



Chireno ISD
Asynchronous Learning Plan 2020-2021

Revised: 10/27/2020

Beginning November 9, 2020, all students at Chireno ISD will be required to attend in person.

For students who test positive for Covid-19, or are required to quarantine due to the virus, a remote/online option will be made available for a specified time frame.

If a student in grades PK-3 is required to quarantine, they will follow the original Asynchronous Plan approved by TEA listed below.

If a student in grades 4 - 12 is required to quarantine, they will follow the Synchronous model. This will require them to follow their normal school schedule and participate in their scheduled classes in real time via Zoom meeting on the computer.

The following information remains in effect for students that are required to quarantine and can not report for in-person instruction:

The goal of this plan is to be able to provide Chireno ISD families with an at-home learning option as an alternative to in-person instruction. This plan is developed following TEA criteria for asynchronous learning in response to safety protocols due to COVID-19. Chireno ISD is a PreK-12 district that is housed on one campus. For the purposes of this document, to better understand schedules and variations in programs, Elementary is considered PreK-6th grade and Secondary is considered 7th-12th grade.

GUIDING PRINCIPLES

1. CISD will support the social, emotional, and academic development of all students in a virtual format.

2. Instructional activities aligned to the TEKS will be provided in a virtual format and mirror the learning opportunities of students who are attending in-person instruction to the greatest extent possible.
3. Communication with all stakeholders will be a priority to be able to monitor the academic progress of students during the grading period that students choose to participate in at-home instruction.

Asynchronous/ “At-Home” Learning-This instructional method refers to instruction that does not require having the instructor and student engaged 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 will address the required curriculum per Texas Education Code 28.002.

ATTENDANCE REQUIREMENTS FOR ASYNCHRONOUS LEARNING

Students that choose to participate in asynchronous learning will be required to follow the daily attendance requirements to earn course credit. Students earn daily attendance through daily engagement measured by the following:

- Daily progress in the Learning Management System (LMS); or
- Daily progress via teacher-student interactions; or
- Completion/Turn-in of assignments from student to teacher

METHODS OF IMPLEMENTATION

The Learning Management Systems that Chireno ISD will utilize for asynchronous instruction are SeeSaw for grades Pk-2 and Google Classroom for 3rd-12th grade. Students will be able to log-in to their LMS platform and engage in instructional activities on a daily basis following the schedules outlined in this document at each grade level. The activities will be self-paced so that students can engage in materials for each content area using their computer, or other electronic devices, or over the phone. Teachers will communicate regularly with students and parents to provide support and

share the level of mastery the student has been able to achieve while working in the LMS.

Instructional Schedules

Students that choose to receive instruction following the asynchronous learning method should follow the proposed schedule to ensure appropriate engagement and achieve adequate yearly progress for each content. Students are encouraged to work at their own pace to complete the activities provided in the LMS and participate in the intervention and extension activities when appropriate to meet their individual learning needs.

PreK Schedule

PreK Schedule		Notes:
Time	Instructional Activity	<p>PreK-Minimum of 180 instructional minutes daily</p> <p>Daily schedules are provided as a recommendation to maintain structure and appropriately engage in instructional activities with fidelity.</p> <p>PreK students will require the highest level of support to participate in at-home learning activities.</p> <p>Power UP will be a recording of the daily student body welcome routines with focus on the students' social/emotional well-being and character education development. Power Up is provided by the school counselor and elementary principal.</p> <p>Prek will be provided following the PreK readiness standards and district adopted curriculum for each content. The following district adopted curriculum will be used:</p> <ul style="list-style-type: none"> • Frog Street
7:30-7:45	Power UP/Character Ed Lesson	
7:45-8:15	Neuhaus	
8:15-8:45	Calendar Concepts	
8:45-9:00	Break	
9:00-9:50	Whole Group Reading/Story Time:Teacher Read Aloud	
9:50-10:20	Intervention Time/Pay Centers	
10:20-11:00	Math	
11:00-12:30	Lunch	
12:30-1:00	Recess/Break/Free Time	
1:00-1:30	Science/Social Studies	
1:30-2:00	Specials	

<p>For PreK: <u>Grading Policy</u>-Student progress is evaluated using skills based assessments and number grades are not awarded at this level.</p> <p>PreK Teacher Conference Time: 9:36-10:23</p>	<ul style="list-style-type: none"> • CIRCLE • Neuhaus-Language and Literacy for Young Learners <p>Intervention will be provided by the teacher in small groups or one-on-one using Google Meets.</p> <p>The Learning Management System for this grade level is SeeSaw.</p> <p>Attendance will be taken in Ascender Gradebook daily as determined by engagement criteria for asynchronous learning.</p> <p>Grades will be recorded following procedures outlined in the Chireno ISD student handbook grading policies.</p> <p>“Specials” classes include: Art & Physical Education. A link to resources and activities will be provided.</p>
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Kindergarten through 2nd Grade Schedules

Kindergarten-2nd Grade		Notes:
Time	Instructional Activity	<p>Kindergarten--2nd Grade-Minimum of 180 instructional minutes daily</p> <p>Daily schedules are provided as a recommendation to maintain structure and appropriately engage in instructional activities with fidelity.</p> <p>Students in Kinder-2nd grade will require a higher level of support.</p> <p>Power UP will be a recording of the daily student body welcome routines with focus on the students' social/emotional well-being and character education development. Power Up is provided by the</p>
7:30-7:45	Power UP/Character Ed Lesson	
7:45-8:15	Neuhaus	
8:15-8:45	Leveled Reading/Reading A-Z	
8:45-9:00	Break	
9:00-9:50	Whole Group Reading	
9:50-10:20	Intervention Time	
10:20-11:0	Math	

0		<p>school counselor and elementary principal.</p> <p>Content for Kindergarten-2nd grade will be provided following the TEKS resource system and district adopted curriculum for each content.</p> <p>The following district adopted curriculum will be used:</p> <ul style="list-style-type: none"> • Math: Go Math • Science: Think Central • Social Studies: Studies Weekly • Reading: HMH Into Reading • Neuhaus-
11:00-12:30	Lunch	
12:30-1:00	Recess/Break/Free Time	
1:00-1:30	Science/Social Studies	
1:30-2:00	Specials	
<p>Link to Chireno Elementary Grading Policy: Chireno Elementary Grading policy 2020-2021.docx</p> <p>Link to Teacher Conference Schedules: Conference Schedules 2020</p>		<p>Intervention will be provided through Supplemental Online Resources: Istation, Moby Max, Study Island, RAZ kids, IXL</p> <p>The Learning Management System for this grade level is SeeSaw.</p> <p>Attendance will be taken in Ascender Gradebook daily as determined by engagement criteria for asynchronous learning.</p> <p>Grades will be recorded following procedures outlined in the Chireno ISD student handbook grading policies.</p> <p>“Specials” classes include: Art & Physical Education. A link to resources and activities will be provided.</p>

3rd Grade-6th Grade Schedules

3rd-6th Grade		Notes:
Time	Instructional Activity/MinutesDaily	3rd-5th Grade-Minimum of 180 instructional minutes daily

7:30-7:45	Power UP/Character Ed Lesson	<p>6th- Grade-Minimum of 240 instructional minutes daily</p> <p>Daily schedules are provided as a recommendation to maintain structure and appropriately engage in instructional activities with fidelity.</p> <p>Students in 3rd-6th grade will require a minimal level of support.</p> <p>Power UP will be a recording of the daily student body welcome routines with focus on the students' social/emotional well-being and character education development. Power Up is provided by the school counselor and elementary principal.</p> <p>Content for 3rd-6th grade will be provided following the TEKS resource system and district adopted curriculum for each content.</p> <p>The following district adopted curriculum will be used:</p> <ul style="list-style-type: none"> • Math: Go Math • Science: Think Central • Social Studies: Studies Weekly • Reading: HMH Into Reading • Neuhaus (3rd & 4th)- <p>Intervention will be provided through Supplemental Online Programs: Istation, Moby Max, Study Island, RAZ Kids, IXL.</p> <p>Students requiring dyslexia training will receive instruction via google meets from appropriately trained staff during the intervention time.</p> <p>The Learning Management System for this grade level is Google Classroom.</p>
7:45-8:15	Neuhaus	
8:15-8:45	Leveled Reading/Reading A-Z	
8:45-9:00	Break	
9:00-9:50	Whole Group Reading/Writing	
9:50-10:20	Intervention Time	
10:20-11:00	Math	
11:00-12:30	Lunch	
12:30-1:00	Recess/Break/Free Time	
1:00-1:30	Science/Social Studies	
1:30-2:00	Specials	
<p>Link to Chireno Elementary Grading Policy: Chireno Elementary Grading policy 2020-2021.docx</p> <p>Link to Teacher Conference Schedules: Conference Schedules 2020</p>		

	<p>Attendance will be taken in Ascender Gradebook daily as determined by engagement criteria for asynchronous learning.</p> <p>Grades will be recorded following procedures outlined in the Chireno ISD student handbook grading policies.</p> <p>“Specials” classes include: Art & Physical Education. A link to resources and activities will be provided.</p>
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7th Grade - 12th Grade Schedules

7th-12th Grade		Notes:
Time	Instructional Activity/MinutesDaily	<p>7th - 12th Grade - 240 instructional minutes daily</p> <p>Daily schedules are provided as a recommendation to maintain structure and appropriately engage in instructional activities with fidelity.</p> <p>Students in 7th-12th grade will require a minimal level of support.</p> <p>Content for 7th-12th grade will be provided using the TEKS resource system, state approved textbooks, and/or other district adopted sources of curriculum for each content.</p>
7:50-8:41	1st Period	
8:45-9:42	2nd Period	
9:36-10:23	3rd Period	
10:27-11:14	4th Period	
11:18-12:05	5th Period	
12:05-12:35	Lunch	

12:39-1:26	6th Period	The Learning Management System for this grade level is Google Classroom.
1:30-2:17	7th Period	
2:21-3:10	8th period	
<p>Students that participate in the early-release work-program will end their day at 1:30 p.m.</p> <p>Link to Master Schedule: Master Schedule 2020-21.pdf</p>		<p>Attendance will be taken in Ascender Gradebook daily as determined by engagement criteria for asynchronous learning.</p> <p>Grades will be recorded following procedures outlined in the Chireno ISD student handbook grading policies. Asynchronous learners will be expected to adhere to the same due dates, as in-person learners.</p> <p>Requirements for virtual learners regarding tests/exams, will be communicated in each teacher's syllabus at the beginning of the school year. Each syllabus will be approved by the campus principal and any changes made after will need to be communicated to the campus principal.</p>

Instructional Design:

Instructional materials provided in the at-home instructional setting will be the same content as provided in the classroom. This will provide for a seamless transition between both instructional settings. Students that choose to participate in the at-home learning option will complete an online orientation to review procedures, routines, and expectations for attendance on the first day of instruction.

Teachers will arrange regular check-ins with students either one-on-one, or in small groups using Google Meets. Teachers will check the LMS daily to determine the level of engagement that each student has completed for that day. If a student has not shown adequate progress based on the assignments or instructional tasks for that day, or has failed to submit a completed assignment to be graded, a phone call will be made to touch base with the student prior to the teacher leaving campus for the day. At minimum, the teacher will make two phone calls home to communicate with the student about his/her progress for that week regardless of the engagement in the LMS or the number of assignments submitted.

Additional Support for students with Learning Needs

Students that are provided services through special education or 504 will be provided with the necessary support as outlined in their individual plans. The special education teacher at each grade level will provide instruction based on the student's IEP goals and objectives.

Modifications that would generally be provided during in-person instruction will be provided in the online platforms through embedded supports such as: text-to-speech, eliminating answer choices, extra time, etc. The 504 coordinator will coordinate with the teacher providing online instruction to determine the best options to support the individual needs of the student. The special education teacher at each level will provide instruction based on the students IEP goals and objectives. CISD will work with families to minimize barriers that students may experience in a remote setting.

INSTRUCTIONAL MATERIAL DESIGN

Chireno ISD will implement TEKS Resource system and other TEKS-based, state-adopted and district adopted curriculum sources. The TEKS Resource system will be used as an alignment document in grades 7th-12th, with state-adopted curriculum resources establishing instructional calendars for varying content areas. For Kindergarten through 6th grade, the district adopted curriculum resources will be utilized following the instructional calendar outlined by each textbook so that online tools can be accessed effectively. Online intervention programs will be utilized to reinforce any concepts that are below proficiency standards or are not covered with fidelity in the district adopted curriculum resource. The chart below describes how each curriculum resource will be utilized to support the needs of students at each instructional level.

Grade Level	Resource	Primary Use for Asynchronous Learning
Kindergarten-6th Grade 7th-12th Grade	TEKS Resource System	Year At a Glance-Instructional Calendar for TEKS covered during each grading period. Instructional Focus Document- Gap Implementation Tool-identify gaps & adjust based on student needs.
Kindergarten-6th Grade	District Adopted Curriculum for each content area: Math: Go Math Science: Think Central Social Studies: Studies Weekly Reading: HMH Into	Academic vocabulary, instructional activities for covering the TEKS, built in supports for students with disabilities and ELLs with the online options, and allows for differentiation.

	Reading	
PreK-6th Grade	Online Resources: IXL, Study Island, IStation, Moby Max	Address TEKS not covered within the scope & sequence of the district adopted resources and as a tool for intervention & reinforcement of skills. Provides for differentiation for mastery of goals & skills.
PreK	Frog Street CIRCLE	Early language and literacy development to deliver PreK readiness standards using best practices for: language development, phonological awareness, letter knowledge, math, written expression, and read alouds
PreK-4th Grade	Neuhaus	Research based reading instruction that focuses on direct, explicit phonics instruction and language structure.
Dyslexic Students	Reading By Design	Dyslexia

Student Progress:

Beginning of Year Assessments:

PreK & Kindergarten-CIRCLE & TX KEA

Pre-Kindergarten utilizes the CIRCLE screening, progress monitoring, and observation system.

PK students will participate in direct assessments and observation-based assessments in multiple areas based on the state's guidelines. The primary goal of screening and progress monitoring is to design instruction using curriculum and classroom materials that are developmentally appropriate and promote skills known to support school readiness.

Kindergarten utilizes the Texas Kindergarten Entry Assessment (TX KEA). It covers multiple child development domains to provide a holistic understanding of each student and better informs kindergarten teachers about the children in their classes, helping them to design differentiated instruction to meet students' needs and share information with families. The TX KEA covers multiple measures in the following domains: language, literacy, STEM, social/emotional, executive functioning, and academic motor skills.

K-6th Grade Student Data Collection-Students will be administered benchmark assessments to determine reading levels within the 1st three weeks of school using Reading A-Z leveled benchmarks. Students in asynchronous learning will be administered these benchmarks via google meets in a one-on-one setting. This will determine their independent reading level for the Reading A-Z leveled reading program. This will allow for students to access the RAZ kids online reading program and listen to books online to help improve their fluency and comprehension. Istation requires students to complete an assessment on the first day of each month to determine the students overall Tier level for reading skills that focus on: Overall reading, text fluency, letter knowledge, phonemic awareness, alphabetic decoding, reading comprehension, vocabulary, and spelling. Moby Max will be utilized to benchmark students' math levels, determine skill deficits, and provide interventions to close learning gaps at each students' independent level. Data from these assessments will be used to determine the level of interventions needed for each student.

District Assessments-For each of the content areas, teacher-made assessments as well as unit assessments from TEKS Resource System, and other district approved curriculums will be utilized to assess student mastery of content. These assessments will be used to determine the skills that are needed for reteach and review.

Interventions & Enrichment-Teachers will provide remediation via google meets in small groups or utilize online programs such as Study Island, Moby Max, and IXL to target learning gaps and differentiate instruction. These online programs allow for extensions for students that are working above grade level and remediation for those that struggle and require multiple opportunities to engage in the content to gain mastery.

7th-12 Grade Student Data Collection-Teachers (in tested areas) will use previously released STAAR Tests, for the purpose of student progress measurement, as semester exams. TEKS not yet covered will be removed from the December exams in department meetings with the Principal, and the data will be analyzed in DMAC for the purpose of re-teaching TEKS not mastered. In late February, we will repeat the process with the use of a different released test.

7th-12 District Assessments-Assessments to be used will typically be released STAAR Tests, with the exception of each course that does not have a STAAR Test. Those tests will be standard assessments created by the teacher, using the scope and sequence included in the TEKS Resource System, Year at a Glance (YAG). Additional assessment resources include: Test Assessment Generator-DMAC and state adopted resource assessment options.

7th-12 Interventions & Enrichment-Students identified in need of intervention and/or enrichment, will be determined on a subject by subject basis. Programs at the 7th and 8th grade level to be used will include Study Island, Edgenuity, and teacher created assignments and reviews. In the grades of 9-12, we will predominantly rely upon Edgenuity and teacher created assignments and reviews.

Data Reporting of Student Progress:

PreK-6th Grade-

Student progress will be reported to parents/guardians following the schedule for three week progress reports and six week report cards. Included with each progress report and report card will be student reports from each of the online intervention programs that indicates the student's tier level as well as a report that shows the current Reading A-Z reading level with fluency and comprehension notated. Parents have access to student grades through the Ascender Gradebook parent portal. This access allows parents to check student progress for grades, assessments, and attendance at any time.

7th-12th Grade-

Student progress will be reported to parents/guardians following the schedule for three week progress reports and six week report cards. The parents of all students not on track to pass their EOC tests, or 7th-8th grade STAAR tests, based upon semester benchmark scores, will be contacted directly by the Secondary Principal. Parents of all students that still appear to not be on track following the second benchmark will also be contacted, and we will attempt to create time for extra tutorials before or after school.

Implementation:

Commitment Form & Acceptable Use Policy:

Commitment forms will be required prior to the start of each six week grading period. Parents will be notified and asked to complete a new commitment form for the upcoming six weeks when progress reports are sent home each grading period. An Acceptable Use Policy will be required to be completed and returned to the campus office prior to a student utilizing school devices for remote instruction.

Distribution of Devices:

For students that do not have access to a device at home, CISD will provide a device to them based on their grade level. Students in Prek-2nd grade will be provided with an iPad to work on the See Saw LMS and students in grades 3rd-12th grade will be provided with a Chromebook to work on the Google Classroom LMS. Students will be responsible for maintaining the device while it is being used outside of the CISD campus. Should the device become damaged or does

not work properly, contact the CISD administrator immediately. Devices will be available for pick-up from the CISD campus offices on the following days:

Monday, August 17th by appointment from noon until 4:00p.m.

Tuesday, August 18th by appointment from noon until 4:00p.m.

Students that select at-home learning will be contacted by the campus secretary to set up an appointment to pick up their devices.

Student Orientation:

Students will be required to complete an online orientation on the first day of instruction. The parents should review the information provided in the orientation video and contact the child's teacher or campus administrator if they have any questions prior to beginning work in the Learning Management System.

Educator Training:

CISD administrators completed the following professional learning sessions in order to develop a stronger understanding of remote learning: **Excellence in Remote Instructional Delivery** and **Designing a Remote School Modules 1-3** conducted by the Texas Education Agency.

CISD will work closely with our Educational Service Center - Region VII and other partners to plan support for remote learning.

Principals and the Executive Director of Curriculum and Instruction will ensure the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Grades submitted in a timely manner, Communication with families- attendance, family engagement, and progress monitoring data.

Rural Areas where Internet connectivity is not available:

The CISD administration recognizes that some families live in rural areas where internet access is not possible even if a hot spot were provided to them by the district. If it would cause a hardship on the family to access the school wifi using the school parking lot option, work packets can be arranged to help the student continue learning from home. This will be at the discretion of the administrator after every other option was exhausted to allow the students the opportunity to learn from their CISD teachers using the learning management systems. The student will be responsible for calling their teacher each day to check in with them for attendance purposes and work will be exchanged using the drop-box located in front of the high school. All other requirements listed in this plan will be followed to the greatest extent possible until the students can return for in person instruction.

Teacher Roles & Responsibilities	Student Roles & Responsibilities	Parent Roles & Responsibilities
<ul style="list-style-type: none"> • Prepare lessons following the required TEKS • Present & upload information in the online learning management system for each content • Monitor student engagement in the online platform daily • Report student progress for each grading period • Communicate with parents to promote student participation, completion, and mastery of skills in the online platform 	<ul style="list-style-type: none"> • Daily attendance and engagement in an online format • Follow the CISD Student Code of Conduct • Participate in activities by viewing instructional videos, completing assignments online, and submitting work to teachers as required • Communicate needs to teacher via email 	<ul style="list-style-type: none"> • Ensure your child is prepared for working with an online platform. • Secure adequate internet access • Facilitate the instructional activities provided in an online format. (The level of support needed for each child will be determined by skill or age.) • Communicate concerns to appropriate school employees.

Technical Support:

For help with any technical issues related to your school supplied device or assistance with an online application, please contact the following school personnel:

Brandy Bennefield, Elementary Principal 936-362-2132 ext. 104

Erik Thormaehlen, Secondary Principal 936-362-2132 ext. 107

Kevin Helmer, Technology Director 936-362-2132 ext. 103.

Follow this link to see the complete TEA guidance for Remote Instruction Requirements:

<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/remote-instruction-requirements>