

**Accomack County Public Schools
Instructional Plan Under Phase III Reopening 2020-2021**

Delivery of New Instruction & Loss of Instruction

Health and safety of staff and students have been major considerations in the development of the Accomack County Public Schools (ACPS) reopening plan under phase III guidance. All ACPS students, including students with disabilities and English Learners, will begin the school year with the model of the parent's choice.

Choice of two models:

Hybrid Learning Option

- ACPS will have students in school Monday/Wednesday and Tuesday/Thursday in split groups for face-to-face, in school instruction
- Off-site learning will be provided on the alternating days, with students completing lessons remotely/virtually
- The goal is to try to have siblings scheduled on the same days, thus cohorting families. On the opposite days, students will learn and complete lessons remotely/virtually
- On Fridays, all students may continue with remote/virtual learning & staff will be engaged in professional development, extended planning opportunities, and office hours to provide instructional support to students
- All students enrolled in Driver Education in the spring of 2019-20 school year will attend school on Fridays for half a day (8:00 - 11:30) in September to complete state required hours
- All students enrolled in Driver Education for the fall semester of 2020-21 will attend school on Fridays for half a day (8:00 - 11:30) October – December

OR

Remote/Virtual Learning Option

Virtual Virginia – Learning Management System

- Students will not come to the school building on a regular basis
- ACPS will be utilizing the Virtual Virginia platform at all grade levels K-12 to present new learning
- Teachers may include Zoom, google meets uploads, and digital components from ACPS core programs in Virtual Virginia classrooms
- Instructional packets will be provided for PK-2 students or other Gr. 3--8 families upon request
- Students will receive regular feedback on assignments and instructional support through established office hours from their assigned teacher(s)
- To provide for the needs of all students, most remote/virtual learning will be available for students to complete at any time during the off-site learning days (asynchronous), and there will also be opportunities for students to engage with

classmates and to interact with the teacher during scheduled times (synchronous)

*In the event that schools are closed and remote/virtual learning is the only option available to students, then the same alternating schedule of days will be followed for the online learning portion and a daily schedule to include components from the instruction that would have been delivered face-to-face will be included.

Grading

- All grades for the 2020-21 school year for K-12 will be a recorded letter grade in accordance with the ACPS Grading policy.

Assessment

- The selected assessment for the required pre- and post-assessment by the state will be Performance Matters growth assessment
- The above data will be utilized to identify regression and growth to plan appropriately for new learning
- Other baseline measures and progress monitoring tools that are available to teachers may be implemented, but the focus is on direct instruction while students are in school, so the use of formative assessment that takes less time from instruction yet provides adequate data for teacher to use for adjusting instruction, is preferred

Virtual Learning Instruction for Students & Families

- Students will receive virtual learning instruction during the first few weeks of the school year during the days of face-to-face instruction to prepare them for the virtual learning days
- Training opportunities will be presented for families and caregivers beginning prior to school reopening

Professional Development

- Offered to staff and parent/caregivers, with a focus on any aspect to support virtual teaching and learning
- Focus on professional development for staff will include health and safety, Virtual Virginia, other instructional strategies, use of core program materials
- For Virtual Virginia (VVa) Professional development, a tiered approach will be implemented with the expectation that systems will be in place for all teachers to have a basic working knowledge of VVa at the time of return to school
- Staff have had opportunities since late Spring to participate in Virtual Virginia introductory webinars, lengthier webinars with demo access, videos, & coursework even while it was voluntary
- Early-Summer 2020- Technology Summit is provided for ACPS teachers

- Mid-Summer 2020 four members of the staff attend Trainer of Trainers offered by Virtual Virginia (Instructional Technology Coaches & one building principal)
- Late-Summer 2020 identified teacher leaders from each school attend turn-key training by our local trainers, thus enabling them to be resources at the building level
- Late-Summer 2020 additional professional development is offered for staff in division supported digital programs to include Study Island, Gizmos, Imagine Learning, digital components of core programs, and others
- As the school year progresses, ongoing support will be provided to all staff regarding Virtual Virginia by the division and school trainers

Teacher Evaluations

- ACPS administrators will evaluate teachers in accordance with the policy using Learning Walks, Formal Observations, and Summative Observations
- If ACPS closes for in school instruction and goes 100% remote/virtual learning, administrators would evaluate teachers by joining the remote/virtual learning sessions

Community Relations & Communication

- The goal of ACPS is to inform students, parents, and staff of the expectations and plan to move forward in the 2020-2021 school year and to maintain updates as they may occur
 - ACPS division and school websites will post the instructional plan
 - Robo Call
 - Facebook, Twitter
 - Email
 - Class Dojo
 - Direct Mailings

Medically Fragile Students

- The Director of Special Education and the Coordinator of Nursing for ACPS have identified students meeting the CDC criteria for high risk students based on the medical information the school division has on file
- Parents and school administrators will collaborate on plans for 2020-2021. In some cases, the child's physician will be an active part of the return to school plan

Gifted Education

- In the hybrid model, the Gifted Cluster teacher at grades 3 through 5 provides instruction to identified gifted students to the extent possible and provides resources to the classroom teacher to meet the needs of the gifted students

- In the hybrid model, the Gifted Students at Grades 6 through 8 will still receive Gifted Education as an elective
- In the virtual learning model, the Gifted Cluster teacher provides instruction in a virtual environment
- Instruction is provided to support students through enrichment and differentiation
- Gifted teachers grades K-8 meet with identified gifted students weekly through live virtual means
- Gifted teachers K-8 will also provide support by grade level, on a weekly basis through Extension Menus that are designed to extend and enhance the learning
- The Gifted teachers K-8 may also schedule small group and individual learning time with identified students, as needed, in a virtual format
- The Gifted teachers serving grades 9-12 will meet with identified students quarterly (virtually through zoom if face-to-face is not allowable) to consult on scheduling, review of the student's academic progress, discussion of available resources and internships, and other topics as appropriate

In School Learning Support for ACPS School-Aged Children of ACPS Employees

- Staff who serve full-time and have school aged children enrolled in ACPS schools will be offered in-school learning support on days their children are scheduled for virtual learning
- The In School Learning Support will be conducted at the child's home school
- Academic support will be provided by an ACPS employee
- Parents are responsible for transportation
- Programs will be staffed in time for secondary teachers to arrive at their schools and for elementary teachers to fulfill their daily hours

Elementary School

- Identification of Instructional Groups – Per division policy, students are grouped by class heterogeneously. Then each class is subdivided into Group A and Group B, with a similar heterogeneous combination
- Group A will report to school for instruction on Mondays and Wednesdays and will be provided remote/distance learning for Tuesdays, Thursdays, and Fridays
- Group B will report to school for instruction on Tuesdays and Thursdays and will be provided remote/distance learning for Mondays, Wednesdays, and Fridays
- Remote/distance learning will preferably be via technology and use of the Virtual Virginia Expansion lessons provided to teachers and customized by them
- Other vehicles may be utilized as staff and students increase their ability to navigate the Virtual Virginia Learning Management system
- Learning Packets will also be available for PK-2 students and Gr. 3-5 upon request

Scheduling

- The ACPS daily schedule for instruction at the elementary level is arrival at 8:30 a.m., instructional day beginning at 8:45 and instructional day ending at 3:45

- Staff work hours at the elementary schools are 8:00-4:00
- Sample schedules are outlined for days that students are receiving face-to-face instruction
- Schedules are outlined for virtual days in the hybrid model, both with and without teacher support and interaction
- Schedules are outlined for days that students are receiving all virtual instruction

Revised Curriculum & Pacing to Address New Instruction and Loss of Instruction

- At elementary grades 1-5 the VDOE Tracking Logs for lost learning during Spring 2020 have been used to develop a revised curriculum and pacing guide
- The revised pacing includes content objectives for current grade level, alignment with SOL from prior grade level that is repeated, and any other prior year SOLs that were not covered at the time of Spring school closure
- Priority content for instruction in Grades PK-3 includes English Reading and Language Arts and Mathematics until a 5 day in-school schedule for students resumes
- Priority content for instruction in Grades 4 includes English Reading and Language Arts, Mathematics, and History/Social Studies
- Priority content for instruction in Grade 5 includes English Reading and Language Arts, Mathematics, and Science
- Additionally, time will be embedded in daily schedules for Social Emotional Learning and Basic Technology Instruction
- Restroom breaks will be scheduled as needed to ensure CDC guidelines are followed
- Mask breaks will be scheduled per CDC guidelines
- Specials such as Physical Education, Music, Art, and Media Center will be provided on an abbreviated schedule so that face-to-face instruction in core content areas is maximized
- Specialists and resource teachers will serve students in the classroom and all CDC guidelines will be followed in the delivery of all specials

Recess

- Recess will be included in the master schedule
- Recess Zones will be identified for cohorts of students
- Social distancing will occur per CDC guidelines
- No shared equipment per CDC guidelines

Remediation

- Elementary schools may begin offering remediation after school in October based on available funding and identified student need
- The priority would be given to the “VDOE Vulnerable Populations” which would include *some students* from the following categories: students with disabilities, English Language Learners, and PK-3 students

- Tier II and Tier III support is also available throughout the school day from either the classroom teacher, Title I teachers, and/or Reading Specialists
- Students eligible for Special Education and/or ESL services will receive those services per the written plan

Middle School

- ACPS is continuing to schedule the middle school students in heterogeneous grouping with exception to the advanced math track students
- Once the master schedule is completed, each grade level will be divided to meet the CDC guidelines for social distancing
- Each grade level will have an equal group of students by demographics and special populations
- Groups will be split for instruction and face-to-face instruction will be delivered on alternating days, Mondays and Wednesdays or Tuesdays and Thursdays
- Students will attend school days per week and participate in remote/virtual learning 3 days per week
- An additional sixteen minutes will be incorporated within the instructional day by extending each block to be 94 minutes each, instead of 90 minutes from the previous year

Scheduling

- The ACPS daily schedule for instruction at the middle school level is arrival between 7:10-7:20 a.m., instructional day beginning at 7:30 a.m. and ending at 2:30 p.m.
- Staff work hours are 7:00-3:00
- Sample schedules are outlined for days that students are receiving face-to-face instruction and for virtual days in the hybrid model
- Sample schedules are outlined for days that students are receiving all virtual instruction

Identification of Missing Content/Revision of Curricula and Pacing

- All upcoming 6th graders will be placed in Math 6 to teach the lost curriculum from 5th grade standards and to gain a strong foundation of 6th grade standards
- In the 2021-2022 school year, the rising 7th graders will be placed in Math 7 or Advanced Math based on academic level and assessments
- Content lead teachers and administrators will continually review the VDOE tracking logs the teachers/departments turned in at the end of the 2019-2020 school year to make updates to instruction
- Many standards correlate from one grade to the next and may be compressed while other standards not taught in previous grade will be paced at the beginning before proceeding with grade/content level standards

- A review at the beginning of the school year will provide students a refresher and help to determine regression of learning
- English – It is a spiral effect, and consistent review will be given while teaching new standards. Teachers will be increasing writing standards within their planning
- Math – The VDOE tracking logs identify how the standards correlate with the next math course. Majority or all standards were taught in spring 2020. A deeper review will be done on those standards, and review of previous math standards throughout the school year
- Science – Science 6 and 7 will implement the previous year's science standards throughout the school year; Science 8/Physical Science is on semester 4X4 block, teachers/students will utilize one block/day a week for the first nine weeks to teach loss curriculum from Science 7, and to review Science 6 & 7 standards
- Social Studies & Civics – In accordance to the VDOE tracking logs, the majority or all standards were taught in the 2019-20 school year
- Health & PE - Teachers will be teaching the Health standards on the two hybrid days the students are in school. Students will keep a tracking log of the PE activities completed on the scheduled virtual days.

Remediation

- Middle schools will begin remediation after school in October for semester classes and November for year-long classes.
- Remediation will be offered to all students to continue to review the previous and current year's standards, and prepare for the SOL tests

High School

- All high school students including students with disabilities and students eligible for ESL services, will have the option for fall semester to start the school year with the Hybrid model or Virtual Model
- Students and parents that choose the Virtual model will sign an agreement with the understanding they are responsible for reliable internet, and it is for the entire semester, unless the division reverts to full virtual
- The division policy on drop/add allows students 5 days to revert from the virtual model to the hybrid model or vice versa

Scheduling

- The ACPS daily schedule for instruction at the high school level is arrival between 7:10-7:20 a.m., instructional day beginning at 7:30 a.m. and ending at 2:30 p.m. (same 7 hrs. Instructional day as last year)
- Staff hours are 7:00-3:00

Identification of Instructional Groups

Face to Face

- All ACPS students enrolled in the Trade & Industry program (Badger) will be on the Hybrid schedule. Level 2 students will attend on Fridays to complete the 2019-20 Spring and 2020-21 state required hands on hours to take the Industry Certification test.
- ACPS is continuing to schedule the high school students as normal by needs for graduation and student requests. Once the master schedule is complete, each grade level will be divided relatively in half and in accordance with the CDC guidelines of social distancing. Each course will be grouped with students by demographics and special populations.

Virtual Model

- ACPS is continuing to schedule the high school students as normal by needs for graduation and student requests. Students will be enrolled in Virtual Virginia for the first semester with a Virtual Virginia teacher or one of ACPS teachers through the Virtual Virginia Expansion Program

Identification of Missing Content/Revision of Curricula and Pacing

- ACPS high school content teachers utilized the VDOE Tracking Logs to monitor standards for the content courses and CanDo for the CTE state competencies to determine what was taught. ACPS continued with new learning to continue to teach the loss curriculum by allowing students to choose from three options.
 - Option 1 was to continue new learning in April, May, and June remotely/virtually.
 - Option 2 was to continue new learning in August through summer school.
 - Option 3 was to continue new learning after school in the 2020-21 fall semester for the previous spring classes.
- English – It is a spiral effect, and consistent review will be given while teaching new standards. Teachers will be increasing writing standards within their planning
- Math, Science, and Social Studies – The VDOE tracking logs identify how the standards correlate with the next math course. Majority or all standards were taught before the closing of school on March 13th, and teachers finished teaching the standards through the new learning options.
- Health & PE/DE - Teachers will be teaching the Health and/or Drivers Education standards on the two hybrid days the students are in school. Students will keep a tracking log of the PE activities completed on the scheduled virtual days. ACPS will utilize a half day on Fridays to complete the required state hours for DE.

Remediation

- High school students will begin after school remediation in October.

- Remediation will be offered to all students to review standards and prepare for the SOL test/Industry Certification test.

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