

Santa Fe Independent School District

Continuity of Learning

Asynchronous Plan—COVID 19 rev. 9-20-20

The goal of this plan is to provide robust instruction while maintaining instructional delivery that supports student success. Santa Fe ISD will provide access, resources, academic, and SEL learning opportunities for PK-2 students in the remote setting through an asynchronous model. Students in grades 3-12 will participate asynchronously only when they cannot be face to face or participate synchronously which should be rare.

During virtual learning, students may receive instruction in the following ways (including, but not limited to):

- Authentic student work/assignments with timely and relevant feedback for continued progress in learning of the standard
- Hands-on activities which may need an extra pair of at “home” hands
- Choice boards and Lead4Ward playlists
- Instructional activities within Canvas
- Portfolio tasks
- Quick checks for understanding (Lead4Ward)
- Video lessons created by Santa Fe ISD teachers (recorded)
- Project based learning/assignments
- Student video creations and the use of flip-grid
- Discussion boards
- Group/partner projects
- Small group instruction based on need and data
- Virtual reading materials, science labs, math practice, encyclopedias, and AP materials
- Virtual assessments

Attestations

Instructional Schedule

- Teacher interaction** with students is predictable, sufficient to support schedule.
- Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided **clear means to engage with academic material on a daily basis**.
- Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
 - Assessments that ensure continued information on student progress remotely
 - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus**.
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - Data from the Learning Management System (LMS) showing progress made that day
 - Curricular progress evidenced from teacher/student interactions made that day

ASYNCHRONOUS PLANNING DOCUMENT

- Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - Cover all grade levels and content areas that are participating in asynchronous learning
 - Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

Open Responses

Please check the grade level(s) for which these open response descriptions /attachments apply. *Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level (s) within your responses.*

<input type="checkbox"/> PK4 <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Pre K- 5 students will have lessons and learning tasks created by their classroom teachers in the Learning Management System, Canvas. Parents may wish to follow each teacher-created, structured schedule and have students learning live with their teacher. If a student is unable to attend at the designated times, the sessions will be recorded in Canvas for that student to view and complete by the end of the day. Classes will require time to conference with teachers within the school day for daily check-in and students will work with their classroom teacher in scheduled live interactions for guided Math/Reading and/or intervention.

Pre-K-2 nd Grade Asynchronous Instruction (with possible synchronous work time for guided reading and math)		
Subjects	Components	Approximate Total Student Work Time
Literacy-Reading and Writing	Read Aloud Shared Reading Reading Mini-Lesson Workshop Phonics/Word Study Writing Mini Lesson Independent Writing Handwriting Spelling	30-90 daily minutes
	Guided Reading Independent Reading Literacy Stations/Reading Practice	20-60 minutes (*guided reading in small groups live)
Math	Number Talk Mini Lesson/Math Workshop Independent Practice Closure	35-60 minutes
	Guided Math	20-60 minutes (*guided math in small groups live)
Science and Social Studies	Science/Social Studies	30 minutes
PE, Art, and Music	3 days PE, 1 day Art, 1 day Music	45 minutes

ASYNCHRONOUS PLANNING DOCUMENT

Morning Meeting/Daily Close Out Meeting	Community Building Set purpose of the day/Review Daily Learning	15 minutes

*Approximate minutes for each subject are relative to the student's age and development

*All lessons are recorded for students

3 rd -5 th Grade Asynchronous Instruction (with possible synchronous work time for guided reading and math)		
Subjects	Components	Approximate Total Student Work Time
Literacy-Reading and Writing	Read Aloud Reading Mini-Lesson Workshop Phonics/Word Study Writing Mini Lesson Independent Writing Spelling	90 minutes
	Guided Reading Independent Reading Literacy Stations/Reading Practice	40 minutes (*guided reading in small groups live)
Math	Math Mini Lesson Closure	60 minutes
	Small Group Instruction Independent Practice	60 minutes (*math in small groups live)
Science and Social Studies	Science/Social Studies	45 minutes
PE, Art, and Music	3 days PE, 1 day Art, 1 day Music	45 minutes
Morning Meeting/Daily Close Out Meeting	Community Building Set purpose of the day/Review Daily Learning	15 minutes

*Approximate minutes for each subject are relative to the student's age and development

*All lessons are recorded for students

ASYNCHRONOUS PLANNING DOCUMENT

Grades 6-12 students will work with their classroom teachers in scheduled live instruction with opportunities for small group instruction and teacher conferences (office hours) throughout the week. If students are not able to participate synchronously, students will have access to lessons and learning tasks created by their classroom teachers in the Learning Management System, Canvas. Students must complete the task before the start of the next school day. Some classes may require projects with virtual group work.

6 th -8 th Grade Sample of Daily Asynchronous Learning		
Subject	Time	Components
Math	*Instructional delivery by classroom teachers–15-30 minutes daily *Independent work- 15-30 minutes daily	Math Instruction Math Practice and Investigations Small Group Instruction (Scheduled by teacher)
Social Studies Texas History	*Instructional delivery by classroom teachers– 15 to 30 minutes daily *Independent work-15 to 30 minutes daily	Social Studies Instruction Discovery and Practice Small Group Instruction (scheduled by teacher)
Science	*Instructional delivery by classroom teachers– 15 to 30 minutes daily *Independent work-15 to 30 minutes daily	Science Instruction Science Practice and Labs Small Group Instruction (scheduled by teacher)
English Language Arts - Reading	*Instructional delivery by classroom teachers–15-30 minutes daily *Independent work- 15-30 minutes daily	Reading Instruction Student Reading (Conferences with teacher 2 to 3 times a week live) Small group instruction (scheduled by teacher)
English Language Arts - Writing	*Instructional delivery by classroom teachers–15-30 minutes daily *Independent work- 15-30 minutes daily	Writing Instruction Student Writing (Conferences with teacher 2 to 3 times a week live) Small group instruction (scheduled by teacher)
Art (elective)	*Instructional delivery by classroom teachers– 15 to 30 minutes daily *Independent work-15 to 30 minutes daily	Self-paced, independent learning. (Assignments, discussion boards, flip lesson videos conferences, small group instruction)

ASYNCHRONOUS PLANNING DOCUMENT

Theatre Production (elective)	*Instructional delivery by classroom teachers– 15 to 30 minutes daily *Independent work-15 to 30 minutes daily	Self-paced, independent learning. (Assignments, discussion boards, flip lesson videos conferences, small group instruction)
Physical Education (elective)	*Instructional delivery by classroom teachers– 15 to 30 minutes daily *Independent work-15 to 30 minutes daily	Self-paced, independent learning. (Assignments, discussion boards, flip lesson videos conferences, small group instruction)

*All lessons are recorded for students

*Small group instruction is based on data

9th-12th Grade Sample of Daily Asynchronous Learning

Subject	Time	Components
Math	*Instructional delivery by classroom teachers–15-30 minutes daily *Independent work- 15-30 minutes daily	Math Instruction Math Practice and Investigations Small Group Instruction (scheduled by teacher)
Social Studies	*Instructional delivery by classroom teachers– 15 to 30 minutes daily *Independent work-15 to 30 minutes daily	Social Studies Instruction Discovery and Practice Small Group Instruction (scheduled by teacher)
Science	*Instructional delivery by classroom teachers– 15 to 30 minutes daily *Independent work-15 to 30 minutes daily	Science Instruction Science Practice and Labs Small Group Instruction (scheduled by teacher live)
Reading Language Arts	*Instructional delivery by classroom teachers–15-30 minutes daily *Independent work- 15-30 minutes daily	Reading Instruction Student Reading (Conferences with teacher 2 to 3 times a week live) Writing Instruction Student Writing (Conferences with teacher 2 to 3 times a week live) Small group instruction (scheduled by teacher)
Art (elective)	*Instructional delivery by classroom teachers– 15 to 30 minutes daily	Self-paced, independent learning.

ASYNCHRONOUS PLANNING DOCUMENT

	*Independent work-15 to 30 minutes daily	(Assignments, discussion boards, flip lesson videos conferences, small group instruction)
Theatre Production (elective)	*Instructional delivery by classroom teachers– 15 to 30 minutes daily *Independent work-15 to 30 minutes daily	Self-paced, independent learning. (Assignments, discussion boards, flip lesson videos conferences, small group instruction)
Physical Education (elective)	*Instructional delivery by classroom teachers– 15 to 30 minutes daily *Independent work-15 to 30 minutes daily	Self-paced, independent learning. (Assignments, discussion boards, flip lesson videos conferences, small group instruction)

*All lessons are recorded for students

*Small group instruction is based on data

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>Students will engage in both synchronous and asynchronous learning in SFISD. Synchronous instruction is the preferred method of instruction for students in grades 3-12. Asynchronous learning might occur when a student goes home sick or if the student is a virtual learner who encounters problems connecting to the internet at the scheduled times. Students in grades Pre-K-2 will work asynchronously with synchronous time scheduled for guided reading/math and intervention. For asynchronous learning in grades PK-5, students are expected to engage in course work at a minimum of 180 minutes daily. For asynchronous learning in grades 6-12, students are expected to engage in course work at a minimum of 240 minutes daily. The minutes are based on the student’s age and developmental level. Opportunities for live, small group instruction will be scheduled based on student achievement and need.</p> <p>Students will have access to instruction throughout the day and evening and may work at their own pace. Teacher lessons will be recorded and daily expectations for engagement will be made clear for each class in the Learning Management System, Canvas. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons/activities/projects while engaging with and supporting students through classroom discussions, small group instruction, teacher conferences, polls, surveys, learning logs, and the completion of assignments. Students have until 11:59 pm to show engagement in their classes. Teachers will arrange for regular weekly check-ins with students as well. Progress will be monitored daily and feedback will be given to students on a weekly basis, at a minimum.</p> <p>Grades Pre-K-5 will have morning meetings to set goals/objectives for the day. If a student cannot view the meeting live, the meeting will be recorded. Grades 6-8 have an extended period in the day to support social emotional curriculum and to conduct classroom business. Grades 9-12 have advisory classes to support social emotional curriculum and to conduct classroom business. Expectations for engagement and objectives will be set by the individual teachers at the start of each class in grades PK-12.</p> <p>Teachers can track the time a student is logged into the Learning Management System and will closely monitor participation and assignment completion. Instruction will be tailored to the student’s need based on progress and students will have opportunities for live instruction/interaction with their teachers.</p> <p>Attendance will be taken daily in Skyward and is based on daily engagement (defined below) in classes. SFISD will follow the same grading guidelines for virtual learning as in person learning. Formative and summative assessment will occur asynchronously as it does in synchronous or face to face instruction.</p> <p>For grades PK-2, the daily schedules include the following time requirements:</p>

ASYNCHRONOUS PLANNING DOCUMENT

	<p>Reading and Writing: 50-150 minutes daily</p> <p>Math: 55 minutes-120 minutes daily</p> <p>Science/Social Studies: 30 minutes daily</p> <p>Fine Arts/Elective/PE: 45 minutes daily</p> <p>For grades 3-5, the daily schedules include the following time requirements:</p> <p>Reading and Writing: 130 minutes- 170 minutes daily</p> <p>Math: 50 minutes- 120 minutes daily</p> <p>Science/Social Studies: 45 minutes daily</p> <p>Fine Arts/Elective/PE: 45 minutes daily</p> <p>For grades 6-8, the daily schedules include the following time requirements:</p> <p>Reading and Writing: 45-90 minutes daily (pre-AP 45 minutes and regular RLA is double blocked)</p> <p>Math: 50 minutes- 45-90 minutes daily (pre-AP 45 minutes and regular Math is double blocked)</p> <p>Science/Social Studies: 90 minutes daily</p> <p>Fine Arts/Elective/PE: 45 minutes daily</p> <p>For grades 9-12, the daily schedules include the following time requirements:</p> <p>Reading and Writing: 45 minutes daily</p> <p>Math: 50 minutes- 45 minutes daily</p> <p>Science/Social Studies: 90 minutes daily</p> <p>Fine Arts/Elective/PE: 45 minutes daily</p>
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>Student asynchronous engagement should be no less than 180 minutes for grades PK-5 and 240 minutes for grades 6-12. This time is equivalent to in-person instruction. Students will receive direct instruction either through live or recorded lessons and additional support through small group instruction and individual teacher conferences. Students have until 11:59 pm each day to complete all lessons, tasks, and assignments independently. Students may work at their own pace but must work for the minimum number of minutes (or more) each day. The time students are logged into our LMS and working on lessons and assignments will be monitored and documented.</p>

ASYNCHRONOUS PLANNING DOCUMENT

<p>What are the expectations for teacher/student interactions?</p>	<p>Teachers are expected to engage with students on a weekly basis, at a minimum, if a student is an asynchronous learner. Feedback will be provided on assignments and assessments as received. Small group instruction and individual teacher conferences will be ongoing based on student performance. All teachers will make parent contact if a student is not in attendance or successful with online learning during their conference period. Progress will be monitored daily and progress reports will be sent to parents every three weeks through Skyward. Lessons will be recorded in Canvas and students may watch them independently if they cannot participate synchronously. Teachers and parents must maintain open communication to work together to support students.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Students will be assessed at the beginning of the year in grades K-5 for reading level, decoding skills, fluency, and comprehension using BAS. Students in grades K-2 will be administered the TPRI to determine phonological awareness, phonics, fluency, and comprehension in early literacy skills. ESTAR will be administered to students in grades 2-4 and MSTAR in grades 5-8 to determine algebra readiness. The Texas Middle School Fluency Assessment will be administered to students in grades 6-8 to determine comprehension, fluency, and decoding skills. Students who need intervention/acceleration will receive additional help through small group instruction .</p> <p>Intervention and enrichment times are scheduled by the student’s teacher in order meet their academic needs. This includes special education, 504, GT, ESL, and at risk students.</p> <p>Special Education - For students who have IEPs, progress will be carefully monitored by both general and special education teachers and ARD Committees will convene to make appropriate recommendations to meet individual student need to ensure continued growth in the general education curriculum and on IEP goals and objectives. If an asynchronous learner has instructional support written into his/her IEP, the co-teacher or instructional support paraprofessional will provide support as needed. The co-teacher is responsible for accommodating/modifying all assignments per the IEP and will also support the general education teacher in the delivery of instruction. Paraprofessionals who provide in class support facilitate student learning while the general education teacher is responsible for accommodating/modifying assignments. Small group instruction for Math and Reading is held in addition to the regular Math and Reading class and is based on student achievement data. Co-teachers and paraprofessional have scheduled office hours, as do general education teachers, to provide support to students. Support may be provided via TEAMS/Zoom or phone. Feedback is provided weekly at a minimum but teachers provide frequent check-ins to monitor both social and academic progress. Students with behavior plans receive weekly social lessons as well. Service logs and phone logs are kept for documentation purposes. For resource and “life-skills” classes, the teachers must create courses in the LMS. The courses include pre-recorded lessons, assignments, and game-based learning tasks. The teachers design the lessons based on the students individual learning needs. Office hours are scheduled to provide direct support.</p> <p>ELs - For students who are English Learners, the learning management system, Canvas, offers tools and resources to support each child. Materials and resources will be used to meet the needs for each English Language Learner with listening, speaking, reading, and writing for each class. An ELPS scope and sequence as well as 9 week learning guides for ELPS implementation will be used by teachers. ELs will receive appropriate accommodations based on the English proficiency level. The teacher of record will incorporate the appropriate ELPS throughout the lesson. If any language learners need small group instruction, this will be scheduled based on the data.</p> <p>504 - 504 students will be provided appropriate accommodations as written in their 504 plans.</p> <p>GT students will have project based enrichment opportunities. These projects are available in our Learning Management System.</p> <p>Lessons are planned using a backward design method. During this lesson design time, strategies for differentiation for various student groups is considered and planned for. Co-teachers collaborate with general education teachers during PLC time to design instruction for students with disabilities.</p>

Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

ASYNCHRONOUS PLANNING DOCUMENT

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	K-12	SFISD Curriculum TEKS Resource System TEKS Implementation Guide Lead4ward Tools Imagine Math	Digital District Common Assessments ESTAR/MSTAR Grades 2-8 Canvas Activities Flip-Grid	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Support paraprofessionals and co-teachers Accommodations and/or modifications will be provided to students based on their individual education plan. Internal Special Services Processes document (attached) Small group instruction i-ready Unique Learning System	Canvas Immersive Reader Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC committee. ELPS are embedded in the curriculum documents and in the ELL Year at a Glance focusing on specific strategies from <u>Navigating the ELPS: Using the Standard to Improve Instruction for English Learners</u> by John Seidlitz ELPS Scope and Sequence ELPS 9 Week Learning Guides Small group instruction
RLA Instructional Materials	K-5	SFISD Curriculum Lead4ward Tools Teacher’s College: Units of Study for Reading and Writing – recorded lessons	Digital District Common Assessments Canvas Activities Rubrics from Units of Study Benchmark Assessment System (BAS)	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Support paraprofessionals and co-teachers Accommodations and/or modifications will be provided to students based on their individual education plan. Internal Special Services Processes document Small group instruction	Canvas Immersive Reader Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC committee. ELPS are embedded in the curriculum documents and in the ELL Year at a Glance focusing on specific strategies from <u>Navigating the ELPS: Using the Standard to Improve Instruction for English Learners</u> by John Seidlitz

ASYNCHRONOUS PLANNING DOCUMENT

		<p>Fountas and Pinnell: Phonics and Word Study</p> <p>A-Z Learning – online texts</p> <p>Online encyclopedia – Pebble Go</p>	<p>Texas Primary & Reading Instrument</p> <p>Flip-Grid</p>		<p>i-ready</p> <p>Unique Learning System</p> <p>Learning Ally</p> <p>Lexia</p>	<p>ELPS Scope and Sequence</p> <p>ELPS 9 Week Learning Guides</p> <p>Small group instruction</p>
	6-8	<p>SFISD Curriculum</p> <p>Lead4ward Tools</p> <p>Teacher’s College: Units of Study for Reading and Writing (recorded lessons)</p>	<p>Digital District Common Assessments</p> <p>Canvas Activities</p> <p>Rubrics from Units of Study</p> <p>Texas Middle School Fluency Assessment</p> <p>Flip-Grid</p>	Yes	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Support paraprofessionals and co-teachers</p> <p>Accommodations and/or modifications will be provided to students based on their individual education plan.</p> <p>Internal Special Services Processes document</p> <p>Small group instruction</p>	<p>Canvas Immersive Reader</p> <p>Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC committee.</p> <p>ELPS are embedded in the curriculum documents and in the ELL Year at a Glance focusing on specific strategies from <u>Navigating the ELPS: Using the Standard to Improve Instruction for English Learners</u> by John Seidlitz</p> <p>ELPS Scope and Sequence</p> <p>ELPS 9 Week Learning Guides</p> <p>Small group instruction</p>

ASYNCHRONOUS PLANNING DOCUMENT

	9-12	<p>SFISD Curriculum</p> <p>Lead4ward Tools</p> <p>Region IV RLA Resources</p> <p>AP curriculum online via College Board</p>	<p>Digital District Common Assessments</p> <p>Canvas Activities</p> <p>Flip-Grid</p>	Yes	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Support paraprofessionals and co-teachers</p> <p>Accommodations and/or modifications will be provided to students based on their individual education plan.</p> <p>Internal Special Services Processes document</p> <p>Small group instruction</p>	<p>Canvas Immersive Reader</p> <p>Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC committee.</p> <p>ELPS are embedded in the curriculum documents and in the ELL Year at a Glance focusing on specific strategies from <u>Navigating the ELPS: Using the Standard to Improve Instruction for English Learners</u> by John Seidlitz</p> <p>ELPS Scope and Sequence</p> <p>ELPS 9 Week Learning Guides</p> <p>Small group instruction</p>
<p>Science Instructional Materials</p>	K-12	<p>SFISD Curriculum</p> <p>TEKS Resource System</p> <p>TEKS Implementation Guide</p> <p>Lead4ward Tools</p> <p>StemScopes</p> <p>AP curriculum online via College Board</p>	<p>Digital District Common Assessments</p> <p>Canvas Activities</p> <p>Flip-Grid</p>	Yes	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Support paraprofessionals and co-teachers</p> <p>Accommodations and/or modifications will be provided to students based on their individual education plan.</p> <p>Internal Special Services Processes document</p> <p>Small group instruction</p>	<p>Canvas Immersive Reader</p> <p>Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC committee.</p> <p>ELPS are embedded in the curriculum documents and in the ELL Year at a Glance focusing on specific strategies from <u>Navigating the ELPS: Using the Standard to Improve Instruction for English Learners</u> by John Seidlitz</p> <p>ELPS Scope and Sequence</p> <p>ELPS 9 Week Learning Guides</p>

ASYNCHRONOUS PLANNING DOCUMENT

						Small group instruction
Social Studies Instructional Materials	K-12	SFISD Curriculum TEKS Resource System TEKS Implementation Guide Lead4ward Tools AP curriculum online via College Board	Digital District Common Assessments Canvas Activities Flip-Grid	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Support paraprofessionals and co-teachers Accommodations and/or modifications will be provided to students based on their individual education plan. Internal Special Services Processes document Small group instruction	Canvas Immersive Reader Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC committee. ELPS are embedded in the curriculum documents and in the ELL Year at a Glance focusing on specific strategies from <u>Navigating the ELPS: Using the Standard to Improve Instruction for English Learners</u> by John Seidlitz ELPS Scope and Sequence ELPS 9 Week Learning Guides Small group instruction

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	Instructional Materials will be available digitally through the LMS Canvas. The use of recorded video will ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content. All assessments will be delivered virtually using secure browsers. Several new resources (listed above) have been purchased to support virtual learning.

ASYNCHRONOUS PLANNING DOCUMENT

<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>ELs will receive support using differentiation, language objectives, accommodations based on proficiency level, and scaffolding supports embedded within the curriculum. Sheltered instruction best practices for English Language Learners will be used based on John Seidnitz research. A consultant has been hired to train instructional coaches and administrators to support implementation of the ELPS for ESL students both face to face and virtually. Students will have live, small group intervention/support as needed based on academic achievement.</p> <p>Special Education students will receive support through specially designed instruction based on their specific disability. This will be determined by the ARD committee. Special Education students who receive instructional support from a paraprofessional or co-teacher will receive additional assistance in a small group instruction. Students will receive support using differentiation, accommodations based on IEPs, and scaffolding supports embedded within the curriculum. The district has purchased i-ready to support students in Reading and Math intervention. The Unique Learning system is used for students in our "Life Skills" classroom. Teach Town curriculum is used for teaching social skills. Lexia Learning and Learning Ally are used for Dyslexia and RTI intervention. Additional dyslexia support is provided in the form of instruction boxes with prepared lessons and materials.</p>

Key Requirement Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>For asynchronous learning in grades PK-5, students are expected to engage in coursework a minimum of 180 minutes daily. For asynchronous learning in grades 6-12, students are expected to engage in course work a minimum of 240 minutes daily. The minutes are based on the student's age and developmental level but will not go below the minimum expectation.</p> <p>Teachers can monitor the time a student is logged into our Learning Management System and will monitor participation and assignment submission. Instruction will be tailored to the student's need based on progress and students will have live instruction with their teachers for guided reading and guided math in grades PK-5 and small group instruction in grades 6-12, based on need.</p> <p>Students will have access to all instruction throughout the day and evening and may work at their own pace. Students will use the Learning Management System to access all courses. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons/activities/projects while engaging with and supporting students through classroom discussions, online lessons, assignments, and assessments. Students have until 11:59 pm to show engagement in their coursework. Grades Pre-K-5 will have morning meetings to set goals for the day. Grades 6-8 will have an extended 6th period to support social emotional learning and to conduct classroom business. Grades 9-12 have advisory classes to support social emotional learning and to conduct classroom business.</p> <p>Expectations for daily engagement will be stated by each teacher at the beginning of class. Daily engagement might involve posting on a discussion board, turning in an assignment, replying to a prompt, viewing a lesson, taking a poll/survey/quiz, etc. If a lesson extends over a period of several days, with assignments or tasks being due at the end of the week, students will not always have daily assignments to submit. The student might have assigned reading, exercises, independent practice, etc. On these days, students must be logged into Canvas viewing the lesson and working on assignments independently.</p>

ASYNCHRONOUS PLANNING DOCUMENT

	<p>Teachers may require students to summarize what they worked on daily toward the completion of the assignment/task on a learning log, via phone call, discussion board, or in a survey.</p> <p>Teachers will arrange regular, weekly check-ins with students. Elementary teachers have the last hour of the day to contact asynchronous learners to provide feedback on progress. Secondary teachers will contact asynchronous learners before school, after school, and during their conference periods to provide feedback on progress. Contact will be documented on call logs.</p> <p>A student must make daily progress by one of the following:</p> <ol style="list-style-type: none"> 1. Daily progress on assignments, activities, projects in Canvas; or 2. Daily progress via teacher-student interactions; or 3. Completion of assignments from student to teacher. <p>*Daily progress on assignments, activities, projects in Canvas includes logging in, viewing lessons, and/or working on assignments/tasks/projects.</p> <p>*Daily progress via teacher-student interactions include small group instruction, tutoring, and/or student-teacher conferences.</p> <p>At the beginning of each lesson, daily student engagement expectations will be clearly defined by the teacher using daily learning objectives. If a student is not making daily progress, he/she and a parent shall be contacted and they will be counted absent.</p> <p>During the 1st three weeks, when students will be fully virtual, students must log in, interact with teacher, use the LMS, and/or complete assignments to show engagement.</p> <p>After the 1st three weeks, when students may return face to face or participate virtually, daily student engagement expectations become more rigorous and student engagement will be based on completing assigned lessons, participating in classroom activities and discussion boards, responding verbally or in writing to prompts and questions, participating in surveys/polls, completing exit tickets or learning logs, and interacting with the teacher for check-ins and small group instruction/intervention.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Teachers will check the LMS daily to review student participation and completed assignments and provide feedback on academic progress. Canvas time-stamps the period of time a student is logged in. Attendance will be taken for asynchronous learners the following day by 3 pm at the secondary level and 4 pm at the elementary level since students have until 11:59 pm to make daily progress. Teachers will review class participation, assignments/projects completion, and student interactions to determine daily progress. Parents and students who are not successfully participating asynchronously will be contacted and a conference will be scheduled.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>Teachers will review class participation in lessons, assignment/project completion, and teacher/student interactions to determine daily progress. Students who fall below 90% attendance for the time that the course is offered will not receive credit for the course, regardless of level of “engagement”, consistent with on-campus expectations. These methods require engagement that is consistent to an on-campus learning environment because they mimic the ways in which students would interact with their teachers and classmates on-campus through time spent viewing lessons, activities and tasks completed, and learning objectives achieved. The expectations for student engagement and progress monitoring will be shared with parents, students and teachers at the start of the school year and reinforced through follow-up calls and conferences.</p>

ASYNCHRONOUS PLANNING DOCUMENT

What is the system for tracking student academic progress?	Student progress will be monitored daily in Canvas through assignments, activities, projects, participation, interaction with the teachers, etc. Time spent logged into Canvas will be monitored as well as assignment completion. Assignments will be graded and feedback will be provided to students by the teachers. Grades will be entered into Skyward and progress reports will be sent to parents every three weeks. If a student is not being successful learning asynchronously, both the parent and the student will be contacted, and a new plan will be devised. Formative and summative assessments will be administered online for all learners, synchronous and asynchronous. Small group instruction will be scheduled based on student progress.
What is the system for providing regular (at least weekly) feedback to all students on progress?	Teachers are expected to provide weekly feedback within Canvas or by phone/e-mail. Feedback from teachers to students is conducted through a variety of methods via Canvas through lessons, activities, or small group instruction and teacher conference hours. Weekly feedback allows students to have a clear understanding of their academic progress on a consistent basis. Teachers are expected to host small group instruction and hold conference/office hours as needed. Progress reports go out to parents through Skyward every three weeks. Parents can log into Skyward to monitor grades on a daily basis. If a student is failing, the parent must be contacted.

Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Include a sample educator professional development schedule.

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	During our back to school week, teachers were trained on how to use our Learning Management System (Canvas) most effectively throughout the week. They were trained on how to embed videos, record lessons, monitor student progress, use flip grid, use Microsoft TEAMS to create meetings and hold classes, record and share classes, check time stamps, assess virtually using Canvas and Eduphoria, use the speed grader in Canvas to provide feedback, build courses, etc. Throughout the year we will continue to provide professional learning to help teachers enhance virtual learning. Campuses have professional learning times embedded into the day and professional learning will be based on need within the professional learning communities. Each PLC has different identified needs to support virtual learners. At the secondary level, teams meet as PLCs at least two times each week. The High School has "late start" Wednesdays approximately 2 times each month for professional learning as well. Elementary schools have embedded PLCs twice each week, one as a campus group and one as a grade level/subject area. The PLCs at every level follow the cycle of continuous improvement to analyze data to determine new learning needs. Teachers are also being trained on PBIS and supporting social emotional learning virtually at the beginning of the school year which will be carried on throughout the year. Administrators are recording videos of teachers who have figured out creative ways to teach virtual learners. They will share these videos with other teachers and align to T-TESS expectations for clarity. Instructional coaches are starting coaching cycles to help teachers move forward with virtual learning. Technology Specialists at each campus have been trained on the LMS and receive professional learning every Friday within the department. There are 1-2 Canvas trainers at each campus available to assist teachers at any time and they have created numerous videos that teach teachers how to most effectively use technology for virtual learning. At the secondary level, teachers are

ASYNCHRONOUS PLANNING DOCUMENT

	<p>hosting after school discussion groups to share methods for virtual learning on a variety of topics. At the elementary level, instructional coaches created a bank of lessons as examples of what virtual instruction should look like.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Teachers will be provided instructional documents which include the highest leverage standards in each subject by grade level created by lead4ward. They will also use the TEKS Resource Gap Tool, which teachers can use to identify gaps prior to teaching each unit. SFISD has revamped our local assessment process. We will focus on pre-assessment to determine a student's readiness for high leverage TEKS. Each student's data is reviewed and analyzed. Students will test online using Canvas or Eduphoria whether they are face to face or virtual learners. We have a new focus on quick checks for understanding using Lead4Ward virtual tools. Small group instruction will be used for intervention/remediation/acceleration.</p> <p>Teachers administer common unit assessments by grade/subject as well as administer common district-level assessments. During PLCs at each campus, assessment data will be analyzed, goals set, and new areas for individual or collaborative learning will be identified. Teachers will identify strategies for implementation of virtual curriculum for virtual learners and training will be provided as needed. New virtual resources have been purchased and PLCs explore the new virtual instructional supports/resources together as a team. PLCs are embedded into the school day and occur at least twice each week throughout the school year.</p>

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>The asynchronous plan will be communicated to parents on district and campus websites, through video, text, call outs, Facebook Live, Meet the Teacher Nights, teacher conferences with parents, etc. The plan will also be posted for the public to view. If a student is not showing daily engagement and/or is absent, parents will be contacted and expectations explained. If a student is not being successful, a new plan will be developed. Teachers will monitor progress daily and provide feedback weekly at a minimum. Synchronous instruction is strongly encouraged for students in grades 3-12. Asynchronous learners in PK-2 can work at their own pace and participate in small group Reading and Math guided instruction. Small group instruction is schedule by the teacher and parents are notified in advance. Teacher have published office hours/ conference periods to make parent contact.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>Families will be expected to support their students in engaging in daily instruction, maintaining open communication, and checking on student progress regularly in each class. Parents are asked to create a learning environment in their home for students to work and to make sure their child attends each class each day. If students are not participating in their assigned classes, parents are contact by phone or email to schedule a conference.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Students and families will have direct access to help with technology. SFISD has provided each student with a laptop for virtual learning. Student technology distribution has been provided since June and is offered through the district's Technology Department. The technology distribution schedule provides multiple dates and times to accommodate schedules. There is no need to purchase any additional technology supplies or equipment for virtual learners. HotSpots have been provided and more have been ordered. The technology department has a help desk available to all families. Counselors are available for students during the school day via phone and virtual meeting platforms. Both academic as well as wellness counselors are available for all students. A SEL curriculum (7 Mindsets) is being taught across the district. If a virtual learner does not have access to the internet on a particular day or if a face to face learner goes home from school sick one day, paper packets are made available to students so they may still participate in class activities. Manipulatives, textbooks, and reading material are checked out on an as needed basis. Only two students in the District are remote learners without internet access. Both are special education students and both receive paper assignments with daily phone contact from the teachers.</p>

