INSTRUCTIONAL CONTINUITY PLAN
FOR EMERGENCY SCHOOL CLOSURES
Madison County School District

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INTRODUCTION

On rare occasions, it may be necessary to close a school(s) due to weather or other emergency situations. If this occurs, the district will make every effort to ensure that our students' educational opportunities continue while at home. The district has a comprehensive collection of online content and digital resources. The district also provides mobile devices for students to check out for home use to ensure that students can continue their learning without interruption.

This *Instructional Continuity Plan* (ICP) has three components: Content Delivery, Mobile Devices, and Internet Access. *Content Delivery* explains which resources students will use for core instruction and which materials can be used as supplemental resources to enhance core instruction. *Mobile Devices* provides the steps the district is taking to ensure that any student who needs a mobile device to access the instructional resources will be provided with one, upon request, for the duration of the schools' closure. *Internet Access* poses the greatest challenge to ensuring that students can continue their studies while at home. The district is taking steps to assist students in getting access to the internet at home and partnerships with service providers is crucial to providing free or reduced-cost internet service to students should the district close in case of emergency situations.

The district has developed a website with information for parents and students about this plan. The website is located at http://madison.k12.fl.us

This document contains a planning checklist that schools should review in preparation for and in the event of schools closing. The ICP Planning Checklist details the steps administrators should implement immediately and upon receiving notification of school closures.

1. Instructional Plan Overview

CONTENT DELIVERY

❑ Students will have access to digital materials and instructional activities to remain engaged in learning during the time schools may remain closed.
❑ Digital resources will be designated as "Core Materials" or "Supplemental Materials." Core Materials will be used as the main instructional programs for all students in the designated grade levels and "Supplemental Materials" will be available for enhancement/enrichment activities, conducting research or recreational reading.

MOBILE DEVICES

❑ Students in grades K-12 will be surveyed to determine if they have a need for a mobile device at home to access instructional activities.
❑ Schools will check out mobile devices to those students or parents who have indicated they need a mobile device for use at home.
❑ Schools will use their current inventory of mobile devices, including devices in carts, to check out to students.
❑ Mobile devices must be checked out using the Asset Tracking Management System.

INTERNET ACCESS

❑ The District is investigating partnerships with service providers to provide internet access to students while schools are closed.

2. Content Delivery: *Digital Resources for Core Subject Areas*

		Core Materials										Support			
		Achieve3000	APEX	Edmentum Courseware	Edmentum Exact Path	iReady	Learning Ally	n2y (Modified)	Study Island	Top Score	VizZle (Modified)	Accelerated Reader	CPALMS	Khan Academy	Math Nation
K-5	Language Arts/Reading²					●	p		●	●	p	●	●		
	Mathematics					●	p		●		p		●	●	
	Science						p		●		p		●		
	Social Sciences						p		●		p		●		
6-8	Language Arts/Reading²	●	●	●	●		p		●	●	p	●	●		
	Mathematics		●	●	●		p		●		p		●	●	
	Science		●	●			p		●		p		●		
	Social Sciences		●	●			p		●		p		●		
9-12	Language Arts/Reading²	●	●	●	●		p	p	●			●	●		
	Mathematics		●	●	●		p	p	●				●	●	
	Science		●	●			p	p	●				●		
	Social Sciences		●	●			p	p	●				●	●	

Digital resources designated as "Core Materials" have been selected because of their ability to track student progress, provide graded activities, and track time-on-task.

- ● *Standard Curriculum*   p *Exceptional Student Education (ESE) Modified Curriculum*

Support Resources are available for students who need extra help on their assigned lessons.

3. Content Delivery: *Standard Curriculum for Core Content*
(Student/Teacher Tasks & Progress Monitoring)

E L E M E N T A R Y (K-2)	E L E M E N T A R Y (3-5)
STUDENT	**STUDENT**
Class Dojo *(All Subjects)* ☐ Log into Classlink and select Class Dojo ☐ Daily assignments and announcements will be listed. **iReady** *(Reading and Math)* ☐ Log into iReady through Classlink ☐ Complete daily assigned lessons in reading and math ☐ Complete 20 minutes of reading and 20 minutes of math in the child's learning path **Independent/Shared Reading** *(Reading)* ☐ Complete 20 minutes of shared or independent reading (family members are encouraged to listen to student read or read aloud to student as appropriate). Record your reading on your reading log. ☐ Use discussion card questions to talk about what you read. **Physical Education** ☐ Complete 30 minutes of moderate to vigorous physical activity. ☐ Submit a log on Class Dojo to PE Teacher	**Class Dojo** *(All Subjects)* ☐ Log into Classlink and select Class Dojo ☐ Daily assignments and announcements will be listed. **iReady** *(Reading and Math)* ☐ Log into iReady through Classlink ☐ Complete daily assigned lessons in reading and math ☐ Complete 20 minutes of reading and 20 minutes of math in the child's learning path. **Top Score** (Writing) ☐ Watch assigned videos on Top Score website. ☐ Complete weekly lessons in writing and submit to the teacher on Class Dojo **Independent/Shared Reading** *(Reading)* ☐ Complete 20 minutes of shared or independent reading (family members are encouraged to listen to student read or read aloud to student as appropriate). Record your reading on your reading log. ☐ Use discussion card questions to talk about what you read. **Study Island** *(Science and Social Studies)* ☐ Log into Classlink and then Study Island ☐ Complete lessons assigned by the teacher in science and social studies **Physical Education** ☐ Complete 30 minutes of moderate to vigorous physical activity. ☐ Submit a log on Class Dojo to PE Teacher

ELEMENTARY (K-2)	ELEMENTARY (3-5)
TEACHER	**TEACHER**

ELEMENTARY (K-2)

TEACHER

Class Dojo *(All Subjects)*
- ☐ Make Assignments in Class Dojo.
- ☐ Post any announcements for students

i-Ready *(Reading and Mathematics)*
- ☐ Log into i-Ready through Classlink
- ☐ Monitor daily student usage and lesson performance (lesson pass rate should be 70% or higher)
- ☐ Turn on "domains" for those students who have failed lessons

Reading Logs *(ELA)*
- ❑ Review weekly reading logs.

Physical Education
- ☐ Review Weekly logs of physical activity and provide feedback to students.

ELEMENTARY (3-5)

TEACHER

Class Dojo (All Subjects)
- ☐ Keep daily assignments posted on Class Dojo
- ☐ Post announcements

i-Ready *(Reading and Mathematics)*
- ☐ Monitor daily student usage and lesson performance (lesson pass rate should be 70% or higher)
- ☐ Turn on "domains" for those students who have failed lessons

Top Score *(Writing)*
- ☐ Review lesson video on Top Score website.
- ☐ Review student submissions on Class Dojo

Reading Logs *(ELA)*
- ❑ Review weekly reading logs

Study Island *(Science and Social Studies)*
- ☐ Make assignments for student based on standards
- ☐ Monitor student lessons and provide feedback. Reassign as necessary.

Physical Education
- ☐ Review Weekly logs of physical activity and provide feedback to students.

Content Delivery Continued: *Standard Curriculum for Core Content*
(Student/Teacher Tasks & Progress Monitoring)

S E C O N D A R Y (6-8)	S E C O N D A R Y (9-12)
STUDENT	**STUDENT**

Google Classroom (All Subjects) ☐ Log into Google Classroom through Classlink to see list of daily assignments **Achieve3000** *(ELA)* ☐ Log into Achieve3000 through Classlink ☐ Complete daily assigned lessons in reading **Exact Path** ❑ Log into Exact Path and complete daily assignments made by Critical Thinking Skills Teacher **Top Score** (Writing) ☐ Log into Top Score ☐ Watch assigned video and complete lessons assigned in Google Classroom ☐ Submit assignment through Google Classroom **Study Island** *(Math, Science and Social Studies)* ☐ Log into Classlink and then Study Island ☐ Complete lessons assigned by the teacher in science and social studies **Physical Education** ☐ Complete 30 minutes of moderate to vigorous physical activity. ☐ Submit a log on Google Classroom to PE Teacher **Elective Classes** ☐ Log into Google Classroom and complete the assignments made by electives teachers.	**Google Classroom** (All Subjects) ☐ Log into Google Classroom through Classlink to see list of daily assignments **Core Subject Areas** *(ELA, Math, Science, and Social Studies)* ☐ Log into Apex through Classlink ☐ Complete daily assignments for ELA, mathematics, social sciences, and science **Intensive Reading** ☐ Log into Exact Path through Classlink. ☐ Complete 30 minutes daily in the student's learning path for reading. ☐ Students who don't have a learning path should complete assignments made by the teacher. **Elective Classes** ☐ Log into Google Classroom and complete the assignments made by electives teachers. **Physical Education** ☐ Complete 30 minutes of moderate to vigorous physical activity. ☐ Submit a log on Google Classroom to PE Teacher

SECONDARY (6-8)	SECONDARY (9-12)
TEACHER	**TEACHER**

SECONDARY (6-8)

TEACHER

Google Classroom (All Subjects)
- ☐ Keep daily assignments posted on Google Classroom
- ☐ Post announcements for students

Achieve3000 *(ELA))*
- ☐ Assign and monitor daily reading activities

Top Score (Writing)
- ☐ Review assigned videos for the week.
- ☐ Assign weekly activities in Google Classroom.
- ☐ Review assignments submitted in Google Classroom

Study Island *(Math, Science and Social Studies)*
- ☐ Assign and monitor daily lessons.
- ☐ Reassign lessons as necessary.

Electives
- ❑ Post assignments to Google Classroom.
- ❑ Monitor student work and provide feedback

Physical Education
- ☐ Review Weekly logs of physical activity and provide feedback to students.

SECONDARY (9-12)

TEACHER

Google Classroom (All Subjects)
- ☐ Keep daily assignments posted on Google Classroom
- ☐ Post announcements for students

Core Subject Areas – Apex (ELA, Math, Science, Social Studies)
- ☐ Make daily assignments in Google Classroom
- ☐ Review student performance and reassign activities as needed.

Intensive Reading
- ☐ For Exact Path, teachers should assign lessons to students who do not have learning paths
- ☐ Monitor daily student usage and lesson performance. Reassign activities as needed.

Physical Education
- ☐ Review Weekly logs of physical activity and provide feedback to students.

Electives
- ❑ Post assignments to Google Classroom.
- ❑ Monitor student work and provide feedback

Credit Recovery - *High school students (9-12) and middle school students (6-8) using Edmentum Courseware for credit recovery should continue working on those courses, one hour per course*

4. **Content Delivery:** *ESE Modified Curriculum for Reading and Mathematics*
(Student and Teacher Tasks & Progress Monitoring)

E L E M E N T A R Y (K-5)	S E C O N D A R Y (6-12)
STUDENT	**STUDENT**
n2y *(Reading and Mathematics)** ☐ Log into n2y. ☐ Complete 45 minutes of instruction in reading and also in mathematics. **Learning Ally** *(Reading)* ❑ Log in to Learning Ally. ❑ Complete the assigned reading **VizZle** ☐ Visit VizZle.com ☐ Complete at least one lesson per day for each subject. ** Students may be assigned other assignments by teacher.*	**n2y** *(Reading and Mathematics)** ☐ Log into n2y. ☐ Complete 45 minutes of instruction in reading and also in mathematics. **Learning Ally** *(Reading)* ❑ Log in to Learning Ally. ❑ Complete the assigned reading **VizZle** ☐ Visit VizZle.com ☐ Complete at least one lesson per day for each subject. ** Students may be assigned other assignments by teacher.*
TEACHER	**TEACHER**
n2y *(Reading and Mathematics)*** ☐ Log into n2y. ☐ Assign lessons to students. ☐ Monitor daily student usage and lesson performance **Learning Ally** *(Reading)* ❑ Assign reading for students and monitor their activities. **VizZle** ☐ Visit VizZle.com ☐ Go to Appendix E for additional log on information ☐ Monitor lesson completion *** Teachers may elect to direct their students to complete other course specific assignments identified in*	**n2y** *(Reading and Mathematics)*** ☐ Log into n2y. ☐ Assign lessons to students. ☐ Monitor daily student usage and lesson performance **Learning Ally** *(Reading)* ❑ Assign reading for students and monitor their activities. **VizZle** ☐ Visit VizZle.com ☐ Go to Appendix F for additional log on information ☐ Monitor lesson completion *** Teachers may elect to direct their students to complete other course specific assignments*

Instructional Support Guide

Instructional Support Guide

For the purposes of virtual instruction, the standard school day will be 7.5 hours a day with a thirty-minute duty-free lunch and planning time embedded. Because there will be times when the teacher will need to talk with students and parents in the evenings, all teachers will need to keep a daily time sheet. Teachers will continue to receive their base salary during the Remote Learning Period. Teacher must turn in leave requests when they will not be available for their entire scheduled day.

Role of the Teacher

Virtual Instruction will encompass three overarching responsibilities: Synchronous Virtual Instruction, Purposeful Student Communication, and Active Progress Monitoring.

- **Virtual Instruction:** This component allows the opportunity for the instructor to use Class Dojo or Google Classroom to make assignments for their students in a consistent dashboard environment. Instructors are expected to provide the following activities:
  - Live Office Hours – Provides students the opportunity for students to "call in" for support. Principal will provide guidance regarding specific hours.
  - Pre-Designed Instructional Lessons – A pre-determined lesson where content (tutorials) is delivered on a specified topic or concept.

- **Purposeful Student Communication:** This component allows for the instructor to engage students through active and purposeful communication during the course/subject area. This includes, but is not limited to, the following activities:
  - Chat, Messaging, and Email – Methods by which an instructor can interact with a student in a private or semi-private experience to engage the learner in meaningful dialogue and increase course/subject participation.
  - Phone Calls.
  - Maintain a daily Parent/Student communication log to be turned in at the end of the term.

- **Active Progress Monitoring:** This component will require the greatest amount of a virtual instructor's bandwidth and time. In the absence of traditional seat time, ensuring students are completing their weekly assignments is critical to student forward momentum and academic success. Teachers will need to refer to their content area progress monitoring measures and reporting features to ensure that each student is actively making progress on their assigned weekly tasks.

- **Professionalism**: It is extremely important to maintain a high standard of professionalism during this period of Remote Instruction. This includes the following:
  - being present and available via phone and digitally to parents and students;
  - maintaining a professional demeanor online (whether working from home or school), both on screen, in conversations, and in written communications; and
  - providing meaningful work and feedback to advance student learning.

Grading and Attendance Policies

Traditional methods of grading and attendance can be challenging in a virtual environment. Please refer to the guidance below to assist you in this digital model.

Attendance

- Teachers will be able to monitor attendance through the use of:
  - Blended learning usage
  - Completion of assignments
  - For elementary students working on paper packets, please verify with the student or caregiver daily through email, meal delivery, or phone that the student is engaged and working.
  - Please notify your school counselor and/or administrator if you are unable to get in contact with a student for three consecutive days, so they can follow up with families.

Grading

- Grading remains to be a decision made by the course or subject-level instructor. Consider the following when determining student performance:

  - Third-Party Platforms (i.e. *i-Ready, Achieve3000, etc.):* Determine if the platform lends itself to quality instruction, practice, mastery, single attempt, multiple attempt, etc. Based on the structure of the software, determine if the grade should be based on completion or performance.
  - Assignments: Determine the weight of the assignment in relation to the overall gradebook breakdown already established. Consider the instruction provided to the student and the amount of attempts a student has to complete the assignment.

Rubric for Grading Learning Path Activities

Criteria	Ratings				Points
Minutes All students are required 45 minutes of learning path activities each week	40 Pts On Target 40+ minutes complete	30 Pts Close 30+ minutes complete	20 Pts Not Yet 20+ minutes complete	0 Pts Off Task <20 minutes compere	40
Lessons Completed Students should be aiming for 2 + Lessons per week	20 Pts On Target 2+ lessons complete	10 Pts Close 1 lesson complete	0 Pts Not Yet 0 lessons complete		20
Lesson Pass Rate Students are expected to pass the lessons they complete since they are leveled for each student.	40 Pts On Target 100% of lessons were passed	20 Pts Needs Help 50% of lessons were passed	0 Pts Struggling 0% of lessons were passed		40
				Total	100

Teacher's Guide to ClassDojo for Remote Learning

Class Story

Class Story is where you [share photos, videos, files, announcements](#), and [events](#) with ALL families. This private feed for the families in your classroom is viewable by the parents and students.

Use Class Story for remote learning by...

- Recording up to 8-minutes in video lessons
- Posting announcements, challenges, and text updates
- Sharing links to learning sites to keep students practicing their skills
- [Uploading attachments](#) like worksheets and other printables for families to complete at home
- Sharing photos of curriculum or whatever, just to keep your kiddos feeling connected ;)
- Creating an [Event](#) and get your entire class together at the same time! Meet digitally through Zoom
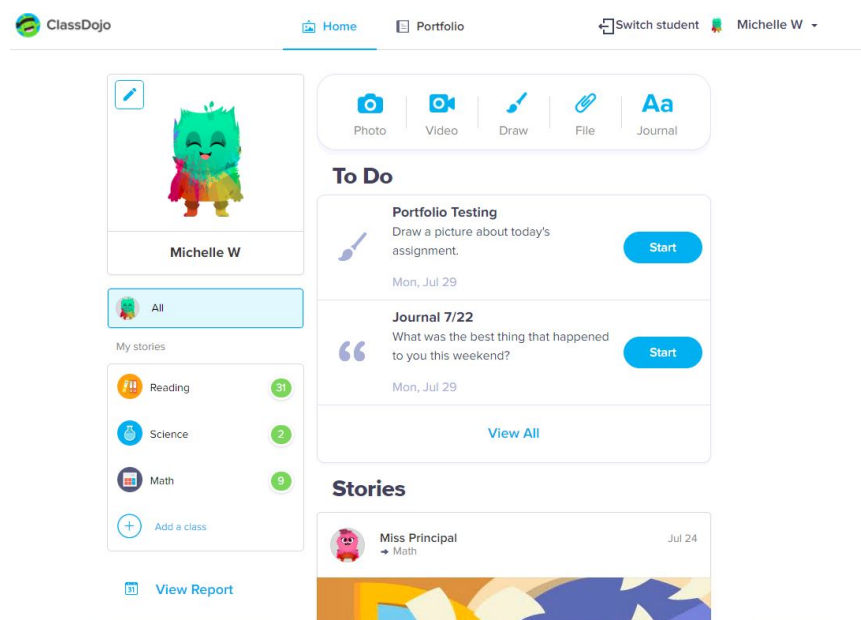
Portfolios

Portfolios is a digital portfolio that allows students to share with their teachers and family! Students can add to their portfolio using [Chromebooks, laptops, and iOS/Android devices](#), even [from home](#). Teachers can view and approve student work on Portfolios using any device. Once approved, only parent accounts connected to their student can see those particular posts and both parents and teachers can leave positive feedback in the form of a like and/or comments.

Use Portfolios for remote learning by...

- Sharing [Activities](#) to assign projects directly to student devices to which students can respond
- Encouraging students to [create and upload photos, videos, drawings, and journal entries](#) to share their learning experiences
- Allowing students to upload Microsoft Office files, PDFs, and image files of their work and [submit voice recordings](#) to explain their thinking
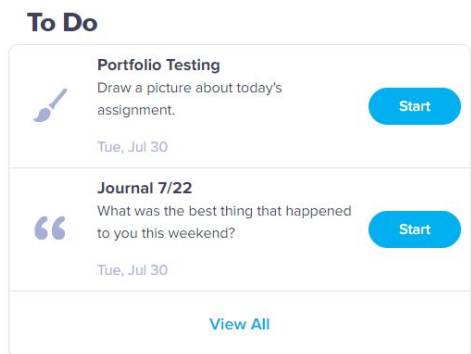
Parent Guide to Classroom Dojo (Grades Prek-5)

Here's what a student sees when they are logged into their account on the ClassDojo website:

Assigned Activities

Under "To Do" at the top of the screen, students will see all of their assigned activities. Clicking "Start" will pull up the page for them to complete the activity.

Clicking "View All" will bring them to the "Portfolio" tab where they will see all assigned activities as well as all completed activities.

How Do Students Add Items to Their ClassDojo Portfolio?

Students can add to their ClassDojo Portfolio by logging into their ClassDojo student account on an iOS/Android device, or on a Chromebook/laptop/desktop computer.   They can log into their ClassDojo student account by going to Classlink: https://launchpad.classlink.com/madisonfl and selecting Dojo. Once inside their student account, students can upload photos, videos, drawings, or journal entries. They can also upload Microsoft Office files, PDFs, and image files.

iReady Family Information Guide

i-Ready online lessons provide students with lessons based on their individual skill level and needs, so your child can learn at a pace that is just right for them. These lessons are fun and interactive to keep your child engaged as they learn.

As a reminder, your child has already taken the i-Ready Diagnostic at school. The results of this adaptive assessment personalize your child's online learning and helps their teacher(s) determine strengths and areas for growth. Ultimately, it helps meet your child exactly where they are and increase learning gains.

Logging into i-Ready

From an iPad	*From a Computer*
1. Download the free *i-Ready for students* app from the App Store. 2. Download the Clever app 3. Login using district credentials	1. Visit https://launchpad.classlink.com/madisonfl 2. Click on *i-Ready* 3. Login using district credentials

Getting Started with i-Ready

Within the *i-Ready Personalized Instruction* program, your child will be able to select their subject (Reading or Math). Then choose "My Path Lessons". My Path Lessons are the lessons assigned to your child based on their latest results on the i-Ready Diagnostic.

Monitoring Your Student with i-Ready

You and your child can monitor progress by clicking on My Progress in the bottom navigation bar. **Students should be completing two lessons per week with a passing score of 70% or higher.**

On the *My Progress* page, you will be able to see:

- ***Time-on-Task:*** The number of minutes your child has spent this week on Personalized   Instruction
- ***Lessons Passed***: The total number of lessons your child has passed this school year
- ***Lesson Streak***: How many lessons your child has passed in a row
- ***Completed Work:*** The names and quiz scores for each of the lessons your child has taken

iReady Teacher Information Guide

i-Ready Personalized Instruction can play a valuable role in keeping the learning going in the case of extended school closings. Here are a few suggested steps with corresponding guidance and tools to help you prepare.

Settings in i-Ready

Ensure that all students have access to Personalized Instruction.

Student Learning Activities

Students should use i-Ready to learn remotely by maintaining forward progress in their learning. The expectations are for students to **complete three teacher-assigned blue lessons <u>and</u> two lessons from their personalized learning path with a 70% or higher, for a total of 5 lessons (one per day) each week.**

Monitoring Student Progress

Teachers play a critical role in a student's online learning. Learn how to actively monitor student performance and respond to student needs.

- **Video: How to: Use Online Instruction Reports:** Watch this video to learn how to navigate the Online Instruction reports and use them to monitor student performance
- **Cheat Sheet: Online Instruction (Class):** Use this Cheat Sheet to understand the data in the Online Instruction (Class) report.
- **Cheat Sheet: Online Instruction (Student):** Use this Cheat Sheet to understand the data in the Online Instruction (Student) report.
- **FAQ: Monitoring Online Instruction for Teachers:** Read these FAQs to learn more about *i-Ready* Online Instruction usage recommendations and how to monitor and respond to students' Online Instruction data.

Reading Discussion Cards for Elementary Independent Reading
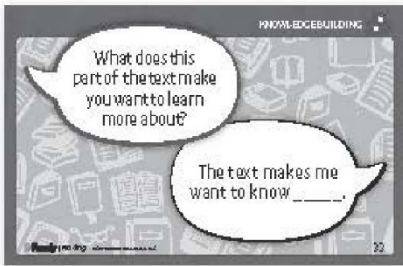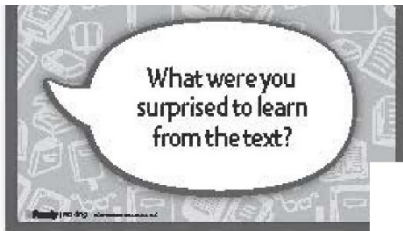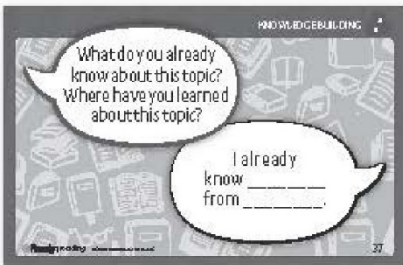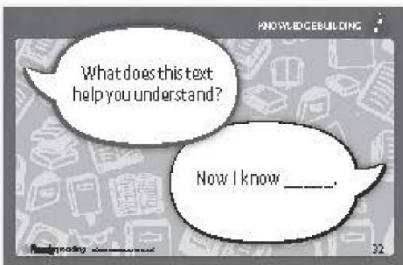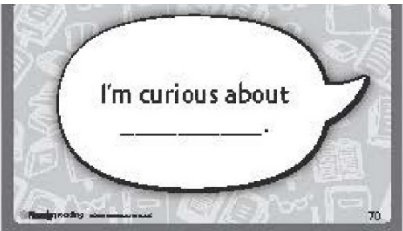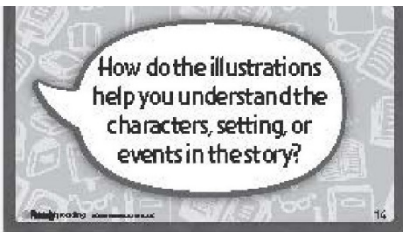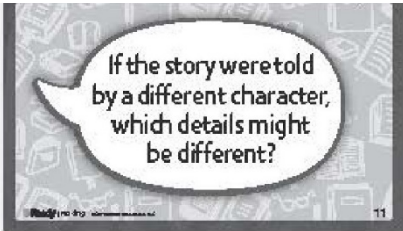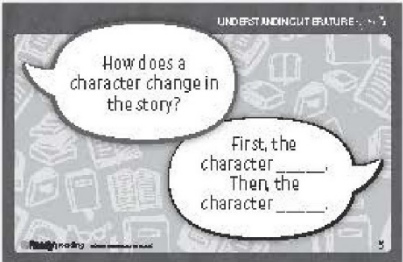
Unique Learning System (ULS) Family Information Guide

ULS Overview

For students with unique learning needs, consistent support in school and at home is key to successful outcomes. ULS is the curriculum used by the district for students on Access Points Standards. Your child's classroom is using Unique Learning System (ULS) activities which include the option for the teacher to create individual activities for students on-line. Your child's teacher will communicate via phone or email the username and password for access. Daily activities will be in your child's folder.

Logging into ULS

1. *Visit* n2y.com.
2. Click on the three horizontal lines on the top right hand of the screen
3. Select *"Sign In"*
4. Select *"Student"*

Getting Started with Unique Learning System (ULS)

Once signed in, click on activity folder.

Supporting Your Student with Unique Learning System (ULS)

- Provide high levels of positive reinforcement (hugs, smiles, treats, etc.) for all attempts and acknowledge all attempts at participation.

- Allow your child to have frequent opportunities for movement and provide breaks during instruction.
- Provide your child plenty of time to process information and provide an answer.
- Prompting your child is acceptable if needed.

Achieve3000 Teacher Information Guide

Why Achieve3000?

Achieve3000's personalized reading levels for students will ensure all students are practicing their reading strategies with text in which they can be successful. Using the Achieve3000 FSA Boot Camp in grades 3-10 will expose students to grade-level standards and provide opportunities to write in response to multiple sources of information.

Settings in Achieve3000

Ensure that all students have access to Achieve3000. The FSA Boot Camp lessons will be schedule for all students with accounts. The Boot Camp lessons do not count towards monthly Lexile adjustments, so you may choose to assign additional articles to meet the 4 article minimum for a level set.

Student Learning Activities

Students should use Achieve3000 to continue building their reading comprehension strategies. The expectations are for students to **complete and pass two lessons per week with a 75% or higher.** Students in grades 3-10 should complete the two FSA Boot Camp Lessons first each week.

Monitoring Student Progress

Teachers play a critical role in a student's online learning. Learn how to actively monitor student performance and respond to student needs.

1. [Teacher video overview of Achieve3000](#)
2. When signed into your account, you can take advantage of a self-guided tutorial in the Resource Center. This is a menu of items that are available at all times in the lower right-hand side of the teacher edition.
3. From there, the pop-up offers a "Learn" tab with on-demand mini courses that are short in duration and very focused.
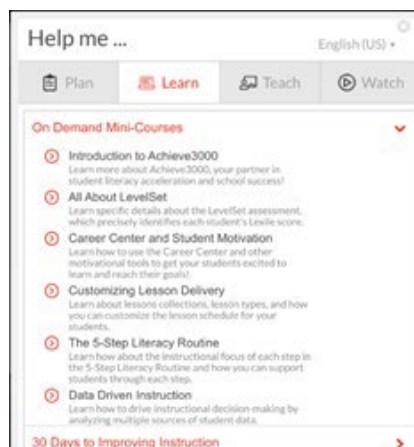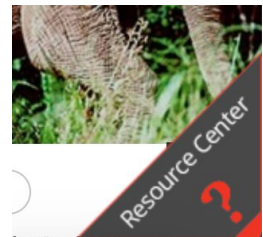
Google Classroom (Grades 6-12)

Getting Started

Setting Up Your Classroom
- Ensure that **all** your students have been rostered into Google Classroom site.
- Add any ESE and related services support staff to the classroom.
- Add your evaluating administrator to each classroom.
- Review the content area guidance from this document to determine which third-party digital platforms (i.e *i-Ready, Achieve3000, etc.)* will be necessary for your course/subject area. Ensure you have access to each resource.
- Review the content area guidance to determine the progress monitoring metrics will be used for monitoring, if applicable.
- Create "assignments" for students to complete.
- Beginning the Course
- Post a welcome message to your students on your "General" feed
- Provide a review of expectations for assignments and submission policies for your course/subject area
- If you have created assignments in Google Classroom, review your determined due dates to ensure they are correct and align to course/subject expectations

Getting Support

Content Support
- Content Area Specialists and Leadership are here to ensure you are successful. Please refer to the chart below for the primary contact information to receive instructional support.

Technical Support

- If there are any technical issues, there is a dedicated support staff available to support teachers and students to identify solutions.
  - o **Employees:**

    For assistance with network access, passwords, email, computer hardware or district-wide software applications:
    - o Visit https://helpdesk.mcsbfl.net/portal

Madison County Schools

Apex & Edmentum Secondary Course Offerings

ELA
6th Grade ELA
7th Grade ELA
8th Grade ELA
9th Grade ELA
10th Grade ELA
11th Grade ELA
12th Grade ELA

MATH
6th Grade Math
7th Grade Math
8th Grade Math
Algebra I A
Algebra I B
Algebra I
Geometry/Hon
Algebra II/Hon
Liberal Arts Math
Probably & Statistics
Math for College Readiness

SCIENCE
6th Grade Comp Science
7th Grade Comp Science
8th Grade Comp Science
Biology I
Environmental Science
Chemistry/Hon
Marine Science

SOCIAL STUDIES
6th Grade World History
7th Grade Civics
8th Grade US History
World Geography
World History
American History/Hon
Economics
US Government
Psychology

FOREIGN LANGUAGE
Spanish I
Spanish II

CAREER TECH
Agriscience Foundations
Business Marketing
Culinary Arts
Certified Nursing Assistant
Digital Information Tech
Health Science I & II
Intro to Criminology
Intro to Public Safety
Intro to Technology
Robotics I
Web Technologies

ELECTIVES
Art History
Physical Education
Music Appreciation
Theatre

Teacher Guide for Apex Learning

To access Apex Learning, you need to log in through the single signon (Classlink).

Once you have signed in, click your name in the upper-right corner and select **My Profile**. From here you can update your information at any time. Be sure to complete the Teacher Bio – this information is seen by students.

My Dashboard

After signing in, you are taken to My Dashboard which displays a list of your classrooms and announcements. From here you can quickly perform common tasks.

- **Create new classrooms** by selecting Actions > Add Classroom
- Edit an existing classroom and **enroll students** by selecting the Edit icon (pencil) to the right of a classroom name
- Launch the **Tutorial window** by expanding a classroom and clicking a course title
- Monitor progress using the **Classroom Overview** by selecting the Data icon (graph) to the right of a Tutorial name
- Add and manage announcements by selecting the + icon in the **Announcements** block

Curriculum Resources

Before classrooms are created and students begin, program planners must identify which titles will be offered, the academic settings to be applied, and the materials students will need. The following resources can help curriculum planners and teachers implementing Tutorials in their classrooms.

- **Tutorials Catalog**
- Correlations Reports are available by signing in to the LMS and selecting Menu > Reports
- **Tutorial Guides** provide quick access to content outlines, assignment sheets, and other resources for implementing Tutorials in your classrooms.
- A **District Course List** maps Apex Learning titles to the titles used in your programs and is an important resource for teachers who will create classrooms.
- **Dynamic Assignment Sheets** can be accessed from the outline in the Tutorial window and assist teachers with communication and tracking student progress.

Classrooms

Depending on you program's policies, you may need to create your **classrooms** and enroll students - this can be done from My Dashboard, or by selecting Menu > Classrooms. Common classroom management tasks include:

- **Organizing & Naming Classrooms**
- **Add or Edit a Classroom**
- **Enroll or Withdraw Students in a Classroom**
- **Copy a Classroom**

Tutorial Settings

Teachers who manage their own classrooms may need to configure **Tutoral Settings**. These settings are applied at the classroom level and affect all students enrolled in that classroom.

Settings are applied via Edit Classroom > Classroom Configuration tab > Settings link.

- **Unit Pretests** are enabled by default and provide a personalized learning path for students. Pretests include assessments on unit level modules, and may include additional supporting topics if supporting topics are enabled.
- **Adaptive Remediation** further personalize the student learning plan. Supporting topics are added to units and pretests, and display as needed for students. Additionally, a student's individualized learning plan is updated after each assessment is completed.

Tutorial Navigation & Activities

Both teachers and students launch **Tutorials** from My Dashboard. Tutorials are structured as Units. Each unit as a pretest, multiple modules or topics, and a post test.

Each module presents a Learn It (direct instruction), Try It (no-stakes practice), Review It (high-impact video), and Test It (scored assessment).

Before classes begin, it's a good idea to explore the Tutorials you are working with and to visit the **Tutorial Guides** section of Help. Tutorial Guides provide quick access to content outlines, assignment sheets, and resources for teachers implementing Tutorials in their classrooms.

Monitoring Student Progress

Teachers have several **reports to monitor progress** across classrooms and for individual students. Commonly accessed data includes:

- **Classroom Overview** is accesed via My Dashboard by selecting the Data icon (graph) to the right of a Tutorial name. From here you can view overall progress for all students, as well as progress by Unit & Module, prerequisites, and standard.
- **Enrollment Overview** is accessed from the Classroom Overview by selecting a student name. From here you can view detailed progress for a given student and Tutorial.
- **Student Overview** is accessed via Menu > Students by selecting a student name. From here you can view a student's progress across all enrollments and drill down into progress details