



THE Montessori School
of Englewood | A Chicago Public
Charter School

MSE Remote Learning Guidelines



“Challenges make you discover things about yourself that you never really knew.
They're what make the instrument stretch, what make you go beyond the norm.”

-Cicely Tyson

Introduction

“One single idea runs through every complex activity, and this single idea must be sought as the key to any general problem. There is also a secret key to the perfecting of the most varied types of movements. And this key is balance.”

Dr. Montessori, *The Discovery of the Child*, p. 91

Welcome to this new day in Montessori education, where, in response to a world pandemic, we were called to be adaptive and fully examine our Montessori philosophy and pedagogy. This guidebook is a consolidation of many developing resources for schools to offer children a safe and vibrant Montessori learning experience from home.

This document lays out the essential considerations for MSE’s remote learning approach without compromising our method and while continuing to value and support all members of our community.

One of the cohering elements of this plan is a shared curriculum within grade-bands. Supporting students as they work at home requires teams to use the same framework, lessons, and learning platforms. This will accommodate long-term planning that will ensure student growth within this new way of learning. This remote learning plan will be available on our website by the start of the school year: <https://www.tmsoe.org/>

Curricula

General Requirements

After announcing it would implement remote learning for the first quarter of the school year, CPS released enhanced standards for digital instruction for all students. These requirements exceed the ISBE recommendations, and include the following:

- Learning Expectations
 - Every K-12 student should be engaged for the entirety of a regular school day. Every school day should include live instruction.
 - Pre-K students should also receive live instruction, but given the needs of this age group, more time and focus should be spent on small group interaction and parental support.

CPS Daily Required Instructional Minutes:

Grade Level	Synchronous Learning (Real-time Instruction)	Asynchronous Learning (Independent Activities)
Pre-K	60 minutes	90 minutes

K-2	180 minutes	180 minutes
3-5	205 minutes	130 minutes
6-8	230 minutes	130 minutes

- Transition to District-Wide Use of Google Suites
 - All schools will use Google education tools, including Google Classroom or Google Meet daily
 - Schools may use approved non-Google ed-tech tools that meet CPS acceptable use policy, but teachers and students must log onto Google daily for “homeroom” check-in and use Google for live video instruction.
- Tracking Attendance and Grading
 - Assignments will be graded and students will receive letter grades
 - Schools must take classroom attendance and enact interventions to support students who do not participate in remote learning

Head Start

Head Start students will receive in-person instruction on-site. Plans for these classrooms will be communicated separately to parents.

Kindergarten

Lower Elementary (1st - 3rd Grades)

During remote learning, Lower Elementary will split its students into 1st and 2nd grade teaching teams and a stand-alone 3rd grade classroom. The 1st/2nd team will teach from a Montessori scope and sequence prepared by the level head (see schedule below), and provide literacy instruction using the Lucy Calkins reading and writing curriculum. The 3rd grade teachers will use the NSSI curriculum (see description below), and will add instruction on science and history.

Upper Elementary (4th - 6th Grades)

Upper Elementary and Middle School teachers will use the National Summer School Initiative (NSSI) school-year curriculum. This program includes a scope and sequence and detailed lesson plans for math and language arts (close reading and novel studies). The curriculum is linked to the Eureka Math and Wit and Wisdom Language Arts programs, and meets all grade-level common core standards.

In addition to these teaching materials, NSSI provides a partnership with mentor teachers who model effective presentation of the math and reading content through video recordings, and host live meetings twice weekly to plan and troubleshoot lessons with partner teachers.

NSSI will also provide licenses for Lexia (reading) and Dreambox (math) for independent student practice online. It will distribute novels to children through an online platform called Sora.

During the week of August 24, teachers will receive professional development on required technology (Google Suite) and program implementation. For more information about NSSI, *see* Addendum.

In addition to NSSI's math and reading lessons, the Upper Elementary team will provide instruction in the following areas:

- Science
- Geography
- History

See the addendum for more information on the Upper Elementary remote learning curriculum and schedule.

Middle School (7th and 8th Grades)

The Middle School team will use NSSI's program for reading and math (see above). Middle School students will also receive instruction in the following areas:

- Science
- History/Civics
- Writing
- Black Studies

See the addendum for more information on the Middle School curriculum and schedule.

Specials

During remote learning, 1st through 8th grade students will participate in a 45-minute art class twice a week.

Tentative Specials Schedule Remote Learning - Fall 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:30					

9:30 - 10:15			8th art **9:15 - 10:00		
10:15 - 11:00					
11:00 - 11:45			Music 212		
11:45 - 12:30		Art 312	Music 201	Art 312	
12:30 - 1:15	Art 6th grade	Art 300	Music 3rd grade	Art 300	Art 6th grade
15 minutes break					
1:30 - 2:15	Art 3rd grade	Art 201	Music 208	Art 208	Art 212
2:15 - 3:00	7th grade art	Art 301	8th grade art	Art 301	7th grade art

Grading and Communication

MSE protocol

- Grading:
 - The elementary levels (1st - 6th grade) have adopted a uniform grading scale:

Grading Breakdown:

A: 100 – 90%	Substantially Exceeds Standard
B: 89 – 80%	Exceeds the Standard
C: 79 – 70%	Meets the Standard
D: 69 – 60%	Less Than Acceptable Performance
F: 59 – 50%	Does Not Meet the Standard

Curriculum Area Grading Breakdown:

Subject/Grade	Category & Percentage Breakdown
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Math - 1st Grade	<ul style="list-style-type: none"> • 25% Quizzes (check-ins) • 35% Participation (work plan, monthly extension) • 40% Assessments (post tests)
Math - 2nd Grade	<ul style="list-style-type: none"> • 25% Quizzes (check-ins) • 35% Participation (work plan, monthly extension) • 40% Assessments (post tests)
Math - 3rd Grade	<ul style="list-style-type: none"> • 10% Homework (completion & monthly extensions) • 25% Quizzes (check-ins) • 25% Participation (work plan) • 40% Assessments (post tests)
Math - 4th - 6th Grade	<ul style="list-style-type: none"> • 25% Quizzes (check-ins) • 50% Participation (work plan, monthly extension) • 25% Assessments (post tests)
Reading - 1st Grade	<ul style="list-style-type: none"> • 25% Quizzes/Assessments (Check-ins) • 35% Participation (work plan, monthly extension, Guided Reading, Reader's Workshop) • 40% TRC
Reading - 2nd Grade	<ul style="list-style-type: none"> • 25% Quizzes/Assessments (Check-ins) • 35% Participation (work plan, monthly extension, Guided Reading, Reader's Workshop) • 40% TRC
Reading - 3rd Grade	<ul style="list-style-type: none"> • 10% Homework • 30% TRC • 30% Participation (work plan) • 30% Quizzes (Guided Reading Comp. Quizzes, Reader's Workshop)
Reading - 4th - 6th Grade	<ul style="list-style-type: none"> • 25% Quizzes (check-ins) • 50% Participation (work plan, monthly extension) • 25% Assessments (post tests)
Social Science 1st - 6th Grade	<ul style="list-style-type: none"> • 10% Homework • 30% TRC • 30% Participation (work plan) • 30% Quizzes (Guided Reading Comp. Quizzes, Reader's Workshop) •
Science 1st - 6th Grade	<ul style="list-style-type: none"> • 10% Homework

	<ul style="list-style-type: none"> • 30% TRC • 30% Participation (work plan) • 30% Quizzes (Guided Reading Comp. Quizzes, Reader's Workshop)
Writing 1st - 3rd Grade	25% Journal/Poem/Work Plan 75% Writing Workshop 8% - Brainstorming <ul style="list-style-type: none"> o 15% - Drafting o 22% - Revising/Editing o 30% - Final Published Piece
Listening/Speaking 1st - 3rd Grade	100% Participation

Middle school

See the Middle School Remote Learning Guidelines (addendum).

A formal progress report will be completed mid-quarter **(INSERT DATE)** and end-of-quarter **(INSERT DATE)**, with letter grades assigned. These must be submitted to the principal by **(DATES)**.

- Communication:
Within their daily schedules, teachers must allocate time for office hours during which parents can call with questions and concerns. After office hours end, teachers may take calls at their discretion. Teachers must document parent communication in an MSE call log (to be shared).
- Attendance: Maggie will distribute a COVID master attendance document that must be filled out daily to comply with CPS requirements. (*see link*).

Supports for struggling students

- If teachers have concerns about student attendance, behavior, or social-emotional well-being, please contact the following staff, *in writing*, using the template provided (to be shared).
 - o Jonathan (for social-emotional support or families in crisis)
 - o Tina (for students in temporary living situations)
 - o Kristen (for academic concerns regarding students)
- If students are regularly failing to attend class or complete online assignments, MSE will arrange for a home visit and after an assessment of the reasons for the problem, we will work with the family on an alternative plan for academic support.

Technology

CPS resources for families

CPS provided a roster of students eligible for “Chicago Connected” wi-fi access; these families will be notified by CPS that they’re eligible for free wireless service or a hotspot.

MSE technology distribution protocol

Cal, the Director of Systems Support, will oversee the distribution of technology for remote learning. We are working to purchase tablets to move closer to 1:1 technology access for students. Cal’s team will create procedures around distribution and collection of technology before students return to school in the fall.

Technology platforms and training

CPS remote learning policy requires schools to use Google Suites (e.g., Google Classroom, Google Meets, etc) to post assignments and host live class sessions. The NSSI curriculum employs these platforms and will provide participating teachers with tech training during the week of August 24th. If Kindergarten teachers intend to supplement with Seesaw, MSE will provide additional training on this program.

Parent education and outreach

During the two weeks preceding the first day of school, the elementary and middle school teams have planned student/parent orientation events. These gatherings will take place outdoors, with staggered attendance, and will include a technology help tent to familiarize students and parents with google classroom. Parents who do not yet have an email address will also be encouraged to sign up for one. See addendum for parent orientation calendar.

Special Education, MTSS, and Bilingual Supports

See addendum for a description of the MTSS plan for remote learning.

The bilingual teachers have consulted with each Team Lead to schedule required minutes for students in their classroom schedules. The bilingual team will have access to all teacher lesson plans in order to prepare for push-in supports.

See addendum for a description of the Special Education plan for remote learning.

School Culture and Social Connection

To support student connection and class community, individual teams will submit a plan to host a socially distant in-person activity for students at least once per month.

Staff Expectations

Reporting to the building: requirements and safety procedures

Reporting Requirements: Each grade-band will determine one day per week for their teachers to report to the building for in-person collaboration and check-in with leadership.

Teachers who wish to teach from the building should create a regular schedule for in-person attendance and share this information with Maggie and Nyela. We ask that these plans remain consistent to support building safety protocols and contact tracing.

Safety Procedures:

- Procedures for entering the building: All individuals must give at least a 24 hour notice of entering the building. Individuals must email Maggie at mmikuzis@tmsoe.org and fill out [COVID-19 Building Calendar](#) for the date you are coming.
- **Building Protocols:**
- Each individual must have their temperature taken at the front office door at the beginning of the day. All Staff must enter through the main entrance. Each individual will be asked screening questions, and all information will be recorded.
- All individuals entering the building must sign in at the top of the staircase at the main door and into their ADP Account.
- Do not enter anyone's office unless you have a scheduled appointment with the individual.
- All meetings are preferred in the garden. If not, please a large spaced out classroom.
- Masks must be worn throughout the building and in any office unless the individual is by themselves.
- Employees must distance six feet apart (this includes in offices, during lunch-Suggestion is to please stagger your team's lunch), Desks should be six feet apart.
- When using any type of copiers, laptops, phones, you must wash your hands before and after with soap and water or hand sanitizer.
- Wipe down your desk, door handles to the office or classroom every morning and afternoon, and any "hot spots" (frequent touch)" in your office or classroom. Do not use anyone else's pen, besides your own. If you do not have wipes or spray, maintenance will provide.
- We must keep all offices extremely tidy, well-organized, with minimal materials in the office. Offices and classrooms should not be cluttered.

Please remember to always look at all standards

MSE's Building Report: [COVID-19 Building Report](#)

Prep Time and Team Meetings

Wednesdays are a designated half-day to allow for teacher prep and team meetings. Level heads should organize a weekly Wednesday meeting with their teams and invite Rita and Nyela to attend.

Lesson Plans

Team leads will establish a template for lesson planning during remote learning. Teachers using the NSSI curriculum may indicate which lesson from the published scope and sequence they will be teaching.

For non-NSSI subjects, the plans should indicate the topic of the lesson and an overview of content to be presented, so that the ELL team can determine what academic language to present to their students. Please also indicate any follow-up assignments to help the ELL team anticipate what support their students will need with their independent work.

Sick Leave and Personal Time

Employees complying with a mandated quarantine or with a doctor's note advising quarantine can use their rights under the Families First Act:

<https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave>

Individuals who seek COVID testing without a doctor's recommendation must use sick or personal time to do so.

Addendum

Parent Orientation Schedule

Date	Time	Site 1: Garden	Site 2: Playground (concrete slab)
08/26	08:30-9:15	201 Grade 2 Group 1- Nour/ Bilingual team & MTSS team	
08/26	09:30-10:15	201 Grade 2 Group 2-Nour/ Bilingual & MTSS Team	
08/26	10:30-11:15	201 Grade 1 Group 1- Steph/ Bilingual & MTSS team	
08/26	11:30-12:15	201 Grade 1 Group 2-Steph/ Bilingual & MTSS team	
08/26	1:00-1:45		
08/26	2:00-2:45		
08/27	08:30-9:15	212 Grade 2 Group 1	
08/27	09:30-10:15	212 Grade 2 Group 2	
08/27	10:30-11:15	212 Grade 1 Group 1	
08/27	11:30-12:15	212 Grade 1 Group 2	
08/27	1:00-1:45		
08/27	2:00-2:45		
08/28	08:30-9:15	208 Grade 2 Group 1/ MTSS	
08/28	09:30-10:15	208 Grade 2 Group 2/ MTSS	
08/28	10:30-11:15	208 Grade 1 Group 1/ MTSS	
08/28	11:30-12:15	208 Grade 1 Group 2/ MTSS	
08/28	1:00-1:45		
08/28	2:00-2:45		

Week 2

Space Usage Plan for Orientation Week

Date	Time	Site 1: Garden	Site 2: Playground (concrete slab)
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08/31	08:30-9:15		
08/31	09:30-10:15	6th graders/ MTSS & Bilingual	
08/31	10:30-11:15	6th graders MTSS & Bilingual	
08/31	11:30-12:15	6th graders MTSS & Bilingual	
08/31	1:00-1:45	6th graders MTSS & Bilingual	
08/31	2:00-2:45	6th graders MTSS & Bilingual	
09/01	08:30-9:15	Barksdale MTSS & Bilingual	
09/01	09:30-10:15	Lupy MTSS & Bilingual	6th graders
09/01	10:30-11:15	Barksdale MTSS & Bilingual	6th graders
09/01	11:30-12:15	Lupy Cepeda	6th graders
09/01	1:00-1:45	Barksdale	6th graders
09/01	2:00-2:45	Lupy Cepeda	6th graders
09/02	08:30-9:15		Middle school
09/02	09:30-10:15	raven group 1/ Bilingual	Middle school
09/02	10:30-11:15	raven group 2/ Bilingual & MTSS	Middle school
09/02	11:30-12:15	raven group 3	Middle school
09/02	1:00-1:45	raven group 4	Middle school
09/02	2:00-2:45	Raven group 5	Middle school
09/03	08:30-9:15		Middle school
09/03	09:30-10:15		Middle school
09/03	10:30-11:15		Middle school
09/03	11:30-12:15	Wagner	Middle school
09/03	1:00-1:45	Wagner	Middle school
09/03	2:00-2:45	Wagner	Middle school
09/04	08:30-9:15		
09/04	09:30-10:15	Barksdale	
09/04	10:30-11:15	Lupy Cepeda	
09/04	11:30-12:15	Lupy Cepeda	
09/04	1:00-1:45	Barksdale	
09/04	2:00-2:45		

National Summer School Initiative

School-year program overview:

- One-week pre-launch Institute that prepares all teachers for success with distance learning (week of August 24th, schedule TBD)
- Three core thinking skills classes:
 - Novel Studies
 - Close Reading
 - Math Stories
- Three-times weekly professional development led by the grade's Mentor Teachers focus on Intellectual Preparation and Looking at Student Work
- NSSI provides licenses for "Student Directed Learning Platforms" in math and reading (Dreambox for math, LEXIA for reading)
 - MSE could choose to stick with our own platforms (e.g., IXL) but would pay independently
- Enrichment offerings (e.g. yoga, dance) - can be customized by MSE (e.g., sub our own specials like art and music)
- Teaching Platforms: Zoom for Education (live meetings) and Google for Education (posting assignments/information)

School-Year Models:

- If we partner with NSSI, we can use this program for a hybrid approach (for example, use the program for the at-home work for 2-1-2 model), for all-remote learning, or for students who choose at home when in-person is available

How the program works:

4+ hours of instruction a day (sample schedule devotes 1 hour 20 minutes to novel studies, 50 minutes to close reading, and 50 minutes to math problem-solving, plus time for other subjects).

NSSI will provide a scope and sequence and lesson plans for math, novel studies, and close reading

- Linked to Eureka math for math instruction
- Linked to "Wit and Wisdom" for literacy
- Lessons are common core aligned and grade specific

PD for teachers 2x/week for approximately 45 minute sessions with mentor teacher

Academics:

- *Math Stories:*
 - MSE teachers are assigned a "mentor teacher" (bios available on the NSSI website), shared among teachers across the country. The mentor teacher initially presents a

method of teaching the content and anticipates pitfalls. Partner teachers can watch the mentor teach the lesson to his or her own class.

- Structure revolves around teaching word problems
 - Start by reviewing yesterday's problem – want to encourage multiple ways of thinking about it
 - Current day's problem – teacher guides students through a new problem, talks through various solutions
- *Novel Study:*
 - Critical thinking and writing about a novel in a group
 - Novels will be distributed through “Sora” (e-reading platform, paid for by NSSI)
- *Close Reading:*
 - Poetry, fiction, nonfiction – unpacking “big ideas” in a text

MSE Remote Learning Class Schedules

Lower Elementary (Grades 1 -3)

Time	Activity	Individuals Responsible
08:30-08:45	Morning Check-In (SEL)	Flip Schedule: Teacher 1: M,W,F Teacher 2: T,R
08:45-9:15	Lesson 1 (Math) and Independent Practice	Teacher 1: Grade 1 Teacher 2: Grade 2
9:15-9:20	Brain Break	Teacher 1
9:20- 9:50	Lesson 2 (Language/Literacy)	Teacher 1: Grade 1 Teacher 2: Grade 2
9:50-9:55	Brain Break/Movement Break	Teacher 2
9:55-10:30	Lesson 3 (History/Geog/Bio/Geom) depending on the day: Hist: M Geog: T Bio;W Geom: R F: Assessments	Teacher 1: Grade 1 Teacher 2: Grade 2
10:30-11:30	Work Cycle (finishing follow up work)	Teacher 1: Supervise 1st Teacher 2: Supervise 2nd
11:30-11:50	Lunch	INDEPENDENT
11:50-12:10	Recess	INDEPENDENT
12:10-12:55	Readers Workshop/ IRA	Teacher 1 and 2 switch days
1:00-1:30	Writers Workshop	Teacher 1 and 2 switch days.

1:30-2:15	Special (Art & Music)	OTHER
2:15-3:00	Lexia/IXL	INDEPENDENT

Upper Elementary (4th and 5th)

Room 300

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15	8:20 to 9:10 4th Grade Novel Study/5th grade Lexia	8:20 to 9:10 4th Grade Novel Study/5th grade Lexia	8:20 to 9:10 4th Grade Novel Study/5th grade Lexia	8:20 to 9:10 4th Grade Novel Study/5th grade Lexia	8:20 to 9:10 4th Grade Novel Study/5th grade Lexia
8:30					
8:45					
9:00					
9:15	9:15 to 10:05 5th grade Novel Study/ 4th grade Lexia	9:15 to 10:05 5th grade Novel Study/ 4th grade Lexia	9:15 to 10:05 5th grade Novel Study/ 4th grade Lexia	9:15 to 10:05 5th grade Novel Study/ 4th grade Lexia	9:15 to 10:05 5th grade Novel Study/ 4th grade Lexia
9:30					
9:45					
10:00					
10:15	10:10 to 11:00 4th grade Math/ 5th grade Dreambox	10:10 to 11:00 4th grade Math/ 5th grade Dreambox	10:10 to 11:00 4th grade Math/ 5th grade Dreambox	10:10 to 11:00 4th grade Math/ 5th grade Dreambox	10:10 to 11:00 4th grade Math/ 5th grade Dreambox
10:30					
10:45					
11:00					
11:15	11:05 to 11:55 5th grade Math/ 4th grade Dreambox	11:05 to 11:55 5th grade Math/ 4th grade Dreambox	11:05 to 11:55 5th grade Math/ 4th grade Dreambox	11:05 to 11:55 5th grade Math/ 4th grade Dreambox	11:05 to 11:55 5th grade Math/ 4th grade Dreambox
11:30					
11:45					
12:00	11:55 to 12:25 Lunch	11:55 to 12:25 Lunch	11:55 to 12:25 Lunch	11:55 to 12:25 Lunch	11:55 to 12:25 Lunch
12:15					
12:30	12:30 to 1:20 5th grade Science/ 4th grade Digital Literacy	12:30 to 1:20 Art	12:30 to 1:20 Close Reading	12:30 to 1:20 Art	12:30 to 1:20 5th grade History/ 4th grade Digital Literacy
12:45					
1:00					
1:15	1:25 to 2:10 Close Reading	1:25 to 2:10 Close Reading		1:25 to 2:10 Close Reading	1:25 to 2:10 Close Reading
1:30					
1:45					
2:00	2:15 to 3:00 4th grade Science/ 5th grade Digital Literacy	2:15 to 3:00 Geography	1:25 to 3:00 Conferencing	2:15 to 3:00 Biology	2:15 to 3:00 4th grade History/ 5th grade Digital Literacy
2:15					
2:30					
2:45					
3:00					

3:15	Wrap-up	Wrap-up	Wrap-up	Wrap-up	Wrap-up
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Room 301

Time:	Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:50	Morning Meeting	Morning Meeting / Math Facts	Morning Meeting / Math Facts	Morning Meeting / Math Facts	Morning Meeting / Math Facts	Morning Meeting / Math Facts
8:55 - 9:25	Work Cycle	4th Language	4th Grade Math	4th Grade Geography / Science	4th Grade Math	4th Grade Math Review
9:30 - 9:55		5th Language	5th Grade Math	5th Grade Geography / Science	5th Grade Math	5th Grade Math Review
10:00 - 10:25		SEL Read Aloud	SEL Read Aloud	SEL Read Aloud	SEL Read Aloud	SEL Read Aloud
10:30 - 11:15		Novel Study / Guided Reading / IR	Novel Study / Close Reading / IR	Novel Study / Guided Reading / IR	Novel Study / Guided Reading / Group / IR	Novel Study / Guided Reading / IR
11:20 - 11:40	Closing Meeting	Closing Meeting	Closing Meeting	Closing Meeting	Closing Meeting	Closing Meeting
11:45 - 12:25	Lunch/ Break	Lunch/ Break	Lunch / Break	Lunch / Break	Lunch / Break	Lunch / Break
12:30 - 1:30	Review and Make up	Make ups / review / IXL	Make ups /review / IXL	Make ups / review / IXL	Make ups / review / IXL	Make ups / review / IXL
2:00 - 3:00	Work Time / Specials	Independent Work Time	Art	Independent Work Time	Art	Independent Work Time

Room 312

312	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:55-9:40	Math 4	Language/ Writing 5	Math 4	Culture-Science /History All	Culture-Science /History All
9:45-10:30	Math 5	Language/ Writing 4	Math 5	Math 4	Math 5

10:45-11:35	Novel Study/ Guided Reading/ Independent Reading	Novel Study/ Guided Reading/ Independent Reading	Novel Study/ Guided Reading/ Independent Reading	Novel Study/ Guided Reading/ Independent Reading	Novel Study/ Guided Reading/ Independent Reading
11:45-12:30	Independent Work Time/ Break	Art	Conferencing/ Lesson Planning	Art	Independent Work Time/ Break
12:35- 1:15	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
1:25-2:25	Make-ups/ Review	Make-ups/ Review	Conferencing/ Lesson Planning	Make-ups/ Review	Make-ups/ Review
2:30-3:00	Closing Meeting/ Game	Closing Meeting/ Game	Closing Meeting/ Game	Closing Meeting/ Game	Closing Meeting/ Game

Upper Elementary (6th grade)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:45	Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
8:45 - 9:35	NSSI Math	NSSI Math	NSSI Math	NSSI Math	NSSI Math
9:45 - 10:45	NSSI Reading Class	NSSI Reading Class	NSSI Reading Class	NSSI Reading Class	NSSI Reading Class
10:30 - 11:30	History/Geography Biography projects - all	Science - mystery science (content lesson) - all	Check out meeting	Science - mystery science (experiment) - all	history/geography Present biography projects - all
11:20 - 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 - 12:30	Small group math break-out	Small group math break-out	Small group math break-out	Small group math break-out	Small group math break-out
12:30 - 1:15	Art	Teacher prep/ Student independent work	Teacher prep/ Student independent work	Teacher prep/ Student independent work	Art
1:15 - 2:45	Independent work time <i>Teacher office hours</i> <ul style="list-style-type: none"> IXL math assignment History research 	Independent work time <i>Teacher office hours</i> <ul style="list-style-type: none"> IXL math assignment History research biography project 	Teacher prep/ Student independent work <ul style="list-style-type: none"> IXL math assignment History research biography project 	Independent work time <i>Teacher office hours</i> <ul style="list-style-type: none"> IXL math assignment History research 	Progress reports go out Student/parent conferences

	biography project • Science follow up • Independent reading ESL Block 1:15-1:45	• Science follow up • Independent reading ESL Block 1:15-1:45	• Science follow up • Independent reading ESL Block: 1:15-1:45	biography project • Science follow up • Independent reading ESL Block 1:15-1:45	
2:45 - 3:00	Check out meeting	Check out meeting	Teacher prep/ Student independent work	Check out meeting	Check out meeting

Middle School (7th and 8th grade)

	Mon/Thur (cohort A) Tue/Fri (cohort B)
9:00-9:45	7th ELA 1, 8th Math
9:45-10:30	7th Math, 8th ELA 1
10:30-11:15	7th ELA 2, 8th History/Civics
11:15-12:00	7th History/Civics, 8th ELA 2
12:00-12:30	Study Hall/ Bilingual & ESL Block /MTSS
12:30-1:00	Lunch/Break
1:00-1:45	7th Science, 8th A-A Studies
1:45-2:30	8th Science, 7th Writing Focus
2:30-3:15 (45 min)	7th Art (Monday) 8th Art (Friday)

Wednesday Schedule:

Please note that these class periods are intended to be “free work” times. Attendance is mandatory and attendance will be taken, but there will typically be no scheduled lesson. Students may decide which work they need to do, and teachers will have time to meet with them one-on-one or in small groups.

Wednesday class times are also intended for students who need bilingual/language of/MTSS minutes.

	Wednesday (A and B)
9:15-10:00	7th Art (B)
10:00-11:00	7th ELA, 8th Math
11:00-12:00	8th ELA, 7th Math
12:00-12:30	Lunch/Break
12:30-1:30	7th Science, 8th History/Civics
1:30-2:30	8th Science, 7th History/Civics
2:30-3:15	8th Art (A)

2020- 2021 Middle School Remote Learning Policies

It is important to state that Remote Learning is an extension of the regular school year. All students must be in class daily and on time and prepared to engage in meaningful learning and instruction. Students will attend class daily. Please plan accordingly.

- **7th Graders-** Be mindful that 7th grade is an important year. You will be working towards identifying the high school you want to attend. Your final grades and attendance are important to this overall process
- **8th Graders-** Be mindful that you will be graduating this year. Attendance is mandatory. Students will be held accountable for their learning and assignments. Students will receive quarterly updates highlighting students progress towards graduation

Grades

- The 2020-2021 school year will proceed normally in regards to grades
- Based on content expectations, students will be responsible for completing between 1 to 4 assignments per week per class.
- Each teacher will provide assignment guidelines for their classroom
- Progress Reports will be issued on October 9, 2020
 - Assignments must be completed within an allotted time frame (Be on TIME)
 - Completing an assignment does not guarantee you will receive a passing grade
 - Incomplete or missing assignments can be completed but can receive a deduction on points
 - Teachers have the right to deduct points from all incomplete or missing assignment -- [5% -10% a day]
 - Failure notices will be submitted on the 7th week of the 9-Week Grading Period
 - Parent will be directly notified by content teacher
 - Student will be given instructions by content teacher on making up incomplete or failing assignments
 - Students are allowed to make up failing, incomplete or missing assignments
 - Parent, teacher and student will sign Failure Notice Progress Report and placed on file
 - All grades after 9-week period are final
 - Semester grades will determine students Pass/Fail for the year
 - All 8th grade students will be provided a quarterly update on Graduation progress

Letter Grade	Percentage
A	90- 100%
B	80- 89%

C	70- 79%
D	60-69%
F	50-59%

Online Platform Expectations

- Download Google Classroom to your phone to keep track of push notifications
- Google classroom is not *Facebook*- be mindful on how you communicate with peers and teachers
- Do not erase any posted assignments or communications from teacher
- Google usernames must be the students name- no aliases
- Visual ID must an appropriate avatar, emoji or icon (no real face pictures)
- All additional educational will follow the same name and visual ID guidelines
- Record all username and passwords
- Do not create a new google classroom username without specific permission from Mr. Rick

Online Attendance/Classroom Expectations

- Check wifi connections 10 mins prior to class; teachers will not be available to help students log on during instructional time.
- Must attend all “in-person” classes according to given schedule at the beginning of semester
- Five minute grace period to attend class, if later you will be considered tardy
 - 3 tardies = 1 absent
 - 2 absents= Teacher/Parent Conference
 - 3 absents= Teacher/Parent/Administrator Conference
 - 5 absents= Possible failure of class for quarter

Nota bene -- CPS may have is own requirements coming soon

- If not in attendance 10 minutes after class has started, you will be marked absent
- Excused absences
 - Doctor appointments
 - Family emergency
 - Wifi Issues (?) [teacher’s discretion]
- Review all assignment material before class begins
- Student Behavior
 - Must show face *for a set/required period of time* in video lessons.
 - Use check-in questions to make sure they’re there...
 - Be dressed appropriately
 - No foul language
 - Limit distractions when in session (quiet room with minimal background noise)
 - Television
 - Music

- Video Games
 - Participation in class discussions
 - Limit cell phone use while in session
- Check Google Classroom everyday to review assignments

Communication

- All Parent/Teacher conversations must occur between 2-5 PM, Monday-Friday
- Be mindful that ALL conversations will have to take place after school hours due to remote learning
- If urgent, please email or text teacher before school hours begin
- Teachers will not remind students that class is starting, it is the responsibility of the student and family to be prepared and ready for class
- Parents contact information is vital to the success of online learning
 - Please have all teachers contact information saved
 - Please contact content teacher if you have any questions
 - If contact information changes, please contact homeroom teacher to update information

Assessment/Assignment Expectations

- Assignments may be completed with a peer (do not copy each others answers, collaborate)
- Assessments must be completed individually without the assistance of a parent or peer
- To receive consistent feedback, turn in assignments by the designated due date.

MTSS (Multi-Tiered Specialized Support) Plan: Remote Learning

Remote Learning Plan for MTSS SY 20/21

General Core Values and Beliefs

- All children deserve a quality education
- All children are capable of learning
- All children have different learning styles and therefore need to be ta
- All children have the right to a healthy and safe learning environment
- All children have the right to express opinions, support causes, assemble to discuss issues, and engage in peaceful and responsible demonstrations
- The TMSOE environment is a place where students can meet their full potential as a person and a student
- We value the cultural and ethnic diversity of every student

MTSS Equity-based Mission:

Equity in education demands each and every student in a community be invited, welcomed, and given a sense of belonging in a system of exceptional teaching and learning that is fluid, responsive, and dynamic, and that uses all available resources targeted to each student's need.

The Montessori School of Englewood's Equity-Based MTSS program's mission is to implement an inviting and welcoming education for every student and family member in our learning community inside and outside the classroom, by nurturing and supporting them through an environment that projects a sense of belonging and learning which is done through using all available resources that are matched with each student's need(s). The MTSS data based framework will use student data and assessments to target each and every students' academic, social emotional and behavioral needs with matched interventions, instructional resources, and opportunities for students to explore careers and nurture their life skills, talents and interests through partnerships with our community programs.

Core Elements of MTSS

Shared Leadership (SL)

Problem-Solving Process (PSP),

Curriculum & Instruction (C&I)

Progress Monitoring (PM)

Family & Community Engagement (FCE)

Fidelity of Implementation

Phase I: *Before the academic school year begins*

Goals aligned with the core elements of MTSS

Shared Leadership & Curriculum and Instruction

The MTSS team plans to prepare for the school year by collaborating with all grade levels to create a universal screener schedule, a daily MTSS schedule, and provide professional development around MTSS best practices in order to facilitate teacher and student growth in the remote learning environment. The MTSS team plans to conduct an All About MTSS teacher session during teacher institute (August 24th- ?) to introduce MTSS goals, the school year vision, and specifically the remote learning plan in order to provide culturally relevant, effective, and accessible instruction across all tiers.

Family and Community Engagement

The MTSS team plans to engage parents by hosting an informational meeting about MTSS, how it affects student outcomes, and how we plan to carry out these supports remotely. The MTSS team will conduct parent-interventionists conferences in order to discuss the students' and parents' needs in regards to home based interventions and communication.

Curriculum and Instruction- The Whole Child

The MTSS team will design and implement social-emotional-behavioral instruction to reach all students' needs during the CoVid 19 pandemic as well as implement more intensive interventions based on the analysis of multiple data sources.

Phase I: Plan

Teacher Institute: August 24th- 28th ?

The director of MTSS will conduct a webinar or in person meeting to discuss what MTSS will look like remotely and in person. We will introduce Fastbridge, how this program aligns with our school wide MTSS goals, and how the MTSS interventionists plan to carry out MTSS in conjunction with Fastbridge.

Agenda topics include:

- How will MTSS address the social-emotional-behavioral needs of students during CoVid-19 and distance learning?
- Structural and procedural elements of remote MTSS.
- Core elements of MTSS & School wide MTSS goals
- Q & A with teachers

Parent Orientation: August 31st- September 4th

The director of MTSS will conduct a parent webinar on the parent's Google classroom created by MTSS or family engagement team or in person orientation in the auditorium per grade level with social distance being practiced. If parent orientation is conducted in person: the MTSS team will schedule two 30 minutes sessions in the morning and afternoon as the master parent orientation schedule permits.

The MTSS team will create a schoolwide survey for teachers to see what social-emotional-behavioral (SEB) needs their children may have to be completed at parent orientation remotely or in person.

Survey will be linked here

Agenda topics include:

- What is MTSS?
- How does it work with distance learning? Universal screeners?
- How does it help your child academically and behaviorally?
- What will MTSS look like remotely? What's your part? What's our part?
- One page synopsis of MTSS for parents

Student Orientation: August 31st- September 4th or September 8th- 11th

The MTSS team will host webinars and provide asynchronous social- emotional-behavioral support as a Tier 1 schoolwide intervention in order to prepare students and families for remote learning. The

webinar links will be posted in the parents' google classroom and the students' google classroom as well as the recordings of the tier 1 interventions for CoVid-19.

The MTSS team will create a schoolwide survey for teachers to see what social-emotional-behavioral (SEB) needs their students have.

[Social-Emotional-Behavioral Survey](#)

Tier 1 Intervention topics include:

- Self-management skills — such as the ability to schedule their time, organize their workspace, study — that are necessary components of home instruction.
- Study skills
- Remote learning skills and reward systems
- Coping skills

Phase II: First Quarter of Remote Learning

Goals aligned with the Core elements of MTSS

Problem-Solving Process

Fastbridge, a centralized screening, progress monitoring, and targeted intervention platform, in conjunction with schoolwide MTSS handbook and PSP checklist will be used to inform the problem solving process to continually identify goals, analyze root causes, set forth action steps, and evaluate and adjust instruction and interventions to ensure continuous improvement in student performance.

Progress Monitoring

Fastbridge provides a centralized progress monitoring platform that will be accessed by all teams at MSE in order to obtain data points concerning whole child measures and assessments across academic and social-emotional-behavioral as well as monthly scheduled progress monitoring discussions.

Curriculum & Instruction

Effective core instruction (Tier 1) that is designed and delivered to reach all students. Based upon the analysis of multiple data sources, targeted and intensive instruction/intervention (Tiers 2 & 3) is provided to meet specific student needs and accelerate the learning of others.

Fidelity of Implementation

The MTSS team will create a master schedule detailing the universal screener schedule for all grade levels and the resulting MTSS intervention blocks in each grade level schedule for tier 1 & 2 interventions. In addition, the MTSS team will create a PSP meeting schedule in collaboration with grade level teams in order to carry out the problem solving process in order to implement targeted interventions.

Phase II: *Skeletal Schedule*

Universal Screener: Weeks 1-4 (This could take longer than this. It all depends on scheduling with families)

The MTSS team of interventionists will conduct universal screeners for their corresponding grade levels. The universal screeners can be carried out remotely or in person on an individual basis with CoVid-19 safety precautions in place. Fastbridge will provide an evidence based universal screener to be administered three times a year- fall, winter, and spring.

Lori: 1st- 3rd

Ashlee: 4th- 5th

Felicia & Daniel: 6th- 8th

Each grade level team is currently planning classroom community building activities for the first two weeks of school in small groups practicing CoVid-19 safety precautions. The MTSS interventionist will schedule in person one-on-one universal screeners with students from their corresponding grade level on the students' corresponding community building day with their classroom teachers. The results of each universal screener will be entered into Fastbridge for tier placement and intervention matching based on the universal screener. Fastbridge also provides online universal screeners for families with pre-existing conditions or extenuating circumstances that will prevent them from coming to the building. All social-emotional-behavioral interventions are administered online.

Problem Solving Process: Weeks 4-5

Once each individual grade levels' universal screeners are complete and each student has been placed in a tier and matched with an evidence-based intervention on Fastbridge, the corresponding interventionist will set up a teacher-interventionist meeting and a parent-interventionist meeting.

The classroom teacher-interventionist meeting will discuss the Fastbridge assigned interventions for each student and the corresponding tier 2 groups in order to engage in the problem solving process. Classroom teachers will share their formative assessments and data about the specific student and interventionists will share the results of the universal screener and diagnostic assessments. The objectives of the conversation will be to ensure the intervention matches the students' needs, to create a SMART goal, an intervention plan and progress monitoring schedule for the interventionist/assistant teachers in order to implement the targeted intervention with fidelity.

The parent-interventionist meeting will be planned as a telephone call or video call in order to identify the students' needs and come to a shared conclusion about their academic or social-emotional-behavioral needs in the remote setting. After which, the interventionist and parent will finalize a remote learning plan, decide the best form of communication and the interventionist will send the MTSS learning plan home and to the classroom teacher.

Tier Placement, Targeted Interventions & Progress Monitoring: Weeks 5-8

Fastbridge places students in tiers based on the universal screener and diagnostic tests and matches students' with evidence-based, targeted interventions to address individual needs, and the platform tailors progress monitoring to the suggested interventions in a centralized location. The documentation from the teacher-interventionist meeting and parent interventionist meeting will be saved in Fastbridge and on the MTSS Google shared drive to ensure data based measures are used in the problem solving process (PSP) in order to carry out targeted interventions and monitor progress of the whole child.

Progress monitoring assessments are given to students receiving intervention support and are administered weekly or every other week, depending on the intensity of need. This data should come from Curriculum-Based Measurements (CBMs), because they provide a reliable and valid measure of students' growth in a particular skill area. Progress monitoring assessments evaluate progress toward learning goals per the rates of improvement for the specific skill being targeted by an intervention. These assessments are available on Fastbridge and can be administered virtually with a teacher on Zoom. Interventionists and teachers should also collect interim assessments that measure students' standards proficiency as well as short cycle assessments to ensure learning has taken place in a specific unit in order to use multiple data sources in order to carry out the problem solving process and monitor progress.

Interventionists and teachers will follow a master schedule to deliver Tier 2 and Tier 3 interventions during remote flex periods within the grade level master schedules. The interventionists and teachers will follow the intervention plan created in Fastbridge, to create intervention lessons, assign academic work, and provide performance feedback/grades to evaluate student work within 36 hours of student submission on Google classroom. The exit tickets, interim assessments, and progress monitoring assessments will be used to analyze the effectiveness of the intervention to ensure it is correctly matched with based on whole child measures.

After four weeks of interventions and progress monitoring, interventionists and teachers will meet to discuss if the intervention is a good fit for the child's needs and determine whether the interventionist should stick with the intervention and increase intensity. Interventionists and parents will have another conference call to discuss the progress of the student, the intervention plan, and a social-emotional-behavioral check in. These could be done at the grade level parent teacher conferences held remotely or in person for the end of the first quarter and potentially remote learning.

Remote Learning Guide for Diverse Learners

General Statement

Meeting the educational needs of our Diverse Learners is a collaborative effort, both in ordinary circumstances and in a remote setting. Our Learning Specialists and Paraprofessionals will work

closely with the General Education teams in order to help our Diverse Learners access the remote learning curriculum. The focus of instruction will be individualized and based on the students' IEPs, their goals, and the modifications and accommodations within the IEP. To ensure this differentiation occurs, there will be communication between special and general education teachers, bilingual/ESL, and related service providers to support students' accessibility to instruction and in meeting their IEP benchmarks and goals. Any changes to programs or goals, if needed, will conform with federal and state required procedural safeguards.

Social-emotional support

Social-emotional learning strategies are integral to students' learning and well-being. Many students have related services and social-emotional needs documented in their IEPs. Special educators will collaborate with the students' related service providers to work on activities that support students with stress/anxiety reduction and other SEL activities.

Remote Learning Service Plan

Learning Specialists and related service providers will review students' IEPs and determine how to support individual student's IEP goals during Remote Learning. Learning Specialists will continue to provide instruction and other services to support student's learning. They will maintain goal progress data, records of services offered, and descriptions of how these support students' IEP goals. Learning specialists will:

- identify realistic, individualized time frames for task completion.
- Be mindful of extended time accommodations outlined in IEPs.
- Provide specific instruction and mini-deadlines/benchmarks for assignments, especially those with multiple-tasks
- Create opportunities for students to demonstrate progress and receive feedback related to assignments and IEP goals
- Provide alternative options for participating in virtual class discussions

Service Delivery Options

- Direct services via videoconferencing or phone
- Individual or group services via Google Meets
- Weekly live group lessons
- Consult services with parents/guardians
- Consult with teacher
- Pre-recorded lessons related to student's goal areas
- Instructions with modified lessons from online platforms like NSSI, LEXIA, Dreambox, Khan Academy, etc.

Learning Specialists may also:

- Create video modeling of how they expect something to be done or what has been successful in the school setting, such as hand-over-hand assistance in the classroom
- Use built-in accessibility features in learning management systems

- Use descriptive titles, headers, and captions to provide additional context and information for students
- Use descriptive text in hyperlinks so students clearly know where the link will take them;
- Use non-digital resources if appropriate
- Have students track activities with photos or videos and submit to teachers
- Keep meditation logs and provide links to meditation apps and videos
- Encourage journaling
- Utilize virtual museum tours and video demonstrations
-

Roles of Related Service Professionals

Related service professionals play a vital role in the daily instruction of students with IEPs. During remote learning, related service providers will continue to support the learning of our students. These individuals will collaborate with other educators to meet the needs of students with disabilities. They may:

- Assist in developing and communicating remote learning service plans with families
- Chunk activities and provide students with work schedules and other more structured ways to approach their learning goals.
- Provide resources for families in need of assistance, such as mental health resources, crisis lines, suicide prevention.
- When possible, service providers can conduct check-in calls, and clinicians (such as Physical Therapy/Occupational Therapy) could consider creating videos on exercises, etc

Instructional Details

MSE will be using the [National Summer School Initiative](#) (NSSI) as our remote curriculum. It uses Google Classroom, and provides LEXIA and Dreambox licenses. MSE will also use IXL, Epic!, Aspire Reading, Newsela, and other online resources that align with learning goals. Here is MSE specific information: [Remote Learning NSSI overview meeting 8-4-20.pdf](#).

SPED teams will work with their grade level Gen Ed teachers to meet minutes and address specific IEP learning goals for the students on their caseloads. SPED teachers will join the Google Classrooms that their students are enrolled in, and will attend classroom Meets lessons. Students who require separate instruction in ELA or Math will have separate lessons with a SPED teacher, arranged in advance. SPED teachers will keep a log of student attendance, and will notify Tanita Barry of chronic absences so that she can follow up with families. Students will be benchmarked three times during the year (Fall, Winter, Spring) using FastBridge, and their goal progress will be monitored twice monthly.

Bilingual/ ESL Remote Plan (T.P.I)

Core Values for Promoting Inclusion and Legal Protections

The Bilingual team will use these legal protections as core values to inform the Bilingual/ ESL remote learning plan.

- All Children Have the Right to Free, Public Education Regardless of Immigration Status
- Schools Cannot Share Personal Information about Immigrant Students and Families without Their Permission
- English Learners Must Have Meaningful Access to Education
- States Must Hold Schools Accountable for Ensuring ELs Achieve English Proficiency and Academic Standards
- Schools Must Use Data and Evidence to Make Decisions
- Schools Must Communicate with Parents and Guardians in a Language They Understand
- Schools Must Meaningfully Engage Parents and Guardians of ELs (Sugarman, 2019)

The Bilingual team in conjunction with MSOE will ensure all families feel welcome and have access to information in the families native language as supported by legal documents in each students' file which have already been shared with ELL's general education and SpEd teachers. The Bilingual team will create welcome signs for parent orientation in multiple languages to create a feeling of inclusion and acceptance. The bilingual team in conjunction with MSOE staff will use culturally relevant texts, bilingual ebooks, visuals and all the resources available to support ELL students academically, socially and emotionally.

Family Engagement

The Bilingual team will host a parent orientation or join schoolwide parent orientation time slots that bilingual families have signed up to attend to provide information about how ESL classes will look during remote learning, give parents their students' official ACCESS scores, and introduce new bilingual educators in order to build community and shared expectations for remote learning. The bilingual team will host weekly office hours in order to support parents in navigating the new CPS remote learning norms, google classroom, and SEB needs in conjunction with scheduled grade level office hours between the parent and the general education teacher to provide translation and facilitate communication between the general education teacher and family as needed.

Parent orientation

The bilingual teacher will translate any necessary grade level documentation involved with parent orientation and distribute to the necessary classroom teacher.

The bilingual teacher assigned to that grade level will provide the necessary annual paperwork, 2020 ACCESS scores, and a policy of understanding of remote learning expectations around ESL services. Bilingual parents will also receive a guide to what a remote learning day looks like (English and Spanish Version), a google classroom guide in Spanish, and multilingual tech explanations on the parent classroom or in the individual student classrooms schoolwide. The Bilingual team will schedule parent conferences or host office hours to go through these resources using Whatsapp video call, google meets, or telephone calls to ensure the technology and expectations are accessible and relevant to the parents' needs. The bilingual teacher will do home visits as scheduled with parents to

help set up students with daily best practices and ways of engaging remote learning independently to support students when parents aren't available.

Remote and In-person Resources for Bilingual Families

Spanish Google Classroom PDF Guide

Spanish google classroom tutorial:

https://www.youtube.com/watch?v=mEweXOtEpfo&list=PLON_Ndz-asFTvNS3ODimsVtFom_nywSJR&index=5&t=0s

Spanish Google Suite tutorials released by Google:

<https://gsuite.google.com/intl/es-419/training/>

Collaboration with educators and schoolwide staff :

The Bilingual team will attend all grade level meetings that have ELLS in their classrooms in order to plan and collaborate on scheduling, family communications and instructional planning and practices. The bilingual team will translate all communications, school wide surveys, assignments, and publications for the families who have provided legally-binding Spanish language waivers in order to promote equity and accessibility of pertinent information and create an inclusive learning environment.

Collaborative Instructional Planning

The bilingual team will work with all general education teachers and specialized services teachers and document the meetings to facilitate an exceptional, multilayered learning experience for bilingual students. The Bilingual team will follow a push in collaboration model for 1st- 8th remote learning in order to support students with core content and work provided by their general education teachers on Google classroom. The Bilingual team will collaborate on lesson planning by providing scaffolding and language supports during live instruction blocks, remote work and project based assignments in the Google classroom. The bilingual team will translate work on a per student and per family basis and advocate for diverse learning measurements/ assessments for ELL students. The bilingual team will create ELL model performance indicators and language objectives for the NSSI math and ELA curriculum as well as the Montessori core content lessons/scope and sequence in order to facilitate accessibility and comprehension of core content knowledge through the lens of language acquisition.

Educator Professional Development

The Bilingual team will host a one hour informational session, in person or remotely, about strategies for teaching ELLs remotely and record the discussion for asynchronous professional development. We will also create a corresponding document of strategies for working with ELL students remotely to provide resources for how to engage the english language domains (ELD), Reading, Writing, Listening, and Speaking, to bolster language learning and support meaningful access to content. The bilingual team will introduce diverse ways to assess and grade ELL student work in order to measure academic progress based on their ACCESS scores and Model Performance indicators.

Bilingual Remote Learning Minutes Daily Schedule

<u>Time</u>	<u>Grade Level</u>	<u>Notes</u>	<u>Students</u>
8:55- 9:25	5th grade ESL block		F. Jacome J. Ramirez R. Linder Gamez
9:30- 10:05	4th grade ESL block		M. Hernandez
10:30- 11:00	1st Grade ESL block	These two could be taught together or at the same time by two bilingual/esl specialists depending on scheduling.	D. Garcia S. Garcia A. Garcia <i>New Students:</i> G. Granados L. Hernandez
11:00- 11:30	2nd Grade ESL block		A. Raudales Ramos C. Aguilar
12:00-12:30	7th/8th grade ESL block		M. Lara-Lara A. Villareal
1:15- 1:45	6th Grade ESL block		J. Aguilar
?	3rd grade ESL block	Awaiting NSSI scheduling for 3rd grade	M. Garcia
N/A	Kindergarten/ Pre-Kindergarten 1 student	There are no kindergarteners as of 8/13 *I will check twice a week*	N/A Pre-K services are fulfilled via Head Start

ELL Screeners/ Assessments

The WIDA screening assessments will be carried out by a WIDA screener licensed bilingual teacher within 14 days of enrollment of an ELL in our school. If the student enrolls after _____, a WIDA screener licensed bilingual teacher will carry out a WIDA screening assessment within 30 days of enrollment. These results will be put into ASPEN automatically in order to determine eligibility for ESL/ Bilingual services and placement thereafter.

Below I have attached the current EL screener schedule document:

[New Student Screener Testing Schedule](#)

Citations:

Sugarman, Julie. 2019. *Legal Protections for K-12 English Learner and Immigrant-background students*. Washington, DC: Migration Policy Institute.