SECTION 4: REMOTE INSTRUCTIONAL PLAN

This plan meaningfully addresses the needs of the following student groups in each area of the rubric in such a way that students in these groups are likely to have equitable access and opportunity to a quality education.
• Students with Disabilities
• English Learners
• Native American Students
• Students that are Economically Disadvantaged and Students that are Highly Mobile

Remote Learning

Score		1		3	Score	Revision Notes
Instructional Materials	Instructional Materials	Grade-band-specific instructional materials are not identified or aligned with state academic standards or approved adopted materials. Preparation and planning practices are not evident in schedules and instructional materials. Key support for adapting instructional materials to distance learning, flexible learning spaces, or staggered schedules is not mentioned.	Grade-band-specific instructional materials are identified in ELA *and* Math and aligned with state academic standards or approved adopted materials. Foundational skills materials are identified in PreK - 2. Preparation and planning practices are evident in schedules and instructional materials. Instructional artifacts demonstrate the opportunity for teachers, who are teaching in distance settings and in-person settings, to plan collaboratively.	Grade-band-specific instructional materials are identified in ELA, Math, Science, and Social Studies, and aligned with state academic standards or approved adopted materials. Instructional materials and their resources are explicitly identified to support at-risk student groups. Preparation and planning practices are embedded and evident in schedules, coaching, and teacher feedback regardless of instructional environment. Plan identifies how all student groups will have access to grade level instruction through the use of culturally responsive, high-quality instructional materials.	2.5	**Original score 1** All PED Approved adopted materials: ELA - Curriculum Associates Ready Reading K-6th; Read 180 7th-12th. Math - Curriculum Associates Ready Classroom Mathematics K-6th; Carnegie Learning 7th-12th. Science - Pearson K-12th. Social Studies - HMH K-12th. All students receive Tier I Core Grade Level Instruction. At-risk students are supported in both ELA and Math. All adopted curricula have supplemental materials in support of intervention to meet the needs of individual students (at performance level) based on
Graduation Requirements	Graduation Requirements	There is no evidence of a plan to ensure credit requirements will continue to be met in a remote learning environment. There is no evidence of the availability of options for local demonstrations of competency for seniors who still need to meet competency requirements. There is no evidence of a plan to ensure Next Step Plans will be completed and seniors who have not taken the ACT or SAT receive test prep support and a scheduled time for the test.	There is some evidence of a plan to ensure credit requirements will continue to be met in a remote learning environment, but options for local demonstrations of competency for seniors or plans to ensure Next Step Plans will be completed are unclear.	There is clear evidence of a plan credit requirements will continue to be met in a remote learning environment. There is clear evidence of the availability of options for local demonstrations of competency for seniors who still need to meet competency requirements. There is clear evidence of a plan to ensure Next Step Plans will be completed and seniors who have not taken the ACT or SAT receive test prep support and a scheduled time for the test.	2.5	Original score 1 VMS Graduation Requirements will be upheld as stated in Student/Parent Handbook approved by VMS Board of Education: 26 credits, along with proficiency demonstrated on Mandated State Assessments, or other demonstrations of competency in Reading and Math (i.e. ACT, SAT, NMAPA, Semester/End of Term Exams, or other state approved assesssments). Requirements for credit in the remote learning environment will include attendance of all

Remote Learning	**Instructional Schedules**	Instructional schedules, staffing, and design are inadequately defined and the instructional program is not aligned with evidence-based ELA and Math materials or practices. Schedules do not identify intervention and remediation opportunities. Schedules do not include plan for ancillary services. For high school: Intensified supports for CTE, dual credit courses, or post secondary pathways and aligned supports are not identified.	Instructional schedules, staffing, and design focus on an instructional program that reinforces evidence based skill development in ELA and Math while still creating opportunities for students to learn grade level content. Intervention and remediation opportunities are identified in schedule, but planning and resources are unclear. Ancillary supports are identified and available for students, including in a remote environment. For high school: Intensified supports for CTE, dual credit courses, or post secondary pathways and aligned supports are identified.	ELA and Math instruction are prioritized and provide enough time and support to merge lost learning concepts and skills into daily instruction. Content is used as a meaningful vehicle for ELA and Math instruction. There are additional supports for at-risk groups of students while still holding high expectations for learners. Intervention opportunities are identified and programming design is clearly communicated. Planning and resources are identified. Culturally responsive practices and whole child support structures clearly promote well-being opportunities within the school day and outside of school. For high school: Plan includes academic and nonacademic supports to help students with post secondary pathways.	2.5	**Original Score 1** Instructional Schedules are prioritizing Math and ELA with 90 minutes of Tier I instruction. Data from BOY diagnostic assessments is being analyzed in the development of action plans that will address "unfinished learning" and prepare all learners for grade level instruction. Weekly review of student data during TLC meetings will identify these lost learning concept or skills necesary for future grade level content. Through regularly scheduled formative assessments such as growth monitoring, standards mastery and comprehension checks, student learning needs will be identified, such as essential prerequisite skills necessary for student growth and achievement. Students with similar learning needs will form	
	Learning Loss	There is no evidence of a plan as to address learning loss from the previous school year. There is no evidence of a plan to identify gaps in learning from the previous year or a plan to identify standards that may not have been taught.	There is evidence of an action plan to address learning loss. There is evidence of a plan to identify gaps in learning from the previous year or a plan to identify standards that may not have been taught.	Plan to address learning loss clearly differentiates by grade band and content area. There is evidence of a plan to provide opportunities for teachers to collaborate vertically and identify standards that may not have been taught or that were taught but not mastered. New grade level scope and sequences are developed across grade bands and content areas. Teachers have the opportunity to check student progress and revise scope and sequences.	2	**Original Score 1** Istation, i-ready, and Ready 180 it identify learning loss	
	Intervention	Remediation and intervention are not identified. At-risk student groups are not prioritized in remediation and intervention opportunities.	Remediation and intervention are identified. At-risk student groups are prioritized in remediation and intervention opportunities.	Remediation and intervention are embedded in instruction and provided through targeted scheduled opportunities that are appropriate for the grade band. At-risk student groups are prioritized in remediation and intervention opportunities. Plan includes intervention structures, such as Response to Intervention or Multi-Layer System of Support.	2.5	Original Score 1 Tier I whole group instruction is our primary focus for all students at grade level. Along with whole group instruction, multiple opportunities are provided for learning which includes small group and 1:1 instruction for remediation and intervention. This includes group configuarations that support language and content objectives. Teachers are	Provide details

	Grading, Feedback, and Student Achievement	There is no evidence to support how students will be graded, how growth or achievement will be measured, or how meaningful feedback will be provided on student work in a distance format.	There is some evidence to support how students will be graded, how growth or achievement will be measured, or how meaningful feedback will be provided on student work in a distance format.	There is evidence for how students will be graded regularly in a distance learning format. There is additional information for how students will receive regular feedback on their work, and how achievement and growth will be measured and tracked.	3	**Original score 1** Students will receive feedback on a regular basis for the work they have completed and turned in. Achievement and growth will be measured and tracked with short cycle assessments at BOY/MOY/EOY; formative assessments such as growth monitoring, standards mastery, comprehensive checks, and
	Bilingual Education	There is no evidence related to plans that maintain bilingual and multicultural programming.	There is minimal evidence related to plans for maintaining bilingual and multicultural programming.	There are detailed plans demonstrating clear expectations for language maintance and instructional hours. The plan may include additional details, such as continuing to offer pathways for the State Seal in Biliteracy, attending to educator endorsements, and maintaining strong dual language programming.		Not applicable
	Special Education	There is no evidence of a plan to ensure students receive special education services in a remote learning environmnent.	There is evidence of a plan to ensure students receive special education services in a remote learning environment, but may lack details of the systems or structures to do so.	There is clear evidence of a plan to ensure students receive special education services in a remote learning environment, including details of the systems or structures to do so.	3	**Original Score 2** Students receiving special education and ancillary services do so by Virtual (Zoom) meetings one-on-one with
	Monitoring Technology	There is no evidence of a plan to monitor technology use or the implementation of technology-based progamming.	There is minimal evidence of a plan to monitor technology use and the implementation of technology-based progamming.	There is clear evidence of a plan to monitor the use and effectiveness of technology and technology-based programming, such as differentiated access for administrators, principals, and coaches to review instructional alignment to standards, outcomes of student work, and teacher feedback to student work.	3	Original Score 1 Monitoring technology. All programs and apps are loaded onto each student's device. IT personnel will ensure the effectiveness of the technology and the technology-based program is properly installed and up to date. Google Classroom is part of the G Suite
nology	**Access and Opportunity for All**	There is no evidence for how access to technology will be provided to all students in a virtual learning environment. There is no plan to determine students' accessibility to devices, network access, data plans, and assistive supports.	There is evidence accommodations have been made to ensure most students have access to the virtual learning environment. There is a needs assessment in place to determine access to devices, network access, data plans, and assistive supports.	There is evidence accommodations have been made to ensure all students have access to the virtual learning environment. There is a needs assessment in place to determine access to devices, network access, data plans, and assistive supports and a plan to address assessment outcomes.	2	Original Score 1 Thank you!

Tech						
Tech	**Troubleshooting and Technical Assistance with Technology**	There is no plan to address technical assistance and troubleshooting.	There is a plan to address technical assistance and troubleshooting needs from students or staff related to technology.	There is a plan to address technical assistance and troubleshooting needs from students, families, and staff related to technology. This includes hardware and software needs, and navigating instructional platforms and systems. Technical assistance and troubleshooting might be scheduled for extended hours to accommodate family situations and schedules. There may be a plan for community-based or satellite sites of support to provide more comprehensive, timely, and wraparound services for teachers and students.	3	Original Score 1 Technology for remote and hybrid models. Technical assistance for students in the district will come from the school district itself. Students are given google chrome computers, adapters, headsets and textbooks in order for student to attend classes from home. Each device is thoroughly inspected before the student is given that device. Parents will sign for the devices for their students to take home. This gives the district some liability to make sure an adult has signed for the device in case they get destroyed or mis
Attendance	**Attendance Policies and Procedures**	There is no evidence of a plan to track student attendance. The LEA has not submitted a policy establishing how to govern and track daily student attendance during remote instruction <u>and</u> procedures for implementing the attendance policy. The LEA does not attend to the Attendance for Success Act.	There is evidence of a plan to track student attendance and implement the Attendance for Succcess Act.	There is clear evidence of a plan to track student attendance and implement the Attendance for Succcess Act. Policies and procedures include: - Protocols for confirming student participation in remote instructional time; - Requirements that schools take attendance daily when students are in-person; - Potential interventions for addressing lack of student participation during remote instruction; and - Procedures regarding how the LEA or charter school will communicate attendance policies and procedures to parents or legal guardians before remote instruction begins.	3	Original Score 1 The Attendance for Success Act requires that accurate class attendance be taken for every instructional class or school program and accurate data for remote learning or hybrid learning must be documented. Student participation in remote instructional time is confirmed by requiring students to sign in to the "chat/response" box at the beginning of class with their name and response to a prompt, throughout the class sessions and again at the end of the class period with student name and response to an "exit ticket". The teacher also requires that all students join the virtual meeting with video (students must be seen at all times - no virtual backgrounds). Attendance during instructional contact time must continue to be taken and reported in Powerschool (SIS) and to the NMPED. Absences due to medical conditions may be excused absences if the
				Overall Score:	29	

on the interventions used