



# **Asynchronous Plan**

## **2021-2022 School Year**

**Original Working Document Released August 2020**  
**Revised and Approved Plan Released September 2020**  
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**Revised and Approved Plan Released October 2021**

## Asynchronous Plan

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## Part I: Attestations: **Instructional Schedule** and **Materials Design**

### Instructional Schedule

- ✓ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ✓ **Teacher availability** for students (e.g. office hours' schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ✓ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ✓ Students are provided **clear means to engage with academic material on a daily basis**.
- ✓ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education.
- ✓ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
  - ✓ Full day Pre-K – 180 instructional minutes
  - ✓ K through 5th grade – 180 instructional minutes
  - ✓ 6th through 8th grade – 240 instructional minutes

### Materials Design

- ✓ District has adopted a **full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment**. This includes:
  - ✓ Assessments that ensure continued information on student progress remotely.
  - ✓ Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely.
  - ✓ Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments.
- ✓ Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- ✓ There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

## Part I: Attestations: **Student Progress** and **Implementation**

### **Student Progress**

- ✓ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- ✓ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
  - ✓ Data from the Learning Management System (LMS) showing progress made that day.
  - ✓ Curricular progress evidenced from teacher/student interactions made that day.
  - ✓ Completion and submission of assignments planned for that day.
- ✓ Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
  - ✓ Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print).
- ✓ Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- ✓ **School grading policies** for remote student work are consistent with those used before COVID-19 for on campus assignments.

### **Implementation**

- ✓ Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
  - ✓ Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources.
  - ✓ Cover all grade levels and content areas that are participating in asynchronous learning.
  - ✓ Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials.
  - ✓ Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning and/or learning management system.
- ✓ Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

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## Part II: Open Responses

Please check the grade level(s) for which these open response descriptions/attachments apply.

*Note: You will be able to submit a response for each grade, but you may also submit just one response for each question, describing any differences by grade level(s) within your responses.*

|       |     |     |
|-------|-----|-----|
| ✓ PK4 | ✓ 2 | ✓ 6 |
| ✓ K   | ✓ 3 | ✓ 7 |
| ✓ 1   | ✓ 4 | ✓ 8 |
|       | ✓ 5 |     |

**Key Requirement Instructional Schedule:** Sample daily schedules by grade band shown; daily schedule provided upon request.

Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Students will be provided instruction on-campus. Students who test positive for COVID-19, or who are quarantined will be offered remote learning. The instructional teams will be responsible for instructing both students on-campus and students at-home; therefore, all students are expected to engage in learning at the instructional times described below and detailed on the attached schedule. Should circumstances evolve in the county, instructional teams will switch to providing at-home or remote learning for all students. At start there are no students learning at home.

| Time                 | Pre-K through 8        | Minutes               | Pre-K through 8           | On-Campus        | At-Home                             |
|----------------------|------------------------|-----------------------|---------------------------|------------------|-------------------------------------|
| 7:45 a.m.            | Teachers on Duty       | 90 min. block         | ELAR/Phonics              | All Direct Teach | Asynchronous: THL 3.0, plus         |
| 7:55 a.m.            | School Day Begins      | 90 min. block         | Mathematics               | All Direct Teach | Asynchronous: THL 3.0, plus         |
| 10:00-10:30 a.m.     | PE/Recess/Activity     | 90 min. (45 min. ea.) | Science/Social Studies    | All Direct Teach | Asynchronous: THL 3.0, plus         |
| 11:30-12:00 p.m.     | Pre-K - 1 Lunch        | 45 min. block         | Fine Arts/Elective        | All Direct Teach | Asynchronous: THL 3.0, plus         |
| 12:00-12:30 p.m.     | 2 – 8 Lunch            | 45 min. total         | PE/Recess/Activity        | All Direct Teach | Asynchronous: THL 3.0, plus         |
| 1:45-2:30 p.m. *     | 2-8 Fine Arts/Elective | 50 min. total         | Class Assembly/Lunch      | All Direct Teach | Asynchronous: THL 3.0, plus         |
| 2:30-3:15 p.m. *     | PK-1 Fine Arts/Elec.   | 60 min. total         | Class Connection**        | All Direct Teach | Synchronous: Phone, Computer, Other |
| 3:30 p.m.            | School Day Ends        | 30 min. total         | Enrichment, As Needed *** | All Direct Teach | Synchronous: Phone, Computer, Other |
| 3:30-4:00 p.m.       | Academic Enrichment    |                       |                           |                  |                                     |
| *Conf./ Office Hours | Note: Pre-K on same    | schedule above        | **Telephone or Zoom       |                  | ***Assigned based on LMS Monitoring |

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Summarize how your instructional schedules meet the criteria:

| Component   | Component Explanation   |
|---|---|
| <p><b>1.1.a. What are the expectations for daily student interaction with academic content?</b></p>   | <p>Students are expected to engage in synchronous and asynchronous instruction at scheduled times. All students will follow a schedule of three core blocks (Mathematics, ELAR/Phonics, Science/Social Studies), and blocks of time for Fine Arts/Elective, PE/Recess/Activity, Class Assembly/Lunch, Class Connection, and Academic Enrichment (as needed). Students are expected to participate live or via technology in Class Connection for conversations, community building, character development.</p> <p>Devices are available and will be issued to all students provided they have internet access. For those who do not have access, paper instructional packets will be provided. Content for core subjects will be provided through the Texas Home Learning 3.0 system and supplemented by district adopted instructional materials and resources. Content resources for Enrichment Classes will be provided each learning cycle. Academic Enrichment will be provided students on an as-needed basis.</p> <p>Attendance will be taken daily in Ascender at 9:30 a.m., as determined through engagement. Instructional Teams will initiate contact with any student not demonstrating engagement. Students have 24-hours to demonstrate engagement, so this contact/reminder is valuable. Office Hours are available for one-on-one conferences and/or synchronous instruction during class connection and office hours. Outside of this, communication via email or through the LMS Schoology is encouraged.</p> |
| <p><b>1.1.b. How will you ensure all student groups and grade levels will have the opportunity to engage in approximately a full day of academic content every day?</b></p> | <p>Students are scheduled for content instruction of more than the required 240 minutes in both learning plans. Weekly schedules will be provided initially via electronic mail and hard copy, and in the second semester through the LMS, Schoology. These schedules will outline for parents and students the content components for instruction, activities to be submitted for grading, as well as the due dates. With said information, both students and parents should understand what is expected.</p> <p>The weekly schedule of TEKS-based lessons, projects, and activities include activities, formative assessments, and a summative assessment or project. Students are required to make progress towards completion of the weekly schedule via the asynchronous and synchronous content schedule. Elective/Fine Arts/PE activities will be provided weekly to at-home learners. Instructional teams will provide regular checkpoints with students to ensure engagement for the instructional day.</p> <p>Through the schedule for on-campus and at-home learning students will receive synchronous instruction, asynchronous instruction, and content support through class connections and academic enrichment or interventions, small group instruction, and opportunity to contact teacher during office hours. Students will be expected to consistently use the LMS Schoology provided, and students will be expected to be engaged in the content learning every day.</p>                                  |

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**1.2.a. What are the expectations for teacher/student interactions?**

Teachers are expected to engage with students daily with communication via multiple means and mechanisms. Telephone, electronic mail, interactive meetings, LMS messages, or any other workable means. Teachers are expected to collaborate with colleagues at school and parents at home to provide content instruction. Teachers are expected to connect with students daily via scheduled Class Connection time, and through Academic Enrichment with students as assigned.

Students are expected to engage in the instructional content for more 240+ minutes per day. Students will interact with teachers daily via the variety of methods mentioned above. Students are expected to routinely use the learning materials and LMS provided as the engagement and attendance will be collected through these methods daily, and academic progress will be monitored through the completion and submission of assignments from the weekly schedule.

**1.2.b. How will teacher/student interactions be differentiated for students with additional learning needs?**

Students with additional learning needs will be provided a personalized learning plan that may be arranged as one-on-one, small group, or another setting. All students will be assessed for unfinished learning so that the instructional teams can identify the most appropriate learning experience for each student, create weekly lesson schedules to generate student motivation, and present the content information differently to provide personalized learning.

Students will be identified through progress monitoring and selected for one-to-one or small group enrichment or intervention. Students and parents will be notified of the selection and assignment to enrichment sessions. Any student with an identified disability will have access to additional accommodations in the instructional materials and with their personalized learning plan. On-campus and at-home learners will be provided additional accommodations and supports. Besides assigned enrichment, all students have the opportunity for support during office hours.

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## Key Requirement Material Design:

Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials. The District instructional teams will implement and utilize the following instructional materials and resources: TEKS Resource System, TExGUIDE (ESC13), Texas Home Learning 3.0, and the state-adopted instructional materials selected by the district. As new materials and resources are produced regularly for virtual learning, the district will continue vigilance in utilizing any/all TEKS aligned resources available that meet the changing needs of our diverse student groups.

| Subject/<br>Course                          | Grade<br>Level(s) | Instructional<br>Materials  | Progress<br>Monitoring and<br>Assessment  | Is it TEKS<br>aligned? | What resources are included to support<br>students with disabilities?  | What resources are included to<br>support ELs?   |
|---|-------------------|---|---|------------------------|--|--|
| <b>Math<br/>Instructional<br/>Materials</b> | <b>PK-8</b>       | Houghton Mifflin:<br>Frog Street PK<br>Go Math K-5<br>Go Math 6-8<br><br>Texas Home<br>Learning 3.0<br><br>IXL Learning<br><br>TEKS Resource<br>System and<br>TExGUIDE              | District<br>Assessments<br><br>Digital Resource<br>Assessments<br><br>LMS Schoology<br>Activities<br><br>Texas Formative<br>Assessment<br>Resource (TFAR) | Yes                    | Currently few students identified<br>for speech services only! Based on the<br>student's IEP, access to specialist and speech<br>therapist for synchronous services.<br><br>For students identified, access to certified<br>special education teacher, supplemental aids,<br>and support services. Accommodations and<br>modifications according to student IEP's.<br><br>Parent training regarding supplemental<br>aids and support services.     | For students identified, access to Texas<br>Home Learning 3.0 which includes built-in<br>supports for ELs in each lesson.<br><br>Parent training regarding support services. |
| <b>ELA<br/>Instructional<br/>Materials</b>  | <b>PK-8</b>       | Houghton Mifflin:<br>Frog Street PK<br>Into Reading K-5<br>Into Literature 6-8<br><br>Texas Home<br>Learning 3.0<br><br>IXL Learning<br><br>TEKS Resource<br>System and<br>TExGUIDE | District<br>Assessments<br><br>Digital Resource<br>Assessments<br><br>LMS Schoology<br>Activities<br><br>Texas Formative<br>Assessment<br>Resource (TFAR) | Yes                    | Currently few students are identified<br>for speech services only! Based on the<br>student's IEP, access to specialist and speech<br>therapist for synchronous services.<br><br>For students identified, access to certified<br>special education teacher, supplemental aids,<br>and support services. Accommodations and<br>modifications according to student IEP's.<br><br>Parent training regarding supplemental<br>aids and support services. | For students identified, access to Texas<br>Home Learning 3.0 which includes built-in<br>supports for ELs in each lesson.<br><br>Parent training regarding support services. |



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|  |                    |   |   |            |  |   |
|--|--------------------|---|---|------------|--|---|
| <p><b>Science Instructional Materials</b></p>        | <p><b>PK-8</b></p> | <p>Houghton Mifflin:<br/>Frog Street PK<br/>Science Fusion K-8<br/><br/>Discovery<br/>Education PK-8<br/><br/>Texas Home<br/>Learning 3.0 (K-5)<br/><br/>IXL Learning<br/>TEKS Resource<br/>System and<br/>TEXGUIDE</p>                         | <p>District<br/>Assessments<br/><br/>Digital Resource<br/>Assessments<br/><br/>LMS Schoology<br/>Activities<br/><br/>Texas Formative<br/>Assessment<br/>Resource (TFAR)</p> | <p>Yes</p> | <p>Currently only one student identified for speech services only! Based on the student's IEP, access to specialist and speech therapist for synchronous services.<br/><br/>For students identified, access to certified special education teacher, supplemental aids, and support services. Accommodations and modifications according to student IEP's.<br/><br/>Parent training regarding supplemental aids and support services.</p> | <p>Currently no students identified as English Language Learners!<br/><br/>For students identified, access to Texas Home Learning 3.0 which includes built-in supports for ELs in each lesson.<br/><br/>Parent training regarding support services.</p> |
| <p><b>Social Studies Instructional Materials</b></p> | <p><b>PK-8</b></p> | <p>Houghton Mifflin:<br/>Frog Street PK<br/><br/>Savvas:<br/>My World<br/>Interactive K-5<br/>Texas/American<br/>History 6-8<br/><br/>Texas Home<br/>Learning 3.0 (K-5)<br/><br/>IXL Learning<br/>TEKS Resource<br/>System and<br/>TEXGUIDE</p> | <p>District<br/>Assessments<br/><br/>Digital Resource<br/>Assessments<br/><br/>LMS Schoology<br/>Activities<br/><br/>Texas Formative<br/>Assessment<br/>Resource (TFAR)</p> | <p>Yes</p> | <p>Currently only one student identified for speech services only! Based on the student's IEP, access to specialist and speech therapist for synchronous services.<br/><br/>For students identified, access to certified special education teacher, supplemental aids, and support services. Accommodations and modifications according to student IEP's.<br/><br/>Parent training regarding supplemental aids and support services.</p> | <p>Currently no students identified as English Language Learners!<br/><br/>For students identified, access to Texas Home Learning 3.0 which includes built-in supports for ELs in each lesson.<br/><br/>Parent training regarding support services.</p> |

The District instructional teams will implement and utilize these instructional materials and resources with and for all students. The instructional materials utilized in on-campus learning will be used with students at-home. Materials may be provided via electronic mail, Google Drive, Schoology, or provided hard copy depending on the student situation and need. With the potential for continued remote educational delivery, the District will work with the Leadership Team, District Improvement Council, and other stakeholders to identify the best approach to accommodate and serve students in their individual situations.

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Provide additional explanations of how your instructional materials meet the criteria if needed:

| Component   | Component Explanation   |
|---|---|
| <p><b>2.1.a. How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge?</b></p> | <p>All instructional materials utilized by the district will be aligned to the Texas Essential Knowledge and Skills (TEKS). The district will utilize the instructional materials and resources described in the above chart as the basis for planning and providing the required grade level TEKS instruction for students on-campus and at-home. On-campus and at-home students will be presented the same curriculum scope and sequence and provided the same schedule and minute requirements.</p> <p>All Instructional materials from Houghton Mifflin, Saavas, Discovery Education, and Texas Home Learning 3.0 are available via hard copy and electronic copy. Materials will be made available to students via the Schoology platform. As appropriate and necessary for personal learning plans, instructional teams will redesign the materials, so all students have a blended learning experience. Students and parents will be provided detailed instructions to access and training on new process.</p> <p>The instructional teams will plan, prepare, and adapt lessons and resources to support students on-campus and at-home. Progress monitoring, data analysis, and information from parent conferences will be utilized to ensure student success. With and through each of these, the district expects to be able to move seamlessly from a blended learning platform (on-campus and at-home) to either a totally on-campus learning plan or a fully virtual at-home learning plan.</p> |
| <p><b>2.1.b. What additional supports (in addition to resources listed) will be provided for students with disabilities and ELs?</b></p>            | <p>District administration and instructional teams will provide personalized learning for all students, regular education, special education, and special program. The district currently has few identified for special services (speech therapy), and no students identified as English Language Learners. The district will provide instruction and support as determined by each student’s individual education plan (IEP). Instructional content and activities will be tailored to meet student needs.</p> <p>The District is a member of the Hill Country Special Educational Cooperative for special education services and support. Two of the three District teachers are certified in multiple areas, including special education. The third teacher is certified in multiple areas, including EC-6 ESL Generalist. Each of these teachers and the instructional aide that supports all students will receive key professional education in providing instructional content, social/emotional support, and special services.</p>   |

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## Key Requirement Student Progress:

**Describe (or attach a description of) how you are tracking student engagement and progress in your asynchronous environment.** The District instructional teams will utilize all instructional materials and resources to prepare and/or adapt TEK’s aligned Assessments. All students (PK – 8) will complete a diagnostic in both reading and mathematics on IXL Software for the instructional teams to identify skill practice recommendations and plan personalized learning. BOY, MOY, and EOY screenings or diagnostics are scheduled (see attached), with planned Leadership meetings to identify acceleration and/or interventions.

Instructional teams will prepare formative and summative assessments for instructional units and will utilize weekly foundational skills practice on IXL Software and other digital resources for core areas. The District will utilize TEA’s TFAR, and interim assessments with STAAR grades. Progress monitoring will be tracked and communicated initially via paper means with parents, and when fully implemented the LMS Schoology will be the communication method. Instructional Teams will be expected to track specific objectives as a part of the T-TESS evaluation system and Student Learning Objective (SLO) requirement.

| Component  | Component Explanation   |
|--|---|
| <p><b>3.1.a. What is the expectation for daily student engagement?</b></p>     | <p>Students and parents will be provided the synchronous and asynchronous schedule and a weekly schedule of assignments. Students are required to be engaged daily with instructional assignments outlined on a weekly schedule. The engagement expectations are defined by grade level and/or subject areas. Student engagement may include instructional tasks, answering questions, submitting assignments, or completing projects. Students are expected to make progress on the weekly assignments daily, yet they have some flexibility in completing assignments.</p> <p>Students are encouraged to actively participate in the synchronous connection time, and will be required to participate in the connection time for academic enrichment if they are assigned based on progress monitoring results and need (reference page 4 for summary or see attached schedule). Students are expected to interact with peers via grouping in Schoology or zoom sessions. Students are encouraged to participate in office hours to ask questions about assignments, or for additional support.</p> |
| <p><b>3.1.b. What is the system for tracking daily student engagement?</b></p> | <p>All students are expected to demonstrate engagement for the instructional team to be able to mark a student “present” in the Ascender Portal. Instructional teams monitor and check for student engagement each day. Attendance for students on-campus is marked at 9:00 a.m. and for students at-home attendance is marked at 9:30 a.m. Engagement will follow guidance from the Texas Education Agency (TEA) with three possible attendance markers:</p> <ol style="list-style-type: none"> <li>1. Daily progress in a learning system</li> <li>2. Daily progress via student-teacher interaction</li> <li>3. Daily completion and submission of class assignments</li> </ol>  |

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|  |   |
|--|---|
|  | <p>Students are expected to demonstrate engagement for the teacher to track attendance. By default, students will be marked “present-remote asynchronous.” If students have not demonstrated engagement by 3:30 p.m., student and/or parent contact will be made so engagement is completed. Engagement or submission of assignments by the end of the 24-hour period will allow the District to amend the marked attendance. Students who have not demonstrated engagement will be marked absent.</p> <p><b>Describing the three attendance markers:</b></p> <ol style="list-style-type: none"> <li><b>1. Daily progress in a learning system</b><br/>Logging on and completing skills practice or a formative assessment in IXL Software or LMS Schoology core content areas; evidence of engagement must be verifiable with a time stamp in the software or Schoology</li> <li><b>2. Daily progress via student-teacher interaction</b><br/>Engaging in synchronous instruction during scheduled connection time, checking in with instructional team during office hours, or participating in assigned academic enrichment</li> <li><b>3. Daily completion and submission of class assignments</b><br/>Submitting assignments or projects identified on the weekly schedule; assignments may be submitted via email attachment or telephone photograph</li> </ol>   |
| <p><b>3.2.a. How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?</b></p> | <p>Expectations for daily student engagement as described above are identical for all students, regardless of whether the student is learning on-campus or at-home. All students are required to interact with instructional teams and with classmates. All students will be provided opportunities for engagement, and all students will be monitored for not only engagement but academic progress in the TEKS aligned assignments. The District will utilize the TEKS Resource GAP Tool, to identify and address unfinished learning.</p> <p>Per Texas Education Code TEC, 25.092 all students must attend 90% of a course to be awarded credit for the course and/or to be promoted to the next grade level. Per related law and Doss CCSD EIE(Local) Policy Promotion and course credit shall be based on mastery of the curriculum. In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level TEKS for all subject areas and a grade of 70 or above in language arts and mathematics.</p> <p>With attendance and academic law and policy, expectations for students are the same regardless of the learning plan selected. All students will be tracked daily for attendance and academics using the same processes and protocols. The parent of any student falling below 90% attendance will be notified and an attendance committee will determine on a case by case basis the conditions for awarding credit. Similarly, guidelines for grading assignments for students on-campus and at-home will be consistent.</p> |

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**3.2.b What is the system for tracking student academic progress?**

Doss CCSD has a layered approach for tracking student academic progress. All students in Pre-K through Grade 8 will be assessed in a variety of methods throughout the school year. Parents of all students will receive regular progress reports as outlined below:

| Tracking Timeline                                  | Tracking Device  | Progress Reporting  |
|--|--|---|
| Daily Academics                                    | Teacher Observation  | Student Folder and Take-home folder                                 |
| Daily Behavior and/or Engagement                   | Teacher Observation  | Take-home folder and Ascender Portal                                |
| Weekly Content                                     | Content Assessments  | Gradebook and take-home folder                                      |
| Weekly Skills                                      | IXL Software Diagnostic  | Personalized Recommendations/Plan                                   |
| Every 2-3 Weeks                                    | Unit Assessments   | District Progress Report  |
| Every 5-6 Weeks                                    | Project Based Performance Assessments                              | District Progress Report  |
| Cyclical: BOY, MOY, EOY                            | PK: Circle C-Palls; K: TX-KEA                                      | Parent Letter and Summary Report                                    |
| Beginning of Year, Middle of Year, And End of Year | K-3: TPRI Reading Diagnostic<br>PK-8: IXL Software Core Diagnostic | Parent Letter and Summary Report<br>IXL Real-time Diagnostic Report |

For Mathematics and ELAR/Phonics, students will have 8-10 grades per cycle. For Science and Social Studies, students will have a minimum of 6 grades per cycle. Grades will be evenly distributed over the grading period.

**3.2.c. What is the system for providing regular (at least weekly) feedback to all students on progress?**

Doss CCSD instructional teams will provide regular feedback to all students through the following means:

- **Morning Assembly and Afternoon Assembly:** Instructional teams will have a regular check-in with each student to review assignments and/or homework, and to assess personal learning plans.
- **Assignments and/or Projects:** Instructional teams will review, grade, score, or comment on completed student work and provide feedback in a timely manner.
- **Instructional software:** Feedback is immediate for students using IXL Software, and the software personalizes the instruction based on individual student needs.
- **Daily Feedback:** Feedback may also be provided via the LMS Schoology, or through office hours or the assigned connection for academic enrichment.

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## Key Requirement Implementation:

Describe specific supports for educators and families to implement effective remote asynchronous instruction. **Sample professional development shown; detailed school calendar and professional development calendar attached.**

**Summarize how your professional development for educators will support asynchronous instruction:** Doss CCSD administration and instructional teams initiated professional development planning mid-spring. Teaching students at-home for three months during the spring of 2020 allowed the district to identify strengths and areas to address regarding instructional materials and resources, instructional technology, and necessary professional development. The professional development plan is for all employees and was developed to include technology training and content specific training, as well as instructional coaching from specialists and consultants. Webinars provided by Texas Education Agency are attended by the administration and instructional teams, including those regarding instructional continuity, instructional materials adoption, Texas Home Learning 3.0, and related resources, and the LMS Schoology. CLI Engage Newsletters, Parent Resources, and webinars for teachers/parents are used regularly as they are released.

| <b>May, June, July, August</b><br><b>(For Administrator, Teachers, Aide, Assistant)</b>   | <b>September, October, November, December</b><br><b>(For Administrator, Teachers, Aide, Assistant)</b>  | <b>January, February, March, April</b><br><b>(For Administrator, Teachers, Aide, Assistant)</b>  |
|---|---|--|
| <b>May:</b> District Training with Specialist;<br>Planning School Using Public Health Guidance  | <b>Each Month:</b> District Early Release for Students;<br>Professional Development for Employees   | <b>January:</b> District Training and District Planning;<br>Student Progress and Response to Intervention                                  |
| <b>July-August:</b> ESC Virtual Teaching and Learning Conference and Follow-up District Planning Day  | <b>Each Month:</b> District Leadership Meetings;<br>Including Student Progress Monitoring and PLC's   | <b>February:</b> District Training with Specialists;<br>Core Curriculum, Enrichment/Interventions  |
| <b>July-August:</b> TEA Webinar Series of 6 Modules;<br>Adapting/Adopting Remote Resilient Curriculum<br><b>July-August:</b> TEA Webinar Series of 3 Sessions;<br>Remote Learning and Remote Teaching | <b>Fall 3 Days Each of Two Core Areas:</b><br>Content Training and Instructional Coaching;<br>ELAR, Phonics, and Writing and Mathematics                      | <b>Spring 3 Days Each of Two Core Areas:</b><br>Content Training and Instructional Coaching;<br>ELAR, Phonics, and Writing and Mathematics |
| <b>August:</b> District Training Live and Webinars;<br>Included district information, curriculum/<br>instruction, T-TESS Training, Health/ Safety, and<br>Social/Emotional Training                   | <b>September:</b> Texas Home Learning 3.0 Review<br><b>October:</b> Virtual Teaching with Zoom/Google<br><b>November:</b> TCLASS Acceleration Platform Review | <b>February, March, and April:</b><br>Specific training to be identified via employee<br>survey completed and analyzed early in January    |

# DOSS CONSOLIDATED COMMON SCHOOL DISTRICT – ASYNCHRONOUS PLAN FY21

| Component  | Component Explanation  |
|--|--|
| <p><b>4.1.a. How will both initial and ongoing, job-embedded educator development opportunities occur?</b></p>   | <p>All teachers receive required training and technology training at the beginning of a year. Teachers identify through evaluation conferences specific needs for training. Professional Development is provided during a two-week window at the beginning of the year, through days spread out across the year, and through six approved early release waiver days. Unique this year is the need for additional content area training for instructional teams and increased technology training. The District will use Harcourt Mifflin Live On-line courses including “Planning for Effective Remote Learning” and “Navigating Unpredictable Learning Environments.”</p> <ul style="list-style-type: none"> <li>• <b>Content Area:</b> The District utilized with success a specialist in ELAR in FY21. Recognizing students will return to school with unfinished learning in FY22, the District contracted with a core area specialist in ELAR and with ESC13 consultants in Mathematics. Instructional Teams will receive 12 days of core area training/coaching for FY22. The specialist and consultants will guide instructional teams in the implementation of these core areas, model high-quality lessons, and provide support to analyze, plan and monitor all instruction and assessments for improved student progress.</li> <li>• <b>LMS:</b> The District signed up to use Schoology as the LMS. Instructional teams will receive extensive training on building lessons, reviewing student data, general LMS features and functionality, determining student engagement while remote, etc. The District will also use Schoology training resources and videos for parents and for parent communication. Schoology and Texas Home Learning 3.0 both provide student assessment methods. Until full implementation, the district will utilize Google applications and on-line resources provided by State adopted textbooks.</li> <li>• <b>Zoom:</b> The District receives most of their training today via Zoom. The District will be trained on effective Zoom practices including virtual facilitation and features and functionality (for example, breakout rooms, polls, etc.). The District will work to ensure that instructional teams have full access to Zoom features necessary to facilitate learning. In addition, the District will consider for use other forms of live classrooms, including Google Classroom, Apple Facetime, and Facebook Live.</li> </ul> |
| <p><b>4.1.b. How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</b></p> | <p>The professional development experiences outlined and described will develop educator content knowledge, including how to analyze and use data to inform unit planning and student intervention. Instructional teams will learn and apply a variety of strategies and activities, including the on-campus and at-home approach to blended learning. Utilizing the Strong Start materials, the District will develop and utilize blended learning to deliver instruction to students at school and at-home.</p> <p>Blended learning is a combination of on-line learning and direct-teach engagement. Implementing blended learning will allow a seamless move to fully remote instruction should it become necessary. In addition, blended learning will allow instructional teams to individualize instruction to accommodate for student learning needs. Instructional teams will utilize a model of centers that are more fully developed rotations of teacher-led, on-line, and off-line.</p>   |



# DOSS CONSOLIDATED COMMON SCHOOL DISTRICT – ASYNCHRONOUS PLAN FY21

**Describe your communication and support plan for families engaging with asynchronous learning:** Doss CCSD administration and instructional teams have initiated and utilized a variety of methods of communication with students, parents, and the community. Continuing the use of these successful methods, and requiring the use of layered communication, the District will explicitly communicate and support all families.

| Component  | Component Explanation  |
|--|--|
| <p><b>4.2.a. How will you communicate the expectations for asynchronous instruction to families?</b></p> | <p>The District Administration and instructional teams will communicate expectations for on-campus instruction and at-home instruction (asynchronous) through the Doss CCSD website, Doss CCSD Facebook, electronic mail, Schoology Parent Portal, “Ringing Bell” Monthly Newsletter, and periodic news articles as described below:</p> <ul style="list-style-type: none"> <li>• <b>Website and Facebook:</b> The District will use these platforms to deliver quick announcements pertaining to school activities and events for all students/families. <a href="http://www.dossccsd.org">www.dossccsd.org</a> and <a href="https://www.facebook.com/DossSchoolDistrict/">https://www.facebook.com/DossSchoolDistrict/</a></li> <li>• <b>Ringing Bell Newsletter and News Articles:</b> The District will use these platforms to distribute general information regarding school district functions and/or school activities.</li> <li>• <b>Communication Calendar and Weekly Schedule:</b> The District will use these platforms to communicate specific classroom activities and assignments, including due dates, as well as communicate student behavior and engagement.</li> <li>• <b>Electronic Mail and Schoology Parent Portal:</b> The District will use these platforms to deliver personal messages to families pertaining to individual students and their progress on assignments and engagement in lessons.</li> </ul>   |
| <p><b>4.2.b. What are the expectations for family engagement/support of students?</b></p>                | <p>Doss CCSD utilized with success the above-mentioned methods to communicate with students, parents, and the community in the spring and summer. In early July, the District Invited all families to complete a survey gauging comfort and technology access. In early August, the District asked all families to select a learning plan for their child(ren) of either on-campus or at-home with 89% choosing on-campus learning. Parents were notified that at-home learning would be asynchronous instruction or self-paced instruction with intermittent teacher interaction. Either learning plan selected remains in effect for a full grading cycle, but parents may choose to move students from one plan to another for a new grading cycle.</p> <p>With the survey, the District sent a <i>Return-to-School Plan</i> to all families and posted the plan on the District website. The plan outlines specific district, parent, and student commitments for attendance, safety, and learning, and noted that an asynchronous plan would be attached. Parents were asked to create a designated learning space for their child at home and to daily monitor and ask for evidence that their child is on track with assignments. Parents were asked to maintain communication with the teacher/school to maintain a learning partnership.</p> <p>The instructional teams will communicate to students and parents the weekly schedule and expectations. Students are responsible for making progress each day on academic work, and parents will be responsible for checking on student completion and submission of the assignments due. Student academic progress monitoring will be conducted regularly and shared with the parents as appropriate. Conferences will be conducted virtually with all parents of students who need intervention.</p> |



## 4.2.c. What additional supports, training, and/or resources will be provided for families who may need additional support?

Doss CCSD will maximize resources for all students and parents. The District will provide the following curriculum resources for families: TEKS Resource System, Texas Home Learning 3.0, and print textbook resources as needed. The District will also provide the following digital resources for families: Google Applications, LMS Schoology, and IXL Learning Software. Families requesting a device for at-home learning will be provided a laptop. The District is researching options for providing internet.

Along with these curriculum materials and resources, the District will provide all students with physical school supplies for use on-campus or at-home. Parents will only be required to provide their child(ren) with a backpack and a lunchbox for on-campus use. Families will receive additional support based on individual needs. The District has identified regular office hours for all instructional teams which we encourage parents and students to utilize. In addition, the District will utilize regular monitoring of social media, electronic mail, and LMS Schoology to support the individual needs of parents/students. As the year progresses, the District will develop and provide other communications for families and be a resource to all students and families.

Training needed for families will be identified through conferences scheduled the first twelve weeks of school. As the LMS Schoology is rolled out, the District will utilize the Schoology Virtual Trainings as Parent Resources and will place explicit directions on the District website. District communication mentioned previously will be a major resource for all families. Through the communications, the District will provide information specific to COVID-19 and public health as shared on the following websites: Center for Disease Control (CDC), Texas Department of State Health Services (DSHS), and the Texas Education Agency (TEA). These resources have been provided regularly since March 2020 via email and social media, and a resource chart of web addresses was provided in the Return-to-School Strong Start Plan.

## Part III: Final Attestation

- ✓ The Superintendent, Administrative Consultant, and the Board of Trustees attest that this plan is being executed as described, effective no later than the end of the grace period. Include the date the Board approved the final plan or pre-approved the Superintendent's submission of the plan.
- 07.08.20: First Parent and Employee Survey to Gauge Comfort and Identify Technology Needs
  - 08.07.20: Second Parent Survey Requesting Selection of Learning Plan (On-Campus or at-Home)
  - 07.14.20: Board Approved Submission of Letter of Intent to Request Funding for Asynchronous Learning
  - 07.14.20: Board Approved Resolution Delegating Authority to Administrative Consultant During COVID-19
  - 08.11.20: Board Approved Opening School According to Calendar, Including Attestations for Asynchronous Plan
  - 09.15.20: Board Pre-Approved Asynchronous Plan and Submission of Plan to Texas Education Agency (TEA)
  - 09.30.20: Doss CCSD Submission of Pre-Approved Asynchronous Plan FY21, and Release to Parents and Public
  - 10.13.20: Doss CCSD Received Approval Letter from Commissioner of Education Regarding Asynchronous Plan
  - 10.12.21: Doss CCSD Board Approved FY22-Remote Learning Resolution, Including Revised Asynchronous Plan