



# ACADEMIR CHARTER SCHOOL PREPARATORY

2020-2021

## PHASES 1 and 2 REOPENING OF SCHOOLS PLAN



**Brick and Mortar**



**Remote Learning**

## TABLE OF CONTENTS

---

I.	Executive Summary .....	2
II.	Phases 1 and 2 Re-Opening Plan: Brick and Mortar & Live Remote Learning.....	9
III.	Suspected COVID-19 Preparedness Plan .....	67
IV.	Confirmed COVID-19 Preparedness Plan .....	69
V.	Facility Preparedness Plan .....	70
VI.	Daily Cleaning Procedures .....	71
VII.	Emergency Procedures & School Evacuations.....	73
VIII.	Attachment A: Electronic Device Checkout Form .....	75
IX.	Attachment B: Assessments & Progress Monitoring .....	76

## Executive Summary

In our commitment to safely return students to the physical school building, our school has decided to move forward with the safe reopening of schools. As you are aware, the positive COVID-19 cases are steadily declining. We as a family of schools feel that it is safe to begin to honor your original selection in learning modality for your child. AcadeMir Charter School Preparatory has developed and set in place systems and plans for a safe reopening of schools that are required and recommended by state and local authorities. The following building upgrades, changes and systems will be implemented at all school sites to ensure the safe return of our students and staff:

- We have installed desk shields for all student desks.
- We have also installed cafeteria table shields, so that students can safely eat in the cafeteria while not wearing their mask and be able to socially interact with other students while properly practicing social distancing.
- We have purchased face masks and face shields for all students and staff to wear while in the school building.
- We have installed emergency stations equipped with masks, gloves, hand sanitizer and thermometers throughout the building.
- We will be functioning off a contactless Concierge Pad screen so that parents can download the app from their phones and sign students in or out of school, making this a completely contactless and safe experience.
- We have also installed contactless thermometers which are located in the main office lobbies for any adult visitor coming into the school building.
- We have installed contactless hand sanitizer machines in the main office for visitors entering the building to use.
- The main office counters have new glass enclosed windows, limiting staff and visitor contact.
- All students will be issued IDs with a scan code, which will serve as a safety measure but also allows students to scan their card with our new contactless lunch scanner.
- We have also installed cameras and speakers in all classrooms so that students who choose to participate via remote learning can do so synchronously as if they were learning in the traditional classroom.
- We have implemented monthly deep school cleanings to be done by a professional company and/or on as needed basis.
- We have purchased social distancing signage for the main office, hallways and shared spaces.

- All schools will continue with rigorous daily cleaning protocols.
- Lastly, we now have trained staff members on site that are COVID-19 Contact Tracing Certified to ensure students and staff who are suspected or confirmed cases can be reported and handled immediately to stop any potential spread, providing parents, students and staff with peace of mind.

These changes and upgrades to the school buildings have been done to ensure a safe return to school. More detailed information can be found in our AcadeMir Charter Schools Reopening Plan. AcadeMir Charter School Preparatory is committed to providing options to parents and teachers and while our plans remain fluid during these unprecedented times our decisions and our approach to opening schools has been a collaborative effort, as we gathered feedback from parents and teachers to inform our approach for reopening. Survey results indicated that parents want choices for their child's instructional model. This feedback informed our instructional model design.

On July 15, the Governing Board of AcadeMir Charter Schools voted to offer parents multiple innovative models. Parents and guardians have been encouraged to review the choices carefully to elect the model that best meets their family needs. These are the options available for selection for school year 2020-2021.

1. Brick and Mortar- Physically on campus Face to Face Learning (At School Only - adhering to CDC health and safety guidelines, all students will be required to wear mask and face shield provided by the school).
2. Live Remote Learning – Learning remotely from home in synchronous with face to face instruction. (When possible in school days for assessment and/or targeted instruction).

All options presented require students to have a full day of instruction five days per week. Both options will provide synchronous instruction equitable to face to face learning. Thus, parents have been advised whichever instructional delivery model they choose students are required to participate and attend school daily from bell to bell as if they were in a traditional school setting, meaning from 8:00 a.m. to 3:30 p.m.

All course offerings will continue to meet all state and district required seat time for equitable education across all models. We have given parents the option of selecting their child's instructional delivery model on a quarterly basis as we understand that as conditions may change, parents' needs and family circumstances may also change. Once parents make a selection, they understand that this is a quarterly commitment. This allows schools time to prepare and make necessary changes and accommodations to the learning and building environment to ensure the safety of all students and staff.

## Parent Communication

To ensure we keep our families and stakeholders informed AcadeMir Charter School Preparatory has created a website designed to inform parents and employees of the plans for reopening our school campuses. On this site, stakeholders can view the reopening plan, resources, data collected, surveys and documents used in creating our reopening plan and staying informed with options for returning to school.

**Synchronous Instructional Delivery using Google Suite** In an effort to effectively implement a synchronous model of instruction in each of the models, AcadeMir Charter School Preparatory will be utilizing the Google Suite platform. This will allow us to offer an equitable instructional program that will allow all students to access daily curriculum through one, single sign-on.

The Google Classroom is a blended learning platform that enables teachers to create an online classroom in which they can manage all instructional resources and student work products. With Google Classroom, teachers can:

- Streamline how they manage classes. The platform integrates with Google's other tools to digitally organize, distribute, and collect assignments, course materials, and student work. Teachers can also post an assignment to multiple classes or modify and reuse assignments.
- Communicate with students about their classwork. This platform is used to post announcements and reminders about assignments, and it's easy to see who has or has not completed their work. Teachers can also check in with individual students privately, answer their questions, and offer support.
- Give students timely feedback on their assignments and assessments. Within Google Classroom, it is possible to use Google Forms to create and share quizzes that are automatically graded as students turn them in.
- Teachers, staff, students, and parents can use Google Hangout Meets for video conferencing meetings, audio conferencing, webinars, meeting recordings, and live chats. Google Meets can support the school's reopening of schools learning plan by facilitating the following activities:
  - Virtually offer live remote learning instruction as educators to continue teaching onsite, offsite, present or record lessons, and assist groups or individual students virtually.
  - Offer virtual remote interventions, tutoring, counseling and/or offer related services (i.e., Speech and Language).
  - Host IEP/504 annual meetings.
  - Host parent conference virtually
  - Virtual professional development offerings

- Communication tool for important safety information via audio and video Student

## **Attendance**

All AcadeMir Charter Schools will continue to document daily attendance regardless of the instructional delivery model. Teachers will take daily attendance through the Pinnacle Electronic Gradebook and the attendance manager will export daily attendance through the Miami Dade County Public Schools DSIS platform.

For students participating via remote learning, teachers will take daily attendance via daily Google Meet sessions. Teachers will then follow the same policy for documenting attendance using MDCPS Pinnacle Electronic Gradebook.

All absences will be recorded as "A (Absence Excused), U (Absence Unexcused), T (Tardy Excused), TU (Tardy Unexcused), WD (Withdrew) or NS (No Show). Students who are absent will be afforded the opportunity and flexibility to complete make-up work as needed pending the proper excused absence documentation. Should a student arrive late to the school building or remote learning after attendance has been uploaded, a correction will be made by the attendance manager the following day.

Attendance corrections must be made on the school's platform (Pinnacle and Google form and in DSIS). We will continue to monitor school attendance and ensure that a "good faith effort" is made to reach out to parents/guardians of those students who have not "logged on" online or arrived to school.

Grading AcadeMir Charter School Preparatory will continue to follow the MDCPS guidelines and policies for traditional grading. Student work assignments will be officially entered using M-DCPS Pinnacle Gradebook. Teachers will be required a minimum of two grades for core classes and one grade per week for special area classes for elementary.

## **Technology Access for all Students**

AcadeMir Charter School Preparatory has a Mobile Device Distribution Plan which includes:

- Parent survey to determine household technology needs.
- AcadeMir Charter School Preparatory analyzed the survey results to determine the number of devices needed.
- Parents completed the Electronic Device Check Out Form. (Attachment B)
- Technology Team distributed laptops to all students.

## **Device Checkout Protocol**

AcadeMir Charter School Preparatory's families who have filled out our survey as needing technology for online learning will pick up laptops one week prior to the reopening of schools. Internet Access Xfinity Hotspots have been purchased for low income families that may need additional assistance from the school. Xfinity WIFI hotspots across the county have been opened for access by anyone who needs WIFI. They are free for all including non-Xfinity Internet subscribers. Comcast's Internet Essentials Comcast's Internet Essentials is free to new customers and qualified low-income households for \$9.95/month.

Additionally, for all new and existing Internet Essentials customers, the speed of the program's Internet service was increased to 25 Mbps downstream and 3 Mbps upstream. That increase will go into effect for no additional fee, and it will become the new base speed for the program going forward.

Access from AT&T Program AT&T offers internet access for qualifying limited income households at \$10 a month through their Access from AT&T program. They are also offering new Access from AT&T customers two months of free service.

### **Parent Communication**

To ensure we keep our families and stakeholders informed all AcadeMir Charter School Preparatory has created a website designed to inform parents and employees of the plans for reopening our school campuses. On this site, stakeholders can view the reopening plan, resources, data collected, surveys and documents used in creating our reopening plan and staying informed with options for returning to school.

### **Staffing**

AcadeMir Charter School Preparatory is committed to hire and maintain adequate and qualified staff to ensure cleanliness, safety and continuity of instruction and effectively implement all instructional learning models. For detailed staffing please reference (Attachment E).

### **Food and Nutrition**

In all models, face to face and remote learning, AcadeMir Charter School Preparatory will continue to offer the opportunity to receive daily meals. Students in face to face will be provided with meal in a safe eating environment in accordance with social distancing and CDC guidelines. Staggered lunch schedules, cafeteria tables have clear plastic dividers between students, floors clearly labeled with appropriate social distancing, contactless point of sale transactions and all tables are thoroughly cleaned and disinfected between each use. Students who qualify for free or reduced lunch and have selected remote learning will be provided with a weekly lunch pick-up schedule for families.

## **Professional Development**

AcadeMir Charter School Preparatory participated in professional development opportunities prior to the reopening of schools to ensure effective implementation of all instructional models. Teachers and staff received training on proper execution of social distancing protocols and CDC guidelines in accordance with our plan. All professional development opportunities will continue to be held in classrooms/locations that would best meet social distancing measures according to the number of participants. All presenters/participants will be required to use face masks and practice proper hand-hygiene. If professional development cannot be held in person, they will be conducted virtually via Google Meets and/or webinars. AcadeMir Charter School Preparatory is committed to providing the highest quality and safest learning environment possible for all students. AcadeMir Charter School Preparatory will continue to follow recommended guidelines from the CDC and the Florida Department of Education.





Plan A: Brick and Mortar	
Building Operations	Description of Procedures to Promote Social Distancing
Arrival	<p><b>7:00am-7:45am:</b> Enrolled students will report directly to Before Care in the cafeteria.</p> <p><b>7:45-8:00am</b></p> <ul style="list-style-type: none"><li>• 6<sup>th</sup>-8<sup>th</sup> grade students will report directly to their classrooms.</li></ul> <p><b>7:45am-8:30am:</b></p> <ul style="list-style-type: none"><li>• Kinder-5<sup>th</sup> grade students will arrive and go straight to classrooms. Teachers are in class assisting students to ensure they are wearing proper PPE.</li></ul> <p>* All students will be monitored by teachers on a rotating post schedule.</p> <p>* Daily health checks (including temperature screening and/or symptoms checking) will be conducted upon arrival in a safe and respectful manner, as well as in accordance with any applicable privacy laws or regulations. Persons who have a fever of 100.4° (38.0°C) or above or other signs of illness should not be admitted to the facility. Confidentiality will be maintained.</p>

<b>Dismissal</b>	<p><b>K-1<sup>st</sup> Grade Dismissal @ 2:00pm:</b> Students will be dismissed using a silent dismissal program. Staff will utilize scanners to check parents in as they enter the driveway. Each student will be issued a unique bar code that will appear on the designated staff's dismissal monitor, releasing the child and allowing teachers to assist students in pick-up lane. Students will be escorted to designated pick-up area.</p> <ul style="list-style-type: none"> <li>• <b>Walkers:</b> No students will be permitted to be dismissed through Walkers. This will eliminate any kind of congregating of students or parents outside or near school property.</li> </ul> <p><b>2<sup>nd</sup>-3<sup>rd</sup> Grade Dismissal @ 3:00pm:</b> Students will be dismissed using a silent dismissal program. Staff will utilize scanners to check parents in as they enter the driveway. Each student will be issued a unique bar code that will appear on the designated staff's dismissal monitor, releasing the child and allowing teachers to assist students in pick-up lane. Students will be sent to designated pick-up area.</p> <ul style="list-style-type: none"> <li>• <b>Walkers:</b> No students will be permitted to be dismissed through Walkers. This will eliminate any kind of congregating of students or parents outside or near school property.</li> </ul> <p><b>4<sup>th</sup>-7<sup>th</sup> Grade Dismissal @ 3:30pm:</b> Students will be dismissed using a silent dismissal program. Staff will utilize scanners to check parents in as they enter the driveway. Each student will be issued a unique bar code that will appear on the designated staff's dismissal monitor, releasing the child and allowing teachers to assist students in pick-up lane. Students will be sent to designated pick-up area.</p> <ul style="list-style-type: none"> <li>• <b>Walkers:</b> No students will be permitted to be dismissed through Walkers. This will eliminate any kind of congregating of students or parents outside or near school property.</li> </ul>								
<b>Late Arrivals &amp; Early Dismissals</b>	<ul style="list-style-type: none"> <li>• Any students arriving late and/or leaving early will be required to have parent sign-in/sign-out students using the Conciergepad Mobile App, providing a touch-free experience to pick up their student.</li> <li>• No more than 2 parents may be waiting in the main office at a time, utilizing social distancing guidelines. All others will need to wait outside in designated, labeled areas adhering to the 6 feet social distancing protocol.</li> </ul>								
<b>Student Attendance</b>	<p style="text-align: center;"><b>Daily Attendance Procedures</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center; padding: 5px;"> <b>8:30am</b> </td><td style="padding: 5px;"> <b>Face-to-Face Students:</b> Teachers will be recording attendance in Pinnacle Gradebook.         </td></tr> <tr> <td style="text-align: center; padding: 5px;"> <b>9:00am</b> </td><td style="padding: 5px;"> <b>Remote Learning Students:</b> Students will submit Daily Attendance Google Form and log into Google Meet session.         </td></tr> <tr> <td style="text-align: center; padding: 5px;"> <b>9:00am</b> </td><td style="padding: 5px;"> <b>Middle School:</b> All Middle School teachers must submit final attendance in Pinnacle Gradebook.         </td></tr> <tr> <td style="text-align: center; padding: 5px;"> <b>9:00am</b> </td><td style="padding: 5px;">           All teachers must submit final attendance in Pinnacle Gradebook.         </td></tr> </table>	<b>8:30am</b>	<b>Face-to-Face Students:</b> Teachers will be recording attendance in Pinnacle Gradebook.	<b>9:00am</b>	<b>Remote Learning Students:</b> Students will submit Daily Attendance Google Form and log into Google Meet session.	<b>9:00am</b>	<b>Middle School:</b> All Middle School teachers must submit final attendance in Pinnacle Gradebook.	<b>9:00am</b>	All teachers must submit final attendance in Pinnacle Gradebook.
<b>8:30am</b>	<b>Face-to-Face Students:</b> Teachers will be recording attendance in Pinnacle Gradebook.								
<b>9:00am</b>	<b>Remote Learning Students:</b> Students will submit Daily Attendance Google Form and log into Google Meet session.								
<b>9:00am</b>	<b>Middle School:</b> All Middle School teachers must submit final attendance in Pinnacle Gradebook.								
<b>9:00am</b>	All teachers must submit final attendance in Pinnacle Gradebook.								

	<p><b>10:30am</b> Registrar will upload school attendance to DISIS and approve the batch to finalize the process.</p> <p>In order to monitor remote learning student engagement, weekly aggregate reports will be compiled using Google Suite Usage Reports and submission of completed instructional assignments.</p> <p>Students who are absent will be afforded the opportunity and flexibility to complete makeup work as needed.</p> <p>Should a student log in for remote learning after the attendance upload, a correction will be made by the attendance manager the following day. <b>Attendance corrections must be made both on the school's platform (Pinnacle and Google form.) and in DSIS.</b></p> <p>We will continue to monitor school attendance and ensure that a "good faith effort" is made to reach out to parents/guardians of those students who have not "checked in" online.</p>
<p><b>Lunch</b></p>	<p><b>Face-to-Face Students:</b> In order to maximize social distancing, lunch will be provided via a staggered lunch schedule. The following locations will be designated for lunch:</p> <ul style="list-style-type: none"> <li>• <b>Cafeteria:</b> No more than 4 classes at a time, to the extent possible. Tables will have clear, plastic dividers between students.</li> <li>• <b>Outdoor Pavilion:</b> No more than 2 classes at a time, to the extent possible.</li> </ul> <p>* Students will be required to use contactless point of sale transactions.</p> <p>* All tables will be thoroughly cleaned and disinfected between each use.</p> <p><b>Remote-learning Students:</b> Students who qualify for free or reduced lunch will be provided with a weekly lunch pick-up schedule for families.</p>
<p><b>Classroom Layout</b></p>	<ul style="list-style-type: none"> <li>• Arrange seating/desks with proper spacing, considering class size limits.</li> <li>• Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables.</li> <li>• Each desk will be provided with a clear, plastic desk shield where social distancing is not possible.</li> <li>• All classrooms will be equipped with digital cameras that will allow remote-learning students to participate via web cam and Google Meet.</li> </ul>

Grading Requirements	<p>All grading requirements will adhere to district policy and guidelines:</p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> 2 grades per week</li> <li>• <b>Language Arts:</b> 2 grades per week</li> <li>• <b>Mathematics:</b> 2 grades per week</li> <li>• <b>Science K-4<sup>th</sup> Grade:</b> 1 grade per week</li> <li>• <b>Science 5<sup>th</sup>-8<sup>th</sup> Grade:</b> 2 grades per week</li> <li>• <b>Social Studies:</b> 1 grade per week</li> <li>• <b>Social Studies 6<sup>th</sup>-8<sup>th</sup>:</b> 2 grades per week</li> <li>• <b>All Special Areas:</b> 1 grade per week</li> <li>• <b>Middle School Electives:</b> 2 grades per week</li> </ul>																																
Weekly Instructional Seat Time: Kindergarten	<p><b>Kindergarten</b></p> <table border="1"> <thead> <tr> <th>Subject</th><th>Time Allocated</th><th>Subject</th><th>Time Allocated</th></tr> </thead> <tbody> <tr> <td>ELA</td><td>450 min.</td><td>Technology Lab</td><td>60 min.</td></tr> <tr> <td>Writing</td><td>150 min.</td><td>Spanish</td><td>60 min.</td></tr> <tr> <td>Math</td><td>300 min.</td><td>Art</td><td>30 min.</td></tr> <tr> <td>Science</td><td>60 min.</td><td>Music</td><td>30 min.</td></tr> <tr> <td>Social Studies</td><td>60 min.</td><td>PE</td><td>150 min.</td></tr> <tr> <td>STEM Lab</td><td>30 min.</td><td>STEM Enrichment/Intervention</td><td>150 min.</td></tr> <tr> <td></td><td></td><td>RECESS</td><td>90 min.</td></tr> </tbody> </table> <p>*Remote learning students will receive curriculum and seat time similar to that of students in face-to-face model.</p>	Subject	Time Allocated	Subject	Time Allocated	ELA	450 min.	Technology Lab	60 min.	Writing	150 min.	Spanish	60 min.	Math	300 min.	Art	30 min.	Science	60 min.	Music	30 min.	Social Studies	60 min.	PE	150 min.	STEM Lab	30 min.	STEM Enrichment/Intervention	150 min.			RECESS	90 min.
Subject	Time Allocated	Subject	Time Allocated																														
ELA	450 min.	Technology Lab	60 min.																														
Writing	150 min.	Spanish	60 min.																														
Math	300 min.	Art	30 min.																														
Science	60 min.	Music	30 min.																														
Social Studies	60 min.	PE	150 min.																														
STEM Lab	30 min.	STEM Enrichment/Intervention	150 min.																														
		RECESS	90 min.																														
Weekly Instructional Seat Time: 1 <sup>st</sup> Grade	<p><b>1<sup>st</sup> Grade</b></p> <table border="1"> <thead> <tr> <th>Subject</th><th>Time Allocated</th><th>Subject</th><th>Time Allocated</th></tr> </thead> <tbody> <tr> <td>ELA</td><td>450 min.</td><td>Technology Lab</td><td>60 min.</td></tr> <tr> <td>Writing</td><td>150 min.</td><td>Spanish</td><td>60 min.</td></tr> <tr> <td>Math</td><td>300 min.</td><td>Art</td><td>30 min.</td></tr> <tr> <td>Science</td><td>60 min.</td><td>Music</td><td>30 min.</td></tr> <tr> <td>Social Studies</td><td>60 min.</td><td>PE</td><td>150 min.</td></tr> <tr> <td>STEM Lab</td><td>60 min.</td><td>STEM Enrichment/Intervention</td><td>150 min.</td></tr> <tr> <td></td><td></td><td>RECESS</td><td>60 min.</td></tr> </tbody> </table> <p>*Remote learning students will receive curriculum and seat time similar to that of students in face-to-face model.</p>	Subject	Time Allocated	Subject	Time Allocated	ELA	450 min.	Technology Lab	60 min.	Writing	150 min.	Spanish	60 min.	Math	300 min.	Art	30 min.	Science	60 min.	Music	30 min.	Social Studies	60 min.	PE	150 min.	STEM Lab	60 min.	STEM Enrichment/Intervention	150 min.			RECESS	60 min.
Subject	Time Allocated	Subject	Time Allocated																														
ELA	450 min.	Technology Lab	60 min.																														
Writing	150 min.	Spanish	60 min.																														
Math	300 min.	Art	30 min.																														
Science	60 min.	Music	30 min.																														
Social Studies	60 min.	PE	150 min.																														
STEM Lab	60 min.	STEM Enrichment/Intervention	150 min.																														
		RECESS	60 min.																														
Weekly Instructional Seat Time: 2 <sup>nd</sup> -5 <sup>th</sup> Grade	<p><b>2<sup>nd</sup>-5<sup>th</sup> Grade</b></p> <table border="1"> <thead> <tr> <th>Subject</th><th>Time Allocated</th><th>Subject</th><th>Time Allocated</th></tr> </thead> <tbody> <tr> <td>ELA</td><td>450 min.</td><td>Technology Lab</td><td>60 min.</td></tr> <tr> <td>Writing</td><td>150 min.</td><td>Spanish</td><td>150 min.</td></tr> <tr> <td>Math</td><td>300 min.</td><td>Art</td><td>60 min.</td></tr> <tr> <td>Science</td><td>120 min.</td><td>Music</td><td>60 min.</td></tr> <tr> <td>Social Studies</td><td>120 min.</td><td>PE</td><td>150 min.</td></tr> <tr> <td>STEM Lab</td><td>60 min.</td><td>STEM Enrichment/Intervention</td><td>150 min.</td></tr> </tbody> </table>	Subject	Time Allocated	Subject	Time Allocated	ELA	450 min.	Technology Lab	60 min.	Writing	150 min.	Spanish	150 min.	Math	300 min.	Art	60 min.	Science	120 min.	Music	60 min.	Social Studies	120 min.	PE	150 min.	STEM Lab	60 min.	STEM Enrichment/Intervention	150 min.				
Subject	Time Allocated	Subject	Time Allocated																														
ELA	450 min.	Technology Lab	60 min.																														
Writing	150 min.	Spanish	150 min.																														
Math	300 min.	Art	60 min.																														
Science	120 min.	Music	60 min.																														
Social Studies	120 min.	PE	150 min.																														
STEM Lab	60 min.	STEM Enrichment/Intervention	150 min.																														

			<b>RECESS</b>	<b>60 min.</b>	
	*Remote learning students will receive curriculum and seat time similar to that of students in face-to-face model.				
	<b>6<sup>th</sup>-8<sup>th</sup> Grade</b>				
<b>Weekly Instructional Seat Time: 6<sup>th</sup>-8<sup>th</sup> Grade</b>	<b>Subject</b>	<b>Time Allocated</b>	<b>Subject</b>	<b>Time Allocated</b>	
	<b>ELA</b>	<b>275 min.</b>	<b>Intensive Math</b>	<b>275 min.</b>	
	<b>Reading</b>	<b>275 min.</b>	<b>Intensive Reading</b>	<b>275 min.</b>	
	<b>Math</b>	<b>275 min.</b>	<b>Research Elective</b>	<b>275 min.</b>	
	<b>Science</b>	<b>275 min.</b>	<b>PE Elective</b>	<b>275 min.</b>	
	<b>Social Studies</b>	<b>275 min.</b>			
	*Remote learning students will receive curriculum and seat time similar to that of students in face-to-face model.				
<b>Curriculum Content Delivery</b>	<b>K-2<sup>nd</sup> Grade</b>				
	<b>Core Curriculum</b>		<b>Supplemental Curriculum</b>		
	<b>* All digital components supported by Google Suite</b>				
	<b>ELA</b>	Wonders	<ul style="list-style-type: none"> <li>• I-Ready</li> <li>• Coach Digital</li> <li>• Imagine Learning</li> <li>• Lexia</li> </ul>	<ul style="list-style-type: none"> <li>• Discovery Education Multimedia Library</li> <li>• Nearpod</li> <li>• Khan Academy</li> </ul>	
		Wonder Works			
	<b>Math</b>	MY Math	<ul style="list-style-type: none"> <li>• I-Ready</li> <li>• Coach Digital</li> <li>• IXL (2<sup>nd</sup> Grade)</li> </ul>		
	<b>Science</b>	Pearson Science Elevate	<ul style="list-style-type: none"> <li>• Nearpod with Flocabulary</li> <li>• Discovery Education Science E-Text</li> </ul>		
	<b>Social Studies</b>	Discovery Education Social Studies E-Text	<ul style="list-style-type: none"> <li>• Khan Academy</li> </ul>		
<b>Curriculum Content Delivery</b>	<b>6<sup>th</sup> -8<sup>th</sup> Grade</b>				
	<b>Core Curriculum</b>		<b>Supplemental Curriculum</b>		
	<b>* All digital components supported by Google Suite</b>				
	<b>ELA</b>	Collections/Inside	<ul style="list-style-type: none"> <li>• I-Ready</li> <li>• Coach Digital</li> <li>• Imagine Learning</li> <li>• Reading Plus</li> <li>• Write Score</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia Library</li> <li>• Nearpod</li> <li>• Khan Academy</li> </ul>	
	<b>Math</b>	Glencoe	<ul style="list-style-type: none"> <li>• I-Ready</li> <li>• Coach Digital</li> <li>• IXL</li> </ul>		
	<b>Science</b>	McGraw Hill Florida Science	<ul style="list-style-type: none"> <li>• Nearpod with Flocabulary</li> <li>• Discovery Education Science E-Text</li> </ul>		

	Social Studies	Social Studies E-Text Gateway to American History Discovering Our Past a History of the United States	• Khan Academy	
			<b>Special Areas</b>	
			<b>Elective Course Curriculum</b>	
			<b>* All digital components supported by Google Suite</b>	
<b>Curriculum Content Delivery</b>	Art	• ReadWorks • Scholastic Magazine		
	Music	• Be A Recorder Star • ReadWorks		
	Spanish	• Santillana • ReadWorks • Duolingo • Scholastic Magazine • Social Studies Weekly		• Brain Pop Jr. • Brain Pop • Discovery Education • MDCPS Grade Level Expectations Pacing Guide
	Physical Education	• MDCPS Aspen Fitness Program • ReadWorks		
	PLTW/ MS Coding	• Project Lead the Way • Code.org • Scratch Jr. • HMH 21 <sup>st</sup> Century Learners		

<b>Instructional Routine for the ELA Classroom</b>	<b>120-minute ELA Instructional Block K-5<sup>th</sup> Grade</b>	
	10 minutes	<b>Opening Routine</b> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/PBL question)</li> <li>• <b>Bell ringer</b> (short review of skills which can be completed independently)</li> <li>• <b>Introduce Core Text</b> (i.e. Listening Comprehension, Reading/Writing Workshop, Literature Anthology, Paired Text, Article of the Day)</li> </ul>
	30 minutes	<b>Whole Group Instruction</b> <ul style="list-style-type: none"> <li>• <b>Set Purpose for Reading</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with mentor text)</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Assigned Novel</b> (utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize)</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> <li>• <b>Writing in Response to Text</b> (utilize Shared Writing in order to actively engage students while modeling the writing process)</li> </ul>
70 minutes		<p><b>Differentiated Instruction</b></p> <ol style="list-style-type: none"> <li>1. <b>Teacher-Led Instruction (Guided Reading):</b> Utilize data-driven focus to intervene/enrich students in their specific area of need (i.e. specific phonics instruction embedded within comprehension lesson; making connections: text-to-text, text-to-self, text-to-world)</li> <li>2. <b>Independent Practice (Whole Group Extension):</b> Utilize data-driven focus to intervene/enrich students in their specific area of need to apply skills learned in whole group instruction for deeper understanding and reinforcement of skills utilizing best practices, DOK leveled question stems, inquiry-based projects, reading independent novel studies, literature circles and leveled reader connections.</li> <li>3. <b>Technology:</b> Allow students to visit websites connected to curriculum in order to enhance their learning (i.e. iReady, Lexia / Reading Plus, and Wonders components), or utilize technology to provide students with an alternative method in which to synthesize their understanding of the weekly standard</li> <li>4. <b>Writing in Response to Text/Grammar and Mechanics:</b> Provide students with an opportunity to engage in the writing process using a specific writing prompt and multiple sources to generate their ideas, or utilize data to drive grammar focus using Write Score data and curriculum online platform(i.e. Novel Study connections. Core text extensions for analytical writing to synthesize using multiple sources on a topic or theme, etc.)</li> </ol>

<b>Instructional Routine for the ELA Classroom</b>	10 minutes	<p style="text-align: center;"><b>Closing Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</li> </ul> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 10 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
	5 minutes	<p style="text-align: center;"><b>55-minute ELA &amp; 55 minute Int Reading/Reading Block 6<sup>th</sup> -8<sup>th</sup> Grade</b></p> <p style="text-align: center;"><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/PBL question)</li> <li>• <b>Bell ringer</b> (short review of skills which can be completed independently)</li> <li>• <b>Introduce Core Text</b> (i.e. Listening Comprehension, Reading/Writing Workshop, Literature Anthology, Paired Text, Article of the Day)</li> </ul>
	45 minutes	<p style="text-align: center;"><b>Whole Group Instruction / Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose for Reading</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with mentor text)</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Assigned Novel</b> (utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize)</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> <li>• <b>Writing in Response to Text</b> (utilize Shared Writing in order to actively engage students while modeling the writing process)</li> </ul> <p style="text-align: center;"><b>Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher-Led Instruction (Guided Reading):</b> Utilize data-driven focus to intervene/enrich students in their specific area of need (i.e. specific phonics instruction embedded within comprehension lesson; making connections: text-to-text, text-to-self, text-to-world)</li> <li>• <b>Independent Practice (Whole Group Extension):</b> Utilize data-driven focus to intervene/enrich students in their specific area of need to apply skills learned in whole group instruction for deeper</li> </ul>

	<p>understanding and reinforcement of skills utilizing best practices, DOK leveled question stems, inquiry-based projects, reading independent novel studies, literature circles and leveled reader connections.</p> <ul style="list-style-type: none"> <li>• <b>Technology:</b> Allow students to visit websites connected to curriculum in order to enhance their learning (i.e. iReady / Reading Plus, and Collections/Inside components), or utilize technology to provide students with an alternative method in which to synthesize their understanding of the weekly standard</li> <li>• <b>Writing in Response to Text/Grammar and Mechanics:</b> Provide students with an opportunity to engage in the writing process using a specific writing prompt and multiple sources to generate their ideas, or utilize data to drive grammar focus using Write Score data and curriculum online platform(i.e. Novel Study connections. Core text extensions for analytical writing to synthesize using multiple sources on a topic or theme, etc.)</li> </ul>
<p>5 minutes</p>	<p><b>Closing Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</li> </ul>
<p><b>Instructional Routine for the Mathematics Classroom</b></p>	<p><b>60-minute Mathematics Instructional Block</b></p> <p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/PBL question)</li> <li>• <b>Bell ringer</b> (short review of skills completed independently, and then reviewed)</li> </ul>
<p>20 minutes</p>	<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Engage/Set Purpose for Learning</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook)</li> <li>• <b>Explicit Instruction of Daily Objective</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together; teacher models application of standard with GoMath /My Math <i>Unlock the Problem</i>, including the introduction of content-specific vocabulary, then guides students in completing GoMath/My Math <i>Share and Show</i> questions to gauge understanding before releasing to independent/collaborative practice)</li> </ul>

	30 minutes	<p><b>Differentiated Instruction</b> <b>(Two 15-minute rotations)</b></p> <ol style="list-style-type: none"> <li><b>Teacher-Led Instruction:</b> Teachers will utilize data-driven focus to remediate prerequisite skills and/or enrich daily objective as needed to meet the needs of students. Core text will be used to deepen understanding and reinforce standards by working on conceptual understanding, procedural skill &amp; fluency, and/or application.</li> <li><b>Independent Practice/Whole Group Extension:</b> Students will apply skills learned in whole group to deepen understanding of daily objective and standard, utilizing the GoMath/My Math On Your Own &amp; Problem Solving questions.</li> <li><b>Technology:</b> Students will use digital platforms such as ThinkCentral, i-Ready, ExploreLearning Gizmos, and the Google Classroom to enhance their learning, or utilize technology to provide students with an alternative method in which to synthesize their understanding of daily objectives.</li> <li><b>Fluency Practice:</b> Students will use the Reflex Math digital platform and/or fluency drill worksheets to solidify foundational computation skills needed for reinforcing automaticity.</li> </ol>
	5 minutes	<p><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
<p><b>Instructional Routine for the Mathematics Classroom</b></p>	<p><b>55-minute Mathematics Instructional Block 6<sup>th</sup> – 8<sup>th</sup> Grade</b></p> <p>5 minutes</p>	<p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li><b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/PBL question)</li> <li><b>Bell ringer</b> (short review of skills completed independently, and then reviewed)</li> </ul> <p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li><b>Engage/Set Purpose for Learning</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook)</li> </ul>
	45 minutes	

		<ul style="list-style-type: none"> <li>• <b>Explicit Instruction of Daily Objective</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together; teacher models application of standard with Glencoe including the introduction of content-specific vocabulary, then guides students in completing Glencoe guided practice questions to gauge understanding before releasing to independent/collaborative practice)</li> </ul>
		<p style="text-align: center;"><b>Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher-Led Instruction:</b> Teachers will utilize data-driven focus to remediate prerequisite skills and/or enrich daily objective as needed to meet the needs of students. Core text will be used to deepen understanding and reinforce standards by working on conceptual understanding, procedural skill &amp; fluency, and/or application.</li> <li>• <b>Independent Practice/Whole Group Extension:</b> Students will apply skills learned in whole group to deepen understanding of daily objective and standard, utilizing the Glencoe</li> <li>• <b>Technology:</b> Students will use digital platforms such as, IXL, i-Ready, ExploreLearning Gizmos, and the Google Classroom to enhance their learning, or utilize technology to provide students with an alternative method in which to synthesize their understanding of daily objectives.</li> <li>• <b>Fluency Practice:</b> Students will use the Reflex Math digital platform and/or fluency drill worksheets to solidify foundational computation skills needed for reinforcing automaticity.</li> </ul>
	5 minutes	<p style="text-align: center;"><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p>
<b>30-minute Science Instructional Block: K-1<sup>st</sup> Grade</b>		
<b>Instructional Routine for the Science Classroom: K-1<sup>st</sup> Grade</b>	5 minutes	<p style="text-align: center;"><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/HOT question)</li> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.</li> <li>• <b>Introduce Scientific question and/or defining problems about an event or phenomena</b></li> </ul>
	10 minutes	<p style="text-align: center;"><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive</li> </ul>

	<p>notebook; model application of standard with hands on experiences.</p> <ul style="list-style-type: none"> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Explain</b> (utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize) to provide the scientific explanation and terms for what they are studying.</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> </ul>
10 minutes	<p><b>Differentiated Small-Group Instruction</b></p> <ol style="list-style-type: none"> <li>1. <b>Teacher-Led Instruction:</b> Utilize data-driven focus to intervene/enrich students in their specific area of need (opportunity to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far.)</li> <li>2. <b>Independent Practice:</b> Utilize data-driven focus to intervene/enrich students in their specific area of need (i.e. Learner engages in question provided by teacher, materials, or another source to analyze and interpret data, synthesize ideas, build models and explain their conceptual understanding of scientific knowledge gained independently)</li> <li>3. <b>Technology:</b> Allow students to visit websites connected to curriculum in order to enhance their learning (i.e. Discovery Education, Gizmo, and Science Curriculum digital components), or utilize technology to provide students with an alternative method in which to use evidence to formulate explanations of the weekly standard</li> <li>4. <b>Extend and Elaborate:</b> Provide students with an opportunity to extend their new conceptual understanding and apply concepts and skills to new situations.</li> </ol>
5 minutes	<p><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5</p>

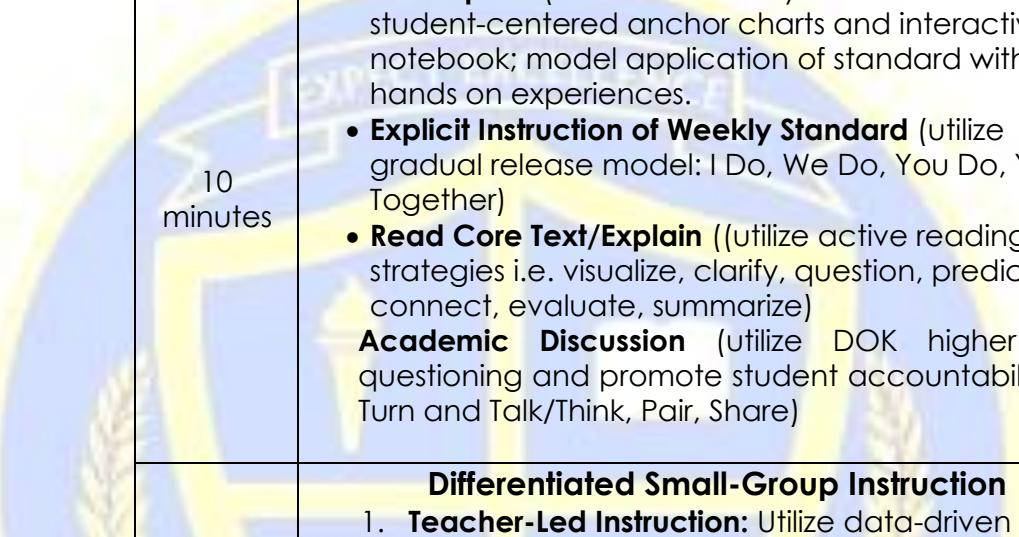
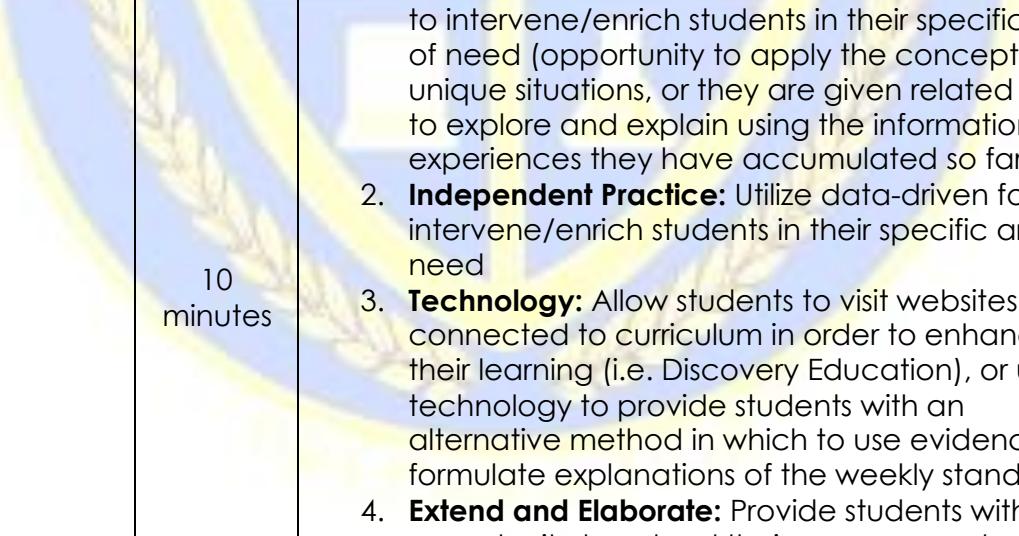
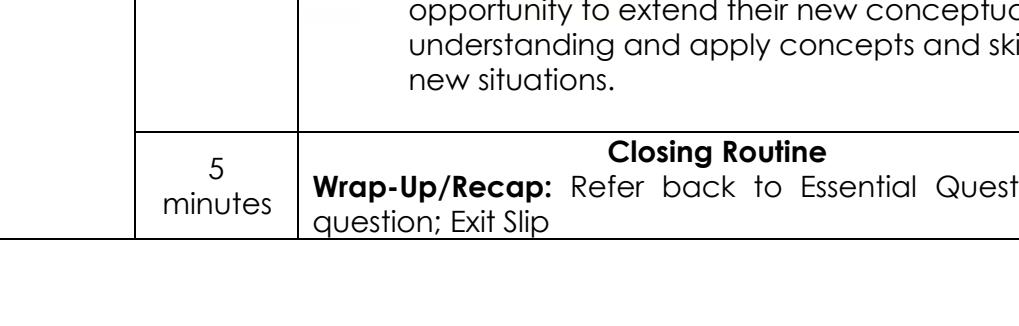
		minutes of the differentiated instruction. Students will be required to submit final exit ticket.
<b>30-minute Science Inquiry Instructional Block: K-1<sup>st</sup> Grade</b>		
<b>Opening Routine</b> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/HOT question)</li> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.</li> <li>• <b>Introduce Scientific question and/or defining problems about an event or phenomena</b></li> </ul>		5 minutes
<b>Whole Group Instruction</b> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with hands on experiences.</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Explain</b> (utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize) to provide the scientific explanation and terms for what they are studying.</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> </ul>		10 minutes
<b>Directed Inquiry/Guided Inquiry/Full Inquiry</b> <ol style="list-style-type: none"> <li>1. <b>Directed Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems. (i.e. analyze and interpret data, synthesize ideas, build models and explain their conceptual understanding of scientific knowledge gained)</li> <li>2. <b>Guided Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems in cooperative group(s). (i.e. analyze and interpret data, synthesize ideas, build models and explain conceptual understanding of scientific knowledge gained)</li> <li>3. <b>Full Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems independently</li> </ol>		10 minutes

		<p>(i.e. analyze and interpret data, synthesize ideas, build models and explain conceptual understanding of scientific knowledge gained)</p>
5 minutes	<p><b>Closing Routine</b>  <b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>	
<p><b>Instructional Routine for the Science Classroom: 2<sup>nd</sup>-5<sup>th</sup> Grade</b></p>	5 minutes	<p><b>60-minute Science Instructional Block: 2<sup>nd</sup>-5<sup>th</sup> Grade</b></p> <p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/PBL question)</li> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.</li> <li>• <b>Introduce Scientific question and/or defining problems about an event or phenomena</b></li> </ul>
	20 minutes	<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with hands on experiences)</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Explain</b> (utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize) to provide the scientific explanation and terms for what they are studying</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> </ul>
	30 minutes	<p><b>Differentiated Small-Group Instruction</b></p> <ol style="list-style-type: none"> <li>1. <b>Teacher-Led Instruction</b> Utilize data-driven focus to intervene/enrich students in their specific area of need (opportunity to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far.)</li> </ol>

		<ol style="list-style-type: none"> <li>2. <b>Independent Practice:</b> Utilize data-driven focus to intervene/enrich students in their specific area of need (i.e. Learner engages in question provided by teacher, materials, or another source to analyze and interpret data, synthesize ideas, build models and explain their conceptual understanding of scientific knowledge gained independently)</li> <li>3. <b>Technology:</b> Allow students to visit websites connected to curriculum in order to enhance their learning (i.e. Discovery Education, Gizmo, and Science Curriculum digital components), or utilize technology to provide students with an alternative method in which to use evidence to formulate explanations of the weekly standard</li> <li>4. <b>Extend and Elaborate:</b> Provide students with an opportunity to extend their new conceptual understanding and apply concepts and skills to new situations.</li> </ol>
	5 minutes	<p><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
<b>Instructional Routine for the Science Inquiry Classroom: 2<sup>nd</sup>-5<sup>th</sup> Grade</b>	5 minutes	<p><b>60-minute Science Inquiry Instructional Block: 2<sup>nd</sup>-5<sup>th</sup> Grade</b></p> <p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/HOT question)</li> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.</li> <li>• <b>Introduce Scientific question and/or defining problems about an event or phenomena</b></li> </ul> <p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with hands on experiences.</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Read Core Text/Explain</b> (utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize) to provide the scientific explanation and terms for what they are studying.</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> </ul>
	30 minutes	<p><b>Directed Inquiry/Guided Inquiry/Full Inquiry</b></p> <ol style="list-style-type: none"> <li>1. <b>Directed Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems. (i.e. analyze and interpret data, synthesize ideas, build models and explain their conceptual understanding of scientific knowledge gained)</li> <li>2. <b>Guided Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems in cooperative group(s). (i.e. analyze and interpret data, synthesize ideas, build models and explain conceptual understanding of scientific knowledge gained)</li> <li>3. <b>Full Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems independently (i.e. analyze and interpret data, synthesize ideas, build models and explain conceptual understanding of scientific knowledge gained)</li> </ol>
	5 minutes	<p><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
<b>55-minute Science Instructional Block: 6<sup>th</sup> – 8<sup>th</sup> Grade</b>		
	5 minutes	<p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/HOT question)</li> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.)</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Introduce Scientific question and/or defining problems about an event or phenomena</b></li> </ul>
45 minutes		<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with hands on experiences.)</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Explain</b> (utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize) to provide the scientific explanation and terms for what they are studying.</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> </ul> <p><b>Directed Inquiry/Guided Inquiry/Full Inquiry</b></p> <ul style="list-style-type: none"> <li>• <b>Directed Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems. (i.e. analyze and interpret data, synthesize ideas, build models and explain their conceptual understanding of scientific knowledge gained)</li> <li>• <b>Guided Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems in cooperative group(s). (i.e. analyze and interpret data, synthesize ideas, build models and explain conceptual understanding of scientific knowledge gained)</li> <li>• <b>Full Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems independently (i.e. analyze and interpret data, synthesize ideas, build models and explain conceptual understanding of scientific knowledge gained)</li> </ul>
	5 minutes	<p><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p>
<b>Instructional Routine for the Social Studies</b>	<b>30-minute Social Studies Instructional Block: K-1<sup>st</sup> Grade</b>	
	5 minutes	<b>Opening Routine</b>

<b>Classroom: K-1<sup>st</sup> Grade</b>		<ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/HOT question)</li> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.</li> <li>• <b>Introduce guiding question and/or defining problems</b></li> </ul>
 10 minutes		<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with hands on experiences.</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Explain</b> ((utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize)</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> </ul>
 10 minutes		<p><b>Differentiated Small-Group Instruction</b></p> <ol style="list-style-type: none"> <li>1. <b>Teacher-Led Instruction:</b> Utilize data-driven focus to intervene/enrich students in their specific area of need (opportunity to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far.)</li> <li>2. <b>Independent Practice:</b> Utilize data-driven focus to intervene/enrich students in their specific area of need</li> <li>3. <b>Technology:</b> Allow students to visit websites connected to curriculum in order to enhance their learning (i.e. Discovery Education), or utilize technology to provide students with an alternative method in which to use evidence to formulate explanations of the weekly standard</li> <li>4. <b>Extend and Elaborate:</b> Provide students with an opportunity to extend their new conceptual understanding and apply concepts and skills to new situations.</li> </ol>
 5 minutes		<p><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p>

		<p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
<b>Instructional Routine for the Social Studies Classroom: 2<sup>nd</sup>-5<sup>th</sup> Grade</b>	<b>60-minute Social Studies Instructional Block: 2<sup>nd</sup>-5<sup>th</sup> Grade</b>	<p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/HOT question)</li> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.</li> <li>• <b>Introduce guiding question and/or defining problems</b></li> </ul>
	5 minutes	<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with hands on experiences.</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Explain</b> ((utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize)</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> </ul>
	20 minutes	<p><b>Differentiated Small-Group Instruction</b></p> <ol style="list-style-type: none"> <li>1. <b>Teacher-Led Instruction:</b> Utilize data-driven focus to intervene/enrich students in their specific area of need (opportunity to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far.)</li> <li>2. <b>Independent Practice:</b> Utilize data-driven focus to intervene/enrich students in their specific area of need</li> <li>3. <b>Technology:</b> Allow students to visit websites connected to curriculum in order to enhance their learning (i.e. Discovery Education), or utilize technology to provide students with an alternative method in which to use evidence to formulate explanations of the weekly standard</li> </ol>
30 minutes		

		<p>4. <b>Extend and Elaborate:</b> Provide students with an opportunity to extend their new conceptual understanding and apply concepts and skills to new situations.</p>
	5 minutes	<p><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
		<p><b>55-minute Social Studies Instructional Block: 6<sup>th</sup>-8<sup>th</sup> Grade</b></p>
<p><b>Routine for the Social Studies Classroom: 6<sup>th</sup> – 8<sup>th</sup> Grade</b></p>	5 minutes	<p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/HOT question)</li> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.)</li> <li>• <b>Introduce guiding question and/or defining problems</b></li> </ul>
	45 minutes	<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with hands on experiences.)</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Explain</b> ((utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize)</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> </ul>
	5 minutes	<p><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p>
<p><b>Instructional Routine for the Special Areas</b></p>	<p><b>30-minute Special Areas Instructional Block</b></p>	
	5 minutes	<p><b>Opening Routine</b></p>

<b>Classroom: 30-minute Block</b>		<ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; Essential Question/PBL question)</li> <li>• <b>Bell ringer</b> (short review of pre-requisite content learned in relation to Essential Question/PBL question)</li> </ul>
	10 minutes	<p style="text-align: center;"><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard and model application of standard)</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Academic Discussion</b> (utilize DOK higher-order questioning and promote student accountability: Turn and Talk/Think, Pair, Share)</li> </ul>
	10 minutes	<p style="text-align: center;"><b>Independent Practice</b></p> <p>Utilize data-driven focus to intervene/enrich students in their specific area of need</p>
	5 minutes	<p style="text-align: center;"><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
<b>Instructional Routine for the Special Areas Classroom: 60-minute Block</b>	<b>60-minute Special Areas Instructional Block</b>	
	5 minutes	<p style="text-align: center;"><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; Essential Question/PBL question)</li> <li>• <b>Bell ringer</b> (short review of pre-requisite content learned in relation to Essential Question/PBL question)</li> </ul>
	20 minutes	<p style="text-align: center;"><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard and model application of standard)</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Academic Discussion</b> (utilize DOK higher-order questioning and promote student accountability: Turn and Talk/Think, Pair, Share)</li> </ul>
	30 minutes	<p><b>Independent Practice</b> Utilize data-driven focus to intervene/enrich students in their specific area of need</p>
	5 minutes	<p><b>Closing Routine</b> <b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
	<b>60-minute Electives Instructional Block 6<sup>th</sup>-8<sup>th</sup> Grade</b>	
	5 minutes	<p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; Essential Question/PBL question)</li> <li>• <b>Bell ringer</b> (short review of pre-requisite content learned in relation to Essential Question/PBL question)</li> </ul>
	45 minutes	<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard and model application of standard)</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Academic Discussion</b> (utilize DOK higher-order questioning and promote student accountability: Turn and Talk/Think, Pair, Share)</li> </ul> <p><b>Independent Practice</b> Utilize data-driven focus to intervene/enrich students in their specific area of need</p>
	5 minutes	<p><b>Closing Routine</b> <b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>• There will be no gathering of students in hallways before, during or after school.</li> <li>• Hallway traffic flow will move in one direction, according to signage and labels clearly marked throughout the building.</li> </ul>	

<b>Switching of Classrooms</b>	To minimize cross contamination and student interaction, students will remain in their homeroom classroom; teachers will transition when classes are departmentalized or during special area classes.
<b>Intensify Cleaning, Disinfection and Ventilation</b>	<ul style="list-style-type: none"> <li>• Clean and disinfect frequently touched surfaces within the school daily (including but not limited to, playground equipment, door handles, sink handles, computers, handrails, push bars) as well as shared objects between uses.</li> <li>• Ensure safe and correct application of disinfectants and keep products away from children.</li> <li>• Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible.</li> <li>• The school building will be deep EPA approved disinfected prior to the first day of school and once a month there after and/or as needed in the event of contamination.</li> <li>• Take steps to ensure that all drinking fountains are safe to use after a prolonged facility shutdown to minimize the risk. Students will be required to bring their own water bottles.</li> </ul>
<b>Restroom Usage</b>	Restroom monitors will ensure no more than 2 students are in the bathroom at a time. If additional students need to use the facilities, they will adhere to social distancing protocols outside of the restroom while being closely monitored by designated staff. Staff will clean faucets, flush nobs and counter tops after every use and ensure children properly wash their hands after they use the restroom and ensure the application of hand sanitizer.
<b>Afterschool Care</b>	<ul style="list-style-type: none"> <li>• Students will be in classrooms with no more than 13 students per group, adhering to social distancing protocols.</li> <li>• Students and aftercare leaders will be required to wear masks.</li> <li>• Snacks will be delivered to the classrooms.</li> </ul>
<b>Afterschool Care Dismissal</b>	<ul style="list-style-type: none"> <li>• Dismissal will take place from the classrooms.</li> <li>• Parents will need to sign-out students using the Conciergepad Mobile App, providing a touch-free experience to pick up their student.</li> <li>• Aftercare leader will use a radio to listen for student names and notify students of dismissal in order to walk down to the main office for pick-up.</li> </ul> <p>*No more than 4 parents may be waiting in the main office at a time, utilizing social distancing guidelines. All others will need to wait outside in designated, labeled areas adhering to the 6 feet social distancing protocols.</p>
<b>Enrichment</b>	Enrichment programs will continue with modifications in accordance to CDC guidelines: <ul style="list-style-type: none"> <li>• Students will be in classrooms with no more than 10 students per group, adhering to social distancing protocols.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students and teachers will be required to wear masks.</li> <li>• All students will be dismissed from the Sports Pavilion in the PE field.</li> </ul>
<b>Healthy Hygiene Practices</b>	<ul style="list-style-type: none"> <li>• All faculty and staff will be provided with face masks and shields.</li> <li>• Students will be provided a face mask and shield during their Back to School Orientation in an effort to have student ready and safe the first day back.</li> <li>• School will provide adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues, and no-touch trash cans.</li> <li>• Signage will be posted throughout the building on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.</li> </ul> <p><b>Prevention and Good Hygiene Practice School-wide Campaign</b></p> <ol style="list-style-type: none"> <li>1. Pay attention to personal hygiene. <ul style="list-style-type: none"> <li>○ Wash your hands frequently</li> <li>○ Don't touch your face (mouth, eyes, or nose)</li> <li>○ Cover coughs and sneezes</li> <li>○ Stay home if you are feeling sick</li> </ul> </li> <li>2. Keep surfaces clean</li> <li>3. Practice "social distancing."</li> </ol>
<b>ESE/504/ELL Services</b>	<p>In the Brick and Mortar model AcadeMir Charter Schools will utilize the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans while providing a full range of services. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies; specifically the Individuals with Disabilities Education Act (IDEA); the Americans with Disabilities Act of 1990 (ADA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. Additionally, AcadeMir Schools will adopt and fully implement the sponsor's policies regarding Exceptional Student Education to ensure that each student is provided with an appropriate education as defined by Free Appropriate Public Education (FAPE).</p> <p>AcadeMir Charter Schools will serve students with disabilities whose needs can be met in a general education classroom environment with reasonable supplementary supports and services and/or modifications and accommodations as per the students' Individual Education Plan (IEP). The goal for majority of students with special needs will be for them to spend at least 80% of the day in the general education classroom. This is the primary level of service that the</p>

school will provide to students with disabilities in the brick and mortar model.

AcadeMir will not discriminate against students based on any type of disability. Upon review of the Individual Education Plan, the School will consult with its sponsor in order to adequately provide service or find proper placement for all students. We will offer 4 models of support for students with disabilities requiring at least 80% of the day in the general education classroom as we considered the least restrictive environment and providing students with the most appropriate instruction and support.



- Inclusion/Consultative Model: The student will be in general education classes for all subjects with special instruction, materials, technology, services and accommodations or curriculum modifications as needed. The general education teacher and ESE teacher meet face-to-face on a regular basis to plan, implement, and monitor instructional alternatives designed to ensure that the student with a disability is making appropriate progress in the general education classroom. (Frequency will be determined by the most recent IEP).
- Support Facilitation Model: Services are provided directly to identified students—in the general education class with the ESE teacher. The ESE teacher will provide services to an individual or small group of students within the general education classroom. A small group of students may include both students with and without disabilities. Support facilitation will be an in-class support model provided during regularly scheduled intermittent or varying times of the day and/or week.
- Co-Teaching Services: A group of students with the same or different disabilities who are fully included into the regular education environment. Co-teaching services, as defined in regulation, means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students in the regular classroom.
- Resource room: Pull out program designed to meet the needs of Students with Disabilities in a separate classroom for some academic subjects (i.e., ELA, Math) in accordance to the students IEP; whereas a student spends no less than 40% and no more than 80% with their non-disabled peers as determined by the IEP. Students will be serviced by a special education teacher and participate in this setting with other students with specific learning disabilities who require similar educational services. These

	<p>students will access the general education curriculum and instruction, with appropriate accommodations and specialized instructional strategies as determined by the Students IEP.</p> <p>It will be the duty of the multidisciplinary team to consider the least restrictive environment for the SWDs. Students whose needs can be met in the General Education setting will receive either consultative or collaborative service from the ESE teacher. For students in need of collaboration through support facilitation, the ESE teacher and General Education teacher will teach together but the level and frequency of support will vary based on each student individual IEP. For students with disabilities whose needs can be met in a regular classroom environment, provisions of supplementary supports and services and/or modifications and accommodations will be provided as outlined on their Individualized Education Plan. Students requiring supplementary aides and services such as OT, PT, speech/language therapy, counseling or any services will be obtained and provided by sub-contracted personnel/vendor who will also follow proper social distancing regulations when servicing students as well as offering students a combination of face to face and remote learning services when necessary.</p> <p>* For new students with "Y" response(s) on Home Language Survey, student will be placed in the ESOL program temporarily pending results of initial ELP assessments. Initial ELP assessment will be completed once schools reopen.</p>
<b>Student Services</b>	<ul style="list-style-type: none"> <li>• Continuum of services will continue to be provided to students on an IEP/504 and Behavior Plan (BIP).</li> <li>• Counselors will be available to ALL general education students for academic advice or questions.</li> <li>• Students will be serviced one-on-one or in small groups, no greater than 3 students at a time.</li> <li>• Advisement logs will be kept using the MDCPS' counseling log.</li> <li>• Teachers are recommended to refer students who are not submitting work or are in need of academic support (not tutoring) to their assigned school counselor.</li> </ul> <p><b>Academic support will consist of, but not limited to, assistance with:</b></p> <ul style="list-style-type: none"> <li>• Academic Advisement</li> <li>• Organization skills</li> <li>• Tasks completion</li> <li>• Time management</li> <li>• On-task skills</li> <li>• Self-advocacy (emailing teachers, asking for help with difficult work, identifying sources of assistance)</li> </ul>

	<ul style="list-style-type: none"> <li>• Providing parent support with establishing academic schedules and routines for home learning.</li> <li>• Handle student emergency and Threat Assessments</li> </ul>
<b>Physical Education</b>	<p><b>Face-to-Face Students:</b> In accordance with the Department of Education and CDC guidelines, the following strategies will be applied by physical education teachers:</p> <ul style="list-style-type: none"> <li>• Shared spaces and equipment will be disinfected between every use.</li> <li>• The use of equipment for activities will be eliminated or kept to a minimum, where possible.</li> <li>• Social distancing measures and 6 feet spacing for all activities will be implemented.</li> <li>• Classes will be allocated to different areas of the school for PE lessons to reduce the number of students in one area.</li> </ul> <p><b>Remote-Learning Students:</b> A camera will be placed in the outdoor pavilion in order for remote-learning students to participate with their peers and adhere to the physical education instructional routine. Students will be required to log into the provided Google Meet.</p>
<b>Recess</b>	<p>All recess will be indoors, adhering to social distancing protocols to the extent possible. Resources will be used for additional Brain Breaks:</p> <ul style="list-style-type: none"> <li>• GoNoodle.com</li> <li>• PBSkids.org</li> <li>• NationalGeographic.org</li> <li>• Code.org</li> <li>• Scratchjr.org</li> <li>• Virtual Fieldtrips</li> </ul>
<b>School Events</b>	<ul style="list-style-type: none"> <li>• Continue events with increased social distancing measures and enforced proper hand-hygiene.</li> <li>• Restrict nonessential visitors and volunteers.</li> <li>• All payments will continue to be made through Bridge Pay system. No cash payments will be accepted.</li> <li>• Host events outdoors to the extent possible and/or instill shifts for events to limit number of participants gathering in school building.</li> </ul>
<b>Assessment &amp; Progress Monitoring</b>	<p>Refer to Attachment B for Assessment &amp; Progress Monitoring Table.</p>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• <b>In-House PD Opportunities:</b> All professional development opportunities will be held in classrooms/locations that would best meet social distancing measures according to the number participants. All presenters/participants will be required to use masks and practice proper hand-hygiene.</li> <li>• If Professional development can't be held in person they will be conducted virtually via google meets and/or webinars</li> </ul>

- **School-Wide Initiatives to Foster Student Achievement at ACSW**
- **Implementing Effective Literacy Instruction with STEM Integration in the K-2<sup>nd</sup> Grade Classroom**
- **Implementing Effective Literacy Instruction with STEM Integration in the 3<sup>rd</sup> -5<sup>th</sup> Grade Classroom**
- **Implementing Effective Science Instruction with STEM Integration**
- **Implementing Effective Mathematics Instruction with STEM Integration**
- **Google for Education**
- **PLC: Integration of S.T.E.M. Education at ACSW**
- **Book Study: Integration of S.T.E.M. Education at ACSW**
- **STEM Integration of Everglades Curriculum in the Elementary Classroom**
- **Distance Learning via Google for Education Suite (Virtual PD)**
- **Google for Education: Teacher Center (Virtual Webinars)**
- **Discovery Education (Virtual Webinars)**
- **Wonders: Connect Ed (Virtual Webinars)**
- **ReadWorks.org (Virtual Webinars)**
- **myON (Virtual Webinars)**
- **HMH Florida Science (Virtual Webinars)**
- **Go Math (Virtual Webinars)**
- **ReflexMath.com (Virtual Webinars)**
- **Social Studies Alive (Virtual Webinars)**
- **Social Studies Weekly (Virtual Webinars)**
- **Gizmos (Interactive Simulations)**
- **I-Ready (Virtual Webinars)**
- **I-Ready Toolbox (Virtual Webinars)**
- **PD Partnerships:** Professional Development hosted by school partners will be held via Google Meet.

Tutoring	<ul style="list-style-type: none"> <li>• <b>Remediation/ Lowest 25% Tutoring:</b> Tutoring will continue to take place daily embedded within the instructional day in 30 min sessions for both Reading and Math. Participation will be limited to small groups, no more than 8-10 students. Teachers and students will be required to use masks and practice proper hand-hygiene.</li> <li>• <b>FSA SATURDAY Academy:</b> Tutoring will be provided beginning in January from 8:30-11:30 for grades 3<sup>rd</sup>-7<sup>th</sup>. Participation will be limited to small groups, no more than 8-10 students. Teachers and students will be required to use masks and practice proper hand-hygiene.</li> <li>• <b>After School Tutoring:</b> After school tutoring will be offered starting in October. This program will be held 4 days a week and will focus on reading and math.</li> <li>• <b>Science Lowest 25% Tutoring:</b> Tutoring will continue to take place twice per week from 3:30pm-4:30pm for 5<sup>th</sup> grade. Participation will be limited to small groups, no more than 8-10 students. Teachers and students will be required to use masks and practice proper hand-hygiene.</li> </ul> <p>* Prior to all session's student desktops will be thoroughly disinfected, student will be seated 6 feet apart and all desks facing forward.</p>
IT & Technology	<ul style="list-style-type: none"> <li>• Teachers will continue to use Technology Sign-Out System for each cart.</li> <li>• All laptops/computers will be disinfected after each use.</li> <li>• Each teacher will receive a laptop for work purposes.</li> <li>• All classrooms will be equipped with a webcam for live streaming.</li> <li>• Teachers will continue to be required to complete a Work Request to service all technology equipment, including school-issued laptops for students.</li> </ul> <p>* Remote-Learning students will be issued a laptop device on an as need basis.</p>
Opening of Schools Parent Orientation	<p>Parent Orientation will take place in August; however, in an effort to comply with social distancing regulations, two shifts will be enforced on each of the following days:</p> <ul style="list-style-type: none"> <li>• <b>Wednesday, August 19<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Shift 1: 9:00pm-11:00pm</li> <li>• Shift 2: 1:00pm-3:00pm</li> </ul> </li> <li>• <b>Thursday, August 20<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Shift 1: 9:00pm-11:00pm</li> <li>• Shift 2: 1:00pm-3:00pm</li> </ul> </li> <li>• <b>Friday, August 21<sup>st</sup></b> <ul style="list-style-type: none"> <li>• Shift 1: 9:00pm-11:00pm</li> <li>• Shift 2: 1:00pm-3:00pm</li> </ul> </li> </ul>

	Parents who choose to participate in Opening of Schools Parent Orientation virtually, will be provided with a Google Meet link.
<b>Plan B: Remote Learning Setting</b>	
<b>Building Operations</b>	<b>Description of Procedures to Promote Social Distancing</b>
<b>Roles in Supporting Distance Learning</b>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Submit attendance by 8:30am utilizing Daily Attendance Google Form.</li> <li>• Dedicate appropriate time to learning, using the seat time requirements per subject area according to student schedule.</li> <li>• Check the online platforms for information on classes, assignments, resources daily.</li> <li>• Ensure that you know your usernames and passwords for instructional resources that are accessible via teacher website.</li> <li>• Identify a comfortable and quiet space to learn and study.</li> <li>• Engage in online learning activities being offered by your teachers and/or provided through online resources.</li> <li>• Participate in live instructional sessions daily via Google Meet per subject area according to student schedule.</li> <li>• Submit all assignments by due dates established by your teacher(s).</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>• Develop high quality remote learning lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.</li> <li>• Provide live instruction daily via Google Meet per subject area according to teacher schedule.</li> <li>• Use ESOL strategies for English Language Learners (ELL) and provide appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent practical.</li> <li>• Observe established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, planning and facilitating lessons, providing assistance one on one, small, whole group or answering student questions.</li> </ul>

- Provide instructional resources and materials through digital learning means such as Google Classroom, Wonders/ConnectED, Wonder Works, GoMath/Think Central, Science Fusion/HMH, Pearson Science Elevate, My Math/McGraw-Hill, Glencoe American History/McGraw-Hill, Gateway to American History, PLTW, Discover Education, Collections, Inside, I-Ready, Lexia, Reading Plus, IXL, Write Score, Nearpod or other supplemental instructional resources as needed.
- Communicate regularly with parents and families regarding expectations and student progress; if students are not engaged in the lessons and assignments, teachers should contact parents and/or the school administration, counselor and assigned interventionist for assistance.
- Teachers need to collect daily student attendance using Google Forms, and then must upload daily attendance using Pinnacle Electronic Gradebook. Students who are absent should be afforded the opportunity and flexibility to complete make-up work as needed.
- Teachers will continue to grade student work assignments. Teachers will continue posting grades for each marking period on the official M-DCPS Gradebook.
- Participate in professional development and virtual learning sessions intended to support distance learning, as applicable.
- Ensure that you are monitoring District and school communications for up-to-date information regarding school closure/re-opening, instructional continuation plans, and distance learning resources.

**Families:**

- Assure that a mobile device and internet access are available at home.
- If you have any questions, concerns or emergency please contact your school's main office or emergency hot line:
  - **ACSP: 305-964-7542 or 786-471-8488**
- Monitor your school's communications for up-to-date information regarding school closures, re-openings, instructional continuation plans, and distance learning resources via, social media, school and classroom websites.
- Ensure that your children know their usernames and passwords for instructional resources and ensure their full participation in remote learning.

	<ul style="list-style-type: none"> <li>Maintain communication with your children's teachers and ESE service providers and school counselor(s).</li> <li>Engage your children in conversations regarding assignments.</li> <li>Monitor time spent engaging in online and offline learning.</li> <li>Support your children's emotional balance by providing time for physical activity and play.</li> </ul>	
<b>Student Attendance</b>	<b>Daily Attendance Procedures</b>	
	<b>8:30am</b>	<b>Face-to-Face Students:</b> Teachers will be recording attendance in Pinnacle Gradebook.
	<b>9:00am</b>	<b>Remote Learning Students:</b> Students will submit Daily Attendance Google Form and log into Google Meet session.
	<b>10:30am</b>	<b>Middle School:</b> All Middle School teachers must submit final attendance in Pinnacle Gradebook. All teachers must submit final attendance in Pinnacle Gradebook.
		Registrar will upload school attendance to DSIS and approve the batch to finalize the process. In order to monitor remote learning student engagement, weekly aggregate reports will be compiled using Google Suite Usage Reports and submission of completed instructional assignments. Students who are absent will be afforded the opportunity and flexibility to complete makeup work as needed. Should a student log in for remote learning after the attendance upload, a correction will be made by the attendance manager the following day. <b>Attendance corrections must be made both on the school's platform (Pinnacle and Google form.) and in DSIS.</b> We will continue to monitor school attendance and ensure that a "good faith effort" is made to reach out to parents/guardians of those students who have not "checked in" online.
<b>Lunch</b>	<b>Face-to-Face Students:</b> In order to maximize social distancing, lunch will be provided via a staggered lunch schedule. The following locations will be designated for lunch: <ul style="list-style-type: none"> <li><b>Cafeteria:</b> No more than 4 classes at a time, to the extent possible. Tables will have clear, plastic dividers between students.</li> <li><b>Outdoor Pavilion:</b> No more than 2 classes at a time, to the extent possible.</li> </ul> * Students will be required to use contactless point of sale transactions.	

	<p>* All tables will be thoroughly cleaned and disinfected between each use.</p> <p><b>Remote-learning Students:</b> Students who qualify for free or reduced lunch will be provided with a weekly lunch pick-up schedule for families.</p>
<b>Classroom Layout</b>	<ul style="list-style-type: none"> <li>Arrange seating/desks with proper spacing, considering class size limits.</li> <li>Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables.</li> <li>Each desk will be provided with a clear, plastic desk shield where social distancing is not possible.</li> <li>All classrooms will be equipped with digital cameras that will allow remote-learning students to participate via web cam and Google Meet.</li> </ul>

<b>Grading Requirements</b>	All grading requirements will adhere to district policy and guidelines: <ul style="list-style-type: none"> <li><b>Reading:</b> 2 grades per week</li> <li><b>Language Arts:</b> 2 grades per week</li> <li><b>Mathematics:</b> 2 grades per week</li> <li><b>Science K-4<sup>th</sup> Grade:</b> 1 grade per week</li> <li><b>Science 5<sup>th</sup>-8<sup>th</sup> Grade:</b> 2 grades per week</li> <li><b>Social Studies:</b> 1 grade per week</li> <li><b>Social Studies 6<sup>th</sup>-8<sup>th</sup>:</b> 2 grades per week</li> <li><b>All Special Areas:</b> 1 grade per week</li> <li><b>Middle School Electives:</b> 2 grades per week</li> </ul>			
	<b>Kindergarten</b>			
<b>Weekly Instructional Seat Time: Kindergarten</b>	Subject	Time Allocated	Subject	Time Allocated
	ELA	450 min.	Technology Lab	60 min.
	Writing	150 min.	Spanish	60 min.
	Math	300 min.	Art	30 min.
	Science	60 min.	Music	30 min.
	Social Studies	60 min.	PE	150 min.
	STEM Lab	30 min.	STEM Enrichment/Intervention	150 min.
			RECESS	90 min.
*Remote learning students will receive curriculum and seat time similar to that of students in face-to-face model.				
<b>Weekly Instructional Seat Time: 1<sup>st</sup> Grade</b>	<b>1<sup>st</sup> Grade</b>			
	Subject	Time Allocated	Subject	Time Allocated
	ELA	450 min.	Technology Lab	60 min.
	Writing	150 min.	Spanish	60 min.

<b>Math</b>	<b>300 min.</b>	<b>Art</b>	<b>30 min.</b>
<b>Science</b>	<b>60 min.</b>	<b>Music</b>	<b>30 min.</b>
<b>Social Studies</b>	<b>60 min.</b>	<b>PE</b>	<b>150 min.</b>
<b>STEM Lab</b>	<b>60 min.</b>	STEM Enrichment/Intervention	<b>150 min.</b>
		<b>RECESS</b>	<b>60 min.</b>

\*Remote learning students will receive curriculum and seat time similar to that of students in face-to-face model.

<b>2<sup>nd</sup>-5<sup>th</sup> Grade</b>			
<b>Subject</b>	<b>Time Allocated</b>	<b>Subject</b>	<b>Time Allocated</b>
<b>ELA</b>	<b>450 min.</b>	<b>Technology Lab</b>	<b>60 min.</b>
<b>Writing</b>	<b>150 min.</b>	<b>Spanish</b>	<b>150 min.</b>
<b>Math</b>	<b>300 min.</b>	<b>Art</b>	<b>60 min.</b>
<b>Science</b>	<b>120 min.</b>	<b>Music</b>	<b>60 min.</b>
<b>Social Studies</b>	<b>120 min.</b>	<b>PE</b>	<b>150 min.</b>
<b>STEM Lab</b>	<b>60 min.</b>	STEM Enrichment/Intervention	<b>150 min.</b>
		<b>RECESS</b>	<b>60 min.</b>

\*Remote learning students will receive curriculum and seat time similar to that of students in face-to-face model.

<b>6<sup>th</sup>-8<sup>th</sup> Grade</b>			
<b>Subject</b>	<b>Time Allocated</b>	<b>Subject</b>	<b>Time Allocated</b>
<b>ELA</b>	<b>275 min.</b>	<b>Intensive Math</b>	<b>275 min.</b>
<b>Reading</b>	<b>275 min.</b>	<b>Intensive Reading</b>	<b>275 min.</b>
<b>Math</b>	<b>275 min.</b>	<b>Research Elective</b>	<b>275 min.</b>
<b>Science</b>	<b>275 min.</b>	<b>PE Elective</b>	<b>275 min.</b>
<b>Social Studies</b>	<b>275 min.</b>		

\*Remote learning students will receive curriculum and seat time similar to that of students in face-to-face model.

<b>K-2<sup>nd</sup> Grade</b>			
<b>Core Curriculum</b>		<b>Supplemental Curriculum</b>	
<b>* All digital components supported by Google Suite</b>			
<b>ELA</b>	<b>Wonders</b>	<ul style="list-style-type: none"> <li>• I-Ready</li> <li>• Coach Digital</li> <li>• Imagine Learning</li> <li>• Lexia</li> </ul>	<ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• Multimedia Library</li> <li>• Nearpod</li> <li>• Khan Academy</li> </ul>
	<b>Wonder Works</b>		
<b>Math</b>	<b>MY Math</b>	<ul style="list-style-type: none"> <li>• I-Ready</li> <li>• Coach Digital</li> <li>• IXL (2<sup>nd</sup> Grade)</li> </ul>	<ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• Multimedia Library</li> <li>• Nearpod</li> <li>• Khan Academy</li> </ul>
<b>Science</b>	<b>Pearson Science Elevate</b>	<ul style="list-style-type: none"> <li>• Nearpod with Flocabulary</li> <li>• Discovery Education Science E-Text</li> </ul>	

	Social Studies	Discovery Education Social Studies E-Text	<ul style="list-style-type: none"> <li>Khan Academy</li> </ul>	
Curriculum Content Delivery	<b>6<sup>th</sup> -8<sup>th</sup> Grade</b>			
	<b>Core Curriculum</b>		<b>Supplemental Curriculum</b>	
	<b>* All digital components supported by Google Suite</b>			
	ELA	Collections/Inside	<ul style="list-style-type: none"> <li>I-Ready</li> <li>Coach Digital</li> <li>Imagine Learning</li> <li>Reading Plus</li> <li>Write Score</li> </ul>	
	Math	Glencoe	<ul style="list-style-type: none"> <li>I-Ready</li> <li>Coach Digital</li> <li>IXL</li> </ul>	<ul style="list-style-type: none"> <li>Multimedia Library</li> <li>Nearpod</li> <li>Khan Academy</li> </ul>
Curriculum Content Delivery	Science	McGraw Hill Florida Science	<ul style="list-style-type: none"> <li>Nearpod with Flocabulary</li> <li>Discovery Education Science E-Text</li> </ul>	
	Social Studies	Social Studies E-Text Gateway to American History Discovering Our Past a History of the United States	<ul style="list-style-type: none"> <li>Khan Academy</li> </ul>	
	<b>Special Areas</b>			
	<b>Elective Course Curriculum</b>			
	<b>* All digital components supported by Google Suite</b>			
Curriculum Content Delivery	Art	<ul style="list-style-type: none"> <li>ReadWorks</li> <li>Scholastic Magazine</li> </ul>	<ul style="list-style-type: none"> <li>Brain Pop Jr.</li> <li>Brain Pop</li> <li>Discovery Education</li> <li>MDCPS Grade Level Expectations Pacing Guide</li> </ul>	
	Music	<ul style="list-style-type: none"> <li>Be A Recorder Star</li> <li>ReadWorks</li> </ul>	<ul style="list-style-type: none"> <li>Brain Pop Jr.</li> <li>Brain Pop</li> <li>Discovery Education</li> <li>MDCPS Grade Level Expectations Pacing Guide</li> </ul>	
	Spanish	<ul style="list-style-type: none"> <li>Santillana</li> <li>ReadWorks</li> <li>Duolingo</li> <li>Scholastic Magazine</li> <li>Social Studies Weekly</li> </ul>	<ul style="list-style-type: none"> <li>Brain Pop Jr.</li> <li>Brain Pop</li> <li>Discovery Education</li> <li>MDCPS Grade Level Expectations Pacing Guide</li> </ul>	
	Physical Education	<ul style="list-style-type: none"> <li>MDCPS Aspen Fitness Program</li> <li>ReadWorks</li> </ul>	<ul style="list-style-type: none"> <li>Brain Pop Jr.</li> <li>Brain Pop</li> <li>Discovery Education</li> <li>MDCPS Grade Level Expectations Pacing Guide</li> </ul>	

	PLTW/ MS Coding	<ul style="list-style-type: none"> <li>• Project Lead the Way</li> <li>• Code.org</li> <li>• Scratch Jr.</li> <li>• HMH 21<sup>st</sup> Century Learners</li> </ul>	
--	-----------------	---	--

120-minute ELA Instructional Block K-5 <sup>th</sup> Grade			
	10 minutes	<p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/PBL question)</li> <li>• <b>Bell ringer</b> (short review of skills which can be completed independently)</li> <li>• <b>Introduce Core Text</b> (i.e. Listening Comprehension, Reading/Writing Workshop, Literature Anthology, Paired Text, Article of the Day)</li> </ul>	
<b>Instructional Routine for the ELA Classroom</b>	30 minutes	<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose for Reading</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with mentor text)</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Assigned Novel</b> (utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize)</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> <li>• <b>Writing in Response to Text</b> (utilize Shared Writing in order to actively engage students while modeling the writing process)</li> </ul>	
	70 minutes	<p><b>Differentiated Instruction</b></p> <ol style="list-style-type: none"> <li>5. <b>Teacher-Led Instruction (Guided Reading):</b> Utilize data-driven focus to intervene/enrich students in their specific area of need (i.e. specific phonics instruction embedded within comprehension lesson; making connections: text-to-text, text-to-self, text-to-world)</li> <li>6. <b>Independent Practice (Whole Group Extension):</b> Utilize data-driven focus to intervene/enrich students in their specific area of need to apply skills learned in whole group instruction for</li> </ol>	

		<p>deeper understanding and reinforcement of skills utilizing best practices, DOK leveled question stems, inquiry-based projects, reading independent novel studies, literature circles and leveled reader connections.</p> <p>7. <b>Technology:</b> Allow students to visit websites connected to curriculum in order to enhance their learning (i.e. iReady, Lexia / Reading Plus, and Wonders components), or utilize technology to provide students with an alternative method in which to synthesize their understanding of the weekly standard</p> <p>8. <b>Writing in Response to Text/Grammar and Mechanics:</b> Provide students with an opportunity to engage in the writing process using a specific writing prompt and multiple sources to generate their ideas, or utilize data to drive grammar focus using Write Score data and curriculum online platform(i.e. Novel Study connections. Core text extensions for analytical writing to synthesize using multiple sources on a topic or theme, etc.)</p>
<b>Instructional Routine for the ELA Classroom</b>	10 minutes	<p><b>Closing Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</li> </ul> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 10 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
	5 minutes	<p><b>55-minute ELA &amp; 55 minute Int Reading/Reading Block 6<sup>th</sup> -8<sup>th</sup> Grade</b></p> <p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/PBL question)</li> <li>• <b>Bell ringer</b> (short review of skills which can be completed independently)</li> <li>• <b>Introduce Core Text</b> (i.e. Listening Comprehension, Reading/Writing Workshop, Literature Anthology, Paired Text, Article of the Day)</li> </ul>
	45 minutes	<p><b>Whole Group Instruction / Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose for Reading</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with mentor text)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Assigned Novel</b> (utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize)</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> <li>• <b>Writing in Response to Text</b> (utilize Shared Writing in order to actively engage students while modeling the writing process)</li> </ul> <p><b>Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher-Led Instruction (Guided Reading):</b> Utilize data-driven focus to intervene/enrich students in their specific area of need (i.e. specific phonics instruction embedded within comprehension lesson; making connections: text-to-text, text-to-self, text-to-world)</li> <li>• <b>Independent Practice (Whole Group Extension):</b> Utilize data-driven focus to intervene/enrich students in their specific area of need to apply skills learned in whole group instruction for deeper understanding and reinforcement of skills utilizing best practices, DOK leveled question stems, inquiry-based projects, reading independent novel studies, literature circles and leveled reader connections.</li> <li>• <b>Technology:</b> Allow students to visit websites connected to curriculum in order to enhance their learning (i.e. iReady / Reading Plus, and Collections/Inside components), or utilize technology to provide students with an alternative method in which to synthesize their understanding of the weekly standard</li> <li>• <b>Writing in Response to Text/Grammar and Mechanics:</b> Provide students with an opportunity to engage in the writing process using a specific writing prompt and multiple sources to generate their ideas, or utilize data to drive grammar focus using Write Score data and curriculum online platform(i.e. Novel Study connections. Core text extensions for analytical writing to synthesize using multiple sources on a topic or theme, etc.)</li> </ul>
5 minutes	<b>Closing Routine</b>

		<ul style="list-style-type: none"> <li>• <b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</li> </ul>
<b>Instructional Routine for the Mathematics Classroom</b>	<b>60-minute Mathematics Instructional Block</b>	
	5 minutes	<p style="text-align: center;"><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/PBL question)</li> <li>• <b>Bell ringer</b> (short review of skills completed independently, and then reviewed)</li> </ul>
	20 minutes	<p style="text-align: center;"><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Engage/Set Purpose for Learning</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook)</li> <li>• <b>Explicit Instruction of Daily Objective</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together; teacher models application of standard with GoMath /My Math <i>Unlock the Problem</i>, including the introduction of content-specific vocabulary, then guides students in completing GoMath/My Math <i>Share and Show</i> questions to gauge understanding before releasing to independent/collaborative practice)</li> </ul>
	30 minutes	<p style="text-align: center;"><b>Differentiated Instruction (Two 15-minute rotations)</b></p> <ol style="list-style-type: none"> <li>5. <b>Teacher-Led Instruction:</b> Teachers will utilize data-driven focus to remediate prerequisite skills and/or enrich daily objective as needed to meet the needs of students. Core text will be used to deepen understanding and reinforce standards by working on conceptual understanding, procedural skill &amp; fluency, and/or application.</li> <li>6. <b>Independent Practice/Whole Group Extension:</b> Students will apply skills learned in whole group to deepen understanding of daily objective and standard, utilizing the GoMath/My Math <i>On Your Own &amp; Problem Solving</i> questions.</li> <li>7. <b>Technology:</b> Students will use digital platforms such as ThinkCentral, i-Ready, ExploreLearning Gizmos, and the Google Classroom to enhance their learning, or utilize technology to provide students with an alternative method in which to synthesize their understanding of daily objectives.</li> <li>8. <b>Fluency Practice:</b> Students will use the Reflex Math digital platform and/or fluency drill worksheets to</li> </ol>

		<p>solidify foundational computation skills needed for reinforcing automaticity.</p>
	5 minutes	<p><b>Closing Routine</b>  <b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p>
		<p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
<b>55-minute Mathematics Instructional Block 6<sup>th</sup> – 8<sup>th</sup> Grade</b>		
	5 minutes	<p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/PBL question)</li> <li>• <b>Bell ringer</b> (short review of skills completed independently, and then reviewed)</li> </ul>
<b>Whole Group Instruction</b>		<ul style="list-style-type: none"> <li>• <b>Engage/Set Purpose for Learning</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook)</li> <li>• <b>Explicit Instruction of Daily Objective</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together; teacher models application of standard with Glencoe including the introduction of content-specific vocabulary, then guides students in completing Glencoe guided practice questions to gauge understanding before releasing to independent/collaborative practice)</li> </ul>
	45 minutes	<p><b>Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher-Led Instruction:</b> Teachers will utilize data-driven focus to remediate prerequisite skills and/or enrich daily objective as needed to meet the needs of students. Core text will be used to deepen understanding and reinforce standards by working on conceptual understanding, procedural skill &amp; fluency, and/or application.</li> <li>• <b>Independent Practice/Whole Group Extension:</b> Students will apply skills learned in whole group to deepen understanding of daily objective and standard, utilizing the Glencoe</li> <li>• <b>Technology:</b> Students will use digital platforms such as, IXL, i-Ready, ExploreLearning Gizmos, and the</li> </ul>

		<p>Google Classroom to enhance their learning, or utilize technology to provide students with an alternative method in which to synthesize their understanding of daily objectives.</p> <ul style="list-style-type: none"> <li>• <b>Fluency Practice:</b> Students will use the Reflex Math digital platform and/or fluency drill worksheets to solidify foundational computation skills needed for reinforcing automaticity.</li> </ul>
	5 minutes	<p><b>Closing Routine</b></p>
<p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p>		
<p><b>30-minute Science Instructional Block: K-1<sup>st</sup> Grade</b></p>		<p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/HOT question)</li> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.)</li> <li>• <b>Introduce Scientific question and/or defining problems about an event or phenomena</b></li> </ul>
<p><b>Instructional Routine for the Science Classroom: K-1<sup>st</sup> Grade</b></p>		<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with hands on experiences.)</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Explain</b> (utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize) to provide the scientific explanation and terms for what they are studying.</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> </ul>
<p>10 minutes</p>		<p><b>Differentiated Small-Group Instruction</b></p> <p>5. <b>Teacher-Led Instruction:</b> Utilize data-driven focus to intervene/enrich students in their specific area of need (opportunity to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far.)</p>

		<p>6. <b>Independent Practice:</b> Utilize data-driven focus to intervene/enrich students in their specific area of need (i.e. Learner engages in question provided by teacher, materials, or another source to analyze and interpret data, synthesize ideas, build models and explain their conceptual understanding of scientific knowledge gained independently)</p> <p>7. <b>Technology:</b> Allow students to visit websites connected to curriculum in order to enhance their learning (i.e. Discovery Education, Gizmo, and Science Curriculum digital components), or utilize technology to provide students with an alternative method in which to use evidence to formulate explanations of the weekly standard</p> <p>8. <b>Extend and Elaborate:</b> Provide students with an opportunity to extend their new conceptual understanding and apply concepts and skills to new situations.</p>
	5 minutes	<p><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
<b>Instructional Routine for the Science Inquiry Classroom: K-1<sup>st</sup> Grade</b>	5 minutes	<p><b>30-minute Science Inquiry Instructional Block: K-1<sup>st</sup> Grade</b></p> <p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/HOT question)</li> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.</li> <li>• <b>Introduce Scientific question and/or defining problems about an event or phenomena</b></li> </ul>
	10 minutes	<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with hands on experiences.</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Read Core Text/Explain</b> (utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize) to provide the scientific explanation and terms for what they are studying.</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> </ul>
	10 minutes	<p><b>Directed Inquiry/Guided Inquiry/Full Inquiry</b></p> <p>4. <b>Directed Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems. (i.e. analyze and interpret data, synthesize ideas, build models and explain their conceptual understanding of scientific knowledge gained)</p> <p>5. <b>Guided Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems in cooperative group(s). (i.e. analyze and interpret data, synthesize ideas, build models and explain conceptual understanding of scientific knowledge gained)</p> <p>6. <b>Full Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems independently (i.e. analyze and interpret data, synthesize ideas, build models and explain conceptual understanding of scientific knowledge gained)</p>
	5 minutes	<p><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
<b>Instructional Routine for the Science Classroom: 2<sup>nd</sup>-5<sup>th</sup> Grade</b>	<b>60-minute Science Instructional Block: 2<sup>nd</sup>-5<sup>th</sup> Grade</b>	
	5 minutes	<p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/PBL question)</li> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.)</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Introduce Scientific question and/or defining problems about an event or phenomena</b></li> </ul>
	20 minutes	<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with hands on experiences)</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Explain</b> (utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize) to provide the scientific explanation and terms for what they are studying</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> </ul>
	30 minutes	<p><b>Differentiated Small-Group Instruction</b></p> <ol style="list-style-type: none"> <li>5. <b>Teacher-Led Instruction</b>: Utilize data-driven focus to intervene/enrich students in their specific area of need (opportunity to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far.)</li> <li>6. <b>Independent Practice</b>: Utilize data-driven focus to intervene/enrich students in their specific area of need (i.e. Learner engages in question provided by teacher, materials, or another source to analyze and interpret data, synthesize ideas, build models and explain their conceptual understanding of scientific knowledge gained independently)</li> <li>7. <b>Technology</b>: Allow students to visit websites connected to curriculum in order to enhance their learning (i.e. Discovery Education, Gizmo, and Science Curriculum digital components), or utilize technology to provide students with an alternative method in which to use evidence to formulate explanations of the weekly standard</li> <li>8. <b>Extend and Elaborate</b>: Provide students with an opportunity to extend their new conceptual understanding and apply concepts and skills to new situations.</li> </ol>
		<b>Closing Routine</b>

	5 minutes	<p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
<b>Instructional Routine for the Science Inquiry Classroom: 2<sup>nd</sup>-5<sup>th</sup> Grade</b>	5 minutes	<p><b>60-minute Science Inquiry Instructional Block: 2<sup>nd</sup>-5<sup>th</sup> Grade</b></p> <p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/HOT question)</li> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.)</li> <li>• <b>Introduce Scientific question and/or defining problems about an event or phenomena</b></li> </ul>
	20 minutes	<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with hands on experiences.)</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Explain</b> (utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize) to provide the scientific explanation and terms for what they are studying.</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> </ul>
	30 minutes	<p><b>Directed Inquiry/Guided Inquiry/Full Inquiry</b></p> <ol style="list-style-type: none"> <li>4. <b>Directed Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems. (i.e. analyze and interpret data, synthesize ideas, build models and explain their conceptual understanding of scientific knowledge gained)</li> <li>5. <b>Guided Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems in cooperative group(s). (i.e. analyze and interpret data, synthesize ideas, build models and explain</li> </ol>

		<p>conceptual understanding of scientific knowledge gained)</p> <p>6. <b>Full Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems independently (i.e. analyze and interpret data, synthesize ideas, build models and explain conceptual understanding of scientific knowledge gained)</p>
	5 minutes	<p><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
<b>55-minute Science Instructional Block: 6<sup>th</sup> – 8<sup>th</sup> Grade</b>		
	5 minutes	<p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/HOT question)</li> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.)</li> <li>• <b>Introduce Scientific question and/or defining problems about an event or phenomena</b></li> </ul>

	45 minutes	<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with hands on experiences.)</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Explain</b> (utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize) to provide the scientific explanation and terms for what they are studying.</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> </ul> <p><b>Directed Inquiry/Guided Inquiry/Full Inquiry</b></p> <ul style="list-style-type: none"> <li>• <b>Directed Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems. (i.e. analyze and interpret data, synthesize ideas, build models and explain their conceptual understanding of scientific knowledge gained)</li> <li>• <b>Guided Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems in cooperative group(s). (i.e. analyze and interpret data, synthesize ideas, build models and explain conceptual understanding of scientific knowledge gained)</li> <li>• <b>Full Inquiry:</b> Explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems independently (i.e. analyze and interpret data, synthesize ideas, build models and explain conceptual understanding of scientific knowledge gained)</li> </ul>
	5 minutes	<p><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p>
<b>Instructional Routine for the Social Studies Classroom: K-1<sup>st</sup> Grade</b>	<b>30-minute Social Studies Instructional Block: K-1<sup>st</sup> Grade</b>	<p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/HOT question)</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.)</li> <li>• <b>Introduce guiding question and/or defining problems</b></li> </ul>
10 minutes		<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with hands on experiences.)</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Explain</b> ((utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize)</li> </ul> <p><b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</p>
10 minutes		<p><b>Differentiated Small-Group Instruction</b></p> <ol style="list-style-type: none"> <li>5. <b>Teacher-Led Instruction:</b> Utilize data-driven focus to intervene/enrich students in their specific area of need (opportunity to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far.)</li> <li>6. <b>Independent Practice:</b> Utilize data-driven focus to intervene/enrich students in their specific area of need</li> <li>7. <b>Technology:</b> Allow students to visit websites connected to curriculum in order to enhance their learning (i.e. Discovery Education), or utilize technology to provide students with an alternative method in which to use evidence to formulate explanations of the weekly standard</li> <li>8. <b>Extend and Elaborate:</b> Provide students with an opportunity to extend their new conceptual understanding and apply concepts and skills to new situations.</li> </ol>
5 minutes		<p><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5</p>

		<p>minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
<p><b>Instructional Routine for the Social Studies Classroom: 2<sup>nd</sup>-5<sup>th</sup> Grade</b></p>	<p><b>60-minute Social Studies Instructional Block: 2<sup>nd</sup>-5<sup>th</sup> Grade</b></p> <p>5 minutes</p>	<p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/HOT question)</li> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.</li> <li>• <b>Introduce guiding question and/or defining problems</b></li> </ul>
	<p>20 minutes</p>	<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with hands on experiences.</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Explain</b> ((utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize)</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> </ul>
	<p>30 minutes</p>	<p><b>Differentiated Small-Group Instruction</b></p> <ol style="list-style-type: none"> <li>5. <b>Teacher-Led Instruction:</b> Utilize data-driven focus to intervene/enrich students in their specific area of need (opportunity to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far.)</li> <li>6. <b>Independent Practice:</b> Utilize data-driven focus to intervene/enrich students in their specific area of need</li> <li>7. <b>Technology:</b> Allow students to visit websites connected to curriculum in order to enhance their learning (i.e. Discovery Education), or utilize technology to provide students with an alternative method in which to use evidence to formulate explanations of the weekly standard</li> <li>8. <b>Extend and Elaborate:</b> Provide students with an opportunity to extend their new conceptual</li> </ol>

		understanding and apply concepts and skills to new situations.
	5 minutes	<p style="text-align: center;"><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
<p><b>Routine for the Social Studies Classroom: 6<sup>th</sup> – 8<sup>th</sup> Grade</b></p>	5 minutes	<p style="text-align: center;"><b>55-minute Social Studies Instructional Block: 6<sup>th</sup>-8<sup>th</sup> Grade</b></p> <p style="text-align: center;"><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; essential question/HOT question)</li> <li>• <b>Bell ringer</b> (short review of Big Idea to make connections with what they already know.</li> <li>• <b>Introduce guiding question and/or defining problems</b></li> </ul>
<b>Whole Group Instruction</b>		
	45 minutes	<ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard utilizing student-centered anchor charts and interactive notebook; model application of standard with hands on experiences.</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Read Core Text/Explain</b> ((utilize active reading strategies i.e. visualize, clarify, question, predict, connect, evaluate, summarize)</li> <li>• <b>Academic Discussion</b> (utilize DOK higher order questioning and promote student accountability talk: Turn and Talk/Think, Pair, Share)</li> </ul>
	5 minutes	<p style="text-align: center;"><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p>
<b>30-minute Special Areas Instructional Block</b>		
<p><b>Instructional Routine for the Special Areas Classroom:</b></p>		
	5 minutes	<p style="text-align: center;"><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; Essential Question/PBL question)</li> </ul>

<b>30-minute Block</b>		<ul style="list-style-type: none"> <li>• <b>Bell ringer</b> (short review of pre-requisite content learned in relation to Essential Question/PBL question)</li> </ul>
	10 minutes	<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard and model application of standard)</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Academic Discussion</b> (utilize DOK higher-order questioning and promote student accountability: Turn and Talk/Think, Pair, Share)</li> </ul>
	10 minutes	<p><b>Independent Practice</b></p> <p>Utilize data-driven focus to intervene/enrich students in their specific area of need</p>
	5 minutes	<p><b>Closing Routine</b></p> <p><b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip</p> <p>* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.</p>
<b>Instructional Routine for the Special Areas Classroom: 60-minute Block</b>	<b>60-minute Special Areas Instructional Block</b>	
	5 minutes	<p><b>Opening Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; Essential Question/PBL question)</li> <li>• <b>Bell ringer</b> (short review of pre-requisite content learned in relation to Essential Question/PBL question)</li> </ul>
	20 minutes	<p><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose</b> (introduce weekly standard and model application of standard)</li> <li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li> <li>• <b>Academic Discussion</b> (utilize DOK higher-order questioning and promote student accountability: Turn and Talk/Think, Pair, Share)</li> </ul>

	30 minutes	<b>Independent Practice</b> Utilize data-driven focus to intervene/enrich students in their specific area of need
	5 minutes	<b>Closing Routine</b> <b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip  * Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.
	45 minutes	<b>60-minute Electives Instructional Block 6<sup>th</sup>-8<sup>th</sup> Grade</b> <b>Opening Routine</b> <ul style="list-style-type: none"><li>• <b>Introduce the Common Board</b> (specifically the student friendly objective &amp; Essential Question/PBL question)</li><li>• <b>Bell ringer</b> (short review of pre-requisite content learned in relation to Essential Question/PBL question)</li></ul> <b>Whole Group Instruction</b> <ul style="list-style-type: none"><li>• <b>Set Purpose</b> (introduce weekly standard and model application of standard)</li><li>• <b>Explicit Instruction of Weekly Standard</b> (utilize gradual release model: I Do, We Do, You Do, You Do Together)</li><li>• <b>Academic Discussion</b> (utilize DOK higher-order questioning and promote student accountability: Turn and Talk/Think, Pair, Share)</li></ul> <b>Independent Practice</b> Utilize data-driven focus to intervene/enrich students in their specific area of need
<b>Closing Routine</b> <b>Wrap-Up/Recap:</b> Refer back to Essential Question/PBL question; Exit Slip		
<b>Hallways</b>	5 minutes	* Teacher will reconvene with all students, including face-to-face and remote-learning students, during the final 5 minutes of the differentiated instruction. Students will be required to submit final exit ticket.
<b>Switching of Classrooms</b>		There will be no gathering of students in hallways before, during or after school. Hallway traffic flow will move in one direction, according to signage and labels clearly marked throughout the building.
<b>Intensify Cleaning,</b>		To minimize cross contamination and student interaction, students will remain in their homeroom classroom; teachers will transition when classes are departmentalized or during special area classes.
		<ul style="list-style-type: none"><li>• Clean and disinfect frequently touched surfaces within the school daily (including but not limited to, playground equipment, door</li></ul>

<b>Disinfection and Ventilation</b>	<p>handles, sink handles, computers, handrails, push bars) as well as shared objects between uses.</p> <ul style="list-style-type: none"> <li>• Ensure safe and correct application of disinfectants and keep products away from children.</li> <li>• Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible.</li> <li>• The school building will be deep EPA approved disinfected prior to the first day of school and once a month there after and/or as needed in the event of contamination.</li> <li>• Take steps to ensure that all drinking fountains are safe to use after a prolonged facility shutdown to minimize the risk. Students will be required to bring their own water bottles.</li> </ul>
<b>Restroom Usage</b>	Restroom monitors will ensure no more than 2 students are in the bathroom at a time. If additional students need to use the facilities, they will adhere to social distancing protocols outside of the restroom while being closely monitored by designated staff. Staff will clean faucets, flush nobs and counter tops after every use and ensure children properly wash their hands after they use the restroom and ensure the application of hand sanitizer.
<b>Afterschool Care</b>	<ul style="list-style-type: none"> <li>• Students will be in classrooms with no more than 13 students per group, adhering to social distancing protocols.</li> <li>• Students and aftercare leaders will be required to wear masks.</li> <li>• Snacks will be delivered to the classrooms.</li> </ul>
<b>Afterschool Care Dismissal</b>	<ul style="list-style-type: none"> <li>• Dismissal will take place from the classrooms.</li> <li>• Parents will need to sign-out students using the Conciergepad Mobile App, providing a touch-free experience to pick up their student.</li> <li>• Aftercare leader will use a radio to listen for student names and notify students of dismissal in order to walk down to the main office for pick-up.</li> </ul> <p>*No more than 4 parents may be waiting in the main office at a time, utilizing social distancing guidelines. All others will need to wait outside in designated, labeled areas adhering to the 6 feet social distancing protocols.</p>
<b>Enrichment</b>	<p>Enrichment programs will continue with modifications in accordance to CDC guidelines:</p> <ul style="list-style-type: none"> <li>• Students will be in classrooms with no more than 10 students per group, adhering to social distancing protocols.</li> <li>• Students and teachers will be required to wear masks.</li> <li>• All students will be dismissed from the Sports Pavilion in the PE field.</li> </ul>

<b>Healthy Hygiene Practices</b>	<ul style="list-style-type: none"> <li>• All faculty and staff will be provided with face masks and shields.</li> <li>• Students will be provided a face mask and shield during their Back to School Orientation in an effort to have student ready and safe the first day back.</li> <li>• School will provide adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues, and no-touch trash cans.</li> <li>• Signage will be posted throughout the building on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.</li> </ul> <p><b>Prevention and Good Hygiene Practice School-wide Campaign</b></p> <ol style="list-style-type: none"> <li>4. Pay attention to personal hygiene. <ul style="list-style-type: none"> <li>○ Wash your hands frequently</li> <li>○ Don't touch your face (mouth, eyes, or nose)</li> <li>○ Cover coughs and sneezes</li> <li>○ Stay home if you are feeling sick</li> </ul> </li> <li>5. Keep surfaces clean</li> <li>6. Practice "social distancing."</li> </ol>
<b>ESE/504/ELL Services</b>	<p>In the Brick and Mortar model AcadeMir Charter Schools will utilize the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans while providing a full range of services. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies; specifically the Individuals with Disabilities Education Act (IDEA); the Americans with Disabilities Act of 1990 (ADA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. Additionally, AcadeMir Schools will adopt and fully implement the sponsor's policies regarding Exceptional Student Education to ensure that each student is provided with an appropriate education as defined by Free Appropriate Public Education (FAPE).</p> <p>AcadeMir Charter Schools will serve students with disabilities whose needs can be met in a general education classroom environment with reasonable supplementary supports and services and/or modifications and accommodations as per the students' Individual Education Plan (IEP). The goal for majority of students with special needs will be for them to spend at least 80% of the day in the general education classroom. This is the primary level of service that the school will provide to students with disabilities in the brick and mortar model.</p> <p>AcadeMir will not discriminate against students based on any type of disability. Upon review of the Individual Education Plan, the School</p>



will consult with its sponsor in order to adequately provide service or find proper placement for all students. We will offer 4 models of support for students with disabilities requiring at least 80% of the day in the general education classroom as we considered the least restrictive environment and providing students with the most appropriate instruction and support.

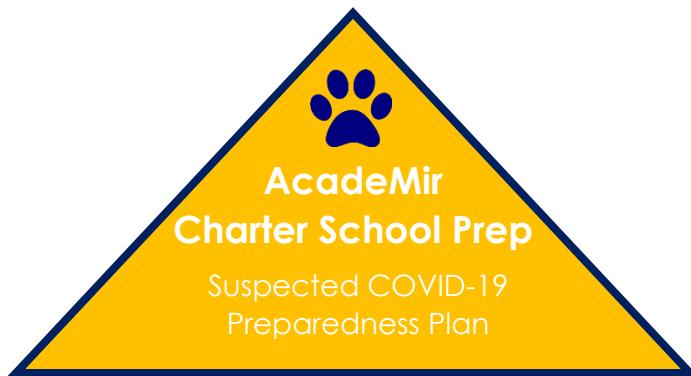
- Inclusion/Consultative Model: The student will be in general education classes for all subjects with special instruction, materials, technology, services and accommodations or curriculum modifications as needed. The general education teacher and ESE teacher meet face-to-face on a regular basis to plan, implement, and monitor instructional alternatives designed to ensure that the student with a disability is making appropriate progress in the general education classroom. (Frequency will be determined by the most recent IEP).
- Support Facilitation Model: Services are provided directly to identified students —in the general education class with the ESE teacher. The ESE teacher will provide services to an individual or small group of students within the general education classroom. A small group of students may include both students with and without disabilities. Support facilitation will be an in-class support model provided during regularly scheduled intermittent or varying times of the day and/or week.
- Co-Teaching Services: A group of students with the same or different disabilities who are fully included into the regular education environment. Co-teaching services, as defined in regulation, means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students in the regular classroom.
- Resource room: Pull out program designed to meet the needs of Students with Disabilities in a separate classroom for some academic subjects (i.e., ELA, Math) in accordance to the students IEP; whereas a student spends no less than 40% and no more than 80% with their non-disabled peers as determined by the IEP. Students will be serviced by a special education teacher and participate in this setting with other students with specific learning disabilities who require similar educational services. These students will access the general education curriculum and instruction, with appropriate accommodations and specialized instructional strategies as determined by the Students IEP.

	<p>It will be the duty of the multidisciplinary team to consider the least restrictive environment for the SWDs. Students whose needs can be met in the General Education setting will receive either consultative or collaborative service from the ESE teacher. For students in need of collaboration through support facilitation, the ESE teacher and General Education teacher will teach together but the level and frequency of support will vary based on each student individual IEP. For students with disabilities whose needs can be met in a regular classroom environment, provisions of supplementary supports and services and/or modifications and accommodations will be provided as outlined on their Individualized Education Plan. Students requiring supplementary aides and services such as OT, PT, speech/language therapy, counseling or any services will be obtained and provided by sub-contracted personnel/vendor who will also follow proper social distancing regulations when servicing students as well as offering students a combination of face to face and remote learning services when necessary.</p> <p>* For new students with "Y" response(s) on Home Language Survey, student will be placed in the ESOL program temporarily pending results of initial ELP assessments. Initial ELP assessment will be completed once schools reopen.</p>
<b>Student Services</b>	<ul style="list-style-type: none"> <li>Continuum of services will continue to be provided to students on an IEP/504 and Behavior Plan (BIP).</li> <li>Counselors will be available to ALL general education students for academic advice or questions.</li> <li>Students will be serviced one-on-one or in small groups, no greater than 3 students at a time.</li> <li>Advisement logs will be kept using the MDCPS' counseling log.</li> <li>Teachers are recommended to refer students who are not submitting work or are in need of academic support (not tutoring) to their assigned school counselor.</li> </ul> <p><b>Academic support will consist of, but not limited to, assistance with:</b></p> <ul style="list-style-type: none"> <li>Academic Advisement</li> <li>Organization skills</li> <li>Tasks completion</li> <li>Time management</li> <li>On-task skills</li> <li>Self-advocacy (emailing teachers, asking for help with difficult work, identifying sources of assistance)</li> <li>Providing parent support with establishing academic schedules and routines for home learning.</li> <li>Handle student emergency and Threat Assessments</li> </ul>

<b>Physical Education</b>	<p><b>Face-to-Face Students:</b> In accordance with the Department of Education and CDC guidelines, the following strategies will be applied by physical education teachers:</p> <ul style="list-style-type: none"> <li>• Shared spaces and equipment will be disinfected between every use.</li> <li>• The use of equipment for activities will be eliminated or kept to a minimum, where possible.</li> <li>• Social distancing measures and 6 feet spacing for all activities will be implemented.</li> <li>• Classes will be allocated to different areas of the school for PE lessons to reduce the number of students in one area.</li> </ul> <p><b>Remote-Learning Students:</b> A camera will be placed in the outdoor pavilion in order for remote-learning students to participate with their peers and adhere to the physical education instructional routine. Students will be required to log into the provided Google Meet.</p>
<b>Recess</b>	<p>All recess will be indoors, adhering to social distancing protocols to the extent possible. Resources will be used for additional Brain Breaks:</p> <ul style="list-style-type: none"> <li>• GoNoodle.com</li> <li>• PBSkids.org</li> <li>• NationalGeographic.org</li> <li>• Code.org</li> <li>• Scratchjr.org</li> <li>• Virtual Fieldtrips</li> </ul>
<b>School Events</b>	<ul style="list-style-type: none"> <li>• Continue events with increased social distancing measures and enforced proper hand-hygiene.</li> <li>• Restrict nonessential visitors and volunteers.</li> <li>• All payments will continue to be made through Bridge Pay system. No cash payments will be accepted.</li> <li>• Host events outdoors to the extent possible and/or instill shifts for events to limit number of participants gathering in school building.</li> </ul>
<b>Assessment &amp; Progress Monitoring</b>	<p>Refer to Attachment B for Assessment &amp; Progress Monitoring Table.</p>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• <b>In-House PD Opportunities:</b> All professional development opportunities will be held in classrooms/locations that would best meet social distancing measures according to the number participants. All presenters/participants will be required to use masks and practice proper hand-hygiene.</li> <li>• If Professional development can't be held in person they will be conducted virtually via google meets and/or webinars <ul style="list-style-type: none"> <li>• <b>School-Wide Initiatives to Foster Student Achievement at ACSW</b></li> <li>• <b>Implementing Effective Literacy Instruction with STEM Integration in the K-2<sup>nd</sup> Grade Classroom</b></li> </ul> </li> </ul>

- **Implementing Effective Literacy Instruction with STEM Integration in the 3<sup>rd</sup> -5<sup>th</sup> Grade Classroom**
- **Implementing Effective Science Instruction with STEM Integration**
- **Implementing Effective Mathematics Instruction with STEM Integration**
- **Google for Education**
- **PLC: Integration of S.T.E.M. Education at ACSW**
- **Book Study: Integration of S.T.E.M. Education at ACSW**
- **STEM Integration of Everglades Curriculum in the Elementary Classroom**
- **Distance Learning via Google for Education Suite (Virtual PD)**
- **Google for Education: Teacher Center (Virtual Webinars)**
- **Discovery Education (Virtual Webinars)**
- **Wonders: Connect Ed (Virtual Webinars)**
- **ReadWorks.org (Virtual Webinars)**
- **myON (Virtual Webinars)**
- **HMH Florida Science (Virtual Webinars)**
- **Go Math (Virtual Webinars)**
- **ReflexMath.com (Virtual Webinars)**
- **Social Studies Alive (Virtual Webinars)**
- **Social Studies Weekly (Virtual Webinars)**
- **Gizmos (Interactive Simulations)**
- **I-Ready (Virtual Webinars)**
- **I-Ready Toolbox (Virtual Webinars)**
- **PD Partnerships:** Professional Development hosted by school partners will be held via Google Meet.

<b>Tutoring</b>	<ul style="list-style-type: none"> <li>• <b>Remediation/ Lowest 25% Tutoring:</b> Tutoring will continue to take place daily embedded within the instructional day in 30 min sessions for both Reading and Math. Participation will be limited to small groups, no more than 8-10 students. Teachers and students will be required to use masks and practice proper hand-hygiene.</li> <li>• <b>FSA SATURDAY Academy:</b> Tutoring will be provided beginning in October from 8:30-11:30 for grades 3<sup>rd</sup>-7<sup>th</sup>. Participation will be limited to small groups, no more than 8-10 students. Teachers and students will be required to use masks and practice proper hand-hygiene.</li> <li>• <b>Science Lowest 25% Tutoring:</b> Tutoring will continue to take place twice per week from 3:30pm-4:30pm for 5<sup>th</sup> grade. Participation will be limited to small groups, no more than 8-10 students. Teachers and students will be required to use masks and practice proper hand-hygiene.</li> </ul> <p>* Prior to all session's student desktops will be thoroughly disinfected, student will be seated 6 feet apart and all desks facing forward.</p>
<b>IT &amp; Technology</b>	<ul style="list-style-type: none"> <li>• Teachers will continue to use Technology Sign-Out System for each cart.</li> <li>• All laptops/computers will be disinfected after each use.</li> <li>• Each teacher will receive a laptop for work purposes.</li> <li>• All classrooms will be equipped with a webcam for live streaming.</li> <li>• Teachers will continue to be required to complete a Work Request to service all technology equipment, including school-issued laptops for students.</li> </ul> <p>* Remote-Learning students will be issued a laptop device on an as need basis.</p>
<b>Opening of Schools Parent Orientation</b>	<p>Parent Orientation will take place in August; however, in an effort to comply with social distancing regulations, two shifts will be enforced on each of the following days:</p> <ul style="list-style-type: none"> <li>• <b>Wednesday, August 19<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Shift 1: 9:00pm-11:00pm</li> <li>• Shift 2: 1:00pm-3:00pm</li> </ul> </li> <li>• <b>Thursday, August 20<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Shift 1: 9:00pm-11:00pm</li> <li>• Shift 2: 1:00pm-3:00pm</li> </ul> </li> <li>• <b>Friday, August 21<sup>st</sup></b> <ul style="list-style-type: none"> <li>• Shift 1: 9:00pm-11:00pm</li> <li>• Shift 2: 1:00pm-3:00pm</li> </ul> </li> </ul> <p>Parents who choose to participate in Opening of Schools Parent Orientation virtually, will be provided with a Google Meet link.</p>



## Assess Situation

Steps to take if suspected case is from:

### All Employees

1. Administration and management is notified immediately.
2. Notify the Office of Charter School Compliance and support: Dr. Dwight Bernard or Mr. James Dillard
3. Notify District personnel sponsoring school district using Communicable Disease Control Information Form (Form 7526), call 305-995-4111.
4. Notify Comprehensive Student Health Services (CSHS) at 305-995-4111 regarding the communicable disease incident and **FAX** the attached form to (305) 995-4120. Please DO NOT email the documents.
5. Hold the suspected COVID-19 carrier in designated isolation room.
6. Close off the areas used by the suspected sick person. Wait 24hours to clean and disinfect area.
7. Share safe and correct application of disinfectants.
8. Coordinate safe transportation home or to a health care facility.
9. Prepare to notify staff and families of a suspected case.
10. Advise suspected sick person not to return until they have met CDC criteria to discontinue home isolation.

### Students and/or Parents

1. Administration, management and parent/guardian is notified immediately.
2. Notify the Office of Charter School Compliance and support: Dr. Dwight Bernard or Mr. James Dillard
3. Notify District personnel sponsoring school district using Communicable Disease Control Information Form (Form 7526), call 305-995-4111.
4. Notify Comprehensive Student Health Services (CSHS) at 305-995-4111 regarding the communicable disease incident and **FAX** the attached form to (305) 995-4120. Please DO NOT email the documents.
5. Hold the suspected COVID-19 carrier in designated isolation room.
6. Close off the areas used by the suspected sick person. Wait 24hours to clean and disinfect area.
7. Share safe and correct application of disinfectants.
8. Coordinate safe transportation home or to a health care facility.
9. Prepare to notify staff and families of a suspected case.
10. Advise parent of suspected sick student, he/she cannot return until they have met CDC criteria to discontinue home isolation.



### Assess Situation

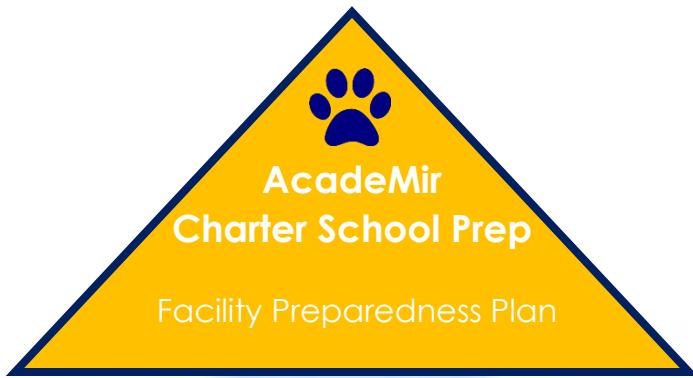
Steps to take if confirmed case is from:

#### All Employees

1. Administration and management is notified immediately.
2. Notify the Office of Charter School Compliance and support: Dr. Dwight Bernard or Mr. James Dillard
3. Notify District personnel sponsoring school district using Communicable Disease Control Information Form (Form 7526), call 305-995-4111.
4. Notify Comprehensive Student Health Services (CSHS) at 305-995-4111 regarding the communicable disease incident and **FAX** the attached form to (305) 995-4120. Please DO NOT email the documents.
5. Hold the suspected COVID-19 carrier in designated isolation room.
6. Close off the areas used by the suspected sick person. Wait 24hours to clean and disinfect area.
7. Share safe and correct application of disinfectants.
8. Coordinate safe transportation home or to a health care facility.
9. Prepare to notify staff and families of a suspected case.
10. Advise suspected sick person not to return until they have met CDC criteria to discontinue home isolation.

#### Students and/or Parents

1. Administration, management and parent/guardian is notified immediately.
2. Notify the Office of Charter School Compliance and support: Dr. Dwight Bernard or Mr. James Dillard
3. Notify District personnel sponsoring school district using Communicable Disease Control Information Form (Form 7526), call 305-995-4111.
4. Notify Comprehensive Student Health Services (CSHS) at 305-995-4111 regarding the communicable disease incident and **FAX** the attached form to (305) 995-4120. Please DO NOT email the documents.
5. Hold the suspected COVID-19 carrier in designated isolation room.
6. Close off the areas used by the suspected sick person. Wait 24hours to clean and disinfect area.
7. Share safe and correct application of disinfectants.
8. Coordinate safe transportation home or to a health care facility.
9. Prepare to notify staff and families of a suspected case.
10. Advise parent of suspected sick student, he/she cannot return until they have met CDC criteria to discontinue home isolation.



## Facility Preparedness Plan

Facility Preparedness Plan	
Building Operations	Description of Procedures
<b>Lobby</b>	<ul style="list-style-type: none"> <li>Front office areas will be encased with glass enclosure.</li> <li>Lobby will be equipped with Emergency Preparedness Kit, including face masks, gloves, hand sanitizer, and a digital thermometer.</li> <li>Conciergepad Mobile App will be handled by internal personal only.</li> <li>Any students arriving late and/or leaving early will be required to have parent sign-in/sign-out students using the Conciergepad Mobile App, providing a touch-free experience to pick up their student.</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>Hallways will be equipped with Emergency Preparedness Kit, including face masks, gloves, hand sanitizer, and a digital thermometer.</li> </ul>
<b>Bathroom Entrance</b>	<ul style="list-style-type: none"> <li>Bathroom entrance will be equipped with Emergency Preparedness Kit, including gloves, hand sanitizer, and spray disinfection.</li> </ul>
<b>Classroom</b>	<p>All teachers and students will be provided with masks and face shields. Masks and face shields must be worn at all times, no exceptions.</p>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>Cafeteria entrance will be equipped with Emergency Preparedness Kit, including gloves, hand sanitizer, and spray disinfection.</li> </ul>
<b>School-Wide</b>	<ul style="list-style-type: none"> <li>Deep School EPA Approved Disinfecting conducted on a monthly basis:           <ul style="list-style-type: none"> <li>Kills viruses like Influenza A1, Influenza B1, and the human Corona Virus</li> </ul> </li> </ul>



Daily Cleaning Procedures	
Building Operations	Description of Procedures
<b>High Contact Areas</b>	<p>High Contact Areas include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Lobby</li> <li>• Hallways</li> <li>• Bathrooms</li> <li>• Classrooms</li> <li>• Cafeteria</li> <li>• Outside Premises</li> </ul> <p>State Requirements for Educational Facilities (SREF) mandates that all schools be cleaned with a Germicidal Detergent in targeted areas.</p> <p>Examples of target areas:</p> <ul style="list-style-type: none"> <li>• Restrooms (All Fixtures including flushing mechanisms)</li> <li>• Door Knobs</li> <li>• Cafeteria tables</li> <li>• Door panic bars and push plates</li> <li>• Students desks</li> <li>• Light switch plates and surrounding areas</li> </ul>
<b>Custodial Cleaning Protocols</b>	<p>Keeping custodial carts and equipment cleaning and custodial closets clean is a starting point to prevent cross contamination.</p> <ul style="list-style-type: none"> <li>• Use a different mop for different tasks and change mop heads regularly.</li> <li>• Wash your hands properly and often.</li> <li>• Keep restrooms and hand washing stations properly supplied.</li> </ul> <p><b>Chemicals</b></p> <ul style="list-style-type: none"> <li>• Disinfectants <a href="https://www.epa.gov">https://www.epa.gov</a></li> </ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>• New Mop buckets/wringers</li> <li>• Pump sprayers</li> <li>• Trash bags</li> </ul>

- Disposable bath towels
- New Mop heads
- New 2.5 gallon bucket
- New 55 gallons container

**Personal Protection**

- Gloves
- Masks
- Goggles

**Cleaning Protocol for Outbreaks**

- Workers must wear Personal Protective Equipment (PPE) and (double gloves)
- Prepare a master germicidal solution in a 55-gallon container when needed.
- Prepare sprayers.
- Spray room doors (exterior & interior)
- Walk in room and wipe down all electronics equipment and cover (Do not spray)
- Spray all other items in the room including A/C return vent
- Allow 20 minutes (Typical) for dwell/kill time
- Wipe down items and areas within the room starting with the ceiling, walls, furniture, books (everything gets wiped down.)
- Mop floor with a Germicidal solution
- Place soiled towels in trash bag.
- Clean and disinfect all cleaning tools and equipment.
- Have a 2.5-gallon bucket ready with a germicidal solution
- Place goggles in a bucket for 5 minutes
- Move onto the next area and repeat procedure as needed.



\*To be approved and discussed during Board Meeting July 15, 2020

Emergency Preparedness Plan	
<b>Building Safety</b>	AcadeMir Charter Schools places the highest priority on the preservation of the lives of our students, staff and visitors. If an active shooter event should occur, our faculty and staff shall follow the Civilian Response to active shooter (CRASE) Avoid   Deny   Defend™ model. If it is safe for them to do so, employees should exit the facility immediately to AVOID the shooters. If employees are unable to safely exit the facility, they should lock themselves in their current location and barricade the door to DENY the shooters' access. In the event that employees are unable to utilize the AVOID and DENY strategies successfully, they should DEFEND themselves using whatever means are available. Regardless of the options utilized, employees shall call emergency services (911) as soon as it is safe to do so. In the event of an active shooter incident, all employees will be required to undergo mandatory mental health counseling.
<b>Requirements</b>	As All AcadeMir Schools will follow the district's Emergency Operations recommended procedures regarding Active Shooter, Bomb Threats, and Hostage Situations. The school will meet the required action of conducting these drills by scheduling them once a month and on a rotating basis in addition to regularly scheduled fire evacuation drills. In compliance with Florida Statutes the school will Input evacuation and emergency drills to the sponsoring district system indicating that required drills for the month of have been completed and submit a copy of the actual report to Florida Charter Tool for compliance on a monthly basis. Drills required are as follows: <ul style="list-style-type: none"> <li>• Two evacuation Fire drills in August and one evacuation Fire drill every month except June.</li> <li>• One evacuation Fire drill in September and one every month except June.</li> <li>• One Active Shooter Drill every month</li> <li>• One Barricaded Subject Drill OR one Bomb Threat Drill every month (alternate monthly: total of 5 each with 10 total drills annually)</li> </ul>
<b>Safe School Office</b>	For the protection and safety of school personnel, property students, and visitors, the governing board of AcadeMir Charter School Schools will partner with law enforcement agencies or security agencies to establish one safe school officer who will be physically

	<p>present at the school campus when it is in session and from bell to bell. The Governing Board of AcadeMir Charter Schools will collaborate with the sponsoring school district to obtain access to all safe-school officer options available under this section. The school will obtain the services of a School Safety Officer. The school may commission one or more school safety officers for the protection and safety of school personnel, property, and students within the school.</p>
<b>Threat Assessment Team</b>	<p>AcadeMir Charter Schools have adopted policies for the establishment of the Threat Assessment Team at the school whose duties include the coordination of resources, assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Office of Safe Schools. These policies include procedures for referrals to mental health services identified by the school and/or the sponsoring school district pursuant to s. 1012.584(4), when appropriate, the team will follow procedures for behavioral threat assessments utilizing the school security risk assessment tool, the instrument developed pursuant to s. 1001.212(12).</p> <p>The school Threat Assessment Teams are comprised of the school administration, counselor, educators, support staff, and law enforcement. The Threat assessment team will meet a minimum once a month and keep accurate documentation which include but not limited to agendas, sign-in sheets and meeting notes. The Threat Assessment Team will identify individuals of the school community to whom threatening behavior should be reported to and provide guidance to students, faculty, and staff regarding recognition of threatening or unusual behavior that may represent a threat to the community, school, or self. The Threat Assessment Team will follow the Comprehensive Threat Assessment Guidelines to assess and respond to substantive threats utilizing the behavioral threat assessment instrument to determine the seriousness of the threat. The team will initiate assistance to address the underlying problem, conflict or need. In the case of very serious substantive threats, the school will make immediate contact with law enforcement for investigation. The team will take protective actions, including warning victims and parents, screening for mental health, and long-term monitoring and improvement of the protocols and safety plan to reduce risks. All AcadeMir Schools will Follow the FLDOE Model Behavioral Threat Assessment Policies and Best Practices for K-12 School.</p>
<b>Crisis Plan</b>	<p><a href="#">AcadeMir Charter Schools Security and Crisis Management Plan</a></p> <ul style="list-style-type: none"> <li>• This handbook is intended for staff use only for implementation of emergency and safety guidelines.</li> </ul>

# AcadeMir Student Laptop Loaner Form

**A HP laptop will be loaned to the student named below under the following conditions**

- This student laptop loan agreement, which is signed by the parent/guardian, student and staff member of the school, will be kept on file at the school.
- Use of this equipment for any purpose other than educational use may result in loss of privileges.
- AcadeMir does not permit unethical use of the Internet, email, or any other media. Violation of this policy may result in the loss of laptop loan privileges and disciplinary action by the school.
- The configuration of the hardware equipment and all accompanying software may not be altered, nor can software be copied to or from the computer, or installed on the computer under any circumstances.
- Parents/guardians accept financial responsibility for cost related to damage due to purposeful action or gross negligence.
- The laptop, which is the property of AcadeMir, must be returned, once students are allowed back on premises or in the event of school change or early withdrawal.

Laptop Serial Number: \_\_\_\_\_ Power Supply: Yes \_\_\_\_\_ No \_\_\_\_\_

Condition: (Dents/Scratches/Missing Keys) \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent  
Signature: \_\_\_\_\_

School Name: AcadeMir Charter School Preparatory

Administrator Signature: \_\_\_\_\_

Name: Dr. M. Kristina Ledo

This form will remain on file in the building office while the equipment is checked out.

## ATTACHMENT B

### Assessments

To the extent possible, the school will monitor testing to ensure integrity and fidelity to testing and student monitoring progress; while also providing students needing accommodations and services as per IEPs and 504s plans. Monitoring will be extended to all students with tiered support for students not demonstrating adequate progress. State, District and school based assessments will be administered to monitor students' adequate progress. In the event that a student is failing to show adequate progress; opportunities to transition to an alternate instructional model will be provided. All assessments will be available through a virtual platform as well as on-site.

	<b>Assessment Tool</b>	<b>Targeted Students</b>	<b>Date Range</b>
<b>Formative School Assessment</b>	District Writing Assessment	Fourth-Eighth grade	October 5- October 23, 2020
	Biweekly Reading Assessment	Second-Eighth grade	Biweekly
	Unit Assessments Wonder Assessments	Kindergarten-First grade	Weekly
	Mathematics District Topic Assessments	Kindergarten-Eighth grade	On going
	Quarterly Science Assessment (QSBA) Baseline/Post	Kindergarten-Eighth grade	Quarterly
	Interim Assessment Test (Baseline): Science	Fifth grade & Eighth Grade	August 24- September 25, 2020
	Midyear Assessment: Science	Fifth grade & Eighth Grade	January 19- February 19, 2020
	Interim Assessment Test (Baseline): Civics	Seventh Grade	August 24- September 25, 2020
	Midyear Assessment: Civics	Seventh Grade	January 19- February 19, 2020
<b>Progress Monitoring Assessments</b>	<b>Assessment Tool</b>	<b>Targeted Students</b>	<b>Date Range</b>
	i-Ready Diagnostic Test (AP 1)	Kindergarten-Eighth grade	August 31- September 18, 2020
	i-Ready Diagnostic Test (AP 2)	Kindergarten-Eighth grade	November 30- December 18, 2020
	i-Ready Diagnostic Test (AP 3)	Kindergarten-Eighth grade	May 3- June 1, 2021
	Oral Reading Fluency Assessment (ORF)	First-Eighth grade	Fall, Winter, Spring
	Sight Word Fluency Assessment (SWF)	Kindergarten	Quarterly
	i-Ready Growth Monitoring	Students in lowest 25%, RtI tier 2 and 3 students Interventions	Ongoing

<b>State/ Standardized Assessments</b>	Standards Mastery	Kindergarten- Eighth Grade	Ongoing
	Performance Matters	Kindergarten- Eighth Grade	Ongoing
	WonderWorks Unit Assessments, Sight Word Fluency Interventions, Oral Fluency Assessment (ORF) Iready Toolbox	Kindergarten-Fifth grade Intervention students	Ongoing
	Civics Mini-Assessments	Seventh Grade	Ongoing
	<b>Assessment Tool</b>	<b>Targeted grade level</b>	<b>Date Range</b>
	Stanford Achievement Test (SAT)	Kindergarten-Second grade	April 13-16, 2021
	Florida State Assessment (FSA ELA-Reading)	Third grade	April 7-16, 2021
	Florida State Assessment (FSA ELA-Writing)	Fourth-Sixth grade	April 7-16, 2021
	Florida State Assessment- CBT (FSA ELA-Writing)	Seventh-Eighth	April 5- 16. 2021
	Florida State Assessment (FSA ELA-Reading)	Fourth-Sixth grade	May 3-14, 2021
<b>Third Grade Promotion</b>	Florida State Assessment- CBT (FSA ELA-Reading)	Seventh- Eighth	May 3- 28, 2021
	Florida State Assessment (FSA Mathematics)	Third-Sixth	May 10-14, 2021
	Florida State Assessment- CBT (FSA Mathematics)	Seventh- Eighth	May 3- 28
	Statewide Science Assessment	Fifth and Eighth grade	May 17-21, 2021
<b>Grade 3 Reading Student Portfolio</b>	End of Course Assessment (Civics)	Seventh grade	March 1- April 16
	GTRSP		January 25- May 7, 2021

	Florida State Assessment (FSA ELA-Reading)	Level 2 or Higher	April 7-16, 2021
	i-Ready Reading Diagnostic (AP 3)	District provided score	May 3- June 1, 2021
	Alternative Assessment for grade 3 SAT 10	(% rank score 45 or higher)	End of Summer
	Iowa Test of Basic Skills (ITBS)		Mid-year Promotion
<b>English Language Learners Student Testing</b>	<b>Assessment Tool</b>	<b>Targeted Students</b>	<b>Date Range</b>
	M-DCOLPS-R	Placement Decision for ESOL	As-Needed
	ACCESS for ELLs 2.0 (WIDA)	ESOL Level 1-4	January 25- June 9, 2021
	CELLA Online	Placement/Extension of Services	As-Needed
<b>Assessment Integrity</b>	Students will be provided with the opportunity to complete assessments through virtual platforms as well as on-site. Monitoring for assessment integrity will be conducted by a certified instructional teacher through in person monitoring or virtually through the use of Google Meet/Classroom platform. Assessments will be administered asynchronous to ensure validity and integrity is maintained consistently. A staggering in person schedule will be developed for students participating in virtual learning during State Standardized assessments.		
<b>Data-Informed Instruction</b>	As a function of the school-wide system of progress monitoring, instruction and interventions shall be adjusted, as necessary, depending upon the student's academic growth and attainment of the grade level/course standards. As part of progress monitoring, parents will be informed of the student's areas of academic need. Intervention and Intensive Courses will be used to provide academic support to students who score below a Level 3 on the statewide standardized assessments (See Proposed Assessment Schedule in Attachment F). In addition, the school will follow the district assessment calendar to allow for continuity in serving Dade County Public School Students. The school will also follow the State assessment schedule for the school year 2020-2021 school year.		