



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# Spring 2021 Education Plan and Assurances

## School District of Manatee County

*Due: December 15, 2020*

Submit to [ReopeningPlan@fldoe.org](mailto:ReopeningPlan@fldoe.org)

## Spring 2021 Education Plan and Assurances

### Purpose

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

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

### Directions

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

### District Education Plan Assurances

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

**Assurance 1: All schools will remain open.** *The district agrees to the conditions set forth in section II.a. of DOE Order No. 2020-EO-07.* The district will continue to assure that all brick and mortar schools must continue to be open at least five days per week for all students, subject to advice and orders of the Florida Department of Health, local departments of health and subsequent executive orders.

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

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

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

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

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

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

### District Spring 2021 Education Plan

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

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

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- a. A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the district’s plan for additional instructional time including after school, weekends and/or summer programs, and an explanation of how lost instruction time has been or will be made up.**

### Q1 Benchmark Proficiency Rates by Learning Modality

For students who stayed in one modality for Quarter 1 (August 17-October 9)

Grade Level	Learning Modality	Q1 ELA		Q1 Math		Q1 Science		Q1 Social Studies	
		# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient
<b>District Total All Grades</b>		<b>19261</b>	<b>51%</b>	<b>18057</b>	<b>55%</b>	<b>7043</b>	<b>51%</b>	<b>3632</b>	<b>71%</b>
Elementary (PK-5)	<b>Elementary (PK-5) Total</b>	<b>8377</b>	<b>53%</b>	<b>8208</b>	<b>57%</b>	<b>2682</b>	<b>45%</b>	<b>0</b>	
	On Campus (In-Person)	6058	53%	5967	59%	1890	48%	0	
	eLearning = Virtual 100% (Remote Asynchronous)	2167	51%	2093	51%	743	38%	0	
	Hybrid A (W, H, F) / Hybrid B (M, T, W)	152	54%	148	52%	49	39%	0	
Middle (6-8)	<b>Middle (6-8) Total</b>	<b>6845</b>	<b>49%</b>	<b>6787</b>	<b>58%</b>	<b>2252</b>	<b>42%</b>	<b>2355</b>	<b>76%</b>
	On Campus (In-Person)	3444	49%	3420	59%	1004	45%	1059	83%
	eLearning = Virtual 100% (Remote Asynchronous)	1895	49%	1908	55%	622	41%	690	68%
	Hybrid A (W, H, F) / Hybrid B (M, T, W)	1506	49%	1459	58%	626	40%	606	75%
High (9-12)	<b>High (9-12) Total</b>	<b>4039</b>	<b>52%</b>	<b>3062</b>	<b>42%</b>	<b>2109</b>	<b>67%</b>	<b>1277</b>	<b>62%</b>
	On Campus (In-Person)	1822	55%	1237	50%	907	72%	480	66%
	eLearning = Virtual 100% (Remote Asynchronous)	743	51%	635	40%	436	62%	283	57%
	Hybrid A (W, H, F) / Hybrid B (M, T, W)	1474	49%	1190	36%	766	63%	514	60%

### i-Ready Fall 20-21 Math Diagnostic eLearning Score Inflation

School	Student Grade	% of Students On or Above Level		eLearning Score Inflation
		On Campus /Hybrid	eLearning	
Districtwide	All Grades	16%	28%	+12%
Districtwide	K	19%	56%	+37%
Districtwide	1	12%	32%	+20%
Districtwide	2	14%	28%	+14%
Districtwide	3	12%	18%	+6%
Districtwide	4	23%	29%	+6%
Districtwide	5	30%	30%	0%
Districtwide	6	3%	9%	+6%
Districtwide	7	1%	3%	+2%
Districtwide	8	0%	3%	+3%

### i-Ready Fall 20-21 Reading Diagnostic eLearning Score Inflation

School	Student Grade	% of Students On or Above Level		eLearning Score Inflation
		On Campus /Hybrid	eLearning	
Districtwide	All Grades	28%	44%	+16%
Districtwide	K	26%	70%	+44%
Districtwide	1	15%	39%	+24%
Districtwide	2	23%	37%	+14%
Districtwide	3	39%	51%	+12%
Districtwide	4	32%	40%	+8%
Districtwide	5	32%	33%	+1%



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### Hybrid Students Q1 Grades and Benchmark Results

School	Q1 Report Card Grade		Q1 Benchmark for Hybrid Students							
	Total Hybrid Students	Hybrid Students with 2+ Fs	Students Tested in ELA	Level 1 & 2 in ELA	Students Tested in Math	Level 1 & 2 in Math	Students Tested in Biology	Level 1 & 2 in Biology	Students Tested in U.S. History	Level 1 & 2 in U.S. History
	#	%	#	%	#	%	#	%	#	%
<b>District</b>	<b>2697</b>	<b>29%</b>	<b>827</b>	<b>40%</b>	<b>712</b>	<b>65%</b>	<b>429</b>	<b>31%</b>	<b>319</b>	<b>38%</b>
HS Braden River (0762)	544	19%	178	36%	129	50%	108	30%	89	27%
HS Lakewood Ranch (0721)	711	20%	168	38%	155	59%	116	16%	71	21%
HS Manatee (0181)	781	43%	259	46%	244	66%	92	36%	69	36%
HS Palmetto (0351)	480	29%	121	49%	121	88%	56	61%	73	74%
HS Parrish Community (0852)	181	29%	101	28%	63	60%	57	25%	17	24%

All elementary and secondary schools may implement extended learning opportunities for their students in the form of before school, during the school day, after school, and/or Saturday tutoring. Funds may be provided through Title I and other grants. Schools that have Reading and/or Mathematics Coaches or other available Support Staff will also implement an Intensive Reading and Mathematics Pull-Out Program to provide additional support for struggling students in these two critical areas during the school day. Schools with funds for Non-Contracted Hourly can also pay teachers who are willing to work during their planning time so that they can assist with providing extra minutes of remediation instruction in other core classes such as Science and Social Studies during the Pull-Out Program. The Pull-Out Program during the day will take students from non-critical classes such as electives (excluding physical education/P.E.) to provide the remediation for the missed instruction in the core classes mentioned above.

### Kindergarten

- Districtwide Achievement Gaps (All Options):
  - FLKRs will be used to monitor their Kindergarten Readiness 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):
  - The most recent i-Ready Reading & Math Diagnostics will be used in combination with 2019-2020 Winter i-Ready Diagnostic data to identify students with achievement gaps.

### 2nd Grade

- Districtwide Achievement Gaps (All Options):
  - The most recent 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.

### 3rd Grade

- Districtwide Achievement Gaps (All Options):
  - The most recent 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. The district Quarter 1 and Quarter 2 ELA & Math benchmarks will be used to further gauge student achievement gaps.

**4<sup>th</sup> Grade**

- Districtwide Achievement Gaps (All Options):
  - The most recent 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<sup>th</sup> Grade**

- Districtwide Achievement Gaps (All Options):
  - The most recent 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<sup>th</sup> Grade**

- Districtwide Achievement Gaps (All Options):
  - The most recent 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<sup>th</sup> Grade**

- Districtwide Achievement Gaps (All Options):
  - The most recent 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<sup>th</sup> Grade**

- Districtwide Achievement Gaps (All Options):
  - The most recent 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.

**9<sup>th</sup> & 10<sup>th</sup> Grade**

- Districtwide Achievement Gaps (All Options):
  - The most recent 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.

**11<sup>th</sup>-12<sup>th</sup> Grade**

- Districtwide Achievement Gaps (All Options):
  - The most recent 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, as indicated in the goals of the progress monitoring section of the student's Individual Education Plan.

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 with disabilities will participate in all extended school opportunities for which they are eligible at each school site.

### ***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. Students with disabilities will participate in all extended school opportunities for which they are eligible at each school site.

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. Students with disabilities will participate in all extended school opportunities for which they are eligible at each school site.

Moreover, the mental health and behavioral needs of all students will be considered, and staff trained to assist with the management of such should be given preference in hiring as these may be needs demonstrated by any student during the difficult times of quarantine and caution.

### **English Language Learners (ELL)**

During the second semester all schools will have the opportunity to offer afterschool or Saturday tutoring for their ELLs utilizing Title III funds. This tutoring will focus on academic vocabulary needed to meet the grade level standards in math and ELA. We will use Imagine Math and Imagine Language and Literacy during the tutoring program so that teachers can utilize that data to drive both whole and small group instruction. Tutoring classes will be capped at 15 per classroom.

The District will also offer a summer middle school science program for ELLs. This science camp will address the middle school science standards while providing hands-on activities and labs. Rising 7<sup>th</sup> and 8<sup>th</sup> graders will be invited for to this four-week summer camp in order to prepare them for the science assessment.

### **Title I**

Most Title I schools have identified a need for tutoring and remediation support based on their Comprehensive Needs Assessment and Title I Plan. These plans have been adjusted in response to ongoing data. The amount and type of program varies based on the availability of funds at each school.

3-5: 3-5 ELA and Math intervention; 5<sup>th</sup> grade science

6-8: ELA, Math/Algebra I, Science, Civics

9-12: Credit Recovery, FSA/EOC, Algebra Prep

The Title I Department will target roll-forward funds to provide each of the 20 Title I schools with teachers, paras, transportation, instructional materials and supplies to schools to hold summer programs to target the grade levels most in need of support.

The roll-forward funds will also be used to provide professional development for teachers to better support and differentiate for the needs of the learners in our highest poverty schools.

Each District school has access to additional funds provided through the referendum (Millage). These funds are earmarked to support extended learning opportunities at school in the form of after-school and remediation opportunities.

### **Department of Juvenile Justice (DJJ) Programs/Contracted Sites**

The DJJ programs are following the same Summer and Spring 2021 Education plan and Assurances as the students at DJJ include our general education, ELL and ESE students. DJJ/Contracted Site parents/guardians have the same ability as our brick and mortar public schools to make informed choices regarding their students' progress and innovative learning modality. However, students who are not making adequate progress will be highly recommended to transition to face to face learning as outlined in the district plan below for all our schools.

### **Intervention and support for closing the achievement gaps**

#### **1. Brick & Mortar Students**

- a) Before & after school tutoring (i.e. National Jr. Honor Society, AVID Tutors, Teachers...)
- b) Saturday school tutoring
- c) Meet with parent and student to set goals
- d) Support from Academic Team/and or MTSS to create schoolwide & individual plan of action
- e) Assign staff mentor (i.e. Guidance, Student Support Specialist, Dean, Administrator...) to monitor student's progress
- f) Implementation of Social Emotional Learning strategies and Social Emotional Learning assessment, monitoring and support
- g) Develop a frequent progress monitoring plan  
Differentiated Professional Development for teachers

#### **2. Transitioning from Innovative Learning to Brick & Mortar**

- a) Find time outside of the core during the school day to provide targeted remediation (ie. Specials, Electives...)
- b) Ease student transition by using strategies such as Check-in-Check-out
- c) Implementation of Social Emotional Learning strategies and Social Emotional Learning assessment, monitoring and support
- d) Before & after school tutoring (i.e. National Jr. Honor Society, AVID Tutor, Teachers...)
- e) Saturday school tutoring

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- f) Meet with parent and student to set goals
- g) Support from Academic Team/and or MTSS to create schoolwide & individual plan of action
- h) Assign staff mentor (i.e. Guidance, Student Support Specialist, Dean, Administrator...) to monitor student's progress
- i) Develop a frequent progress monitoring plan (MTSS)
- j) Differentiated Professional Development for teachers
- k) Social Emotional Learning assessment, monitoring and support

### 3. Innovative Learners

- a) Provide additional professional learning for teachers who have students engaged in the innovative learning model (i.e., implement small group instruction for students who are tier 2 and tier 3, engagement and motivation for student learning)
- b) Provide after hour support for parents & students (i.e. Collaborate with community partners to provide additional academic support for students and families.)
- c) Assigning school level staff (teachers, guidance counselors, social workers, GETs) to contact innovative learners frequently
- d) Work with parents to enroll struggling innovative learning students as they transition back to full time on campus learning (brick-and-mortar)
- e) Continue to work with IT to identify and correct technology issues for students, parents, and teachers
- f) Provide support from Academic Team/and or MTSS to create schoolwide & individual plans of action for eLearners.

### b. Targeted outreach for students who are demonstrating a decline on the district's progress monitoring system for reading and mathematics, by grade level and by learning modality.

#### Q1 Course Failures by Learning Modality

For students who stayed in one modality for Quarter 1 (August 17-October 9)

Grade Level	Learning Modality	# of Students	% w/ at least <u>one</u> F or 1	% w/ at least <u>two</u> Fs or 1s
<b>District Total All Grades</b>		<b>38963</b>	<b>27%</b>	<b>18%</b>
<b>Elementary (PK-5)</b>	<b>Elementary (PK-5) Total</b>	<b>18322</b>	<b>16%</b>	<b>9%</b>
	On Campus (In-Person)	13497	13%	6%
	eLearning = Virtual 100% (Remote Asynchronous)	4542	22%	15%
	Hybrid A (W, H, F) / Hybrid B (M, T, W)	283	17%	13%
<b>Middle (6-8)</b>	<b>Middle (6-8) Total</b>	<b>8762</b>	<b>30%</b>	<b>19%</b>
	On Campus (In-Person)	3874	14%	5%
	eLearning = Virtual 100% (Remote Asynchronous)	2957	45%	36%
	Hybrid A (W, H, F) / Hybrid B (M, T, W)	1931	41%	24%
<b>High (9-12)</b>	<b>High (9-12) Total</b>	<b>11879</b>	<b>41%</b>	<b>30%</b>
	On Campus (In-Person)	3728	25%	14%
	eLearning = Virtual 100% (Remote Asynchronous)	3519	49%	39%
	Hybrid A (W, H, F) / Hybrid B (M, T, W)	4632	47%	35%

As per our progress monitoring practice written in the comprehensive reading plan the foundation is set with the following decision trees. We have included additional support for our Tier 2 and our Tier 3 eLearners in each decision tree.

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**

<b>IF:</b>	<p><b>Student meets the following criteria at beginning of school year:</b></p> <p>FLKRS scale score of 497 or above</p> <p><b>OR</b></p> <p>i-Ready scale score of 362 or above</p> <p><b>AND</b></p> <p>Letter Name Identification- at least 20 upper/lower case letter names</p>
<b>THEN:</b>	<b>TIER 1 Only</b>
<b>TIER 1</b>	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> <li>• <i>is standards-aligned</i></li> <li>• <i>builds background and content knowledge, motivation</i></li> <li>• <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>• <i>incorporates writing in response to reading</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>• <i>incorporates the principles of Universal Design for Learning</i></li> <li>• <i>includes specially designed instruction for students with disabilities</i></li> </ul>
	<p><b>Core Curriculum</b></p>
	<p><i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i></p>
	<p><b>Wonders, McGraw-Hill-</b> 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>

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<i>Progress Monitoring</i>		
<i>Assessment &amp; Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria that would prompt addition of Tier 2 interventions</i>
<ol style="list-style-type: none"> <li>1. i-Ready Diagnostic- 3 times per year (August, January, May)</li> <li>2. Letter Name Fluency Assessment- monthly until student fluently identifies at least 50 letter names</li> <li>3. Running Record (Next Step in Guided Reading Assessments)- at least 2 times per year (January and May)</li> </ol>	<ol style="list-style-type: none"> <li>1. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic</li> <li>2. Student fluently identifies at least 40 letter names at end of quarter 1 (October) as measured by a Letter Name Fluency Assessment</li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>1. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic</li> <li>2. Student fluently identifies less than 40 letter names at the end of quarter 1 as measured by Letter Name Fluency Assessment</li> <li>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</li> </ol>
<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b></p> <ul style="list-style-type: none"> <li>• Weekly administrative walkthroughs</li> <li>• Analysis of i-Ready diagnostic data three times per year</li> <li>• Monitoring of i-Ready lessons passed and time on task monthly</li> <li>• Analysis of Pre-A assessment data and running record data</li> <li>• MTSS Teams and Reading Leadership Teams</li> <li>• District walkthroughs of schools</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b></p> <ul style="list-style-type: none"> <li>• Targeted feedback to teachers based on administrative walkthroughs</li> <li>• School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom data</li> <li>• School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data</li> <li>• 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</li> <li>• Literacy coaching cycles based on data, trends, and teacher needs</li> </ul>	
<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <ul style="list-style-type: none"> <li>• Weekly administrative walkthroughs</li> <li>• i-Ready diagnostic data review</li> <li>• MTSS Teams and Reading Leadership Teams</li> <li>• Administrator and teacher feedback/input on curriculum maps</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b></p> <ul style="list-style-type: none"> <li>• Incorporate UDL principals to meet the needs of all students</li> <li>• Provide PD on explicit, systematic, and multisensory instruction</li> <li>• Weekly PLC's including analysis of student work samples and formative assessment data</li> <li>• Weekly grade level collaborative planning using a backward design model</li> </ul>	



## Spring 2021 Education Plan and Assurances

***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.

**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**

*Interventions:*

- *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***

## Spring 2021 Education Plan and Assurances

i-Ready Tools for Instruction lessons	<b>1 of the following measures administered every other week:</b> <ul style="list-style-type: none"> <li>• Letter Name Fluency</li> <li>• Letter Sound Fluency</li> <li>• Phoneme Segmentation Fluency</li> <li>• Nonsense Word Fluency</li> </ul>	Evidence of meeting Tier 1 expectations and	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)				
<b><i>Number of times a week intervention provided</i></b>	At least 3 times/ week	<b><i>Number of minutes per intervention session</i></b>	At least 20 min.	
<p><b><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></b></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><b><i>How are Tier 2 interventions modified for students who receive interventions for eLearning Manatee?</i></b></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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<b>Grade Level(s): Kindergarten</b>				
<b>IF:</b>	<b>Student meets the following criteria at beginning of school year:</b>			
	FLKRS scale score of 437 and below <b>OR</b> i-Ready scale score of 319 and below <b>AND</b> Letter Name Identification- less than 10 upper/lower case letter names			
<b>THEN</b> :	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<i>TIER 3 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment &amp; 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>*Determined based on Focus of Intervention</i>		
	i-Ready Tools for Instruction FCRR Targeted Activities Leveled Literacy Intervention (based on school availability) Saxon Phonics (based on school availability)	<b>1 of the following measures administered weekly:</b> <ul style="list-style-type: none"> <li>Letter Name Fluency</li> <li>Letter Sound Fluency</li> <li>Phoneme Segmentation Fluency</li> <li>Nonsense Word Fluency</li> </ul>	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

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TIER 3	<p><i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i></p>			
	<p><i>Number of times a week intervention provided</i></p>	<p>Daily</p>	<p><i>Number of minutes per intervention session</i></p>	<p>At least 20 min.</p>
	<p><b><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></b></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><b><i>How are Tier 3 interventions modified for students who receive interventions for eLearning Manatee?</i></b></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>			
<p><b>Grade Level(s): First and Second Grades</b></p>				
IF:	<p><b>Student meets the following criteria at beginning of school year:</b></p> <p><b>1<sup>st</sup> grade:</b> i-Ready scale score of 434 and above <b>OR</b> Running Record instructional level C or above</p> <p><b>2<sup>nd</sup> grade:</b> i-Ready scale score of 489 and above <b>OR</b> 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"> <li>• <i>is standards-aligned</i></li> <li>• <i>builds background and content knowledge, motivation</i></li> <li>• <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>• <i>incorporates writing in response to reading</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>• <i>incorporates the principles of Universal Design for Learning</i></li> <li>• <i>includes specially designed instruction for students with disabilities</i></li> </ul>			

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<b>Core Curriculum</b>		
<p><i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i></p>		
<p><b>Wonders, McGraw-Hill-</b> 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>		
<b>Progress Monitoring</b>		
<b>Assessment &amp; Frequency</b>	<b>Performance Criteria that indicates Tier 1 is sufficient</b>	<b>Performance Criteria to that would prompt addition of Tier 2 interventions</b>
<ol style="list-style-type: none"> <li>i-Ready Diagnostic- 3 times per year (August, January, May)</li> <li>Running Record (Next Step in Guided Reading Assessments)- 3 times per year (August/September, January, and May)</li> </ol>	<ol style="list-style-type: none"> <li>At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic</li> <li>Student is reading at an instructional level F and above (1<sup>st</sup> grade) or K and above (2<sup>nd</sup> grade) in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level I and above (1<sup>st</sup> grade) or L and above (2<sup>nd</sup> grade) in May as measured by the Next Step in Guided Reading Assessment</li> </ol>	<ol style="list-style-type: none"> <li>Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic</li> <li>Student is reading below an instructional level F (1<sup>st</sup> grade) or K (2<sup>nd</sup> grade) in January as measured by The Next Step in Guided Reading Assessments; student is reading below an instructional level I (1<sup>st</sup> grade) or L (2<sup>nd</sup> grade) in May as measured by the Next Step in Guided Reading Assessment</li> </ol>
<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b></p> <ul style="list-style-type: none"> <li>Weekly administrative walkthroughs</li> <li>Analysis of i-Ready diagnostic data three times per year</li> <li>Monitoring of i-Ready lessons passed and time on task monthly</li> <li>Analysis of running record data</li> <li>MTSS Teams and Reading Leadership Teams</li> <li>District walkthroughs of schools</li> </ul>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <ul style="list-style-type: none"> <li>Targeted feedback to teachers based on administrative walkthroughs</li> <li>School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom data</li> <li>School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data</li> <li>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</li> <li>Literacy coaching cycles based on data, trends, and teacher needs</li> </ul>	



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	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <ul style="list-style-type: none"> <li>Weekly administrative walkthroughs</li> <li>i-Ready diagnostic data review</li> <li>MTSS Teams and Reading Leadership Teams</li> <li>Administrator and teacher feedback/input on curriculum maps</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b></p> <ul style="list-style-type: none"> <li>Incorporate UDL principals to meet the needs of all students</li> <li>Provide PD on explicit, systematic, and multisensory instruction</li> <li>Weekly PLC's including analysis of student work samples and formative assessment data</li> <li>Weekly grade level collaborative planning using a backward design model</li> </ul>
	<p style="background-color: yellow;"><b><i>How is instruction modified for students who receive instruction for eLearning Manatee?</i></b></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>	
<p><b>Grade Level(s): First and Second</b></p>		
<b>IF:</b>	<p><b>Student meets the following criteria at beginning of school year:</b></p> <p><b>1<sup>st</sup> grade:</b> i-Ready scale score of 391-433 <b>OR</b> Running Record instructional level A or B</p> <p><b>2<sup>nd</sup> grade:</b> i-Ready scale score of 419-488 <b>OR</b> Running Record instructional level E-H</p>	
<b>THE N:</b>	<p><b>TIER 1 instruction and TIER 2 interventions</b></p>	
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li><i>are standards-aligned</i></li> <li><i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li><i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li><i>are matched to the needs of the students</i></li> <li><i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li><i>occurs during time allotted in addition to core instruction</i></li> <li><i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>	
		<p><b><i>TIER 2 Progress Monitoring</i></b></p>

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<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
i-Ready Tools for Instruction lessons Literacy Footprints/Next Step Forward in Guided Reading Wonders Differentiated Tier 2 Lessons FCRR Activities SRA- Reading Mastery (based on school availability)	<p><b>1 of the following measures administered every other week:</b></p> <ul style="list-style-type: none"> <li>• Letter Name Fluency</li> <li>• Letter Sound Fluency</li> <li>• Phoneme Segmentation Fluency</li> <li>• Nonsense Word Fluency</li> <li>• Oral Reading Fluency</li> </ul>	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
<b>Number of times a week intervention provided</b>	At least 3 times/ week	<b>Number of minutes per intervention session</b>	At least 20 min.	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></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><b>How are Tier 2 interventions modified for students who receive interventions for eLearning Manatee?</b></p>				

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	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.
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### Grade Level(s): First and Second

<b>IF:</b>	<p><b>Student meets the following criteria at beginning of school year:</b></p> <p><b>1<sup>st</sup> grade:</b> i-Ready scale score of 390 and below <b>OR</b> Pre-A reading level (knows under 40 letter names)</p> <p><b>2<sup>nd</sup> grade:</b> i-Ready scale score of 418 and below <b>OR</b> Running Record instructional level D and below</p>
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<b>THEN</b> :	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>
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<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<i>TIER 3 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment &amp; 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>*Determined based on Focus of Intervention</i>		
	i-Ready Tools for Instruction	<p><b>1 of the following measures administered weekly:</b></p> <ul style="list-style-type: none"> <li>Letter Name Fluency</li> <li>Letter Sound Fluency</li> </ul>	<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</p>	<p>Limited or no response to interventions and evidence of limited change in trend line towards meeting norms/goals as measured by progress</p>
	FCRR Targeted Activities			
	Leveled Literacy Intervention (based on school availability)			

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	Saxon Phonics (based on school availability)	<ul style="list-style-type: none"> <li>•Phoneme Segmentation Fluency</li> <li>•Nonsense Word Fluency</li> <li>•Oral Reading Fluency</li> </ul>	minimum of (but not limited to) 6 weeks	monitoring tool every other week for a minimum of (but not limited to) 6 weeks
	<b><i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i></b>			
	<b><i>Number of times a week intervention provided</i></b>	Daily	<b><i>Number of minutes per intervention session</i></b>	At least 20 min
	<p><b><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></b></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><b><i>How are Tier 3 interventions modified for students who receive interventions for eLearning Manatee?</i></b></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>			
<b>Grade Level(s): Third-Fifth</b>				
<b>IF:</b>	<p><b>Student meets the following criteria at beginning of school year:</b></p> <p>3<sup>rd</sup> Grade: i-Ready scale score of 511 or above            4<sup>th</sup> Grade: i-Ready scale score of 557 or above            5<sup>th</sup> Grade: i-Ready scale score of 581 or above</p>			
<b>THEN:</b>	<b>TIER 1 Only</b>			
<b>TIER 1</b>	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> <li>• is standards-aligned</li> <li>• builds background and content knowledge, motivation</li> </ul>			

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<ul style="list-style-type: none"> <li>• <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>• <i>incorporates writing in response to reading</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>• <i>incorporates the principles of Universal Design for Learning</i></li> <li>• <i>includes specially designed instruction for students with disabilities</i></li> </ul>		
<b><i>Core Curriculum</i></b>		
<p><b><i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i></b></p>		
<p><b>Wonders, McGraw-Hill-</b> 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>		
<b><i>Progress Monitoring</i></b>		
<b><i>Assessment &amp; Frequency</i></b>	<b><i>Performance Criteria that indicates Tier 1 is sufficient</i></b>	<b><i>Performance Criteria to that would prompt addition of Tier 2 interventions</i></b>
<ol style="list-style-type: none"> <li>1. i-Ready Diagnostic- 3 times per year (August, January, May)</li> <li>2. District Quarterly Benchmarks (October, December, Optional in March)</li> <li>3. FSA Assessment – annually</li> </ol>	<ol style="list-style-type: none"> <li>1. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic</li> <li>2. Student scores Level 3 or higher on Q1 or Q2 district benchmarks</li> <li>3. Student scores Level 3 or higher on FSA (April/May)</li> </ol>	<ol style="list-style-type: none"> <li>1. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic</li> <li>2. Student scores Level 1 or 2 on Q1 or Q2 district benchmarks</li> <li>3. Student scores Level 1 or 2 on FSA (April/May)</li> </ol>
<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b></p> <ul style="list-style-type: none"> <li>• Weekly administrative walkthroughs</li> <li>• Analysis of i-Ready diagnostic data three times per year</li> <li>• Monitoring of i-Ready lessons passed and time on task monthly</li> <li>• Analysis of district benchmark data</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b></p> <ul style="list-style-type: none"> <li>• Targeted feedback to teachers based on administrative walkthroughs</li> <li>• School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom data</li> <li>• School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data</li> </ul>	



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	<ul style="list-style-type: none"> <li>• MTSS Teams and Reading Leadership Teams</li> <li>• District walkthroughs of schools</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Literacy coaching cycles based on data, trends, and teacher needs</li> </ul>
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <ul style="list-style-type: none"> <li>• Weekly administrative walkthroughs</li> <li>• i-Ready diagnostic data review</li> <li>• MTSS Teams and Reading Leadership Teams</li> <li>• Administrator and teacher feedback/input on curriculum maps</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b></p> <ul style="list-style-type: none"> <li>• Incorporate UDL principals to meet the needs of all students</li> <li>• Provide PD on explicit, systematic, and multisensory instruction</li> <li>• Weekly PLC's including analysis of student work samples and formative assessment data</li> <li>• Weekly grade level collaborative planning using a backward design model</li> </ul>
	<p><b><i>How is instruction modified for students who receive instruction for eLearning Manatee?</i></b></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>	

### Grade Level(s): Third-Fifth

**IF: Student meets the following criteria at beginning of school year:**

- 3<sup>rd</sup> Grade: i-Ready scale score of 474-510
- 4<sup>th</sup> Grade: i-Ready scale score of 496-556
- 5<sup>th</sup> Grade: i-Ready scale score of 542-580

**THE TIER 1 instruction and TIER 2 interventions**

- TIER 1 instruction and TIER 2**
- Interventions:*
- 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)

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<i><b>TIER 2 Programs/Materials/Strategies &amp; Duration</b></i>	<i><b>TIER 2 Progress Monitoring</b></i>			
	<i><b>Assessment &amp; Frequency</b></i>	<i><b>Performance Criteria to discontinue Tier 2 intervention</b></i>	<i><b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b></i>	<i><b>Performance Criteria that would prompt addition of Tier 3 interventions</b></i>
i-Ready Tools for Instruction lessons	<b>1 of the following measures administered every other week:</b> <ul style="list-style-type: none"> <li>• Nonsense Word Fluency</li> <li>• Oral Reading Fluency</li> <li>• DAZE/MAZE Passages</li> </ul>	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)				
<i><b>Number of times a week intervention provided</b></i>	At least 3 times/ week	<i><b>Number of minutes per intervention session</b></i>	At least 20 min.	
<p><b><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></b></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><b><i>How are Tier 2 interventions modified for students who receive interventions for eLearning Manatee?</i></b></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): Third-Fifth**

**IF:** **Student meets the following criteria at beginning of school year:**  
 3<sup>rd</sup> Grade: i-Ready scale score of 473 and below  
 4<sup>th</sup> Grade: i-Ready scale score of 495 and below  
 5<sup>th</sup> Grade: i-Ready scale score of 541 and below

**THEN:** **TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<i>TIER 3 Programs/Materials/Strategies &amp; Duration</i>		<i>TIER 3 Progress Monitoring</i>	
		<i>Assessment &amp; 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	<b>1 of the following measures administered weekly:</b> <ul style="list-style-type: none"> <li>Nonsense Word Fluency</li> <li>Oral Reading Fluency</li> <li>DAZE/MAZE Passages</li> </ul>	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)				

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	<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><b><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></b></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><b><i>How are Tier 3 interventions modified for students who receive interventions for eLearning Manatee?</i></b></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**

<b>IF:</b>	<p><b>Student meets the following criteria at beginning of school year:</b></p> <p>i-Ready scale score of early – mid grade level placement</p>
<b>THEN:</b>	<b>TIER 1 Only</b>
<b>TIER 1</b>	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> <li>• <i>is standards-aligned</i></li> <li>• <i>builds background and content knowledge, motivation</i></li> <li>• <i>differentiated instruction</i></li> <li>• <i>incorporates writing in response to problem-solving</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>• <i>incorporates the principles of Universal Design for Learning</i></li> </ul>

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<ul style="list-style-type: none"> <li>includes specially designed instruction for students with disabilities</li> </ul>		
<p><b>Core Curriculum</b></p>		
<p><i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i></p>		
<p><b>Pearson, envision Florida Mathematics K-5</b> 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.</p>		
<p><b>Progress Monitoring</b></p>		
<p><b>Assessment &amp; Frequency</b></p>	<p><b>Performance Criteria that indicates Tier 1 is sufficient</b></p>	<p><b>Performance Criteria that would prompt addition of Tier 2 interventions</b></p>
<p>4. i-Ready Diagnostic- 3 times per year (August, January, May) grades K-3</p> <p>5. Acaletics monthly scrimmages grades 4-5</p> <p>6. Daily Spiral preview, review, and formative assessments grades K-5</p>	<p>4. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic</p> <p>5. Meeting monthly comprehensive assessment targets 4-5</p>	<p>4. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic</p> <p>5. Less than 10% growth on monthly progress monitoring toward typical growth as measured by monthly scrimmages</p>
<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b></p> <ul style="list-style-type: none"> <li>Weekly administrative walkthroughs</li> <li>Analysis of i-Ready diagnostic data three times per year</li> <li>Monitoring of i-Ready lessons passed and time on task monthly</li> <li>MTSS Teams</li> <li>District walkthroughs of schools</li> </ul>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <ul style="list-style-type: none"> <li>Targeted feedback to teachers based on administrative walkthroughs</li> <li>School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom data</li> <li>School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data</li> <li>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</li> </ul>	

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	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <ul style="list-style-type: none"> <li>Weekly administrative walkthroughs</li> <li>i-Ready diagnostic data review</li> <li>MTSS Teams</li> <li>Administrator and teacher feedback/input on curriculum maps</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b></p> <ul style="list-style-type: none"> <li>Incorporate UDL principals to meet the needs of all students</li> <li>Provide PD on explicit, systematic, and multisensory instruction</li> <li>Weekly PLC's including analysis of student work samples and formative assessment data</li> <li>Weekly grade level collaborative planning using a backward design model</li> </ul>
	<p><b><i>How is instruction modified for students who receive instruction through eLearning Manatee?</i></b></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>	
<p><b>Grade Level(s): K-5 Math</b></p>		
<b>IF:</b>	<p><b>Student meets the following criteria at beginning of school year:</b></p> <p>i-Ready scale score of early – mid grade level placement</p>	
<b>THE N:</b>	<p><b>TIER 1 instruction and TIER 2 interventions</b></p>	
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li><i>are standards-aligned</i></li> <li><i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li><i>small group instruction targeting foundational/barrier skills</i></li> <li><i>are matched to the needs of the students</i></li> <li><i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li><i>occurs during time allotted in addition to core instruction</i></li> <li><i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>	
		<p><b><i>TIER 2 Progress Monitoring</i></b></p>

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<i>TIER 2 Programs/Materials/Strategies &amp; Duration</i>	<i>Assessment &amp; 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>
i-Ready Tools for Instruction lesson	<b>1 of the following measures administered every other week:</b> <ul style="list-style-type: none"> <li>• i-Ready lessons or quizzes</li> <li>• enVision Mathematics Diagnosis Intervention System</li> <li>• Quick Check questions</li> </ul>	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				
<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><b><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></b></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>				



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**How are Tier 2 interventions modified for students who receive interventions through eLearningManatee?**

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.

**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**

Immediate, intensive intervention:

- 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
- *additional time allotted is in addition to core instruction and tier 2 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*

*\*Determined based on Focus of Intervention*

i-Ready Tools for Instruction

- 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

Acaletics monthly scrimmages

- Daily Quik Piks

• i-Ready lessons or quizzes

**TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions**

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	Pearson enVision Florida Mathematics	<ul style="list-style-type: none"> <li>•enVision Mathematics Diagnosis Intervention System</li> <li>•Quick Check questions</li> </ul>	minimum of (but not limited to) 6 weeks	norms/goals as 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><b><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></b></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><b><i>How are Tier 3 interventions modified for students who receive interventions through eLearning Manatee?</i></b></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>				

### 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*

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<i>Assessment &amp; 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>
<p>FSA Assessment – annually</p> <p>District created benchmark assessments – quarterly</p> <p>Teacher created assignments and assessments - ongoing</p>	<p>FSA Assessment Criteria – Level 3 or higher</p> <p>District Benchmark - Level 3 or higher</p> <p>Teacher Created – average performance scores</p>	<p>Students not meeting expectations are given the opportunity for remediation in a small group setting.</p>
<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b></p> <p>The District shares FSA data with school administrators and teachers. Schools use the information to place students in appropriate ELA courses.</p> <p>Data is collected from the quarterly benchmark assessments through School City and is shared with Administrators and Teachers.</p> <p>Administrators and Teachers monitor teacher-based assignments and assessments through FOCUS platform.</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b></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><b><i>How is instruction modified for students who receive instruction for eLearning Manatee?</i></b></p> <p>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.</p>		
<p><b>TIER 2 IF:</b></p>	<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, as well as a regular Language Arts or English course.</p>	

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THEN :	TIER 1 instruction and TIER 2 interventions			
<i>TIER 2 Programs/Materials /Strategies &amp; Duration</i>	<i>TIER 2 Progress Monitoring</i>			
	<i>Assessment &amp; 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><b><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></b></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><b><i>How are Tier 2 interventions modified for students who receive interventions for eLearning Manatee?</i></b></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>			
<b>TIER 3 IF:</b>	<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>		
<b>TIER 3 THEN:</b>	<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b></p>		
<b><i>TIER 3 Programs/Materials/Strategies &amp; Duration</i></b>	<b><i>TIER 3 Progress Monitoring</i></b>		
	<b><i>Assessment &amp; Frequency</i></b>	<b><i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i></b>	<b><i>Performance Criteria that would prompt changes to Tier 3 interventions</i></b>
<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>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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	<p>Dashboard reports provided to track student progress and activity after each online session. Reports provide reading rate with good comprehension, words reading in selections with good comprehension, content level increase, and vocabulary words mastered.</p>		
<p><i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i></p>			
<p><i>Number of times a week intervention provided</i></p>	<p>No less than 3x per week</p>	<p><i>Number of minutes per intervention session</i></p>	<p>No less than 15 minutes per session</p>
<p><b><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></b></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><b><i>How are Tier 3 interventions modified for students who receive interventions for eLearning Manatee?</i></b></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>			
<p><b>Curriculum, Instruction, and Assessment Decision Tree – Math Tiers 1, 2 &amp; 3</b></p>			

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**(\*\*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***

<i>Assessment &amp; Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to prompt addition of Tier 2 interventions</i>
<p>FSA or EOC Assessment – annually as appropriate</p> <p>District created benchmark assessments – quarterly</p> <p>Teacher created assignments and assessments - ongoing</p>	<p>FSA or EOC Assessment Criteria – Level 3 or higher</p> <p>District Benchmark - Level 3 or higher</p> <p>Teacher Created – average performance scores</p>	<p>Students not meeting expectations are given the opportunity for remediation in a small group setting.</p>
<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b></p> <p>The District shares FSA/EOC data with school administrators and teachers. Schools use the information to place students in appropriate mathematics courses.</p> <p>Data is collected from the quarterly benchmark assessments through School City and is shared with Administrators and Teachers.</p> <p>Administrators and Teachers monitor teacher-based assignments and assessments through the FOCUS platform.</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b></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>	



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**How is instruction modified for students who receive instruction through eLearning Manatee?**

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.

**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 &amp; Duration</i>	<i>TIER 2 Progress Monitoring</i>			
	<i>Assessment &amp; 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	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.

## Spring 2021 Education Plan and Assurances

	session monitoring			
<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	
<p><b><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></b></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><b><i>How are Tier 2 interventions modified for students who receive interventions through eLearning Manatee?</i></b></p> <p>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.</p>				
<b>TIER 3 IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <p>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>			
<b>THEN :</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<i>TIER 3 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 3 Progress Monitoring</i>			
	<i>Assessment &amp; 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>	
Grades 6-7 iReady	Monthly assessments &	After receiving intensive intervention with teacher in a	Students not responding positively or showing no	

## Spring 2021 Education Plan and Assurances

<p>Grade 8 ACALETICS</p> <p>Grades 9-12 McGraw Hill ALEKS</p> <p>Grades 6-12 Comprehensive Skill Building Activities through small group instruction</p> <p>Grades 6-12 Khan Academy</p>	<p>data sharing in iReady, ACALETICS, and ALEKS to determine student progress and assess targeted support as required</p> <p>Teacher Dashboard reports in iReady &amp; ALEKS provided to track student progress and activity after each online session monitoring standards mastery.</p>	<p>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>progress with intensive intervention.</p>
<p><i>All Tier 3 Interventions must be provided by a certified teacher.</i></p>			
<p><b>Number of times a week intervention provided</b></p>	<p>No less than 3x per week</p>	<p><b>Number of minutes per intervention session</b></p>	<p>No less than 15 minutes per session</p>
<p><b><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></b></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><b><i>How are Tier 3 interventions modified for students who receive interventions through eLearning Manatee?</i></b></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>			
<p>Since the pandemic, Manatee County has taken a holistic approach to address the needs of students demonstrating a decline in the district's progress monitoring system. First, families whose students are</p>			

demonstrating a decline in academic performance based on the district's progress monitoring system will be strongly encouraged to return to brick and mortar. The Department of Student Services will work with school building leaders, teachers, and families to provide additional supports for students and families who are transitioning from remote learning to brick and mortar.

Students with excessive absences will also be monitored and supported by student services (teachers, counselors, social workers) with the goal to increase their attendance. eLearners with multiple absences will be encouraged to return to brick-and-mortar and will receive support as they transition back to campus. As a district, we currently only have 5 students who did not enroll (DNE), a significant decrease from our statistics at the beginning of the year.

### **Tier 2 and Tier 3 Reading and Math Elementary**

Consistent with our original reopening plan, our Tier 2 and Tier 3 supports for reading include i-Ready, McGraw Hill Wonders differentiated lessons, Literacy Footprints/Next Step Forward in Guided Reading, Mind Play and SRA for L300 schools, LLI based on school availability, and Imagine Language and Literacy for ELL students. Tier 2 and Tier 3 supports in math at the elementary school level includes i-Ready, ACALETICS, enVision Math Diagnostic Intervention System (MDIS), and Math in Practice resources. Diagnostic reports offer data to determine where individualized support is needed and where learning gaps exist by standards. These resources aim to provide additional progress monitoring and learning opportunities for all learning modalities. Within the math and reading programs, lessons are provided for teachers to use teacher-led small groups to support areas that need to be strengthened and targeted. These lessons engage learners of all modalities into interactive standards-based learning opportunities.

### **Tier 2 and 3 Reading and Math Secondary (Middle and High)**

The Reading Plus Intervention program, utilized in our middle and high schools, with Tier 2 and Tier 3 students are expected to complete 4 See Readers per week with a goal of 80% comprehension. Reading Plus Skills reports are reviewed weekly to determine instructional implications and address student needs. Within the Reading Plus program, videos and skill builder lessons are provided for teachers to use in teacher-led small groups for instructional purposes to support areas that need to be strengthened and these lessons can engage learners of all modalities into interactive standards-based learning opportunities. The Secondary Curriculum Specialists have provided training to teachers on how to best incorporate these programs based on each student modality.

Math (I-Ready, ACALETICS, and ALEKS) Tier 2 and Tier 3 reports offer individualized support that break down student learning by standards and provide additional resources and learning opportunities for all learning modalities. Our SDMC provided curriculum resources in McGraw Hill, Khan Academy, Nearpod, and Schoology offer multiple ways that staff can engage learners of all different learning modalities into interactive standards-based learning opportunities.

Professional development has been provided for staff online and is available in recordings for review and additional support. All secondary campuses have access to support from content curriculum and instructional specialists on a weekly/bi-weekly basis for support in instructional planning and collaborating on next steps based on the data. Secondary Curriculum Specialists are available to all schools for support in building teacher capacity to address the challenges of non-engaged students. A tiered level of support has been implemented for schools where the largest drops in student achievement were evident during the Q1 Benchmark Assessments.

## Spring 2021 Education Plan and Assurances

Students with disabilities have the same access to all progress monitoring systems as their non-disabled peers. They are provided all of the same as listed above but may have additional supports as determined by their IEP teams. Students with disabilities may have access to additional programs designed to meet their individual needs. Programs such as My Virtual Reading Coach, Ascend Math and/or Teach Town Basics may also be used to monitor the growth of students with disabilities, especially those not typically educated with non-disabled peers.

All Manatee County school sites have access to support from content curriculum and instructional specialists on a weekly/bi-weekly basis for support in instructional planning and collaborating on next steps based on first semester data (benchmark, I-Ready diagnostic). Curriculum Specialists have provided online training to teachers on how to best incorporate remediation programs based on student needs. Specialists are available to all schools for support in building teacher capacity to address the challenges of students who are demonstrating a decline on the districts progress monitoring system for reading and mathematics. A tiered level of support using the Curriculum, Instruction, and Assessment Decision Trees are used to determine effectiveness of Tier 1 instruction, and the performance criteria that would prompt additional interventions and support.

**C. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model**

### 3-5 On Campus vs Recently Returned eLearners

		% Proficient
<b>ELA Proficiency</b>	eLearning -> On Campus	45%
	On Campus Whole Year	54%
	<b>On Campus vs eLearning</b>	<b>+9%</b>

		% Making a Gain
<b>ELA Learning Gains</b>	eLearning -> On Campus	44%
	On Campus Whole Year	54%
	<b>On Campus vs eLearning</b>	<b>+10%</b>

		% Making a Gain
<b>ELA L25 Learning Gains</b>	eLearning -> On Campus	48%
	On Campus Whole Year	55%
	<b>On Campus vs eLearning</b>	<b>+7%</b>

		% Proficient
<b>Math Proficiency</b>	eLearning -> On Campus	41%
	On Campus Whole Year	61%
	<b>On Campus vs eLearning</b>	<b>+20%</b>

		% Making a Gain
<b>Math Learning Gains</b>	eLearning -> On Campus	36%
	On Campus Whole Year	65%
	<b>On Campus vs eLearning</b>	<b>+28%</b>

		% Making a Gain
<b>Math L25 Learning Gains</b>	eLearning -> On Campus	37%
	On Campus Whole Year	64%
	<b>On Campus vs eLearning</b>	<b>+28%</b>

#### Transitioning from Innovative Learning to Brick & Mortar (on-campus learning)

- Find time outside of the core during the school day to provide targeted remediation (ie. specials, electives [excluding physical education])
- Ease the transition by using strategies such as Check-in-Check-out
- Implementation of Social Emotional Learning strategies and Social Emotional Learning assessment, monitoring and support
- Before & after school tutoring (ie. National Jr. Honor Society, AVID Tutor, Teachers...)
- Saturday school
- Meet with parent and student to set goals
- Support from Academic and/or MTSS Team to create schoolwide & individual plan of action
- Assign staff mentor (ie. Guidance, Student Support Specialist, Dean, Administrator...) to monitor student's progress
- Develop a frequent progress monitoring plan (MTSS)

### j. Differentiated Professional Development for teachers

Through the use of Schoology, Manatee County's virtual learning platform, students have received a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons have been delivered to whole groups, small groups, and/or one-on-one. Instruction during live and recorded lessons included a balance of on grade level material and differentiated material based on student data and standards. Teachers used the 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. Students who have transitioned out of the innovative model, will receive appropriate tiered instruction based on data that is standards aligned, builds background knowledge and content knowledge, and incorporates writing in response to reading. Students will be progress monitored to determine if students have met typical growth target at mid-year (January) as measured by i-Ready diagnostic. Students will receive interventions if progress monitoring performance criteria would prompt additional interventions that will close any gaps in learning.

When students with disabilities transition out of the innovative learning model, it is recommended that the IEP team meet to review the individualized needs of each student. The data of each student should be reviewed to determine the effect, if any, of the change in educational modality. The team should discuss individual skill losses for each student and determine an appropriate plan to overcome these losses based on the needs of the student.

#### **Elementary:**

District curriculum is used to address linear progression of mastery of the standards across grade levels to account for instructional loss. Progress monitoring data is used to provide immediate, intensive intervention aligned to area of need. Also, the Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading/math intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading/math intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST and teachers.

#### **Secondary:**

Students, grades 6-12 demonstrating academic difficulty are placed in an intensive reading classroom, where they are required to use the Reading Plus program. Reading Plus is an online program provided for students. Teachers and students track progress through the Reading Plus dashboard. Students will be provided additional supports through a small group setting focused on area of need.

For Reading, grades 6-12, additional resources such as CPalms, Khan Academy, NewsELA, and CommonLit.org, are available to be used based on students' needs. They are utilized to provide additional support with standards that are proving difficult for students.

Secondary students who are identified as needing tier 2 and 3 support in mathematics have access to support with research based instructional support in addition to their tier 1 instructional learning opportunities. For Secondary Math the district provides individual diagnostics and support through i-Ready, ACALETICS, and ALEKS in addition to our district benchmark assessments that track progress on course standards mastery.



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

## **2. Innovative Learning Modality**

### **a. Offer the innovative learning modality only to students who are making adequate academic progress.**

The Manatee Innovative Learning Plan include 3 options: 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. Because of the large number of students selecting brick-and-mortar and virtual instruction, and due to scheduling restraints, there may be limited options available for students who request hybrid instruction. These instructional models each utilize the Progress Monitoring systems aligned to the district's instructional academic plan and the Florida Standards. The Progress Monitoring systems are fluid and interchange seamlessly between all 3 innovative learning plans. Schools are 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 3-5 are also encouraged to come to campus to take the District 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.

Students in Grades 6-10 ELA, Grades 6-8 Math, Algebra 1 and Geometry who are participating in Innovative Learning are required to come to campus to take the District Benchmark Assessments because these assessments are part of a student's overall academic grade for the courses.

For students to continue in the Innovative Learning Modality, they must demonstrate and maintain adequate progress in the following areas:

- Course grades
- Benchmarks Assessments and Diagnostics
- Graduation Requirements
- Classroom Assignments and Attendance

**2b. Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The district must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The district must submit a copy of the written acknowledgement form that they will provide to parents/guardians.**

**The following steps have been taken if a student is not making adequate progress:**

**STEP 1**

If students are not making adequate progress, parents/guardians are notified by telephone to describe the risks of potential failure and/or retention of their students. The parents/guardians are strongly encouraged to send their children back to a 5-day On-Campus Model. The parents/guardians also receive a letter from the principal of the school.

**STEP 2**

If the parent continues to intend to have their child remain in the innovative learning modality, the district obtains a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. See the sample letter below.

## Spring 2021 Education Plan and Assurances



### PARENTAL CONSENT FORM FOR STUDENTS NOT MAKING ADEQUATE PROGRESS WHILE ON INNOVATIVE LEARNING (To be completed by a Parent or Legal Guardian Only)

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#### Name of Student and School

On November 30, 2020, Commissioner of Education Richard Corcoran issued DOE Order No. 2020-EO-07 acknowledging that there are a disproportionate numbers of students who are already educationally disadvantaged are learning off-campus or not attending school at all, and certain achievement gaps are widening, such that additional supports and interventions are needed to reach children who are not enrolled in school and to help students who are enrolled but experiencing academic losses during the pandemic.

During the First Semester of the 2020-2021 school year, your child was receiving instruction through innovative learning.

Your child was not making adequate academic progress while on innovative learning and the strongest recommendation has been made to have your child return to a traditional brick and mortar school for instruction for the Second Semester. The failure of your child to return to a traditional brick and mortar school for instruction, can create further detriment to the education of your child. This will have a direct impact on the education of your child and deprive your child of additional academic interventions and support.

Despite such recommendations to return your child to a traditional brick and mortar school, it has and remains your intent as a parent and legal guardian of your child to have your child remain in the innovative learning modality.

It is expressly understood that your child will remain in the innovative learning modality, and that further innovative learning modality options will be presented that will best serve your child to make adequate academic progress and learning gains.

---

Parent/ Legal Guardian Signature

---

Date

*This form must be returned to school administration for further approval*

## Spring 2021 Education Plan and Assurances

Data demonstrates that students participating in on-campus learning are out-performing our students accessing hybrid or eLearning Instructional Delivery models. As student trends are identified, teachers contact parents/families to discuss strategies for success in attendance and/or academics. Elementary schools have enhanced their on-campus population as a result of such conversation. Data documents student improvement in academics and attendance when transitioned back to brick-and-mortar environments.

Similarly, our middle school students who transitioned back to on-campus learning from the hybrid instructional model at the start of Quarter 2 and are demonstrating growth overall. Many students required direct instruction, face-to-face with a teacher to reap instructional benefits.

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

**3a. Identify vulnerable students who have had limited or no contact with the district and transition them to the appropriate learning modality, including students who have yet to enroll for the 2020-21 school year.**

From the start of the school year (and Quarter 4 of 2019-20), when students were transitioned to eLearning and continuing presently, the Office of Student Services has made continual efforts to recover and recuperate students who are continuously truant. The process for doing so mirrors the process used in our district to assist with students who are truant in Brick and Mortar. The first line of support comes from the classroom instructor who contacts students who have not been attending class regularly. From there, school-based administrative teams continue to contact the student through a variety of means. Our district truancy department will then contact truant students through a series of letters based on the number of days missed. Our graduation enhancement techs (G.E.T.S) and social workers do frequent home checks. In our district, the combined efforts of our G.E.T.S and social workers resulted in over 2,000 contacts being made with our families as well as a reduction in DNE's from 1600 on August 31st to five currently. We also partner with our various law enforcement agencies in the most extreme cases.

## Spring 2021 Education Plan and Assurances

### Q1 Absences by Learning Modality

For students who stayed in one modality for Quarter 1 (August 17-October 9)

Grade Level	Learning Modality	# of Students	Avg # Days Absent	Avg % Days Absent
<b>District Total All Grades</b>		<b>38963</b>	<b>3.0</b>	<b>8%</b>
<b>Elementary (PK-5)</b>	<b>Elementary (PK-5) Total</b>	<b>18322</b>	<b>2.3</b>	<b>6%</b>
	On Campus (In-Person)	13497	2.2	6%
	eLearning = Virtual 100% (Remote Asynchronous)	4542	2.7	8%
	Hybrid A (W, H, F) / Hybrid B (M, T, W)	283	4.2	11%
<b>Middle (6-8)</b>	<b>Middle (6-8) Total</b>	<b>8762</b>	<b>3.2</b>	<b>9%</b>
	On Campus (In-Person)	3874	2.4	7%
	eLearning = Virtual 100% (Remote Asynchronous)	2957	3.1	8%
	Hybrid A (W, H, F) / Hybrid B (M, T, W)	1931	5.0	14%
<b>High (9-12)</b>	<b>High (9-12) Total</b>	<b>11879</b>	<b>4.0</b>	<b>11%</b>
	On Campus (In-Person)	3728	2.7	7%
	eLearning = Virtual 100% (Remote Asynchronous)	3519	3.5	9%
	Hybrid A (W, H, F) / Hybrid B (M, T, W)	4632	5.3	14%



**SCHOOL DISTRICT OF MANATEE COUNTY**

4/16/2020

To the Parent(s)/Guardian(s) of:

**SCHOOL BOARD**

Gina Messenger  
*Chair*

Charlie Kennedy  
*Vice Chair*

Dave "Watchdog" Miner  
Dr. Scott Hopes  
Rev. James Golden

**SUPERINTENDENT**

Cynthia Saunders

Dear Parent or guardian,

As our school district has migrated to an online learning system to comply with social distancing and stay at home guidelines, we have been successful in digitally connecting over 96% of our student population. However, our records indicate that your child has not yet connected to their online learning platform. Our records further indicate that multiple attempts to reach you by telephone and email have been unsuccessful. Because your child is not subject to compulsory attendance laws, the only recourse we have is to continue to attempt contact with you by any means necessary to ensure your child does not fall behind the pace to graduate on time.

If your child is experiencing any technological or equipment issues preventing them from accessing their coursework, please contact your school immediately for assistance. If there are other issues preventing access to coursework, please feel free to either contact your school or the telephone number below for help.

We will continue our attempts to reach you. It is our intention to ensure that every student in the School District of Manatee County has the access, tools, and motivation necessary to reach their academic and graduation goals. Thank you!

Sincerely,

George Schrier, M.Ed.  
Director of Student Services  
The School District of Manatee County  
941-751-6550, ext 43061

P.O. Box 9069  
Bradenton, Florida  
34206-9069  
215 Manatee Ave. W.  
Bradenton, FL  
34205  
PH. (941) 708-8770  
FAX. (941) 708-8686

Our schools have diligently addressed the needs of students and their families. Support for vulnerable students has been provided by school counselors, school social workers, psychologists, and other district support staff. School social workers visit homes, as appropriate. Students who are absent three days or more are discussed at the school level and support is generated via the school's Instructional Leadership Team. District personnel support is request when needed.

Manatee County's Student Services department works closing with our schools, monitoring absenteeism and following up when students have not reported to school. At this time, we do not have any K-12 student who have yet to enroll for the 2020-21 school year.

Early Childhood efforts of Child Find and Manatee's Prekindergarten Team identify and determine eligibility of students for our Voluntary Prekindergarten, Integrated Prekindergarten, and ESE Prekindergarten classes.

### **3b. Identify VPK and kindergarten eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.**

With instructional models, attendance are unique to each model. Parents/students are able to choose the instructional model that will best meet the needs of the students.

For traditional learning, full time brick-and-mortar learning, the teacher will take daily attendance as normal. Students who are virtual learners 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.

Data analyses indicate that our highest need student population includes our children who are enrolled at our 15 Title I elementary schools.

To address the needs of the children and their families, we have launched several initiatives to ensure that all children are engaged, attending, and ready when they enter kindergarten:

- a. Develop, plan, and implement a drive-through literacy event for all prekindergarten and kindergarten families at each Title I school during the fall semester. There will be stations set up at each school where adults (teachers, community agencies, and volunteers) model how to use the instructional materials and resources aligned to the standards. Each drive-through event will have a focus on a children's book and all literacy learning engagements will be connected to that book and to the standards. The families will leave the event with materials and an informational flyer in English and Spanish detailing how to use the materials to increase achievement to replicate the learning at home. Teachers will be given bags with all the resources, along with informational documents to demonstrate how to use the materials, for each prekindergarten and kindergarten child who is unable to attend the event.
- b. The Early Learning Team of the School District of Manatee County has developed and shared lesson plans for the teachers that include the materials and resources distributed to the children at these drive-through events. In case children are sent home to quarantine, we have ensured that learning can continue as the children will have all the supplies they need to participate in interactive lessons from home.
- c. The Early Learning Team and Soar in 4, along with 26 community agencies, will provide interactive learning engagements that are developmentally appropriate at various neighborhood sites and locations each month to show families how to interact and speak with their children to ensure opportunities for increased learning at home. Instructional materials and supplies will be given to the families so that they can play and learn together at home. All this will be posted on the



## Spring 2021 Education Plan and Assurances

- community Soar in 4 Facebook account (<https://www.facebook.com/soarin4Manatee/>) and the Soar in 4 website (<https://soarin4.org/>).
- d. Partner with The Patterson Foundation (<https://www.thepattersonfoundation.org>) to put together and disseminate kindergarten readiness bags to each incoming kindergarten student at every Title I school. There will be demonstrations and videos showing how to engage the children in learning through play using the materials. Each bag will include alphabet flash cards, first word flash cards, number flash cards, color and shape flashcards, English Alphabet Literacy chart (wipeable and reusable), set of lowercase magnetic letters, set of uppercase magnetic alphabet letters, sketch pad, read aloud picture book, crayons, information for additional resources for families, kindergarten readiness checklist, kindergarten readiness parent guide, and a pre-paid postcard for another free book. We plan to give these readiness bags to the students/families during the kindergarten roundup events for incoming students.
  - e. Partner with the Manatee Education Foundation, Soar in 4, and the Early Learning Coalition to order supplies and fill 2,000 prekindergarten bags to be distributed to every incoming prekindergarten student in Manatee County. Each bag contains wooden lacing beads; plastic measuring cups, glue sticks, watercolor paints, playdough, sidewalk chalk, individual whiteboard and dry erase marker, pair of scissors, read aloud books (fiction and nonfiction), sketch pad, jumbo crayons, a postcard to return for a free children's book, a document with cut-out labels for environmental print, and a prekindergarten readiness guide that details some interactive learning engagements aligned to the standards that families can play at home. We have just finished filming for a video to demonstrate how families can use each of the items to get their children ready for prekindergarten. This video will be disseminated and posted on the school district's website, as well as the Early Learning Coalition and other community agencies' websites.
  - f. Create monthly opportunities for prekindergarten and kindergarten families to learn from home in the evenings and on weekends. Partner with community agencies i.e. University of Florida Extension Center, PBS, Bishop Museum) to create online learning opportunities and resources for families.
  - g. Invite younger siblings (prekindergarten and kindergarten) of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade students to participate in Books for Kids, a mentoring program initiated by the Rotary Club of Lakewood Ranch. Trained volunteers mentor students by reading aloud stories and talking about words/vocabulary, comprehension and other parts of an interactive read aloud.
  - h. Prekindergarten has an attendance policy outlined in our parent handbook. Additionally, if a student has excessive absences/tardies, we call home, send a letter to the family, and provide the attendance report from our student reporting system. We also send a letter to our families midyear to remind them of our attendance policy. This letter includes an informational flyer from Attendance Works ([Attendanceworks.org](http://Attendanceworks.org)). As a group, the Early Learning Community Task Force (school district, early learning coalition, and head start) works together to develop action steps to increase attendance. We work regularly with GETS (graduation enhancement technicians) to ensure our families' needs are being met in order to get their children to school on time (walking school buses, alarm clocks, umbrellas).

## Spring 2021 Education Plan and Assurances

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

The following table lists professional development opportunities provided to enable instructional continuity and planned to support teachers and leaders in implementing the Spring 2021 Education Plan. The table is organized to illustrate a timeline of training and support to prepare and provide ongoing support and new training to teachers and leaders for innovative and virtual learning modalities in a manner that ensures students’ needs are met and supports efficient use of digital tools and proficient navigation of our learning management system. Training needs and sessions were informed by feedback from our teachers, teacher unions, and leaders within the instructional division.

Date	Professional Development	Topic	Description
March 23 – 27, 2020	a. Innovative and virtual learning modalities  c. Technology needs	Schoology 101	This course provided support to teachers in transitioning from brick-and-mortar format to a fully remote setting grounded in our learning management system (Schoology). Training included differentiated pathways from basic entry level for teachers who are teaching in a virtual environment for the first time to mastery levels for proficient users. Use of district supported online instructional materials and resources by grade level and content area, along with fundamental tips organized by level assisted teachers in course development. Schoology leaders including master instructors, school-based administrators, instructional coaches, specialists in the instructional division, and lead teachers helped to promote and support effective teaching and learning in a fully remote setting.

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<p>July 22 – 23, 2020</p>	<p>a. Innovative and virtual learning modalities b. Interventions to support students in various learning modalities c. Technology needs</p>	<p>Instructional Leadership to Support Virtual Learning</p>	<p>School based administrators examined how their roles have changed since the transition to virtual learning and identified consistencies in leadership. They explored what instructional leadership can and should look like in a virtual learning environment. They examined several tools to start the year on a positive note in preparation for the various learning modalities.</p>
	<p>a. Innovative and virtual learning modalities b. Interventions to support students in various learning modalities</p>	<p>Hybrid Learning vs. Traditional Learning: What's the Difference?</p>	<p>School based administrators examined the similarities/ differences between hybrid learning and traditional learning models. Leaders explored their roles in supporting teachers with the transition to the hybrid learning model.</p>
	<p>a. Innovative and virtual learning modalities b. Interventions to support students in various learning modalities c. Technology needs</p>	<p>Building Teacher Capacity in a Virtual Learning Environment</p>	<p>This session was designed to guide leaders through their role as capacity builders by exploring concepts and tools to support teachers with ongoing collaboration, instructional planning, goal setting, and examining student/teacher work within their virtual/hybrid professional learning communities.</p>
	<p>b. Innovative and virtual learning modalities c. Technology needs</p>	<p>eLearning Manatee: Schoology 2.0 for Principals, Assistant Principals, and Leadership</p>	<p>This course provided an overview of the required framework and standardized template for use in Schoology, our learning management system. Best practices of key success factors in an eLearning environment were showcased along with clearly defined expectations related to: framework and design; attendance; instructional routines; communication; techniques to maximize student engagement with content; managing student workload in Schoology; assignment completion and evaluation of student work; grading practices. Expectations for Principals and Assistant Principals</p>

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			<p>related to supporting teachers and ensuring accountability to the standardized template and framework were also defined and reviewed. Schoology leaders including master instructors, school-based administrators, instructional coaches, specialists in the instructional division, and lead teachers helped to promote and support effective teaching and learning in various learning modalities (brick and mortar; hybrid; virtual).</p>
	<p>a. Innovative and virtual learning modalities</p> <p>b. Interventions to support students in various learning modalities</p>	<p>Enhanced Curriculum Maps</p>	<p>This session reviewed enhancements made to the instructional focus and Scope &amp; Sequence of the Curriculum Maps. Enhancements include 4-6 weeks of crucial review in grades 1-10; a rigorous timeline to ensure that power standards for the upcoming grade level are taught with built in performance tasks to gauge student mastery; support for planning and guiding instruction for teachers at a range of experience levels, including those who are teaching in a virtual environment for the first time. Use of district supported online instructional materials and resources by grade level and content area to support the implementation of the curriculum were emphasized.</p>
<p>August 4 – 14, 2020</p>	<p>a. Innovative and virtual learning modalities</p> <p>b. Interventions to support students in various learning modalities</p> <p>c. Technology needs</p>	<p>eLearning Manatee: Schoology 2.0 for Teachers</p>	<p>This course guides teachers through the process of developing a student-centered eLearning course. It includes an overview of the required framework and standardized template for Schoology, our learning management system, tech tools and resources for developing courses, examples of best practices for quality design, active learning strategies, and tips for content development. In addition, a breakdown of district support to ensure a full array of school services for students receiving interventions or accommodations is provided with ongoing support to ensure teachers have support in meeting the provisions for interventions and provisions for accommodations.</p>

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	<p>a. Innovative and virtual learning modalities</p> <p>b. Interventions to support students in various learning modalities</p> <p>c. Technology needs (especially new learning management systems).</p>	<p>Open Lab Sessions</p>	<p>Session Topics:</p> <ul style="list-style-type: none"> <li>-creating a virtual classroom environment; teacher/student relationships from a distance; establishing methods of communication, organizational and procedural routines</li> <li>-effective use of digital recording devices to support for live or prerecorded video (TEAMS, Schoology) for synchronous and asynchronous instruction</li> <li>-Support for instructional interventions (ESOL, ESE, 504, T2, T3)</li> <li>-Support for tracking attendance and assessing student learning</li> <li>-Virtual SEL Classroom Environment</li> <li>Virtual Collaborative Planning</li> <li>-Overview of Professional Learning resources, Primary and Supplemental District Supported Instructional Resources</li> </ul>
<p><b>Ongoing Support 2020-2021</b></p>	<p>a. Innovative and virtual learning modalities</p> <p>b. Interventions to support students in various learning modalities; and</p> <p>c. Technology needs (especially new learning management systems).</p>	<p>Building capacity with differentiated sessions for school-based administrators, teacher leaders and instructional coaches, and teachers.</p>	<p>Ongoing differentiated sessions during the school year for school-based administrators focus on leadership role as visionaries, engagers, instructional leaders, and learners/collaborators in a virtual leadership environment. Tools/strategies and practical application are emphasized during the follow up sessions throughout the school year. Leadership action plans aligned with school improvement plans are the ongoing products.</p> <p>Ongoing differentiated sessions during the school year for teacher leaders and instructional coaches focus on tools, strategies and practical applications of the leader’s role in building teacher capacity in a virtual environment within the school and across the district.</p> <p>Ongoing tailored sessions to support instructional and intervention programs are offered district-wide by grade level throughout the school year for teachers</p> <p>Ongoing sessions during the school year focus on tools, strategies, and practical applications for teacher support that will impact student learning.</p>

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			Ongoing support for technology needs include overall management and usage of the learning management system, tracking student progress, analytics, assessment banks, grading groups, export/import grades, linking/unlinking courses.
<p><b>**New**</b> January 4, 2021</p>	<p>a. Innovative and virtual learning modalities</p> <p>b. Interventions to support students in various learning modalities; and</p> <p>c. Technology needs (especially new learning management systems).</p>	Intervention Instruction	Remote learning guidance by levels to support teachers in their transition from in-person instruction to virtual instruction to ensure students' intervention needs are met (instructional guidance, essential learning, and at-home activities).
	<p>a. Innovative and virtual learning modalities</p> <p>b. Interventions to support students in various learning modalities; and</p> <p>c. Technology needs (especially new learning management systems).</p>	Conducting Effective Small Group Instruction Virtually	How to conduct small group instruction online will be the focus of multiple sessions to review the basics of teaching remotely, including how to effectively use your camera and Microsoft Teams components that will enhance your instruction and engage students in small group instruction. eLearning teachers will learn about the “value add” of using digital tools for assessment and intervention with students. eLearning teachers will explore the tools and the strategies for checking for understanding and supporting students as they work together with their peers and receive scaffolded support.
	<p>b. Interventions to support students in various learning modalities; and</p>	Provisions of Interventions for eLearners	Overview instructional strategies and resources for how to provide differentiated intensive targeted instruction to students in RtI/MTSS who are targeted as needing Tier 2 and Tier 3 interventions.
	<p>b. Interventions to support students in</p>	Provision of Accommodations for eLearners	How to provide specific and targeted IEP and ELL accommodations for eLearners



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	various learning modalities; and		
	<p>a. Innovative and virtual learning modalities</p> <p>b. Interventions to support students in various learning modalities; and</p> <p>c. Technology needs (especially new learning management systems).</p>	Distance Learning Essentials	<p>Instructional delivery in a virtual setting will focus on:</p> <ul style="list-style-type: none"> <li>-Participation and engagement to keep disengaged and non-participating students motivated, engaged, and performing to their potential</li> <li>-inviting student collaboration</li> <li>-assessment structures and routines for assessing and checking for understanding in a virtual setting</li> <li>-support for interventions</li> <li>-building partnerships with families</li> </ul>

### Acknowledgement

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

<b>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</b>
Genelle Zoratti Yost, Deputy Superintendent Instructional Services
<b>Contact information: email, phone number</b>
zorattiyostg@manateeschools.net, 941-708-8770, Ext. 41220
<b>Date submitted</b>
12/09/2020
<b>Superintendent Signature (or authorized representative)</b>
