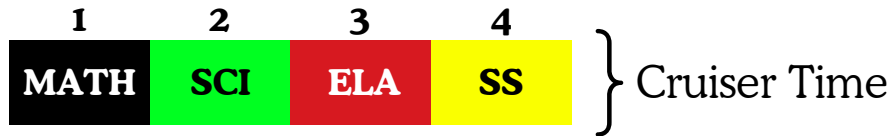
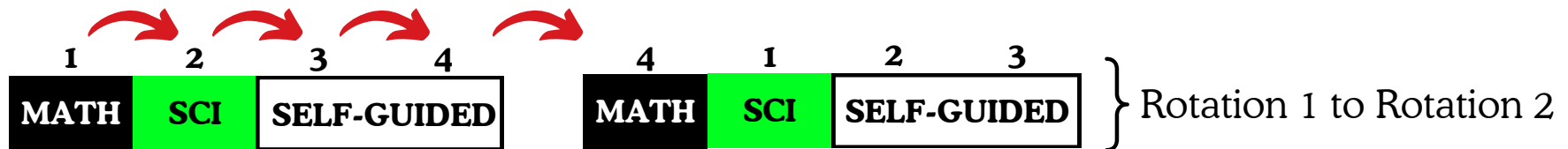


# Cruiser Accel Daily Schedules

During **Cruiser Time** students receive important announcements and directions, eat breakfast (in the morning session), and have access to GMHS activities. Attendance is taken during Cruiser Time. At the end of Cruiser Time, students remain where they are.



There are **four rotations** each day with students having direct access to math and science teachers or ELA and social studies teachers. **Within consecutive days students have access to each of the core content teachers.** As shown below, in the first rotation of the *Groveport* schedule group 1 students meet with the math teacher, group 2 students meet with the science teacher, and groups 3 and 4 work independently in self-guided sessions. In rotation 2, group 1 moves to the science teacher, group 2 moves to the self-guided space, group 3 remains in the self-guided area, and group 4 moves to meet with the math teacher. The process repeats through four sessions. The rotations encourage both full study opportunities and physical movement.



The two-day rotating schedules are called Groveport and Madison. The schedules will be posted on calendar. The **Groveport schedule** has morning students meeting with math and science teachers while afternoon students meet with ELA and science. The **Madison schedule** has morning students meeting with ELA and science teachers while afternoon students meet with math and science teachers.

# Cruiser Accel Schedule Highlights

- All students have a thirty-minute lunch.
- Morning students have breakfast during Cruiser Time. Cruiser Time will include attendance and announcements.
- All teachers have a thirty-minute lunch.
- All teachers have a forty-minute plan.
- The intervention specialist works with teachers to provide intervention services.
- The principal and additional personnel bring students into the building and escort students out of the building at the beginning and end of the sessions.
- Teachers monitor student lunch periods in assigned groups of math/science and ELA/SS.
- During Self-Guided blocks students work independently on written or online assignments.
- During Self-Guided blocks teachers do not need to plan or prepare instruction. Any instruction teachers provide during Self-Guided blocks will be voluntary. Teachers are expected to monitor student conduct and address concerning behavior as needed but are not expected to provide direct instruction.
- Teachers are expected to review student progress in courses within the teachers' content area and prepare instruction specific to students' current needs.
- During assigned instructional time, teachers will receive students who need help with specific courses in the content while other students need a space in which to work. Teachers are expected to address students' instructional needs in their content area during assigned instructional time.
- Students who do not need the teacher's instruction during assigned instructional time will work independently and, usually, quietly so as not to disrupt others who are in the same space.