

# Shelbyville ISD

## Return to Learning

### ***Asynchronous Instructional Plan 2020-2021***

Consistent with the current vision of Shelbyville ISD, all learning models, both remote and in person support the highest standards for student learning and growth in Shelbyville ISD. **All plans are subject to change as needed to support student success and learning.** Families will select from two learning models.

**Option 1: Face to Face(Traditional) (PK-12)** – Students attend daily in a traditional, face to face fashion.

**Option 2: Asynchronous At-Home** – Students engage remotely in the learning materials on their own time, interacting intermittently with the teacher, through an online platform on a daily basis for a minimum of 240 minutes for elementary and secondary students.

**Asynchronous Model:** Students choosing to participate in the Asynchronous Model will use the Texas At Home Learning 3.0 curriculum provided by TEA for core subjects online while adhering to classroom deadlines.

<b>Shelbyville ISD Educational Options for Returning 20-21 School Year</b>	
<b>Option 1 – Face to Face (Traditional) Grades PK-12</b>	<b>Option 2 – Asynchronous At-Home Model Grades K-12</b>
<ul style="list-style-type: none"><li>• Students attend daily in a traditional, face-to-face fashion</li><li>• Classes may be recorded for use in Google Classroom/SeeSaw if teachers choose</li><li>• Students engage in a variety of learning experiences</li><li>• Follow all safety COVID-19 precautions including the wearing of PPE, etc.</li><li>• Students will have access to guidance and counseling services, media center/library, and other student programs.</li><li>• Students will receive a technology device and internet access support as needed.</li><li>• When necessitated by COVID-19 conditions, students will transition to the online model. Teachers will continue to present material while learning is virtual.</li></ul>	<ul style="list-style-type: none"><li>• Students will attend school in a remote manner for a minimum 240 minutes for elementary grades (K-5) and 240 minutes for secondary grades (6-12) per day.</li><li>• The secondary grades (6-12) minutes per day must be documented with support from the parent on a Google Form or in a preferred manner as instructed by the subject area teacher.</li><li>• Parents must support remote learning by following a regular schedule appropriate for the family's needs and provide guidance for student success.</li><li>• Teachers will act as an academic coach for students, providing support via email, virtual meetings, phone calls, or through Schoology/ Google Classroom/SeeSaw during teacher office hours.</li><li>• Students may access guidance and counseling services.</li><li>• Students may request a technology device and internet access support as needed.</li><li>• Required commitment of a single grading period/six weeks</li></ul>

All approved Shelbyville ISD Returning to Learning models are outlined in the chart above. The district requires all students register with Shelbyville ISD regardless of the learning model.

## **I. Instructional Strategies/Schedules**

During remote instruction, students may receive instruction in the following ways (including, but not limited to):

- Authentic student work/assignments with timely and relevant feedback for continued progress in learning of the standards
- Hands-on activities which may need additional parent support
- Instructional activities through a variety of digital platforms
- Performance tasks and turning in assignments
- Assessments
- Project based learning
- Group or partner projects

Shelbyville ISD will utilize a combination of synchronous and asynchronous instruction for our virtual/remote learners. Students will be expected to engage in scheduled content for a minimum of 240 minutes per day. Student's schedules will be determined by a block of time per subjects. Students will access activities via online LMS (Schoology) or Google Classroom and will be adjusted based on the individual needs/progress. Students will receive a list of weekly activities/projects/task to guide them through their assignments.

The daily schedule includes the following time requirements:

- Elementary students will receive a minimum of 90 minutes of ELA/Reading, 90 minutes of Mathematics, 45 minutes of each Science & Social Studies, 30 minutes of Fine Arts/PE/Electives.
- Middle School and High School students will have a minimum of daily 240 minutes of daily instruction and will follow the schedule outlined per student.

Synchronous opportunities will be provided daily that will include small group or intervention time based on the needs of the students and during the office hours of our instructional coaches.

Students will have a schedule in Learning Management System that outlines daily schedules and weekly plans that are linked to TEKS-based lessons for the core subjects for a minimum of 240 minutes for daily instruction.

Students will primarily be engaged in self-directed asynchronous learning with daily opportunities for synchronous meeting times. During the instructional day, instructional coaches will monitor student progress on assigned content and be available to assist students with academic needs through intervention, small group instruction and during assigned office hours.

Students will have opportunities to interact with teachers/peers through the following:

- Dedicated weekly progress monitoring and feedback
- Intervention and small group instruction
- Daily office hours available based on student needs
- Scheduled synchronous instructional time during core subjects

The instructional software is adaptive and self-paced for each student's individual needs and performance levels. Progress can be tracked and personalized instruction can be assigned for individuals or groups.

The instructional coaches will identify students needing targeted intervention and organize synchronous instructional plans for those students.

Students with disabilities, or special populations, will also have additional accommodations in the instructional material. These students will have access to additional synchronous opportunities with specialized instructors as needed for personalized support and instruction.

<b><i>Shelbyville Elementary Virtual/Remote Learning K-5 Daily Schedule</i></b>		
<b><i><u>Subject/Activity</u></i></b>	<b><i><u>Time</u></i></b>	<b><i><u>Instructional Delivery Method</u></i></b>
<b><i>Morning Meet/Check In</i></b>	<b><i>8:15-8:45</i></b>	<b><i>Synchronous</i></b>
<b><i>Instructional Block #1 (90 mins)</i></b>	<b><i>8:45-10:15</i></b>	<b><i>Synchronous/Asynchronous</i></b>
<b><i>Recess/PE/Fine Arts (30 mins)</i></b>	<b><i>10:15-10:45</i></b>	<b><i>Asynchronous</i></b>
<b><i>Instructional Block #2 (90 mins)</i></b>	<b><i>10:45-12:15</i></b>	<b><i>Synchronous/Asynchronous</i></b>
<b><i>Lunch</i></b>	<b><i>12:15-12:45</i></b>	<b><i>On Your Own</i></b>
<b><i>Intervention/Small Groups (45 mins)</i></b>	<b><i>12:45-1:30</i></b>	<b><i>Synchronous</i></b>
<b><i>Instructional Block #3 (45mins)</i></b>	<b><i>1:30-2:15</i></b>	<b><i>Synchronous/Asynchronous</i></b>
<b><i>Instructional Block #4 (45mins)</i></b>	<b><i>2:15-3:00</i></b>	<b><i>Synchronous/Asynchronous</i></b>
<b><i>Intervention/Enrichment &amp; Counseling</i></b>	<b><i>3:00-3:30</i></b>	<b><i>Synchronous</i></b>
<b><i>Teachers are provided a 30 minute block for office hours daily.</i></b>		

<b>Shelbyville Middle School Virtual/Remote Learning 6-8</b>			
<b>Daily Schedule</b>			
<b><u>Subject/Activity</u></b>	<b><u>Time</u></b>	<b><u>Mins</u></b>	<b><u>Instructional Delivery Method</u></b>
<b>Morning Announcements</b>	7:50-7:55	5	Synchronous/Asynchronous
<b>Period 1</b>	7:55-8:45	50	Synchronous/Asynchronous
<b>Attendance Check-in</b>	9:00		Synchronous/Asynchronous
<b>Period 2</b>	8:50-9:40	50	Synchronous/Asynchronous
<b>Period 3</b>	9:45-10:35	50	Synchronous/Asynchronous
<b>Period 4</b>	10:40-11:30	50	Synchronous/Asynchronous
<b>Period 5</b>	11:35-1:00(Split)	55	Synchronous/Asynchronous
<b>Lunch</b>	11:50-12:20	30	On Your Own
<b>Period 6</b>	1:05-1:55	45	Synchronous/Asynchronous
<b>Period 7</b>	1:55-2:40	45	Synchronous/Asynchronous
<b>Period 8</b>	2:45-3:30	45	Synchronous/Asynchronous
<b>Intervention/Enrichment &amp; Counseling</b>	3:30-4:00	30	Synchronous
<b>Teachers are provided a 30 minute block for office hours daily.</b>			

<b>Shelbyville High School Virtual/Remote Learning 9-12</b>			
<b>Daily Schedule</b>			
<b><u>Subject/Activity</u></b>	<b><u>Time</u></b>	<b><u>Mins</u></b>	<b><u>Instructional Delivery Method</u></b>
<b>Morning Announcements</b>	7:50-7:55	5	Synchronous/Asynchronous
<b>Period 1</b>	7:55-8:45	50	Synchronous/Asynchronous
<b>Attendance Check-in</b>	9:00		Synchronous/Asynchronous
<b>Period 2</b>	8:50-9:40	50	Synchronous/Asynchronous
<b>Period 3</b>	9:45-10:35	50	Synchronous/Asynchronous
<b>Period 4</b>	10:40-11:30	50	Synchronous/Asynchronous
<b>Period 5</b>	11:35-12:25	50	Synchronous/Asynchronous
<b>Lunch</b>	12:25-1:00	35	On Your Own
<b>Period 6</b>	1:05-1:55	45	Synchronous/Asynchronous
<b>Period 7</b>	1:55-2:40	45	Synchronous/Asynchronous
<b>Period 8</b>	2:45-3:30	45	Synchronous/Asynchronous
<b>Intervention/Enrichment &amp; Counseling</b>	3:30-4:00	30	Synchronous
<b>Teachers are provided a 30 minute block for office hours daily</b>			

## II. Instructional Material Design

We will be utilizing the Texas Home Learning 3.0 through the LMS platform Schoology. All additional materials or programs are all TEKS aligned. Progress monitoring for student support will be both asynchronous and synchronous and available to all students. The scope and sequence alignment between the Texas Home Learning 3.0 for remote learners may vary from the on campus learners at different instructional points.

<i>Subject/ Course</i>	<i>Grade Level(s)</i>	<i>Instructional Materials</i>	<i>Progress Monitoring and Assessment</i>	<i>Is it TEKS aligned ?</i>	<i>What resources are included to support students with disabilities?</i>	<i>What resources are included to support ELs?</i>
<b>Math Instructional Materials</b>	K-5 6-8 9-12	Texas Home Learning 3.0  Math Seeds  Study Island  Pearson  TEKS Resource System	Schoology Activities  Curriculum Based Assessments  Daily Progress Checks	Yes	Access to supplemental aids  Access to a certified Special Education teacher for synchronous support  Differentiation and scaffolding supports are embedded within the curriculum	Texas Home Learning 3.0 includes built in supports for ELs in each program/lesson.  Instructional support teachers are ESL certified and available for synchronous support.
<b>ELA Instructional Materials</b>	K-5 6-8 9-12	Texas Home Learning 3.0  Reading Eggs  MyOn/RenLearn  Study Island  Study Sync/McGraw Hill  TEKS Resource System	Schoology Activities  Curriculum Based Assessments  Daily Progress Checks	Yes	Access to supplemental aids  Access to a certified Special Education teacher for synchronous support  Differentiation and scaffolding supports are embedded within the curriculum	Texas Home Learning 3.0 includes built in supports for ELs in each program/lesson.  Instructional support teachers are ESL certified and available for synchronous support.
<b>Science Instructional Materials</b>	K-5 6-8 9-12	Texas Home Learning 3.0  Studies Weekly  Pearson  Study Island  TEKS Resource System	Schoology Activities  Curriculum Based Assessments  Daily Progress Checks	Yes	Access to supplemental aids  Access to a certified Special Education teacher for synchronous support  Differentiation and scaffolding supports are embedded within the curriculum	Texas Home Learning 3.0 includes built in supports for ELs in each program/lesson.  Instructional support teachers are ESL certified and available for synchronous support.
<b>Social Studies Instructional Materials</b>	K-5 6-8 9-12	Texas Home Learning 3.0  Studies Weekly  HMH Textbook  Study Island  TEKS Resource System	Schoology Activities  Curriculum Based Assessments  Daily Progress Checks	Yes	Access to supplemental aids  Access to a certified Special Education teacher for synchronous support  Differentiation and scaffolding supports are embedded within the curriculum	Texas Home Learning 3.0 includes built in supports for ELs in each program/lesson.  Instructional support teachers are ESL certified and available for synchronous support.

### **III. Special Populations**

Speech-language pathologists and teachers of the deaf or hard-of-hearing will wear clear face masks/shields as needed. Clear barriers should be used for small group instruction and individual assessments as needed.

Whether a student is participating in campus-supervised or home-supervised learning, special education teachers should review the progress of each student on their caseload weekly (i.e., grade books, data collection, etc.) and determine what, if any, additional supports may be needed for each student to continue to progress in the general education curriculum and on their IEP goals/objectives.

Programs such as MobyMax , Study Island and those available from Texas Home Learning 3.0 will be used to supplement and accelerate instruction for students with disabilities.

Special Education teachers are required to complete differentiated lesson plans to meet the needs of the IEP-entitled students they support whether instruction is virtual or face-to-face.

Students with IEPs or 504 plans will continue to receive supports and/or accommodations/modifications as specified by each student's individual plan.

Based on specific student environmental needs, we will aim to provide physical space and support for on-campus special education units. We will ensure that these units minimize the number of people in the classroom. Students & teachers will remain in the same room each day and students will stay with their pod of classmates/students to minimize potential for virus spread to different pods.

Each student with special needs will receive an individualized schedule for check-ins and support to ensure that they receive the differentiation needed to be successful.

SPED teachers work along with general education content teachers to ensure that they are able to finalize adapted lesson plans and curricular materials that meet the accommodations and modifications outlined in each student's IEP.

**Professional Development-**To comply with IDEA and our effort to provide quality services to students receiving special services, strategic professional development will be provided to General Education Teachers, Special Education Teachers, Bilingual/ ESL Teachers and Paraprofessionals providing instruction and services to students receiving Special Services. Professional Development will be provided through Content Focus Sessions and Mandatory training specialized by area throughout the school year. Paraprofessionals will frequently collaborate and communicate with case managers about student progress and needs.

**Communication with Student and Provision of Services-** As for student interaction, there will be multiple opportunities to connect with teachers. In addition, IEP accommodations/modifications will be followed and implemented based on the student's contingency plan and rigorously tracked through logs and lesson plans. Instructional/Service logs will be submitted each Friday. Logs will be monitored at the central office level.

**Related Services & Speech Language Services-----**Walk in individual services will be provided based on student's contingency plan. Parents may receive consultation from therapy providers during each scheduled therapy session. Equipment necessary to meet the student's goals and objectives will be available to the student's home. Contingency Plans will reflect any changes to the provision of direct

services.

Certified teachers of ELLs will provide instructions and accommodations to their assigned student through differentiated lesson plans whether virtual or face-to-face.

## **IV. Student Progress/Engagement**

Students are expected to engage daily with work. They will log on daily to Google Classroom or Schoology to reference activities and assignments for the day. Students are required to demonstrate engagement each day to be marked present. Daily expectations and progress is clearly defined and published online for students/parents. Students are provided with both synchronous and asynchronous opportunities daily. Instructional coaches will log attendance by monitoring engagement.

Student engagement will be tracked following TEA ADA funding methods via one of the follow methods:

**Teacher interactions** – Students engaged in synchronous learning with teachers as defined by a teacher’s schedule.

### **Daily progress in LMS (Schoology/Google Classroom)**

**Assignment submissions** - completion of projects, assignments or assessments

Instructional coaches will log attendance by monitoring engagement as noted above.

The above engagement requirements for asynchronous learners are aligned with the requirements of the on-campus learners at the middle school and high school but may vary at different instructional points. The digital platforms and instructional materials are consistently used with both learners regardless of the location of the student.

Student’s progress will be tracked daily via LMS Schoology/Google Classroom through assignments, projects, curriculum-based assessment and/or interactions and check ins with the instructional coaches. The Texas Home Learning 3.0 includes academic progress monitoring within the platforms.

Official grade reports will be implemented and include report card and interim progress reports.

Student will receive feedback through:

- Instructional software - daily based on individual progress/needs
- Projects/assignments- submitted daily/weekly by students
- Instructional coaches – Daily check ins and synchronous learning opportunities/intervention/small group

Students who do not regularly engage in daily instruction will be contacted by the campus instructional coach or teacher either by email, phone or through home visits by the truancy officer.

Students that are failing or not making sufficient progress will have daily opportunities to participate in intervention/small group instruction synchronously.

## V. Implementation - Support for Educators and Families

<b>Time</b>	<b>Key Topics</b>	<b>Staff</b>	<b>Follow up Support</b>
<p>Summer 2020 July- August 2020</p>	<p>Training to prepare principals to lead remote instruction in their schools through the <b>Excellence in Remote Instructional Delivery</b> from TEA</p> <p><b>Webinar Series Adapting or Adopting Remote Resilient Curriculum</b></p> <p><i>This series help support the district for the remote learning environment for the school year 2020-21.</i></p> <p><b>Module 1 – July 27</b> <i>Designing for Instructional Quality, Coherence, and Continuity</i></p> <p><b>Module 3 – July 31</b> <i>Adapting or Adopting Math curriculum for remote settings</i></p> <p><b>Module 4 – August 3</b> <i>Adapting or Adopting Reading Language Arts curriculum for remote settings</i></p> <p><b>Module 5 – August 5</b> <i>Adapting or Adopting Science &amp; Social Studies curriculum for remote settings</i></p> <p><b>Module 6 – August 7</b> <i>Implementing Texas Home Learning 3.0</i></p>	<p>Curriculum Director Principals</p>	<p>Additional training for staff will be held throughout the fall/spring semester during district staff development meetings and flex time.</p> <p><b>10/5/2020</b> <i>Synchronous tools to use with students – <b>Google Meets/Zoom</b> for instructional delivery methods for use with small group/intervention</i></p> <p><b>Texas Home Learning 3.0</b> – introduction/access to released materials (Eureka Math, Carnegie Math, PhD Science, Odell)</p> <p><b>Trauma Informed Care -</b> Project Restore <a href="https://www.texasprojectrestore.org/">https://www.texasprojectrestore.org/</a></p> <p><b>12/19/2020</b> <b>Schoology/Texas Home Learning 3.0</b> implementation training – Part I</p> <p><b>1/6/2021</b> <b>Schoology/Texas Home Learning 3.0</b> implementation training – Part II</p> <p><b>Parent/Student orientation</b> to new remote learning management system for spring semester.</p> <p><b>1/15/2021-</b> <b>Schoology/Texas Home Learning 3.0</b> implementation training – Part III</p>
<p>Summer 2020 July- August 2020</p>	<p>Providing an overview and training on the tools needed to help deliver online materials and facilitate student interaction.</p> <ul style="list-style-type: none"> <li>• <b>Google Applications (G-Suite, Classroom)</b></li> <li>• <b>SeeSaw</b></li> <li>• <b>Schoology Overview</b></li> <li>• <b>Implementing Texas Home Learning 3.0</b></li> <li>• <b>Technology – Chromebooks, Zoom</b></li> <li>• <b>Parent meetings</b> included technology integration, remote learning expectations, counseling</li> </ul>	<p>Principals Teachers Support Staff Parents/Students</p>	



	<p><i>connections, special population needs</i></p>		
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The PD calendar shows the delivery of professional development. The educators will become proficient in: Schoology, Google/G-Suite, SeeSaw, Texas Home Learning 3.0 programs. The region service center will provide initial and ongoing support for each product depending on the knowledge level of each individual educator.

The initial onboarding of the new Texas Home Learning 3.0 programs are providing PD during our implementation processes. The THL programs are providing training for our educators on each program and how to analyze the data for students. Schoology has online professional development for effective management of the new LMS which will include grades. Educators are learning how to adopt the different instructional methods between the synchronous and asynchronous methods utilizing the blended learning classroom. Teachers are meeting in PLCs by grade level and subject level to support each other in the development of the asynchronous curriculum plans.

Families receive communication through:

- District website/social media
- Emails
- District messenger platform
- Newsletters/Mailouts
- Phone Calls

The district will collaborate with families through email, phone, face-to-face meetings weekly and establish expectation of students for online instruction and commitment of parents to establish routines for student engagement with learning materials.

Shelbyville ISD will continue to support campus leaders to provide students and parents support and resources as needed:

- Distribute additional resources such as technology and supplies
- Meal distribution
- Mental health/counseling services
- Opportunities for parent involvement to engage, connect and partner with the school
- Daily office hours to support individual needs

