<p>SCHOOL DISTRICT OF MANATEE COUNTY 2020-2021 SCHOOL YEAR OPTIONS</p>  <p>Gina Messenger <i>Chair</i> Charlie Kennedy <i>Vice Chair</i></p> <p>Rev. James Golden Dr. Scott L. Hopes Dave "Watchdog" Miner</p> <p>SUPERINTENDENT Cynthia Saunders</p>	<p style="text-align: center;">Option A: 5-day On Campus</p> <p>This is a model for families who want daily face-to-face instruction with teachers.</p> <ul style="list-style-type: none"> Traditional school setting with enhanced safety features Enhanced safety features, such as wearing masks/shields, hallways one-way, social distancing throughout school, including cafeteria, plexiglass dividers and more Limited touch in cafeteria, option of breakfast bag to dine in the classroom Perform routine sanitation of general facilities throughout the day 	<p style="text-align: center;">Option C: 5-day eLearning Manatee</p> <p>eLearning Manatee is a model designed for families who want to maintain their connection to their enrolled Manatee County school, yet don't feel comfortable sending their student(s) back to campus in-person this August.</p> <ul style="list-style-type: none"> Students will maintain their connection to their enrolled school There will be live teacher instruction for daily lessons Students will be assigned a teacher from their enrolled Manatee County schools Teachers will be provided with district-developed curriculum content Assignments will be submitted according to instructional expectations The teacher will post standards-based grading expectations on Schoology Grading will be based on grade level and course standards Specials offered during the regular school year will be provided Students will be able to participate in all school activities and events The School District of Manatee County may issue computers; however, home internet will be necessary for online learning The 5-day eLearning Manatee is not an option for VPK
<p style="text-align: center;">All Options Include</p> <ul style="list-style-type: none"> Face coverings (masks/shields) will be worn by students and staff on all school campuses When they are in school, children will be randomly screened for signs of illness. Temperatures may be taken as they board the bus and enter school After each quarter, you will have the opportunity to change your selection. Additional safety measures: All schools will be deep cleaned on Wednesdays and frequent handwashing will be part of the day Schools will account for individual needs of students All IEP/ESOL services will be provided 1-3 assignments each week will be given to the students for each subject All state and district-wide assessments will be required for each option Social workers, counselors, and psychologists will be available for each option Upon arrival and dismissal, steps will be taken to minimize risk of exposure (social distancing, minimal contact, face masks) <p style="text-align: center;">Revised 07/22/2020</p>	<p style="text-align: center;">Option B: 5-day Hybrid</p> <ul style="list-style-type: none"> Across the district, this model will include 2 consecutive days of instruction on campus (face-to-face) and 3 days virtual learning online. A teacher's class will be divided in half. Half the class will attend on M/T and the other half on Th/F with Wednesday scheduled as an online day. On the e-learning days, students will check in to Schoology daily Teachers will be provided with district-developed curriculum content. This would allow a seamless transition into distance learning Standards-based grading expectations will be posted on Schoology by the teacher for each course. Grading will be based on grade level and course standards Specials will be offered during the regular school year Must complete virtual learning assignments in order to be prepared for the next day in school The School District of Manatee County may issue computers; however, home internet will be necessary for online learning Limited touch in cafeteria, option of breakfast bag to dine in the classroom Transportation: You will need to complete the application for Register to Ride if your child needs transportation for the on-campus days Final decisions to keep hybrid students scheduled separately from the 5-day On Campus students will be based on enrollment and capacity The 5-day Hybrid is not an option for VPK 	

Document available in multi languages

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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.

The School District of Manatee County is offering a full array of services, such as counseling related service, etc. to meet the needs of our diverse district population to ensure they experience a free and appropriate education. Certified personnel will deliver services identified to meet individual student needs. The full array of required services are delivered on campus. These services include in-person instruction, specialized instruction, and services for students with an Individual Education Plan (IEP). Alternate options are delivered with the same curriculum as in-person instruction and the ability to interact with a student's teacher and peers as approved by the Florida Commissioner of Education.

Exceptional Student Education

Students with disabilities and medically fragile students with Individual Education Plans (IEPs) will be provided a full array of services to ensure the provision of a Free and Appropriate Education as identified in their IEPs. This includes all direct and related services, counseling, assistive technology and any other individual needs provided by certified Exceptional Student Education teachers and other related service providers (including but not limited to speech, language, occupational and physical therapies, counseling as a related services) regardless of the format in which they are educated.

Students Opting for Live Instruction

Students with disabilities opting to attend school in a live format will be provided services as indicated by the school staff in a live setting on their campuses. All types, frequencies and durations of services will be provided within the school day to every student in the same manner as they were provided prior to the pandemic.

Students Opting for Blended Instruction

Students with disabilities who opt to receive instruction in a blended format (partially live and partially virtual) will also receive all services indicated in their IEPs. These services may be provided in a live format or virtual as fits the student's school schedule. Preference for live instruction will be given to core academic areas. ESE teachers will provide support within the academic classes to the maximum extent possible while students are on campus. Any support not provided while students are on campus will be provided in a live streaming format between the ESE teacher and the student within the confines of the teacher's workday. If students cannot access virtual instruction within the teacher's workday, said instruction will be recorded and available to students for later viewing. If these students have additional needs beyond the recorded session, the teacher will work with the student/parent to schedule a time during the teacher's workday for live assistance.

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Additional services indicated in a student's IEP will be provided in a live setting whenever possible beyond the core curriculum instructional time. If all services cannot be provided in person during the student's day, the service provider will schedule live, virtual instruction with the student/parent. The frequency and duration of these services will be determined by the student's IEP team. Service providers will work with parents within reason to schedule sessions within the workday. If students cannot access virtual sessions within the workday, said sessions will be recorded and available to students. If these students have additional needs beyond the recorded session, the service provider will work with the student/parent to schedule a time during the service provider's workday for additional live assistance.

Students/parents who opt for a blended instruction model and wish to receive their additional services in a live format may opt to transport their student to school on a "virtual" day to receive therapy. Students/parents will need to work with the service provider for scheduling options.

Students Opting for Virtual Instruction

Students with disabilities who opt to receive instruction in a virtual format will receive all services as indicated on their IEP.

Students/parents may opt to receive all services in the virtual setting. Classroom supports indicated in the IEP will be provided during the classroom instruction time on the Manatee County E-Learning platform. This will allow the ESE Support teacher to work in the classroom with students as appropriate. If students need additional assistance, the teacher will work with the student/parent to schedule a time during the teacher's workday for live assistance. If the provision of the ESE Support required is not feasible during the general education instruction time, the teacher will work with the student/parent to schedule a time during the teacher's workday for live assistance. If the student cannot access virtual instruction during the time that the instruction is streamed live, the instruction will be recorded for later viewing including the support of the ESE Teacher. If the student has additional needs beyond the recorded session, the teacher will work with the student/parent to schedule a time during the teacher's workday for live assistance.

Additional services indicated in a student's IEP will also be provided in a virtual format beyond the core curriculum instructional time. The frequency and duration of these services will be determined by the student's IEP team. Service providers will schedule live streaming sessions within the school day for students. If students cannot access virtual sessions within the school day, said sessions will be recorded and available to students. If these students have additional needs beyond the recorded session, the service provider will work with the student/parent to schedule a time during the service provider's workday for additional live assistance.

Migrant Services

- We have created two Migrant student groups, one K- 8th grade and the other 9th-12th. The Migrant Specialist will oversee the implementation together with the Migrant Home School Liaisons. The following parameters have been considered: Migrant Priority for Service (PFS), ELL, ESE, 504, FSA ELA, FSA Math, iReady Diagnostic. High school students' parameters will also include GPA, number of credits, FSA and EOC data.
 - Tier 1 students: Meet with students bi-monthly (Successful independent learner)
 - Tier 2 students: Meet with students biweekly (depending on their need(s))
 - Tier 3 students: Meets with students weekly (high needs, high risk, PFS students)
- Support will include contact with teacher(s), guidance counselors and individual student tutoring. Support will be provided for middle/high school students through our Migrant group page in Schoology (Secondary Migrant). Resources on this page will include websites to assist students, additional resources for migrant secondary students, scholarship information. High school students who have traveled to Michigan will be provided their assignments and support prior to their arrival. Constant communication between the school district in Michigan and teachers will be facilitated by the Migrant Home School Liaisons.
- Wrap around services such as medical services, dental services, food pantries, etc. will be provided to our families via a variety of outlets (Remind, Facebook, community agencies, telephone/email, in person assistance to families).

Homeless

The School District of Manatee County's Homeless Education Program (Project Heart) will continue to provide assistance to students/families experiencing homelessness which will include but not be limited to:

- removing barriers to enrollment in our schools, including providing transportation to school of origin
- providing backpacks, school supplies, uniforms, shoes and personal hygiene kits
- providing tutoring to homeless students in shelters and in high schools and middle schools with high numbers of homeless students
- providing referrals to community agencies for families in need of assistance related to housing, food or healthcare, including partnering with FELT (Feeding Empty Little Tummies)
- appointing a Homeless Education Resource Officer (HERO) at each school site
- training staff, including teachers, bus drivers and cafeteria workers to identify potential homeless students
- transportation accommodations will be provided to ensure that homeless students arrive at school safely

Students in Foster Care

The School District of Manatee County supports children in foster care in several ways.

- Partner with the Manatee County Sheriff's Office who sends us removal notices as they occur
- Partner with the Safe Children Coalition who sends us an updated monthly list of local students who are currently in (or out of) foster care
- Train Registrars twice a year to enter foster status into Focus.
- Once the student is coded as a foster care student, they automatically get free meals
- Set aside funds in the Title I grant for providing transportation to the school of origin
- Train the Case Managers from Manatee County Sheriff's office and from the Safe Children's Coalition in school district enrollment processes including required documentation of foster status

Other Vulnerable Populations

As a community, we have identified and prioritized our highest need, lowest achieving schools and students to whom we will provide additional opportunities for learning. Based on teacher recommendation and student data, PreK – 3rd grade students at Title I schools will be invited to attend before school, after school, and / or Saturday mentoring sessions that will include tutoring by volunteers in our community. Volunteer agencies across the county will receive training from the curriculum and ESOL departments of the School District of Manatee County to equip them with strategies to address students' literacy needs. All recommendations for instruction, strategies, and games align with the curriculum goals, and will extend learning beyond the classroom. A mentoring toolkit was developed by the school district and provides details to community agencies, enabling them to garner volunteer mentors who will be equipped to contribute to the community efforts of closing the achievement gap with our highest need student population.

Additionally, each of our Title I families (PreK-3rd) are invited to attend monthly Drive-Through Soar in 4 community events. These community family events include 24 agencies who model lessons and provide free instructional resources, books, games, and more to the children that align with curriculum goals and extend learning beyond the classroom.

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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.

District schools have a robust progress monitoring plan extended to all students that includes tiered support for all student's who are not making adequate progress. Additional support and the ability to transition to another teaching method if they fail to make adequate progress are available. Progress monitoring data will be shared with the Department of Education as directed.

Innovative Learning Plan Progress Monitoring

(Includes Closing the Achievement Gap, Progress Monitoring, and Assessment)

The Manatee Innovative Learning Plan will include 3-options encompassing of the eLearning Manatee model (5-days Virtual); the Hybrid model(2-days on Campus and 3-day eLearning); as well as the 5-Day On Campus face to face learning models and utilize the Progress Monitoring systems aligned to the district's instructional academic plan and the Florida Sunshine State Standards. The Progress Monitoring systems will be fluid and interchange seamlessly between all 3 innovative learning plans. Schools will be provided state and district data so that school leaders and teachers can make data-driven instructional decisions regarding student progress and closing the achievement gap.

Students in Grades 6-10 ELA, Grades 6-8 Math, Algebra 1 and Geometry who are participating in eLearning Manatee will be required to come to campus to take the Quarterly Benchmark Assessments because these assessments are part of a students overall academic grade for the courses.

Students in Gr 3-5 will also be encouraged to come to campus to take the Quarterly Benchmark Assessments as their State assessments are Paper-Based Assessments and the district mimics the same testing security measures as the FSA and Science Assessment.

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K-12 Assessments used for District Progress Monitoring Systems and Closing the Achievement Gaps **(assessment frequency denoted as 2X = 2 times, 3X = 3 times, etc. when available):**

	Non-ESE Progress Monitoring													ESE Progress Monitoring		
	VPK Assessment	FLKRS	i-Ready Reading	i-Ready Math	District ELA Benchmark	District Math Benchmark	District Writing Benchmark	District Science Benchmark	District Algebra 1 Benchmark (if enrolled in course)	District Geometry Benchmark (if enrolled in course)	Districts Civics Benchmark (if enrolled in course)	District US History Benchmark (if enrolled in course)	District Biology Benchmark (if enrolled in course)	TeachTown	Unique Learning Systems	District FSAA Benchmarks
Pre-Kindergarten	3X													X		
Kindergarten		1X												X		
1 st Grade			3X	3X										X		
2 nd Grade			3X	3X	2X									X		
3 rd Grade			3X	3X	2X	2X								X		2X
4 th Grade			1X	1X	2X	2X	1X							X		2X
5 th Grade			1X	1X	2X	2X	1X	2X						X		2X
6 th Grade					2X	2X	1X								X	2X
7 th Grade					2X	2X	1X		2X		2X				X	2X
8 th Grade					2X	2X	1X	2X	2X	2X	2X				X	2X
9 th Grade					2X		1X		2X	2X		2X	2X		X	2X
10 th Grade					2X		1X		2X	2X		2X	2X		X	2X
11 th Grade									2X	2X		2X	2X		X	2X
12 th Grade									2X	2X		2X	2X		X	2X

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Assessment Administration Plans for different School Year Options:

5-Day On-Campus (face to face) Plan:	Hybrid – 2 Days On-Campus and 3 Days eLearning Manatee (virtual):	eLearning Manatee (virtual):
State assessments will only be administered in person and on campus under allowed state guidelines. To the extent possible, safety measures such as social distancing and sanitization of testing supplies such as pencils and computer labs will be considered for scheduling and administering exams.	State assessments will only be administered in person and on campus under allowed state guidelines. To the extent possible, safety measures such as social distancing and sanitization of testing supplies such as pencils and computer labs will be considered for scheduling and administering exams.	State assessments will only be administered in person and on campus under allowed state guidelines. To the extent possible, safety measures such as social distancing and sanitization of testing supplies such as pencils and computer labs will be considered for scheduling and administering exams.
All district-required assessments will be administered in person and on campus over multiple days. Schools will have flexibility to administer multiple sessions in one day as needed for scheduling. To the extent possible, safety measures such as social distancing and sanitization of testing supplies such as pencils and computer labs will be taken for scheduling and administration of exams.	All district-required assessments will be administered in person during 2-Day Hybrid students' days on campus. Schools will have flexibility to administer multiple sessions in one day as needed for scheduling. To the extent possible, safety measures such as social distancing and sanitization of testing supplies such as pencils and computer labs will be taken for scheduling and administration of exams.	To the extent possible, all district-required assessments will be administered for eLearning Manatee students in person and on campus during a single day. Schools will have flexibility to administer multiple sessions in one day as needed for scheduling. To the extent possible, safety measures such as social distancing and sanitization of testing supplies such as pencils and computer labs will be taken for scheduling and administration of exams.
If at any point in-person testing turns out to not be possible due to temporary school closures, student/staff quarantines, or other circumstances district-required assessments may be administered online via small group testing and lockdown secure browsers to minimize questions around test validity.	If at any point in-person testing turns out to not be possible due to temporary school closures, student/staff quarantines, or other circumstances district-required assessments may be administered online via small group testing and lockdown secure browsers to minimize questions around test validity.	If at any point in-person testing turns out to not be possible due to temporary school closures, student/staff quarantines, or other circumstances district-required assessments may be administered online via small group testing and lockdown secure browsers to minimize questions around test validity.

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Plans for identifying and addressing Achievement Gaps via different school year options using district and state assessments:

Data Sources for Monitoring Achievement Gaps:

	Prior Year Data Source (When Available)				Current Year Progress Monitoring Data Source						
	18-19	19-20			2020-2021						
	FSA	VPK Assessment	Winter i-Ready Diagnostics	District Q2 Benchmarks	FLKRS	Fall i-Ready Diagnostics	District Q1 Benchmarks	District Q2 Benchmarks	Winter i-Ready Diagnostics	District Q3 Benchmarks	District Q4 Benchmarks
Kindergarten		X			X	X					
1 st Grade			X			X			X		
2 nd Grade			X			X			X	X	X
3 rd Grade			X			X	X	X	X		
4 th Grade	X		X	X		X	X	X			
5 th Grade	X		X	X		X	X	X			
6 th Grade	X		X	X			X	X			
7 th Grade	X			X			X	X			
8 th Grade	X			X			X	X			
9 th Grade	X			X			X	X			
10 th Grade	X			X			X	X			
11 th Grade	X			X			X	X			
12 th Grade	X			X			X	X			

Kindergarten

- Districtwide Achievement Gaps (All Options):
 - When prior year data is available for students, FLKRs will be used to monitor their Kindergarten Readiness and in combination with VPK assessment data from 2019-2020 will be used to identify students with achievement gaps.

1st Grade

- Districtwide Achievement Gaps (All Options):

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2 nd Grade	<ul style="list-style-type: none">▪ When prior year data is available for students, i-Ready Fall Reading & Math Diagnostics will be used in combination with 2019-2020 Winter i-Ready Diagnostic data to identify students with achievement gaps.
3 rd Grade	<ul style="list-style-type: none">○ Districtwide Achievement Gaps (All Options):<ul style="list-style-type: none">▪ When prior year data is available for students, i-Ready Fall Reading & Math Diagnostics will be used in combination with 2019-2020 Winter i-Ready Diagnostic data to identify students with achievement gaps.
4 th Grade	<ul style="list-style-type: none">○ Districtwide Achievement Gaps (All Options):<ul style="list-style-type: none">▪ When prior year data is available for students, i-Ready Fall Reading & Math Diagnostics and Quarter 1 and Quarter 2 ELA & Math benchmarks will be used in combination with 2019-2020 Winter i-Ready diagnostic, 2019-2020 Quarter 2 benchmark, and (for formerly retained students) 2018-2019 FSA data to identify students with achievement gaps.
5 th Grade	<ul style="list-style-type: none">○ Districtwide Achievement Gaps (All Options):<ul style="list-style-type: none">▪ When prior year data is available for students, i-Ready Fall Reading & Math Diagnostics and Quarter 1 and Quarter 2 ELA & Math benchmarks will be used in combination with 2019-2020 Winter i-Ready diagnostic, 2019-2020 Quarter 2 benchmark, and 2018-2019 FSA data to identify students with achievement gaps.
6 th Grade	<ul style="list-style-type: none">○ Districtwide Achievement Gaps (All Options):<ul style="list-style-type: none">▪ When prior year data is available for students, Quarter 1 and Quarter 2 ELA & Math benchmarks will be used in combination with 2019-2020 Quarter 2 benchmark and 2018-2019 FSA data to identify students with achievement gaps.
7 th Grade	<ul style="list-style-type: none">○ Districtwide Achievement Gaps (All Options):<ul style="list-style-type: none">▪ When prior year data is available for students, Quarter 1 and Quarter 2 ELA, Math, and Algebra 1 (for students enrolled in the course) benchmarks will be used in combination with 2019-2020 Quarter 2 benchmark and 2018-2019 FSA data to identify students with achievement gaps.
8 th Grade	

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- Districtwide Achievement Gaps (All Options):

- When prior year data is available for students, Quarter 1 and Quarter 2 ELA, Math, Algebra 1 (for students enrolled in the course), and Geometry (for students enrolled in the course) benchmarks will be used in combination with 2019-2020 Quarter 2 benchmark and 2018-2019 FSA data to identify students with achievement gaps.

9th & 10th Grade

- Districtwide Achievement Gaps (All Options):

- When prior year data is available for students, Quarter 1 and Quarter 2 ELA, Math, Algebra 1 (for students enrolled in the course), and Geometry (for students enrolled in the course) benchmarks will be used in combination with 2019-2020 Quarter 2 benchmark and 2018-2019 FSA data to identify students with achievement gaps.

11th-12th Grade

- Districtwide Achievement Gaps (All Options):

- When prior year data is available for students, Algebra 1 (for students enrolled in the course) and Geometry (for students enrolled in the course) benchmarks will be used in combination with 2019-2020 Quarter 2 benchmark and 2018-2019 FSA data to identify students with achievement gaps.

Students with Disabilities

- Districtwide Achievement Gaps (All Options):

- Achievement gaps for students with disabilities will be determined based upon grade appropriate systems as denoted in the table above. Additionally, teachers will assess students based upon the assessment criteria indicated in goal progress monitoring section of the student's Individual Education Plan.

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Progress Monitoring Plans for K-5 ELA and K-5 Math

Curriculum, Instruction, and Assessment Decision Tree – ELA Tier 1, 2 & 3

(**eLearning Manatee (Virtual) Model is included in the last quadrant under each tier)

Grade Level(s): Kindergarten

IF:

Student meets the following criteria at beginning of school year:
FLKRS scale score of 497 or above
OR
i-Ready scale score of 362 or above
AND
Letter Name Identification- at least 20 upper/lower case letter names

THEN:

TIER 1 Only

TIER 1

Initial instruction:

- is standards-aligned
- builds background and content knowledge, motivation
- provides print rich, systematic, scaffolded, and differentiated instruction
- incorporates writing in response to reading
- includes accommodations (IEP, ESOL or 504)
- incorporates the principles of Universal Design for Learning
- includes specially designed instruction for students with disabilities

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Wonders, McGraw-Hill- Wonders includes the components that are necessary for a successful reading program including reading for meaning using high-quality text, systematic and explicit phonics instruction, and opportunities to apply the skills through reading and writing. The core materials include connected texts weekly, graphic organizers to support text structure, explicit vocabulary instruction, as well as explicit comprehension strategy instruction with opportunities for extended discussions and writing daily. All of these components fall under either the strong evidence or moderate evidence categories for evidenced-based practices. The development of these critical skills in Wonders has been shown to have a positive impact on student achievement.

Progress Monitoring

Assessment & Frequency

*Performance Criteria that indicates
Tier 1 is sufficient*

*Performance Criteria that would
prompt addition of Tier 2 interventions*

1. i-Ready Diagnostic- 3 times per year (August, January, May)
2. Letter Name Fluency Assessment- monthly until student fluently identifies at least 50 letter names
 -

1. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic
2. Student fluently identifies at least 40 letter names at end of quarter 1 (October) as

1. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic
2. Student fluently identifies less than 40 letter names at the end

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	3. Running Record (Next Step in Guided Reading Assessments)- at least 2 times per year (January and May)	measured by a Letter Name Fluency Assessment 3. Student is reading at an instructional level B in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level D in May as measured by the Next Step in Guided Reading Assessment	of quarter 1 as measured by Letter Name Fluency Assessment 3. Student is reading at a Pre-A level in January as measured by The Next Step in Guided Reading Assessments; student is reading at an instructional level A or B in May as measured by the Next Step in Guided Reading Assessment
	<i>How is the effectiveness of Tier 1 instruction being monitored?</i> <ul style="list-style-type: none">Weekly administrative walkthroughsAnalysis of i-Ready diagnostic data three times per yearMonitoring of i-Ready lessons passed and time on task monthlyAnalysis of Pre-A assessment data and running record dataMTSS Teams and Reading Leadership TeamsDistrict walkthroughs of schools	<i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i> <ul style="list-style-type: none">Targeted feedback to teachers based on administrative walkthroughsSchool-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom dataSchool-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student dataDistrict level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback-school support is adjusted based on trendsLiteracy coaching cycles based on data, trends, and teacher needs	
	<i>How is the effectiveness of Tier 1 curriculum being monitored?</i> <ul style="list-style-type: none">Weekly administrative walkthroughsi-Ready diagnostic data reviewMTSS Teams and Reading Leadership TeamsAdministrator and teacher feedback/input on curriculum maps	<i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i> <ul style="list-style-type: none">Incorporate UDL principals to meet the needs of all studentsProvide PD on explicit, systematic, and multisensory instructionWeekly PLC's including analysis of student work samples and formative assessment dataWeekly grade level collaborative planning using a backward design model	
	<i>How is instruction modified for students who receive instruction for eLearning Manatee?</i> <p>Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.</p>		

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Grade Level(s): Kindergarten					
IF:	Student meets the following criteria at beginning of school year: FLKRS scale score of 438-496 OR i-Ready scale score of 320-361 AND Letter Name Identification- 10-19 upper/lower case letter names				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none">• <i>are standards-aligned</i>• <i>address gaps and reduce barriers to students’ ability to meet Tier 1 expectations</i>• <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i>• <i>are matched to the needs of the students</i>• <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i>• <i>occurs during time allotted in addition to core instruction</i>• <i>includes accommodations (IEP, ESOL or 504)</i>				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency *Determined based on Focus of Intervention	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	i-Ready Tools for Instruction lessons	1 of the following measures administered every other week: <ul style="list-style-type: none">• Letter Name Fluency• Letter Sound Fluency• Phoneme Segmentation Fluency	Evidence of meeting Tier 1 expectations and continued positive response to interventions as measured by progress monitoring tool every other week	Students are not yet proficient at Tier 1 expectations. Inconsistent response to interventions and limited change in closing the gap between where	Low or minimal response to interventions and evidence of limited change in trend line as measured by progress monitoring tool every other week for a minimum of
	Literacy Footprints/Next Step Forward in Guided Reading				
	Wonders Differentiated Tier 2 Lessons				
	FCRR Activities				

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	SRA- Reading Mastery (based on school availability)	•Nonsense Word Fluency	for a minimum of (but not limited to) 6 weeks	the student is performing, and grade level expectations as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	(but not limited to) 6 weeks
	Number of times a week intervention provided	At least 3 times/ week	Number of minutes per intervention session	At least 20 min.	
	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. 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 group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.</p>				
	<p><i>How are Tier 2 interventions modified for students who receive interventions for eLearning Manatee?</i></p> <p>Tier 2 interventions will be delivered in live small group conferences through Schoology at least 3 times per week. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.</p>				

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Grade Level(s): Kindergarten					
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	IF:	Student meets the following criteria at beginning of school year: FLKRS scale score of 437 and below OR i-Ready scale score of 319 and below AND Letter Name Identification- less than 10 upper/lower case letter names			
	THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
	Immediate, intensive intervention: <ul style="list-style-type: none">extended timetargeted instruction based on student needsmall group or one-on-one instructionaccommodations (IEP, ESOL, or 504)more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions<i>additional time allotted is in addition to core instruction and tier 2 interventions</i>				
	TIER 3 Programs/Materials/Strategies & Duration		TIER 3 Progress Monitoring		
			Assessment & Frequency <i>*Determined based on Focus of Intervention</i>	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	i-Ready Tools for Instruction		1 of the following measures administered weekly: <ul style="list-style-type: none">Letter Name FluencyLetter Sound FluencyPhoneme Segmentation FluencyNonsense Word Fluency	Continued positive response to interventions and evidence of trend line on track to meet norms/goals as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Limited or no response to interventions and evidence of limited change in trend line towards meeting norms/goals as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks
	FCRR Targeted Activities				
	Leveled Literacy Intervention (based on school availability)				
	Saxon Phonics (based on school availability)				
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.				
	Number of times a week intervention provided			Daily	Number of minutes per intervention session
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size)					

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	provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.
	<p>How are Tier 3 interventions modified for students who receive interventions for eLearning Manatee?</p> <p>Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.</p>

Grade Level(s): First and Second Grades

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>1st grade: i-Ready scale score of 434 and above <u>OR</u> Running Record instructional level C or above</p> <p>2nd grade: i-Ready scale score of 489 and above <u>OR</u> Running Record instructional level I or above</p>		
THEN:	TIER 1 Only		
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i> 		
	Core Curriculum		
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.		
	<p>Wonders, McGraw-Hill- Wonders includes the components that are necessary for a successful reading program including reading for meaning using high-quality text, systematic and explicit phonics instruction, and opportunities to apply the skills through reading and writing. The core materials include connected texts weekly, graphic organizers to support text structure, explicit vocabulary instruction, as well as explicit comprehension strategy instruction with opportunities for extended discussions and writing daily. All of these components fall under either the strong evidence or moderate evidence categories for evidenced-based practices. The development of these critical skills in Wonders has been shown to have a positive impact on student achievement.</p>		
	Progress Monitoring		
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions

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	<ol style="list-style-type: none">1. i-Ready Diagnostic- 3 times per year (August, January, May)2. Running Record (Next Step in Guided Reading Assessments)- 3 times per year (August/September, January, and May)	<ol style="list-style-type: none">1. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic2. Student is reading at an instructional level F and above (1st grade) or K and above (2nd grade) in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level I and above (1st grade) or L and above (2nd grade) in May as measured by the Next Step in Guided Reading Assessment	<ol style="list-style-type: none">1. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic2. Student is reading below an instructional level F (1st grade) or K (2nd grade) in January as measured by The Next Step in Guided Reading Assessments; student is reading below an instructional level I (1st grade) or L (2nd grade) in May as measured by the Next Step in Guided Reading Assessment
	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <ul style="list-style-type: none">• Weekly administrative walkthroughs• Analysis of i-Ready diagnostic data three times per year• Monitoring of i-Ready lessons passed and time on task monthly• Analysis of running record data• MTSS Teams and Reading Leadership Teams• District walkthroughs of schools	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <ul style="list-style-type: none">• Targeted feedback to teachers based on administrative walkthroughs• School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom data• School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data• District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback-school support is adjusted based on trends• Literacy coaching cycles based on data, trends, and teacher needs	
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <ul style="list-style-type: none">• Weekly administrative walkthroughs• i-Ready diagnostic data review• MTSS Teams and Reading Leadership Teams• Administrator and teacher feedback/input on curriculum maps	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p> <ul style="list-style-type: none">• Incorporate UDL principals to meet the needs of all students• Provide PD on explicit, systematic, and multisensory instruction• Weekly PLC's including analysis of student work samples and formative assessment data• Weekly grade level collaborative planning using a backward design model	
	<p><i>How is instruction modified for students who receive instruction for eLearning Manatee?</i></p> <p>Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.</p>		

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Grade Level(s): First and Second					
IF:	Student meets the following criteria at beginning of school year: 1 st grade: i-Ready scale score of 391-433 <u>OR</u> Running Record instructional level A or B 2 nd grade: i-Ready scale score of 419-488 <u>OR</u> Running Record instructional level E-H				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none">• <i>are standards-aligned</i>• <i>address gaps and reduce barriers to students’ ability to meet Tier 1 expectations</i>• <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i>• <i>are matched to the needs of the students</i>• <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i>• <i>occurs during time allotted in addition to core instruction</i>• <i>includes accommodations (IEP, ESOL or 504)</i>				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency *Determined based on Focus of Intervention	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	i-Ready Tools for Instruction lessons	1 of the following measures administered every other week: <ul style="list-style-type: none">• Letter Name Fluency• Letter Sound Fluency• Phoneme Segmentation Fluency• Nonsense Word Fluency• Oral Reading Fluency	Evidence of meeting Tier 1 expectations and continued positive response to interventions as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Students are not yet proficient at Tier 1 expectations. Inconsistent response to interventions and limited change in closing the gap between where the student is performing, and grade level expectations as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Low or minimal response to interventions and evidence of limited change in trend line as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks
	Literacy Footprints/Next Step Forward in Guided Reading				
	Wonders Differentiated Tier 2 Lessons				
	FCRR Activities				
	SRA- Reading Mastery (based on school availability)				

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	<i>Number of times a week intervention provided</i>	At least 3 times/ week	<i>Number of minutes per intervention session</i>	At least 20 min.
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. 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 group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.</p>			
	<p>How are Tier 2 interventions modified for students who receive interventions for eLearning Manatee?</p> <p>Tier 2 interventions will be delivered in live small group conferences through Schoology at least 3 times per week. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.</p>			

Grade Level(s): First and Second

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>1st grade: i-Ready scale score of 390 and below <u>OR</u> Pre-A reading level (knows under 40 letter names)</p> <p>2nd grade: i-Ready scale score of 418 and below <u>OR</u> Running Record instructional level D and below</p>			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	i-Ready Tools for Instruction	1 of the following measures administered weekly:	Continued positive response to interventions and evidence of trend line on track to meet norms/goals as measured by progress monitoring tool every other week for a	Limited or no response to interventions and evidence of limited change in trend line towards meeting norms/goals as
	FCRR Targeted Activities	<ul style="list-style-type: none"> Letter Name Fluency 		

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Leveled Literacy Intervention (based on school availability)	<ul style="list-style-type: none">• Letter Sound Fluency• Phoneme Segmentation Fluency• Nonsense Word Fluency• Oral Reading Fluency	minimum of (but not limited to) 6 weeks	measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks
Saxon Phonics (based on school availability)			
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	Daily	Number of minutes per intervention session	At least 20 min
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. 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 group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.</p>			
<p>How are Tier 3 interventions modified for students who receive interventions for eLearning Manatee?</p> <p>Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras to support live instruction. In addition, students have access to i-Ready at home.</p>			

Grade Level(s): Third-Fifth	
IF:	Student meets the following criteria at beginning of school year: 3 rd Grade: i-Ready scale score of 511 or above 4 th Grade: i-Ready scale score of 557 or above 5 th Grade: i-Ready scale score of 581 or above
THEN:	TIER 1 Only
TIER 1	<i>Initial instruction:</i> <ul style="list-style-type: none"> • is standards-aligned • builds background and content knowledge, motivation • provides print rich, systematic, scaffolded, and differentiated instruction • incorporates writing in response to reading • includes accommodations (IEP, ESOL or 504) • incorporates the principles of Universal Design for Learning • includes specially designed instruction for students with disabilities
	Core Curriculum
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

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Wonders, McGraw-Hill- Wonders includes the components that are necessary for a successful reading program including reading for meaning using high-quality text, systematic and explicit phonics instruction, and opportunities to apply the skills through reading and writing. The core materials include connected texts weekly, graphic organizers to support text structure, explicit vocabulary instruction, as well as explicit comprehension strategy instruction with opportunities for extended discussions and writing daily. All of these components fall under either the strong evidence or moderate evidence categories for evidenced-based practices. The development of these critical skills in Wonders has been shown to have a positive impact on student achievement.		
Progress Monitoring		
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
1. i-Ready Diagnostic- 3 times per year (August, January, May) <ul style="list-style-type: none">• 2. District Quarterly Benchmarks (October, December, Optional in March) <ul style="list-style-type: none">• 3. FSA Assessment – annually	1. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic2. Student scores Level 3 or higher on Q1 or Q2 district benchmarks3. Student scores Level 3 or higher on FSA (April/May)	1. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic2. Student scores Level 1 or 2 on Q1 or Q2 district benchmarks3. Student scores Level 1 or 2 on FSA (April/May)
How is the effectiveness of Tier 1 instruction being monitored? <ul style="list-style-type: none">• Weekly administrative walkthroughs• Analysis of i-Ready diagnostic data three times per year• Monitoring of i-Ready lessons passed and time on task monthly• Analysis of district benchmark data• MTSS Teams and Reading Leadership Teams• District walkthroughs of schools	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? <ul style="list-style-type: none">• Targeted feedback to teachers based on administrative walkthroughs• School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom data• School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data• District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback-school support is adjusted based on trends• Literacy coaching cycles based on data, trends, and teacher needs	
How is the effectiveness of Tier 1 curriculum being monitored? <ul style="list-style-type: none">• Weekly administrative walkthroughs• i-Ready diagnostic data review• MTSS Teams and Reading Leadership Teams• Administrator and teacher feedback/input on curriculum maps	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? <ul style="list-style-type: none">• Incorporate UDL principals to meet the needs of all students• Provide PD on explicit, systematic, and multisensory instruction• Weekly PLC’s including analysis of student work samples and formative assessment data• Weekly grade level collaborative planning using a backward design model	
How is instruction modified for students who receive instruction for eLearning Manatee? Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.		

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Grade Level(s): Third-Fifth					
IF:	Student meets the following criteria at beginning of school year: 3 rd Grade: i-Ready scale score of 474-510 4 th Grade: i-Ready scale score of 496-556 5 th Grade: i-Ready scale score of 542-580				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none">• are standards-aligned• address gaps and reduce barriers to students’ ability to meet Tier 1 expectations• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills• are matched to the needs of the students• provide multiple opportunities to practice the targeted skill(s) and receive feedback• occurs during time allotted in addition to core instruction• includes accommodations (IEP, ESOL or 504)				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency *Determined based on Focus of Intervention	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	i-Ready Tools for Instruction lessons	1 of the following measures administered every other week: <ul style="list-style-type: none">• Nonsense Word Fluency• Oral Reading Fluency• DAZE/MAZE Passages	Evidence of meeting Tier 1 expectations and continued positive response to interventions as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Students are not yet proficient at Tier 1 expectations. Inconsistent response to interventions and limited change in closing the gap between where the student is performing, and grade level expectations as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Low or minimal response to interventions and evidence of limited change in trend line as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks
	Wonders Differentiated Tier 2 Lessons				
	FCRR Activities				
	SRA- Corrective Reading (based on school availability)				
	Number of times a week intervention provided		At least 3 times/ week	Number of minutes per intervention session	

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	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. 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 group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.</p>
	<p><i>How are Tier 2 interventions modified for students who receive interventions for eLearning Manatee?</i></p> <p>Tier 2 interventions will be delivered in live small group conferences through Schoology at least 3 times per week. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.</p>

Grade Level(s): Third-Fifth				
IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>3rd Grade: i-Ready scale score of 473 and below 4th Grade: i-Ready scale score of 495 and below 5th Grade: i-Ready scale score of 541 and below</p>			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	i-Ready Tools for Instruction	<p>1 of the following measures administered weekly:</p> <ul style="list-style-type: none"> • Nonsense Word Fluency • Oral Reading Fluency • DAZE/MAZE Passages 	<p>Continued positive response to interventions and evidence of trend line on track to meet norms/goals as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks</p>	<p>Limited or no response to interventions and evidence of limited change in trend line towards meeting norms/goals as measured by progress monitoring tool every other week for a</p>
	FCRR Targeted Activities			
	Leveled Literacy Intervention (based on school availability)			

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			minimum of (but not limited to) 6 weeks
<i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i>			
<i>Number of times a week intervention provided</i>	Daily	<i>Number of minutes per intervention session</i>	At least 20 min.
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</i></p> <p>The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. 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 group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.</p>			
<p><i>How are Tier 3 interventions modified for students who receive interventions for eLearning Manatee?</i></p> <p>Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras to support live instruction. In addition, students have access to i-Ready at home.</p>			

Curriculum, Instruction, and Assessment Decision Tree -Math Tiers 1, 2 & 3	
(**eLearning Manatee (Virtual) Model is included in the last quadrant under each tier)	
Grade Level(s): K-5 Math	
IF:	Student meets the following criteria at beginning of school year: i-Ready scale score of early – mid grade level placement
THEN:	TIER 1 Only
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>differentiated instruction</i> • <i>incorporates writing in response to problem-solving</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i>
	Core Curriculum
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

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Pearson, envision Florida Mathematics K-5 includes the components that are necessary for a successful math program including an instructional model that incorporates student learning in print, digital, and blended classrooms. This includes interactive digital tools for students, visual learning through animation, solve and share problem solving, multiple practice formats, differentiated modalities, 3-Act Math problem solving tasks. These components fall under either the strong evidence or moderate evidence categories for evidenced-based practices. The development of these critical skills in envision has been shown to have a positive impact on student achievement.		
Progress Monitoring		
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that would prompt addition of Tier 2 interventions
4. i-Ready Diagnostic- 3 times per year (August, January, May) grades K-3 5. Acaletics monthly scrimmages grades 4-5 • 6. Daily Spiral preview, review, and formative assessments grades K-5	4. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic 5. Meeting monthly comprehensive assessment targets 4-5	4. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic 5. Less than 10% growth on monthly progress monitoring toward typical growth as measured by monthly scrimmages
How is the effectiveness of Tier 1 instruction being monitored? <ul style="list-style-type: none">Weekly administrative walkthroughsAnalysis of i-Ready diagnostic data three times per yearMonitoring of i-Ready lessons passed and time on task monthlyMTSS TeamsDistrict walkthroughs of schools	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? <ul style="list-style-type: none">Targeted feedback to teachers based on administrative walkthroughsSchool-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom dataSchool-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student dataDistrict level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback-school support is adjusted based on trends	
How is the effectiveness of Tier 1 curriculum being monitored? <ul style="list-style-type: none">Weekly administrative walkthroughsi-Ready diagnostic data reviewMTSS TeamsAdministrator and teacher feedback/input on curriculum maps	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? <ul style="list-style-type: none">Incorporate UDL principals to meet the needs of all studentsProvide PD on explicit, systematic, and multisensory instructionWeekly PLC’s including analysis of student work samples and formative assessment dataWeekly grade level collaborative planning using a backward design model	
How is instruction modified for students who receive instruction through eLearning Manatee? Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.		

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Grade Level(s): K-5 Math					
IF:	Student meets the following criteria at beginning of school year: i-Ready scale score of early – mid grade level placement				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none">are standards-alignedaddress gaps and reduce barriers to students’ ability to meet Tier 1 expectationssmall group instruction targeting foundational/barrier skillsare matched to the needs of the studentsprovide multiple opportunities to practice the targeted skill(s) and receive feedbackoccurs during time allotted in addition to core instructionincludes accommodations (IEP, ESOL or 504)				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency *Determined based on Focus of Intervention	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	i-Ready Tools for Instruction lesson	1 of the following measures administered every other week: <ul style="list-style-type: none">i-Ready lessons or quizzesenVision Mathematics Diagnosis Intervention SystemQuick Check questions	Evidence of meeting Tier 1 expectations and continued positive response to interventions as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Students are not yet proficient at Tier 1 expectations. Inconsistent response to interventions and limited change in closing the gap between where the student is performing, and grade level expectations as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Low or minimal response to interventions and evidence of limited change in trend line as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks
	Pearson enVision Florida Mathematics				

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	<i>Number of times a week intervention provided</i>	At least 3 times/ week	<i>Number of minutes per intervention session</i>	At least 20 min.
	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific math intervention delivered with fidelity and with the initial intensity (time and group size) provided, math intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.</p>			
	<p><i>How are Tier 2 interventions modified for students who receive interventions through eLearningManatee?</i></p> <p>Tier 2 interventions will be delivered in live small group conferences through Schoology at least 3 times per week. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.</p>			

Grade Level(s): K-5 Math				
IF:	Student meets the following criteria at beginning of school year: i-Ready scale score of early – mid grade level placement			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment & Frequency</i> <i>*Determined based on Focus of Intervention</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	i-Ready Tools for Instruction <ul style="list-style-type: none"> Diagnostic Lesson quizzes 	1 of the following measures administered weekly:	Continued positive response to interventions and evidence of trend line on track to meet norms/goals as measured by progress monitoring tool every other week for a	Limited or no response to interventions and evidence of limited change in trend line towards meeting norms/goals as
	Acaletics monthly scrimmages <ul style="list-style-type: none"> Daily Quik Piks 	• i-Ready lessons or quizzes		

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	Pearson enVision Florida Mathematics	<ul style="list-style-type: none"> •enVision Mathematics Diagnosis Intervention System •Quick Check questions 	minimum of (but not limited to) 6 weeks	measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks
	<i>All Tier 3 Interventions must be provided by a certified teacher</i>			
	<i>Number of times a week intervention provided</i>	Daily	<i>Number of minutes per intervention session</i>	At least 20 min.
	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</i></p> <p>The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific math intervention delivered with fidelity and with the initial intensity (time and group size) provided, math intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.</p>			
	<p><i>How are Tier 3 interventions modified for students who receive interventions through eLearning Manatee?</i></p> <p>Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.</p>			

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Progress Monitoring Plans for 6-12 ELA and 6-8 Math

Curriculum, Instruction, and Assessment Decision Tree – ELA Tiers 1, 2 & 3

(**eLearning Manatee (Virtual) Model is included in the last quadrant under each tier)

TIER 1 Grade Level(s): 6-12

Student meets the following criteria at beginning of school year:

All students receive Tier 1 instruction. All students are placed in a regular or advanced Language Arts or English courses to meet the ELA requirement.

Progress Monitoring

<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
FSA Assessment – annually District created benchmark assessments – quarterly Teacher created assignments and assessments - ongoing	FSA Assessment Criteria – Level 3 or higher District Benchmark - Level 3 or higher Teacher Created – average performance scores	Students not meeting expectations are given the opportunity for remediation in a small group setting.
<i>How is the effectiveness of Tier 1 instruction being monitored?</i> The District shares FSA data with school administrators and teachers. Schools use the information to place students in appropriate ELA courses. Data is collected from the quarterly benchmark assessments through School City and is shared with Administrators and Teachers. Administrators and Teachers monitor teacher-based assignments and assessments through FOCUS platform.	<i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i> District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, Literacy Coaches and District Specialists provide support to teachers through one-on-one, small group and whole group learning communities.	
<i>How is instruction modified for students who receive instruction for eLearning Manatee?</i> The district-adopted HMH Collections series is available to all students through the Schoology platform. Teachers assign materials and receive student work through the platform.		

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TIER 2 IF:	Student meets the following criteria at beginning of school year: Students who score below a Level 3 on the FSA assessment are placed in an intensive reading course, as well as a regular Language Arts or English course.			
THEN:	TIER 1 instruction and TIER 2 interventions			
<i>TIER 2 Programs/Materials/Strategies & Duration</i>	<i>TIER 2 Progress Monitoring</i>			
	<i>Assessment & Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt addition of Tier 3 interventions</i>
<p>Reading Plus</p> <p>Reading Plus Comprehensive Skill Building Activities through small group instruction</p> <p>Townsend Press Vocabulary (gr 6-8)</p> <p>Vocabulit (gr 9-12)</p>	<p>Insight Assessment (placement and benchmark) -3x per year to assess reading level, reading speed, vocabulary and student motivation</p> <p>Reading Plus Dashboard reports are provided to track student progress and activity after each online session. Reports include reading rate with good comprehension, number of words read in selections with good comprehension, content level increase, and vocabulary words mastered.</p>	<p>Students in grades 6-10 remain in course throughout the year.</p> <p>Students in grades 11 and 12 who pass the FSA or receive a concordant score may withdraw from intensive reading and take another elective course, otherwise students remain in the intensive course throughout the year.</p>	<p>Students in grades 6-10 remain in course throughout the year.</p> <p>Students in grades 11 and 12 who pass the FSA or receive a concordant score may withdraw from intensive reading and take another elective course, otherwise students remain in the intensive course throughout the year.</p>	<p>Students not making adequate progress compared to peers will receive Tier 3 interventions.</p>

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<i>Number of times a week intervention provided</i>	5	<i>Number of minutes per intervention session</i>	Total online and small group sessions up to 45 min
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, Literacy Coaches and District Specialists provide support to teachers through one-on-one, small group and whole group learning communities.</p>			
<p><i>How are Tier 2 interventions modified for students who receive interventions for eLearning Manatee?</i></p> <p>All students placed in an intensive reading classroom have access to the Reading Plus program, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the Reading Plus dashboard.</p>			

TIER 3 IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Students who score below a Level 3 on the FSA assessment are placed in an intensive reading course. After initial Insight assessment through Reading Plus, students who fall significantly below grade level and do not show adequate growth compared to peers receive TIER 3 interventions.</p>		
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions		
<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
	<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
<p>Reading Plus</p> <p>Reading Plus Comprehensive Skill Building Activities through small group instruction</p> <p>Townsend Press Vocabulary (gr 6-8)</p> <p>Vocabulit (gr 9-12)</p>	<p>Insight Assessment (placement and benchmark) -3x per year to assess reading level, reading speed, vocabulary and student motivation</p> <p>Dashboard reports provided to track student progress and activity after each online session.</p>	<p>After receiving intensive intervention with teacher in a setting of no more than 3 students, student makes consistent positive progress towards identified low proficiency skill(s) over a period of no less than 4 weeks.</p>	<p>Students not responding positively or showing no progress with intensive intervention.</p>

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	Reports provide reading rate with good comprehension, words reading in selections with good comprehension, content level increase, and vocabulary words mastered.		
<i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i>			
<i>Number of times a week intervention provided</i>	No less than 3x per week	<i>Number of minutes per intervention session</i>	No less than 15 minutes per session
<p> <i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</i> </p> <p> District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, Literacy Coaches and District Specialists provide support to teachers through one-on-one, small group and whole group learning communities. </p>			
<p> <i>How are Tier 3 interventions modified for students who receive interventions for eLearning Manatee?</i> </p> <p> All students placed in an intensive reading classroom has access to the Reading Plus program, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the Reading Plus dashboard. Teachers provide small group interventions of no more than 3 students through video conferencing. </p>			

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Curriculum, Instruction, and Assessment Decision Tree – Math Tiers 1, 2 & 3 (**eLearning Manatee (Virtual) Model is included in the last quadrant under each tier)		
Grade Level(s): 6-12		
Student meets the following criteria at beginning of school year: All students receive Tier 1 instruction. All students are placed in a regular, accelerated, or honors mathematics course to meet their mathematics requirements.		
Progress Monitoring		
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to prompt addition of Tier 2 interventions
FSA or EOC Assessment – annually as appropriate District created benchmark assessments – quarterly Teacher created assignments and assessments - ongoing	FSA or EOC Assessment Criteria – Level 3 or higher District Benchmark - Level 3 or higher Teacher Created – average performance scores	Students not meeting expectations are given the opportunity for remediation in a small group setting.
<i>How is the effectiveness of Tier 1 instruction being monitored?</i> The District shares FSA/EOC data with school administrators and teachers. Schools use the information to place students in appropriate mathematics courses. Data is collected from the quarterly benchmark assessments through School City and is shared with Administrators and Teachers. Administrators and Teachers monitor teacher-based assignments and assessments through the FOCUS platform.	<i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i> District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, Math Coaches and District Specialists provide support to teachers through one-on-one, small group and whole group learning communities.	
<i>How is instruction modified for students who receive instruction through eLearning Manatee?</i> The district-adopted McGraw Hill textbook series and online resources are available to all students through the Schoology Learning Management System (LMS). Teachers assign materials and receive student work through Schoology.		

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TIER 2 IF:	Student meets the following criteria at beginning of school year: Students who score below a Level 3 on the FSA/EOC assessment are placed in an intensive mathematics course, as well as a regular mathematics course.			
THEN:	TIER 1 instruction and TIER 2 interventions			
<i>TIER 2 Programs/Materials/Strategies & Duration</i>	<i>TIER 2 Progress Monitoring</i>			
	<i>Assessment & Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt addition of Tier 3 interventions</i>
Grades 6-7 iReady Grade 8 ACALETICS Grades 9-12 McGraw Hill ALEKS Grades 6-12 Comprehensive Skill Building Activities through small group instruction Grades 6-12 Khan Academy	Monthly assessments & data sharing in iReady, ACALETICS, and ALEKS to determine student progress and assess targeted support as required Teacher Dashboard reports in iReady & ALEKS provided to track student progress and activity after each online session monitoring	Students in grades 6-10 remain in course throughout the year. Students in grades 11 and 12 who pass the Algebra EOC or receive a concordant score may withdraw from intensive math and take another elective course, otherwise students remain in the intensive course throughout the year.	Students in grades 6-10 remain in course throughout the year. Students in grades 11 and 12 who pass the Algebra EOC or receive a concordant score may withdraw from intensive math and take another elective course, otherwise students remain in the intensive course throughout the year.	Students not making adequate progress compared to peers will receive Tier 3 interventions.
<i>Number of times a week intervention provided</i>	5	<i>Number of minutes per intervention session</i>	Total online and small group sessions up to 45 min per session	

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What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, Math Coaches and District Specialists provide support to teachers through one-on-one, small group and whole group learning communities.

How are Tier 2 interventions modified for students who receive interventions through eLearning Manatee?

All students placed in an intensive mathematics classroom have access to a support program (iReady Grades 6-7, ACALETICS Grade 8, and ALEKS Grades 9-12). The iReady, ACALETICS, and ALEKS programs are provided for students through the District dashboard and Schoology. Students and teachers track progress through the data results sharing for all three platforms.

TIER 3 IF:	<p>Student meets the following criteria at beginning of school year: Students who score below a Level 3 on the FSA/EOC assessment are placed in an intensive math course. After initial diagnostic assessment through the appropriate programs (iReady, ACALETICS, or ALEKS), students who fall significantly below grade level and do not show adequate growth compared to peers receive TIER 3 interventions.</p>		
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions		
TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
Grades 6-7 iReady Grade 8 ACALETICS Grades 9-12 McGraw Hill ALEKS Grades 6-12 Comprehensive Skill Building Activities through small group instruction Grades 6-12 Khan Academy	<p>Monthly assessments & data sharing in iReady, ACALETICS, and ALEKS to determine student progress and assess targeted support as required</p> <p>Teacher Dashboard reports in iReady & ALEKS provided to track student progress and activity after each online session monitoring</p>	<p>After receiving intensive intervention with teacher in a setting of no more than 3 students, student makes consistent positive progress towards identified low proficiency skill(s) over a period of no less than 4 weeks.</p>	<p>Students not responding positively or showing no progress with intensive intervention.</p>

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	standards mastery.		
All Tier 3 Interventions must be provided by a certified teacher.			
Number of times a week intervention provided	No less than 3x per week	Number of minutes per intervention session	No less than 15 minutes per session
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</i></p> <p>District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, Math Coaches and District Specialists provide support to teachers through one-on-one, small group and whole group learning communities.</p>			
<p><i>How are Tier 3 interventions modified for students who receive interventions through eLearning Manatee?</i></p> <p>All students placed in an intensive math classroom have access to iReady, ACALETICS, or ALEKS mathematics support programs provided for students through the District dashboard and Schoology. Students and teachers track progress through the data results sharing for all three platforms. Teachers provide small group interventions of no more than 3 students through video conferencing.</p>			

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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.

Exceptional Student Education – Individual Education Plans (IEPs)

Achievement gaps for students with disabilities will be determined based on grade appropriate systems as denoted in the assessment table. Additionally, teachers will assess students based upon the assessment criteria indicated in goal progress monitoring section of the student's Individual Education Plan.

Based on the data generated by the assessments and the progress monitoring indicated in the student's IEP, students with disabilities may demonstrate regression in skills as a result of the school closures as determined by their IEP team. The district will develop guidelines and trainings to help IEP teams determine the extent of student regression, the amount of time that it may take the student to recoup these lost skills and a plan to provide remedial services to address the regression. IEP teams will have numerous ways to address student regression to ensure that the needs of every student are met in a student-centered way.

Some IEP teams, which include parents, may determine that the student can recoup lost skills over the course of the year within the regular school day. Additional direct services may be added to address this need if the IEP team determines this to be appropriate. Beyond this, teams may decide that students would benefit from additional time in intervention programs (i.e. iReady, My Virtual Reading Coach, Ascend Math, etc...). These services will be made available to students with IEPs as determined by their team.

Some IEP teams may determine that students will require additional services beyond the regular school day to address their regression of skills. The district will use CARES funding to provide these services. Options for this are varied and will be determined by the IEP team which includes the parent. Some options may include live tutoring on campus after school, virtual recorded instruction, live streaming virtual instruction and/or instruction offered on weekends either live or virtually. IEP teams will make decisions for any remedial services strictly based on the data gathered by student assessment and progress monitoring.

The District ESOL Department works closely with all schools to ensure that ESOL personnel are trained at the beginning of each school year. The ESOL Department will train all ESOL Resource Teachers, secondary ESOL teachers, ESOL Contacts, and ESOL Bilingual Paraprofessionals to utilize iReady Diagnostic data, Imagine Learning data, benchmark data and teacher anecdotal records to ensure that all students are continuing to make progress. If an ELL is showing a significant decline in academic performance, the ESOL Department will assist schools in scheduling ELL committee meetings to determine the best course of action for English Learners.

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.

English Speakers of Other Languages (ESOL)

On-Campus Learning (traditional 5-day model)

- All ESOL Resource Teachers and ESOL Bilingual Paraprofessionals will be added to the classroom teacher's Schoology page so they can work in small groups with students and support lessons (this will be monitored by the ESOL Specialists). This small group instruction will also include conversational English to ensure our students are practicing their English. Small groups will be pulled following all CDC and social distancing guidelines.
- We have developed an ESOL folder in Schoology that includes: a tutorial on how teachers can use ACCESS scores to plan instruction with appropriate supports for ELLs at their level of English proficiency, tutorials on using the Google Extension in order to translate web pages, documents and lessons, Strategies for front loading vocabulary prior to lessons, links to subject area glossaries, strategies for building background knowledge, and strategies on delivering content area lessons to ELLs.
- ESOL Resource Teachers will assist teachers on retrieving ELLs ACCESS scores (those schools without ERTs will have scores pulled by ESOL Specialists). ACCESS scores will be used in conjunction with the WIDA Can-Do Descriptors in order to plan lessons at a student's English language proficiency.
- In addition to site-based ESOL staff, the ESOL Specialists are also available to assist teachers, students, and families on an individual basis.
- We will also ask schools to send home heritage language dictionaries if students need them, while still providing heritage language dictionaries and glossaries for all ELLs.
- We have developed a Schoology template (with lesson samples) for our secondary English Language Development courses to assist teachers with delivering lessons to our newest ELLs.
- Newcomer ELLs and those with 2.9 or lower on ACCESS will again use Imagine Learning (which provides native language assistance), teachers can use scores from Imagine to create small-group lessons for those ELLs needing additional support on specific skills. These small group lessons can be held face-to-face following CDC guidelines.
- Secondary students in the ELD classes will use Achieve 3000 (which provides native language assistance), teachers can use results of these lessons to create small-group lessons for students needing support on specific skills.
-

Hybrid model

- All ESOL Resource Teachers and ESOL Bilingual Paraprofessionals will be added to the classroom teacher's Schoology page so they can work in small groups with students and support lessons (this will be monitored by the ESOL Specialists). This small group instruction will also include

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conversational English to ensure our students are practicing their English. Small group instruction can be held in-person (following CDC and social distancing guidelines) or via Microsoft Teams.

- We have developed an ESOL folder in Schoology that includes: a tutorial on how teachers can use ACCESS scores to plan instruction with appropriate supports for ELLs at their level of English proficiency, tutorials on using the Google Extension in order to translate web pages, documents and lessons, Strategies for front loading vocabulary prior to lessons, links to subject area glossaries, strategies for building background knowledge, and strategies on delivering content area lessons to ELLs.
- ESOL Resource Teachers will assist teachers on retrieving ELLs ACCESS scores (those schools without ERTs will have scores pulled by ESOL Specialists). ACCESS scores will be used in conjunction with the WIDA Can-Do Descriptors in order to plan lessons at a student's English language proficiency.
- In addition to site-based ESOL staff, the ESOL Specialists are also available to assist teachers, students, and families on an individual basis.
- We will also ask schools to send home heritage language dictionaries if students need them, while still providing heritage language dictionaries and glossaries for all ELLs.
- We have developed a Schoology template (with lesson samples) for our secondary English Language Development courses to assist teachers with delivering lessons to our newest ELLs.
- Newcomer ELLs and those with 2.9 or lower on ACCESS will again use Imagine Learning (which provides native language assistance), teachers can use scores from Imagine to create small-group lessons for those ELLs needing additional support on specific skills. Small group instruction can be held in-person (following CDC and social distancing guidelines) or via Microsoft Teams.
- Secondary students in the ELD classes will use Achieve 3000 (which provides native language assistance), teachers can use results of these lessons to create small-group lessons for students needing support on specific skills. Small group instruction can be held in-person (following CDC and social distancing guidelines) or via Microsoft Teams.

eLearning Manatee

- All ESOL Resource Teachers and ESOL Bilingual Paraprofessionals will be added to the classroom teacher's Schoology page so they can work in small groups with students and support lessons (this will be monitored by the ESOL Specialists). This small group instruction will also include conversational English to ensure our students are practicing their English. Small groups can meet via Microsoft Teams.
- We have developed an ESOL folder in Schoology that includes: a tutorial on how teachers can use ACCESS scores to plan instruction with appropriate supports for ELLs at their level of English proficiency, tutorials on using the Google Extension in order to translate web pages, documents and lessons, Strategies for front loading vocabulary prior to lessons, links to subject area glossaries, strategies for building background knowledge, and strategies on delivering content area lessons to ELLs.
- ESOL Resource Teachers will assist teachers on retrieving ELLs ACCESS scores (those schools without ERTs will have scores pulled by ESOL Specialists). ACCESS scores will be used in conjunction with the WIDA Can-Do Descriptors in order to plan lessons at a student's English language proficiency.

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- In addition to site-based ESOL staff, the ESOL Specialists are also available to assist teachers, students, and families on an individual basis.
- We will also ask schools to send home heritage language dictionaries if students need them, while still providing heritage language dictionaries and glossaries for all ELLs.
- We have developed a Schoology template (with lesson samples) for our secondary English Language Development courses to assist teachers with delivering lessons to our newest ELLs.
- Newcomer ELLs and those with 2.9 or lower on ACCESS will again use Imagine Learning (which provides native language assistance), teachers can use scores from Imagine to create small-group lessons for those ELLs needing additional support on specific skills. Lessons will be delivered via Microsoft Teams.
- Secondary students in the ELD classes will use Achieve 3000 (which provides native language assistance), teachers can use results of these lessons to create small-group lessons for students needing support on specific skills. Lessons will be delivered via Microsoft Teams.

SEE ATTACHED PK-2 SCHOOLGY COURSES

Assurances 6 and 7 do not require additional narrative.

Acknowledgement

The district verifies the information in this form.

Name and title of person responsible for completion and submission of the Innovative Reopening Plan	
Genelle Zoratti Yost, Deputy Superintendent of Instructional Services	
Contact information: email, phone number	
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Date submitted	
July 23, 2020	
Superintendent Signature (or authorized representative)	
Cynthia Saunders	

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SCHOOLGY TEMPLATE FOR PK-12

*PK-2 Schoology courses are accessed through Homeroom and includes links to ELA, Math, Science, and Specials
3-12 Schoology courses must be accessed through individual course codes that connect with FOCUS due to Grade Pass Back*

Welcome Folder

Items for Required Components	Expectation for Components	Schoology Training, Tech Tools, District Support that can Assist Teachers with Components	Examples
Welcome Message	<ul style="list-style-type: none"> A video recorded message to welcome students to your course. Detailed course orientation to explain how the course will function. Translation of message for language learners and their families. 	<ul style="list-style-type: none"> Schoology Video Schoology HTML 5 Youtube Video PDF Power Point Bilingual Support Contact List 	•
Communication	Identify ways to reach teacher-email, phone, or application used at your school Return calls, emails and texts within 24 hours during work week Weekly contact with families to check in on student performance/participation Share hours available for conference	<ul style="list-style-type: none"> Power Point PDF Schoology Messages Office 365 email 	•
Class Expectations	<ul style="list-style-type: none"> Post expectations for positive classroom experiences and digital citizenship Log-in credentials to access applications and instructional programs Supplies/Materials needed for course 	<ul style="list-style-type: none"> Schoology Audio/Video PDF Power Point Screencast-o-matic Screencastify Digital Citizenship 	•
Grading	<ul style="list-style-type: none"> Explain grading criteria for standards-based grading of assignments and assessments Explain use of checklist to track assignments (K-2 daily; 3-12 weekly) Review Student Completion Rules for tasks and assignments 	<ul style="list-style-type: none"> Curriculum Maps-Elementary Curriculum Maps-Secondary Schoology Gradebook Grading Categories 	•
Scope & Sequence <i>Separate from curriculum map</i>	<ul style="list-style-type: none"> Align instruction with school calendar Used as a guide that identifies standards, content, and time frame of instruction 	<ul style="list-style-type: none"> Scope & Sequence Document 	•
How-To Tutorials	<ul style="list-style-type: none"> Review tutorials with students to explain how to access materials within the Schoology course Review tutorials for how to access district approved instructional programs (iReady; Pearson; HMH; McGraw-Hill, Discovery Education, etc.) 	<ul style="list-style-type: none"> See Curriculum Group folders Bilingual Support Contact List 	•
eLearning Manatee Handbook	<ul style="list-style-type: none"> Review contents of eLearning handbook to orient students to required policies, academic integrity, and guidelines for success in a virtual learning environment Review student/parent responsibilities 	<ul style="list-style-type: none"> Bilingual Support Contact List 	•

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SCHOOLGY TEMPLATE FOR PK-12			
Weekly Folder			
INSTRUCTIONAL ROUTINE	Items for Required Components	Expectation for Components	Schoology Training and Tech Tools, District Support that can Assist Teachers with Components
	Week Overview Video/Visual (2-5 min.)	Video record a narrated overview of the week-at-a-glance that shows and discusses expectations for the week Post any changes in the Updates area of your Schoology course <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Schoology Audio/Video Schoology HTML 5 Screencast-o-matic Screencastify PPT Voice Over Update Announcement
	Standards with Essential Question(s)	Clearly state standards that will focus learning and lesson essential questions Follow District Scope & Sequence	Curriculum Maps–Elementary Curriculum Maps–Secondary
	Materials Needed for Assignment	Identify materials needed for successful completion of assignments Post any changes in the Updates area of your Schoology course	Curriculum Maps–Elementary Curriculum Maps–Secondary
	Weekly Vocabulary	Clearly state essential academic terms/concepts to support understanding of the lesson for the week	Curriculum Maps–Elementary Curriculum Maps–Secondary Schoology Assignments Schoology Page
	Overview of Assignments	<ul style="list-style-type: none"> Assignments are housed in folders with dates by week and recommended daily activities Clearly describe each assignment listed along with grading/completion expectations 	Curriculum Maps–Elementary Curriculum Maps–Secondary Schoology Assignments Schoology Page
	Brief Assignment	<p>Teacher must provide live, explicit instruction before an assignment is given to students.</p> <ul style="list-style-type: none"> Lessons follow a teaching sequence (not just a list of assignments): Learning objective/essential question -> Vocabulary -> live, explicit modeled/instruction -> Practice with feedback (Performance Tasks; Checks for Understanding) <p>Daily teaching activities include: Instruction, Practice, Assessment</p> <p>Clearly state the directions and expectations for the assignment given</p> <p>Checklist of to-dos for the week – this is a student progress tool that provides the ability to sequence learning activities and monitor student progress</p> <p>Writing should be embedded in every subject area as a tool for thinking</p> <p>Clearly define when there would be an assessment (formative or summative) and what will be assessed. Summative assessment based on power standard(s) where applicable</p>	Schoology Assignments Schoology Audio/Video PDF Power Point Schoology App Center
	Graded Assignment	Review grading criteria Only 1-3 assignments given to the students per subject area per week	<ul style="list-style-type: none"> Schoology Discussions Schoology Pages Schoology Files & Links Schoology External Tools Schoology Test & Quiz

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SCHOOLGY TEMPLATE FOR PK-12

	Instructional Support	
Items for Required Components	Expectation for Components	Schoology Training and Tech Tools, District Support that can Assist Teachers with Components
	Interventions	
Tier 2 and Tier 3 Interventions	Individual/Small Group Conferences – Import documents/resources; share whiteboard Differentiated folders by level and/or standard	Schoology Conferences Schoology TEAMS Power Point PDF
	Accommodations	
ESOL	<ul style="list-style-type: none"> • Include Audio Recording with <u>ALL</u> written directions • Resource Teacher Group-add students • Folders-resources/scaffolds (for teachers); scaffolds such as graphic organizers, sentence frames • Folders-resources/scaffolds (for students); accessible within the Group page created by Resource Teacher • Add ESOL Resource Teachers and ESOL Bilingual Paraprofessionals to courses • Small group conferences facilitated by classroom teacher, ESOL Resource Teacher, and/or Bilingual Paraprofessional 	Schoology Conferences Schoology TEAMS Power Point PDF ESOL Information and Support
ESE	<ul style="list-style-type: none"> • Include audio recording with <u>ALL</u> written directions for any students who receive oral presentation accommodations • ESE Teacher/Gifted Teacher/Therapist Group(s) - add students • Folders-resources/scaffolds (for teachers); scaffolds such as graphic organizers, sentence frames • Folders-resources/scaffolds (for students); accessible within the Group page created by Resource Teacher and/or Therapists • Add ESE Teachers/Gifted Teacher and Therapist(s) to courses • Small group conferences facilitated by classroom teacher, ESE Teacher(s)/Gifted Teacher, and/or Therapist(s) • Individual student folders with classroom and assessment accommodations for daily tasks/assessments as outlined on student IEP • Gifted folder with enrichment activities 	Schoology Conferences Schoology TEAMS Power Point PDF PEER IEP
S504	<ul style="list-style-type: none"> • Individual folders-resources/scaffolds (for students); accessible within the General Education Teacher's course • Individual student folders with classroom and assessment accommodations for daily tasks/assessments as outlined on student 504 • Include audio recording with ALL written directions for any students who receive oral presentation accommodations 	Schoology Conferences Schoology TEAMS Power Point PDF PEER 504