# MOUNT PLEASANT
## INDEPENDENT SCHOOL DISTRICT

# ASYNCHRONOUS REMOTE INSTRUCTION PLAN

# 2020

The goal of this plan is to provide ongoing rich and robust TEKS-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards. We realize that learning will be modified in a remote and digital environment. Mount Pleasant ISD will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model.

## GUIDING PRINCIPLES

1. Supporting students' academic and emotional wellness while maintaining home and school balance.
2. All students and families will have access to quality educational materials aligned to the TEKS and to the supports needed to successfully access those materials.
3. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of each student.
4. Educators, students, and parents need support, encouragement, and compassion to ensure their success.

## What is asynchronous instruction?

Asynchronous instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic device or over the phone. Engagement is defined as progress in the Learning Management System (LMS) made each day, progress from teacher to student interaction made each day, and by teacher evaluation of completion/understanding of assignments each day.

**METHODS OF IMPLEMENTATION FOR CONSIDERATION**

Mount Pleasant ISD will assign teachers to provide remote asynchronous instruction.  As the number of remote learners changes throughout the year, teacher assignments may also change to accommodate serving each student in either remote or in-person instruction.  Initial information regarding remote learners was collected from the MPISD Remote Learning family survey.

In order to maintain the movement of students between remote and on-campus learning it is very important 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 a consistency in learning so students will maintain growth.

I.    INSTRUCTIONAL SCHEDULE
      **Description:** 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 across all grade levels.  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.
      Mount Pleasant ISD teachers are deployed based on their strengths to be instructors in either remote or on-campus pathways.  In the event that circumstances change for our community, all MPISD teachers will quickly pivot to remote learning if needed.  From the beginning of the 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 MPISD are prepared to make this as seamless as possible.

# SAMPLE DAILY ASYNCHRONOUS SCHEDULE PRE-K

| 8:00 | Login to your Schoology account to begin your day | |
|---|---|---|
| 8:00-8:15 | Review daily expectations | 15 minutes |
| 8:15-9:45 | Reading & Writing<br>Asynchronous Whole Group<br>Asynchronous work stations<br>Individual asynchronous instruction | 90 minutes |
| 9:45-10:45 | Math<br>Asynchronous whole group<br>Asynchronous work stations<br>Individual asynchronous instruction | 60 minutes |
| 10:45-11:15 | Recess | 30 minutes |
| 11:15-11:45 | Lunch | |
| 11:45-12:45 | Nap | 60 minutes |
| 12:45-1:15 | Science & Social Studies<br>Asynchronous whole group<br>Asynchronous work stations<br>Individual asynchronous instruction | 30 minutes |
| 1:15-1:30 | Snack | 15 minutes |
| 1:30-2:00 | Asynchronous Intervention & Re-teach | 30 minutes |
| 2:00-2:30 | PE (asynchronous) | 30 minutes |
| 2:30-3:15 | Specials (asynchronous) | 45 minutes |
| | Homework or additional time needed for in-depth play | |

# SAMPLE DAILY ASYNCHRONOUS SCHEDULE KINDERGARTEN

| | | |
|---|---|---|
| 8:00 | Login to your Schoology account to begin your day | |
| 8:00-8:15 | Review daily expectations | 15 minutes |
| 8:15-11:15 | Reading and Writing<br>Asynchronous whole group<br>Asynchronous work stations<br>Small group asynchronous time<br>Asynchronous intervention | 180 minutes |
| 11:15-11:35 | Lunch | |
| 11:35-1:05 | Math<br>Asynchronous whole group<br>Asynchronous work stations<br>Small group asynchronous time<br>Asynchronous intervention | 90 minutes |
| 1:05-1:45 | Social Studies<br>Asynchronous whole group<br>Asynchronous work stations<br>Small group asynchronous time | 20 minutes |
| 1:25-1:45 | Science<br>Asynchronous whole group<br>Asynchronous work stations<br>Small group asynchronous time | 20 minutes |
| 1:45-2:30 | Asynchronous Intervention & Re-teach | 45 minutes |
| 2:30-3:00 | PE | 30 minutes |
| 3:00-3:45 | Specials | 45 minutes |
| | Homework or additional time needed for work | |
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# SAMPLE DAILY ASYNCHRONOUS SCHEDULE 1st/2nd Grade

| | | |
|---|---|---|
| 8:00 | Login to your Schoology account to begin your day | |
| 8:00-8:15 | Review daily expectations | 15 minutes |
| 8:15-10:35 | Reading and Writing<br>Asynchronous whole group<br>Asynchronous work stations<br>Small group asynchronous time<br>Asynchronous intervention | 140 minutes |
| 10:40-11:50 | Math<br>Asynchronous whole group<br>Asynchronous work stations<br>Small group asynchronous time<br>Asynchronous intervention | 70 minutes |
| 11:50-12:20 | Lunch | |
| 12:20-12:40 | Handwriting | 20 minutes |
| 12:40-1:10 | Social Studies<br>Asynchronous whole group<br>Asynchronous work stations | 30 minutes |
| 1:10-1:40 | Science<br>Asynchronous whole group<br>Asynchronous work stations | 30 minutes |
| 1:40-2:25 | Asynchronous intervention & Re-teach | 45 minutes |
| 2:25-2:55 | PE | 30 minutes |
| 2:55-3:45 | Specials | 50 minutes |
| | Homework or additional time needed for work | |
| | | |

# SAMPLE DAILY ASYNCHRONOUS SCHEDULE 3rd/4th Grade

| | | |
|---|---|---|
| 8:00 | Login to your Schoology | |
| 8:00-8:15 | Review your daily expectations | 15 minutes |
| 8:15-10:15 | Reading and Writing<br>Asynchronous whole group<br>Asynchronous work stations<br>Small group asynchronous time<br>Asynchronous intervention | 120 minutes |
| 10:25-11:35 | Math<br>Asynchronous whole group<br>Asynchronous work stations<br>Small group asynchronous time<br>Asynchronous intervention | 70 minutes |
| 11:35-11:55 | Lunch | |
| 11:55-12:15 | Handwriting | 20 minutes |
| 12:15-12:55 | Social Studies<br>Asynchronous whole group<br>Asynchronous work stations | 40 minutes |
| 12:55-1:35 | Science<br>Asynchronous whole group<br>Asynchronous work stations | 40 minutes |
| 1:35-2:20 | Asynchronous intervention & Re-teach | 45 minutes |
| 2:20-2:50 | PE | 30 minutes |
| 2:50-3:35 | Specials | 45 minutes |
| | Homework or additional time needed for work | |
| | | |

## SAMPLE DAILY ASYNCHRONOUS SCHEDULE 5<sup>th</sup> Grade

| | | |
|---|---|---|
| 8:00 | Login to your Schoology account to begin your day | |
| 8:00-8:15 | Review Daily Expectations | 15 minutes |
| 8:15-9:55 | Language Arts<br>Asynchronous whole group<br>Asynchronous intervention & Re-teach | 100 minutes |
| 9:55-11:35 | Math | 100 minutes |
| 11:35-12:10 | Lunch | 35 minutes |
| 12:10-1:00 | Science | 50 minutes |
| 1:00-1:45 | Specials | 45 minutes |
| 1:45-2:30 | PE | 45 minutes |
| 2:30-3:20 | Social Studies | 50 minutes |
| | Homework & additional time needed for work | |
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## SAMPLE DAILY ASYNCHRONOUS SCHEDULE 6<sup>th</sup> Grade

| | | |
|---|---|---|
| 8:00 | Login to your Schoology account to begin your day | |
| 8:00-8:15 | Review Daily Expectations | 15 minutes |
| 8:15-9:45 | Language Arts<br>Asynchronous whole group<br>Asynchronous intervention & Re-teach | 90 minutes |
| 9:45-11:15 | Math | 90 minutes |
| 11:15-12:00 | Science | 45 minutes |
| 12:00-12:35 | Lunch | 35 minutes |
| 12:35-1:20 | Social Studies | 45 minutes |
| 1:20-2:05 | PE | 45 minutes |
| 2:05-2:50 | Specials 1 | 45 minutes |
| 2:50-3:35 | Specials 2 | 45 minutes |
| | Homework & additional time needed for work | |
| | | |
| | | |

# SAMPLE DAILY ASYNCHRONOUS SCHEDULE JH & HS Grade

| 8:00-8:50 | 1st Period | 50 minutes |
|---|---|---|
| 8:55-9:45 | 2nd period | 50 minutes |
| 9:50-10:40 | 3rd period | 50 minutes |
| 10:45-11:35 | 4th period | 50 minutes |
| 11:40-12:10 | Lunch | 30 minutes |
| 12:15-1:05 | 5th period | 50 minutes |
| 1:10-2:00 | 6th period | 50 minutes |
| 2:05-2:55 | 7th period | 50 minutes |
| 3:00-3:50 | 8th period | 50 minutes |
| | Homework & time to complete assignments | |
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- Appointments can be made by with teachers, counselors, or administrators by phone or through the Schoology LMS by students/parents to answer questions, remediate instruction, or to re-teach difficult material.
- The instruction provided through the Schoology LMS will help to address students with disabilities and English language learners.  Instruction will also be provided through the Schoology LSM for all special populations (ex: GT, Dyslexia intervention)
-  Attendance will be taken daily through the Schoology LMS.
- 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.  Students will be expected to complete and turn in daily work to receive credit for the day. Teachers will arrange regular check-ins with remote students.

## Additional Support for Students with Learning Needs

For students with disabilities, MPISD 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.

II.  MATERIAL DESIGN

**Description:**  MPISD staff will implement TEKS Resource System, Schoology LMS, and various other TEKS-based, state-adopted instructional materials locally adopted by the district.  These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards.  Student understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery.  Teachers will reinforce any concepts that are below proficiency standards.  Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year.  A *sampling* of materials are listed in the table below:

| RESOURCE | IMPLEMENTATION |
|---|---|
| SCHOOLOGY LMS | This will serve as the district's LMS and will house instructional content. |
| RENAISSANCE (Star Ren, AR 360, Freckle, MyON) | Language Arts and Math resources and assessment for K-6 |
| IStation Spanish | Instructional resources for English language learners, Dual Language |
| Imagine Learning | Instructional resources for Dual Language |
| No Red Ink | Language Arts resources and content for secondary students |
| HMH Ed | Language Arts resources and content for elementary students |
| Envision Math | Math resources and content for K-6 |

| Teacher Created Lessons Uploaded | Lessons and direct instruction uploaded for every content area, every grade. Also personalized to meet individual student needs. |
|---|---|
| Google Classroom | Content and materials housed in Schoology LMS |

**FEEDBACK TIMELINES**

Daily feedback will be provided through the LMS through student work and assignment completion.  Every three weeks, progress reports will be provided through Home Access Center and by mail.  At the end of every grading period, feedback and grade reports will be provided.  Intermittent feedback is provided to students as needs arise.

All teachers will keep a contact log to document weekly contact.

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

**COHERENCE IN INSTRUCTION**

Instructional materials, content, and activities for in-person and remote learning will remain as consistent as possible.  When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided.

**LESSON PREPARATIONS**

While students are online, teachers can assist students asynchronously. This will allow for increased personal learning for students, enabling them to progress at their own pace and receive more targeted interventions. Teachers will collaborate to adapt lessons and assignments from adopted materials. Lessons will be posted in each student's Schoology account. To support our students who are served in special programs, teachers will participate in weekly meetings to discuss and review student progress. Pre-recorded instructional videos will be uploaded into the LMS. Grades will be taken in accordance with the campus grading system and will be entered into Home Access Center promptly.

**STUDENTS WITH DISABILITIES**

For students with disabilities, MPISD special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs, 504 plans, and individual student plans 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.

III. STUDENT PROGRESS

**Description:** With the closure from March to May, we are expecting skill deficiencies. In order to support the concepts normally taught during closure, we plan to assess each student at the beginning of the year to identify areas of need. The data collected from this beginning of the year assessment will guide each student's plan to fill the gaps identified. Progress monitoring with data meetings (teacher-principal, principal-district administration, teacher-parent) will occur throughout the school year.

**STUDENT ACCESS**

Students will access assignments, including assessments, projects, and communication through the Learning Management System.  Schoology is the selected LMS for the district.  Students are expected to complete assignments on a daily basis to receive attendance for the day.  In addition, assignments are to be completed daily.  Assignments are to be submitted at the completion time set by the teacher for completion and credit for enrolled courses.

**DATA COLLECTION**

Mount Pleasant ISD teachers will leverage or adapt and administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point.  Using the assessment data, personalized learning pathways will be developed.  We will use formative assessments to gauge student progress and adapt curriculum to support student learning.  Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding.  Progress monitoring will be tracked and communicated through our LMS.  Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately-paced to correspond with our scope and sequence.

**ACTIVE ENGAGEMENT**

Active engagement means a student is active in their coursework.  The student is marked present when the following items have been achieved:

1. Completion of lessons-activities, assessments, projects
2. Engagement in lessons, interventions, tutorials asynchronously OR
3. Daily contact with their teacher

A campus representative will input the student's attendance after verifying with the teacher and viewing the documentation log.  Course completion is based on demonstration of academic proficiency with passing grades.

**ASSESSMENT FRAMEWORK**

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Teachers and school testing coordinators will be trained on how to deliver online assessments.
3. Test security protocols will be put in place in school and remotely.
4. Teacher instructional authentic assessments will be delivered online through a variety of modalities, including teacher-created questions or performance tasks placed in the LMS.
5. Data-driven instruction will be provided.

**LESSON DESIGN**

Mount Pleasant ISD believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level.  Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards.  We have modified our scope and sequence as a result of missed instructional time.  High priority essential state standards that were missed have been identified for each core subject area to be taught during this school year.

**ACADEMIC INTERVENTIONS AND ENRICHMENTS**

Mount Pleasant ISD will provide each student with a personalized learning pathway based on their data.  The LMS will be utilized to provide data-driven instruction and intervention for each student.

**EDUCATOR, PARENT, AND STUDENT SUPPORT**

Classroom teachers, students, and staff need on-going supports during this time. Campuses will create resources within the LMS to support the campus staff and families of remote learners, as well as students on-campus. Parent support and training will also be provided through the LMS. In addition, social and emotional well-being will be provided by campus counselors 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. Campus teams will provide teachers in difficult settings (on-campus and remote) with a forum for sharing best practices and support for their peers and students.

Our goal 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

**Description:** The goal of this work is to ensure seamless learning that consists of thoughtful lessons and activities.

**PARENTS/GUARDIANS**
At the beginning of the school year, parents and guardians will be invited to attend a virtual training in how to navigate and use the LMS. Training for student devices will also be provided in the LMS. A technology help-line for parents and students will be available as well. Constant communication will flow between our staff and parents through the Schoology LMS, email, phone calls, virtual conferences, and personal contact when possible. The MPISD website and social media platforms will also be utilized to help disseminate information to assist in the coordination and continued success for all students. Campuses will meet virtually, or by phone with each parent and student who has chosen remote learning to discuss grading of assignments, who and how to contact support, and attendance requirements for promotion and graduation.

**TEACHERS/STAFF**

In August, all MPISD instructional staff will participate in asynchronous professional learning sessions.  Topics included in the sessions are: Schoology LMS, Renaissance, No Red Ink, Newsela, Remote Learning best practices, Assessment, HMH Ed, Imagine Learning.

In addition, all MPISD staff will engage in ongoing professional development that is specific to their content area and instructional materials.

**PRINCIPALS/CAMPUS LEADERSHIP/OTHER ADMINISTRATORS**

MPISD administrators will participate in professional development sessions in order to develop a stronger understanding of remote learning.  MPISD will work closely with our Educational Service Center (Region 8) and other partners to plan support for remote learning.  Principals and District Administration 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.

**STUDENT DEVICES AND CONNECTIVITY**

Families who do not have access to a device at home for remote learning will be able to check out a device from the district.  The district will make every effort to ensure that each family who does not have a device will have access to one.  Students without reliable internet connectivity at home will be able to access community-deployed hot-spots.  The district will make every effort to accommodate every student with their unique needs and circumstances.

## STUDENT ROLES AND RESPONSIBILITIES

- Establish daily routines for engaging in the learning process.
- Identify a space in the home where you can learn and study.
- Participate in the provided training for Schoology.
- Regularly check Schoology for assignments.
- Complete assignments with integrity and academic honesty.
- Submit assignments daily.
- Communicate with the school when you need assistance. We are here to help.

## PARENT/GUARDIAN ROLES AND RESPONSIBILITIES

- 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.
- Participate in the provided training for Schoology.
- Contact teacher, administrators, and counselors for additional needs and supports for learning.

## CONTACT US/WHO TO CONTACT

**For assistance regarding a course, assignment, or resource:**

Contact the relevant teacher.

**For assistance regarding a technology-related problem or issue:**

Contact the MPISD Technology Help line (903) 434-8777

**For a personal, academic, or social emotional concern:**

Your school counselor

**For other issues related to remote learning:**

The principal, assistant principal, or district administration.