

Zavalla ISD



Remote Learning for School Year 2020-2021

Asynchronous Plan for 2020-2021 School Year

Zavalla ISD will be offering a remote asynchronous learning system for students in the 2020-2021 school year. Remote asynchronous instruction does not require having the instructor/student engagement at the same time. In this method, students learn from instruction that is not necessarily being delivered in-person or in real-time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students on paper. The instructional method must address the required curriculum, per TEC 28.002.

The goal of this plan is to provide ongoing rich and robust TEKS-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance

learning by progressing through the state standards. We realize that learning will be modified in a remote and digital environment. Zavalla ISD will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model.

GUIDING PRINCIPLES

1. Supporting students' academic and emotional wellness while maintaining home and school balance.
2. All students and families will have access to quality educational materials aligned to the TEKS and to the supports needed to successfully access those materials.
3. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of each student.
4. Educators, students, and parents need support, encouragement, compassion to ensure their success.

Asynchronous instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. For students engaged in the day, they would be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; Progress from teacher to student interaction made that day; Evaluating the completion and understanding of assignments that day.

Instructional Schedule

The Instructional Schedule will outline the expected time for students to interact with academic content and interact with the teacher(s) and receive instructional support.

Student/s interact with academic content:

- Daily interaction with academic content by reviewing google classroom and completing daily assignments each day. This is non-negotiable.
- Students are required to attend at least 90% of their classes (with some exceptions) to receive credit and be promoted. Remote attendance will count in the same manner as on-campus attendance satisfying this requirement.
- Teacher(s) will interact with students by reviewing material that is turned in by the student and making comments on student's grades.

Student/s interact with the teacher(s) and receive instructional support

- Each student can interact with the teacher during the teacher's conference period which will be provided to the students, before school (7:30 a.m. - 7:50 a.m.) and/or after (3:20 p.m.- 4:00 p.m.) school.
- Every six weeks, each student will take a curriculum-based assessment, then the teacher will conference with each student to go over the strengths and weaknesses that were tested, and how the student can build off their strengths and weaknesses.
- Direct instruction is delivered by the method of assignments by the teacher. Each student will meet or exceed the following average daily minimums across all

subjects: Pre-K through 5th grade will have 180+ instructional minutes and 6th through 12th grade will have 240+ instructional minutes.

PreK-5th

Students receive 180+ minutes of asynchronous instruction each day. Daily schedules are provided to parents and students.

8:00-8:30	Student Connection
8:30-9:30	Reading
9:30-9:45	Break
9:45-10:45	Math
10:45-11:15	Lunch
11:15-11:45	PE
11:45-12:00	Break
12:00-1:00	ELA
1:00-1:30	Science
1:30-2:00	Social Studies

6th -12th

Students receive 240+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students.

8:00- 8:30	Student Connection
8:30-9:30	Period 2
9:30-10:30	Period 3
10:30-11:30	Period 4
11:30-12:00	Lunch
12:00-1:00	Period 5
1:00-2:00	Period 6
2:00-3:00	Period 7

Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.

Attendance will be taken daily in Skyward, as determined through engagement.

Grading will be the same as on-campus learning and outlined in our ZISD District Handbook and policy.

The Learning Management System (LMS) for grades K-12 is Google Classroom.

Each class will include a 3E Model: engagement, elaboration, and evaluation.

- Engagement- bell ringer, video, etc.
- Elaboration- extending the lesson with technology, or a written response, etc..

- Evaluate- exit ticket, short answer response, written assignment or completion of task etc.

Additional Support for Students with Learning Needs

For students with disabilities, ZISD will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Materials

The staff will implement the TEKS Resource System, Google Classroom, and various other TEKS-based, state adopted instructional materials. The content includes curriculum components and sample unit assessment items aligned to the most current versions of the State Board of Education-adopted standards (TEKS) for the following subject areas:

- English Language Arts and Reading (K-12)
- Mathematics (K-12)
- Science (K-12)
- Social Studies (K-12)

This will provide our school district and teacher(s) a resource aligned with what the state of Texas has determined students are expected to learn (TEKS) with support of a coherent, logical sequence that reinforces concepts at appropriate times throughout the year.

Internet access

All materials that have been purchased by the school district will be assigned to each student in Google Classroom. The students will use the Google Classroom platform to access all assignments and assessments of the logical sequence by the teacher. Each campus principal will review all lesson plans and randomly review graded work from students to ensure that the material that is purchased by the school district is being used and students are receiving the material that is being assigned by the teacher.

Students with Disabilities

Each teacher will ensure and follow all student Individualized Education Plan, or IEP, for students with disabilities, and English Language Learners. The director of any department will check-in with each student during the grading periods throughout the year to ensure that each plan is being followed and/or more support needs to be added for each student.

Student Progress

Student progress is expected in remote asynchronous learning by the daily tracking of student engagement to ensure curricular progress, a system to measure the academic progress of all students to inform instructional practice, and student feedback weekly while using school grading policies.

Daily Track Student Engagement is measured daily with or without internet access, and attendance is assigned based on the student's completion of that day's engagement measure. Please read the following:

- Each student will have to **complete at least one** assignment in the following categories assigned by the instructor: warm-up, lesson, activity, test, closing ticket each day when school is in session.
- The teacher can require a student to come to campus to complete a required assignment or project for elective courses if the course requires an assignment that cannot be reasonably completed remotely. Failure to appear on campus to complete on-campus assignments could also result in absences that could subject the student to the 90/10 minimum attendance for class credit requirements.
- The teacher can also check the performance of the student for interaction with the student via phone (whether the student does or does not have access to the internet) and/or through email or other internet access.

Each student will take CBA's and assessments throughout the grading period to assess the student's understanding of the material that was taught and/or current grade level. The student will have the opportunity to take the test digitally or in print. After the test, the teacher will have a conference with the student to address the strengths and weaknesses of the student.

The teacher or instructor will be providing feedback on the student's progress each week. Every student will be following the same grading procedures that are set by the campus principal at each campus. The remote learning and traditional learning will be graded the same.

In the event a parent chooses remote instruction for their child, the child will have to remain in remote instruction for a single grading period but can change after the grading period is over. This applies to a traditional learner as well.

ACTIVE ENGAGEMENT

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

1. Completion of lessons- activities, assessments, projects on a daily basis
2. Or daily contact with the teacher.

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

ASSESSMENT FRAMEWORK

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Teachers and school testing coordinators will be trained on how to deliver online assessments.
3. Test security protocols will be put in place in school and remotely.

4. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks.
5. All assessments will guide instruction.

LESSON DESIGN

Zavalla ISD believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards. ZISD will create a modified scope and sequence-based on the intentional alignment of standards missed as a result of lost instructional time. High priority/essential state standards will be identified for each core subject area.

Implementation

Implementation of professional development calendars with specific supports for asynchronous instruction for educators and families. Please read the following:

- Educators will receive professional development during each grading period.
- If educators need additional training, educators must send a written request to their campus principal for approval.
- Parents/Guardians can schedule training sessions at the campus that their child attends to help implement asynchronous learning for their children. Please call the school at 936.897.2611 Elementary or 936.897.2311 JH/HS to set up an appointment.
- Parents/Guardians and the student must sign that they have both read the asynchronous plan before allowing the implementation.
- Each campus principal:
 - will go over an asynchronous plan at the beginning of the school year.
 - will be responsible for creating a calendar for parents or guardians and each employee for professional development.
 - will develop a process to monitor student data over each grading period and have professional learning communities throughout each department.

The asynchronous plan will be in the student handbook and also can be found on the school website www.zavallaisd.org.

In the event of a pandemic or school closure, the traditional student will be moved to the asynchronous plan and the remote learning platform will not be affected. When school reopens, traditional learners will be moved back to a traditional setting.

Student Responsibilities

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check Google Classroom for assignments.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when you need assistance. We are here to help.
- Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for attendance and credit for the day.

Parent/Learning Coach Roles and Responsibilities

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning
- Monitor communication from teachers and school.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Attend district/campus trainings for implementation supports.
- Use teacher office hours to help strength asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.

Contact:

For assistance regarding a course, assignment, or resource:

The relevant teacher

For assistance regarding a technology-related problem or issue:

The ZISD technology department

For a personal, academic or social emotional concern:

Your school counselor

For other issues related to distance learning:

The principal