



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[Monroe]

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

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

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

Directions

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

District Education Plan Assurances

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

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

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

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writing, listening or speaking skills have regressed during school closures, school districts agree to convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages services are needed.

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

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

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

☒ **Assurance 6: Truancy/Attendance of students.** *The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide enhanced

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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.

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

1b. Students are identified for targeted outreach based on progress monitoring data. Triangulated data from multiple district approved progress-monitoring sources include the new Adaptive Progress Monitoring (APM), Renaissance Place Suite of assessments, Read180 and iStation. For students with disabilities (SWD) individual needs will be identified in relation to their individual education plan (IEP) progress. For English Learners (EL), personalized needs are identified by their varying levels of English proficiency as measured by the state approved assessment and local data sources. Decision trees tailored to reading and math offer tiered support and strategically guide program delivery models. Strategies and materials are aligned to each grade level's respective standards. The decision trees prescribe the necessary frequency, duration, and intensity of instruction and delineate specialized programs and grade level resources for targeted instruction inclusive of all learning modalities. The decision trees are followed for all Tier 1, 2, and 3 students with fidelity regardless of school. (See Appendix A)

1c. Students who are transitioning from remote learning will have additional time with school based support staff such as counselors, behavior specialists, interventionists, English language support facilitators and others as identified. Benchmark assessments will help target students and will assist in aligning resources to address specific academic concerns. Extended day and summer remediation programs will focus on accelerating learning by providing grade level content with scaffolding and explicit instruction to close the gap in content mastery and achievement. Supplemental curriculum and additional instructional time may be utilized to accelerate student progress with all grade levels.

2. **Innovative Learning Modality.** The district shall explain in detail its plan to:

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

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

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

Parent Choice form in Appendix C

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3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
- 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.
 - Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

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

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

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

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

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

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Additionally, EL and ESE online tools and specialized instructional strategies for innovative learning were provided. (See Appendix B)

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

Acknowledgement

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

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

Appendix A

Decision Trees

Reading/ELA

Multi-Tiered Systems of Support for Virtual

Mathematics

English Language Learners

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FALL PLACEMENT GRADE K

| | Student's Independent Reading Capacity Based on HISTORICAL and CURRENT DATA | PMP Support? | CRRP CCP Material | Teacher Certification Professional Development | Program/Materials/Strategies/*Intensity |
|---|---|---|---------------------|--|--|
| 3 | FLKRS: STAR Early Literacy PR <25 | Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP | HMH Reading Toolkit | Reading Endorsed/Enrolled | Program: Istation Materials: Istation Teacher-Led Interventions; FCRR; Syllabards; Manipulatives; Mirrors, Letter Tiles Strategies: Group Size of 3 or Less; Incremental Rehearsal; Incentive Based Reading Reward Program; Multi-sensory Instruction; Data Chats Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day |
| 3 | FLKRS SS <437 FLKRS PA PR <25 ISIP SS <169 | Yes | | | |
| 2 | FLKRS: STAR Early Literacy PR 26-40 | FLKRS SS 438-496 ISIP SS <170-173 | Yes | HMH Write-In Reader | Program: Istation Materials: Istation Teacher-Led interventions; FCRR, Syllabards; Manipulatives; Mirrors, Letter Tiles Strategies: small group instruction; Multi-sensory Instruction; Data Chats Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| 2 | FLKRS: STAR Early Literacy PR 41-55 | FLKRS SS 497-529 ISIP SS <174-177 | No | Elementary Education | Program: Istation; Journeys; Scholastic Guided Reading Materials: Istation interventions; Literacy Sequence; Leveled Text; FCRR; Syllabards; Manipulatives; Mirrors, Letter Tiles Strategies: Small-group instruction; Writing to Read; Collaborative Conversations; Multi-sensory Instruction; Data Chats Intensity: Whole and Cooperative Groups; 5 days per week; 90+minutes per day |
| 1 | FLKRS: STAR Early Literacy PR >56 | FLKRS SS >530 ISIP SS >177 | No | HMH Leveled Readers | |

*For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Tier 3 data indicates that a /8888student has a reading deficiency and parents are notified as required in Section 1008.25, F.S.

FALL PLACEMENT GRADE 1

| | Student's Independent Reading Capacity Based on HISTORICAL and CURRENT DATA | PMP Support ? | CRRP CCP Material | Teacher Certification Professional Development | Program/Materials/Strategies/*Intensity |
|---|---|---|---------------------|--|---|
| 3 | STAR Early Literacy | Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP | HMH Reading Toolkit | Reading Endorsed/Enrolled; Foundations of Reading Professional Development | Program: Istation Materials: Istation Interventions, FCRR, Leveled Text, FSA Question Stem Cards Manipulatives Strategies: Group Size of 3 or Less; Incremental Rehearsal; Incentive-based Reading Reward Program Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day |
| 3 | STAR Reading <25 SS <69 | IRL: PP BR-100L ISIP <190 | | | |
| 2 | STAR Reading 26-40 SS 69-73 | IRL: PP 100-150L ISIP 190-193 | Yes | HMH Write-In Readers | Program: Istation Materials: Istation Interventions, Leveled Text, FSA Question Stem Cards, Ready, FDOE, FCRR, ELAFS Strategies: Repeated Reading, Listening to Fluent Reading, Paired Reading Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| 2 | STAR Reading 41-49 SS 73-76 | IRL: P 151- 200L ISIP 194-199 | No | | Program: Istation Materials: Istation Interventions, Leveled Text, Ready, FSA Question Stem Cards Strategies: Text-based Discussion, Teacher Modeling of Complex Texts, Comprehension Monitoring Intensity: Whole and Cooperative Groups; 5 days per week; 90+minutes per day |
| 1 | STAR 50+ SS 77+ | IRL: >1.0 201L+ ISIP 200+ | No | HMH Leveled Readers | |

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***For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Tier 3 data indicates that a student has a reading deficiency and parents are notified as required in Section 1008.25, F.S.**



FALL PLACEMENT GRADE 2

| | Student's Independent Reading Capacity Based on HISTORICAL and CURRENT DATA | PMP Support ? | CRRP CCP Material | Teacher Certification/ Professional Development | Program/Materials/Strategies/ *Intensity | |
|---|---|---|-------------------|---|---|--|
| 3 | STAR Early Literacy | Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP | | HMH Reading Toolkit | Reading Endorsed/ Enrolled; Foundations of Reading Professional Development | Program: Ready, IStation Materials: Leveled Text, Istation Interventions; Ready; FDO, FCRR, ELAFS, FSA Question Stem Cards Strategies: Diagnostic-Driven intervention Incentive Based Reading Reward Program Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day |
| 3 | STAR <25 SS <126 | IRL: Below 1.1 <300L ISIP <209 | Yes | | | |
| 2 | STAR 26-40 SS 126-189 | IRL: 1.2-1.5 301-400 L ISIP 209-214 | Yes | HMH Write-In Readers | Elementary Education | Program: IStation Materials: Leveled Text, Istation Interventions; Ready; FCRR, FDOE ELAFS, FSA Question Stem Cards Strategies: Choice in Text Selection; Everybody Writes Program: IStation, AR 360 Materials: Leveled Text, FDOE ELAFS, FSA Question Stem Cards Strategies: Project-Based Learning Intensity: Whole and Cooperative Groups; 5 days per week; 90+minutes per day |
| 2 | STAR 41-54 SS 190-240 | IRL: 1.6-1.8 401-500 L ISIP 215-218 | Yes | | | |
| 1 | STAR 55 SS >240 | IRL: 1.9+ 500+L ISIP >218 | No | HMH Leveled Readers | | |

***For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Tier 3 data indicates that a student has a reading deficiency and parents are notified as required in Section 1008.25, F.S.**



FALL PLACEMENT GRADE 3

| | Student's Independent Reading Capacity Based on HISTORICAL and CURRENT DATA | PMP Support? | CRRP CCP Material | Teacher Certification/ Professional Development | Program/Materials/Strategies/ *Intensity | |
|---|---|---|-------------------|--|---|--|
| 3 | STAR Early Literacy Grade 3 Retention | Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP | | Reading Endorsed/ Certified; Enrolled; Foundations of Reading Professional Development | Program: IStation Materials: Leveled Text, Istation Teacher-Led Interventions; FCRR, Ready; FDOE ELAFS, FSA Question Stem Cards Strategies: Diagnostic-driven intervention, Group Size of 3 or Less; Incentive-Based Reading Reward Program Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day | |
| 3 | STAR <25 | <ul style="list-style-type: none"> • IRL - <1.7 • <400 L • ISIP-<232 | Yes | | | HMH Reading Toolkit |
| 2 | STAR 26- 40 | <ul style="list-style-type: none"> • IRL- 1.8- 2.3 • 400-500L • ISIP 223-230 | Yes | HMH Write-In Readers | Elementary Education | Program: IStation Materials: Leveled Text, Istation Teacher-Led Interventions; FCRR, Ready; FDOE ELAFS, FSA Question Stem Cards Strategies: Choice in Text Selection; Everybody Writes; Reciprocal Teaching Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day Program: IStation, AR 360 Materials: Leveled Text, FDOE ELAFS, FSA Question Stem Cards Strategies: Project-Based Learning Intensity: Whole and Cooperative Groups; 5 days per week; 90+minutes per day |
| 2 | STAR 41-49 | <ul style="list-style-type: none"> • IRL- 2.4-2.7 • 501-600 L • ISIP- 231-242 | No | | | |
| 1 | STAR 50 + | <ul style="list-style-type: none"> • IRL 2.8 + • Lexile 601+ • ISIP- 243+ | No | HMH Leveled Readers | | |

***For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Tier 3 data indicates that a student has a reading deficiency and parents are notified as required in Section 1008.25, F.S.**



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FALL PLACEMENT GRADE 4

| | Student's Independent Reading Capacity Based on HISTORICAL and CURRENT DATA | PMP Support? | CRRP CCP Material | Teacher Certification/ Professional Development | Program/Materials/Strategies/*Intensity | |
|---|---|---|-------------------|---|---|--|
| 3 | FSA- SS <284 | Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP | | HMH Reading Toolkit | Reading Endorsed/ Certified; Enrolled; Foundations of Reading Professional Development | Program: IStation Materials: Leveled Text, Istation Teacher-Led Interventions; FRCC, Ready; FDOE ELAFS, FSA Question Stem Cards Strategies: Diagnostic-Driven Intervention; Incentive Based Reading Reward Program Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day |
| 3 | FSA- SS 285-293 STAR <20 | <ul style="list-style-type: none"> • IRL- <2.7 • Lexile- <500 • ISIP- <1685 | Yes | | | |
| 2 | FSA- SS 294-299 STAR 21-34 | <ul style="list-style-type: none"> • IRL 2.8- 3.1 • 500-550 L • ISIP 1685-1716 | Yes | HMH Write-In Readers | Elementary Education | Program: IStation Materials: Leveled Text, Istation Teacher-Led Interventions; FCRR, Ready; FDOE ELAFS, FSA Question Stem Cards Strategies: Choice in Text Selection; Everybody Writes; Reciprocal Teaching Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| 2 | FSA- SS 300-308 STAR 35-45 | <ul style="list-style-type: none"> • IRL 3.2-3.4 • 551-650 L • ISIP 1717-1747 | Yes | | | |
| 2 | FSA- SS 309-314 STAR 46-55 | <ul style="list-style-type: none"> • IRL 3.5-3.7 • 651-700 L • ISIP 1748-1778 | No | | | |
| 1 | FSA-SS 315+ STAR 55+ | <ul style="list-style-type: none"> • IRL 3.8 • Lexile- 701+ • ISIP- 1779+ | No | HMH Leveled Readers | Program: IStation, AR 360 Materials: Leveled Text, FDOE ELAFS, FSA Question Stem Cards Strategies: Project-Based Learning Intensity: Whole and Cooperative Groups; 5 days per week; 90+minutes per day | |

*For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Tier 3 data indicates that a student has a reading deficiency and parents are notified as required in Section 1008.25, F.S.



FALL PLACEMENT GRADE 5


| | Student's Independent Reading Capacity Based on HISTORICAL and CURRENT DATA | PMP Support? | CRRP CCP Material | Teacher Certification/ Professional Development | Program/Materials/Strategies/*Intensity | |
|---|---|---|-------------------|---|---|--|
| 3 | FSA SS <296 | Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP | | HMH Reading Toolkit | Reading Endorsed/ Certified; Enrolled in Reading Endorsement Coursework | Program: IStation Materials: Leveled Text, Istation Teacher-Led Interventions; FCRR, Ready; FDOE ELAFS, FSA Question Stem Cards Strategies: Diagnostic-Driven Intervention, Incentive-Based Reading Reward Program Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day |
| 3 | FSA SS 297-304 STAR <24 | <ul style="list-style-type: none"> • IRL - <3.7 • <600 L • ISIP- 1783 or less | Yes | | | |
| 2 | FSA SS 304-310 STAR 25-34 | <ul style="list-style-type: none"> • IRL - 3.8- 4.1 • 601-700 L • ISIP-1783-1837 | Yes | HMH Write-In Readers | Elementary Education | Program: IStation Materials: Leveled Text, Istation Teacher-Led Interventions; FCRR, Ready; FDOE ELAFS, FSA Question Stem Cards Strategies: Choice in Text Selection; Everybody Writes; Reciprocal Teaching Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| 2 | FSA SS 311-318 STAR 35-44 | <ul style="list-style-type: none"> • IRL - 4.2- 4.4 • 701 - 800 L • ISIP- 1838-1891 • STAR 25-55 percentile | Yes | | | |
| 2 | FSA SS 319-324 STAR 45-54 | <ul style="list-style-type: none"> • IRL - 4.5-4.7 • 801-900 L • ISIP- 1892-1947 | No | | | |
| 1 | FSA SS 325+ STAR 55+ | <ul style="list-style-type: none"> • IRL - 4.8+ • 900 +L • ISIP- 1947+ | No | HMH Leveled Readers | Program: IStation, AR 360 Materials: Leveled Text, FDOE ELAFS, FSA Question Stem Cards Strategies: Project-Based Learning Intensity: Whole and Cooperative Groups; 5 days per week; 90+minutes per day | |


*For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Tier 3 data indicates that a student has a reading deficiency and parents are notified as required in Section 1008.25, F.S.



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FALL PLACEMENT GRADE 6


|  | Student's Independent Reading Capacity Based on HISTORICAL and CURRENT DATA | PMP? | Course Placement | Teacher Expertise | Program/Materials/Strategies/*Intensity | |
|---|---|--|---------------------------|--|--|--|
| 3 | Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan. | | Reading 1008010 | <i>Reading Certified/ Endorsed</i> | Program: IStation, Read 180* Materials: Browser-Enabled Device, IStation Interventions, FCRR, CommonLit.org, FSA Question Stem Cards, Leveled Text Library Strategies: Incentive-Based Reading Reward Program In alignment with Monthly Data Chats; Small Group Explicit Instruction, Close Reading of Complex Text, Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day | |
| 3 | Level 1 or 2 in last three years FSA SS 259-308 | PR < 25 SS < 537 Lexile < 500 ISIP < 1993 | Yes | Reading 1008010 | | |
| 2 | Level 2 or 3 in last three years FSA SS 309-325 | PR 26-40 SS 538-626 Lexile 500-650 ISIP 1993-2039 | Yes | Critical Thinking 1700100 | <i>Reading Certified/ Endorsed/ In Progress</i> | Program: Achieve3000, Read 180* Materials: Browser-Enabled Device, FCRR, FSA Question Stem Cards, Gamified Vocabulary, CommonLit.org, Leveled Text Library Strategies: Student Choice in Text Selection; Teacher Modeled Stretch Passages, Close Reading of Complex Text Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| 2 | Level 2 or 3 in last three years FSA SS 326 | PR 41-50 SS 627-683 Lexile 651-875 ISIP 2040-2129 | No | <i>Varies AVID Advanced Placement Honors</i> | <i>Varies</i> | |
| 1 | Level 4 and 5 in last three years FSA SS | PR 50+ SS 684+ Lexile 876+ ISIP 2130+ | | | Programs: SpringBoard Materials: Browser-Enabled Device, Leveled Text, Gamified Vocabulary, FSA Task Card, CommonLit.org, myOn, Leveled Text Library, Literacy Sequence Strategies: Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Multisensory Instruction Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day | |

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

*Read 180 used at one Middle School.

FALL PLACEMENT GRADE 7

|  | Student's Independent Reading Capacity Based on HISTORICAL & CURRENT DATA | PMP? | Course Placement | Teacher Expertise | Program/Materials/Strategies/*Intensity | |
|---|---|--|---------------------------|--|---|--|
| 3 | Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan. | | Reading 1008010 | <i>Reading Certified/ Endorsed</i> | Program: IStation, Read 180* Materials: Browser-Enabled Device, IStation Interventions, FCRR, CommonLit.org, FSA Question Stem Cards, Leveled Text Library Strategies: Incentive-Based Reading Reward Program In alignment with Monthly Data Chats; Small Group Explicit Instruction, Close Reading of Complex Text, Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day | |
| 3 | Level 1 or 2 in last three years FSA SS < 267 | PR < 25 SS < 601 Lexile < 550 ISIP < 2061 | Yes | Reading 1008010 | | |
| 2 | Level 2 or 3 in last three years FSA SS 268-317 | PR 26-40 SS 713-600 Lexile 550-750 ISIP 2061-2129 | Yes | Critical Thinking 1700100 | <i>Reading Certified/ Endorsed/ In Progress</i> | Program: Achieve3000, Read 180* Materials: Browser-Enabled Device, FCRR, FSA Question Stem Cards, Gamified Vocabulary, CommonLit.org, Leveled Text Library Strategies: Student Choice in Text Selection; Teacher Modeled Stretch Passages, Close Reading of Complex Text Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| 2 | Level 2 or 3 in last three years FSA SS 332-345 | PR 41-50 SS 714-810 Lexile 751-950 ISIP 2130-2211 | No | <i>Varies AVID Advanced Placement Honors</i> | <i>Varies</i> | |
| 1 | Level 4 and 5 in last three years FSA SS 346+ | PR 50+ SS 811+ Lexile 951+ ISIP 2212+ | | | Programs: SpringBoard, Materials: Browser-Enabled Device, Leveled Text, Gamified Vocabulary, FSA Task Cards, CommonLit.org, myOn, Leveled Text Library, District created Literacy Sequence Strategies: Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Multisensory Instruction Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day | |

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

Spring 2021 Education Plan and Assurances

FALL PLACEMENT GRADE 8


| | Student's Independent Reading Capacity Based on HISTORICAL & CURRENT DATA | PMP? | Course Placement | Teacher Expertise | Program/Materials/Strategies/*Intensity | |
|---|---|---|---------------------------|---|--|--|
| 3 | Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan. | | Reading 1008010 | Reading Certified/End orsed | Program: IStation, Read 180* Materials: Browser-Enabled Device, IStation Interventions, FCRR, CommonLit.org, FSA Question Stem Cards, Leveled Text Library Strategies: Incentive-Based Reading Reward Program In alignment with Monthly Data Chats; Small Group Explicit Instruction, Close Reading of Complex Text, Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day | |
| 3 | Level 1 or 2 in last three years FSA SS <274 | PR <25 SS < 680 Lexile <600 ISIP < 2129 | Yes | Reading 1008010 | | |
| 2 | Level 2 or 3 in last three years FSA SS 274-321 | PR 26-40 SS 680-847 Lexile 600-800 ISIP 2129-2157 | Yes | Critical Thinking 1700100 | Reading Certified/End orsed/In Progress | Program: Achieve3000, Read 180* Materials: Browser-Enabled Device, FCRR, FSA Question Stem Cards, Gamified Vocabulary, CommonLit.org, Leveled Text Library Strategies: Student Choice in Text Selection; Teacher Modeled Stretch Passages, Close Reading of Complex Text Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| 2 | Level 2 or 3 in last three years FSA SS 338-351 | PR 41-50 SS 848-920 Lexile 801-1037 ISIP 2158-2211 | No | Varies AVID Advanced Placement Honors | Varies | Programs: SpringBoard, Materials: Browser-Enabled Device, Leveled Text, Gamified Vocabulary, FSA Task Card, CommonLit.org, myOn, Leveled Text Library, District created Literacy Sequence Strategies: Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Multisensory Instruction Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day |
| 1 | Level 4 and 5 in last three years FSA SS 352+ | PR 50+ SS 921+ Lexile 1038+ ISIP 2212+ | | | | |
| *For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. | | | | | | |

FALL PLACEMENT GRADE 9

| | Student's Independent Reading Capacity Based on HISTORICAL & CURRENT DATA | PMP | Course Placement | Teacher Expertise | Program/Materials/Strategies/*Intensity |
|---|---|-------------------------------------|-------------------|---|---|
| 3 | Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan. | | Intensive Reading | Reading Certified/ Endorsed | Program: Achieve Boost Materials: Browser-Enabled Device, Achieve 3000 Boost Ancillaries, Flocabulary.com, Vocabulary.com, FSA Task Cards, MyOn.com Strategies: Teacher Modeled Stretch Passages, Student Choice in Text Selection, Incentive-Based Reading Rewards in Alignment with Monthly Data Chats Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day |
| 3 | Level 1 or 2 in last three years (Include FSA Scale score range) | PR STAR SS STAR Lexile <780 L | Yes | Intensive Reading | |
| 2 | Level 2 or 3 in last three years | 780-1000 L Achieve 780-980 | Yes | Reading | Reading Certified/ Endorsed/In Progress |
| 2 | Level 2 or 3 in last three years | 1001-1055 L Achieve 981-1054 | Yes* | | Program: Achieve3000 Empower Materials: Browser-Enabled Device, Achieve3000,, Flocabulary.com, Vocabulary.com, FSA Task Cards, Myon.com Strategies: Multiple Readings of Complex Text,; Choice in Text Selection; Teacher Modeled Stretch Passages, Close Reading of Complex Text Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| 2 | Level 2 or 3 in last three years | 1056-1125 L Achieve 1055-1080 | No | Varies AVID | Varies |
| 1 | Level 4 and 5 in last three years | IRL 9.7+ 1126+ L | No | Varies Advanced Placement Honors | Programs: Varies Materials: Browser-Enabled Device, Leveled Text, Flocabulary.com, Vocabulary.com, Instructional Literacy Sequence, FSA Task Cards, Myon.com Strategies: Learning Goals, Learning Scales, Writing to Learn, Read Alouds, Graphic Organizers, Collaborative Conversations, Multi-Sensory Instruction Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day |
| *For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. | | | | | |

Spring 2021 Education Plan and Assurances


FALL PLACEMENT GRADE 10

|  | Student's Independent Reading Capacity Based on HISTORICAL & CURRENT DATA | PMP? | Course Placement | Teacher Expertise | Program/Materials/Strategies/*Intensity |
|---|---|--|-------------------|--|---|
| 3 | Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan. | | Intensive Reading | Reading Endorsed/ Certified | Program: Achieve Boost Materials: Browser-Enabled Device; Achieve Ancillary Materials; CPALMS, Flocabulary.com, Vocabulary.com, FSA Task Cards Strategies: Everybody Writes; Incentive-Based Reward Program Small Group Explicit Instruction Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day |
| | Level 1 or 2 in last three years STAR <20 | IRL < 6.8 Lexile <830 Achieve <780 | Yes | | |
| 2 | Level 2 or 3 in last three years STAR 21-30 | IRL 6.8-9.1 831-964 L Achieve 780-970 | Yes | Critical Thinking-Career Research Intensive Language Arts | Program: Achieve3000 Materials: Browser-Enabled Device; Achieve3000 Ancillary Materials, CPALMS, Flocabulary.com, Vocabulary.com, FSA Task Cards Strategies: Comprehension Instructional Sequence (CIS); Choice in Text Selection; Teacher Modeled Stretch Passages; Everybody Writes Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| 2 | Level 2 or 3 in last three years STAR 31-38 | IRL 9.1-9.6 965-1097 L Achieve 971-107 | Yes | Varies AVID | |
| 2 | Level 2 or 3 in last three years STAR 39-50 | IRL 9.7-10.8 1098-1179 L Achieve 1071-1170 | No | Varies Advanced Placement Honors | Programs: Varies Materials: Browser-Enabled Device, Leveled Text, Flocabulary.com, Vocabulary.com, FSA Task Cards Strategies: Multi-strategy Comprehension Instruction; Gamified Vocabulary Practice; Text-based Discussion; Written Response to Text; Everybody Writes Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day |
| 1 | Level 4 and 5 in last three years STAR 51+ | IRL 10.8+ 1180+ L | No | | |

*For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and



FALL PLACEMENT GRADES 11-12

|  | Student's Independent Reading Capacity Based on HISTORICAL & CURRENT DATA | PMP? | Course Placement | Teacher Expertise | Program/Materials/Strategies/*Intensity |
|---|---|--|-------------------|--|---|
| 3 | Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan. | | Intensive Reading | Reading Endorsed/ Certified | Program: Achieve Boost Materials: Browser-Enabled Device; Achieve Ancillary Materials; CPALMS, Flocabulary.com, Vocabulary.com, FSA Task Cards Strategies: Everybody Writes; Incentive-Based Reward Program; Small Group Explicit Instruction Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day |
| | Level 1 or 2 in last three years STAR <20 | IRL < 6.3 <800 L Achieve <880 | Yes | | |
| 2 | Level 2 or 3 in last three years STAR 21-30 | IRL 6.8-9.3 800-900 L Achieve 880-970 | Yes | Critical Thinking-Career Research Intensive Language Arts | Program: Achieve3000 Materials: Browser-Enabled Device, Achieve3000 Ancillary Materials, CPALMS, Flocabulary.com, Vocabulary.com, FSA Task Cards Strategies: Comprehension Instructional Sequence (CIS); Choice in Text Selection; Teacher Modeled Stretch Passages; Everybody Writes Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| 2 | Level 2 or 3 in last three years STAR 31-38 | IRL 9.3-9.9 901-1050 L Achieve 981-1070 | Yes | Varies AVID | |
| 2 | Level 2 or 3 in last three years STAR 39-50 | IRL 9.9-11.2 1051-1199 L Achieve 1081-1170 | No | Advanced Placement Honors | Programs: Varies Materials: Browser-Enabled Device, Leveled Text, Flocabulary.com, Vocabulary.com, FSA Task Cards Strategies: Multi-strategy Comprehension Instruction; Gamified Vocabulary Practice; Text-based Discussion; Written Response to Text; Everybody Writes Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day |
| 1 | Level 4 and 5 in last three years STAR 51+ | IRL 11.3+ | No | | |

Multi-Tiered Systems of Support for Virtual

MTSS Academic Tier Decision Guide - Virtual

| Tier 1 | Tier 2 | Tier 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|-----|--|------|--------------------------------------|-------|------|-----|-----------------|------|-----------------|---|-------|---------|-----|--|------|-------------------------------------|-------|------|-----|------------------|------|------------------|--|-------|---------|-----|--|------|----------------------------------|-------|------|-----|-----------------|------|-----------------|
| <p>Responds to core instruction as evidenced by the following:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>K-5</td> <td>STAR: 40 + %ile ISIP: Tier 1 BM: At or Above</td> </tr> <tr> <td>6-12</td> <td>STAR: 40 + %ile Achieve: Avg 70%+</td> </tr> <tr> <th>Grade</th> <th>Math</th> </tr> <tr> <td>K-5</td> <td>STAR: 40 + %ile</td> </tr> <tr> <td>6-12</td> <td>STAR: 40 + %ile</td> </tr> </tbody> </table> <p>Grades and work completion consistent with classroom peers.</p> | Grade | Reading | K-5 | STAR: 40 + %ile ISIP: Tier 1 BM: At or Above | 6-12 | STAR: 40 + %ile Achieve: Avg 70%+ | Grade | Math | K-5 | STAR: 40 + %ile | 6-12 | STAR: 40 + %ile | <p>Has not responded to core instruction and data indicates scores that fall in the tier 2 range as evidenced by the following:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>K-5</td> <td>STAR: 20-39 %ile ISIP: Tier 2 BM: 1 year below</td> </tr> <tr> <td>6-12</td> <td>STAR: 20-39 %ile Achieve: 60-70%</td> </tr> <tr> <th>Grade</th> <th>Math</th> </tr> <tr> <td>K-5</td> <td>STAR: 20-39 %ile</td> </tr> <tr> <td>6-12</td> <td>STAR: 20-39 %ile</td> </tr> </tbody> </table> <p>Grades and work completion below that of classroom peers.</p> | Grade | Reading | K-5 | STAR: 20-39 %ile ISIP: Tier 2 BM: 1 year below | 6-12 | STAR: 20-39 %ile Achieve: 60-70% | Grade | Math | K-5 | STAR: 20-39 %ile | 6-12 | STAR: 20-39 %ile | <p>Has not responded sufficiently to tier 2 interventions and/or has scores that fall in the tier 3 range as evidenced by the following:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>K-5</td> <td>STAR: < 20 %ile ISIP: Tier 3 BM: 2+years below</td> </tr> <tr> <td>6-12</td> <td>STAR: < 20 %ile Achieve: <60%</td> </tr> <tr> <th>Grade</th> <th>Math</th> </tr> <tr> <td>K-5</td> <td>STAR: < 20 %ile</td> </tr> <tr> <td>6-12</td> <td>STAR: < 20 %ile</td> </tr> </tbody> </table> <p>Grades and work completion far below that of classroom peers.</p> | Grade | Reading | K-5 | STAR: < 20 %ile ISIP: Tier 3 BM: 2+years below | 6-12 | STAR: < 20 %ile Achieve: <60% | Grade | Math | K-5 | STAR: < 20 %ile | 6-12 | STAR: < 20 %ile |
| Grade | Reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 | STAR: 40 + %ile ISIP: Tier 1 BM: At or Above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6-12 | STAR: 40 + %ile Achieve: Avg 70%+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | Math | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 | STAR: 40 + %ile | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6-12 | STAR: 40 + %ile | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | Reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 | STAR: 20-39 %ile ISIP: Tier 2 BM: 1 year below | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6-12 | STAR: 20-39 %ile Achieve: 60-70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | Math | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 | STAR: 20-39 %ile | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6-12 | STAR: 20-39 %ile | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | Reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 | STAR: < 20 %ile ISIP: Tier 3 BM: 2+years below | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6-12 | STAR: < 20 %ile Achieve: <60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | Math | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 | STAR: < 20 %ile | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6-12 | STAR: < 20 %ile | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>What to do:</p> <ul style="list-style-type: none"> Teacher compares class or content area performance against school and district Maintain strong Core Continue with differentiated instruction | <p>What to do:</p> <ul style="list-style-type: none"> Teacher consults Intervention Matrix for Reading or Math. Teacher has data that supports reason for the movement to Tier 2 | <p>What to do:</p> <ul style="list-style-type: none"> Teacher contacts MTSS Coordinator to discuss the need to move to Tier 3 and hold a PST (Problem Solving Team meeting) Teacher has data to support the movement to Tier 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>What happens next:</p> <ul style="list-style-type: none"> Celebrate the fact that you have a successful student! Make goals for continued growth. Universal screening 3x year Discuss data with grade level peers Continue with Reading/Math Program | <p>What happens next:</p> <ul style="list-style-type: none"> Teacher develops and implements intervention through regularly scheduled Re-teach Block Data is progress monitored month <i>Data is reviewed by team at monthly data chats to determine if tier movement is needed</i> | <p>What happens next:</p> <ul style="list-style-type: none"> MTSS Coordinator schedules and holds PST meeting that includes the following members: coordinator, admin, ssw, teacher, counselor, parent, etc Intervention is developed and implemented through regularly scheduled Pre-teach Block. Communication and student performance log is maintain. <i>Data is reviewed by team at monthly data chats to determine if tier movement is needed.</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Mathematics

Math Interventions and Progress Monitoring

| Content Area Cluster | Screening Tool | Tier 1 (\geq PR 50) | Tier 2 (PR 26-49) | Tier 3 (PR \leq 25) | Progress Monitoring Tool |
|--------------------------|----------------|---|--|---|--|
| K-5 Math Problem Solving | Star | Learning Scales with Resources Go Math | Learning Scales with Resources Previewing Go Math Freckle- Adaptive | Small Group MFAS (one skill) Teacher Previewing | Freckle benchmark every week 4 to 5 questions Florida standard |
| K-5 Math Calculation | Star | Learning Scales with Resources Go Math | Learning Scales with Resources Reflex or Freckle Fluency | Youcubed (small group) Freckle (fluency) MFAS (one skill) Freckled targeted practice | Renaissance CBM (K-2) Benchmark fluency question every week. 10 questions calculation |

Math Interventions and Progress Monitoring

| Content Area Cluster | Screening Tool | Tier 1 (\geq PR 50) | Tier 2 (PR 26-49) | Tier 3 (PR \leq 25) | Progress Monitoring Tool |
|--------------------------|----------------|---|--|---|--|
| 6-8 Math Problem Solving | Star | Learning Scales with Resources Go Math | Learning Scales with Resources Previewing Go Math Freckle- Adaptive | Small Group MFAS (one skill) Teacher Previewing | Freckle benchmark every week 4 to 5 questions Florida standard |
| 6-8 Math Calculation | Star | Learning Scales with Resources Go Math | Learning Scales with Resources Freckle Fluency | Youcubed (small group) Freckle (fluency) MFAS (one skill) Freckled targeted practice | Benchmark fluency questions every week. 10 questions calculation |

Math Block Tier Support



Math Block

Tiered Support

7

1. Engaging Real World Problem

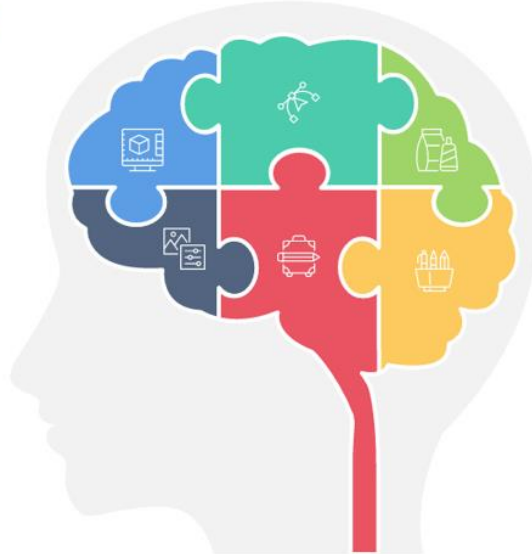
All Tier work in mixed ability groups.

2. Pre-Teach / Jumpstart

- Tier 3:** Teacher-led pre-teach
- Tier 2:** Tutorial on prerequisite skills.
(Original Tutorials)
- Tier 1:** Spiral review
(Adaptive-Freckle)

3. Standard Based Lesson

All Tier work in mixed ability groups



4. Practice

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

5. Formative Assessment

All Tiers: Exit Ticket (MFAS or HOT question).

6. Learning Goals

All Tiers: Monitor personal growth.



Assessment Decision Tree

8



English Language Learners

Elementary English Learners Decision Tree

| WIDA & Local Data | EL Minutes | Program/Materials/Strategies/Intensity | Delivery Model |
|---|--|--|---|
| WIDA 1-2 OR Overall TIER A1-A3 FSA Level 1 PR STAR <20 Istation seriously below GL & intensive intervention | 120 minutes + weekly | Program: Imagine Learning, Everyday English Materials: Texts in Native Language, Imagine Learning Ancillaries, Keystone Texts, High-Low Saddleback leveled classics and content readers, Welcome Newcomer Readers, LAFS Task cards, Graphic Organizers, Sentence Stems & Paragraph Frames Strategies: QSSSA, Guided Reading & Writing, Multi-sensory Instruction, Language Experience Approach, Comprehensible Input Intensity: 3+ days per week; 30 min per day; Group size 3 or less | Pull-Out EL service minutes must occur outside of the Tier II and Tier III intervention block. <ul style="list-style-type: none"> • Non-English students grouped together • Same language clusters when possible • Specialized, Identified Program, Curriculum & Materials • Research-based Strategies and Best Practices for Comprehensible Input • Modeled Meta-Cognitive Strategies |
| WIDA 3 OR Overall B1 FSA Low Level 2 PR STAR 20-40 Istation moderately below GL & in need of intervention | 90 minutes + Weekly | Program: + Keystone, Myon, Content Area Study Island Materials: Leveled Novel Units, Imagine Learning Ancillaries, Keystone Texts, High-Low Saddleback leveled classics, High-Low Saddleback leveled content area paired texts, LAFS Task cards, Graphic Organizers, Sentence Stems & Paragraph Frames Strategies: QSSSA, Guided Reading & Writing, Multi-sensory Instruction, Language Experience Approach, Comprehensible Input Intensity: 2x per week; 30-45 min per day; Group size 5 or less | Push-In Co-teaching support should occur during content specific or academic vocabulary instruction <ul style="list-style-type: none"> • ELL students grouped with Non-ELL students • Instruction with ESOL strategies to support understanding • Peer Mentoring • Co-planning and data analysis minimum of MONTHLY with ESOL contact/co-teacher • Highly qualified paraprofessional to support 50% of instruction time (bilingual when possible) |
| WIDA 4 OR Overall B2 FSA (< 3) PR STAR 40-49 Istation on watch | 60 minutes Weekly | Programs: Istation Materials: Browser-Enabled Device, Leveled Text Strategies: Sensory, Graphic, and Interactive Support | Accommodations Implementation of <i>daily classroom accommodations</i> should reflect <i>statewide testing accommodation norms</i> . Regular use of a bilingual dictionary or glossary, flexible group setting, extended time, and assistance in heritage language (when possible) occur <u>without penalty</u> of content evaluation and assessment. |
| WIDA 4+ OR Overall C FSA (3+) PR STAR 50+ Istation at GL | Consult (No Direct EL services needed) | | <i>Universal Design for Learning lays the foundation for all tiers. For students who have not responded to intervention delivered with fidelity and with the initial intensity (time and group size) provided, intervention instruction and/or materials will be changed based on student data.</i> |

Spring 2021 Education Plan and Assurances

Middle & High School English Learners Decision Tree

| WIDA & Local Data | Course | Program/Materials/Strategies/Intensity | Delivery Model |
|---|--|--|--|
| WIDA 1-2 OR Overall TIER A1- A3 FSA Level 1 in the last three years PR STAR <20 PSAT <20 PR | English through ESOL <i>PLUS, Developmental Language Arts (MC)</i> Sheltered 130 S Content Area (One Period) | Program: Imagine Learning, Everyday English, Boost Materials: Texts in Native Language, Imagine Learning Ancillaries, Keystone Texts, High-Low Saddleback leveled classics and content readers, Welcome Newcomer Readers, LAFS Task cards, Graphic Organizers, Sentence Stems & Paragraph Frames Strategies: QSSSA, Guided Reading & Writing, Multi-sensory Instruction, Language Experience Approach, Comprehensible Input Intensity: 3+ days per week; 30 min per day; Group size 3 or less | Group size 12-18: Sheltered <ul style="list-style-type: none"> Non-English students grouped together Same language clusters when possible Specialized, Identified Program, Curriculum & Materials Research-based Strategies and Best Practices for Comprehensible Input Modeled Meta-Cognitive Strategies Highly qualified paraprofessional to support 50% of instruction time (bilingual when possible) |
| WIDA 3 OR Overall B1 FSA Low Level 2 in the last three years PR STAR 20-40 PSAT 21-39 | Reading AVID | Program: + Keystone, Myon, Content Area Study Island Materials: Leveled Novel Units, Imagine Learning Ancillaries, Keystone Texts, High-Low Saddleback leveled classics, High-Low Saddleback leveled content area paired texts, LAFS Task cards, Graphic Organizers, Sentence Stems & Paragraph Frames Strategies: QSSSA, Guided Reading & Writing, Multi-sensory Instruction, Language Experience Approach, Comprehensible Input Intensity: 2x per week; 30-45 min per day; Group size 5 or less | Group size <12: Inclusion <ul style="list-style-type: none"> ELL students grouped with Non-ELL students Instruction with ESOL strategies to support understanding Peer Mentoring Co-planning and data analysis meetings a minimum of MONTHLY with ESOL contact/co-teacher Highly qualified paraprofessional to support 50% of instruction time (bilingual when possible) <p>Accommodations Implementation of <i>daily classroom accommodations</i> should reflect <i>statewide testing accommodation norms</i>. Regular use of a bilingual dictionary or glossary, flexible group setting size, extended time, and assistance in heritage language (when possible) occur <u>without penalty</u> of content evaluation and assessment.</p> <p><i>Universal Design for Learning lays the foundation for all tiers. For students who have not responded to intervention delivered with fidelity and with the initial intensity (time and group size) provided, intervention instruction and/or materials will be changed based on student data.</i></p> |
| WIDA 4 OR Overall B2 FSA (< 3) PR STAR 40-49 PSAT 42-52 | Honors AVID Advanced Placement | Programs: Springboard, Achieve 3000 Materials: Browser-Enabled Device, Leveled Text Strategies: Sensory, Graphic, and Interactive Supports | (Continued from previous row) |
| WIDA 4+ OR Overall C FSA (3+) PR STAR 50+ PSAT 52+ | EXIT or add Developmental Language Arts (MC) | (Continued from previous rows) | (Continued from previous rows) |

Appendix B Professional Development

Innovative and Virtual Learning Modalities

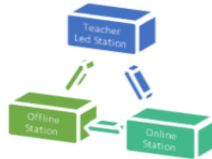
Interventions to Support Students

Technology & Learning Management System Needs

Innovative and Virtual Learning Modalities

Delivery Methods for E-Learning

Synchronous Learning



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

Advantages:

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

Flipped Learning



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

Advantages:

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

Asynchronous Learning

| Activity | Resources | Notes | Date completed |
|------------|--|-------|----------------|
| 1. Read | Read the passage that contains the main idea and supporting details. | | |
| 2. ... | | | |
| 3. ... | | | |
| 4. ... | | | |
| 5. ... | | | |
| Class Test | | | |

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

Advantages:

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

Interventions to Support Students

Literacy

ReadWorks
Learning Sequences
Text Access!
Writing Resources
Asynchronous resources
Synchronous resources

Math

Tutorials
Math Nation
Khan Academy
ZEARN
MCSD Math Resources

E-Learning Resources



Resources for Alternate Day/ Alternate Classroom Learning

[Asynchronous Learning for Language Arts Sample](#)
[Flipped Learning for Social Studies Sample](#)

MCSD ESE Padlet
Online Tools
for Accommodations
Universal Design for
Learning



Social Emotional Skills
Purpose Prep
K-12 Social Emotional
Learning



MCSD ESOL Padlet
Newcomer Strategies
Online Teaching
Methods and Tools



Science

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

Social Studies

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

Spring 2021 Education Plan and Assurances

Engaging ALL learners 10:20-11:00 Complete All Items ✓ + ⋮

- How to reach all students in a remote environment ✓ ⋮
- MCSO VirtuEL website overview ✓ ⋮
- Getting it Right - Lessons Learned ✓ ⋮
- iBelieve Updates ✓ ⋮

Assessment in a Virtual Environment 11:00-11:30 ✓ + ⋮

- Assessment and Accountability ✓ ⋮
- Multiple opportunities to demonstrate mastery ✓ ⋮

Curriculum Support 1:00-3:00 ✓ + ⋮

- Curriculum Supports ✓ ⋮
- Learning Repository ✓ ⋮

Day Two: Differentiated Instruction 8:30-9:30 August 12 Complete All Items ✓ + ⋮

- Differentiation Basics and Virtual Instruction Wednesday AM ✓ ⋮
- Providing Choice and UDL ✓ ⋮
- Get off to a great start with EL students ✓ ⋮
- MTSS/Tiered Supports ✓ ⋮
- PSRtl Overview to Document Series.pdf ✓ ⋮
- Tech Tools Breakout Sessions 9:30-9:50 and 9:55-10:15 ✓ ⋮

tps://monroe12.instructure.com/courses/13679/modules 2/
 2/2/2020 Course Modules: MCSO 2020 Virtual Learning Training - Teachers

Engaging ALL learners 10:20-11:00 Complete All Items ✓ + ⋮

- How to reach all students in a remote environment ✓ ⋮
- MCSO VirtuEL website overview ✓ ⋮
- Getting it Right - Lessons Learned ✓ ⋮
- iBelieve Updates ✓ ⋮

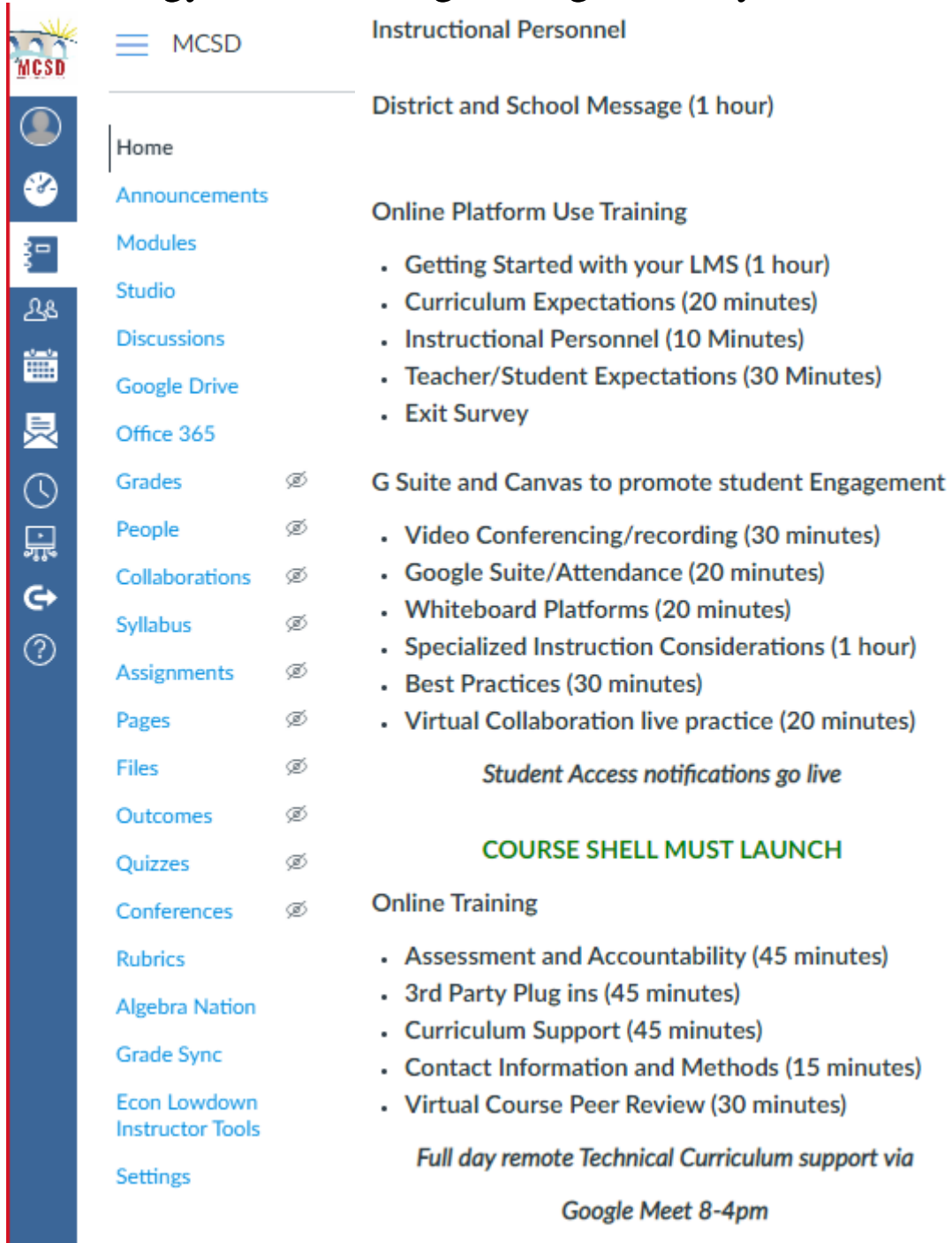


Early Release Professional Learning Offerings (2020-2021) Learning Opportunities Designed for ALL Provided by Consultants and Experts!

2020-2021 Early Release Topics-

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

Technology and Learning Management System Needs























The screenshot displays the MCSD LMS interface. On the left is a dark blue sidebar menu with icons for Home, Announcements, Modules, Studio, Discussions, Google Drive, Office 365, Grades, People, Collaborations, Syllabus, Assignments, Pages, Files, Outcomes, Quizzes, Conferences, Rubrics, Algebra Nation, Grade Sync, Econ Lowdown, Instructor Tools, and Settings. The main content area is white and features a header with the MCSD logo and 'MCSD' text. Below the header, there are several sections: 'Instructional Personnel' with a 'District and School Message (1 hour)'; 'Online Platform Use Training' with a bulleted list of modules including 'Getting Started with your LMS (1 hour)', 'Curriculum Expectations (20 minutes)', 'Instructional Personnel (10 Minutes)', 'Teacher/Student Expectations (30 Minutes)', and 'Exit Survey'; 'G Suite and Canvas to promote student Engagement' with a bulleted list of modules including 'Video Conferencing/recording (30 minutes)', 'Google Suite/Attendance (20 minutes)', 'Whiteboard Platforms (20 minutes)', 'Specialized Instruction Considerations (1 hour)', 'Best Practices (30 minutes)', and 'Virtual Collaboration live practice (20 minutes)'; 'Student Access notifications go live'; 'COURSE SHELL MUST LAUNCH' in green text; 'Online Training' with a bulleted list of modules including 'Assessment and Accountability (45 minutes)', '3rd Party Plug ins (45 minutes)', 'Curriculum Support (45 minutes)', 'Contact Information and Methods (15 minutes)', and 'Virtual Course Peer Review (30 minutes)'; and 'Full day remote Technical Curriculum support via Google Meet 8-4pm'.

Spring 2021 Education Plan and Assurances

Welcome Tech Guides 2020



Each School and Grade Band has a Tech Guide Support Team to help us along this virtual journey. Please reach out to these team members to ask about tech tools and implementation in your virtual classrooms. They are here to support and provide training so please reach out for questions or assistance!

| | | | |
|--|--|--|--|
|  Jacob Peltus Coral Shores K-12 MS Support Jacob.Peltus@flvschools.com |  Heidi Johnson Coral Shores K-12 Support Heidi.Johnson@flvschools.com |  Stephanie Lambert Plantation Key K-8 Support Stephanie.Lambert@flvschools.com |  Kelli Brown Plantation Key K-8 Support Kelli.Brown@flvschools.com |
|  Janice Carter South Beach K-8 Support Janice.Carter@flvschools.com |  Maureen Collins South Beach K-8 Support Maureen.Collins@flvschools.com |  Kari Worthigan Stanley Dale K-8 Support Kari.Worthigan@flvschools.com |  Sarah Carr Stanley Dale K-8 Support Sarah.Carr@flvschools.com |
|  Kirsten Burns Key Largo K-8 Support Kirsten.Burns@flvschools.com |  Tiffany Zepeda Key Largo K-8 Support AVID Support Tiffany.Zepeda@flvschools.com |  Kyla Zimmerman Key West High K-12 Support Kyla.Zimmerman@flvschools.com |  Henry Batts Key West High K-12 Support World Language Support Henry.Batts@flvschools.com |
|  Alexa Chisholm Superior School K-8 Support Alexa.Chisholm@flvschools.com |  Hilda Ray Superior School K-8 Support Hilda.Ray@flvschools.com |  Melissa Meares Superior School Media/Social Studies Support Melissa.Meares@flvschools.com |  Karin Watson Superior School K-8 Support Karin.Watson@flvschools.com |
|  Noretha Murray Howard E. Brown K-8 Support/Track Noretha.Murray@flvschools.com |  Nico Polibergal Howard E. Brown K-8 Support Nico.Polibergal@flvschools.com |  James Murphy MacArthur K-12 Support James.Murphy@flvschools.com |  Rob Driscoll MacArthur K-12 Support Rob.Driscoll@flvschools.com |

Appendix C
Parent Communication

Parental Choice Letter

Sent via print and digital copy

Print Copy:

Semester 2 - 2020 -2021 Virtual Enrollment

November 30, 2020

Dear Parents:

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

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

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

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

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

Sincerely,

[Monroe] Page

Spring 2021 Education Plan and Assurances

Kristen Condella

Digital Copy:

PARENTAL CHOICE AGREEMENT for the 2020-2021 second semester

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

Commitment Statement:

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

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Spring 2021 Education Plan and Assurances

2020-2021 Virtual Enrollment Option

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

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

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

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

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

Email address *

Valid email address

This form is collecting email addresses. [Change settings](#)

OPT-OUT AGREEMENT for the 2020-2021 Second Semester

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

Commitment Statement: *

I am opting for my child to stay enrolled in the Full Time Virtual through the Monroe Virtual School for the second semester of the 2020-2021 school year which begins January 5th, 2021 and ends May 28th, 2021. In the event that your child wishes to return to a physical school location, you will need to contact the registrar or counselor at the physical school to coordinate enrollment. A review of records with guidance and administration will determine the best course placement for the student.

