



New Frontiers Public Schools

COVID-19 Asynchronous and Synchronous Learning Plan

2020-2021 School Year



Remote Asynchronous



Remote asynchronous learning is defined as “...a curricular experience 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.” Students must be “engaged” each day to get credit for attending each school day.

Remote asynchronous instruction is the only TEA approved remote learning option for students in grades PK-2nd grade. To support our youngest learners and ensure the most successful learning experience, students and parents should adhere to the expectations (roles and responsibilities) outlined in this document.

Remote Synchronous



Remote synchronous learning is defined as “... two-way, real-time, live, instruction between teachers and students, through the computer or other electronic devices or over the phone.” Students must be logged in and interacting with their teacher(s) for at least three to four hours a day to get credit for attending each school day.

To ensure the most successful learning experience for students and families who opt to participate in remote learning, students and parents should adhere to the expectations (roles and responsibilities) outlined in this document.

Student Roles and Responsibilities (K – 12 th)	Parent/Guardian Roles and Responsibilities (K – 12 th)
<ul style="list-style-type: none"> • Establish daily routines for successful engagement in the learning process. • Designate a space for home-learning where you can learn and study comfortably. • Check SeeSaw, Google Classroom and Schoology daily for assignments and communications. • Submit completed assignments daily for attendance tracking. • Assignments are to be completed with integrity and academic honesty. • Communicate with the teachers and school staff when you need assistance; especially if you are experiencing technical issues • Actively participate in live instruction following classroom rules and dress code guidelines (ACA shirt not required for remote learning). 	<ul style="list-style-type: none"> • Build partnerships with classroom teachers to maximize remote learning instruction. • Help your child establish supportive routines and expectations. • Assist your child in creating a healthy home learning space. • Monitor communication from teachers and school staff. • Support your child in monitoring completion of daily assignments. • Actively help your child in the learning process. • Participate in district/campus training sessions. • Use district emails, LMS messaging and established office-hours to communicate with campus staff especially if your child is having technical issues or is absent for any reason (ill, doctor appointment, family emergency, etc.).

Parent of PreK students, please refer to page 4 for family roles and responsibilities.

INSTRUCTIONAL SCHEDULES

Daily Schedules with Clear Assignments and Expectations

NFPS is committed to provide our students and families in remote settings with daily instructional schedules that meet and/or exceed the TEAs required daily minimum instruction across all grade levels. These proposed schedules are a guide for planning purposes and are subject to change based on COVID-19 implications. The NFPS instructional implementation model has been developed based on the experience, credentials and Texas Teacher certification areas of our staff. In the event that COVID-19 circumstances of our community change, NFPS will immediately adjust them to meet our community needs. Effective on the first day of school, staff will design lessons in the designated learning management systems for all students. *Specific instructional guidelines are provided in the detailed schedules for each grade level.*

Age-Appropriate Learning Managements Systems to Enhance and Facilitate Learning

Teachers will provide all students their class schedules at the beginning of the year. The district will provide a Learning Management System (LMS) that is age appropriate for the student, i.e., kindergarten – 2nd will use Seesaw, 3rd – 8th will use Google Classroom and 9th -12th will use Schoology. Additionally, all students will receive a device (i.e., Chromebook) with a connectivity apparatus (if needed) so that students may access the classroom, either asynchronously or synchronously, 24 hours a day.

Increased Communications, Support and Meetings with Students and Parents

Teachers will assign lessons/activities, provide support and feedback through collected work, discussions, online lessons, and assessments. Teachers will arrange regular check-ins with students/families. These check-ins may be facilitated in small or large group settings or facilitated individually. Students and teachers will check-in at minimum daily and attend designated teacher-classroom morning meetings. The district will communicate regularly with students, parents and guardians across a variety of platforms to include NFPS website, Facebook, Twitter, Instagram, School Messenger (phone/text/email), Remind App, Electronic Digital Newsletter, Zoom, Smore, Google Classroom, TEAMS and Schoology.

Additional Support for Students with Learning Needs

NFPS will work with students and families to minimize the learning barriers student may experience in a remote setting. We are committed to ensuring our students are engaged and motivated to learn. We will provide leveled and personalized learning, more affirmative and corrective feedback and additional interaction to include social and emotional support. Our team of Special Education instructors, Intervention Specialists, Classroom Teachers and Instructional Aids will continue to provide services, monitor progress and provide feedback in accordance to IEPs and accommodation plans.

- Students with **504 and IEP services** will receive their specially designed instruction, modifications, and accommodations via a combination of collaborative, small group, and individual instruction via synchronous learning with asynchronous reinforcement. All related services will be provided via digital means.
- Students requiring **Dyslexia intervention** will engage in synchronous intervention via ZOOM. Synchronous lessons (sentence stems/paragraph frames, vocabulary support, visuals, adapted text, chunking content, etc.) will be recorded and housed in Google Classrooms (or other platforms) to accommodate students who are unable to attend live lessons due to scheduling conflicts or minimal technology/Internet access at home.
- **ELs Interventionists** have been added as co-teachers on Google Classrooms to support teachers with accommodating instruction and to provide direct support to ELs on their assignments. Interventionists will set office hours to be available for face-to-face virtual sessions and provide additional resources as needed to all ELs student and families.

Prekindergarten in partnership with PreK4SA (#015805-041)

While the most impactful early learning happens in a classroom with a highly skilled teacher, PreK4SA is committed to providing remote learning for families who choose to educate their children at home. The PreK4SA Remote Learning experience will keep the focus on high-quality early learning while delivering instruction from a distance.

<p>INSTRUCTIONAL APPROACH</p> <ul style="list-style-type: none"> • Developmentally Appropriate Practice • Learning through play • Social Emotional Learning as a focus and embedded in all lessons • Consistent daily routine to support young children's need for predictability • Small group and individual instruction for all children • Virtual class meetings to develop a sense of community • Daily progress monitoring 	<p>INSTRUCTIONAL STAFF</p> <ul style="list-style-type: none"> • Teacher • Assistant Teacher • Dedicated support from an adult in the home • 1-10 Teacher to child ratio • Support from Behavior Specialist and Instructional Specialist 	<p>HOME-SCHOOL CONNECTION</p> <ul style="list-style-type: none"> • Teachers working remotely to show what instruction looks like at home • Socially distanced home visits to build teacher-child connection • City Explorations that allow social distant gatherings of children and families • Virtual Parents as Partners meetings • Connection to Parent Liaison 	<p>TECHNOLOGY</p> <ul style="list-style-type: none"> • Technology to support communication, not intended to deliver instruction • Platform sharing that allows children and families to contribute to the classroom • Ongoing parent trainings on technology use and sharing of curriculum philosophy • Device and broadband access provided
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Family Agreement (Roles and Responsibilities)

Young children learn best through predictable routines with supportive adults to guide their learning. Pre-K 4 SA is committed to collaborating with families to provide high-quality early learning in the home. In order to support children's learning, families agree to:

- Designate an area in your home to serve as your child's classroom space. This could be the corner of the living room or a space in your child's bedroom
- Sign on each day to hear or participate in the Daily Video
- Work with your child to complete daily activities
- Participate in weekly small group/individual Zoom mtgs
- Submit requested documentation of your child's progress
- Participate in weekly phone call from the Teacher or Assistant Teacher
- Assist in setting up and participating in Home Visits.
- Participate in City Explorations
- Attend Parent Trainings throughout the school year.
- Notify Teacher/Assistant Teacher about any concerns and/or absences
- Adhere to requirements for daily participation (in accordance with TEA)
- Commit to remote learning for the 2020-2021 school year. Children do best with familiar people and routines. While it may be possible to change from remote to in-person instruction, changing the instructional approach may delay your child's progress

Teacher Expectations (Roles and Responsibilities)

To allow time for the home adult to prepare, lessons will be planned weekly. Weekly lesson plans will be written with the home adult in mind. Specifically, lesson plans will be written using a format and language that is easily understood by the home adult.

<p>WEEKLY LESSON PLANS</p> <p>Teacher led lessons (synchronous)</p> <ul style="list-style-type: none"> • Daily morning message 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Daily interaction with each child/family • Teacher availability via phone 	<p>TIME COMMITMENT</p> <ul style="list-style-type: none"> • Flexibility of time with families (survey parents regarding time availability)
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<ul style="list-style-type: none"> • Daily lesson following morning message (type of lesson will vary) • Two small group lessons/week • Weekly read aloud; one book, two focus areas <p>Home adult led lessons (asynchronous)</p> <ul style="list-style-type: none"> • Daily sign-in • Daily activity (follow teacher lesson; type of activity will vary) • Daily book activity (e.g., read aloud, book response, Vooks) • Daily outdoor activity 	<ul style="list-style-type: none"> • Weekly individual video meeting with each child • Weekly phone call/video chat with each family • Home visits following social distance protocols (alternating months) • City Explorations (alternating months with home visits) • Use only approved technology platforms (Padlet, Flipgrid, Zoom, Remind) 	<ul style="list-style-type: none"> • May require late afternoon or evening meeting times
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Daily Instructional Schedules

The following 5 PreK schedules are intended to show how each element of classroom instruction might look in a remote (home) setting. The order of the schedule will vary depending on the setting.

Daily Schedule (1 of 5)

Lesson Activity	Time	Purpose	In the Classroom	Remote/ Home
Breakfast	8-8:30am	To develop a sense of community while eating. Discuss a wide variety of topics that are sparked by the child. Also, a time to talk about foods and the importance of eating healthy for a healthy body	Children are sitting together 10 children and one teacher at each table. Language building is emphasized as much as eating. Children learn how to take care of their personal needs in regard to eating.	Child will sit with the parent or care giver and if their or other children in the home to eat and build language while eating. Discuss what is needed to take care of personal needs in regard to eating.
Morning Message (10-15 min)	8:30-8:45am	To build community among the children. A way to check in and greet each other and to discuss any news or changes to the day.	Children sit in a large group on the rug near a small easel to discuss any news or changes and children are encouraged to comment and make suggestions. All children are welcomed and greeted by each other during this time.	Parent and child will check in with the teacher using a zoom call. During this time everyone will be greeted and the expectations for the day will happen at this time.
Large Group (10-15 min)	8:45-9am	Large-group time builds a sense of community. Up to 20 children and two adults come together for movement and music activities, interactive storytelling, and other shared experiences. Children have	This is a time that children are allowed to express themselves in some type of movement. There may be music played or sung during this time and children are asked to share and/or lead in	This is a time that children are allowed to express themselves in some type of movement. There may be music played or sung during this time and children are asked to share and/or lead in

		many opportunities to make choices and play the role of leader.	the activity. They may choose to determine the type of movement that will be used.	the activity. They may choose to determine the type of movement that will be used. This is a great time to engage all the children in the home in the same activity.
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Daily Schedule (2 of 5)

Lesson Activity	Time	Purpose	In the Classroom	Remote/ Home
Small Group (15-20 min)	9-9:15am	Large-group time builds a sense of community. Up to 20 children and two adults come together for movement and music activities, interactive storytelling, and other shared experiences. Children have many opportunities to make choices and play the role of leader.	This is a time that children are allowed to express themselves in some type of movement. There may be music played or sung during this time and children are asked to share and/or lead in the activity. They may choose to determine the type of movement that will be used.	This is a time that children are allowed to express themselves in some type of movement. There may be music played or sung during this time and children are asked to share and/or lead in the activity. They may choose to determine the type of movement that will be used. This is a great time to engage all the children in the home in the same activity.
Work Time (50-75 min)	9:15-10:15am	This period includes 3 distinct activities. 1) Plan: A 10- to15-minute period during which children plan what they want to do during work time (the area to visit, materials to use, and friends to play with); 2) Do: A 40- to60-minute worktime minimum for children to carry out their plans (or shift to new activities that interest them); 3) Review: 10- to 15-minute period for reviewing and recalling what they've done and learned (with an adult and other children).	The teacher takes 10 students to support planning and the assistant teacher takes 10 students to support planning. Once all the children have made a plan for their work time, the teacher and assistant teacher follows the children into the areas they are working in and works alongside them until they are invited in and then they work to scaffold their work while talking to the children about what they are doing. The teacher follows the children's lead while working alongside. The work time is at least 40 min and at the end of the work time, the teacher and assistant teacher signals for the children to clean up and then they all come back together so they can review what they did and learned.	The adult will plan with their child what they would like to do during their work time. This could be Art, manipulatives, blocks, library (books), house materials (pots, pans, clothing, manipulatives, dress up clothing, etc.). Once the child has made a plan for work time, they start work time. Parent will support the child by working alongside the child. The parent will follow the child's lead while they are playing. Once the child has had time to work, 30 to 40 minutes, it is time to clean up together. Once the cleaning is complete, then it is time to come back together and review what they did and learned.

Daily Schedule (3 of 5)

Lesson Activity	Time	Purpose	In the Classroom	Remote/ Home
Outdoor Learning (45-60 min)	10:15-11am	This time of the day is a time for children to plan and work outside imploring their gross and fine motor skills.	During outdoor learning, the teacher and assistant teacher plays with the children while they are playing outside. Also they support with the needs the children have in working outside. For example, assist in getting containers to collect water if they are watering the garden.	During the outdoor learning time, the parent will join in the play that the child identifies for that day.
Transition (15-30 min)	11 – 11:30am		Children wash hands and get their individual space at the table ready.	Prepare lunch and allow child to wash hands to get ready for lunch. Children can help prepare the meal.
Lunch	11:30am – noon	To develop a sense of community while eating. Discuss a wide variety of topics that are sparked by the child. Also, a time to talk about foods and the importance of eating healthy for a healthy body.	Children are sitting together 10 children and one teacher at each table. Language building is emphasized as much as eating. Children learn how to take care of their personal needs in regard to eating.	Child will sit with the parent or care giver and other children if there are other children in the home. Build language while eating through conversations. Discuss what is needed to take care of personal needs in regard to eating.
Rest/Nap (60-80 min)	noon- 1:20pm	Rest time allows the child time to rest for the other half of their day. This is an important part of the child’s schedule and allows them to get enough rest so they can contribute and have energy for the last half of the day.	Children are able to take this time to rest which allows them to gain more energy for the other half of the day. Children will take the time to rest on a mat with a blanket.	Children are able to take this time to rest which allows them to gain more energy for the other half of the day. Children will take the time to rest in their room.

Daily Schedule (4 of 5)

Lesson Activity	Time	Purpose	In the Classroom	Remote/ Home
Read Aloud (15-20 min)	noon- 1:20pm	Teacher focuses on a skill while reading a story. The book is one that has vocabulary and supports the focus for that day.	The teacher or assistant teacher chooses a book that support the learning that they are planning for that day. They pre-read, prepare questions and activities that the children will join in while the reading takes place. Parts of the book are discussed, along with a variety of questions/activities.	Parent will sign in to read aloud that is posted on you tube or in a zoom call. This will be an activity that the teacher or assistant teacher will support the parents in a training. This may also be done during a socially distant city exploration.
Outdoor Learning (25-30 min)	1:45- 2:10pm	This time of the day is a time for children to plan and work outside imploring their gross and fine motor skills.	During outdoor learning, the teacher and assistant teacher plays with the children while they are playing outside. Also, they support with the needs the children have in working outside. For example, assist in getting containers to collect water if they are watering the garden.	During the outdoor learning time, the parent will join in the play that the child identifies for that day.
Transition (15-20 min)	2:10- 2:30pm		Children wash hands and get their individual space at the table ready.	Prepare snack and allow child to wash hands to get ready for snack.
Snack (15-20 min)	2:30- 2:45pm	To develop a sense of community while eating. Discuss a wide variety of topics that are sparked by the child. Also, a time to talk about foods and the importance of eating healthy for a healthy body.	Children are sitting together 10 children and one teacher at each table. Language building is emphasized as much as eating. Children learn how to take care of their personal needs in regard to eating.	Child will sit with the parent or care giver and other children if there are other children in the home. Build language while eating through conversations. Discuss what is needed to take care of personal needs in regard to eating.

Daily Schedule (5 of 5)

Lesson Activity	Time	Purpose	In the Classroom	Remote/ Home
Story time (15 min)	2:45-3pm	This is a time of the day to share through books. A book is introduced and there is a before read discussion (perhaps prediction, characters, etc.) and the book is read and then after the story is finished, there is extension from the story	Either the teacher or assistant teacher will choose a book to read. The teacher or assistant teacher will introduce the book, discuss the book before the reading, read the book and extend the book after it is finished.	Parent will visit the platform to access a book read for story time.

Kindergarten through 8th grade (#015805-041)

Kindergarten – 2 nd Grade Schedule (#015805-041)			Instructional Guidelines
Time	Description	Mode	
7:45 – 8 am	Breakfast		<p>Schedules reflect a remote hybrid model of daily Asynchronous and Synchronous Instruction. Students learning remotely from home must be engaged in learning demonstrated by either:</p> <ul style="list-style-type: none"> • Daily participation in SeeSaw; or • Daily participation in Google Classroom; or • Daily participation in Zoom; or • Completion and submission of assignments in SeeSaw or Google Classroom <p>General instructional guidelines include:</p> <ul style="list-style-type: none"> • Students will receive a minimum of 180 minutes of instruction each school day. • Daily synchronous teacher-student learning sessions, which can include direct instruction, group work, independent practice, and assessment. • Embedded Socio-emotional Learning (SEL) opportunities throughout daily synchronous and asynchronous instruction. • Daily synchronous touchpoints K-2nd grade should be no longer than 20 continuous minutes. • Synchronous sessions will be recorded and uploaded into Zoom for students to access at a later time, if needed. • Students will be marked absent if they miss a synchronous session. • Assignments will be posted; due dates will be clearly identified.
8 – 8:15 am	Homeroom/Morning Meeting <ul style="list-style-type: none"> • Social-Emotional Learning • Community Circles 		
8:15 – 8:30 am	Literacy <ul style="list-style-type: none"> • Shared Reading 		
8:30 – 9 am	Phonics <ul style="list-style-type: none"> • Foundational Skills • Phonological Awareness/Phonics • Independent Activities • Small Group Instruction 		
9 – 9:20 am	Writer’s Workshop Mini-Lesson <ul style="list-style-type: none"> • Modeling • Small Group Instruction 		
9:20 – 10:10 am	Specials PE 2x and Fun Friday (Mon – Thurs recorded, Fri – Live Zoom), Art and Music 1x week	 	
10:10 – 10:45 am	Writing Mini – Lesson <ul style="list-style-type: none"> • Independent Practice • Student Conferencing 	 	
10:45 – 11:15 am	Lunch		

11:15 – 11:30 am	Math Mini-Lesson <ul style="list-style-type: none"> • Small Group Instruction • Guided Math Groups 		<ul style="list-style-type: none"> • Grading will be the same as on-campus learning and outlined in our District Handbook and policy. There must be daily academic progress through Seesaw or Google; teachers will provide feedback. • Small group instruction will be provided for academic support as appropriate. • Students will receive asynchronous instruction for music, art, PE, and technology. <p>Additional services and support:</p> <ul style="list-style-type: none"> • Teacher office hours: 7:30 am – 4:30 pm. • Students will receive counseling services as needed via synchronous zoom sessions or phone calls. • For students with additional learning needs, our team of Special Education instructors, Intervention Specialists, Classroom Teachers and Instructional Aids will continue to provide services, monitor progress and provide feedback in accordance to IEPs and other related accommodation plans. • Students with 504 and IEP services will receive their specially designed instruction, modifications, and accommodations via a combination of collaborative, small group, and individual instruction via synchronous learning with asynchronous reinforcement. All related services will be provided via digital means. • Students requiring Dyslexia intervention will engage in synchronous intervention via ZOOM. Synchronous lessons (sentence stems/paragraph frames, vocabulary support, visuals, adapted text, chunking content, etc.) will be recorded and housed in Google Classrooms (or other platforms) to accommodate students who are unable to attend live lessons due to scheduling conflicts or minimal technology/Internet access at home.
11:30 am – 12:30 pm	Math <ul style="list-style-type: none"> • Independent Practice • Small Group Instruction 		
12:30 – 1 pm	Recess/Restroom Break		
1 – 1:30 pm	Science <ul style="list-style-type: none"> • Mini – Lesson • Independent Practice • Small Group Instruction 		
1:30 – 2 pm	Social Studies <ul style="list-style-type: none"> • Mini-Lesson • Independent Practice • Small Group Instruction 		
2 – 2:30 pm	Interactive Read Aloud		
2:30 – 3 pm	Enrichment/Intervention		
3 – 3:30 pm	Daily Check – out		
3:45 – 4:15 pm	Teacher Office Hours <ul style="list-style-type: none"> • Parent support • Student support 		

3rd – 4th Grade Schedule (#015805-041)			Instructional Guidelines
Time	Description	Mode	<p>Schedules reflect a remote hybrid model of daily asynchronous and synchronous instruction in all core content areas. Students learning remotely from home must be engaged in learning demonstrated by either:</p> <ul style="list-style-type: none"> • Daily participation in Google Classroom; or • Daily participation in Zoom; or
7:45 – 8 am	Breakfast		
8 – 8:15 am	Homeroom/Morning Meeting <ul style="list-style-type: none"> • Social – Emotional Learning • Attendance Check-in 		

8:15 – 9:05 am	Math <ul style="list-style-type: none"> Group Instruction Guided Math 		<ul style="list-style-type: none"> Completion or submission of an assignment in Google Classroom <p>General instructional guidelines include:</p> <ul style="list-style-type: none"> Students will receive a minimum of 180 minutes of instruction each school day. 80-120 minutes of synchronous daily teacher-student touchpoints will be delivered followed by independent or group work time and assessment. Socio-emotional Learning (SEL) will be embedded throughout daily Synchronous and Asynchronous instruction. Synchronous sessions will be recorded and uploaded into Google Classroom for students to access later if needed. Schedules can be designed to reflect Interdisciplinary instruction as long as there is an approved measure of assessment. Assignments will be posted; due dates will be clearly identified. Grading will be the same as on-campus learning and outlined in our District Handbook and policy. There must be daily academic progress through Seesaw or Google; teachers will provide feedback. Students are marked absent if they miss a synchronous session. Scheduled tutorials, small group instruction for academic support, and enrichment will be scheduled as appropriate Students will receive asynchronous instruction for music, art, PE, and technology classes. <p>Additional services and support:</p> <ul style="list-style-type: none"> Teacher office hours: 7:30 am – 4:30 pm. Students will receive counseling services as needed via synchronous zoom sessions or phone calls. For students with additional learning needs, our team of Special Education instructors, Intervention Specialists, Classroom Teachers and Instructional Aids will continue to provide services, monitor progress and provide feedback in accordance to IEPs and other related accommodation plans. Students with 504 and IEP services will receive their specially designed instruction, modifications, and accommodations via a combination of collaborative, small group, and individual instruction via synchronous learning with asynchronous reinforcement. All related services will be provided via digital means. Students requiring Dyslexia intervention will engage in synchronous intervention via ZOOM. Synchronous lessons (sentence stems/paragraph
9:05 – 9:45 am	Math <ul style="list-style-type: none"> Independent Practice/Activity 		
9:45 – 10:30 am	Intervention/Office Hours <ul style="list-style-type: none"> Small Group Intervention 	 	
10:30 – 11:20 am	Specials <ul style="list-style-type: none"> Art, Music, PE/ Health Friday – Fund Friday PE 		
11:20 am – 12:10 pm	Lunch/Recess		
12:10 – 12:55 pm	Rotation <ul style="list-style-type: none"> Science/ SS – 2 times a week Technology – 2 times a week Library – 1 time a week 		
12:55 – 1:25 pm	ELAR <ul style="list-style-type: none"> Mini Lesson – Reading Guided Instruction 		
1:25 – 1:55 pm	ELAR <ul style="list-style-type: none"> Independent Practice 		
1:55 – 2:20 pm	ELAR <ul style="list-style-type: none"> Mini Lesson – Language Arts Writing 		
2:20 – 3:15 pm	ELAR <ul style="list-style-type: none"> Guided Reading Groups 	 	
3:15 – 3:30 pm	Check-in <ul style="list-style-type: none"> Social Emotional Learning Attendance Check-in 		
3:45 – 4:15 pm	Teacher Office Hours <ul style="list-style-type: none"> Parent Support Student Support 		

			frames, vocabulary support, visuals, adapted text, chunking content, etc.) will be recorded and housed in Google Classrooms (or other platforms) to accommodate students who are unable to attend live lessons due to scheduling conflicts or minimal technology/Internet access at home.
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5 th – 7 th Grade Schedule: A/B Day for Period of Sci/SS (#015805-041)			Instructional Guidelines
Time	Description	Mode	<p>Schedules reflect a remote hybrid model of daily asynchronous and synchronous instruction in all core content areas. Students learning remotely from home must be engaged in learning demonstrated by either:</p> <ul style="list-style-type: none"> Daily participation in Google Classroom; or Daily participation in Zoom; or Completion or submission of an assignment in Google Classroom <p>General instructional guidelines include:</p> <ul style="list-style-type: none"> Students will receive a minimum of 240 minutes of instruction each school day. 80-120 minutes of synchronous daily teacher-student touchpoints will be delivered followed by independent or group work time and assessment. Socio-emotional Learning (SEL) will be embedded throughout daily Synchronous and Asynchronous instruction. Synchronous sessions will be recorded and uploaded into Google Classroom for students to access later if needed. Schedules can be designed to reflect Interdisciplinary instruction as long as there is an approved measure of assessment. Assignments will be posted; due dates will be clearly identified. Grading will be the same as on-campus learning and outlined in our District Handbook and policy. There must be daily academic progress through Seesaw or Google; teachers will provide feedback. Students are marked absent if they miss a synchronous session. Scheduled tutorials, small group instruction for academic support, and enrichment will be scheduled as appropriate Students will receive asynchronous instruction for music, art, PE, and technology classes.
7:45 – 8 am	Breakfast		
8 – 8:15 am	Homeroom/Morning Meeting <ul style="list-style-type: none"> Social – Emotional Learning Attendance Check-in 		
8:15 – 9 am	Period 1 <ul style="list-style-type: none"> Mini Instruction Guided Practice 		
9 – 9:45 am	Period 1 <ul style="list-style-type: none"> Independent Practice/Activity Intervention/Enrichment 		
9:45 – 10:35 am	Period 2 <ul style="list-style-type: none"> Mini Instruction Guided Practice 		
10:35 – 11:30 am	Period 2 <ul style="list-style-type: none"> Independent Practice/Activity Intervention/Office Hours 		
11:30 am – 12:10 pm	Intervention/Office Hours <ul style="list-style-type: none"> Small Group Intervention 		
12:10 – 12:40 pm	Lunch/Recess		
12:45 – 1:35 pm	Period 3 <ul style="list-style-type: none"> Mini Instruction Guided Practice 		
1:35 – 2:20 pm	Period 3 <ul style="list-style-type: none"> Independent Practice/Activity Intervention/Enrichment 		

2:20 – 3:15 pm	Specials <ul style="list-style-type: none"> • Art, Music, Technology, PE/Health 		Additional services and support: <ul style="list-style-type: none"> • Teacher office hours: 7:30 am – 4:30 pm. • Students will receive counseling services as needed via synchronous zoom sessions or phone calls. • For students with additional learning needs, our team of Special Education instructors, Intervention Specialists, Classroom Teachers and Instructional Aids will continue to provide services, monitor progress and provide feedback in accordance to IEPs and other related accommodation plans. • Students with 504 and IEP services will receive their specially designed instruction, modifications, and accommodations via a combination of collaborative, small group, and individual instruction via synchronous learning with asynchronous reinforcement. All related services will be provided via digital means. • Students requiring Dyslexia intervention will engage in synchronous intervention via ZOOM. Synchronous lessons (sentence stems/paragraph frames, vocabulary support, visuals, adapted text, chunking content, etc.) will be recorded and housed in Google Classrooms (or other platforms) to accommodate students who are unable to attend live lessons due to scheduling conflicts or minimal technology/Internet access at home.
3:15 – 3:30 pm	Check-in <ul style="list-style-type: none"> • Social Emotional Learning • Attendance Check-in 		
3:45 – 4:15 pm	Teacher Office Hours <ul style="list-style-type: none"> • Parent Support • Student Support 		

8 th Grade Schedule (#015805-041)			Instructional Guidelines
Time	Description	Mode	
7:45 – 8 am	Breakfast		<p>Schedules reflect a remote hybrid model of daily asynchronous and synchronous instruction in all core content areas. Students learning remotely from home must be engaged in learning demonstrated by either:</p> <ul style="list-style-type: none"> • Daily participation in Google Classroom; or • Daily participation in Zoom; or • Completion or submission of an assignment in Google Classroom <p>General instructional guidelines include:</p> <ul style="list-style-type: none"> • Students will receive a minimum of 240 minutes of instruction each school day. • 80-120 minutes of synchronous daily teacher-student touchpoints will be delivered followed by independent or group work time and assessment.
8 – 8:15 am	Homeroom/Morning Meeting <ul style="list-style-type: none"> • Social – Emotional Learning • Attendance Check-in 		
8:15 – 9:05 am	Period 1 <ul style="list-style-type: none"> • Mini Instruction • Guided Practice 		
9:05 – 9:35 am	Period 1 <ul style="list-style-type: none"> • Independent Practice/Activity • Intervention/Enrichment 		
9:35 – 10:25 am	Period 2 <ul style="list-style-type: none"> • Mini Instruction • Guided Practice 		

10:25 – 10:50 am	Period 2 <ul style="list-style-type: none"> Independent Practice/Activity Intervention/Enrichment 		<ul style="list-style-type: none"> Socio-emotional Learning (SEL) will be embedded throughout daily Synchronous and Asynchronous instruction. Synchronous sessions will be recorded and uploaded into Google Classroom for students to access later if needed. Schedules can be designed to reflect Interdisciplinary instruction as long as there is an approved measure of assessment. Assignments will be posted; due dates will be clearly identified. Grading will be the same as on-campus learning and outlined in our District Handbook and policy. There must be daily academic progress through Seesaw or Google; teachers will provide feedback. Students are marked absent if they miss a synchronous session. Scheduled tutorials, small group instruction for academic support, and enrichment will be scheduled as appropriate Students will receive asynchronous instruction for music, art, PE, and technology classes. <p>Additional services and support:</p> <ul style="list-style-type: none"> Teacher office hours: 7:30 am – 4:30 pm. Students will receive counseling services as needed via synchronous zoom sessions or phone calls. For students with additional learning needs, our team of Special Education instructors, Intervention Specialists, Classroom Teachers and Instructional Aids will continue to provide services, monitor progress and provide feedback in accordance to IEPs and other related accommodation plans. Students with 504 and IEP services will receive their specially designed instruction, modifications, and accommodations via a combination of collaborative, small group, and individual instruction via synchronous learning with asynchronous reinforcement. All related services will be provided via digital means. Students requiring Dyslexia intervention will engage in synchronous intervention via ZOOM. Synchronous lessons (sentence stems/paragraph frames, vocabulary support, visuals, adapted text, chunking content, etc.) will be recorded and housed in Google Classrooms (or other platforms) to accommodate students who are unable to attend live lessons due to scheduling conflicts or minimal technology/Internet access at home.
10:50 – 11:25 am	Intervention/Office Hours <ul style="list-style-type: none"> Small Group Intervention 		
11:25 am – noon	Lunch/Recess		
Noon – 12:50 pm	Period 3 <ul style="list-style-type: none"> Independent Practice/Activity Intervention/Enrichment 		
12:50 – 1:20 pm	Period 3 <ul style="list-style-type: none"> Independent Practice/Activity Intervention/Enrichment 		
1:20 – 2:10 pm	Period 4 <ul style="list-style-type: none"> Mini Instruction Guided Practice 		
2:10 – 2:40 pm	Period 4 <ul style="list-style-type: none"> Independent Practice/Activity Intervention/Enrichment 		
2:40 – 3:30 pm	Specials <ul style="list-style-type: none"> Art, Music, Technology, PE/Health 		
3:45 – 4:15 pm	Teacher Office Hours <ul style="list-style-type: none"> Parent Support Student Support 		

Overview of Specials and Lunch for k – 8th Grade

Specials		Lunch	
9:20 - 10:10 am	Kinder - 2nd Grade	10:45 - 11:15 am	Kinder - 2nd Grade
10:30 - 11:20 am	3rd and 4th Grade (PE, Art, Music Only)	11:25 am - 12:05 pm	3rd and 4th Grade (includes recess)
12:10 – 12:55 pm	3rd and 4th Grade (2 days of Tech, Library)	11:25 - 11:55 am	8th Grade (outdoor lunch if possible)
1 – 2 pm	Specials Conference Time	12:10 - 12:40 pm	5th - 8th Grade
2:20 – 3:10 pm	5th - 7th Grade (Art, Music, Tech Only for first 4 weeks)		
2:40 – 3:30 pm	8th Grade (PE Only for first 4 weeks)		

9th – 12th Grade (#015805-001)

9 th – 12 th Grade (#015808-001)			Instructional Guidelines
Period	Class time (on campus)	Synchronous Direct Instruction	<p>Full day instruction will be provided via synchronous and asynchronous activities assigned by the instructor. All students will login during the synchronous instructional time. Instructor will remain on-line for support and intervention for students. The remainder of the period will be student guided instruction where students who are comfortable with content may sign off and work independently and submit assignment via Schoology (the Learning Management System for grades 9-12).</p> <ul style="list-style-type: none"> • Students will receive a minimum of 240 minutes of instruction each school day. • Daily schedules and assignments will be provided to parents and students via LMS. • Students will submit academic work daily; grading will be the same as on-campus learning and outlined in the class syllabus and our District Handbook and policy. • Students must demonstrate daily academic progress through assignments; teachers will provide feedback. • Students are marked present when they have completed a lesson assignment, attend live sessions (virtually), or daily contact with their instructor. • Students will attend live sessions for direct instruction, team building, intervention, and enrichment. Lessons will be engaging with and supporting students via classroom discussions, online lessons, participation, and completion of assignments.
0 (daily student check-in/ advisory class)	7:45-7:55 am	7:45-7:55 am	
1/6	8:00-9:25 am	8:10-9 am	

2/7	9:35-10:55 am	9:40-10:30 am	<ul style="list-style-type: none"> • Live sessions allow teachers and students to work together and provide the opportunity for peer-to-peer interaction and relationship building with instructors. • Content and instruction are provided by departmentalized instructors. Instructors are the point of contact for their subject area. Participation will be quantified based on teacher criteria, and assignments will reflect mastery of content.
3/8	11:05 am-12:25 pm	11:10 am – noon	<p>Additional services and support:</p> <ul style="list-style-type: none"> • Campus academic counselor and IHE partner counselor will set-up one on one and whole group (grade level) classes to support academic, social, and emotional support. • Teachers will have office hours during planning period, before and after school. Students can ask for teachers for assistance at any time. Specifically, if a student needs remediation instruction or simply a reteach of difficult materials, students can attend Academic Labs that are content specific. The schedule does provide Academic Labs for one on one assistance. Teacher office hours: 7:30 am – 4:30 pm.
Lunch	12:30-1:00 pm	12:30-1 pm	<ul style="list-style-type: none"> • Online homework support will assist students in the high school academic content areas of English, Math, Science, and Social Studies at no cost to all ECHS students after hours and weekends. Hours are Monday-Thursday 5:30 – 7:30 pm and Saturdays 10 am – 2 pm. • Students who are not demonstrating academic progress meet one-to-one with their content instructor during their academic lab. If needed, additional tutoring will be provided by instructional assistants. The ECHS advisory serves as a homeroom for students. The advisory instructor is their student's frontline support. The advisory instructor checks all the grades for their students and follows up with any identified issue. The advisory class stays together for all for years (Freshmen filling the Senior spots), this allows for a community to be built amongst our students.
4/9	1:05-2:25 pm	1:10-2 pm	<ul style="list-style-type: none"> • For students with additional learning needs, our team of Special Education instructors and Instructional Aids will continue to provide services, monitor progress and provide feedback in accordance to IEPs and other related accommodation plans.
5/10	2:35-3:55 pm	3:05-3:55 pm	<ul style="list-style-type: none"> • Students with 504 and IEP services will receive their specially designed instruction, modifications, and accommodations via a combination of collaborative, small group, and individual instruction via synchronous learning with asynchronous reinforcement. All related services will be provided by Special Education instructor and an Instructional Aid via digital means. All accommodations mandated in the IEP will be in place, and classroom teachers will all be given a copy for each student. In addition to the IEP, our special population students will have additional campus staff perform academic checks with the student to avoid student failure.

MATERIAL DESIGN

New Frontiers Public Schools will implement the TEKS Resource System and other supplemental resources to support our TEKS-based, state adopted instructional materials to ensure alignment and adherence to the standards. Teachers will utilize the resources within the TEKS Resource Management System to plan and deliver meaningful instruction. Students' content understanding will be monitored on a frequent basis to check for mastery. Feedback will be provided to students and parents to promote early engagement in the learning process and achieve success this school year. Teachers will reinforce concepts below proficiency standards.

An Instructional Materials Support site has been designed to assist K-8th grade students and parents in accessing instructional materials. This site can be located on the NFPS website.

Ensuring Coherence and Retention of Knowledge for Adaptive Learning

NFPS utilizes a backwards-design curriculum development process that incorporates the following steps to create a strong curricular foundation:

1. Review of Year at a Glance (YAG)
2. Mapping of Performance Assessments (PAs) per Instructional Focus Document (IFD)
3. Prioritize the Standards within each Performance Assessment
4. Develop sequence of primary and secondary standards with each IFD
5. Develop Recommended Scope and Sequence
6. Construct Instructional Lesson guides

The 2020-21 Adjusted YAG documents incorporate additional guidance constructed from a review of content that was taught during the final 9-weeks period of the 2019-20 school year. This enabled teachers to prioritize the most essential learning while incorporating targeted learning from the remote learning period during the 2019-20 school year. The adjusted YAGs and Scope and Sequence identify targeted instructional topics for each grade-level and content area. The adjusted YAGs provide specific focus for engaging lesson activities directly aligned to the IFDs.

The TEA has established minimum expectations for instructional learning time. In grades K-5th, a minimum expectation of 180 instructional minutes must be provided daily. In grades 6th-12th, the minimum expectation is 240 minutes daily. A remote synchronous learning model is not a standalone learning option for students in PK-2nd grade, rather a blend of both synchronous and asynchronous instruction will be provided.

All our ECHS teachers have been trained using the Common Instructional Framework (CIF) model. The campus will continue to provide training from our instructional coach to make modification for remote learners. The campus CIF coach will continue to work with instructors with focus on implementation remotely.

All K-8th grade teachers will use the designated Learning Management System for the student(s) grade level. The expectation will be for a full day of instruction via synchronous and asynchronous instruction and learning activities. Teachers will assign lessons/activities, provide support and feedback through collected work, discussions, online lessons, and assessments. Attendance and engagement will be determined based on the student participation on the listed activities. Students will be expected to complete and turn in work daily to receive attendance/engagement credit for the day. Teachers will arrange regular check-ins with students/families. These check-ins may be facilitated in small or large group settings or facilitated individually. The expectation is that students and teachers will check-in at minimum daily and attend designated teacher-classroom morning meetings.

PreK4SA teachers will work remotely to show what instruction looks like at home, provide socially distanced home visits to build teacher-child connection, engage City Explorations that allow social distant gatherings of children and families, virtual Parents as Partners meetings, and connection to Parent Liaison. PreK4SA will also offer technology to support communication, platform sharing that allows children and families to contribute to the classroom, ongoing parent trainings on technology use and sharing of curriculum philosophy and device and broadband access provided.

Additional Support for Students with Learning Needs

For students with additional learning needs, our team of Special Education instructors, Intervention Specialists, Classroom Teachers and Instructional Aids will continue to provide services, monitor progress and provide feedback in accordance to IEPs and other related accommodation plans.

In our ECHS, a Special Education instructor and an Instructional Aid will provide services and check in with students daily and have weekly meetings with instructors. The English instructors will provide services for ELL students.

For our K-8th student Special Populations: All content area teachers will continue to use Sheltered Instruction strategies as the basis for supporting English Learners through online learning. Teachers may choose from the following linguistic supports to implement in their lessons where appropriate (this list of supports and examples is not exhaustive):

- Sentence stems/paragraph frames
- Vocabulary support (vocabulary slides, flash cards, frayer model, etc.)
- Visuals (pictures, short videos of teacher, instructional videos, graphic organizers, etc.)
- Adapted text
- Chunking content

ELs Interventionists are added as co-teachers on Google Classrooms to support teachers with accommodating instruction and to provide direct support to ELs on their assignments. Interventionists will set office hours to be available for face-to-face virtual sessions for ELs. Other resources for supporting ELs.

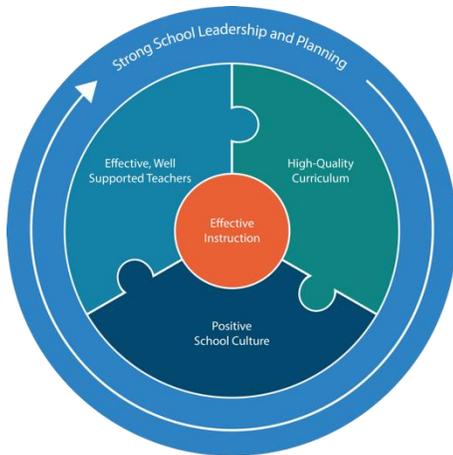
Please see the last two columns of the following table for specific resources and accommodations per subject and grade level that are available to student with disabilities and ELs.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math	9-12	IXL – online platform accessible remotely ConnectEd– online platform accessible remotely	Student products produced after lesson will be monitored for mastery Classroom and campus assessment will also be used to determine mastery	YES	Assignments can be set to adjust for additional time, oral directions in some areas These programs are in conjunction with our staff/student meetings to ensure accommodations are being met Additional built-in support is available for Special Needs Learners	Assignments can be set to adjust for additional time, oral directions in some areas These programs are in conjunction with our staff/student meetings to ensure accommodations are being met Additional built-in support is available for English Language Learners

Math	K-8	BrainPop Khan Academy	NWEA Unit Assessments Formative Assessments	YES	BrainPop Khan Academy	BrainPop Khan Academy Colorin Colorado Newsela Rewordify CA Multilingual Education
ELA	9-12	Holt McDougal Texas Literature	Weekly quiz for understanding (based on all Schoology lessons) Unit tests (min 4 per semester)	YES	Students may use notes on quizzes and tests in accordance with IAPs and LPACs Tests may be supplemented with content project when requested Students may also request meeting with teacher over Zoom for clarification	Access to online dictionaries and class notes for quizzes, example work for assignments Students may also request meeting with teacher over Zoom for clarification
ELA	K-8	Lalilo Reading A-Z ReadWorks EPIC	TPRI/F&P Unit Assessments Formative Assessments	YES	Lalilo Reading A-Z ReadWork EPIC	Lalilo Reading A-Z ReadWorks EPIC Colorin Colorado Newsela Rewordify CA Multilingual Education
Science	9-12	SAVVAS/ Pearson Instructional Material– online platform accessible remotely	Student products produced after lesson will be monitored for mastery Classroom and campus assessment will also be used to determine mastery	Yes	Assignments can be set to adjust for additional time, oral directions in some areas These programs are in conjunction with our staff/student meetings to ensure accommodations are being met Additional built-in support is available for Special Needs Learners	Assignments can be set to adjust for additional time, oral directions in some areas These programs are in conjunction with our staff/student meetings to ensure accommodations are being met Additional built-in support is available for English Language Learners
Science	K-8	Khan Academy Brain Pop	Unit Assessments Formative Assessments	YES	Khan Academy Brain Pop	Khan Academy Brain Pop Colorin Colorado Newsela Rewordify CA Multilingual Education

Social Studies	9-12	SAVVAS/ MyMasteryLab – online platform accessible remotely	Student products produced after lesson will be monitored for mastery Classroom and campus assessment will also be used to determine mastery	Yes	Assignments can be set to adjust for additional time, oral directions in some areas These programs are in conjunction with our staff/student meetings to ensure accommodations are being met Additional built-in support is available for Special Needs Learners	Assignments can be set to adjust for additional time, oral directions in some areas These programs are in conjunction with our staff/student meetings to ensure accommodations are being met Additional built-in support is available for English Language Learners
Social Studies	K-8		Unit Assessments Formative Assessments	YES		Colorin Colorado Newsela Rewordify CA Multilingual Education

STUDENT PROGRESS



New Frontiers Public Schools embraces the Texas Effective Schools model to enable student progress through a shared common language across the district of aligned metrics. The continuous improvement process focuses on three key actions:

- *Identifying the needs* using Eduphoria!, assessments, LMS and NWEA
- *Designing high-quality lesson plans, interventions and enrichments* using TEKS Resource System and Scope and Sequence
- *Implementing, monitoring and adjusting for success* using Assessment Calendars, local assessments and TEA STAAR Release assessments

This model is surrounded with strong leadership and committed and engaged students, teachers and families.

Daily Student Engagement Expectations

We believe establishing daily routines and creating engagement is the key to a successful learning process. Students are encouraged to do the following and will be reminded regularly by teachers and counselors:

- Designate a space for home-learning where to learn and study comfortably
- Check appropriate LMS (Schoology, Zoom, SeeSaw, Google Classroom) daily for assignments and communications
- Show up and be engaged in learning to receive attendance credit
- Complete assignments on time with integrity and academic honesty
- Communicate with the teachers and school staff as soon as assistance is needed
- Actively participate in live instruction – following classroom rules and dress code guidelines

Ensuring Consistency with On-campus Environment Progress

For all students, lessons, assignments and grading will be the same as on-campus learning and outlined in our District Handbook and policy. Daily academic progress is expected and will be actively monitored to ensure timely feedback. Our principals will ensure these accountability processes are being followed: schedule adherence, curriculum implementation, attendance and progress tracking, grade accumulation, student/family engagement and communication.

All our ECHS teachers have been trained using the Common Instructional Framework (CIF) model. The campus will continue to provide training from our instructional coach to make modification for remote learners. The campus CIF coach will continue to work with instructors with focus on implementation remotely.

All K-8th grade teachers will use the designated Learning Management System for the student(s) grade level. The expectation will be for a full day of instruction via synchronous and asynchronous instruction and learning activities. Teachers will assign lessons/activities, provide support and feedback through collected work, discussions, online lessons, and assessments. Attendance and engagement will be determined based on the student participation on the listed activities. Students will be expected to complete and turn in work daily to receive attendance/engagement credit for the day. Teachers will arrange regular check-ins with students/families. These check-ins may be facilitated in small or large group settings or facilitated individually. The expectation is that students and teachers will check-in at minimum daily and attend designated teacher-classroom morning meetings.

PreK4SA teachers will work remotely to show what instruction looks like at home, provide socially distanced home visits to build teacher-child connection, engage City Explorations that allow social distant gatherings of children and families, virtual Parents as Partners meetings, and connection to Parent Liaison. PreK4SA will also offer technology to support communication, platform sharing that allows children and families to contribute to the classroom, ongoing parent trainings on technology use and sharing of curriculum philosophy and device and broadband access provided.

Tracking Daily Student Engagement and Academic Progress

Our ECHS students (9th – 12th grade) are marked present when they have completed a lesson assignment, attend live sessions (virtually), or daily contact with their instructor. Analytics from the LMS will track student login and log off times. Instructors will take attendance via synchronous lessons, LMS activity, and Zoom activity. Weekly reports are submitted to campus administration by class instructors that report if a student is engaged or disengaged and if they have been contacted. Schoology analytics and student Zoom logs are evaluated weekly and we will conduct administration checks with parents/guardians of students who are not engaged.

ECHS students who are not demonstrating academic progress will meet one-to-one with their content instructor during their academic lab. If needed, additional tutoring will be provided by instructional assistants. The ECHS advisory serves as a homeroom for students. The advisory instructor is their student's frontline support. The advisory instructor checks all the grades for their students and follows up with any identified issue. The advisory class stays together for all for years (Freshmen filling the Senior spots), this allows for a community to be built amongst our students.

K-8th grade student engagement will be collected at various points throughout the day. Students artifacts, active participation in Google Classroom, Zoom and SeeSaw and be monitored and collected multiple times daily. Students are marked absent if they miss a synchronous session. Students are assigned a homeroom that meets daily for synchronous support. Individual student conferencing will be facilitated to review academic and socio-emotional aspects. Daily office hours have been made available for students and families for additional support. PLCs occur bi-monthly where student artifacts will be reviewed and tracked.

PreK4SA will provide a mix of teacher led interactions (synchronous) with daily morning messages and lessons, two small group lessons/week and weekly book read aloud, and home adult led lessons (asynchronous) comprised of daily sign-in and assigned activities. They will use approved technology platforms (Padlet, Flipgrid, Zoom, Remind).

Providing Regular Student Feedback

ECHS students are assigned an "Advisory Class/Period 0" that meets daily (synchronous). Advisory instructors meet with students at least once a week to review grades/progress. Concerns and areas of need are shared with the content instructor. The advisory instructor is responsible for contacting the parent/guardian of students who are engaged and/or passing each Friday. Every three weeks the campus administration will hold virtual conferences with the parents of students who are not engaged/failing.

K-8th grade students are assigned a "Homeroom/Morning Meets" period that meets daily for synchronous support. Individual student conferencing will be facilitated to review academic and socio-emotional aspects. Daily office hours have been made available for students and families for additional support. PLCs occur bi-monthly where student artifacts will be reviewed and tracked.

PreK4SA teachers will provide daily interaction with each child/family, weekly individual video meeting with each child and phone call/video chat with each family, home visits following social distance protocols (alternating months), and City Explorations (alternating months with home visits).

IMPLEMENTATION

Initial and Ongoing Educator Development

Targeted support plan for the delivery of synchronous and asynchronous instruction has been developed based on initial survey data from faculty and staff. During the summer months, all NFPS staff participated in synchronous and asynchronous professional learning technology-related sessions to include Google Classroom, Schoology, Smart Board, Webcam Communication, SeeSaw, Zoom, Microsoft Teams. Our counselor also provided updates and training on mental and health support, as well as awareness on social disadvantages many of our students experience as we are a Title 1

school. Our principals also attended 2 TEA seminars: Excellence in Remote Instructional Delivery and Designing a Remote School Modules 1-3.

Our ECHS campus “Common Instructional Frameworks” coach continues to work with our teachers with coaching sessions 2x a month. ECHS professional development is embedded in our school year. Eighteen (18) days of direct service to the campus (2 days in each month – Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May). This is the fourth year of Common Instructional Frameworks PD for our teachers. Our CIF coach will focus on ensuring that quality transfers to remote instruction through the following instructional techniques: Scaffolding, Questioning, Classroom Talk, Writing to Learn, Collaborative Group Work and Literacy Group.

For our ACA campus, we will continue to work with Region 20 specialists for specific content area support. The campus has a set PLC schedule and has embedded targeted supports for instructional technology in a remote setting. In addition, our teachers will continue their ongoing professional learning specific to their content area and instructional materials.

We will ensure provided professional development expands our teachers’ asynchronous curriculum knowledge and understanding of how to analyze and respond to the data by

- Embedding CIF coaching with our ECHS instructors. Student and teacher goals will include extending the Common Instructional Frameworks to remote learning. Student data will be analyzed by teachers, administration, and CIF coach to gauge student engagement and academic growth.
- Professional Development plans for our ACA teachers will specifically provide for hands on job-embedded supports. Our PLCs are centered around our data walls that are tied back to our assessment tools across grade levels and content areas.
- PreK4SA staff development is detailed below:

FORMAT	DATE(S)	TIME	TOPICS
HIGHSCOPE 5 DAY OVERVIEW	JULY 20-24	8:00-3:30	<ul style="list-style-type: none"> • OVERVIEW OF THE CURRICULUM
BOY WEEK 1	JULY 27-31	7:30-4:00	<ul style="list-style-type: none"> • GOING BEYOND THE BOOK: EXTENDING READ ALOUDS • SEL OVERVIEW • USING MINDFULNESS WITH CHILDREN OF ALL ABILITIES TO KEEP CONNECTIONS STRONG • CULTURAL SENSITIVITY • BUILDING TRUSTING RELATIONSHIPS • CONFLICT RESOLUTION & THE COZY SPOT • SPECIAL CONSIDERATIONS FOR INFECTION CONTROL DURING COVID-19 • EXECUTIVE FUNCTION AND LANGUAGE DEVELOPMENT: UNPACKING THE SCIENCE AND EXPLORING NEW FINDINGS • FLIPGRID • WHAT IF...? POSITIVE RESPONSES TO CHILDREN’S ACTIONS AND WORDS • SCAFFOLDING EXECUTIVE FUNCTION AND SELF-REGULATION SKILLS DURING LARGE GROUP TIME • SHARED AND INTERACTIVE WRITING: LITERACY BEGINNINGS • THERE’S NO SUCH THINK AS ONLINE PRESCHOOL
BOY WEEK 2	AUGUST 3-7	7:30-4:00	<ul style="list-style-type: none"> • LESSON PLANS FOR THE FIRST 30 DAYS • SHARED AND INTERACTIVE WRITING: LITERACY BEGINNINGS • WHAT IF...? POSITIVE RESPONSES TO CHILDREN’S ACTIONS AND WORDS • LEARNING ENVIRONMENTS

			<ul style="list-style-type: none"> CHEF FOR NEW TEACHERS CACFP HOME VISIT EXPECTATIONS
BOY WEEK 3	AUGUST 10-14	7:30-4:00	<ul style="list-style-type: none"> WELCOME WEEK CPR & FIRST AID POLICIES AND PROCEDURES REMOTE LEARNING PROTOCOLS & PARTICIPATION EXPECTATIONS
STAFF MEETING - DEVELOPMENT	WEEKLY AUGUST 18, 2020 – MAY 18, 2021	3:00-4:00	VARIETY OF CURRICULUM TOPICS AS NEEDED
TEACHER CONFERENCE MINI TRAINING	BI-WEEKLY AUGUST 18, 2020 – MAY 18, 2021	VARIES BY TEAM	VARIETY OF CURRICULUM TOPICS AS NEEDED AND FOLLOW-UP TO STAFF MEETING SESSIONS
PL DAY	OCTOBER 12	7:30-4:00	BUILDING AND MAINTAINING RELATIONSHIPS AND ONLINE PARTICIPATION
HIGHSCOPE PCC	OCTOBER 26-30	8:00-3:30	WEEK 1 AGENDA
HIGHSCOPE PCC	January 11-15, 2021	8:00-3:30	WEEK 2 AGENDA
PL DAY	FEBRUARY 15, 2021	7:30-4:00	SUPPORTING INDIVIDUAL CHILDREN DURING SMALL AND LARGE GROUP ACTIVITIES
HIGHSCOPE PCC	March 22-26, 2021	8:00-3:30	WEEK 3 AGENDA
HIGHSCOPE PCC	APRIL 11-17, 2021	8:00-3:30	WEEK 4 AGENDA
IGNITE CONFERENCE	JUNE 1-2, 2021 (TENTATIVE DATES)	8:00-3:30	FULL TWO DAYS OF CONFERENCE STYLE PL – TOPICS TBD

Communicating with Families

We will increase the frequency of communication with our students and families to promote a community and ensure ongoing expectations are established. Teachers will assign lessons/activities, provide support and feedback through collected work, discussions, online lessons, and assessments. Teachers will arrange regular check-ins with students/families. These check-ins may be facilitated in small or large group settings or facilitated individually. Students and teachers will check-in at minimum daily and attend designated teacher-classroom morning meetings. Specifically,

- The LMS used on the **ECHS campus** also serves as the hub for all campus communication. Students and parent groups for all students will be utilized for conveying expectations. School Messenger, Social Media, Zoom meetings and emails will also be utilized to communicate with families.
- Grade level and homeroom orientations were provided for all families **Kinder-8th** grade along with parent conferences that articulated the expectations for remote learning. The ACA will continue to communication with parents through the district channels below.
- PreK4SA** teachers will provide daily interaction with each child/family, weekly individual video meeting with each child and phone call/video chat with each family, home visits following social distance protocols (alternating months), and City Explorations (alternating months with home visits).
- Administration** conducted community meetings and shared information with families on a consistent basis.
- The **district** will continue to communicate regularly with students, parents and guardians across a variety of platforms to include NFPS website, Facebook, Twitter, Instagram, School Messenger (phone/text/email), Remind App, Electronic Digital Newsletter, Zoom, Smore, Google Classroom, TEAMS and Schoology.

Expectations for Family Engagement and Support

Asynchronous remote instruction and learning requires the support and engagement of parents and guardians. We have communicated the following to the families as well as have them sign an e-learning parent agreement.

- Build partnerships with classroom teachers to maximize remote learning instruction.

- Help your child establish supportive routines and expectations.
- Assist your child in creating a healthy home learning space.
- Monitor communication from teachers and school staff.
- Support your child in monitoring completion of daily assignments.
- Actively help your child in the learning process.
- Participate in district/campus training sessions.
- Check LMS regularly for announcements and updates from the school.
- Attend parent meetings.
- Participate in engagement activities such as “Lunch with the Counselor”

Our PreK4SA families are expected to support their children’s learning by:

- Designate an area in your home to serve as your child’s classroom space
- Sign on each day to hear or participate in the Daily Video
- Work with your child to complete daily activities
- Participate in weekly small group/individual Zoom mtgs
- Submit requested documentation of your child’s progress
- Participate in weekly phone call from the Teacher or Assistant Teacher
- Assist in setting up and participating in Home Visits
- Participate in City Explorations
- Attend Parent Trainings throughout the school year
- Notify Teacher/Assistant Teacher about any concerns and/or absences
- Adhere to requirements for daily participation (in accordance with TEA)
- Commit to remote learning for the 2020-2021 school year. Children do best with familiar people and routines. While it may be possible to change from remote to in-person instruction, changing the instructional approach may delay your child’s progress

Additional Support for Families

We recognize our families will need technology and instructional support now more than ever. We have provided technology check out for all families if needed. For all new students to the campus, we held an orientation to acclimate all students with needed technology. The district made a commitment to provide a 1 to 1 device for all of our students. Hotspots have also been provided on a need basis. We are also making Google Classroom lessons available for students and families on Google Classroom usage and providing support and training for Zoom and SeeSaw usage.

Our PreK4SA teachers are also showing what instruction looks like at home, providing socially distanced home visits to build teacher-child connection, engaging with City Explorations to allow social distant gatherings of children and families, conducting virtual Parents as Partners meetings, and a connection to their Parent Liaison. PreK4SA will also offer technology to support communication, platform sharing that allows children and families to contribute to the classroom, ongoing parent trainings on technology use and sharing of curriculum philosophy and device and broadband access provided.

We continue to provide breakfast and lunch to our remote learners and offer social and emotional support for our students and families using district resources.