

# Excellence in Leadership Academy



***COVID-19  
Instructional Continuity  
Educational Plan for 2020-2021  
#STRONGLEADERS***

# Introduction

EXCELLENCE IN LEADERSHIP ACADEMY looks forward to welcoming students back to school on **August 31<sup>st</sup>**. Despite the challenges with COVID-19, our district will continue to provide the excellent education to our students, which will include both in-person and remote learning environments. As the public health crisis continues, we have been planning for the opening of the 2020-2021 school year with a focus on the health, safety and well-being of our staff, students and community, which is of utmost importance to ELA.

EXCELLENCE IN LEADERSHIP ACADEMY is planning for two different instructional environments, our plan follows recommendations for school opening and operations provided by the Centers for Disease Control and Prevention (CDC), the Texas Education Agency, and state and local health officials.

The situation with COVID-19 is continuously changing, as are the protocols and measures needed to keep students and staff safe. Plans will remain flexible to accommodate potential changes and these guidelines may be modified as needed. As adjustments may be necessary throughout the coming school year, it will be our priority to keep the community informed of those changes and updates. The ELA website will provide you with the most up-to-date information. Our planning process has continuously evolved around new information and guidance that we receive from the state.

## Instructional Plan Design

**Purpose:** EXCELLENCE IN LEADERSHIP ACADEMY will continue to monitor the severity of the pandemic and acknowledges that this plan may be modified as public health changes. This plan is divided into two sections; Instructional Plan and Operations/Safety Plan.

**Instruction:** Instruction will commence on Monday, August 31, 2020, and conclude on Friday, May 28, 2020. The district will provide the following instructional models to our parents:

### Instructional Model 1:

**Traditional Classroom Instruction/Face to Face Instruction** - Students and teachers will attend class in-person, five days a week, with additional safety measures in alignment with state and federal guidelines and recommendations.

- In this setting, teachers will provide face-to-face instruction, learning resources and support utilizing Google Classroom and Schoology.
- Teachers will plan instruction that is quickly and easily transferable from face-to-face to remote in the event of a temporary school closure due to COVID-19 spread.
- Campus-designed safety procedures will be implemented.

## Instructional Model 2:

**Asynchronous Learning** - The district will provide traditional instruction or at home distance asynchronous

learning based on parent choice. Asynchronous instruction does not require all participants to be virtually present at the same time.

**Remote Asynchronous Instruction** - Instruction that does not require having the instructor and student engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered in-person or in real time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre- assigned work and formative assessments made available to students on paper. The instructional method must address the required curriculum, per TEC, §28.002.

Remote Asynchronous Learning is 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. In this setting, teachers will provide instruction, learning resources and support through the use of Google Classroom.

### **ELA student expectations for asynchronous learning:**

- Students will complete asynchronous activities assigned each day.
- Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture or activities submitted as lessons and/or completing assignments.
- Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.
- Asynchronous instruction requires staff to check engagement daily to mark students present “Present- Remote Asynchronous”. Students who are not “engaged” that day are marked absent.

Engaged is any of the following:

- Progress (as defined in the approved learning plan) in the Schoology Learning Management System (LMS) made that day.
- Progress (as defined in the approved learning plan) from teacher/student interactions made that day.
- Turn in of assignment(s) that day (via pictures through class dojo, email, etc.)

If a student is engaged in asynchronous learning and completes the entire weeks’ worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked “present” on Monday **only** and counted “**absent**” for Tuesday-Friday.

### **Design for Grades PK-2**

Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, chunked into some synchronous (live) times and some asynchronous times.

Daily synchronous time may include activities such as:

- Read aloud
- Small group reading instruction

- Number Talks
- Community Circles/Check ins
- Direct instruction by teacher (mini lesson)

Daily asynchronous assignments are to be completed independently. These may include activities such as:

- Choice boards
- Student self-selected reading and writing
- Writing assignments
- Independent practice
- Pre-recorded lesson videos
- Computer Programs (I Station/Education Galaxy)

Teachers will design small group time to differentiate instruction within the instructional block. This will require teachers to set up small group instruction schedules for students. It will be vital for teachers and parents to openly communicate the schedules for the students.

Regular communication and the partnership between teachers and parents will be crucial to the success of elementary students during remote learning. Parents may be needed at home to assist their student with logging into Schoology/Google Classroom, monitoring their participation and progress in the learning, and ensuring completion of asynchronous activities.

### Instructional Model 3:

**Remote Synchronous Instruction** - Two-way, real-time/live, virtual instruction between teachers and students when students are not on campus. In this method, the required amount of instructional time is scheduled each day, and funding is generated when attendance is recorded daily at a locally selected snapshot time. Synchronous instruction is provided through a computer or other electronic device or over the phone. The instructional method must address the required curriculum, per TEC, §28.002.

All activities will be designed to meet the needs of the student in the online environment through differentiated experiences that are consistent with those of their grade-level peers attending face-to-face.

- In this setting, teachers will also provide instruction, learning resources and support through the use of Schoology/Google Classroom.
- Parents will support students as a “learning coach” and ensure they have access to a device, a place to work and are engaged in virtual learning activities.
- We will ensure open lines of communication between teachers, students, and parents as we work together to ensure each student is academically and socially-emotionally future ready.
- Teachers will utilize the same curriculum as students who attend face-to-face instruction and will design strategies for learning in the remote environment.
- Grading will be consistent with the guidelines and practices used in all face-to-face instruction.

**Remote Synchronous Learning** is defined as two-way, real-time, live, instruction between teachers and students, through the computer or other electronic devices. Students enrolled in ELA will be assigned a virtual class schedule and must be available for live, synchronous instruction during each school day.

ELA student expectations for *synchronous* learning:



- Students attend class on time, per their class schedule.
- Students are ready to engage and learn.
- Students should have a designated, distraction-free workspace to engage in learning.
- Students will show their face on the screen to engage with the teacher virtually.
- Students will participate in the class activities, discussions and assignments.
- Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.

#### Schedule for Remote Synchronous

While in a remote learning environment, time management is critical to success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If students are struggling with time management, then the parent or student should contact the teacher for additional assistance.

## Attendance:

### I. **Remote Asynchronous Instruction** - This method allows LEAs the flexibility to earn daily attendance

through an approved plan for providing high-quality instructional practices with daily engagement measures. LEAs can earn ADA through primarily asynchronous instructional methods OR through a combination of asynchronous and synchronous instruction together. The LEA's approved instructional plan determines the daily engagement, instructional materials, progress monitoring, and teacher supports the students receive in order to earn daily attendance.

For students who typically attend school on campus but may periodically generate daily attendance via a remote asynchronous instructional method, they should be coded full-day or half-day based on their on-campus schedule. For students who generate daily attendance via remote asynchronous instructional methods throughout the year:

#### **How Is Remote Asynchronous Attendance Measured?**

Measurement frequency is daily. Under an approved learning plan, students earn daily attendance through daily engagement measure(s). The approved engagement methods are listed below:

- Daily progress in the Schoology Learning Management System (LMS) / Google Classroom, as defined in the approved learning plan; or
- Daily progress via teacher-student interactions, as defined in the approved learning plan; or
- Completion/Turn-in of assignments from student to teacher (potentially via email, on-line, or mail).

Student engagement with the Schoology LMS or other instructional avenues and/or any daily contact by the teacher with a student focused on supporting or monitoring student academic progress, as defined by the approved asynchronous instructional plan, will establish daily attendance. A student will be considered absent if the student does not have documented engagement with the LMS and/or daily contact with the teacher, and/or documentation of completion/turn in of daily assignments. A teacher or campus representative will input the student's daily attendance into the Student Information System (SIS) for the asynchronous method, based on the student's daily engagement with the LMS or other instructional avenue and/or the daily contact with the teacher, by marking the student remote asynchronous present or absent on that day.

If the LEA has an approved remote asynchronous plan with students participating in both synchronous and asynchronous classes, the student's attendance recorded by the teacher in the synchronous class can count for official attendance for funding purposes. A student who misses the synchronous class can still be counted remote asynchronous present for the day by engaging with the teacher or progressing in the Schoology LMS during that same day.

## **II. Remote Synchronous Instruction**

This method replicates the current on-campus method of taking daily attendance in a remote synchronous instructional setting. In a remote synchronous teaching and learning method, students who are logged in at the teacher's documented official attendance time are marked remote synchronous present for that day, and students who are not logged in at the teacher's documented official attendance time are marked absent. ELA will post on its website and submit to TEA a signed attestation that outlines what the ELA will provide in order to serve students through the remote synchronous instruction method. The attestation must include a summary of training and support for teachers and ELA staff, instructional framework, the platform and technology the district will utilize, grading and progress monitoring, and student access.

### **How Is Remote Synchronous Attendance Measured?**

Teachers will take and post attendance as if the student were physically present in the on-campus classroom. In this type of environment, the LEA would need to provide students a minimum number of daily instructional minutes for students to earn full-day funding, as follows:

- *Pre-K3* – 90 instructional minutes (not necessarily consecutive)
- *PK4 through 5<sup>th</sup> grade* – 180 instructional minutes (not necessarily consecutive)
- *6<sup>th</sup> through 12<sup>th</sup> grade* – 240 instructional minutes (not necessarily consecutive)

Students who login each day and engage in teacher-assigned learning apps (including but not limited to Schoology, Google Classroom, Zoom, etc.) are considered "present" and **will not** be marked absent. Students who have not logged in by 3:00 pm each school day **will** be marked absent. This absence can be resolved if the student engages in daily learning assigned by their teachers.

Parents and students will receive absence notifications via School Messenger after 6:00pm each day and will be reminded of the opportunity to resolve that day's absence if the student engages in learning before 11:59 pm of the same day.

Any absences recorded but resolved by the student before 11:59 p.m. on the same day, will be reconciled based on login records.

If a student is engaged in asynchronous learning and completes the entire weeks' worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked "present" on Monday **only** and counted "**absent**" for Tuesday-Friday.

## **Attendance for Credit:**

1. Per Texas Education Code (TEC), §25.092, students must attend 90% of a course (with some exceptions) in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-21 school year.
2. Given the public health situation, student attendance may be earned through the delivery of virtual

instruction.

- School are required to provide parents a notice of their public education enrollment and attendance rights and responsibilities during the COVID-19 pandemic using a document published by TEA.

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered may be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days.
- If make-up work is completed, absences for religious holy days and health care appointments will be considered days of attendance for this purpose.
- A transfer or migrant student incurs absences only after his or her enrollment in EXCELLENCE IN LEADERSHIP ACADEMY.
- For a student transferring into EXCELLENCE IN LEADERSHIP ACADEMY after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching consensus about a student's absences, the committee will attempt to ensure that its decision is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences. The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.
- The student will be required to attend summer school in order to regain credit.

Design for Grades 3<sup>rd</sup>- 8<sup>th</sup>

Classes within this environment will follow the schedule of classes at the student's home campus. ELA will structure the students' learning schedule to require students to participate in synchronous and asynchronous learning.

Teachers will structure the instructional day to follow their campus bell schedule.

Within each course/subject, teachers will plan for students to participate in synchronous and asynchronous learning.

Intervention and Enrichment for Remote Learning

Intervention, enrichment, and tutorial time will be scheduled regularly for students to best meet their academic needs. During this time, students may engage in assigned group activities, project-based learning activities, small group or individual instruction. Teachers will communicate with students their plan for the designated time.

Grading

Grading for all remote courses will follow the same grading policy as the courses in the face-to-face model.

## Special Education Support

ARD Committees will determine the unique needs of students who receive special education services and will make service recommendations for students attending the remote program. The nature of special education interventions will likely require a heavier concentration of synchronous supports and services to ensure that individual student needs are met. Progress will be carefully monitored and ARD Committees will convene as needed to make appropriate recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and on IEP goals and objective

## Instructional Goals for Both Environments:

### Preparation for Learning

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| <b>Student</b> | <ul style="list-style-type: none"><li>• Be prepared for learning each day and have work and assignments completed and ready.</li><li>• Complete coursework by deadline set by teachers.</li><li>• For face-to-face learning: Take all materials and devices home each day in order to be prepared for possible school closure.</li></ul>   |
| <b>Parent</b>  | <ul style="list-style-type: none"><li>• Access parent resources to learn how students will navigate Schoology/Google Classroom.</li><li>• For face-to-face learning: Encourage your child to have their things in their backpack/device and ready for school the night before.</li><li>• Create a designated place in your home for your student to use as their remote classroom.</li></ul>   |
| <b>Teacher</b> | <ul style="list-style-type: none"><li>• Meet weekly with collaborative team to plan instruction for all students.</li><li>• Utilize the district curriculum documents and follow the scope and sequence.</li><li>• Upload “Week at a Glance” for parents and students in Schoology/Google Classroom.</li><li>• Upload weekly instructional materials into Schoology/Google Classroom.</li><li>• Be prepared to teach daily lessons. Teachers will teach from their virtual classrooms at campus or home.</li><li>• Take all materials and devices home each day in order to be prepared for possible school closure.</li></ul> |

### Learning & Teaching Expectations

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| <b>Student</b> | <ul style="list-style-type: none"><li>• Attend classes according to school schedule (either face-to-face or remotely) and give your best efforts in your school assignments.</li><li>• Participate in face-to-face learning activities, asynchronous or live synchronous virtual sessions as instructed by teachers.</li><li>• Be organized in your work and in getting projects completed.</li><li>• Ask questions and communicate with your teacher.</li><li>• Be aware of what you should be learning each day.</li><li>• Become familiar with the structure of Schoology/Google Classroom and how your teacher organizes information.</li><li>• Turn in assignments on time.</li></ul> |
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- Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach.
- Provide your child with assistance on their day-to-day activities with the exception of designated independent work.
- Consider creating a designated learning/study space for your child at home to learn comfortably.
- Maintain communication with your child's teacher by phone, email and/or online meetings to create a learning partnership.
- Monitor and ask for evidence that your child is on track with assignments and coursework.

**Teacher**

- Teach students how to access learning materials through Schoology/Google Classroom.
- Provide face-to-face, asynchronous or live synchronous instruction and facilitate learning throughout the day.
- Manage online and offline resources to provide consistency and routines for students.
- Provide clear learning goals for students.
- Follow the expectations established across the district for Schoology/Google Classroom.
- Check student assignments in a timely manner and give feedback in verbal or written form at a weekly minimum to provide next steps or necessary academic intervention/extension.
- Post grades in a timely manner according to district grading guidelines.

**Support and Intervention**

**Student**

- Attend intervention/tutorial sessions as established by your teacher or school.

**Parent**

- Allow your child to attend intervention/tutorial sessions as needed.
- Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher.
- Help your child own their learning. Provide support and encouragement and expect your children to do their part.

**Teacher**

- Provide intervention or tutorial sessions as needed.
- Follow student IEPs/504 accommodations in all learning environments.
- Use data to pinpoint students' specific needs for enrichment and intervention.
- Monitor student progress with fidelity according to recommendations.
- Provide and communicate office hours or conference period for student/parent support.
- Attend and participate in professional learning.

**Information Resources**

**Device**

- All students will be offered a Chromebook Laptop (2<sup>nd</sup>-8<sup>th</sup>) and tablet for (PK-3 -1<sup>st</sup>) to use in either learning environment.

**Technology Device Loan Agreement**

- It is the students' responsibility to care for equipment and ensure that it is kept in a safe environment. Any technical or mechanical issues with the technology device must be reported to school staff which will in turn contact a Mrs. Lozoya. This

device is, and at all times remains, the property of Excellence in Leadership Academy and is subject to inspection.

- All parents are required to sign and turn in a signed Technology Device Agreement.
- By signing for the devices, we agree to use the technology device appropriately for educational learning sessions as well as take proper care of it at all times while in our possession. We also commit to returning the technology device to the campus at the end of the instructional program.

**Instructional Platform**

- All teachers, grades PK-8, will utilize Schoology/Google Classroom as their primary learning management system and communication tool for the 2020-2021 school year.
- Schoology/Google Classroom will use a similar structure by grade level in order to provide consistency for all students and classes.
- Assignment submissions: For both environments, student assignments will be submitted (as much as possible) through online platforms to eliminate unnecessary contact and shared materials.

**Replacement of a lost, damaged, or stolen devices:**

- Lost, damaged, or stolen devices should be reported immediately to the school's Principal.
- Students/parents may be liable for the replacement cost of a lost, damaged, or stolen Chromebook if so determined (pending investigation) by campus team.

**REPLACEMENT COST:**

- CHROMEBOOK-\$235.00
- CHROMEBOOK TABLET-\$220.00
- CHARGER-\$20.00
- CHROMEBOOK COVER- \$35.00

## CORONAVIRUS (COVID-19) Plan of Action

### Stage 1

- Standard Operations with intense sanitizing protocols.
- Students and staff return to school
- Parents Choice: Parents have the options to send children to school or keep them at home without penalty.
- Face to face or Asynchronous (Packets)/Synchronous (Online)

### Stage 2

- Parents Choice School Attendance Plan:
- Parents have the options to send children to school or keep them at home without penalty.
- Teachers teach from their classrooms.
- Face to face or Asynchronous (Packets) / Synchronous (Online)
- Child Nutrition Program -Students in school follow lunch schedule Grab & Go for students staying at home

### Stage 3

- Teacher work from home, skeleton crew running daily operations.
- Distance learning for all students.
- Asynchronous (Packets)/Synchronous (Online)

### Stage 4

- All students and staff work from home.
- Distance Learning and Packets
- Asynchronous (Packets)/Synchronous (Online)