



INDEPENDENT SCHOOL DISTRICT

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**Face-to-Face  
&  
Remote  
Instructional Plan  
2020-2021**

## MISSION STATEMENT & GUIDING PRINCIPLES

The Jasper ISD Campus Home Learning Team will ensure a quality educational experience for students who choose to participate in Home Learning and for all students in the event of a prolonged district shutdown.

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.

**\*\*2020-2021 Home Learning will not mirror Spring 2020 Home Learning.\*\***

### Campus Home Learning Plans

While maintaining alignment with the processes and procedures outlined in the Jasper ISD Face-to-Face & Remote Instructional Plan 2020-2021, each JISD campus plan is tailored to meet the specific grade level and content area needs of the students it serves.

**Asynchronous** instruction refers to instruction in which students receive instruction and complete assignments remotely. Instruction is designed to meet the needs of the students based on grade level and content area. Engagement is addressed in the section entitled "Campus Norms and Expectations." JISD will conduct most Home Learning (HL) asynchronously.

\*Please note that, while in the asynchronous plan, instruction is delivered remotely, dependent upon the course, students may be required to take assessments and/or complete tasks in a designated location within the district.

**Synchronous** instruction is similar to face-to-face (f2f) instruction. It is real-time interaction between teacher and student via some form of electronic communication. JISD may offer a limited number of synchronous courses.

## LEARNING MANAGEMENT SYSTEM(S)\*

PK-3: SeeSaw

4-12: Google Classroom

PK-12: Schoology

JISD has ordered devices for each student; however the devices will not be available until after the beginning of the school year. Until the devices are received, students participating in HL will have to use devices that are available in the home. (In the event this is not possible, paper packets will be provided as a last resort; however, paper packets do not provide the richness and depth of online instruction. Paper packets will have to be picked up at child's campus and returned to the campus. No packets will be mailed.)

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11:24am

## METHODS OF IMPLEMENTATION

JISD leadership will collect data via online registration and deploy staff based on the number of students participating in f2f and HL. The selected LMS(s) will be utilized with all students, both f2f and HL, in order to ensure a smooth transition for staff and students in the event of a districtwide shutdown.

### I. SUGGESTED DAILY HOME LEARNING SCHEDULES

\*JISD recognizes that the needs and availability of time is unique to each family. *The following schedules are suggestions only.* Each family participating in Home Learning will determine how and when best to access the instructional activities within the **Engagement Guidelines** of each campus.

	<b>7:40-8:00</b>	<b>8:00-10:00</b>			<b>10:00-10:30</b>	<b>11:30-12:00</b>	<b>12:00-3:30</b>	
<b>PK-K</b>	Daily Review	Reading—Writing--Math			Lunch	Rest	Science—Social Studies—Read Aloud—Snack—Teacher Office Hours	
	<b>7:40-8:00</b>	<b>8:00-9:30</b>	<b>9:30-11:00</b>	<b>11:00-11:30</b>	<b>11:30-12:00</b>	<b>12:00-1:00</b>	<b>1:00-2:00</b>	<b>2:00-3:30</b>
<b>K-3<sup>rd</sup></b>	Daily Review	Reading	Math	Lunch	Writing	Social Studies	Science	Teacher Office Hours
<b>4<sup>th</sup> Grade</b>								
	<b>7:40-8:00</b>	<b>8:00-11:00</b>	<b>11:00-11:30</b>	<b>11:30-2:30</b>		<b>2:30-3:30</b>		
Monday	Daily Review	Math Block	Lunch	Writing Block		Google Hangout w/Teacher		
Tuesday	Daily Review	Reading Block	Lunch	Social Studies/Science Block		Google Hangout w/Teacher		
Wednesday	Daily Review	Math Block	Lunch	Writing Block		Google Hangout w/Teacher		
Thursday	Daily Review	Reading Block	Lunch	Social Studies/Science Block		Teachers respond to questions submitted via email and phone.		
Friday	Daily Review	Catch-up on week's assignments....all assignments due by 11:59 pm each Friday...Teachers provide needed supports for 504, Special Education, ESL, RtI, etc.						
<b>5<sup>th</sup> Grade</b>								
	<b>7:40-8:00</b>	<b>8:00-11:00</b>	<b>11:00-11:30</b>	<b>11:30-2:30</b>		<b>2:30-3:30</b>		
Monday	Daily Review	ELAR Block	Lunch	Science Block		Google Hangout w/Teacher		
Tuesday	Daily Review	Math Block	Lunch	Social Studies Block		Google Hangout w/Teacher		
Wednesday	Daily Review	ELAR Block	Lunch	Science Block		Google Hangout w/Teacher		
Thursday	Daily Review	Math Block	Lunch	Social Studies Block		Teachers respond to questions submitted via email and phone.		
Friday	Daily Review	Catch-up on week's assignments....all assignments due by 11:59 pm each Friday...Teachers provide needed supports for 504, Special Education, ESL, RtI, etc.						

## Junior High & High School

JH and HS students' Suggested Home Learning Schedule will be unique to each student and reflect student course selections. \*Teacher on student's schedule may not be the teacher presenting the lesson as staff are collaborating on the design and delivery of Home Learning Material.

### HOME LEARNING NOTES

- Student Engagement as defined by each campus is mandatory each day that school is in session.
- Attendance will be taken based on the campus's Engagement Guidelines, and students must be engaged 90% of the time to receive credit for each course.
- Grading procedures will be the same for HL and f2f students.
- Course path and content will be provided through:
  - TEKS Resource System
  - Texas Home Learning 3.0
  - Local instructional resources
- Physical Education and Art instruction will be provided to HL students if they would receive the instruction as f2f students.
- Remote instruction will be provided in a variety of ways including, but not limited to, video recorded lessons, PowerPoints, instructional guidance documents, etc. The design of each course and the selection of means and methods by which to provide instruction will be determined by individual teachers.
- Students may be required to participate in live online sessions for some course activities.
- Students may be required to participate in some activities on campus (example: student who is taking a welding course may be required to come to campus to demonstrate mastery of skill).
- JISD participates in Capturing Kids' Hearts (CKH) to support the social-emotional growth of all students.
- Each teacher will have Office Hours in which to provide feedback and support to students and parents. Efforts will be made to accommodate parent schedules *when possible* outside of regular school hours.
- JISD will work with students and parents to minimize barriers and maximize support to students with specialized learning needs. This support will be individualized and unique to the specific needs of the student.
- HL students for whom speech, physical, or occupational therapy is required will participate in scheduled therapy virtually or on campus at a designated time and location.
- JISD's goal is to create multiple means of engagement to support student growth and progress. Students will have a daily engagement activity/activities. If the engagement activity is not complete by **1:00pm** each day, a JISD staff member will reach out to the student and/or family to ascertain if the lack of engagement is due to technical difficulties, lack of lesson clarity, etc.

## II. MATERIAL DESIGN

JISD staff will implement TEKS Resource System, Texas Home Learning 3.0 and other TEKS-based materials to support student instruction. The sources ensure alignment is maintained and teachers are adhering to standards for each content area and grade level. Student understanding of the content and mastery of the standards will be monitored in accordance with the district assessment calendar. To ensure coherence and continuity, JISD will utilize 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. JISD will leverage THL 3.0 materials in the order of the provided module/unit scope and sequence.
TEKS Resource System	<p>JISD 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>JISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps to be addressed and will insert additional prerequisite lessons into the THL scope and sequence as needed and as appropriate for the order of the content.</p> <p>JISD will use the TRS Year at a Glance (YAG) and Instructional Focus documents for content areas for which we are not utilizing THL.</p>
Other TEKS-based instructional materials	JISD will leverage other TEKS-based, state-adopted instructional materials for grade levels and content areas that do not have THL 3.0 offerings, or for which we have chosen not to utilize THL 3.0. In addition, JISD will leverage other TEKS-based, state-adopted instructional materials to address unfinished learning within the THL scope and sequence. These materials may also be used as personalized digital learning tools.

## FEEDBACK TIMELINES

At minimum, feedback will be provided weekly to HL students. Both HL and f2f students will receive three-week progress reports and report cards at the end of each grading period via Family Access. If you would like a hard copy, it may be requested from the campus. Intermittent feedback will be provided.

**DISTRICT RESOURCES** (Campuses may utilize additional resources specific to the grade level and content area needs of the students they serve.)

<b>Instructional Materials/ Assessment</b>	<b>Grade Level(s)</b>	<b>TEKS aligned</b>	<b>What resources are included to support students with disabilities?</b>	<b>What resources are included to support ELs?</b>	<b>Print or Online Instructional or Data Tool</b>
<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)
<b>ELAR 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.	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

<b>Instructional Materials/ Assessment</b>	<b>Grade Level(s)</b>	<b>TEKS aligned</b>	<b>What resources are included to support students with disabilities?</b>	<b>What resources are included to support ELs?</b>	<b>Print or Online Instructional or Data Tool</b>
<b>Social Studies 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)
<b>Science 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.	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

### **III. STUDENT PROGRESS AND ENGAGEMENT**

With the extended school closure due to COVID-19, gaps and skill deficiencies are expected. JISD will establish a baseline from which to begin closing these gaps and addressing these deficiencies by:

- Administering NWEA Beginning-of-Year (BOY) MAP Assessments and TEA Beginning-of-Year Assessments
- Designing high-quality lessons that address identified areas of need
- Providing intervention to students who show significant lack of progress and enrichment to students whose assessment scores show are ready for more challenging instruction.
- Ensuring on-campus and virtual support to students, families, and teachers in both academic and social-emotional areas.
- Use of TEA GAP Assessment Tool

#### **STUDENT ACCESS & ENGAGEMENT**

Students will access assignments (including assessments), projects and communication through the Learning Management System (LMS) (example: SeeSaw, Google Classroom, Schoology) as determined by the grade level and content area. Students are expected to engage with the instructional materials each day. Staff will contact each student who has not completed the engagement activity/activities by 1:00pm each day. **All assignments for the week are due by 11:59 pm each Friday.**

#### **DATA COLLECTION**

JISD will assess students using a variety of means and methods. Baseline data will be collected using NWEA MAP and TEA Interim Assessments and Beginning-of-Year Assessments. Weekly assignments will be used to monitor and assess student progress and/or regression. The same assessments used to collect data regarding f2f learners will be utilized to assess remote learners. **Some data cannot be collected remotely, which will require students to be on campus at a designated time and place.**



## ACTIVE ENGAGEMENT

Active engagement is defined by each campus:

<b>Few Primary</b>	Student will login and complete academic or social-emotional learning task(s) by <b>1:00pm</b> daily.
<b>Parnell Elementary</b>	
<b>Jasper Junior High School</b>	
<b>Jasper High School</b>	*Students who fail to login and complete task(s) by <b>1:00pm</b> will be contacted by school personnel.
	Students who complete Engagement task(s) by <b>11:59pm</b> will be counted present for the day.

## 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. Assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Learning Management System.
5. All assessments will guide instruction.

**\*\*Students may be required to take certain assessments on campus at a designated time and place.**

## LESSON FRAMEWORK

JISD believes that there is no one-size-fits-all approach to lesson planning. Teachers will be empowered to, and supported in, the design of high-quality lessons that are aligned to Texas standards. Particular emphasis will be placed on recapturing standards missed due to the COVID-19 shutdown.

## ACADEMIC INTERVENTIONS AND ENRICHMENTS

JISD will utilize a Response to Intervention (RtI) model to address areas of individual student need based on analysis of assessment and assignment data. Conversely, appropriate enrichment will be provided to students whose assessment and assignment data deem it appropriate.

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

Classroom teachers, students, and parents need on-going supports during this time. Each campus has a **Home Learning Team** made up of instructional staff and supported by principal, assistant principal, interventionists, and department directors to support the campus staff, Home Learners, families of Home Learners, and the students participating in face-to-face instruction. Parent will be provided training on technology integration in the home using the selected 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 and gather feedback to support students and their families. Professional Learning Community (PLC) practices will provide teachers with a forum for sharing best practices and supporting 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 facilitating instruction.

## **IV. IMPLEMENTATION**

### **PARENTS**

Our goal is to partner with students and parents to provide high quality instruction. Clear communication is necessary to ensure that JISD students continue to grow and make progress.

Training regarding program access will be provided prior to the beginning of the school year and periodically throughout the year. FAQs will be monitored for trending questions and trainings developed to meet those needs. Each campus will have designated personnel to support parents and students with technical and content needs.

Communication will flow to parents and students via student's campus Learning Management System (examples: Google Classroom, SeeSaw, etc.), and phone calls and emailed questions are always welcomed. Information that is to be shared with all stakeholders will be posted on the district website, social media channels, and communication streams.

**\*Device training will be provided when the devices become available.**

## **INSTRUCTIONAL STAFF**

JISD staff will participate in synchronous and asynchronous professional learning sessions related to technology. These sessions will be designed to meet current and ongoing staff needs. **Designated staff members on each campus and from the Technology Department will provide ongoing support.**

## **ADMINISTRATIVE STAFF**

JISD administrators will participate in professional development in order to develop a stronger understanding of remote learning:

JISD will work closely with our Educational Service Center (Region V) and other partners to plan support for remote learning.

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

- Adherence to the schedule
- Attendance is monitored
- Implementation of the curriculum
- Grades are submitted in a timely manner
- Communication with families- attendance, family engagement, and progress monitoring data

## **ONGOING COMMUNICATION/LEARNING**

JISD instructional staff participate in Professional Learning Communities (PLCs). While these PLCs may look different in 2020-2021 than previous years, teachers will continue to partner with one another to evaluate instructional practices and student growth.

The district employs two Instructional Technologists to support the integration of technology into instructional practice.

Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, analyzing high-impact instructional strategies. Tools include:

- Skyward for district-wide communication
- Schoology
- Examples of programs that can be used for real-time instructional support and delivery of content are Google Meets/Google GSuite (including Gmail, Docs, Classroom, Hangouts), and/or Office 365 Teams, Zoom, and/or other appropriate virtual medium
- Public website: JISD will maintain general information on its status for the public on our main webpage at [www.jasperisd.net](http://www.jasperisd.net)

## **CURRICULUM GAP DOCUMENTS**

All JISD teachers will be provided instructional documents which include the highest standards in each subject by grade level, such as *TEKS Resource Gap Tool*, which teachers can utilize to identify gaps prior to teaching. JISD will create processes to identify students who need interventions or extensions, and then ensure that each student receives the appropriate help in a timely manner. Each student's data is looked at individually to assess areas of need

## **RESOURCES TO MAXIMIZE REMOTE LEARNING**

- A. The following are provided to teachers to support both face-to-face and remote learning:
- TEKS Resource System
  - Texas Home Learning 3.0
  - Locally selected instructional resources
- B. The following are examples of digital resources that allow teachers to select or upload lessons, record videos, provide virtual lessons, and receive feedback from students:
- Schoology
  - SeeSaw
  - Google Classroom and G Suite for Education
  - Office 365 Teams
- C. 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. Family surveys have been conducted to identify families in need of assistance. During registration, families will complete the Connectivity Survey to provide more individualized information to the district in order to deploy devices and possible internet access to homes.
- D. Deployment of Student Devices
- Devices (when available) will be issued to students in order to ensure access to digital learning content. Training on device use and program access will be provided to parents.
- E. JISD will host Meet-the-Teacher. The event will be planned with social distancing and attendee safety in mind. Information and/or training regarding Home Learning will be offered at that time.

JISD has ordered devices for each student; however the devices will not be available until after the beginning of the school year. Until the devices are received, students participating in HL will have to use devices that are available in the home. (In the event this is not possible, paper packets will be provided as a last resort; however, paper packets do not provide the richness and depth of online instruction. Paper packets will have to be picked up at child's campus and returned to the campus. No packets will be mailed.)

## ROLES AND RESPONSIBILITIES

### STUDENTS

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check LMS for assignments.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when you need assistance. We are here to help.
- Submit assignments as instructed. All assignments are due by 11:59pm each Friday that school is in session.
- Be appropriately dressed when participating in synchronous instruction

### PARENT

- 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.
- Take an active role in helping your child process their learning.
- Attend (virtually or in person 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 FOR ASSISTANCE

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

The relevant teacher

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

The JISD Technology Department

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

Campus Counselor

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

Campus Principal