

# **Elysian Fields**

## **Independent School District**



### **At Home Learning**

# **Asynchronous Learning Plan**

## **2020-2021**

*In response to COVID-19*

**Please check the grade level(s) for which these open response descriptions/attachments apply.**

<input checked="" type="checkbox"/> PK	<input checked="" type="checkbox"/> 6
<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 7
<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 8
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 9
<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 10
<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 11
<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 12

The goal of this plan is to be able to provide Elysian Fields ISD families with an at-home learning (remote) option as an alternative to in-person instruction. This plan is developed following TEA criteria for asynchronous learning in response to safety protocols due to COVID-19. Elysian Fields ISD is a PreK-12 district. We realize that learning will be modified in a remote and digital environment, but learning opportunities will be in rich and robust TEKS based instruction. Elysian Fields ISD will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model.

**EFISD Guidelines:**

1. Elysian Fields ISD will support the social, academic, and emotional wellness of all students in a virtual or in-person format.
2. Elysian Fields ISD will ensure virtual instructional activities are aligned to the TEKS and mirror the learning opportunities of students who are attending in-person (traditional) instruction to the greatest extent possible.
3. Elysian Fields ISD will consistently communicate with all stakeholders, monitor the academic progress of students during the grading period, continually assess, and meet the individual learning needs of each student.
4. Elysian Fields ISD will provide educators, students, and parents with the support, encouragement, and compassion they need to ensure their success.

**Asynchronous (At Home) Learning**

This instructional method refers to instruction that does not require having the instructor and student engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered in-person or real time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or learning tasks that students complete on their own, and pre-assigned work made available to students. The instructional method will address the required curriculum per Texas Education Code 28.002.

**ATTENDANCE REQUIREMENTS FOR ASYNCHRONOUS LEARNING**

Students that choose to participate in asynchronous learning will be required to follow the daily attendance requirements to earn course credit. Students earn daily attendance through daily engagement measured by the following:

- Daily progress in the Learning Management System (LMS); or
- Daily progress via teacher –student interactions; or
- Completion/Turn-in of assignments from student to teacher

## Synchronous Learning

This instructional method is similar to on-campus learning. It is two-way, real-time, live instruction between students and teachers through the computer or other electronic devices or over the phone.

\*Elysian Fields ISD will implement the model of Asynchronous Learning Instruction.

## METHODS OF IMPLEMENTATION FOR CONSIDERATION

The Learning Management Systems that Elysian Fields ISD will utilize for asynchronous instruction are SeeSaw for grades PreK-3 and Google Classroom for 4<sup>th</sup>-12<sup>th</sup> grade. Students will be able to log-in to their LMS platform and engage in instructional activities on a daily basis following the schedules outlined in this document at each grade level. The activities will be self-paced so that students can engage in materials for each content area using their computer, or other electronic devices, or over the phone. Teachers will communicate regularly with students and parents to provide support and share the level of mastery the student has been able to achieve while working in the LMS.

In an effort to provide stability for our students, movement from virtual learning to in-person learning will only occur at the end of each six week grading period. Students may move from in-person to virtual at the end of each six week grading period per parent request and by signing a district commitment form. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain a consistency in learning so students will maintain growth.

## Instructional Schedules

Students that choose to receive instruction following the asynchronous learning method should follow the proposed schedule to ensure appropriate engagement and achieve adequate yearly progress for each content area. Students are encouraged to work at their own pace to complete the activities provided in the LMS and participate in the intervention and extension activities when appropriate to meet their individual learning needs.

Students and teachers will have time to interact and build a community of learners in both At-Home and in-person pathways. Students in remote settings will have schedules provided that match or exceed the following daily minimum minutes across all grade levels.

**See chart below to view the expectations for daily student interaction with academic content.**

### Pre-kindergarten SCHEDULE

Pre-Kindergarten			Notes
	Time (THIS IS A SAMPLE SCHEDULE)	Content	Students receive <b>180 minutes</b> of both synchronous and/or asynchronous instruction each day.  Daily schedules are provided to parents and students as a recommendation to maintain structure and appropriately engage in instructional activities with fidelity.
⇔	9:00-9:20	Student Classroom Connection	
⇒	9:20-10:00	Reading/	

⇒	10:00-10:30	Break	<p>PreK students will require the highest level of support to participate in at-home learning activities.</p> <p>PreK will be provided following the PreK readiness standards and district adopted curriculum for each content. The following district adopted curriculum will be used:</p> <ul style="list-style-type: none"> <li>• Frog Street</li> <li>• CLI Engage</li> </ul> <p>Intervention will be provided by the teacher in small groups or one-on-one using Google Meets.</p> <p>The Learning Management System for PreK is SeeSaw.</p> <p>Attendance will be taken in TxEIS daily as determined by engagement criteria for asynchronous learning.</p> <p>Asynchronous learners will be expected to adhere to the same due dates, as in-person learners.</p> <p>Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.</p> <p>Grading will be the same as on-campus as outlined in our Elysian Fields ISD District student handbook under grading policies.</p> <p>“Specials” classes include: Physical Education, Art, Computer, and Music. A bank of exercises, physical activities, and resources will be provided.</p> <p>Each class will include a <b>3E Model</b>: <i>Engagement, Elaboration, and Evaluation</i>.</p> <ol style="list-style-type: none"> <li>1. Engagement - bell ringer, video, etc.</li> <li>2. Elaboration – extending the lesson with technology, or a written response, etc.</li> <li>3. Evaluation – exit ticket, short answer response, written assignment, or completion of task etc.</li> </ol>
⇒	10:30-11:20	Math	
⇒	11:20-12:20	Science/Social Studies project	
⇒	12:20-12:50	Lunch	
⇒	1:00-1:30	Rest/Play Time/	
⇔	2:00-2:30	Counselor Lessons	
<p>⇒Asynchronous    ⇔Synchronous</p> <p><b>Office Hours:</b> Teacher will hold office hours according to their conference schedules.</p> <p>Teacher Arrival Time: 7:20AM-3:20 PM</p>			

## Kindergarten through GRADE 5

Kindergarten - Grade 5		Notes
	Time (SAMPLE SCHEDULE)	Content
⇔	8:00-8:30	Student Classroom Connection
⇒	8:30-9:30	Reading Language Arts
⇒	9:30-9:45	Break
⇒	9:45-10:45	Math
⇒	10:45-11:15	Social Studies
⇒	11:15-11:45	Science
⇒	11:45-12:15	Lunch
⇒	12:15-1:15	Specials
⇒	1:15-1:45	1:1 or Small Group Support
⇔	2:00-2:30	Guidance Counseling
⇒Asynchronous                      ⇔Synchronous  The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.  Appointments can be made by teacher and/or student/parent during student classroom connection.  Attendance will be required if the		Kindergarten-5 <sup>th</sup> Grade will receive a minimum of 180 instructional minutes daily.  Daily schedules are provided to parents and students as a recommendation to maintain structure and appropriately engage in instructional activities with fidelity.  Students in Kinder-5 <sup>th</sup> grade will require a higher level of support.  Content for Kindergarten-5 <sup>th</sup> grade will be provided following the TEKS Resource System and district adopted curriculum for each content. The following district adopted curriculum will be used: <ul style="list-style-type: none"> <li>• Math: SAVVAS (Pearson)</li> <li>• SCIENCE: SAVVAS (Pearson)</li> <li>• Social Studies: K-2 Studies Weekly, 3-5 SAVVAS (Pearson)</li> <li>• Reading: McGraw Hill "Wonders"</li> </ul> The Learning Management System for K-3 grade is SeeSaw and for 4-5 grade Google Classroom.  Attendance will be taken daily in TXEIS, as determined through engagement criteria for asynchronous learning.  Grading will be recorded following procedures outlined in the Elysian Fields ISD student handbook under grading policies.  Asynchronous learners will be expected to adhere to the same due dates, as in-person learners.  "Specials" classes include: Art, Physical Education, Computer, and Music. A bank of exercises, physical activities, and resources will be provided.  Each class will include a <b>3E Model</b> : <i>Engagement, Elaboration, and Evaluation</i> . <ol style="list-style-type: none"> <li>1. Engagement - bell ringer, video, etc.</li> <li>2. Elaboration – extending the lesson with technology, or a written response, etc.</li> </ol>

<p>teacher requests an appointment with your child.</p> <p><b>Office Hours:</b> Teachers will hold office hours according to their conference schedules.</p> <p>Teacher Arrival Time: 7:20 AM – 3:20 PM</p>	<p>3. Evaluation – exit ticket, short answer response, written assignment or completion of task etc.</p>
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### Middle and High School Schedules

Grades 6-12			Notes
	Time (SAMPLE SCHEDULE)	Content	<p>6<sup>th</sup>-12<sup>th</sup> Grade students receive <b>240+minutes</b> of both synchronous and/or asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students as a recommendation to maintain structure and appropriately engage in instructional activities with fidelity.</p> <p>Content for 6<sup>th</sup>-12<sup>th</sup> grade will be provided using the TEKS Resource System, state approved textbooks, and/or other district adopted sources of curriculum for each content.</p> <p>The Learning Management System for 6<sup>th</sup>-12<sup>th</sup> grade is Google Classroom.</p> <p>In grades 6-12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.</p>
1	30 minutes	Teacher Connection or Small Group	
⇒	45 minutes	ELAR	
⇒	45 minutes	Science	
⇒	45 minutes	Social Studies/History	
⇒	45 minutes	Math	
⇒	45 minutes	Lunch/Break	
⇒	45 minutes	Writing	
⇔	45 minutes	Guidance Counseling	

<p>⇒Asynchronous                      ⇔ Synchronous</p> <p>The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.</p> <p><b>Office Hours:</b>          Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to re-teach difficult material.</p> <p>Attendance will be required if the teacher requests an appointment with your child.</p>	<p>Attendance will be taken daily in TXEIS, as determined through engagement criteria for asynchronous learning.</p> <p>Grades will be recorded following procedures outlined in the Elysian Fields ISD student handbook under grading policies.</p> <p>Asynchronous learners will be expected to adhere to the same due dates, as in-person learners.</p> <p>Each class will include a <b>3E Model:</b>  <i>Engagement, Elaboration, and Evaluation.</i></p> <ol style="list-style-type: none"> <li>1. Engagement - bell ringer, video, etc.</li> <li>2. Elaboration – extending the lesson with technology, or a written response, etc.</li> <li>3. Evaluation – exit ticket, short answer response, written assignment or completion of task etc.</li> </ol>
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**Instructional Design:**

Instructional materials provided in the at-home instructional setting will be the same content as provided in the classroom. This will provide for a seamless transition between both instructional settings. Parents and students that choose to participate in the at-home learning option will attend a parent and student At-Home Learning orientation to review procedures, routines, and expectations for attendance before school starts. If students transition from in-person learning to at-home after a grading period, the campus administrator will schedule a meeting with the parent and student to orientate them over the procedures, routines, and expectations for attendance for at home learning.

Students will frequently and consistently use the LMS, Google Classroom or SeeSaw, provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.

Teachers will arrange regular check-ins with students - either one-on-one, small groups using Google Meet. Teachers will check the LMS daily to determine the level of engagement that each student has completed for that day.

**Additional Support for Students with Learning Needs**

Students that are provided services through special education or 504 will be provided with the necessary support as outlined in their individual plans. The special education teacher and the general education teacher at each grade level will provide instruction based on the student’s IEP goals and objectives. Modifications that would generally be provided during in-person instruction will be provided in the online platforms through embedded supports such as: text-to-speech, Elysian Fields ISD Asynchronous Plan

eliminating answer choices, extra time, etc. The 504 coordinator will coordinate with the teacher providing online instruction to determine the best options to support the individual needs of the student. The special education teacher at each level will provide instruction based on the students IEP goals and objectives. EFISD will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

## INSTRUCTIONAL MATERIAL DESIGN

Elysian Fields ISD will implement TEKS Resource System and other TEKS-based, state adopted and district adopted curriculum sources, Texas Home Learning (THL) 3.0. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student’s understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, EFISD will leverage each resource in the following way:

<b>Resource</b>	<b>Primary Use for Asynchronous Material Design</b>
Texas Home Learning 3.0	For adopted grade levels and content areas, THL 3.0 will serve as a supplemental instructional material for both in-person and remote learning. EFISD will leverage THL 3.0 materials in order of the provided module/ unit scope and sequence.
TEKS Resource System	<p>EFISD will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each new THL module/unit.</p> <p>EFISD will use the Instructional Focus Document-Gap Implementation Tool from TRS to identify gaps and adjust instruction based on student needs.</p> <p>EFISD will use the TRS Year at a Glance Instructional Calendar for TEKS covered during each grading period.</p> <p>EFISD will use Implementing the TEKS Resource System as a pacing and planning guide.</p>
District Adopted Curriculum	<p>EFISD will leverage the district adopted curriculum to enhance academic vocabulary, instructional activities for covering the TEKS, built in supports for students with disabilities and ELLS with the online options, and allows for differentiation.</p> <p>In addition, EFISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the TEKS Resource System, re-teaching opportunities, and supplemental learning.</p>



Unique Learning	EFISD will be using this curriculum for our life skilled students. It is correlated to the TEKS and has a built in monitoring piece for IEP goals. Elementary and Middle School both have subscriptions.
Online Resources: IXL	Address TEKS not covered within the scope and sequence of the district adopted resources and as a tool for intervention and reinforcement of skills. Provides for differentiation for mastery of goals and skills.
Frog Street CLI Engage – Circle Progress Monitoring	Early language and literacy development to deliver PreK readiness standards using best practices for: language development, phonological awareness, letter knowledge, math, written expression, and read alouds.
Reading by Design	Dyslexia

## FEEDBACK TIMELINES

Teachers will provide daily feedback to students through the LMS for student work and assignment completion. Every three weeks progress reports will be provided through TXEIS and shared with the parents/guardians. Additionally, parent portal is available at all times for parents/guardians to access student progress. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings, or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom with adaptations as needed for individual students to address specific disabilities and English Learners.

## COHERENCE IN INSTRUCTION

Depending on the number of students committing to remote learning, we have two options of deliverables. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need. After parents and guardians complete their EFISD Instructional Commitment Survey, the district and campus administration will begin to outline our plan of action.

- **Option 1:** Smaller number of students would allow the classroom teacher to use the classroom resources and capture lesson using various methods of recording. This would include, but not limited to Chromebooks or Elmos. Students would access content through the LMS and designated district-provided devices. Being a small school, teachers are expected to teach in-class students and remote learners simultaneously. All teachers work from the school campus.
- **Option 2:** Larger number of students would require restructuring our staff into two classifications of virtual teachers and on-campus teachers. All teachers will work from the school campus.

### Additional Consideration

- **Option 3:** Students in remote learning would access Texas Home Learning 3.0 through the state supplies LMS while the students would continue with the district provided resources. Being a small school, teachers are expected to teach in class students and remote learners simultaneously. The Texas Home Learning 3.0 would allow teachers to plan more effectively for both pathways.

Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

## **LESSON PREPARATIONS**

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the LMS and audio/video enable students in remote settings to be successful with participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom (grades 4-12) or SeeSaw (PK-3). To support our students who are served in their special programs, teachers will participate in weekly PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Pre-recorded instructional videos will be uploaded into the LMS. Live teacher assistance will take place through Google Meets between the hours of 8:00 am-6:00 pm and depending on office hours of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on-campus grading system and entered into TXEIS promptly. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

### **Students with Disabilities**

For students with disabilities, EFISD special education teachers and general education teachers will work with students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs and 504 plans to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback. EFISD is a member of a Shared Service Arrangement and our Harrison County SSA will play an important role in maintaining the level of services needed to meet the needs of our most vulnerable and medically fragile students.

Instructional Materials/ Assessment	Grade Level(s)	Is it TEKS aligned, or how will it be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
<b>MATH INSTRUCTIONAL MATERIALS</b>					
Texas Home Learning 3.0	PreK – 12	Yes	The product includes built in supports for students with disabilities in each lesson.	The product includes built in supports for ELs in each lesson. For elementary the product is in both English and Spanish	Print and Online Instructional Tool
TEKS Resource System: Instructional Focus Document	K -12	Yes	The product includes built in supports such as common concept misconceptions and underdeveloped concepts to assist teachers when implementing for students with disabilities in each lesson.	This tool helps teachers identify gaps and adjust based on student needs.	Instructional (Teacher Planning)
IXL (with scope and sequence aligned to THL 3.0)	6-8, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
Implementing TCMPC (TEKS Resource System Pacing Tool	K-12	Yes	The product paces TEKS Resource System scope and sequence to assist teachers in support for students with disabilities in each lesson and allots for re-teaching opportunities.	The product has Cross Curricular Secondary Language Acquisition Essential Knowledge and Skills are included to support teachers when implementing	Instructional (Teacher Planning)

				resources/lessons ELs	
TEKS Resource System: Gap Implementation Tool	K-12	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs	Instructional (Teacher Planning)
CLI Engage Circle	Pre-K	Yes	Progress monitoring for IEP attainment. Can be used as a universal screener for Dyslexia	This tool helps teachers identify gaps and adjust based on student needs.	Instructional (Teacher Planning)
EFISD Curriculum (SAVVAS, Maneuvering the Middle, & McGraw Hill)	PreK-12	Yes	Differentiation and scaffolding supports are embedded within the curriculum.  Accommodations and/or modifications will be provided to students based on their individualized education plan.	Linguistic accommodations for instruction, and designed supports for assessment, will be determined by the LPAC committee	Instructional (Teacher Planning)
<b>ENGLISH LANGUAGE ARTS INSTRUCTIONAL MATERIALS</b>					
Texas Home Learning 3.0	PreK -12	Yes	The product includes built in supports for students with disabilities in each lesson.	The product includes built in supports for ELs in each lesson. For elementary, the product is in both English and Spanish	Print and Online Instructional Tool
TEKS Resource System	K-12	Yes	The product includes instructional materials include specifically designed resources to support students with disabilities in	The product includes instructional materials include specifically designed resources to support students	Instructional (Teacher Planning)

			an asynchronous environment.	with English Learners in an asynchronous environment.	
Renaissance STAR	PreK-12	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
IXL	6-8, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
CLI Engage	PreK	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Student Growth Measure Both English and Spanish	Instructional and Data Tool
TPRI	1 <sup>st</sup> -2 <sup>nd</sup>	Yes	Progress monitoring for IEP attainment Can be used for universal screener for Dyslexia	Student Growth Measure Both English and Spanish	Instructional and Data Tool
EFISD Curriculum (McGraw Hill Wonders, Study Sync, SAVVAS)	PreK-12	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/ or modifications will be provided to students based on their individualized education plan	The product includes built-in supports for ELs in each unit/lesson.	Instructional (Teacher Planning)
<b>SOCIAL STUDIES INSTRUCTIONAL MATERIALS</b>					
Texas Home Learning 3.0	K-12	Yes	The product includes built in supports for students with disabilities in each lesson.	The product includes built in supports for ELs in each lesson. For elementary, the product is in both English and	Print and Online Tool

				Spanish	
TEKS Resource System	K-12	Yes	The product includes built-in supports such as common concept misconceptions and underdeveloped concepts to assist teachers when implementing for students with disabilities in each lesson.	The product includes built in supports for ELs in each unit/lesson. Cross-curricular Secondary Language Acquisition Essential Knowledge and Skills are included in units to support teachers when implementing resources/ lessons ELs.	Instructional (Teacher Planning)
Studies Weekly	K-2	Yes	Vocabulary Learning strategies	Integrates into Google Classroom and SeeSaw	Online and print

**SCIENCE INSTRUCTIONAL MATERIALS**

Texas Home Learning 3.0	K-12	Yes	The product includes built in supports for students with disabilities in each lesson.	The product includes built in supports for ELs in each lesson. For elementary, the product is in both English and Spanish	Print and Online, Instructional Tool
TEKS Resource System	K-12	Yes	The product includes built in supports, such as common concept misconceptions and underdeveloped concepts to assist teachers when implementing for students with disabilities in each lesson.	The product includes build in supports for ELs in each unit/lesson. Cross Curricular Secondary Language Acquisition Essential Knowledge and Skills are included in units to support teachers when implementing resources/lessons ELs.	Instructional (Teacher Planning)

IXL (with scope and sequence aligned to the THL for K-5)	6-8	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
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How will materials be designated or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge?

The district will leverage our existing instructional materials as the basis for our curriculum for students. In addition, we will utilize Texas Home Learning (THL) 3.0. Asynchronous students will follow the same scope, sequence, minute requirements, and curriculum as face-to-face students. This is to allow students transitioning between learning modalities (e.g., at-home and in-person) at the end of grading periods. All materials we use are Texas Essential Knowledge and skills (TEKS) aligned as we are a TEKS Resource System district. All materials will be uploaded in teacher’s LMS and will be accessible to all students.

Previously utilized instructional materials will be digitally adapted for use on the teacher’s Google Classroom platform to provide students with a cohesive interactive experience. All teachers will have access to Go Formative to help them when assigning materials.

## STUDENT PROGRESS

Beginning of the Year Assessments:

PreK- Pre-Kindergarten utilizes the CIRCLE screening, progress monitoring, and observation system. PreK students will participate in direct assessments and observation-based assessments in multiple areas based on the state’s guidelines. The primary goal of screening and progress monitoring is to design an instruction using curriculum and classroom materials that are developmentally appropriate and promote skills known to support school readiness.

District Assessments- For each of the content areas, teacher made assessments as well as unit assessments from TEKS Resource System, and other district approved curriculums will be utilized to assess student mastery of content. These assessments will be used to determine the skills that are needed for re-teach and review.

Interventions and Enrichment- Teachers will provide remediation via Google meets in small groups or utilize online programs such as IXL to target learning gaps and differentiate instruction. These online programs allow for extensions for students that are working above grade level and remediation for those that struggle and require multiple opportunities to engage in the content to gain mastery.

3<sup>rd</sup>-12 Grade Student Data Collection – Teachers (in tested areas) will use previously released STAAR Tests, for the purpose of student progress measurement, as benchmarks scheduled throughout the year. TEKS not yet covered will be removed from the December benchmark. Teachers and the campus principal will analyze the data in DMAC for the purpose of re-teaching

TEKS not mastered. In March, we will repeat the process with the use of a different released test.

With the closure from March to May, we are expecting skill deficiencies. Although the teachers, may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. In order to support the foundational understandings of the concepts taught during the last 9 weeks, we are implementing a COVID-19 Implementation Gap Plan. This gap plan is outlined in 4 main areas below: Data Collection, Lesson Design, Interventions and Enrichments, and Support for Students, Teachers, and Families.

#### 1. COLLECTION OF DATA

Standards-aligned assessments (ie. Quick Check, Bell Ringers, Exit-Tickets, Formative Assessments, Progress Monitoring, and Student Artifacts). Circle PreK Assessment, TPRI, and Benchmarks to collect data will be given at the beginning of the year, middle of the year, and end of the year.

Student progress will be reported to parents/guardians following the schedule for three week progress reports and six week report cards. The purpose of the progress report and report card is to communicate the student's level of mastery of the designated TEKS-based instructional objectives.

Teachers will use Gradebook to record students' grades. Parents will have access to Parent Portal to view their child's grades and check for student progress on assessments and attendance at any time.

#### 2. DESIGNING OF LESSONS

High quality lessons that are focused on individual student mastery of the standards (TEKS Resource System, Implementing the TRS, and the district adopted supplemental programs).

#### 3. INTERVENTIONS AND ENRICHMENTS

Intervention times set in students schedules for one-on-one or small group support addressing deficiencies driven by data (assessment calendars, PLC meetings, and student data).

#### 4. SUPPORT FOR STUDENTS, TEACHERS, AND FAMILIES

Social emotional learning lessons from counselors, college readiness for upper grade levels, along with counselor check in's, parent and student tech help, and six-week or semester course planning and grade overviews. Teachers are expected to provide daily feedback for asynchronous work. Daily feedback from teachers to students is conducted through a variety of methods, via LMS, activities, or small group instruction and teacher tutorial time.

### **Student Access/Learning Management System**

Students will access assignments, including assessments, projects, and communication through Google Classroom and SeeSaw, the Learning Management Systems. SeeSaw is the selected LMS for grades PK-3, and Google Classroom is the LMS for grades 3-12. For synchronous teaching, the district will use Google Meets/Zoom. Students are expected to complete assignments on a daily basis to receive attendance for the day. In addition, assignments are to be completed daily. Students will not be allowed to complete all of their assignments on one given day. Assignments, projects, or activities are to be submitted daily for completion and credit for enrolled courses.

### **DATA COLLECTION**

Elysian Fields ISD Asynchronous Plan



Elysian Fields ISD teachers will create, leverage, and administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point. Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. For content areas and grade levels using TEKS Resource System unit exams, EFISD will leverage the assessments. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Progress monitoring will be tracked and communicated through our Learning Management Systems. Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately-paced to correspond with our scope and sequence.

**Resources: Texas Home Learning, TEKS Resource System, Texas Education Agency Assessments, Renaissance STAR, IXL, DMAC, and other district supplemental resources**

### **ACTIVE ENGAGEMENT**

Active engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled when the following items have been achieved.

1. Completion of lessons- activities, assessments, projects on a daily basis
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment
3. Or daily contact with the teacher.

A teacher or campus representative will input the student's attendance into TXEIS, based on the student's engagement. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100 point scale.

### **ASSESSMENT FRAMEWORK**

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Teachers and school testing coordinators will be trained on how to deliver online assessments.
3. Test security protocols will be put in place in school and remotely.
4. Teacher instructional authentic assessments will be delivered online and face to face through a variety of modalities including teacher-created questions or performance tasks placed in the Learning Management System.
5. All assessments will guide instruction covering the TEKS.

### **LESSON DESIGN**

Elysian Fields ISD believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards.

EFISD will create a modified **scope and sequence-based** on the intentional alignment of standards missed as a result of lost instructional time. **High priority/essential state standards** will be identified for each core subject area.

**Resources: Texas Home Learning 3.0, TEKS Resource System, Implementing the TRS, PLC Grade Level/ Department Common Planning Periods**

## ACADEMIC INTERVENTIONS AND ENRICHMENTS

Elysian Fields ISD will serve students in daily small group instruction during scheduled intervention to provide students with individualized support. Data will determine the level of support and placement in the groupings.

Study plans and student conferences will be used to provide a personalized approach to each student. These practices have been in place for multiple years and proven effective in accelerating student learning.

**Resources: EFISD Assessment Calendars, Grade Level Meeting/ Department Common Planning Periods**

## EDUCATOR, PARENT, AND STUDENT SUPPORT

Classroom teachers, students, and learning coaches need on-going supports during this time. Campuses will create a On-Site or Virtual Professional Learning team by combining the expertise of the principal, assistant principal, and curriculum director to support the campus staff and families of remote learners and the students on-campus. Parent support will be provided training on technology integration in the home using Google Classroom and SeeSaw. In addition, social and emotional well-being will be provided by campus counselors to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and remote) with a forum for sharing best practices and support for their peers and students.

Although we know distance learning during the spring was a major challenge for teachers, we also recognize that in many cases the disruption for families has been even greater. Our goal this year is to help parents best support their child, learn how and when to intervene, and provide structure and balance in the home while providing instruction.

**Resources: Technology Training, Trauma-Sensitive Training, Researched Best Practices, and Professional Learning Communities (PLC)**

## IMPLEMENTATION

The goal of this plan is to ensure seamless learning that consists with thoughtful lessons and activities. Commitment forms will be required prior to the start of each six week grading period. An acceptable use policy will be required to be completed and returned to the campus office prior to a student utilizing school devices for remote instruction.

## PARENTS/GUARDIANS

EFISD is providing a resource page with links to helpful articles, YouTube videos, and digital resources that will help parents navigate the use of their Chromebook, device, and Google Classroom. There will also be additional information with helpful hints in supporting at home learners and parents. Videos will be a combination of professional and local collection.

Constant communication will flow between our staff and parents through Google classroom, TxEIS, our LMS, personal contact from teachers via email, virtual platforms, or voice calls. It is paramount that EFISD students and families understand the expectations and importance of

remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.

**Parent Meeting:** When a student goes from on-campus learning to remote, a virtual meeting will be scheduled to review the expectations of remote learning with both the parent and the student. Discussion points will include completing and grading of assignments, who and how to contact support, and attendance requirements for promotion and graduation.

### **TEACHERS/ INSTRUCTIONAL PARAPROFESSIONALS**

During the summer months, all EFISD staff participated in synchronous and asynchronous professional learning sessions. These sessions included additional training in Google Classroom, SeeSaw, and Emotional Supports for students and staff.

Topics designed were: **Google Classroom for Beginners, Google Classroom Advanced, SeeSaw, Trauma and Mental Health, EduHero Courses for Online Learning and Human Sex Trafficking.**

Teachers also completed hours of professional development in core content areas through the Regional Service Center.

In addition, EFISD teachers and staff will engage in ongoing professional learning that is specific to their content area and instructional materials.

Most sessions were provided in a distance learning platform.

### **PRINCIPALS AND OTHER ADMINISTRATORS**

EFISD administrators spent the summer months preparing for the implementation of this plan. Additional time was spent on exploring the constraints and solutions for implementation.

EFISD administrators completed the following professional learning sessions in order to develop a stronger understanding of remote learning: **Excellence in Remote Instructional Delivery** and **Designing a Remote School Modules 1-3** conducted by the Texas Education Agency.

EFISD will work closely with our Educational Service Center, Region VII and other partners to plan support for remote learning.

Campus administrators and the Assistant Superintendent of Curriculum and Instruction will ensure the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Grades submitted in a timely manner, Communication with families- regarding attendance, family engagement, and progress monitoring data.

Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies,

**Tools:** Elysian Fields ISD's main communication tools for parents and students will be the following:

- a. TxEIS for student grades and data base (Parent Portal)
- b. Remind for district-wide communication including updated direct notification via text
- c. Google Classroom and/or SeeSaw for teacher-parent-student discussions
- d. For real-time instructional support and delivery of content we will all communicate through Google Meets/Google GSuite (including Gmail, Docs, Classroom, Hangouts)
- e. Public website: EFISD will maintain general information on its status for the public on our main webpage at <https://www.efisd.net> and our [Back to School 2020](#) website.

### **CURRICULUM GAP DOCUMENTS**

All EFISD teachers will be provided instructional documents which include the highest leverage standards in each subject by grade level. Other resources include: *TEKS Resource Gap Tool*, which teachers can leverage to identify gaps prior to teaching each module/unit. EFISD will create a fail-safe process to identify every student who needs interventions or extensions, and then ensure that each student receives the appropriate help in a timely manner. Students who are experiencing difficulty are required, rather than invited, to utilize our campus support services. Each student's data is looked at individually.

### **RESOURCES TO MAXIMIZE REMOTE LEARNING**

- A. The following are resources provided by EFISD to help teachers implement a more thoughtful remote learning opportunity.
  - **Texas Home Learning (THL) 3.0**
  - **TEKS Resource System**
  - **District adopted materials with virtual access**
- B. The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.
  - **Google Classroom**
  - **SeeSaw**
  - **Google Suites**
- C. Identifying Internet Providers and Getting Connected**

The district is working with the local providers to provide service to all students. Family surveys have been conducted to determine families in need of assistance. During completion of the EFISD Instructional Commitment form, families will complete the Connectivity Survey to update records from the spring assisting the EFISD Technology department to pin-point homes who may need additional district assistance such as a chromebooks and access to internet.

## Student Roles and Responsibilities

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check SeeSaw and Google Classroom for assignments.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when you need assistance. We are here to help.
- Submit assignments daily. Assignments cannot be completed all in one day. Assignments must be completed and turned in each day for attendance and credit for the day.
- Attend live instruction appropriately dressed in accordance to EFISD dress code.
- Follow the designated schedule that will be communicated by campus.
- Participate daily in scheduled learning activities, including interventions and tutorials.
- Take responsibility for asking for help, asking questions, and taking advantage of tutorial sessions.
- Attend meetings as requested by the teacher.
- Show up to synchronous instruction, ready to learn, on time, dressed appropriately, and follow online etiquette including using video and showing your face during class.
- Abide by the EFISD Student Code of Conduct during live instruction (including but not limited to verbal, nonverbal, and written communication).

## Parent/Learning Coach Roles and Responsibilities

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning.
- Monitor daily communication from teachers and school.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Attend district/campus trainings for implementation supports.
- Use teacher office hours to help strength asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.
- Monitor and ask for evidence that your student is making progress on assignments/coursework.
- Provide your child with assistance on day-to-day activities except in the case of independent work.
- Uphold confidentiality of videos, live streaming, and assignments posted on the district's Learning Management System, Google Classroom, including but not limited to live videos, recorded videos, student assigned work, other students within videos, etc.

## Teacher Roles and Responsibilities

- Provide high quality instruction in synchronous and asynchronous formats
- Provide remote and face to face students access to the same instructional materials and require the same assignments
- Provide intervention/ tutoring as needed
- Follow the same district guidelines for remote and face to face students
- Follow IEP/ 504 service and accommodation plans
- Provide parents with weekly communication regarding upcoming learning content as an overview.
- Provide parents and students with office hours and/or conference period time.
- Add parents as a guardian on Google Classroom and SeeSaw
- Update grades weekly.
- Provide information on assignment due dates.
- Provide timely feedback to remote students on their progress toward academic goals.
- Take attendance daily for remote and face to face students.
- Have assignments posted in Google Classroom or SeeSaw daily.

### **Contact Us/Who to Contact**

**For assistance regarding a course, assignment, or resource:**

Classroom teacher

**For assistance regarding a technology-related problem or issue:**

Bill Spencer, Technology Director 903-633-1527

**For a personal, academic, or social emotional concern:**

Elementary Counselor, Kara Roos 903-633-1562

Middle School Counselor, Linda Lewis 903-633-1540

High School Counselor, Katilyn Woodley 903-633-1510

**For other issues related to distance learning:**

Elementary Principal, Martha Lovaasen 903-633-1562

Middle School Principal, Troy Tatum 903-633-1540

High School Principal, Jack Parker 903-633-1510

Assist Superintendent, Monica Simmons 903-633-1500

Superintendent, Maynard Chapman 903-633-1500