

MARFA ISD ASYNCHRONOUS PLAN

Attestations

Instructional Schedule

- ✓ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ✓ **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ✓ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ✓ Students are provided **clear means to engage with academic material on a daily basis**.
- ✓ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- ✓ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**.
As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

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

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Student Progress

- ✓ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- ✓ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - ✓ Data from the Learning Management System (LMS) showing progress made that day
 - ✓ Curricular progress evidenced from teacher/student interactions made that day
 - ✓ Completion and submission of assignments planned for that day
- ✓ Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - ✓ Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- ✓ Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- ✓ **School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

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

Open Responses

Key Requirement Instructional Schedule: Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that matches or exceeds the following daily minimum requirement across all grade levels.

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While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

In the event that circumstances change in our community, all MISD teachers will immediately pivot to remote only learning if needed. From the beginning of the school year, all teachers will design lessons in our LMS for on-campus learners and remote learners. There is likely to be student movement across models, and we at MISD are prepared to make this as seamless as possible.

PREKINDERGARTEN (3 AND 4 YEAR OLDS)			
<i>Suggested Time Frame</i>	<i>Task</i>	<i># of Minutes</i>	<i>Notes</i>
On or before 8:30am	Student Classroom Connection Breakfast		Check in prior to 8:30am through Seesaw to set goals for the day, then begin daily engagement
8:30am-11:00am	Reading	60	Asynchronous lessons through Seesaw
	Math	60	Asynchronous lessons through Seesaw
11:00am-11:30am	Lunch	30	N/A
11:30am-12:00pm	Rest/Play Time	30	N/A
12:00pm-1:30pm	Science	45	Asynchronous lessons through Seesaw
	Social Studies	45	Asynchronous lessons through Seesaw
1:30pm-3:30pm	Intervention, Independent Reading, Enrichment, PE, Peace Lessons (Montessori)	120	Asynchronous lessons through Seesaw PE, music, art, physical activities, and additional resources may be supplemented with premade videos.
<ul style="list-style-type: none"> ● Students will receive a minimum of 180 minutes of asynchronous instruction each day. ● The Learning Management System (LMS) for this grade level is Seesaw. ● Attendance will be taken daily in Ascender, as determined through engagement. ● Grading will be the same as on-campus learning and outlined in Marfa ISD handbooks and policy. ● Daily schedules are provided to parents and students. ● Students will attend live sessions for community building and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. 			

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- Content for core subject areas will be provided through our campus instructional resources.
- Teacher arrival time: 7:40am; Office Hours: 8:00am-4:00pm (depending on teacher conference times)
- Appointments can be made by teacher and/or student/parent during teacher conference time to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with the student.

KINDERGARTEN-GRADE 5

<i>Suggested Time Frame</i>	<i>Task</i>	<i># of Minutes</i>	<i>Notes</i>
On or before 8:30am	Student Classroom Connection Breakfast		Check in prior to 8:30am through Seesaw/Google Classroom to set goals for the day, then begin daily engagement
8:30am-9:30	Reading Language Arts	60	Asynchronous lessons through SeeSaw/Google Classroom
9:30am-9:45	Break		N/A
9:45am-10:45am	Math	60	Asynchronous lessons through SeeSaw/Google Classroom
10:45am-11:15am	Social Studies	30	Asynchronous lessons through SeeSaw/Google Classroom
11:15am-11:45am	Science	30	Asynchronous lessons through SeeSaw/Google Classroom
11:45am-12:30pm	Lunch and Recess	45	N/A
12:30pm-3:30pm	Intervention, Independent Reading, Enrichment, PE	180	Asynchronous lessons through SeeSaw/Google Classroom PE, music, art, physical activities, and additional resources may be supplemented with premade videos.

- Students will receive a minimum of 180 minutes of asynchronous instruction each day.
- The Learning Management System (LMS) for this grade level is SeeSaw and Google Classroom.
- Attendance will be taken daily in Ascender, as determined through engagement.
- Grading will be the same as on-campus learning and outlined in Marfa ISD handbooks and policy.
- Daily schedules are provided to parents and students.
- Students will attend 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 our campus instructional resources. These resources will help to address students with disabilities and English learners.
- Teacher arrival time: 7:40am; Office Hours: 8:00am-4:00pm (depending on teacher conference times)
- Appointments can be made by teacher and/or student/parent during teacher conference time to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with the student.

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GRADES 6-12

<i>Suggested Time Frame</i>	<i>Task</i>	<i># of Minutes</i>	<i>Notes</i>
8:00am-8:49am	Period 1	49	Asynchronous lessons through Google Classroom
8:49am-9:07am	Breakfast	18	N/A
9:11am-10:00am	Period 2	49	Asynchronous lessons through Google Classroom
10:04am-10:53am	Period 3	49	Asynchronous lessons through Google Classroom
10:57am-11:46am	Period 4	49	Asynchronous lessons through Google Classroom
11:50am-12:30pm	Period 5	40	Asynchronous lessons through Google Classroom
12:34pm-1:14pm	Lunch	40	N/A
1:18pm-1:58pm	Period 6	40	Asynchronous lessons through Google Classroom
2:02pm-2:51pm	Period 7	49	Asynchronous lessons through Google Classroom
2:55pm-3:44pm	Period 8	49	Asynchronous lessons through Google Classroom

- Students will receive a minimum of 240 minutes of asynchronous instruction each day.
- The Learning Management System (LMS) for this grade level is Google Classroom.
- Attendance will be taken daily in Ascender, as determined through engagement.
- Grading will be the same as on-campus learning and outlined in Marfa ISD handbooks and policy.
- Daily schedules are provided to parents and students.
- Students will attend 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 our campus instructional resources. These resources will help to address students with disabilities and English learners.
- Teacher arrival time: 7:40am; Office Hours: 8:00am-4:00pm (depending on teacher conference times)
- Appointments can be made by teacher and/or student/parent during teacher conference time to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with the student.

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Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Students will frequently and consistently use the LMS provided. 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 the completion of assignments.</p>
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>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.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Teachers will arrange regular check-ins with students, either one-on-one, small group settings, or large groups settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades PK-12.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>For students with disabilities, MISD and the 588 COOP 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.</p>

Key Requirement Material Design: MISD staff will implement the TEKS Resource System, Texas Home Learning (THL) 3.0, and various other TEKS-based, state-adopted instructional materials. These resources ensure that vertical alignment is maintained, and teachers adhere to the state 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

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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 this school year. Specifically, to ensure coherence and continuity, MISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
Texas Home Learning 3.0	For adopted grade levels and content areas, THL 3.0 will serve as supplemental instructional materials for both in-person and remote learning. MISD will leverage THL 3.0 materials in the order of the provided module/unit scope and sequence.
TEKS Resource System	<p>MISD will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge and development prior to the start of each new module/unit.</p> <p>MISD will also use the TRS Year-at-a-Glance and Instructional Focus documents for content areas.</p>
Other TEKS-based, state-adopted instructional materials	<p>MISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas that do not have THL 3.0 offerings, or for which we have chosen not to utilize THL 3.0.</p> <p>In addition, MISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning, and as personalized digital learning tools.</p>

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	Elementary Secondary	TEKS Resource System: Gap Implementation Tool	Yes; Ongoing	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.
	Elementary Secondary	Texas Home Learning 3.0	Yes; Ongoing	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.

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	K-12, Supplemental	IXL	Yes; Ongoing	Yes	Skill plans for mastery of goals and standards	Both English and Spanish
	Elementary Secondary	I-Station	Yes; Ongoing	Yes	Progress monitoring for IEP attainment; can be used as universal screener for dyslexia	Vocabulary, growth measure, both English and Spanish
ELA Instructional Materials	Elementary Secondary	TEKS Resource System: Gap Implementation Tool	Yes; Ongoing	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.
	Elementary Secondary	Texas Home Learning 3.0	Yes; Ongoing	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.
	K-12, Supplemental	IXL	Yes; Ongoing	Yes	Skill plans for mastery of goals and standards	Both English and Spanish
	Elementary Secondary	I-Station	Yes; Ongoing	Yes	Progress monitoring for IEP attainment; can be used as universal screener for dyslexia	Vocabulary, growth measure, both English and Spanish
Science Instructional Materials	K-5	Texas Home Learning 3.0	Yes; Ongoing	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.
	6-12	TEKS Resource System: Year-at-a-Glance, Instructional Focus Documents	Yes; Ongoing	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.
	K-12	IXL	Yes; Ongoing	Yes	Skill plans for mastery of goals and standards	Both English and Spanish
Social Studies Instructional Materials	Elementary	Texas Home Learning 3.0	Yes; Ongoing	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.

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	Elementary Secondary	TEKS Resource System: Gap Implementation Tool	Yes; Ongoing	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.
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Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the LMS and audio/video resources will enable students in remote settings to be successful with participating in online learning, completing activities independently, or engaging in classroom projects and participation. The instructional materials provided by the teacher for on-campus learning will be attached in Google Classroom or SeeSaw with adaptations as needed for individual students.</p> <p>Teachers will work with horizontal and/or vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom (grades 3-12), and SeeSaw (PK-2). To support our students who are served in their special programs, teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Pre-recorded instructional videos may also be uploaded into the LMS. Live teacher assistance will take place through Google Meets or Zoom between the hours of 8:00 am-4:00 pm, depending on conference times of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken, and entered in a timely manner, in accordance to the on-campus grading system, Ascender.</p> <p>Students will access assignments, including assessments, projects, and communication through the Learning Management System. SeeSaw is the selected LMS for grades PK-2, and Google Classroom is the LMS for grades 3-12. For asynchronous teaching, the district will use Google Meets and Zoom. 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.</p> <p>Daily feedback will be provided through the LMS for student work and assignment completion. Every three weeks, progress reports will be provided and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback will be provided to students as needs arise.</p> <p>The school district will work with teachers, students, and parents 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,</p>

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	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.
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	For students with disabilities, MISD special education teachers will work with general education teachers, students, and families to minimize barriers that the student may experience in a remote setting. Our goal is to create multiple means of engagement, based on IEPs, 504 plans, IAPs, to generate student interest and motivation for learning, to represent the information and content differently by providing leveled and personalized learning, and to provide more affirmative and corrective feedback.

Key Requirement Student Progress: With the closure from March to May, we are expecting skill deficiencies. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. In order to support the foundational understandings of the concepts taught during the last 9 weeks, we are implementing a COVID-19 Implementation Gap Plan. This gap plan is outlined in 4 main areas below: Data Collection, Lesson Design, Interventions and Enrichments, and Support for Educators, Students, and Families.

Component	Explanation
What is the expectation for daily student engagement?	<p>Marfa ISD will utilize asynchronous instruction, a 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.</p> <p>Tracking daily student engagement will be based upon the student meeting a minimum of one of the following:</p> <ol style="list-style-type: none"> 1. Progress in the Learning Management System that day 2. Progress from teacher/student interactions made that day 3. Completion and turn-in of assignment(s) planned for that day <p>Students will:</p> <ul style="list-style-type: none"> ● Engage daily with work through the completion of set assignments listed in the Learning Management System (LMS); students who do not demonstrate engagement on a given day are marked absent. ● Complete asynchronous assignments daily through the LMS, student Gmail, Seesaw and/or Zoom/Google Hangout. Students will login to these platforms to receive instruction, ask questions, and receive assistance. Completion time equates to the minutes assigned for specific grades. Students are also encouraged to actively participate in the synchronous sessions, such as calendar time, table time, whole group instruction, and small group sessions. PreK-1 receive weekly printed packets, and teachers contact parents daily for attendance and to provide academic support. ● Submit their own original work ● Monitor their own progress with the support and facilitation of teachers and proactively seek assistance from teachers or other staff when encountering difficulties. ● Use and maintain technology equipment responsibly.

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	<ul style="list-style-type: none"> ● Follow the expectations in the Marfa ISD Student Code of Conduct in all activities, assignments, and interactions. ● Communicate with their teacher any technology issues or concerns. <p>Student Access:</p> <ul style="list-style-type: none"> ● Students will access assignments, including assessments, projects, and communication through the Learning Management System. ● 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.
What is the system for tracking daily student engagement?	<p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding. Marfa ISD intends to set a high bar for students as it relates to daily engagement.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> ● Assign asynchronous assignments daily through the LMS, student Gmail, Seesaw and/or Zoom/Google Hangout. ● Grade assignments based on student mastery of state standards as defined by the district grading policy. ● Monitor and check for student engagement each day by having students check in via Zoom/Google Hangout, complete daily assignments and post in Google Classroom, and/or participation in synchronous instruction, mirroring the requirements and activities of students in class. ● Record attendance into Ascender Teacher Portal, based on the student’s engagement. <p>General education teachers and special education teachers will implement the student’s IEP through accommodations and modifications to instruction, assignments, and assessments, and will provide assistance as required through teacher phone calls, Zoom/Google Hangouts, and/or face-to-face meetings by appointment.</p> <p>For students who do not have internet access, MISD is partnering with Big Bend Telephone and T-Mobile to provide home internet access and hotspots. When students are not able to access the internet with available resources, the district will provide printed packets.</p> <p>Marfa ISD believes that students should demonstrate more than just logging in to the LMS or only partially completing assignments.</p>
How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?	<p>To promote alignment of student progress and continuity between asynchronous online learning and face-to-face learning the following approaches have been implemented:</p> <ul style="list-style-type: none"> ● Scope and sequence, assignments, and activities for asynchronous learning will mirror the on-campus instruction. ● The adopted curriculum will be made available for both face-to-face student access and online student access through the LMS by posting materials, links, videos, assignments, and rubrics. ● The expected minimum hours of student engagement for Asynchronous learning was scaled to match the hours a student would spend in a face-to-face learning environment (excluding times for: lunch, passing periods, and some electives). ● Methods of student-teacher interaction and student support were designed to mimic the ways these interactions would occur in a face-to-face setting (scheduled support times with virtual interaction and the use of email or phone calls). ● Common assessments will be used in both environments to monitor student progress towards grade-level mastery.

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<p>What is the system for tracking student academic progress?</p>	<p>Academic progress will be tracked via the following methods:</p> <ol style="list-style-type: none"> 1. Student progress in the LMS as evidenced by tracking the time the students have engaged with the platform. 2. Student grades for assignments and assessments are submitted weekly through the LMS and reported in Ascender/Gradebook weekly by 8 a.m. each Monday. Assignments, projects, quizzes, and tests are weighted according to each teacher’s grading policy. Grades and weighting are the same for both face-to-face students and remote students. <p>Parents will continue to have access to student grades through Ascender (Parent Portal), progress reports, report cards, and etc.. Furthermore, the parent portal and district email provide parents and teachers with a two-way communication channel.</p> <p>In addition, the district will continue to implement the following official grade reports:</p> <ol style="list-style-type: none"> 1. Report Cards (6 week)- The purpose of the report card grades is to communicate the student’s level of mastery of the designated TEKS-based instructional objectives. 2. Progress Reports - Interim progress reports shall be issued for all students after the third and sixth week of each grading period. 3. Progress Updates - Progress updates on goals and objectives for students receiving special education, 504, ESL, etc. will be distributed to parents every 6 weeks corresponding with the district’s grading period. <p>Progress reports are mailed home for remote students and hand delivered to students who are face-to-face. Report cards will be mailed home for all students at the end of each grading period.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers are expected to provide regular weekly feedback through the Learning Management System (LMS).</p> <p>Daily feedback may be conducted through a variety of methods (ie LMS activities, small group instruction, teacher tutorial time, etc.). The feedback system will provide students the opportunity to correct or redirect their learning processes as needed and teachers the opportunity to address potential misconceptions or reinforce learning as it occurs prior to a grade being assigned.</p> <p>Interventions will be provided by the classroom teacher for students who do not make sufficient academic progress or mastery.</p>

Key Requirement Implementation:

PARENTS/GUARDIANS

Constant communication will flow between our staff and parents through Google classroom, Ascender Parent Portal, our LMS, personal contact from teachers via email, phone calls, and virtual meetings. It is paramount that MISD students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.

Parent Meeting: When a student goes from on-campus learning to remote, parents may request a virtual meeting with the campus principal to review the expectations of remote learning for both the parent and the student. Discussion points will include completing and grading of assignments, who and how to contact support, and attendance requirements for promotion and graduation.

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TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS

Professional learning is vital to the success of Marfa ISD. Leaders, teachers, and instructional support staff across Marfa ISD must have ongoing, job embedded learning to support the fidelity of implementation of the asynchronous plan. During the in-service days, all MISD staff participated in asynchronous professional learning and technology-related sessions. These sessions were designed following a staff survey of their needs and the needs to create a stronger remote learning environment.

August 24, 2020	Safety and Health Training
August 25, 2020	Safety and Health Protocols and Practice
August 26, 2020	Google Classroom for Beginners, Google Classroom for Advanced
August 27, 2020	Academic Goal Setting, Lesson Planning, TEKS Resource Review
August 31, 2020	Social Emotional Learning for Return to School
September 2, 2020	Special Education Update
September 3, 2020	GT Update
November 9-10, 2020	Data Disaggregation

In addition, MISD teachers will engage in ongoing professional learning that is specific to their content area and instructional materials.

PRINCIPALS AND OTHER ADMINISTRATORS

MISD will work closely with our Educational Service Center, Region XVIII and other partners to plan support for remote learning.

The superintendent and campus principals will ensure the following accountability processes are in place: adherence to the schedule, monitor of attendance, implementation of the curriculum, submission of grades in a timely manner, communication with families of attendance, student/family engagement, and student progress.

ONGOING COMMUNICATION/LEARNING

Job-embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.

Marfa ISD's main communication tools for parents and students will be the following:

- Beginning of year parent communications (meetings, surveys, and open houses to receive input/feedback, to communicate expectations and procedures and to answer questions)
- Remind (will be utilized to communicate upcoming classroom assignments, student progress, and/or student expectations)

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at www.marfaisd.com

- Posted on the website
(information will be posted to address current school information and to provide access to links for parent information and student requirements/information)
- Parent emails (staff can email parents directly with information as needed or requested)
- Social media using Facebook Twitter (information will be posted to address current school information)
- Google GSuite using Google Classroom, Gmail, Google Hangouts (staff will post expectations, assignments, and information; parents can be granted view-only Google Classroom access)
- Zoom (staff can schedule meetings, instruction, tutorials, progress monitoring, and attendance with students and/or parents)
- Ascender Parent Portal (parents can access up-to-date assignment progress, grades, and attendance)

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

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>During the in-service days, all MISD staff participated in asynchronous professional learning and technology-related sessions. These sessions were designed following a staff survey of their needs and the needs to create a stronger remote learning environment. Topics covered were: Google Classroom for Beginners, Google Classroom Advanced, Seesaw, Trauma and Mental Health.</p> <p>In addition, MISD teachers will engage in ongoing professional learning that is specific to their content area and instructional materials.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>PRINCIPALS AND OTHER ADMINISTRATORS</p> <p>MISD will work closely with our Educational Service Center, Region XVIII, and other partners to plan support for remote learning.</p> <p>The superintendent and campus principals will ensure the following accountability processes are in place: adherence to the schedule, monitor of attendance, implementation of the curriculum, submission of grades in a timely manner, communication with families of attendance, student/family engagement, and student progress.</p> <p>ONGOING COMMUNICATION/LEARNING</p> <p>Job-embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.</p>

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Describe your support plan for families engaging with asynchronous learning:

communication and

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	<p>All student learning expectations (Asynchronous online and face-to-face) are communicated via one or more of the following:</p> <ul style="list-style-type: none"> ● Beginning of year parent communications (meetings, surveys, and open houses to receive input/feedback, to communicate expectations and procedures and to answer questions) ● Remind (will be utilized to communicate upcoming classroom assignments, student progress, and/or student expectations) ● Posted on the website at www.marfaisd.com (information will be posted to address current school information and to provide access to links for parent information and student requirements/information) ● Parent emails (staff can email parents directly with information as needed or requested) ● Social media using Facebook Twitter (information will be posted to address current school information) ● Google GSuite using Google Classroom, Gmail, Google Hangouts (staff will post expectations, assignments, and information; parents can be granted view-only Google Classroom access) ● Zoom (staff can schedule meetings, instruction, tutorials, progress monitoring, and attendance with students and/or parents) ● Ascender Parent Portal (parents can access up-to-date assignment progress, grades, and attendance)
What are the expectations for family engagement/support of students?	<p>Parent/Learning Coach Roles and Responsibilities:</p> <ul style="list-style-type: none"> ● 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/conferences for implementation support. ● Use teacher office hours to help strengthen asynchronous learning. ● Contact teacher, administrators, and counselor for additional needs and supports for student learning. <p>Student Roles and Responsibilities:</p> <ul style="list-style-type: none"> ● Establish daily routines for engaging in the learning process. ● Identify a space in home where you can learn and study comfortably. ● Regularly check SeeSaw and 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. ● Attend live instruction appropriately dressed in accordance to MISD dress code. <p>Constant communication will flow between our staff and parents through Google classroom, Ascender, Remind, personal contact from teachers via email, virtual platforms (ZOOM) or voice calls. It is paramount that our students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous</p>

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	<p>instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.</p>
What additional supports, training, and/or resources will be provided for families who may need additional support?	<p>Information will be posted on the District website to keep parents informed and continue to build relationships that engage parents to be active partners at the campus level. All MISD staff received training on Social-Emotional Learning as it related to returning to school regarding staff and student needs.</p> <p>Additional resources to support families with school supplies, health services, student mentoring and support, and internet connectivity.</p> <ul style="list-style-type: none">● Services for school lunch● Technology support -(provision of hotspots and/or internet providers, and devices)● Virtual counseling support and outside referrals as needed● Outreach and support to Non-Engaged Students● Google Help sessions face-to-face on campus by appointment