SKIDMORE-TYNAN ISD

ASYNCHRONOUS PLAN

2020-2021

OVERVIEW

Skidmore-Tynan ISD will implement an Asynchronous Instructional Model with some synchronous instruction blended in to maintain the personal connection necessary for rigorous academic work. Our LMS in Skidmore-Tynan ISD is Hatch Ignite for PK, Google Classroom for grades K-8, and Google Classroom & Edgenuity for grades 9-12.

KEY PRINCIPLES

1. 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.
2. Support our students and their families through ongoing communication and equitable access to instruction, including assistance to meet the needs of all stakeholders
3. Students and schools/teachers will maintain a personal connection that supports necessary rigorous academic work in a manner that is respectful to all stakeholders.
4. Teachers may need support, encouragement, and compassion to ensure their success and resilience.

TYPES OF REMOTE INSTRUCTION

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 1) progress in the Learning Management System (LMS) made that day; 2) Progress from teacher to student interaction made that day; and/or 3) Evaluating the completion and understanding of assignments that day.

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

I.   INSTRUCTIONAL SCHEDULE

Elementary – Grades PreK-5

Class	Time	Instructional Minutes	
Math	8:00-9:00	60 minutes	Elementary students who chose remote instruction will follow a daily schedule that meets or exceeds the 180-minute requirement in the asynchronous plan.
Phonics	9:00-9:30	30 minutes	In grades K-5, content and instruction are provided by departmentalized teachers. These teachers are the point-of-contact for their prospective subject areas.
Reading	9:30-10:30	60 minutes	Teachers will be providing pre-recorded lessons, online lessons, and assignments via Google Classroom, SeeSaw, Education Galaxy, FlipGrid, and/or Hatch Ignite.
Writing	10:30-11:00	30 minutes	
Lunch	11:00-12:00		In addition, teachers are providing synchronous opportunities for extension and tutorials.
Rotation: Music/PE	12:00-12:30	30 minutes	Students and parents will have the opportunity to request a Google Meet for additional one-on-one assistance during teachers' conference period (office hour).
Science/Social Studies	12:30-1:00	30 minutes	

Junior High – Grades 6-8

Class	Time	Instructional Minutes
1st Period	8:00 – 8:46	46 minutes
2nd period	8:50 – 9:40	50 minutes
3rd period	9:44 – 10:30	46 minutes
4th period	10:34 – 11:20	46 minutes
5th period	11:24 – 12:10	46 minutes
Lunch	12:10 – 12:40	
6th period (pre-Athletics 6th grade/ Academic Lab 7th & 8th grade)	12:44 – 1:30	46 minutes
Tutorials	1:34 – 2:04	30 minutes
7th period	2:08 – 2:54	46 minutes
8th period	2:58 – 3:45	47 minutes

All Junior High students who chose remote instruction will follow their regular schedule. Junior High teachers will be teaching face-to-face and virtually at the same time. All virtual lectures will be recorded and uploaded to Google Classroom daily. Virtual students will be able to log on and watch the teacher live and interact with the class, or watch the recorded video later. Students will complete the same assignments that students who are face-to-face complete on a daily basis. During tutorials, 6th graders will not have a scheduled class unless the teacher sets up a small group or one-to-one Google Meet with the student. The student may also request for a teacher to meet them on a Google Meet for extra help. For 7th and 8th grade, Academic Lab and Tutorial times will be for small group instruction and students requesting live video sessions with their teachers.

High School – Grades 9- 12

Class	Time	Instructional Minutes
1st Period	8:00 – 8:46	46 minutes
2nd period	8:50 – 9:40	50 minutes
3rd period	9:44 – 10:30	46 minutes
4th period	10:34 – 11:20	46 minutes
Lunch	11:20 – 11:50	
5th period	11:54 – 12:40	46 minutes
6th period	12:44 – 1:30	46 minutes
Advisory/Remediation	1:34 – 2:04	30 minutes
7th period	2:08 – 2:54	46 minutes
8th period	2:58 – 3:45	47 minutes

Students receive 240+ minutes of asynchronous instruction each day. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and/or the completion of assignments. Students will attend pre-scheduled live sessions for community building and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Content for core subject areas will be provided through the Edgenuity system and district curriculum: TEKS Resource System. CTE courses will be provided through the ICEV program and state adopted textbooks. STHS teachers are the students' point of contact for their classes. Office hours will be available for one-on-one conferences during set times determined by the teacher. The Learning Management System(s) (LMS) for grades 9-12 are Google Classroom and Edgenuity. Appointments can be made by teacher and/or student/parent to answer questions, remediate instruction, or to reteach difficult material. Student attendance will be required if the teacher requests an appointment for intervention.

Component	Explanation
What are the expectations for daily student interaction with academic content?	There are two types of students that may engage in remote asynchronous learning: 1. Students who opt-in to the district-wide remote instruction. Teachers will be dedicated to this remote instruction at the district level, though students will still be assigned to their remote school. Students can opt to change learning modality (remote or face-to-face) at the end of each grading period 2. Students who are sick or opt to switch to remote mid-term and in the event of micro closures due to COVID-19. These students remain with their on-campus teacher. Students are expected to engage in both synchronous and asynchronous instruction at the scheduled times. Instruction is developed and assigned to meet or exceed the required daily minimum of instructional minutes expectation put forth from TEA. • Full day PreK – 180 instructional minutes • K through 5th grade – 180 instructional minutes • 6th through 12th grade – 240 instructional minutes During the day, students will have access to all activities and complete self-paced assignments independently and in the order in which they prefer. Students will be expected to complete and turn in daily work to receive credit for the day. Teachers can track student login time and assignment completions via the online LMS, and can tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support. Additional synchronous opportunities for small group instruction, intervention, and/or tutorials are provided daily. Students are expected to participate in small group instruction: • Small group instruction time is determined by teachers based on student progress in LMS. • Tutorials will be offered on an as-needed basis by teachers based on student progress
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?	Students will frequently and consistently use the LMS provided (Hatch Ignite for PreK, Google Classroom for K-12). The expectation will be a full day of instruction via asynchronous and synchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.

What are the expectations for teacher/student interactions?	Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in with the LMS at least once a day. Students can interact with teachers and peers daily during the interventions and/or small group instruction via Google Meet or phone call. Teachers will notify which students are to attend intervention sessions, small group instruction, when, and for what subjects. Teachers will establish office hours where they can meet with students or answer student questions. Office hours attendance for students is optional and based on student choice.
How will teacher/student interactions be differentiated for students with additional learning needs?	For students with disabilities and students of special populations, S-TISD 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. **General special education guidelines:** • IEP Services including accommodations/modifications will be followed and implemented based on the student's contingency plan. • Admission, Review, and Dismissal (ARD) and 504 committee meetings will be held within the timeline and as normal with certain exceptions based on participant need. • Size of ARD / size of meeting space to determine in-person or virtual meetings • Parent Preference **Inclusion / Resource Teachers:** • Inclusion teachers will meet virtually with their students. • Teachers will participate in PLC meetings with general education/special education instructional staff regularly. • Instructional support logs will be kept for all students receiving special education services during any virtual learning, logs will be submitted at the end of the grading period. **Daily requirements for Resource / Inclusion Paraprofessionals:** • Ensure you are invited as a teacher to all Google Classrooms in the classes you serve by the third day of school. • Log in to appointed class Google Meet. • Make contact with students to provide support and ensure accommodations are being met.

Dyslexia/Intervention Teachers:
- Dyslexia teacher will follow Read By Design program and meet with students 4 times weekly.
- Intervention teacher will work with RTI team to determine small group instruction based on student diagnostic assessments and student progress.
- Intervention teacher will meet daily with identified students and provide intervention using Read By Design and mClass for progress monitoring.

ESL Teachers:
- ESL teachers will follow the SIOP model and complete differentiated lesson plans using English Language Proficiency Standards
- ELs will have access to additional accommodations in the instructional materials if determined by the LPAC committee.

Remote Homebound Learners
- Students with disabilities receiving remote homebound instruction will receive related services and support as indicated in the IEP via asynchronous instruction.

II. MATERIAL DESIGN

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	PK-12	Frog Street TEKS Resource System Edgenuity McGraw Hill, Pearson state adopted textbooks	CIRCLE mClass Unit Assessments, Campus-Based Assessments STAR Renaissance	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Based on IEP, access to a certified SPED teacher or paraprofessional for synchronous in-class support services. Accommodations and/or modifications will be provided to students based on their IEP.	Differentiation and scaffolding supports are embedded within the curriculum Accommodations and/or designated supports for assessment will be determined by the LPAC committee

			Study Island		Assess to supplemental aids	
Reading Language Arts Instructional Materials	PK-12	Frog Street Saxon Phonics TEKS Resource System Edgenuity HMH, SAVVAS state adopted textbooks	CIRCLE DIBELS Unit Assessments Campus-Based Assessments STAR Renaissance Study Island	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Based on IEP, access to a certified SPED teacher or paraprofessional for synchronous in-class support services. Accommodations and/or modifications will be provided to students based on their IEP. Assess to supplemental aids Read By Design Dyslexia Program extended use to include students in RTI Tier II & III	Differentiation and scaffolding supports are embedded within the curriculum Accommodations and/or designated supports for assessment will be determined by the LPAC committee
Science Instructional Materials	PK-12	Frog Street TEKS Resource System Edgenuity HMH, Pearson State adopted textbooks	Unit Assessments Campus-Based Assessments Study Island	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their IEP. Assess to supplemental aids	Differentiation and scaffolding supports are embedded within the curriculum Accommodations and/or designated supports for assessment will be determined by the LPAC committee
Social Studies Instructional Materials	PK-12	Frog Street TEKS Resource System Edgenuity	Unit Assessments Campus-Based Assessments Study Island	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their IEP. Assess to supplemental aids	Differentiation and scaffolding supports are embedded within the curriculum Accommodations and/or designated supports for

		Studies Weekly, McGraw Hill State adopted textbooks				assessment will be determined by the LPAC committee

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 Platform. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. All materials will be stored on our LMS and will be accessible to all students. Live teacher assistance will take place through Google Meets depending on office hours of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on-campus grading system and entered into Ascender Portal promptly. The use of videos/screencasts/broadcasts will be part of our distance learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content.

Asynchronous students will follow the same scope, sequence, curriculum, and meet or exceed TEA minimum minute requirements, as face-to-face students. This is to allow for students transitioning between learning modalities (e.g., remote and face-to-face) at the end of grading periods. All materials we use are Texas Essential Knowledge and Skills (TEKS) aligned as we are a TEKS Resource System district. Students will leverage a number of instructional software resources including Star Renaissance, Education Galaxy, SeeSaw, FlipGrid, Edgenuity, and Study Island for asynchronous learning, as well as for blended learning on-campus. These programs are inherently tailored to support self-paced, adaptive, and personalized student learning. This will support progress monitoring for all students as well.

What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?

For students with disabilities, S-TISD 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.

III. STUDENT PROGRESS

Component	Explanation
What is the expectation for daily student engagement?	Students will access assignments, including assessments, projects, and communication through the Learning Management System (Hatch Ignite for PreK and Google Classroom for K-12). Students are expected to engage online daily in core content classes (including completing assignments, viewing uploaded video-lessons, using instructional software, projects, etc.). Students are expected to complete their assignments/projects daily to receive attendance for the day. Students who do not demonstrate engagement on a given day are marked absent. Assignments are to be completed and submitted daily for completion and credit for enrolled classes/courses. Students will not be allowed to complete all of their assignments on one given day. Daily student engagement expectations and progress must be clearly defined, measurable, and documented in the learning management system for students to self-monitor. Students are given asynchronous assignments daily by the teacher, and completion time equates to the minutes assigned for specific grades. For synchronous teaching, the district will use Google Meet. Students may be required to participate in some synchronous learning based on student progress and teacher recommendation. Students are also encouraged to actively participate in teacher office hours for any additional support and answers to questions they may have.
What is the system for tracking daily student engagement?	Tracking engagement will follow guidance from TEA ADA funding method; 3 possible attendance markers: 1. Daily Progress in the Learning Management System 2. Daily Progress via student-teacher interaction 3. Completion / Submission of assignments - Teachers monitor and check for student "engagement" each day. - Students that are not actively "engaged" and do not have documentation of completing the minimum targeted activities will be marked absent. - Students have until midnight of each day to be considered "engaged"; if a student was reported engaged in the LMS after normal school hours up until midnight, the student will be marked as Present-Remote Asynchronous.
How are the expectations for daily student engagement consistent with progress that would	The instructional methods above require engagement consistent to an on-campus learning environment because they mirror the ways students interact with learning objectives achieved, activities completed, coursework, and communication with teacher and peers. These opportunities for engagement provide teachers evidence that the student is making progress and engaging in their schoolwork daily. In addition, students who fall below a 90% attendance for the time that the course is offered will not receive credit for the course consistent with on-campus expectations. Furthermore, digital platforms utilized on campus will also be used in the remote asynchronous setting to maintain consistency.

occur in an on- campus environment?	
What is the system for tracking student academic progress?	S-TISD teachers will administer BOY assessments to create a baseline for tracking student progress. Formative and summative assessments, quizzes, exit tickets, and assignments will be used to track the level of mastery and progress. Progress monitoring will be tracked through DMAC and All In Learning. Unit and formative assessments will be appropriately paced to correspond with the district scope and sequence, curriculum guides, and advanced course curricula. Students will receive timely feedback through Google Classroom and communication with their teacher on their progress toward mastery of understanding. Students will have several assessments in addition to those listed above to track academic progress throughout the year: • CIRCLE PreK Assessment -Beginning of Year, Middle of Year, and End of Year assessments will be administered. • Kindergarten through 3rd grade – BOY, MOY, and EOY assessments will be administered using DIBELS for reading and mCLASS for math. • 4th – 12th grade – S-TISD will administer the TEA optional BOY assessment or a STAAR release test to diagnose gaps in understanding of the TEKS from the previous school year. • 3rd – 12th grade – Mock-STAAR/EOC tests will be conducted close to the 2nd semester to identify gaps for reteaching, intervention, and enrichment opportunities. In addition, the district will continue to implement the following official grade reporting procedures: • Report Cards - The purpose of report card grades is to communicate the student's level of mastery of the designated TEKS-based instructional objectives, and will be distributed after each grading period. • Progress Reports - Progress reports shall be issued for all students after the third and sixth week of each grading period. • Gradebook - All grades recorded in the gradebook will relate directly to one or more TEKS-based instructional objectives • In order to provide students and parents with timely feedback, grades are entered into the online gradebook within seven calendar days of the assignment or assessment due date. • All students in special education receive a nine weeks progress report that describes their progress on specific IEP goals and/or objectives.

What is the system for providing regular (at least weekly) feedback to all students on progress?	Teachers are expected to provide daily feedback in at least one capacity within the LMS. Daily specific feedback from teachers to students is conducted through a variety of methods, via Google Classroom/Edgenuity/Hatch lessons, activities, or small group instruction and teacher office hours. The daily feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis. With limited synchronous learning time, teachers will have additional time to provide interventions and/or small group instruction and office hours. Teachers will review each individual student's progress and conduct outreach for small group intervention sessions where and when appropriate. It is important to emphasize to teachers that feedback engagement is not limited to synchronous face-to-face; it can be done through discussion forums, chat features, email correspondence and other channels in accordance with what their students may prefer or find most effective.

IV. IMPLEMENTATION

In alignment with the District Goals and the District and Campus Improvement Plans, Skidmore-Tynan Independent School District has outlined the following professional development priorities:

- Asynchronous Instruction - teacher and leadership support for remote instruction, support in the use of the LMS systems, successful delivery of remote instruction and student feedback to improve student progress.
- Instructional Continuity: Support sound instructional practices in content areas, and plan instruction utilizing district curriculum: TEKS Resource System.
- Enhance data analysis to inform instructional practices including professional development in data driven instruction; utilize All in Learning and DMAC to disaggregate data and monitor student progress both in remote instruction and in-class instruction.
- Building positive relationships, climate, and culture in distance learning including Trauma-Informed training.

Who	Professional Development
Administrators	- Excellence in Remote Instructional Delivery (TEA webinar series) - Instructional Leadership/Instructional Coaching - Mandated Discipline Training (must have training once every 3 years) - Technology training - Brush Country Cooperative Special Education Topics Training
Teachers	- Asynchronous Instructional Delivery (ONRAMPS) - Building positive relationships/climate/culture in distance learning (ONRAMPS platform) - Content area training targeted to each campus' identified areas of need as determined through analysis of STAAR data, assessment data, and CNA results

	• Technology training • ELAR workshops facilitated and taught by ESC2 specialists • Math workshops facilitated and taught by ESC2 specialists • Brush Country Cooperative Special Education Topics Trainings
Paraprofessionals	• Treasuring our Paraprofessionals certification training • Brush Country Cooperative Special Education trainings
Counselors	• Targeted training in relevant counseling topics • Building positive relationships/climate/culture in distance learning (ONRAMPS platform) • Trauma-Informed Training (www.texasprojectrestore.org) • STAAR training • Brush Country Cooperative Special Education Training

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?	Campus administrators will continue to coach educators throughout the school year and provide feedback on practices and on the job training, with consistent and frequent real-time feedback. During the week of August Inservice, all staff participated in synchronous and asynchronous professional learning technology-related sessions. Topics designed were: Google Classroom for Beginners, Google Classroom Advanced, Ed Brix Implementation, Edgenuity, SeeSaw, and Flip Grid. S-TISD will work closely with our Educational Service Center - Region 2 to plan support for remote learning. The district will utilize online training series developed by TEA and ONRAMPS. Principals will provide support to teachers with follow-up observations and feedback towards successful implementation of asynchronous instruction. S-THS held their initial training with Edgenuity during the August Inservice, with additional trainings throughout the year to offer support in the platform. Professional Learning Community (PLC) planning time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction.

How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.

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

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	A parent survey was shared with an overview of face-to-face and remote instruction to guide parents as they decide what is the best choice for their family. A "Return to Excellence" Plan was developed and distributed via district website and E-Notes that outlines both traditional in-class instruction as well as remote instruction. Parents will also receive regular (daily/weekly) communication via our LMS from each teacher. Announcements and other important updates will be posted on the district website. Families will receive regular communication via the teacher through email, Google Classroom, phone/text, and each campus will send out auto-mass communication via E-Notes System, as well as posting communication on the campus/district Facebook pages.
What are the expectations for family engagement/support of students?	Families should plan for a minimum of 4-6 hours of engagement a day. Each school day the student must participate in all lessons, assignments, and activities posted for each course which will require adult support at home. The parent is the learning coach and it will be necessary for the parent to provide support and supervision. The parent will monitor completion and submission of class assignments daily. Parents are encouraged to contact their child's teacher, administrator, and counselor for additional needs and supports for student learning.
What additional supports, training, and/or resources will be provided for families who may need additional support?	S-TISD has provided hotspots and devices for families who do not have internet or computers in the home. Parents are able to call the school for technical help. In addition, other instructional materials and supplies are provided as needed for families. The district also provides free 24/7 access to Wi-Fi in two separate locations outside the Administration and Junior High buildings for families to "park and work" online if they are experiencing trouble with their internet at home. S-TISD also has a Community-In-Schools social worker full time for our district that will be available to help families in the areas of social services, drop-out prevention, and attendance problems.