



Yvonne A. Ewell Townview Magnet Center

At Home Learning Transition Plan

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Magnet Schools Mission *As the Magnet and Transformation schools of Dallas ISD, we are committed to providing equitable access to excellence through specialized programs that empower students to become transformational and global leaders*

Goals of At Home Learning

1. Simplifying the learning process for students and parents
2. Maintaining student progress towards appropriate course goals
3. Preparing students for future coursework/learning
4. Meeting students social and emotional needs
5. Making sure every student feels seen, known, and grown

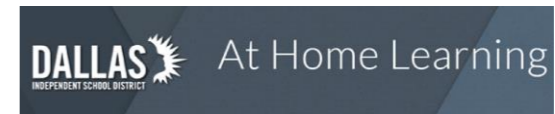


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Campus Administrators

Expectations	Priority	Ongoing
<p>General Expectations</p>	<ul style="list-style-type: none"> ● Create a master contact list of all staff and include google numbers and email addresses. Create a school version with cell numbers and a public version listing only email addresses, google numbers. Master Contact List ● Create a campus based Virtual Reference Sheet for all teachers. Virtual Reference ● Determine what students need hotspots and add to google doc. Student Needs ● Determine anticipated campus attendance week 1 and add to Google Doc. See “Teachers Section – Secondary Attendance.” ● Create a Microsoft Teams, Zoom, Google Hangout Groups for staff. Contact principal for service used. ● Coordinate and simplify communication for staff, parents, and students. Contact principal for service used. ● Create a distribution plan for Student Medication. ● Respond to staff, parent and student questions and concerns via email. ● Set staff expectations for At Home Learning and schedule (staff letter sent via email on 3/22) Staff Letter. ● Coordinate Staff and Student Attendance process, Coordinate with Campus CRC/ Registrar - See “Teachers Section – Secondary Attendance.” ● Admin team will communicate with teaching teams to establish a regular meeting schedule for virtual PLCs - Contact Department Chairs for schedule. ● Resources for setting up Microsoft Teams , Tutorial on joining via cell. ● Check and ensure all teachers set up google numbers - Google Link 	<ul style="list-style-type: none"> ⊘ Be available to communicate with parents and staff during regular school hours (8:30 a.m.-4:30 p.m.) ⊘ Follow up with parents and students and support staff on data collection and areas of need Check Staff and Student Attendance Daily, Coordinate with campus CRC, Registrar ⊘ Monitor that teachers are posting instructional content in Google Classroom, Charm, PowerSchool, Remind, Class Dojo, etc. daily and that they are hosting Virtual Office Hours ⊘ Monitor PowerSchool two grades weekly and provide support as needed. ⊘ Conduct virtual PLC meetings with content teams. Deliverables: Update Syllabi and Instructional Planning Calendars for E-Learning; Set up a Google Voice ⊘ Schedule 1:1 virtual check ins with teachers no less than every other week ⊘ Join some of the live teacher assistance sessions to offer support ⊘ Provide feedback no less than every other week ⊘ Participate in Virtual PLCs ⊘ Attend ARD meetings as invited ⊘ Schedule meetings with counselors to discuss students’ socio-emotional needs and senior progress

Teachers

Expectations	Priority	Ongoing
Teachers	<ul style="list-style-type: none"> ⊘ Review the Dallas ISD At-Home Learning Plans website. ⊘ Review and set up Skype or Google Voice as a secure way to communicate with students and parents. ⊘ Ensure the contact information on the campus' master contact list is correct. Master Contact List ⊘ Set up your Google Classroom, Remind Accounts, Class Dojo, Seesaw, etc. Virtual Classroom Reference Sheet ⊘ Upload Google Classroom and Remind Accounts, etc. information into Campus ⊘ Create and host in your Classroom an At Home Learning Syllabus that contains: <ul style="list-style-type: none"> ○ Google Classroom Codes ○ Remind Codes ○ Office Hour Times/Days ○ What platforms students will use with reference sheets ("How to Use Zoom") ○ Upload tasks, directions, and supports for Week 1 activities. ⊘ Ensure that Department Chairs/Grade Level Chairs, Elective Teachers, Assistant Principal and Principal are added so that they can view and manage the virtual class. ⊘ Look for communication from the content AP/ Principal and or department leadership to discuss the first PLC (should be in the afternoon of the first day of closure). ⊘ Teachers will be accessible online through the instructional day (9:00 a.m.-12:00 p.m. and 1:00 p.m.- 4:00 p.m.). Each teacher will have an online designated platform for courses. ⊘ Teachers will follow the master schedule listed below to support 	<ul style="list-style-type: none"> • <u>Secondary Attendance:</u> • Attendance is taken for all courses meeting that day. • All classes for schools on an 8-period day. • Block scheduled classes on the day the classes meet. • All teachers are required to take attendance for each class, including "double-described" and double-blocked classes. • Teachers will utilize student electronic logins to lessons as verification of participation in at-home learning. • If the teacher is unable to verify student participation in at-home learning through electronic sign-in: <ul style="list-style-type: none"> ○ Teacher contacts the parent/student via phone to answer any questions and assist with participation in at-home learning. ○ If the teacher is unable to reach the parent/student, the teacher marks the attendance as "Unexcused" and notes the time and phone number used for contact in the notes section of attendance for the student. (Example: Called at 10:35 a.m. at 214-987-6543 No answer/left message) • Teacher attempts a 2nd phone call. <ul style="list-style-type: none"> ○ If the parent/student is reached and participation in at-home learning confirmed, the teacher changes attendance to "Present". ○ If the parent/student cannot be reached, the teacher notes the time and number called in the notes section of attendance for the student. (Example: Called at 10:35 a.m. at 214-987-6543 No answer/left message. Called at 2:15 p.m. at 214-987-6543 No answer/left message) • If the parent/student has not been reached: <ul style="list-style-type: none"> ○ The teacher should send an email if available. The email to the parent requests confirmation of a valid phone number and importance of

	<p>classes during the school day. If possible, these should be recorded and saved for flexible student access. Remember, we all have varying responsibilities and schedules. The key is to be flexible.</p> <p>⊄ Teacher planning time should align with their regular class schedule. Please communicate this with your students.</p>	<p>verifying participation in at-home learning and offer assistance and support.</p> <ul style="list-style-type: none"> • Teacher contacts CRC/Registrar, principal, or designee to request additional contact information such as other contact phone numbers or emails. • If parent/student contact is made and confirmation in at-home learning is confirmed, the teacher corrects the attendance to “Present”. • If challenges or other concerns are preventing the student from participation in at-home learning, the teacher immediately notifies the principal or designee.
<p>General Expectations</p>	<ul style="list-style-type: none"> • Posting Assignments <ul style="list-style-type: none"> ○ Google Classroom will be the central learning platform students and teachers will use during school closure. Google Classroom should be used for: <ul style="list-style-type: none"> ■ Official Due Dates - by the end of each week ■ Student assignment submissions - can link to other Learning Management Systems ■ Teacher feedback and grading (Google Classroom contains a Lockdown Browser function for quizzes, exams, or DOLs) ■ Communicating “Virtual Office-Hour” information and instructions for any online platforms you plan to use. ■ Put Google Classroom Code into the Virtual Classroom Reference Sheet ■ Add Department Chairs/Lead Teachers, Elective Teachers, content Assistant Principal and the Principal to Google Classrooms so they are aware of the teaching and learning that will take place. • Communication <ul style="list-style-type: none"> ○ Remind101 will be the central communication platform for students, teachers, and parents. <ul style="list-style-type: none"> ■ You will need to make a Remind Account for students (one per class period may be best) during school closure. Encourage parents to enroll in their student’s class as well. For those with existing class codes, please continue to use those. ■ Create Remind accounts Remind Link ■ Teachers will communicate with students and parents regularly during school closure. This communication includes information about assignments, grades, and live teacher assistance times. ■ Contact parents of students who are not completing assignments. There may be a larger issue at home we need to know about. ■ Input Remind account text codes into the Virtual Classroom Reference Sheet ■ Continue to check and respond to email daily ■ Slack channels will provide support by topics and by content ■ Communicate with students and your campus administrator if you are sick 	

- **Instructional Planning**

- This first week of At Home Learning, March 23rd-27th, should focus on review of content standards that have previously been taught, focusing on readiness standards for review. This will allow students to adjust to new platforms with familiar content.
- Work with your team to create and post digital lessons and assignments for students. Understand that this is meant to be *quality* work that will ensure students are able to learn during school closure. This should **not** be busy work, but work that allows students to stay current in their classes.

- By week two, post the week's assignments by 9:00 a.m. on the first day of B- learning week. Students shall have the week to complete the learning experiences. At the latest, all assigned work will be due before midnight each Friday of the work week. It is not recommended to create hard daily deadlines for students to submit work. Many students will have obstacles accessing technology, and thus teachers should require groups of work to be submitted for the week. With District assessment of closure set for every three weeks, it may be advantageous to create a multi-week project with weekly tasks lists to be completed each week. Accommodations for extended time must be granted to the appropriate students receiving special education services as outlined in their IEP/504 plan. Contact case managers for information regarding student's IEPs. Contact your campus 504 Coordinator (counselor) for information regarding a student's 504 plan.
- After week one, each teacher should submit at least **2 grades per week** of school closure in PowerSchool by 9:00 a.m. Monday morning. Be very clear about which assignments will be taken as grades.
 - It is OK for multiple teachers and classrooms to have the same assignments by content area. (*i.e all Biology teachers can have the same assignments*)

- **Virtual PLCs**

- These are expected to happen at least once weekly. These can be done via [Zoom](#) meetings, Facebook Live, Microsoft Teams or [Google Hangouts](#). Please ensure that the campus Administrator for your content area is aware of when and what platform your PLCs will take place.
- Any questions regarding IEPs for students that receive special education services please contact the campus's Special Education Teacher Catherine Duncan at catduncan@dallasisd.org. Ongoing collaboration between general education and special education teachers will be critical to ensure that all students have access to the curriculum.

- **Work Day/Virtual Office Hours**

- Regular work hours for educators are 9:00 a.m.-12:00 p.m., 1:00 p.m.- 4:00 p.m.: Virtual Office Hours should be offered every day during regular work hours. These can be done via [Google Hangouts](#) or [Zoom](#) Meetings. The purpose of virtual office hours includes:
 - Student communication of upcoming assignments and weekly progress
 - Reviewing student work and providing feedback on evidence of learning
 - Parent communication of upcoming assignments and student progress, as needed
- Virtual office hours are open to all of your students regardless of class period or A/B day.

- Work hours before, between and after the virtual office hours should be used for collaboration, creating assignments/instructional supports, and providing feedback.
- Teachers will provide feedback and opportunities to reassess for student learning.
- Teachers are responsible for keeping track of assignment submission and providing feedback to students on their progress. This includes tracking progress on special education IEP goals via data collection related to submitted assignments and tracking the provision of accommodations.
- General and Special Education Teachers need to collaborate regarding the needs of a student served through Special Education in the event that the student is struggling with a particular concept.
- Special Education case managers may need to contact the family to set up 1:1 support sessions that will enable the student to continue to progress in the general education curriculum as well as in their IEP goals/objectives.
- ARD and 504 meetings are still required by law and may be held anytime between 8:30 a.m.- 4:30 p.m. You will receive invites and you may attend these meetings virtually or by phone.

Lesson Planning: The What

- **When considering what content to cover during school closure, consider the following:**
 - What are the pieces in the curriculum coming up?
 - Where are the things that students might be able to engage in new learning ALONE?
 - What areas still need reinforcement?
 - Divide your content into small chunks of material that can be reinforced and small chunks of material that is new
 - You may need to skip ahead and teach items that are more amenable to a virtual experience (students would have less trouble learning independently).
- **Recommended Lesson Breakdown (Supports provided for each section below):**
 - 25% reading (online articles, online textbooks)
 - 30% active engagement (video submissions, at-home projects, product creation)
 - 30% responding in written format (writing submissions, blog post)
 - 15% oral feedback (teacher check in / office time / teacher feedback):

Lesson Planning: The How

- **Reading or Lecture (25%):**
 - Provide Students Online Textbook Codes or Scan needed pages (as permissible) of a given article or resource.
 - [NewsELA](#): Assign articles with questions and answers
 - Online reading and activities for Social Studies teachers via [Active Classroom](#)
 - Put your lecture online! (Flipped Classroom):

- Flipped in Action: Take a [sneak peek](#) into Tyler Wilkerson's
 - [How to Record an Online Lecture on Youtube](#)
- **TOOLS FOR "FLIPPING"** or putting lecture online directly from teacher:
 - **D-I-Y VIDEOS:** Check out the following resources to learn how to create videos:
 - [Loom](#)
 - [Screencastify](#)
 - [Screencastomatic](#)
 - **EDPUZZLE:** Learn how to use existing videos to embed checks for understanding directly into video by using [Edpuzzle](#).
 - Learn more [HERE](#)
 - **BITLY:** Learn how to shorten URL for easy access using [bitly](#).

- **Active Engagement (30%):**

- Think about how to have students show their understanding differently, such as videos, projects, or product creation. Have students read section, create summary, tik tok video to upload to Google Classroom.
- Create projects and exemplars. Students follow project guidelines (with rubric), create projects at home, take pictures and upload (pictures can also be sent using Remind).
- Incorporate ways for students to collaborate in order to maintain the class community.
- Offer voice and choice. Many personal choices students are used to may be limited now. This may be an opportunity to meet this human need. See CHOICE BOARDS below.

- **Written Responses (30%):**

- **HYPERDOCS:** Looking for a way to share multiple resources (that you've found or created) with students during the learning cycle? Try creating a [hyperdoc](#) to organize and differentiate the process:
 - [Click here](#) to see more hyperdoc samples.
 - [EDPuzzle](#) can be used to embed questions/quizzes into online videos!
- **BETTERLESSON MASTER TEACHER PROJECT:** This [resource hub](#) includes tons of sample lessons from blended learning and master teachers.
- **CHOICE BOARDS + LEARNING MENUS:** Check out the following resources to learn how to create choice board + learning menus:
 - Choice Boards How To with Examples [here](#) (If link doesn't work - [click here](#))
 - Using Thinglink to Create Interactive Choice Boards [here](#)

- **Oral Feedback (15%):**

- Oral feedback can be incorporated into your classroom in a number of ways including teacher check-ins, virtual office hours (required), or class hangouts.
- Class conferences over the phone using [Free Audio Conferencing](#)
- Set up [Zoom Meetings](#) for class or for office hours
 - Virtual office hours in Google Classroom live "join me for conversation" – 5 points extra if you are able to join me.

Student Resources

- [Online TI Calculator](#)
- [Desmos Graphing Calculator](#)
- [Google Classroom Basics for Students](#)
- [Student Assistance using Zoom](#)

Other Resources to Consider

- [Clever](#)

EdTech companies offering **FREE ACCESS** to premium content to closed schools:

- [PearDeck](#)
- [Edpuzzle](#)
- [Kami](#)
- [Classworkzoom](#)
- Nearpod
- [Kahoot](#)
- [BrainPOP](#)
- [OutSchool](#)
- [Naviance \(all secondary students have access to this\)](#)
- [LittleSIS for Google Classroom](#) - currently use to sync classes to Google Classroom from PowerSchool (more at <https://labs.amplifiedit.com/little-sis-for-classroom/>)
- [Discovery Education](#)
- [WeVideo](#)
- [Breakout Edu Fun at Home](#)

Counselors and Support Staff

Expectations

Priority

Ongoing

General Expectations	<ul style="list-style-type: none"> ● Designated Support Staff will follow up with students that have indicated they do not have internet access in order to assist with securing connectivity. ● Counselors and support staff will begin student check- ins via phone to assess student needs. ● A script and link for notes will be provided. This is an essential part of the At-Home Learning transition as we identify areas of need and students that have not engaged with the new virtual setting. ● Review and access Skype for business as a secure way to communicate with students and parents. 	<ul style="list-style-type: none"> ● Meet weekly with cohort AP to review student data to monitor academic progress ● Call students/families who may need academic or other assistance ● Virtual Office Hours should be offered every other day during the regular work hours. These can be done via Google Hangouts or Zoom Meetings, and PowerSchool. The purpose of virtual office hours includes:: <ul style="list-style-type: none"> ○ Parent conference ○ 504 Meetings ○ Student guidance ○ Staff support ○ Senior Progress ○ Socio-emotional support ● Contribute SEL information for the announcements blog and for teachers to support student needs ● Provide guidance so that students maintain adequate academic progress
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Parents and Students

Expectations	Priority	Ongoing
General Expectations	<ul style="list-style-type: none"> € Students create needed accounts, test connectivity and reach out to teachers for needed assistance. € If you have technical difficulties and need to submit a ticket requesting IT help, please click here or call 972-925-5630. € Review @Homelearning Guidelines, Expectations, and Best Practices for Teachers & Students € Students if you are traveling out of town, Dallas ISD is asking that you self-report your travels using the Travel Form. 	<ul style="list-style-type: none"> € Students will “attend” class virtually. Each teacher will have an online designated platform for courses, which can be found on our campus’ Virtual Classroom Reference Sheet. € It is the student’s responsibility to check in with every class daily. € Grading is conducted based on assignments that are completed and submitted by the deadline. € If students need assistance and or tutorials they should reach out directly to their teacher via email or the classroom platform. € Parents, we encourage you to review the course platforms with your students and reach out to your teachers if you need assistance.

	<ul style="list-style-type: none"> € Laptops have been distributed three times prior to March 13, 2020. If you did not receive a device, please contact your school. Laptops may be distributed on March 23 and/or March 26. € Daily, all students need to verify their attendance by logging into PowerSchool to verify its accuracy. Notify your classroom teacher immediately for corrections. 	<ul style="list-style-type: none"> € Teachers will assign and record 2 grades per week. Grades can be viewed via PowerSchool. € If you will be absent please notify your campus teacher in Google Classroom, Remind101, email or through Skype. € Requests for VOEs, transcripts, to update contact information in PowerSchool and additional attendance questions should be directed to the campus' registrars. Ms. Yesenia Romero serves students at Health Professions, SEM and ESSM. She may be reached at yromeromartinez@dallasisd.org Ms. Pearliesa Randle serves students at Law, SBM and TAG. She may be reached at PERANDLE@dallasisd.org € For further assistance refer to www.dallasisd.org € If you need to set up your PowerSchool account click here En Espanol.
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Overview of At Home Learning Schedule

(Follow the 2019 – 2020 Townview A/B Schedule)

Time	Monday (A)/ Mar. 23	Tuesday (B)/Mar. 24	Wednesday (A)/Mar. 25	Thursday (B)/Mar. 26	Friday (A)/Mar. 27
8:30 - 9:00	Student Meal Time https://www.dallasisd.org/childnutrition				
	Join the Google Classroom class, use the following codes: Link				
9:00 – 10:40	1st Period Class	5th Period Class	1st Period Class	5th Period Class	1 st Period Class
10:45 – 1:00	2nd Period Class	6th Period Class	2nd Period Class	6th Period Class	2 nd Period Class
12:00 – 1:00	Student Meal Time https://www.dallasisd.org/childnutrition				
1:05 – 2:40	3rd Period Class	7th Period Class	3rd Period Class	7th Period Class	3 rd Period Class
2:45 – 4:20	4th Period Class	8th Period Class	4th Period Class	8th Period Class	4th Period Class

***At the end of week one we will review parent , student, and teacher recommendations in order to refine the plan and provide additional resources.
Your education is our top priority and we are actively working to make the At Home Learning experience accessible and meaningful.***