



DLEACS 15 Day School Closure Instructional Plan March – June 2020

Objective:

15 day – School Closure Instructional Plan. Guidelines require the following:

1. Equitable Access for All
2. Special Education - 10 hours per/week
3. Breakfast/Lunch Provisions
4. School Campus Sanitation Plan

FYI:

- 15 Days of School Closure
- Teachers will use Adobe Connect for Presentation platform
<https://meet39658867.adobeconnect.com/r0krjh07wydw/>
- DLEACS will provide cleaning of all classrooms via DLEACS custodial and “Professional Cleaning” where warranted
- Teachers to provide approximately 1.5 – 2.0 hours of daily instruction (7.5/10 hours general instruction/10 hours special needs instruction per week)
- Classes start online at 10AM
- E – attendance will be taken from 9:45 – 10AM
- DO Now – 10 minutes/Mini Lesson 15 minutes/Modeling 10 minutes/Activity 10 – 15 minutes/Wrap up & instructions for homework – same format for Math & ELA/L
- Homework given daily/Homework submitted through GOOGLE Classroom and/or IREADY/LINKIT/Think Central
- DLEACS will use a 2 – part virtual classroom system
 - Presentation – Direct online teacher facilitated instruction
 - Submission – All activities, homework, quizzes/tests submitted through school
 - E – Platforms
- JCBOE will provide DLEACS students with grab – and – go meals at various satellite locations throughout Jersey City
- Nurse/Administration/Administrative Assistants/Social Workers/Guidance Counselor/Custodians on site between 8AM – 11AM
- NO students permitted to stay in any school building
- All families surveyed to ascertain technology & internet connectivity
- School to identify & supply families (in – need) with internet provider & Chrome Books
- Teachers to email lesson plans to administrative assistant & administration
- Administration to dispense “instruction accountability tracker sheet” to monitor core instruction
- Itinerates (Speech Therapy/Occupational Therapy – through contractual agreement with INVO) to provide services via school prescribed E – platform (Canvas, Blackboard, GOOGLE Classroom) per IEP requirements
- All school closure updates will be rendered by Classroom DOJO and/or Blackboard Connect “All Call” system
- ALL parents are responsible for providing the school with current phone contact information for the Blackboard Connect All Call & Classroom DOJO systems
- All content areas covered will be graded
- All students are required to attend the virtual classroom sessions
- Online Attendance COUNTS

Breakfast/Lunch

- All DLEACS students can obtain meals at JCBOE satellite locations throughout Jersey City

Curriculum

- Grade Level – K – 2
- Content Area – Math & ELA/L
- Technology Requirement – IPADS, Chromebooks, IMACS
- Parent Directions – will receive directions via Classroom DOJO and/or Blackboard Connect & hard copy via “backpack mail”
- Teacher Delivery – direct instruction via the internet
- Teacher Planning – will plan for school closure during cluster meetings
- Grading/Report Card – 3rd quarter report card day will continue as planned (4/7/2020) unless school is closed on orders of the Department of Health and/or the local City/County Department of Education

Overview Math Curriculum Framework

Units within the curricular framework for mathematics are designed to be taught in the order in which they are presented in kindergarten through grade eight including Algebra I. There is a logical and developmentally appropriate progression of standards, with strong consideration given to Major, Supporting, and Additional content standards presented because most concepts build upon each other. Major, Supporting and Additional Content standards are color coded for the districts to understand where to prioritize. The intent of the standards is to integrate the Major, Supporting and Additional standards.

Major, Supporting and Additional clusters of mathematics content standards are based on the New Jersey Student Learning Standards. Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, time needed to master or model, and/or their importance to future grade levels. The standards in the framework are color coded as Major (green), Supporting (blue) and Additional (yellow). Suggested Mathematical Practice Standards are listed in each unit to be imbedded regularly in daily math instruction. Major content areas are the instructional focus of each unit.

The beginning units in kindergarten through grade two are designed with more time spent on foundational mathematical concepts needed for future units to build towards fluency in mathematics. Units in grades three through five follow the a logical progression of standards ensuring enough time for formal instruction with the Major Standards while still embedding Supporting and Additional Content Standards as well as Mathematical Practice Standards. It is also important to note that the fluency requirement for kindergarten through grade five is critical for students to master.

References: <https://www.nj.gov/education/cccs/frameworks/math/>

Overview ELA/L Curriculum Framework

DLEACS aligns the ELA/L curriculum framework with the NJDOE. ELA/L units are intended and are designed to be presented in the order as they appear within the framework for kindergarten through grade five. This is due to the building of foundational skills throughout the year. For English language arts grades six through eighth in the case of DLEACS, curriculum standards spiral and repeat in a deeper manner grade-by-grade. That should reflects the transition from application to mastery of skills as assessed on summative tests. As suggested by the NJDOE, DLEACS cluster standards into four units incorporating speaking and listening and language standards.

<https://www.nj.gov/education/cccs/frameworks/ela/>

To this end DLEACS uses the following materials to guide students through the teaching and learning process combined with using a co-teaching platform utilizing teacher assistants and in class support teachers whenever possible as a means to differentiate the educational experiences that have distinguished DLEACS from community schools resulting in students being accepted into every top-tier ranking schools in Hudson County:

K – 2

- Our K-2 Cluster utilizes the Journey's Curriculum for Language Arts.
- Readworks articles are used as a sub curriculum to align with topics associated with Journeys.
- We glean Informational text articles from Readworks as part of the curricula material.
- Go Math, a Houghton Mifflin Harcourt product, is the Math text Curricula material.
- We use the online HMH tool – ThinkCentral.Com
- Teachers are required to assign differentiated assessments for both Language Arts and Math through the Think Central portal.
- K – 2 incorporates the I-Ready, adaptive online system for Math and ELA/L to build student content/skill levels.
- Standards are aligned to the curriculum.
- For the first time in the school's history teachers have been taught to create Interim Assessments aligned with the NJSLs using LINKIT
- K – 2 & the “floating TA” assigned to classrooms assist the teacher with guided practice for students in small groups as well as identified targeted students.
- TA's also assist with keeping the students on task while the classroom teacher is launching the lesson for the entire class or differentiating instruction for identified small groups of students.
- The “Floating TA” is a result of reassessing the use of TAs to support instruction and operations for the current school year

Grades 3 – 5

Curricular Materials Used:

Teachers from Grades 3-5 use the following curricular materials, both book and online resources, in their respective classrooms:

1. Journeys Text book and Skills Book
2. Go Math Textbooks
3. Science Fusion
4. Think Central ELA and Math
5. IREADY Reading and Math
6. Leveled Reading Books (ELA)

The following are online platforms that are used for skills enrichment and assessment:

1. Readworks
2. LINKIT for Skills Lessons and Assessment
3. IREADY

Supplementary resources are also used in the classroom to enhance mastery of skills both in Reading and Math.

1. Super Teacher Worksheets
2. Common Core Worksheets

Grades 6 – 8 Alignment to Standards (teaching of major/minor standards)

Every teacher is required to adhere to the New Jersey Learning Standards (NJSLs) for both ELA and Math. These standards had been organized in a framework for a given number of weeks and to be assessed periodically. These standards are categorized as major, supporting, and additional. Critical standards are prioritized and are given in depth mastery and rigor as much as possible. Furthermore, these standards are reflected in every teacher's weekly lesson plan, differentiated activities, and ongoing and periodic assessments (both formal and informal).

Math Program

A combination of HMH Go Math and MyHRW designed to help students use what they learned in 5th grade (operations/numbers base 10) start to learn/apply statistics, ratios & proportionality and Geometry in preparation for 7th grade.

7th grade students continue to become more fluent in solving problems, dealing with equations & working on ratios & proportionality.

8th grade students continue to work on ratios & proportionality, equations and learn about functions to prepare students for HS math.

To this end we use:

1. 6th grade - HMH Go Math/IREADY-Adaptive program and LINKIT.
2. 7th grade - MyHRW This platform reinforces and readies students for pre-algebra and basic geometry concepts.
3. Grade 8 - Also use My HRW and IREADY to introduce functions, slope and graphing linear equations. It also gets students ready to take algebra In high school.

ELA/L

Middle school ELA/L works on Reading Literature, Writing, Language, and Speaking and Listening throughout the 4 units in grades 6 – 8. Middle school identifies appropriate texts for each grade level. In addition to grade appropriate texts supplemental reading, and writing resources are used to synthesize and/or connect reading and writing to the standards covered throughout the 4 units in order to help students deepen their capacity regarding reading and writing skills. DLEACS uses the uncommon school assessment approach to assess their understanding and/or demonstration of learning particular skills based on the unit standards that students were taught within the 4 – 6 week period typically during October, December, February and April.

- By the end of the year in 6th grade students are expected to grasp/understand reading literature stories, poems, and dramas.
- By the end of the year in 6th grade students are expected to grasp/understand reading informational texts and comprehend literary nonfiction text.
- By the end of the year in 6th grade students are expected to grasp/understand how to write research for specific topics and purposes
- By the end of the 6th grade students are expected to able to utilize speaking/listening techniques to synthesize their reading and writing skills to sequence ideas and facts using details to make presentations
- By the end of the year in 6th grade students are expected to begin the process of writing and narrating History Science and technical events, scientific procedures/experiments/processes in an organized manner.

All of the above prepares students for the Literary Analysis and Research Simulated Tasks as assessed on the NJSL. Grade 7 & 8 take a deeper dive into the same standards. To this end, Middle school ELA/L utilizes the following text and/or written curricula supplemental materials:

- Prentice Hall
- Achieve the Cord
- Readworks
- Flow Vocabulary
- Audible Internet Resources – such as “The Boy in the Stripped Pajamas, The Skin I’m In
- We use IREADY as a bridge resource for Journeys that is also used in the 6th grade as part of the 5th grade to 6th grade continuum.

Resources:

- Go Math
- Journeys
- Think Central
- Class DOJO
- Science Fusion
- Links to NJDOE – ELA & Math/Algebra Standards & Curriculum Frameworks
- Khan Academy - teacher provided resource
- IREADY
- Pearson Support