

# CHEROKEE ISD

## REMOTE ASYNCHRONOUS MODEL

### PLAN

### 2021-2022

#### RATIONALE/PHILOSOPHY

Cherokee ISD plans to provide a remote instructional plan to provide EVERY student the opportunity to access high level curriculum and demonstrate mastery on the TEKS. Each content level and grade level will be provided an instructional schedule that provides high level curriculum resources, ability to monitor student progress, and sustained planning to provide fidelity in implementation.

#### 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 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 and 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. Cherokee ISD uses **Google Classroom and See Saw** as the LMS. Progress from teacher to student interaction made that day and evaluation of completion and understanding of assignments that day will be marked for each student.

Cherokee ISD will implement the model of Asynchronous Instruction. The LMS in Cherokee ISD is **Google Classroom** for grades 3-12 and **See Saw** for grades K-2.

#### INSTRUCTION

**Description:** Asynchronous attendance is measured through engagement. For attendance purposes, engagement may take place between 12:00 am-11:59 pm each day. Engagement means that a student must show they accessed instruction, which would take the form of **daily** teacher/student interaction (emails, messages through the LMS, etc) and daily completion/turn-in of assignments to teacher from student (email or online).

**Additional Support for Students with Learning Needs**

For students with disabilities, CISD 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.

**MATERIAL DESIGN**

**Description:** Cherokee ISD staff will implement locally state-adopted instructional materials or TEKS Resource System. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Students’ understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process while remote. Specifically, to ensure coherence and continuity, CISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
TEKS Resource System	<p>TEKS Resource system includes a scope and sequence that provides the instructional fidelity needed to prepare students to demonstrate mastery of the Texas Essential Knowledge and Skills. The Instructional Focus Documents provides a bundled approach to meet state expectations. Assessments can be built on a schedule from items provided that reflect mastery of readiness, supporting and process standards.</p> <p>Cherokee ISD will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each new THL module/unit.</p> <p>Cherokee ISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the THL scope and sequence as needed and as appropriate for the order of the content.</p> <p>Cherokee ISD will use the TRS Year at a Glance and Instructional Focus documents for content areas for which we are not adopting THL.</p> <p>Cherokee ISD will use the Instructional Focus Documents and Pacing Guide to provide sequential student learning objectives with measureable targets for student mastery.</p>
TEKS-based, state- adopted instructional materials (HMH, Saxon, Pearson, McGraw-Hill and STEMscopes)	Cherokee ISD will primarily leverage TEKS-based, state-adopted instructional materials for all grade levels and content areas.

**FEEDBACK TIMELINES**

Feedback will be provided through the LMS (Google Classroom-grades 3-12 and See Saw-grades K-2) through student work and assignment completion.

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

## COHERENCE IN INSTRUCTION

We are committed to providing the best possible instruction to our home learners and will use both in-class tools and materials designed for home learning.

An aligned curriculum will be consistent with in class and remote instruction by adhering to the Year at a Glance and Pacing tools used in TEKS Resources System and Lead4Ward.

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

### Students with Disabilities

For students with disabilities, Cherokee ISD special education teachers and dyslexia specialist will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs, 504 plans, IAPs 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. Students receiving dyslexia intervention will continue to receive those services and support with the teacher through Google Meets, Learning Ally and/or Istation practice.

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>MATH INSTRUCTIONAL MATERIALS</b>					
Pearson Go-Math	Elementary	Yes	This product allows for differentiation and support for all learners	This product is in both English and Spanish.	Print and online instructional tools that can be easily provided and adapted for all learners
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on Student needs.	N/A (teacher planning tool only)
I Station	Elementary Secondary	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
<b>READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS</b>					
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on Student needs.	N/A (teacher planning tool only)

Houghton Mifflin Harcourt	Elementary	Yes	Designed to closely monitor student progress	Teachers can readily adapt to changes in student progress and design lessons accordingly	Online and Print
I Station	Elementary Secondary	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool

**SOCIAL STUDIES INSTRUCTIONAL MATERIALS**

TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
Studies Weekly	Elementary Middle	Yes	Vocabulary Learning strategies	Integrates into Google Classroom and SeeSaw	Online and print

**SCIENCE INSTRUCTIONAL MATERIALS**

Stemscopes and State adopted texts	Elementary- Middle- Secondary	Yes	Variety of learning tools and easily adapted to learners of all abilities	The product is in both English and Spanish	Print and Online
TEKS Resource System: Year at a Glance, Instructional Focus Documents	6-12	Yes	Adopted instructional materials include teacher guidance for differentiation. Digital materials are 508 accessible.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	N/A (teacher planning tool only)

**STUDENT PROGRESS**

**Student Access**

Students will access assignments, including assessments, projects, and communication through the Learning Management System. See Saw is the selected LMS for grades K-2, and Google Classroom is the LMS for grades 3-12. Students are expected to complete assignments on a daily basis to receive attendance for the day. Students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.

## **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 TXEIS, based on the student's engagement. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100 point scale.

## **PRINCIPALS AND OTHER ADMINISTRATORS**

Administrators and Support Staff will ensure the following accountability processes are in place: Attendance is monitored, Implementation of the curriculum, Grades submitted in a timely manner, Communication with families (attendance, family engagement, and progress monitoring data).

## **Deployment of Student Devices**

First day of school each student is issued a device (Chromebook). For the first three days of school teachers help students familiarize themselves with the LMS. This includes regular email checks and ways to get technical assistance. Teachers will submit assignments through the LMS even while on campus so students will already be in the "habit" of completing and submitting assignments.

