



Edgewood ISD Academic and Instructional Continuity Plan

Asynchronous Model
IN RESPONSE TO COVID-19



It's a great day to be a Bulldog!

INTRODUCTION

Edgewood ISD will continue providing rigorous, TEKS-based instruction to all students through an instructional model that intentionally blends remote asynchronous and synchronous instruction using Google Classroom for grades 3-12 and Seesaw for PreK-2 grade as the district’s learning management system (LMS). We realize that learning will be modified in a remote environment, but EISD has taken a comprehensive and thoughtful approach to ensuring all teachers are prepared to address the socio-emotional needs of our students and deliver high-quality, rigorous remote instruction while keeping student academic progress as a priority. Edgewood ISD has incorporated survey feedback from teachers, parents and students to design this instructional model to provide access, resources, and academic learning opportunities for all students in a remote setting through an asynchronous model.

Guiding Goals

1. All students will have access to quality educational materials and resources that are aligned to the TEKS and the supports that are needed to successfully access their instruction.
2. Providing a safe learning environment that addresses the academic and emotional wellness of all students while maintaining a productive school and home balance.
3. Empowering our educators to design learning experiences that meet the individual learning needs of all students.



Asynchronous instruction refers to instruction through remote/virtual learning where students are expected to complete and submit their assignments as communicated by the remote/virtual learning teacher(s). This learning model is an extension of the classroom and includes the same high-level expectations for participation and assignments as face-to-face. Students will be engaged in direct content work via the computer or other electronic devices. Engagement is defined as daily progress in the LMS; daily completion or submission of an assignment in the LMS; or daily progress from teacher to student interaction.



Synchronous instruction is similar to on-campus instruction. It is two-way, real-time, live instruction between students and the teacher(s) through the computer or other electronic devices or over the phone. EISD’s tools for synchronous instruction will be Zoom or phone calls.

Students will receive weekly feedback on their academic progress including all necessary support to improve their academic performance. Additionally, students will have daily virtual access to their teacher(s) to receive instruction and intervention, submit assignments, ask questions, and receive social and emotional support through the district LMS or via Zoom. Edgewood ISD will follow TEA guidance and match or exceed the recommended daily minimums across all subjects.

PreK through 5th grade Asynchronous Required Minimum Daily Minutes	6th through 12th grade Asynchronous Required Minimum Daily Minutes
180 instructional minutes	240 instructional minutes

PreK through 5th grade Synchronous Daily Real Time Communication	6th through 12th grade Synchronous Daily Real Time Communication
Minimum of 30 minutes	Minimum of 30 minutes

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Using data from the parent commitment forms, EISD will reconfigure the campus staff to assign teachers as either virtual or on-campus instructors. As the number of students may change over the course of the year, teacher assignments may also change to accommodate serving the needs of all of our students in either remote or on-campus instruction. Teacher, parent and student surveys were collected to give input and perspective to designing the schedules provided.

In order to maintain the movement of students between remote and on-campus learning, it is paramount that we maintain fidelity in the classroom. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain consistency in learning so students will maintain growth.

I. INSTRUCTIONAL SCHEDULE

Students and teachers will have time to interact and build a community of learners in both on-campus and remote learning. Students in remote settings will have schedules provided that matches or exceeds the TEA recommended daily minimum across all grade levels as shown above. While we understand this schedule is dependent upon the percentages of remote learners, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

EISD teachers are deployed based on their strengths to be instructors in either remote or on-campus learning. In the event that circumstances change in our community, all EISD teachers will quickly pivot to remote 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 EISD are prepared to make this as seamless as possible.

1.1 Instructional schedule outlines expected time for students to interact with academic content.

1.2 Instructional schedule outlines expected time for students to interact with teacher(s) and receive instructional support.

EDGEWOOD ELEMENTARY SCHOOL (PreK-2nd) EDGEWOOD INTERMEDIATE SCHOOL (3rd-5th)

PreK - 5th grade			Notes
Model	Time	Subject/Content	
↔	8:00-8:30	Morning Meeting	Students receive 180+ minutes of asynchronous instruction and 30+ minutes of synchronous instruction each day. Daily schedules are provided to parents and students. Students will attend live sessions for community building, counselor guidance, and intervention and
⇒	8:30-9:30	RLA	
	9:30-9:45	Break	

⇒	9:45-10:45	Math	<p>enrichment.</p> <p>Content for core subject areas will be provided through district curriculum resources. In grades 3-5, content instruction is provided by departmentalized teachers.</p> <p>Office hours will be available for one-on-one conferences during the day for parent and student assistance.</p> <p>Attendance will be taken daily as determined through the daily engagement requirements.</p> <p>Grading will be the same as on-campus learning and is outlined in the EISD Elementary Handbook and in district policy.</p> <p>The Learning Management System (LMS) for grades PreK-2 is Seesaw and Google Classroom for grades 3-5.</p> <p>Physical Education, Music, and STEM activities will be provided.</p>
⇒	10:45-11:15	Social Studies	
⇒	11:15-11:45	Science	
	11:45-12:15	Lunch	
⇒	12:15-1:15	Specials	
⇔ ⇒	1:15-1:45	1:1 or Small Group Support	
⇔	2:00-2:30	SEL Connection	
<p>⇔ Synchronous ⇒ Asynchronous</p> <p>Office Hours: 30 minutes daily during 1:1 or Small Group Support. Teachers may schedule additional office hours for instructional support at student or parent request.</p> <p>Teacher On-Campus Hours: 7:35AM-3:45PM</p>			

EDGEWOOD MIDDLE SCHOOL (6TH-8TH)

Time	Delivery Method	Period	Additional Support
7:55-8:10	Synchronous - Zoom	Teacher Connection/ Daily Attendance	
8:10-8:45	Asynchronous	1st period	Math Synchronous - Zoom
8:45-9:30	Asynchronous	2nd period	
9:35-10:20	Asynchronous	3rd period	Social Studies Synchronous - Zoom
10:25-10:55	Synchronous - Zoom	Intervention/Tutorials	
11:00-11:45	Asynchronous	4th period	
11:00-11:30			Special Education Synchronous - Zoom
11:45-12:15	Lunch		
12:20-1:05	Asynchronous	5th period	Science Synchronous - Zoom
1:10-1:30			SEL/Community Check-in
1:10-1:55	Asynchronous	6th period	
2:00-2:45	Asynchronous	7th period	
2:50-3:35	Asynchronous	8th period	Reading Synchronous - Zoom

Teacher On-Campus Hours:

7:35AM-3:45PM

Office Hours:

Teachers will be available for live synchronous instruction daily during the Intervention/Tutorial time (10:25-10:55). Teachers may schedule additional office hours for instructional support at student, parent, or teacher request.

Notes:

Students receive **240+ minutes** of asynchronous instruction and **30+ minutes** of synchronous instruction each day.

Daily schedules are provided to parents and students.

Students will attend live sessions for community building, counselor guidance, and intervention and enrichment.

Content for core subject areas will be provided through district curriculum resources. In grades 6-8, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.

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

Attendance will be taken daily as determined through the daily engagement requirements.

Grading will be the same as on-campus learning and is outlined in the EISD Secondary Handbook and in district policy.

The Learning Management System (LMS) for grades 6-8 is Google Classroom.

EDGEWOOD HIGH SCHOOL (9TH-12)

Time	Delivery Method	Period	Additional Support
7:55-8:10	Synchronous - Zoom	Teacher Connection/ Daily Attendance	
8:10-8:45	Asynchronous	1st period	
8:45-9:30	Asynchronous	2nd period	
9:35-10:20	Asynchronous	3rd period	
10:25-10:55	Synchronous - Zoom	Intervention/Tutorials	
10:55-11:25	Lunch		
11:30-12:15	Asynchronous	4th period	
11:30-11:50			Special Education Synchronous - Zoom
12:20-1:05	Asynchronous	5th period	
1:10-1:30			SEL/Community Check-in
1:10-1:55	Asynchronous	6th period	
2:00-2:45	Asynchronous	7th period	
2:50-3:35	Asynchronous	8th period	

Office Hours:

Teachers will be available for live synchronous instruction daily during the Intervention/Tutorial time (10:25-10:55). Teachers may schedule additional office hours for instructional support at student, parent, or teacher request.

Teacher On-Campus Hours:

7:35AM-3:45PM

Notes:

Students receive **240+ minutes** of asynchronous instruction and **30+ minutes** of synchronous instruction each day.

Daily schedules are provided to parents and students.

Students will attend live sessions for community building, counselor guidance, and intervention and enrichment.

Content for core subject areas will be provided through district curriculum resources. In grades 9-12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.

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

Attendance will be taken daily as determined through the daily engagement requirements.

Grading will be the same as on-campus learning and is outlined in the EISD Secondary Handbook and in district policy.

The Learning Management System (LMS) for grades 9-12 is Google Classroom.

Additional Expectations for Teachers and Remote Learners

- Students learning remotely must be engaged in learning demonstrated by either of the following:
 - Daily progress in the LMS
 - Daily completion or submission of an assignment in the LMS
 - Daily progress from teacher to student interaction
- Synchronous sessions will be recorded and uploaded to the LMS for students to have access at a later time, if needed.
- There must be daily academic progress in the LMS and teachers will provide feedback on student progress.
- Small group instruction will be provided for academic support when it is needed.
- Students with IEP services will receive their specifically designed instruction, modifications, and accommodations through a combination of collaborative, small group, and individual instruction. Instruction will be provided through asynchronous learning with synchronous reinforcement and support. All related services will be provided based on the individual needs of the student. .
- Students requiring Dyslexia intervention will receive synchronous instruction through Zoom. Intervention will be provided by a dyslexia program specialist.
- Students receiving 504, ESL, and Rtl services will receive support through collaborative, small group, and individualized instruction through asynchronous learning with synchronous reinforcement and support as needed.

Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction through asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussion, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.

Teachers will arrange regular check-ins with students either in small group settings or on an individual basis. At a minimum, students and teachers will check-in at least once per day.

Additional Support for Students with Learning Needs

For students with disabilities, EISD will work with students and parents to minimize the barriers a 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 personalized learning, and provide more affirmative and corrective feedback.

II. MATERIAL DESIGN

EISD staff will implement TEKS Resource System and various other TEKS-based, state adopted instructional materials locally adopted by the district. The resources will be used to ensure vertical alignment is maintained and teachers are adhering to the standards. Student's understanding of the instruction and checks for mastery of the standards will be monitored by the teachers through established campus assessment calendars. Teachers will reinforce any standards that fall below proficiency standards. Feedback to students and parents will follow to allow for students, teachers, and parents to be engaged in the learning process throughout the year.

2.1 District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment.

Resource	Primary Use in Material Design
TEKS Resource System	<p>EISD will use the Vertical Alignment and TEKS Clarification tools from TRS to support teachers in their content knowledge development during professional development and throughout the school year.</p> <p>EISD will use the Gap Implementation Tool from TRS to help identify potential learning gaps that need to be addressed. Prerequisite lessons will be added as needed into the scope and sequence to match the appropriate order of the content.</p> <p>EISD will use the TRS Year at a Glance and Instructional Focus documents to guide the scope and sequence of instruction.</p> <p>TRS Instructional Focus Document will be used to consider accommodations and modifications to support students with disabilities and ELL students.</p>
Other TEKS-based, state adopted instructional materials	EISD will use other TEKS-based, state adopted instructional materials to support learning and as personalized digital learning tools.

TIMELINES FOR FEEDBACK

Daily feedback will be provided through student work and assignment completion in the LMS. Students and parents also have access to view grades in the Ascender Parent Portal. Every three weeks progress reports will be shared with students and parents. At the end of every grading period, report cards and feedback will be provided. Intermittent feedback will be provided to students as needed.

Contact logs will be provided to all teachers to document contact with students participating in remote learning.

EISD will work with all stakeholders to identify a remote educational delivery approach that accommodates, as much as possible, the unique learning situations for each student. During this time, EISD will seek to build and maintain relationships and connections through virtual meetings, phone calls, and invitations to have in-person meetings to ensure student success. Instructional material provided by teachers to in-person learners will be shared with remote learners

through Google Classroom in grades 3-12 and Seesaw in grades PreK-2nd with adaptations as needed for individual students.

INSTRUCTIONAL DELIVERY

Depending on the number of students committing to remote learning, EISD is considering two options for delivery of instruction. As the COVID-19 situation changes within our community we will make adjustments as necessary to ensure that the needs of all students are being met.

- **Option 1** - A smaller number of students choosing to participate in remote learning would allow classroom teachers to use classroom resources to record lessons using their smartboards, document cameras, and computers. All recorded lessons will be placed in the LMS where both in-person and remote learners will have access to the recorded lesson.
- **Option 2** - If there is a larger number of students in remote learning, EISD will consider reconfiguring the campus staff to assign teachers as either virtual or on-campus instructors. As the number of students may change over the course of the year, teacher assignments may also change to accommodate serving the needs of all of our students in either remote or on-campus instruction.

In both options the instructional materials and activities will include the same content as provided in the classroom. This will ensure continuity with all learners. Students choosing to move from remote instruction back into the classroom will be able to seamlessly transition back into the classroom without loss of instruction provided that necessary guidelines have been followed and met at home during the remote learning period.

LESSON PLANNING

Through thoughtful consideration and careful planning, EISD Teachers will be trained in Google Classroom (grades 3-12), Seesaw (PreK-2nd), Screencastify, Zoom, Flipgrid, Edpuzzle, and other grade level and content specific online resources that will be used for both in-class and remote instruction. During our back to school professional development teachers will be given the opportunity to learn how to use the resources mentioned above as well as work in both horizontal and vertical teams to design and adapt lessons and assignments using our district adopted resources. Using the features of the LMS teachers will be able to share teacher created audio/video lessons that will enable students in remote settings to be engaged and successful with participating in remote learning. Teachers will create pre-recorded lessons using a variety of resources such as Screencastify, smartboard, document cameras, and screen sharing. Live teacher assistance will be provided through Zoom during the school hours of 7:55 am- 3:35 pm and depending on the office hours of each teacher. Students will be expected to complete daily assignments and attend daily zoom meetings to meet attendance requirements. Grades will be taken in accordance with on-campus grading policies and entered into TxEIS.

Students with Disabilities

EISD special education teachers will work with general education teachers, students, and families to minimize the barriers students may experience with remote instruction. Teachers will work to create multiple means of engagement through knowledge of student IEP goals and 504 plans and present content differently by providing leveled and personalized learning in the LMS.

2.2 Instructional materials include specifically designed resources to support students with disabilities and English Learners in an asynchronous environment.

CONTENT SPECIFIC INSTRUCTIONAL MATERIALS

Instructional Materials/ Assessments	Grade	TEKS Aligned	What resources are included to support students with disabilities?	What resources are included to support ELLs?	Print or Online Instructional or Data Tool
READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS					
TEKS Resource System: Gap Implementation Tool	K-12	Yes	The tool helps teachers to identify potential gaps and adjust based on students' needs.	The tool helps teachers to identify potential gaps and adjust based on students' needs.	Online Teacher planning tool
Renaissance: STAR	1-5	Yes	Progress monitoring for IEP attainment	Vocabulary, growth measure	Online Data tool
iXL	K-10	Yes	Skills practice for mastery of goals and standards	Skills practice for mastery of goals and standards	Online Instructional tool, Analytic, Data tool
MAP	K-10	Yes	Assessment that identifies students' strengths and weaknesses. This tool helps teachers determine instructional needs for each student. Used as a dyslexia screener for K-1st.	Assessment that identifies students' strengths and weaknesses. This tool helps teachers determine instructional needs for each student.	Online Student Assessment, Analytic, Data tool
Fountas & Pinnell	PreK-5	Yes	Small group instruction allows teachers to focus on specific skills based on student needs.	Small group instruction allows teachers to focus on specific skills based on student needs.	Print/Online Instructional
Ed My Friend in Learning	6-8	Yes	Tools for teachers to differentiate instruction based on students'	Tools for teachers to differentiate instruction based on students'	Print/Online Instructional

			needs.	needs.	
StudySync	9-12	Yes	Tools for teachers to differentiate instruction based on students' needs.	Tools for teachers to differentiate instruction based on students' needs.	Print/Online Instructional
MATH INSTRUCTIONAL MATERIALS					
TEKS Resource System: Gap Implementation Tool	K-12	Yes	The tool helps teachers to identify potential gaps and adjust based on students' needs.	The tool helps teachers to identify potential gaps and adjust based on students' needs.	Online Teacher planning tool
iXL	K-10	Yes	Skills practice for mastery of goals and standards	Skills practice for mastery of goals and standards	Online Instructional tool, Analytic, Data tool
MAP	K-10	Yes	Assessment that identifies students' strengths and weaknesses. This tool helps teachers determine instructional needs for each student.	Assessment that identifies students' strengths and weaknesses. This tool helps teachers determine instructional needs for each student.	Online Student Assessment, Analytic, Data tool
Go Math	K-8	Yes	Tools for teachers to differentiate instruction based on students' needs.	Tools for teachers to differentiate instruction based on students' needs.	Print/Online Instructional
Envision Math	9-12	Yes	Tools for teachers to differentiate instruction based on students' needs.	Tools for teachers to differentiate instruction based on students' needs.	Print/Online Instructional

SCIENCE INSTRUCTIONAL MATERIALS					
TEKS Resources System: Year at a Glance, Instructional Focus Document	K-12	Yes	Adopted instructional materials that include plans for differentiation.	Adopted instructional materials that help teachers plan for linguistic support.	Online Teacher planning tool
StemScopes	3-8	Yes	Tools for teachers to differentiate instruction based on students' needs.	Tools for teachers to differentiate instruction based on students' needs.	Online/Print Instructional
HMH Online Textbook	9-12	Yes	Tools for teachers to differentiate instruction based on students' needs.	Tools for teachers to differentiate instruction based on students' needs.	Online/Print Instructional
MAP	5	Yes	Assessment that identifies student strengths and weaknesses. This tool helps teachers determine instructional needs for each student.	Assessment that identifies student strengths and weaknesses. This tool helps teachers determine instructional needs for each student.	Online Student Assessment, Analytic, Data tool
SOCIAL STUDIES INSTRUCTIONAL MATERIALS					
TEKS Resources System: Year at a Glance, Instructional Focus Document	K-12	Yes	Adopted instructional materials that include plans for differentiation.	Adopted instructional materials that help teachers plan for linguistic support.	Online Teacher planning tool
Studies Weekly	3-5	Yes	Adopted instructional materials that include plans for differentiation.	Adopted instructional materials that include plans for differentiation.	Online/Print Instructional
BrainPop BrainPop ELL	K-12	Yes	Supplemental resources that allows teachers to differentiate instruction based	Supplemental resource that helps teachers plan for linguistic support.	Online/Print Instructional

			on students' needs.	Available in both English and Spanish.	
Savvas	6-12	Yes	Tools for teachers to differentiate instruction based on students' needs.	Tools for teachers to differentiate instruction based on students' needs.	Online/Print Instructional
CTE INSTRUCTIONAL MATERIALS					
ICEV	9-12	Yes	Tools for teachers to differentiate with suggested accommodations and modifications.	Tools for teachers to differentiate with suggested accommodations and modifications.	Online/Print Instructional

III. STUDENT PROGRESS

Considering school closure in the spring and the necessity of At Home learning, EISD is expecting to see some skill deficiencies. Although teachers and parents/guardians may have taught lessons, the depth of concepts and expectations for learning within the units of instruction may not have been met by all students. In order to understand the potential gaps in instruction from units taught in the last nine weeks of school, we are using the TEKS Resource System: Gap Implementation Tool, Year at a Glance, and Instructional Focus Document to guide our lesson design. Lessons will be delivered through the LMS where teachers can check for daily engagement in the content, progress monitoring will occur through the EISD assessment plan, and support for teachers, students, and families are the areas that we will focus on for student progress.

3.1 Daily student engagement is defined, trackable, and includes expectations for daily student engagement that is consistent with progress that would occur in an on-campus environment.

STUDENT ACCESS

Students will have access to daily lessons, assignments, assessments, projects, and communication through the LMS. Seesaw is the selected LMS for grades PreK-2, and Google Classroom is the selected LMS for grades 3-12. For synchronous tutorials and small group instruction, EISD will use Zoom. Students are required to be engaged daily in their work. Students who do not demonstrate engagement on a daily basis will be marked absent. Assignments are to be completed on a daily basis for students to receive attendance. Students will not be allowed to complete all assignments for the week in one day. Assignments are to be submitted daily for completion and credit for enrolled courses.

DATA COLLECTION

EISD teachers will create and administer standards-aligned leveled pre-assessments to collect data to be used as a starting point. Using the data collected teachers will design learning pathways to meet the instructional needs of all students. Students in grades 4-10 will take the TEA provided Beginning of Year assessments in Reading and Math. Data from this assessment will be used to pinpoint gaps in instruction so that teachers can determine where the need for spiraled instruction may occur and make the necessary adjustments in their scope and sequence. EISD students in grades K-10 will also take the MAP assessment at the beginning, middle, and end of the year. MAP assessments will be used as a dyslexia screener for K-1. Data from the MAP assessment will be used to monitor student progress throughout the school year. Teachers will assign practice to students in iXL based on the student's identified instructional gaps from the TEA Beginning of Year assessment and MAP. Minutes spent in iXL will be tracked and student progress will be

monitored. Quick formative assessments (bell ringers, short quizzes, exit tickets) will also be implemented to track progress and level of mastery. Progress monitoring will be tracked and communicated through the LMS. Unit assessments will be developed and administered according to our campus and district assessment calendars and appropriately paced in accordance with our scope and sequence.

Resources: TEA Beginning of Year assessment, TEKS Resource System, LMS (Google Classroom/Seesaw), MAP, iXL, DMAC

ENGAGEMENT

Engagement means that the student is active in his/her coursework. The student is marked present for each course they are enrolled in when the following has been achieved.

- Daily progress in the LMS; Seesaw (PreK-2) and Google Classroom (3-12)
- Daily completion or submission of an assignment in the LMS; Seesaw (PreK-2) and Google Classroom (3-12)
- Daily progress from teacher to student interaction by attending synchronous (live lessons) for instruction, tutoring, or SEL connections

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.

3.2 There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress.

ASSESSMENTS

EISD teachers will administer standards-aligned Beginning of Year assessments to collect data to be used as a starting point to measure student progress throughout the school year. Students in grades 4-10 will take the TEA provided Beginning of Year benchmark to provide information on potential instructional gaps from the spring. The MAP assessment will be given at the beginning, middle, and end of the year for students in grades K-10. Data from the MAP assessment will be used to monitor student growth throughout the school year. We will also use formative and unit assessments to gauge student progress and to adapt curriculum to support student learning. Progress monitoring will be tracked and communicated through our LMS and TxEIS.

Additional Consideration for Assessments

- All assessments will be used to guide instruction.
- Individualized Educational Plans (IEPs) will be followed and used in all assessments.
- School testing coordinators and teachers will be trained on how to deliver online assessments.
- Testing security protocols will be put in place for both in-person and remote learning environments.
- Teacher created instructional assessments will be delivered online through a variety of different ways and share in the LMS.

LESSON DESIGN QUALITIES

EISD will focus on developing and designing high quality lessons that are focused on individual student needs and follow the state standards. New, direct instruction will be recorded and uploaded to the LMS. All students, both in-person and remote, will have access to the lessons and the same instructional content through their LMS. This will allow for students to review the instructional material as many times as needed for understanding. Teachers will keep in mind best practices for remote learning when designing lessons paying specific attention to breaking lessons/assignments into small chunks and keeping the content interactive and engaging.

Using TEKS Resource System: Gap Implementation tool and the Year at a Glance document teachers will create a scope and sequence that covers all grade level and content standards with intentional alignment of standards that were covered in the last nine weeks of the spring semester. High priority, readiness standards will be identified for each core subject area.

Resources: TEKS Resource System, MAP, Vertical and Horizontal Planning Meetings, Scope and Sequence, Lead4ward

FEEDBACK

Communication will be established through the LMS. Teachers are expected to provide weekly feedback through the LMS. Specific feedback between students and teachers is conducted through a variety of methods, via lessons in Seesaw (PreK-2) and Google Classroom (3-12), activities, grades, or small group instruction and teacher virtual support times. Using a variety of feedback methods allows students to have a clear understanding of their academic progress on a consistent and frequent basis. Feedback is not limited to synchronous interactions but can be done through chat features and email correspondence based on what the students may prefer or find to be the most helpful. Grades will be entered into the Ascender gradebook on a weekly basis. Students will receive a progress report at the three week grading period and a report card at the end of the nine week grading period. In addition, students and parents can log into Ascender parent portal and see grades as they are entered by the teacher.

SUPPORT FOR TEACHERS, STUDENTS, AND FAMILIES

Teachers and students will need on-going support during this time. Campus principals, assistant principals, district instructional coach, and technology support personnel will provide continual support to campus staff, families of remote learners, and the students on-campus. Techie Tuesday meetings will be held on each campus to offer assistance with instructional technology troubleshooting and problem solving. This will also serve as an opportunity to continue to offer bitesize technology information to teachers to help make their instruction with technology operate more smoothly. “How To” videos will be posted on the district website to assist students and families with technology integration in the home using Seesaw and Google Classroom. Remote learners and families will also have access to a district “Help Desk” to ask questions and communicate issues with technology. In addition, social and emotional well-being will be provided by our district mental health counselor to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families.

Although we know distance learning during the spring was a major challenge for teachers, we also recognize that in many cases the disruption for families has been even greater. Our goal this year is to help parents best support their child, learn how and when to intervene, and provide structure and balance in the home while providing instruction.

IV. IMPLEMENTATION

The goal of implementation is to ensure that all stakeholders receive the guidance, professional development, training, and support needed for the successful implementation of remote teaching and learning.

4.1 Professional development for educators is planned and specific to supporting asynchronous instruction.

All EISD teachers and paraprofessionals, curriculum staff, technology staff, and administrators will attend both in-person and virtual training sessions on numerous aspects of designing, implementing, and supporting asynchronous teaching and learning. Training began during the summer months with all teachers participating in professional learning with a technology-related focus. These sessions were designed based on a teacher survey of needs reflecting on their experiences with At-Home learning in the spring semester. Topics designed included: Seesaw, Google Classroom, Screencastify, Zoom, Edpuzzle, Flipgrid, and creating hyperdocs.

EISD will continue to provide professional development and training for teachers throughout the school year during scheduled PD days and targeted data dig days to support and provide initial and ongoing job-embedded opportunities that produce relevant and purposeful outcomes such as:

- Instructional materials alignment; vertical and horizontal beginning during back-to-school training and continuing each month
- LMS management and development; Seesaw (PreK-2), Google Classroom (3-12)
- Data digs and action plans
- Assessments; TEA Beginning of Year assessment, MAP, teacher created formative and unit assessments
- Closing instructional gaps and intervention; iXL, Rtl training, TEKS Resource System: Gap Implementation Tool
- Social-emotional support for students
- Relationship building in the virtual classroom
- Differentiation in an asynchronous classroom
- Content specific professional learning

The District Instructional Coach and Assistant Superintendent will continue throughout the year to support teachers in learning content and delivering asynchronous learning. Resources for learning content will be used from Lead4ward and TEKS Resource System.

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

PRINCIPALS AND OTHER ADMINISTRATORS

Principals and other administrators will participate in bi-monthly meetings on monitoring and supporting staff in the implementation of asynchronous learning. Each semester principals and other administrators will participate in campus walkthroughs devoted to training and developing the capacity of principals and administrators to lead and support instructional systems on the campuses and in the district.

Principals and other administrators will ensure the following accountability processes are in place:

- Adherence to the schedules as published
- Attendance is monitored and documented
- Implementation of the curriculum
- Use of approved instructional materials
- Grades submitted in a timely manner and following local policy for in-person and remote learners
- Communication with families - attendance, family engagement, and progress monitoring data

4.2 There is explicit communication and support for families in order to support asynchronous work at home.

All student and parent expectations for asynchronous learning is outlined below and in student/parent handbooks as well as posted on the district website. Asynchronous learning will require support from caring adults and a commitment from students to learn material on their own time, interacting intermittently with teachers and staff via the computer or other devices. Students will have the same instruction and follow the same grading and attendance guidelines as those on campus.

Asynchronous Learning Expectations

- Students must log in and attend assigned daily attendance meetings via zoom
- Complete activities and assignments each day
- Students must show evidence of engagement and demonstrate mastery of standards
- Communicate with teacher when needing additional assistance
- Students must have adequate WiFi and access to a learning device, chromebook or laptop

Student Expectations

- Follow a schedule and spend the required amount of time in the learning platform (M-F)
- Become familiar with the learning platform; Seesaw (PreK-2) and Google Classroom (3-12)
- Complete assignments and activities daily
- Students should take responsibility for coursework and advocate for themselves
- Participate in Zoom meetings with teachers during scheduled tutorials/intervention times
- Check your email daily
- Dress and speak appropriately when participating in live meetings/chats
- Follow student code of conduct while participating in live meetings/chats
- Students will show academic integrity by completing assignments themselves and submit original ideas

Parent Expectations

- Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year
- Ensure your child is on track with assignments and coursework
- Ensure your child is reaching out to their teacher or remote learning liaison for assistance
- Assist in supporting your child's needs by establishing and managing the daily schedule
- Consider creating a designated learning space for your child at home to learn comfortably and with minimal distractions
- Maintain communication with your child's teacher by phone, email messages, and/or online meetings to create a learning partnership in the district-approved communication channels
- Help your child own their learning.
- Provide support and encouragement, and expect your children to do their part
- To the extent appropriate remove yourself from the classroom when your child is meeting with a teacher in a Zoom or chat

EISD has set up a "Help Desk" form on the district website with dedicated staff who read and respond to inquiries daily to help support students and parents with remote learning and technology integration.

When students need support or assistance with an assignment or resource, students can contact remote learning support teachers during specified times daily as listed in the campus master schedules and posted in the LMS. Remote learners are also encouraged to contact their teachers with assignment specific questions or help.

Edgewood ISD's mental health counselor is available to meet with students during a daily Zoom session.

District communication will be shared with students and parents through the following communication tools:

- District Website
- School Messenger
- EISD Communication App
- District/Campus Twitter and Facebook
- LMS (Seesaw and Google Classroom) for teacher and student communication

GETTING STUDENTS CONNECTED

EISD has purchased Kajeet hotspots with AT&T service to distribute to families in locations where WiFi or hotspot connections may not be available. Surveys have been conducted to determine families in need of assistance. During registration, families will complete and sign a Technology Device Agreement form that will be used to provide more individualized information to the district in order to deploy devices and possible internet access to homes. EISD was able to purchase enough devices to ensure a 1-to-1 ratio of students to chromebooks. Devices will be checked out and assigned to students in grades 3-12. Students in grades PreK-2 will have access to chromebook carts in each classroom. In the event the campus must move to all remote instruction chromebooks and hotspots will be issued to students.