

# QUEEN CITY INDEPENDENT SCHOOL DISTRICT

## JOURNEY BACK TO SCHOOL

2020-2021

### COVID-19 RESPONSE



## **MISSION:**

The purpose of this plan is to specify the processes, procedures, and programs Queen City ISD will employ in our efforts to provide continuity of instruction for the students of the district’s three campuses. The vision of Queen City ISD is to ensure that each student—aided by the use of technology and guided in the acquisition of essential academic skills and lifelong learning goals—will be prepared for successful, responsible, global citizenship in the twenty-first century. The District’s educational program must be structured so that students and staff are provided training and access to the latest technology available through implementation of a comprehensive program involving the schools and community. Queen City ISD students will be future ready as a result of the district’s efforts to maintain a rich and robust TEKS-based instructional program through both “in-person” and remote/virtual instructional platforms.

## **ADVISORY GROUP:**

District administration held weekly meetings through the end of the spring semester to assess, plan, and implement strategies to meet the needs of the Queen City ISD students and families during the COVID-19 closure. In looking forward to re-opening the district in the fall of 2020, the administration worked to solicit input from teachers, parents, and community members to develop this plan for students and teachers to return to school.

## **TEAM MEMBERS INCLUDE:**

Dr. Charlotte Williams  
Shannon Henderson  
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Susan Childress  
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Danna McDuff  
Barry Watkins  
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Martha Godwin  
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## KEY PRIORITIES AND FOCUS POINTS:

- Instructional Continuity
- Equity for All Students
- Innovation and Access
- Communication

The District is committed to our students' academic, health, and emotional well-being while maintaining a fluid transition between instructional settings during times of school closures, parent safety concerns, and general community uncertainty.

The school will utilize platforms and support procedures that ensure equity for all students regardless of their location, socio-economic status, or academic ability.

Queen City Schools will engage in innovative practices to provide access to all students.

Open communication between students, staff, and parents will be a top priority in making the journey back to school a safe and successful one for all students, staff, and families.

## KEY TERM DEFINITIONS:

Asynchronous Instruction: refers to self-paced instruction where students engage in learning materials on their own time, interacting intermittently with the teachers by computer or other electronic device or over the phone. Students are required to engage each day, make daily progress, and will be graded in a manner consistent with grading policies that were in place prior to COVID-19. Engagement is defined as progress in the Learning Management System (LMS) each day; progress as evidenced by teacher and student interaction on a daily basis; and completion and submission of assignments each day.

Synchronous Instruction: is similar to traditional on-campus instruction in that it is two-way real-time, live instruction between a teacher and students through the use of computers or other electronic devices or over the phone.

Queen City ISD will adopt and implement an ***asynchronous blended*** model of instruction for students who choose to participate in remote/virtual learning.

## CRITICAL CONSIDERATIONS FOR IMPLEMENTATION:

During the COVID-19 closure in the spring of 2020, Queen City ISD surveyed students and parents to ascertain levels of technology availability, internet connectivity, and parent involvement with daily learning for students. The district learned that many students in the QCISD did not have consistent and regular access to technology devices and internet access. Parents experienced some but not extreme difficulties in assisting students with home learning.

Staff were surveyed and evaluated to determine levels of technology literacy and proficiency with online platforms and at-home connectivity as well as availability of devices. The district found that some but not many staff members had little to no technology and connectivity away from the school.

The district will continue to emphasize the importance of maintaining rigor, consistency, and fidelity in the classroom and in the remote learning platform.

## **Part I: SCHEDULES:**

It is important to plan for students to have access to instructor supports at varying times throughout the school day. Teacher schedules will include time before classes begin, during the day, and after classes end for the day for interaction with students who are participating remotely. They will use these windows of opportunity to build strong teaching and learning partnerships between the “brick and mortar” classroom, the virtual/remote classroom, and the home.

All teachers will begin the year training and preparing to build lessons within the district’s LMS so that in the event a school or community closure is necessary, the transition will be seamless. The district’s first goal in developing pliable schedules for at-home learners will be to pair students who choose remote learning with teachers who are more adept with online teaching and learning.

Student schedules will be developed to meet the daily minimum engagement requirements. Teacher schedules will allow sufficient time for student interaction.

\*The schedules below are provided as daily guidance for parents and students participating in remote/virtual learning. These schedules may not exactly match the grade level teacher schedules. The first and last segment times match the teacher schedules. Parents and students should consult the campus master schedule for the exact time of individual teacher conference periods and times when synchronous learning will be available. A link to the master schedule for each campus is provided in the corresponding tables below.

### **Prekindergarten 3 and 4 year old:**

Instructional Period	Time	Subject
Office Hours *	7:35-7:55	Connections
1 ***	8:00-10:55	Instruction
2 ***	10:55-11:55	Lunch/Recess
3 ***	11:55-12:20	Instruction
4 ***	12:20-1:35	Nap/Snack
5 ***	1:35-2:55	Instruction
6 ***	2:55-3:10	Pack Up
7 ***	3:10-3:45	PCI
Office Hours *	3:45-4:00	Connections

\* Synchronous

\*\*\*Asynchronous

**Office Hours:** Refer to master schedule at this link: [JKH Master Schedule](#)

**Teacher Arrival:** 7:30 **Teacher Dismissal:** 4:00

**Notes:** Students receive 180+ minutes of blended synchronous and asynchronous instruction/day. Daily schedules are provided to students and parents. Students must have higher levels of parent/teacher support. PCI time will include counselor lessons, intervention activities, and enrichment. This time will be used for peer-to-peer interaction, social and emotional development, and community building. Core content instruction will be provided by Frog Street, Texas Home Learning 3.0 (when made available by TEA) and Google Classroom, and supplemented through other campus instructional resources. A link to the JKH master schedule is provided here: [JKH Master Schedule](#). Parents should refer to the schedule to determine the exact times of teacher conference periods.

Teachers will hold office hours during windows of time before and after school. This time will be utilized for student assistance. The time during teacher conference periods may be used

for pre-scheduled one-on-one conferences offered in 15 minute increments. Attendance will be taken in TXEIS as determined by engagement in Texas Home Learning 3.0 (when made available by TEA), Google Classroom, and interaction with teachers. Grading will be the same as in-person learning and according to the JK Hileman Handbook and district policy. Physical Education, Art, and Music teachers will provide a bank of projects, activities, and assignments. Resources will be made available.

### **Kindergarten-Grade 5:**

Instructional Periods	Time	Subject
Office Hours *	7:35-7:55	Connections
1 ***	7:55-9:20	Instruction
2 ***	9:20-10:45	Instruction
3 ***	10:45-12:00	Instruction
4 ***	12:00-12:30	Lunch/Recess
5 ***	12:30-1:25	Instruction
6 ***	1:25-2:45	Instruction
7 ***	2:45-3:35	Intervention
Office Hours *	3:45-4:00	Connections

\* Synchronous

\*\*\*Asynchronous

**Office Hours:** Refer to master schedule at this link: [JKH Master Schedule](#) [MUMS Master Schedule](#)

**Teacher Arrival:** 7:30 **Teacher Dismissal:** 4:00

**Notes:** Students receive 180+ minutes of blended synchronous and asynchronous instruction/day. Daily schedules are provided to students and parents. Students must have higher levels of parent/teacher support. PCI time will include counselor lessons, intervention activities, and enrichment. This time will be used for peer-to-peer interaction, social and emotional development, and community building. Core content instruction will be provided by Texas Home Learning 3.0 (when made available by TEA) and Google Classroom and supplemented through other campus instructional resources. In grades 3-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas. A link to the JKH and MUMS master schedules is provided here. [JKH Master Schedule](#) [MUMS Master Schedule](#) Parents should refer to the schedule that correlates with the student grade level to determine the exact times of teacher

conference periods. Teachers will hold office hours called “Connections” during windows of time before and after school. This time will be utilized for student assistance. The time during teacher conference periods may be used for pre-scheduled one-on-one conferences offered in 15 minute increments. Attendance will be taken in TXEIS as determined by engagement in Texas Home Learning 3.0 (the LMS) and interaction with teachers. Grading will be the same as in-person learning and according to the JK Hileman Handbook, Morris Upchurch Middle School Handbook and district policy. Physical Education, Art, and Music teachers will provide a bank of projects, activities, and assignments. Resources will be available.

**Grades 6-12:**

Instructional Period	Time		Subject	
	MUMS	High School	MUMS	High School
Office Hours *	7:35-7:50	7:35-7:50	Connections	
1 ***	7:55-8:40	7:55-8:41	Instruction	Instruction
2 ***	8:45-9:30	8:45-9:25	Instruction	Instruction
3 ***	9:30-10:20	9:29-10:15	Instruction	Instruction
4 ***	10:25-10:55	10:19-11:05	Instruction	Instruction
5 ***	11:00-11:30 11:09-11:55		Lunch	
6 ***	11:35-12:25	11:59-1:15	Instruction	Instruction
7 ***	12:30-1:40	1:19-2:05	Instruction	Instruction
8 ***	1:45-2:55	2:09-2:55	Instruction	Instruction
9 ***	3:00-3:30	2:59-3:45	Intervention	Instruction
Office Hours *	3:45-4:00	3:45-4:00	Connections	

\* Synchronous

\*\*\*Asynchronous

**Office Hours:** Refer to master schedule at this link: [QCHS Master Schedule](#) [MUMS Master Schedule](#)

**Teacher Arrival:** 7:30 **Teacher Dismissal:** 4:00

**Notes:** Students receive 240+ minutes of blended synchronous and asynchronous instruction/day. Daily schedules are provided to students and parents. Students will need moderate levels of parent/teacher support. Intervention and activity times noted on master schedules will include counselor lessons, intervention activities, and enrichment. This time will

be used for peer-to-peer interaction, social and emotional development, and community building. Core content instruction will be provided by APEX Learning (the LMS) and Google Classroom and supplemented through other campus instructional resources. In grades 6-12 content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas. Parents should refer to the master schedule that correlates with the student grade level to determine the exact times of teacher conference periods. Teachers will hold office hours called “Connections” during windows of time before and after school. This time will be utilized for student assistance. The time during teacher conference periods may be used for pre-scheduled one-on-one conferences in 15 minute increments. Attendance will be taken in TXEIS as determined by engagement in APEX and interaction with teachers. Grading will be the same as in-person learning and according to the prospective campus handbook and district policy. Physical Education, elective, and Music teachers will provide a bank of projects, activities, and assignments. Resources will be provided.

Students will be required to engage through daily use of the LMS, completing assignments, and interacting with the teachers. There is the opportunity for and expectation of a full day of instruction through asynchronous learning activities with some synchronous opportunities provided. Students will learn through teacher assigned lessons and will engage in and be supported by classroom discussions, online lessons, and activities or projects. Attendance will be monitored daily and will be collected through the LMS, submission of daily assignments, and teacher contacts. The 90% attendance requirement applies to synchronous, asynchronous, and in-person learning.

The teachers will schedule regular check-ins with students. These may include individual virtual meetings, small group instructional sessions, or whole group participatory sets. Daily check-ins are required.

### **Services for Students With Learning Needs:**

Queen City ISD will provide differentiated instruction and learning opportunities for students with exceptionalities and English Language Learners. The District will strive to remove barriers that may arise due to a remote/virtual learning environment. Teachers will provide instruction through multiple avenues of engagement to generate student interest and motivation for learning. The objective is to provide students with learning

opportunities that are equitable and personalized with meaningful corrective feedback when needed.

## **Part II: Material Design**

### **Description:**

A list of TEKS-based, state adopted, district approved instructional programs, platforms, materials, and supports can be found in the charts below. District staff will utilize these resources as well as teacher designed lessons and instructional materials and supports to ensure classroom fidelity and vertical alignment is maintained. Teachers will adhere to state adopted standards and provide all students with an equitable, meaningful, and robust instructional experience.

Student progress through the course work and understanding of content will be monitored daily. There will be grade level and campus expectations for benchmark assessments to provide opportunities for students to demonstrate mastery of concepts within the curriculum and to direct instruction and intervention practices. Teachers will provide weekly make-up opportunities for students failing to demonstrate mastery on assignments.

Frequent and consistent feedback will be provided to students and parents. Queen City ISD will use the following systems to ensure student engagement and progress through an engaging, rich, and equitable curriculum that is taught in a coherent sequence with continuity and fidelity across all settings.

### **BASIC FRAMEWORK FOR BLENDED DISTANCE LEARNING:**

<b>RESOURCE</b>	<b>PRIMARY USE IN MATERIAL DESIGN</b>
<b>TEKS Resource System</b>	<b>QCISD will use the Vertical Alignment, TEKS Clarification tools and Year at a Glance documents to support teacher content knowledge development through professional support and training. Teachers will primarily design lessons guided by the scope and sequence specified in these tools.</b>
<b>Texas Home Learning 3.0 (When made available by TEA)</b>	<b>For appropriate grade levels and content areas, THL 3.0 will serve as the primary instructional materials for both in-person and remote learning. QCISD will utilize THL 3.0 content in the scope and</b>

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	sequence in which it is presented. Teachers will also rely on other appropriate materials and resources as needed.
<b>APEX Learning</b>	For appropriate grade levels and content areas, APEX Learning will serve as the primary instructional materials for both in-person and remote learning. QCISD will utilize APEX Learning content in the scope and sequence in which it is presented. Teachers will also rely on other appropriate materials and resources as needed.
<b>Other TEKS Based, state adopted instructional materials and programs</b>	The district will take advantage of other TEKS-based, state-adopted instructional materials in primary grades where THL 3.0 has no course offerings or for any grades/courses QCISD has not adopted THL 3.0. QCISD will also utilize other TEKS-based resources to complete and support instruction within the THL scope and sequence so that students will have prescribed individualized learning tools and opportunities,

**RESOURCE GUIDE PER CORE CONTENT AREA:**

<b>Instructional Materials/ Assessment</b>	<b>Grade Level(s)</b>	<b>TEKS Aligned</b>	<b>What resources are included to support students with disabilities?</b>	<b>What resources are included to support ELs?</b>	<b>Print or Online Instructional or Data Tool</b>
<b>Math Instructional Materials</b>					
Texas Home Learning 3.0	Elementary	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	Elementary and Secondary	Yes	This tool helps teachers identify gaps and adjust instruction as needed.	This tool helps teachers identify gaps and adjust instruction as needed. Provides concept mapping.	Teacher Instructional Tool
Renaissance STAR	K-4	Yes	Progress Monitoring.	Vocabulary, Growth measure. Both English and Spanish	Digital. Data Tool
Freckle Math	K-4	Yes	Skill Practice/ Intervention	Intervention/Growth Measure	Digital. Data Tool. Instructional

Kahn Academy	K-12	Yes	This is a supplemental instructional tool that provides visual support and explanations for processes	Both English and Spanish	Instructional Support
APEX	6-12	Yes	This is an instructional tool that provides support for students with exceptionalities	The product includes built in supports for ELs in each lesson.	Print and Online. Instructional Tool
TEKS Guide	K-12	Yes	This is a supplemental instructional tool that provides digital audio & visual support and explanations for processes	The product includes built in supports for ELs in each lesson.	Digital Instructional Tool/Formative Assessment
Breakout EDU	K-12	Yes	Highly engaging tool with a high degree of collaboration that supports students with disabilities.	The product includes built in supports for ELs in each lesson.	Game Based Digital and Print Tool
FrogStreet	PK 3 & 4	Aligned to PreK Guidelines	This product includes built-in supports for students with disabilities in each lesson	The product includes built in supports for ELs in each lesson.	Print and Online. Instructional Tool
Pearl Math	K-1	Yes	None	The product includes built in supports for ELs in each lesson.	Print
Sharon Wells	2-5	Yes	None	The product includes built in supports for ELs in each lesson.	Print
CLI Engage	PK-1	Yes/Aligned to PreK Guidelines		The product includes ELL support	Data Tool/ Family Engagement Digital & Print

Instructional Materials/ Assessment	Grade Level(s)	TEKS Aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
<b>Reading Instructional Materials</b>					
Texas Home Learning 3.0	Elementary	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	Elementary and Secondary	Yes	This tool helps teachers identify gaps and adjust instruction as needed.	This tool helps teachers identify gaps and adjust instruction as needed. Provides concept mapping.	Teacher Instructional Tool
Renaissance STAR	K-8	Yes	Progress Monitoring.	Vocabulary, Growth measure. Both English and Spanish	Digital. Data Tool
APEX	6-12	Yes	This product includes built-in supports for students with disabilities in each lesson	The product includes built in supports for ELs in each lesson.	Print and Online. Instructional Tool
TEKS Guide	K-12	Yes	This is a supplemental instructional tool that provides digital audio & visual support and	The product includes built in supports for ELs in each lesson.	Digital Instructional Tool/Formative Assessment

			explanations for processes		
Breakout EDU	K-12	Yes	Highly engaging tool with a high degree of collaboration that supports students with disabilities.	The product includes built in supports for ELs in each lesson.	Game Based Digital and Print Tool
FrogStreet	PK 3 & 4	Aligned to PreK Guidelines	This product includes built-in supports for students with disabilities in each lesson	The product includes built in supports for ELs in each lesson.	Print and Online. Instructional Tool
HMH	K-8	Yes	This product includes built-in supports for students with disabilities in each lesson	The product includes built in supports for ELs in each lesson.	Print and Online. Instructional Tool
CLI Engage	PK-1	Yes/Aligned to PreK Guidelines	NA	The product includes ELL support	Data Tool/ Family Engagement Digital & Print

Instructional Materials/ Assessment	Grade Level(s)	TEKS Aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
<b>Science Instructional Materials</b>					
Texas Home Learning 3.0	Elementary	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	Elementary and Secondary	Yes	This tool helps teachers identify gaps and adjust instruction as needed.	This tool helps teachers identify gaps and adjust instruction as needed. Provides concept mapping.	Teacher Instructional Tool
APEX	6-12	Yes	This is an instructional tool that provides support for students with exceptionalities	The product includes built in supports for ELs in each lesson.	Print and Online. Instructional Tool
TEKS Guide	K-12	Yes	This is a supplemental instructional tool that provides digital audio & visual support and explanations for processes	The product includes built in supports for ELs in each lesson.	Digital Instructional Tool/Formative Assessment
Breakout EDU	K-12	Yes	Highly engaging tool with a high degree of collaboration that supports students with disabilities.	The product includes built in supports for ELs in each lesson.	Game Based Digital and Print Tool
FrogStreet	PK 3 & 4	Aligned to PreK Guidelines	This product includes built-in supports for students with disabilities in each lesson	The product includes built in supports for ELs in each lesson.	Print and Online. Instructional Tool
Pearson	K-12	Yes	This product includes built-in supports for students with disabilities in each lesson	The product includes built in supports for ELs in each lesson.	Print and Online. Instructional Tool

Instructional Materials/ Assessment	Grade Level(s)	TEKS Aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
<b>Social Studies Instructional Materials</b>					
Texas Home Learning 3.0	Elementary	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	Elementary and Secondary	Yes	This tool helps teachers identify gaps and adjust instruction as needed.	This tool helps teachers identify gaps and adjust instruction as needed. Provides concept mapping.	Teacher Instructional Tool
APEX	6-12	Yes	This is an instructional tool that provides support for students with exceptionalities	The product includes built in supports for ELs in each lesson.	Print and Online. Instructional Tool
TEKS Guide	K-12	Yes	This is a supplemental instructional tool that provides digital audio & visual support and explanations for processes	The product includes built in supports for ELs in each lesson.	Digital Instructional Tool/Formative Assessment

Breakout EDU	K-12	Yes	Highly engaging tool with a high degree of collaboration that supports students with disabilities.	The product includes built in supports for ELs in each lesson.	Game Based Digital and Print Tool
Texas Studies Weekly	1-4	Yes	This is a supplemental instructional tool that provides digital audio & visual support and explanations for processes	The product includes built in supports for ELs in each lesson.	Print and Online. Instructional Tool

**Feedback Timelines:**

Feedback will be provided through daily teacher-student interaction within the LMS and as assignments are submitted at completion. The district grade reporting policies will be followed: progress reports will be issued every three weeks; reports cards will be issued every nine weeks.

Parents and students will also have the opportunity to receive feedback through the use of scheduled conferences with teachers during daily office hours.

Teachers will be responsible for keeping digital daily contact logs through Google Suite.

The district will maintain integrity in seeking to serve the most at-risk population of students through specifically designed unique instructional practices that adhere to students’ IEPs and 504 plans, meet the needs of ELLs, and recognize our students’ unique situations as much as practicable. Scheduled on-campus, in-person, and virtual meetings will be held on a 1:1 basis as needed. Adaptations will be made as needed to ensure student success. The instructional materials will be provided by teachers through platforms such as Google Suite (Classroom, Meets, Hangouts, GMail), APEX, THL 3.0, and other platforms when selected.

### **Coherence in Instruction:**

Parent surveys regarding instructional setting choice revealed that Queen City ISD has very few families choosing the remote setting for their students. However, the district recognizes that with the ever changing details of the pandemic school closures are probable. Queen City ISD will be prepared to and will provide a continuous instructional flow for all district students. There will be two platform options for students and parents to choose from as they journey into the QCISD 20-21 school year.

### **OPTION 1.**

“In-Person” Instruction: Students will report to class on their designated campus for traditional classroom instruction adhering to stringent health and safety guidelines. The District has published a document detailing these guidelines for all constituents. The Queen City ISD Reopening Information and Health Guidelines document is posted on the district website at [www.qcisd.net](http://www.qcisd.net) The 90% attendance rules apply in order to receive credit for graduation or promotion.

### **OPTION 2.**

“Remote/Virtual/Blended” Instruction: Students will participate from a remote location. Instruction is self-paced and in a format where students engage in learning materials on their own time, interacting intermittently with the teachers by computer or other electronic device or over the phone. Times for student and teacher interaction are determined by a schedule set by the district and followed by the teacher. The teacher has some ability to be flexible (within reason) in scheduling conferences with remote learners. Students are required to engage each day, make daily progress, and will be graded in a manner consistent with grading policies that were in place prior to COVID-19. Younger students will need more teacher and parental support. The 90% attendance rules apply in order to receive credit for graduation or promotion.

## **LESSON PREPARATION:**

Teachers will set up instructional materials and design lessons to be the same in both options so that remote learners may transition seamlessly back into the classroom provided all the guidelines have been followed and met during the remote learning period.

Teachers can assist students through an appropriately designed sequence of lessons. Students will progress at their own pace within a daily schedule receiving targeted interventions as necessary. Progress and daily attendance will be monitored through the LMS, school to student interaction, and assignment completion.

Teachers will ensure that lessons are based on TEKS-aligned and state-adopted resources, posted in Google Classroom, THL 3.0, and/or APEX whichever applies to the student's grade level and courses. Students who are supported through special programs will be provided adapted lessons according to IEPs and other appropriate plans. Teachers may provide pre-recorded lessons uploaded into the LMS. Live teacher assistance will be provided at the specified times according to teacher and student schedules. And teachers will be available to assist students during daily office hours called "Connections" through Google Meets and similar platforms. Students must complete daily assignments or meet other daily engagement requirements. Grades will be taken and recorded in the Queen City ISD approved gradebook system. Lessons will be engaging, relevant, and meaningful in preparing students to be future ready.

## **Students With Disabilities:**

Special Education teachers will work with students in accordance with their ARD developed IEPs and 504 plans. The district is committed to removing barriers to student experiences within the remote learning process.

Teachers will provide differentiated and personalized learning opportunities with immediate and corrective feedback.

## **Part III: Student Progress**

**Description:** Students will likely have significant gaps given the length of the 19-20 spring school closure due to COVID-19. It is almost certain that students did not progress to mastery level in many critical concepts across the curriculum. Queen City ISD will follow the plan outlined next in order to address any deficiencies in student learning.

### **ASSESSMENT**

The District will administer the state-supported Beginning of Year Assessments for STAAR tested grade levels and use the resulting data to drive instructional planning and lesson delivery. For non-STAAR tested grade levels the District will utilize TEKS Resource to generate and administer Beginning of the Year formative assessments. TPRI will also be utilized for Kindergarten through grade 2 to identify any early literacy gaps.

### **ASSESSMENT FRAMEWORK**

The district will follow the protocol below for developing and administering student assessments.

1. Individual Education Plans (IEPs) will be adhered to in all assessment/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 for in-person and remote administration.
4. Teacher instructional authentic assessments will be delivered through a variety of modalities including teacher created questions or performance tasks placed in the LMS.
5. All assessments will guide instruction and targeted interventions.

### **LESSON DESIGN:**

The District believes that there is no “one size fits all” instructional approach that will work for all students, courses, grade levels, and subjects. Therefore, QCISD will provide high quality instruction focused on student need, TEKS based learning objectives, and student outcomes that meet or exceed state standard expectations.

Teachers will develop high quality data driven lessons that target individual student needs and mastery of standards. Lesson design will be supported through the use of the APEX Learning System, Texas Home Learning 3.0, TEKS Resource System, DMAC, and other instructional design platforms adopted by the District which support TEKS-aligned content, scope and sequence.

### **LOST INSTRUCTION:**

Queen City ISD recognizes that extended closure in the spring of 2020 resulted in significant lost instructional time which significantly impacted student content mastery. To remediate this loss, the District will engage in pre-assessment activities at the beginning of the 20-21 school year. Teachers will use data gathered from BOY assessments to design a coherent and reasonable scope and sequence for instruction that is intentional and aligned with state standards.

**Resources and strategies to target lost instruction include but are not limited to: Texas Home Learning 3.0, TEKS Resource System, APEX assessments, DMAC, PLCs,**

### **INTERVENTIONS AND ENRICHMENTS:**

Students who are identified as needing intervention or who are ready for enrichment will be intentionally positioned to receive specifically designed supports. Additional time has been added to the daily schedule to allow time for increased specific and individualized planning and delivery focusing on improved student outcomes. This added time provides daily opportunities for intervention and enrichment through the use of teacher office hours called “Connections”, PLCs, teacher conferences, and other supplemental instructional sessions. The intent of these interventions and

enrichment opportunities is to provide students with as much of a personalized approach to learning as possible. They are not intended to present difficulties for students and teachers in participating in regularly scheduled instructional practices because of student or teacher absences.

**Resources include but are not limited to: campus schedules, student schedules, assessment calendars, PLC schedules, intervention program schedules**

### **PARENT, STUDENT, AND TEACHER SUPPORT:**

All participants in the educational setting need specifically designed, instructionally aligned, pre-planned, and intentional support. The district will utilize district and campus administrators as well as master teachers to provide on-going supports during this time. Supports will be provided in both the in-person and asynchronous blended/virtual platforms. Social and emotional well-being supports will be included in these designs and will be provided by the campus counselors. Parents will be mentored and assisted by teachers, counselors, and campus administrators as needed through parent/teacher conferences.

The District values an “open door” process and believes that consistent communication between the school and the home is vital to student success. Teachers will be required to make frequent contact with parents to report on student progress. They will maintain daily digital communication logs using Google Suite as documentation.

Teachers will be provided with opportunities to collaborate with their colleagues in Professional Learning Communities. The District has developed a school calendar that has embedded professional development and instructional planning time for all staff. Teachers will be encouraged to share best practices across content and grade levels. The school calendar may be found at [www.qcisd.net](http://www.qcisd.net)

The District recognizes the challenges the extended closure and resulting distance learning presented to students, parents, and teachers. The District’s goal this year is to help parents best support their children, learn

how and when to intervene, and to provide structure and balance within the home while participating in virtual learning.

### **SUPPORT FOR STUDENTS, TEACHERS, AND FAMILIES**

Students, teachers, and families will be supported in a variety of ways. They will have continued daily opportunities to interact with their teachers and will receive additional support through regular intentionally designed counselor lessons addressing social and emotional well-being, and academic guidance. Families will be supported by open communication and consistent feedback loops using parent-teacher conferences with both in-person and virtual options. They will have predictable progress monitoring and reporting from the school. Teachers will have robust training during the beginning of the year on all the newly selected and implemented instructional technology systems, requirements, and best practices related to the intense intervention and recovery responses needed for the 20-21 year. There will be ongoing pre-scheduled staff development sessions throughout the year as well as monthly PLC meetings to address staff needs.

#### **Student Access:**

The District surveyed all families during the spring closure to ascertain levels of technology availability and internet access within the home. The District continues to work to be positioned to offer all families who need access to both computer equipment and internet opportunities for remote learning. In addition, the District has selected Texas Home Learning 3.0 as its Learning Management System for PK-Grade 5 and APEX Learning for its Learning Management System for Grades 6-12. Teachers and students will also use Google Suite- Classroom, Meets, Hangouts, Forms- in addition to other TEKS-aligned teaching and learning resources. Teachers will make daily assignments which students must complete in order to get credit for attendance. Students will NOT be allowed to work ahead and complete all weekly assignments in one day and then not connect the rest of the week. Teachers will also hold daily office hours

called Connections during which students may gain assistance as needed and participate in small group or individual instructional opportunities.

### **DATA COLLECTION:**

Queen City ISD will utilize pre- and post- assessments that are aligned to student expectations in order to collect data which will then be used to drive instructional practices. For example, teachers will use data gained from formative assessments to design lessons, adjust scope and sequence, determine interventions, and gauge student progress.

**Resources include but are not limited to: Texas Home Learning 3.0, Texas Education Agency assessments, APEX assessments, DMAC, TEKS Resource System assessments, Renaissance STAR, BOY and MOY assessments, TPRI, Circle**

### **ACTIVE ENGAGEMENT:**

Maintaining and monitoring active daily engagement is critical for student success. Active engagement means the student is involved in his/her coursework. The student's engagement will result in being marked "present" in each course in which they are enrolled. Students will be marked present when one or more of the three components below are met.

1. Daily completion of assignments: activities, lessons, projects
2. Attending synchronous (live lessons) for tutoring, enrichment, and intervention
3. Daily contact with the teacher

The student's daily attendance will be recorded in the LMS system, teacher attendance records/reports, and documented in the district's PEIMS reporting system.

Course completion is based on demonstration of academic proficiency with passing grades equivalent to 70% or above on a 100 point scale and meeting the 90% attendance requirement.

## **PART IV: Implementation**

The purpose of developing this plan and related systems is to inform all involved parties of both the in-person and asynchronous instructional plan, platform, processes, and procedures that will be used by Queen City ISD during the 20-21 school year. The District will strive to ensure seamless consistent learning opportunities which include well-planned lessons and activities for students in both learning environments.

### **PARENTS:**

Parents will be provided with an opportunity at the beginning of the school year to participate in individual and/or small group meetings so that they may become familiar with this plan, learn their roles and responsibilities, and view demonstrations on how to use the technology equipment and virtual platforms utilized by the district. On-going learning activities will be provided for parents throughout the year. These may include “Meet the Teacher”, Parent Training and Information Nights, and other small group and individual sessions as appropriate.

It is the expectation of the district that communication will flow freely between the school, the student, and the parent through Google Suite, E-Notes, The TSDS Parent Portal, the LMS for each grade level, personal emails, and phone calls. It is paramount that parents understand the expectations and roles and responsibilities of students and families while participating in the remote learning options. Communication is vital to success.

### **PARENT MEETINGS:**

Students and parents will choose between the in-person and virtual/remote learning platforms at the beginning of the year or upon enrollment. When a student and parent determines it is best to change platforms, which will only be allowed at the end of the grading period unless there are extenuating circumstances related to COVID-19, a parent meeting will be

held between the student and parent, a campus administrator, and the guidance counselor. The meeting discussion points will include:

- Completion and grading of assignments
- Who and how to contact support
- Attendance requirements for promotion and graduation
- Technology Requirements and Needs
- Remote Learning Platform
- Return to Class Protocol
- Roles and Responsibilities of the student, teacher, and parent
- Participation and Eligibility

### **TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS:**

All Queen City ISD staff have participated in training related to remote learning platforms, instructional technology, parent communication and partnerships, and district grading policies. The topics included but were not limited to: Google Suite, THL 3.0 (when released by TEA), APEX, TEKS Resource System, DMAC, the statutory required training, and team building exercises.

In addition, there are on-going intentionally scheduled professional development and instructional planning days built into the district calendar.

### **PRINCIPALS AND OTHER ADMINISTRATORS:**

All district instructional administrators are required to participate in the professional development provided for teachers. Administrators will become proficient in and develop a stronger understanding of any and all platforms utilized by the district during this unique instructional environment. They will be adept in providing continual support for students, parents, and teachers.

A district staff development schedule may be provided upon request.

### **ON-GOING COMMUNICATION AND LEARNING:**

Professional Learning Community (PLC) time is intentionally built into the campus schedules so that teachers and administrators will have the

opportunity to engage in on-going collaboration for learning and support with their peers and leaders. The primary focus of this time is to increase teacher knowledge and understanding of student expectations, the learning platforms and best practices for both blended and distance learning, parent communication practices, technology processes and procedures, time management, student engagement, and data collection and use for instructional planning.

Support for teachers will include: observations, mentoring, coaching, collaboration, time for examining student work, modeling, on-going demonstration of and analyzing relevant research-driven instructional strategies.

### **COMMUNICATION TOOLS:**

The district will use the following communication tools for all participants:

1. The Parent Portal
2. Google Classroom- Meets, Hangouts, Forms
3. APEX and THL 3.0 (When made available by TEA)
4. E-Notes
5. The Queen City ISD website at [www.qcisd.net](http://www.qcisd.net)
6. The Queen City ISD social media sites listed on the district website.

### **STUDENT GAPS:**

Queen City ISD will utilize every strategy possible to identify gaps in student learning and performance. Teachers will develop tutorial session groups and instructional intervention strategies based on student performance data. Resources used will include but not be limited to information from the TEKS based BOY Interim Assessment, TEKS Resource Gap Tool, APEX assessments, THL 3.0 assessments, CIRCLE, and more.

Once identified, teachers will ensure that students are provided with timely interventions specifically designed to meet individual needs. These may include individual tutorials, small group tutorials, and access to interventionists.

## **RESOURCES FOR REMOTE LEARNING:**

- A. The following is a list of resources provided by QCISD to help students and teachers implement and participate in a meaningful and robust remote/virtual learning program.
- TEKS Resource System
  - Texas Home Learning 3.0 (When made available by TEA)
  - APEX Learning Systems
  - Google Suite for Education
- B. The following are digital resources that enable our teachers to upload selected lessons, create videos, and/or hold virtual classes.
- Google Classroom
  - Google Meets
  - Texas Home Learning 3.0 (when released by TEA)
  - APEX Learning
- C. **Internet Providers:** The district is working with the Texas Education Agency and many other entities to partner with internet service providers to assist in providing free or reduced-priced service during the pandemic crisis. Family surveys were conducted in the spring semester of the 19-20 school year to determine families in need of assistance. In addition, during registration, families will complete the Connectivity Survey to help the district determine more individualized need and deploy devices and possibly internet access to homes.
- D. **Deployment of Student Devices:** The district has a 1:1 ratio of students to devices at both the high school and the middle school campus and is close to reaching a 1:1 ratio at the elementary school. During our annual “Meet the Teacher” activities, elementary students will be able to check out devices depending upon need and as appropriate for use in remote learning and middle school and high school students will be assigned a device to use in either setting. During these same meetings, parents and students will have the opportunity to attend small group instructional stations in order to

learn about their device and to gain insight into how to manage the virtual learning experience to maximize student progress.

### **STUDENT ROLES AND RESPONSIBILITIES**

- Establish daily routines for engaging in the learning process.
- Identify a space at home where you can study and learn comfortably.
- Check your district resources such as Google Classroom and APEX or THL 3.0 for assignments daily.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when help is needed.
- Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for course & attendance credit.
- Attend live instruction appropriately dressed in accordance with the QCISD dress code.

### **PARENT/LEARNING COACH ROLES AND RESPONSIBILITIES**

- Establish partnerships with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish at-home routines and expectations with the student.
- Assist your student in locating and setting up an appropriate learning space at home.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Attend district/campus training for implementation support.
- Use teacher office hours to help strengthen asynchronous and blended learning.
- Contact teachers, administrators, and counselors for additional supports for student learning.

### **WHO TO CONTACT**

#### **For Assistance with a Course or Assignment:**

The teacher assigned to teach your student in the course

**For Assistance with a Technology-Related Problem or Issue:**

The QCISD Technology Department (903)796-8256

**For Assistance with a Personal, Academic, or Social-Emotional Concern:** The Campus Counselor

**For Other Issues Related to Remote/Virtual Learning:**

The Principal, Assistant Principal, Counselor, Curriculum Director

**GRADES AND GPA:**

Grades taken on assignments, tests, projects, and any other student work will be consistent with the Queen City ISD grading policy prior to the COVID-19 closures in the spring. The grading policy will be the same for remote/virtual learning as it is for in-person learning. All grades will be assigned in accordance with previously established QCISD Policy and campus procedures. Courses that receive weighted credit during in-person instruction for the purposes of GPA calculation will also receive weighted credit during remote instruction.

***STUDENTS PARTICIPATING IN CLASSES RECEIVING WEIGHTED CREDIT IN THE REMOTE/VIRTUAL INSTRUCTIONAL SETTING WILL BE REQUIRED TO SCHEDULE AN APPOINTMENT WITH THE INSTRUCTOR AND TAKE ALL TESTS AND ASSESSMENTS ON CAMPUS UNDER THE SUPERVISION OF THE INSTRUCTOR OR AN ADMINISTRATOR. THE HEALTH AND SAFETY PROCEDURES ADOPTED BY THE DISTRICT WILL BE FOLLOWED.***

**ELIGIBILITY:**

A student or interdistrict transfer student who is voluntarily participating in an all-remote instructional method, whether synchronous or asynchronous, shall not be permitted to participate in any extracurricular activity, practice, or performance for the grading period in which the student is receiving all-remote instruction or any elective courses open only to students participating in a particular UIL activity.

CTE courses which require an in-person hands-on demonstration of skill by the teacher for instruction or the student for grade, credit, or certification are not offered in the remote platform.

**\*\*\*\*\*THE DISTRICT RESERVES THE RIGHT TO REQUIRE STUDENTS TO MOVE TO REMOTE INSTRUCTION DUE TO ILLNESS RELATED TO COVID-19. THE DISTRICT ALSO HAS THE RIGHT TO REMOVE A STUDENT FROM THE REMOTE OPTION IF ATTENDANCE AND PERFORMANCE ISSUES ARISE.**

**This policy is subject to amendment and/or limitations as a result of TEA negotiations and approval, changes in CDC, DSHS, Commissioner, and/or Governor guidelines and ordinances. This plan is also subject to change once the COVID-19 pandemic ends.**