

# SPRINGLAKE-EARTH INDEPENDENT SCHOOL DISTRICT

P.O. BOX 130 \* EARTH, TEXAS \* 79031 \* (806)257-3310 \* FAX (806)257-3927 \* www.springlake-earth.org

*"Celebrating 100 years of Excellence"*

Dear Wolverine Family:

We have modified our traditional registration procedures to provide as much safety and preventive protections as possible. Please see the Registration Letter for details. The health and safety of our students, staff, and community remains our top priority as we make plans to reopen our school. Below is a brief summary of our plans to mitigate the spread of COVID-19 as we reopen our school for in-person instruction. A more detailed plan will be posted to our website and school Facebook page one week prior to the start of school. Be advised that the plans we develop and implement are always subject to change from both the Texas Education Agency (TEA) and the Governor.

1. First day of school August 13<sup>th</sup>. Families will have the choice of in-person instruction or remote learning. This decision must be made at registration to allow the district time to plan and prepare. Additional details concerning these choices will be provided at registration.
2. Staff and students will be trained on COVID-19 safety protocols.
3. Participation in UIL activities must align with UIL guidance. Only students choosing on-campus instruction will be permitted to participate in UIL extracurricular activities.
4. All staff and students will have their temperature taken daily prior to entering classrooms.
5. Under certain conditions staff and students will be required to wear face masks. However, if Lamb county COVID-19 cases fall beneath 20 active cases, the threshold for face mask exceptions, the district may modify this requirement.
6. Instruction Delivery. Families will be provided the option of attending school in-person or receiving instruction remotely. Remote instruction will be delivered Asynchronous for grades K-2<sup>nd</sup> and Synchronous for grades 3<sup>rd</sup> -12<sup>th</sup>. Parents opting for online instruction must attend an online instruction orientation and commit to following the online instruction guidelines and requirements. Asynchronous (k-2<sup>nd</sup>) instruction does NOT require students to be present at the same time. Synchronous (3<sup>rd</sup>-12<sup>th</sup>) **DOES require students to be present at same time for instruction**. Students must be on camera and actively participating during in class instruction.
7. The district will follow department of health guidelines, policies, and recommendations concerning both confirmed and suspected COVID-19 cases.

In summary, the district is preparing for in-person instruction beginning August 13<sup>th</sup>. Parents will be given the opportunity to send their children to school or receive instruction virtually. The school staff is working diligently to ensure that our school will be as safe as possible for our students, staff, and community as we transition to a return to school. Our local plans are subject to change from both TEA and the Governor.

We thank you in advance for your help and support as we endeavor to return to school and make this a great and safe school year for you and your children.

Sincerely,

Denver Crum, Ed.D.  
Superintendent

## **Face Covering Update**

- Since the Governor has rescinded the mask mandate, no one is required to wear a mask but all staff and students are still encouraged to wear masks when in the building, classroom, and/or office with others and not able to social distance. Exceptions to this requirement include lunch breaks with appropriate social distancing. Classroom teachers may use face shields and/or social distancing when providing direct instruction in the classroom. During classroom monitoring and circulations, masks are optional.

## **Cleaning/Mitigation**

- Enhanced cleaning practices will be implemented throughout each campus.
- Recommended procedures on social distancing will be applied to all classroom settings, including special education programs when possible and appropriate. Students' individual needs will be addressed on a case by case basis.
- Hand sanitizer stations will be available throughout the school. Students, teachers, staff, and visitors will be encouraged to wash their hands and use sanitizer frequently.

## **Vaccinations**

- Springlake-Earth ISD administration and nurse will assist families in finding appointments for a COVID-19 vaccination as needed. The following community locations are offering/offered COVID-19 vaccinations by appointments:
  - Lamb Healthcare Center: Littlefield, TX
  - United Grocery: Muleshoe, TX
  - K&K Pharmacy: Muleshoe, TX
  - Sudan Medical Clinic: Sudan, TX

## **Continuity of Services**

- For students who are IEP-entitled, progress will be carefully monitored and ARD/IEP Committees will convene and make appropriate recommendations to meet individual student needs to ensure continued growth in the general education curriculum and on IEP goals and objectives. ARD/IEP Committees will determine the unique needs of students who are IEP-entitled in making support and service recommendations for students attending school virtually.
- Asynchronous Plan attached



**Springlake-Earth ISD**  
*Home of the Mighty Wolverines*

# Asynchronous Plan

Approved by S-E ISD Board of Trustees  
September 14, 2020

This plan is always subject to change due to any  
circumstances related to COVID-19

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. Springlake-Earth 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, compassion to ensure their success.



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 devices or over the phone. For students engaged in the day, they would be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; Progress from teacher to student interaction made that day; Evaluating the completion and understanding of assignments that day.

Our LMS in S-E ISD is Google Classroom for grades K-7 and Microsoft teams for grades 8-12.

## METHODS OF IMPLEMENTATION FOR CONSIDERATION

As the number of students may change over the course of the year, teacher assignments may also change to accommodate serving each student in either remote or online instruction.

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 a consistency in learning so students will maintain growth. Unless otherwise noted by the campus administrator, once a commitment to the instructional model has been communicated by the parent/family, a request must be submitted in writing to shift to the other model. These transitions must be approved and processed by the school and may only occur at the beginning of a new six week period.

### 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.

In the event that circumstances change in our community, all SEISD 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, remote learners, and intermittent learners. There is

likely to be student movement across models, and we at SEISD are prepared to make this as seamless as possible. **Do we need to adjust times?**

### KINDERGARTEN - GRADE 5

Kindergarten - Grade 5			Notes
	Time		Students receive <b>180+ minutes</b> of asynchronous instruction each day.
1	7:30-8:15*	1:1 or Small Group Support	Daily schedules are provided to parents and students.
2	8:15-9:00	ELA-R	Students may attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons may allow peer-to-peer interaction and relationship connections with teachers.
3	9:00-9:45	Math	
4	9:45-10:00	Break	Content for core subject areas will be provided through the <b>Texas Home Learning 3.0 system</b> and supplemented by our campus instructional resources.
5	10:00-10:45	Science	
6	10:45-11:30	Social Studies	In grades 3-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.
7	11:30-12:00	Lunch	
8	12:00-12:30	Specials	Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.
<p>* Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material.</p> <p>Attendance will be required if the teacher requests an appointment with your child. The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.</p> <p>Teacher On-Duty Time: 7:30AM-4:00PM</p>			<p>Attendance will be taken daily in TxEIS, as determined through engagement.</p> <p>Grading will be the same as on-campus learning and outlined in our LISD District Handbook and policy.</p> <p>The Learning Management System (LMS) for grades K-5 will be Schoology.</p> <p>Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.</p> <p>Each class will include a <b>3E Model: engagement, elaboration, and evaluation.</b></p> <ol style="list-style-type: none"> <li>1. Engagement- bell ringer, video, etc..</li> <li>2. Elaboration- extending the lesson with technology, or a written response, etc..</li> <li>3. Evaluate- exit ticket, short answer response, written assignment or completion of task etc..</li> </ol>

## MIDDLE AND HIGH SCHOOL

Grades 6-12			Notes
	Time		<p>Students receive <b>240+minutes</b> of asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students.</p> <p>Students may attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons may allow peer-to-peer interaction and relationship connections with teachers.</p> <p>Content for core subject areas will be provided through the Texas Home Learning 3.0 system and supplemented by our campus instructional resources.</p> <p>In grades 6-12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.</p> <p>Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.</p> <p>Attendance will be taken daily in TxEIS, as determined through engagement.</p> <p>Grading will be the same as on-campus learning and outlined in our SEISD District Handbook and policy. The Learning Management System (LMS) for grades 6-12 is Microsoft Teams.</p> <p>Each class will include a <b>3E Model:</b>  <i>engagement, elaboration, and evaluation.</i></p> <ol style="list-style-type: none"> <li>4. Engagement- bell ringer, video, etc..</li> <li>5. Elaboration- extending the lesson with technology, or a written response, etc..</li> <li>6. Evaluate- exit ticket, short answer response, written assignment or completion of task etc..</li> </ol>
1	7:30 - 8:15*	1:1 or Small Group Support	
2	8:15 - 9:00	Period 1/ELA-R	
3	9:00 - 9:45	Period 2/Math	
4	9:45 - 10:00	Break	
5	10:00 - 10:45	Period 3/Science	
6	10:45 - 11:30	Period 4/History	
7	11:30 - 12:00	Lunch	
8	12:00 - 1:30	Period 5/Electives	
<p>* Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material.</p> <p>Attendance will be required if the teacher requests an appointment with your child.</p> <p>The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.</p> <p>Teacher On-Duty Time: 7:30AM-4:00PM</p>			

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

Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day.

**Additional Support for Students with Learning Needs**

For students with disabilities, SEISD 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:** SEISD staff will implement TEKS Resource System, Texas Home Learning (THL) 3.0, and various other TEKS-based, state-adopted instructional materials locally adopted by the district will be used. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student’s understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. 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. Specifically, to ensure coherence and continuity, SEISD will leverage each resource in the following way:

<b>Resource</b>	<b>Primary Use in Material Design</b>
Texas Home Learning 3.0	For adopted grade levels and content areas, THL 3.0 will serve as the primary instructional materials for both in-person and remote learning. SEISD will leverage THL 3.0 materials in the order of the provided module/unit scope and sequence.

TEKS Resource System	<p>SEISD will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each new THL module/unit.</p> <p>SEISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the THL scope and sequence as needed and as appropriate for the order of the content.</p> <p>SEISD will use the TRS Year at a Glance and Instructional Focus documents for content areas for which we are not adopting THL.</p>
Other TEKS-based, state-adopted instructional materials	<p>SEISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas that do not have THL 3.0 offerings, or for which we have chosen not to adopt THL 3.0.</p> <p>In addition, SEISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the THL scope and sequence and as personalized digital learning tools.</p>

## 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 TxEIS and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

Contact logs will be provided to all teachers to document weekly contact.

The school district will 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 attached in Google classroom with adaptations as needed for individual students, the SEISD Learning Management System will be offered by TEA (more information on adaptability will be provided) or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.

## COHERENCE IN INSTRUCTION



Depending on the number of students committing to remote learning, we may offer different options of deliverables. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need. After parents complete their selected pathway, we will have a more solid outline of our plan of action.

- **Option 1:** Smaller number of students would allow the classroom teacher to use the classroom resources and capture lessons using the Promethean board. Students would access content through the LMS and designated district-provided devices.
- **Option 2:** Students in remote learning would access Texas Home Learning 3.0 through the state-supplied LMS while the students on campus would continue with the district provided resources. Being a small school, teachers are expected to teach in-class students and remote learners simultaneously. The Texas Home Learning 3.0 would allow teachers to plan more effectively for both pathways.

Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

## LESSON PREPARATIONS

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the LMS and audio/video enable students in remote settings to be successful with participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in **Google Classroom (grades K-7), and Microsoft Teams (8-12)**. To support our students who are served in their special programs, teachers will participate in PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Pre-recorded instructional videos will be uploaded into the LMS. Live teacher assistance will take place through **Google Meets and Microsoft Teams** between the hours of 8:00 am-4:00 pm and depending on office hours of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance with the on-campus grading system and entered into TxEIS promptly. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

## STUDENTS WITH DISABILITIES

For students with disabilities, SEISD 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 and/or 504 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.

### Homebound Service

- If your decision to opt for your child to learn remotely is based on a medical condition, an ARD committee will be held to consider your doctor's recommendation for homebound services. For eligible students, homebound services could include in-person instruction in the home combined with virtual instruction, as appropriate.

Instructional Materials/ Assessment	Grade Level(s)	Is it TEKS aligned, or how will it be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
<b>MATH INSTRUCTIONAL MATERIALS</b>					
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
Engaging Math	Elementary Secondary	Yes	Teachers will use to fill student gaps in learning.	Teachers will use to fill student gaps in learning.	Print, Instructional Tool

<b>Sapling</b>	Secondary Math	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Online, Instructional Tool
<b>READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS</b>					
<b>Texas Home Learning 3.0</b>	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
<b>HMH</b>	Elementary Secondary	Yes	Teachers will use to fill student gaps in learning.	Teachers will use to fill student gaps in learning.	Print, Online, Data, Instructional Tool
<b>TPRI</b>	K32, Supplemental	Yes	Identify gaps, and screen for dyslexic tendencies	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
<b>SOCIAL STUDIES INSTRUCTIONAL MATERIALS</b>					
Texas Home Learning 3.0	Elementary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
<b>Studies Weekly</b>	Elementary	Yes	Vocabulary Learning strategies	Integrates into Google Classroom	Print

SCIENCE INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Year at a Glance, Instructional Focus Documents	6-12	Yes	Adopted instructional materials include teacher guidance for differentiation. Digital materials are 508 accessible.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	N/A (teacher planning tool only)
Gateway	Elementary Secondary	Yes	Skill plans for mastery of goals and standards	Skill plans for mastery of goals and standards.	Print, Instructional Tool

### III. STUDENT PROGRESS

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

#### STUDENT ACCESS

Students will access assignments, including assessments, projects, and communication through the Learning Management System. Google Classroom and Microsoft Teams are the selected LMS for grades K-12. Students are expected to complete assignments on a daily basis to receive attendance for the day. In addition, assignments are to be completed daily. Students will not

be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.

## **DATA COLLECTION**

Springlake-Earth 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 to adapt curriculum to support student learning. For content areas and grade levels using THL, SEISD will leverage the assessments that are included with THL. 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 Learning Management System. Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately-paced to correspond with our scope and sequence.

**Resources: Texas Home Learning, Texas Education Agency assessments, LMS assessments**

## **ACTIVE ENGAGEMENT**

Active engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled when the following items have been achieved.

1. Completion of lessons- activities, assessments, projects on a daily basis
2. Attending tutoring, intervention, enrichment
3. Or daily contact with the teacher.

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.

## **ASSESSMENT FRAMEWORK**

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Test security protocols will be put in place in school and for remote students.
3. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Learning Management System.
4. All assessments will guide instruction.

## **LESSON DESIGN**

Springlake-Earth 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.

SEISD will create a modified **scope and sequence-based** on the intentional alignment of standards missed as a result of lost instructional time. **High priority/essential state standards** will be identified for each core subject area.

**Resources: Texas Home Learning 3.0, TEKS Resource System, PLC common planning, Scope and Sequence, TEKS Placemats**

## **ACADEMIC INTERVENTIONS AND ENRICHMENT**

Study plans and student conferences will be used to provide a personalized approach to each student. Data will determine the level of support and placement in the groupings.

**Resources: Assessment Calendars, PLC common planning**

## **EDUCATOR, PARENT, AND STUDENT SUPPORT**

Classroom teachers and students need on-going supports during this time. Campuses will create a On-Site or Virtual Professional Learning team by combining the expertise of the principal, interventionists, and curriculum director to support the campus staff and families of remote learners and the students on-campus. Parent support will be provided training on technology integration in the home using **Google Classroom and Microsoft Teams**. 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. Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and remote) with a forum for sharing best practices and support for their peers and students.

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.

**Resources: Technology Training, Trauma-Informed Care Training, Researched Best Practices, and Professional Learning Communities (PLC)**

## **IV. IMPLEMENTATION**

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

### **PARENTS/GUARDIANS**

At the beginning of the school year, (**orientation for remote instruction**) parents and guardians will be invited to a small group meeting to participate in a hands-on demonstration of *What is a Chromebook and How do I get to Google Classroom?* Our goal is to conduct more training as Lunch and Learns each month and share on our district's website. Each session will be developed in a sequence of topics determined by high-interest and parent suggestions.

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

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

### **TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS**

All SEISD staff will participate in asynchronous professional learning technology-related sessions. These sessions were designed following a staff survey of their needs and the needs to create a stronger remote learning environment.

Topics designed were: **Google Classroom for Beginners, Google Classroom Advanced, Edubrix, Trauma and Mental Health, and Microsoft Teams.**

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

Each session was provided in a distance learning and for the most part presented by our own SEISD faculty.

### **PRINCIPALS AND OTHER ADMINISTRATORS**

SEISD will work closely with our Educational Service Center - Region 17 and other partners to plan support for remote learning.

The District Principal and the 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

### **ONGOING COMMUNICATION/LEARNING**

Professional Learning Community (PLC) planning time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. SEISD does not employ instructional coaches. However, with the ability to restructure our staff and their schedules, we can utilize the strengths of our teachers to serve as *trainers-of-trainers* for various focus areas such as *Integrating Technology in the Classroom*,

*How to Create Common Assessments, Video Recordings, Collaborative Learning via discussion boards in Google Classroom, and Uploading Assignments.*

THL 3.0 will provide continuous learning for staff to continue to be proficient in the implementation of home learning.

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

**Tools:** Springlake-Earth ISD's main communication tools for parents and students will be the following:

- a. Honeywell Instant Alert for district-wide communication
- b. Google Classroom and/or Microsoft Teams for teacher-parent-student discussions
- c. For real-time instructional support and delivery of content we will all communicate through Google Meets/Microsoft Teams (including Gmail, Docs, Classroom, Hangouts)
- d. Public website: SEISD will maintain general information on its status for the public on our main webpage: <http://www.springlake-earth.org/>

## **CURRICULUM GAP DOCUMENTS**

All SEISD teachers will be provided instructional documents which include the highest leverage standards in each subject by grade level. Other resources include: *TEKS Resource Gap Tool*, which teachers can leverage to identify gaps prior to teaching each THL 3.0 module/unit. SEISD will create a fail-safe process to identify every student who needs interventions or extensions, and then ensure that each student receives the appropriate help in a timely manner. Students who are experiencing difficulty are required, rather than invited, to utilize our campus support services. Each student's data is looked at individually.

## **RESOURCES TO MAXIMIZE REMOTE LEARNING**

- A. The following are resources provided by SEISD to help teachers implement a more thoughtful remote learning opportunity.
  - **TEKS Resource System**
  - **Texas Home Learning (THL) 3.0**
  - **Lead4ward school@home**
- B. The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.
  - **Google Classroom**
  - **Microsoft Teams**
  - **Google Suites**

### **C. Identifying Internet Providers and Getting Connected**



The district is working with the Texas Education Agency to partner with internet providers to assist in providing free or a reduced-priced service during the pandemic crisis. Hotspots have been put in one central location in town.

**D. Deployment of Student Devices**

Students will receive an electronic device on the first day of school. Students who opt for at-home learning will be distributed a device on August 11th and 12th before the start of the school year.

## Student Roles and Responsibilities

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check Microsoft Teams and Google Classroom for assignments.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when you need assistance. We are here to help.
- Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for attendance and credit for the day.
- Attend live instruction appropriately dressed in accordance to HISD dress code.

## Parent/Learning Coach 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.
- Attend district/campus trainings for implementation supports.
- Use teacher office hours to help strength asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.

## Contact Us/Who to Contact (806)257-3310

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

The relevant teacher

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

The SEISD technology department

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

School counselor

### **For other issues related to distance learning:**

The principal