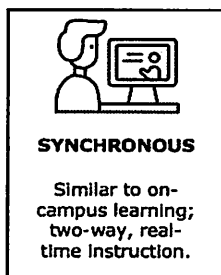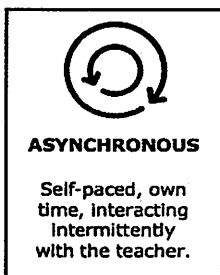# Windthorst ISD

Asynchronous Model Plan

The goal of this plan is to provide ongoing rich and robust TEKS-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards. We realize that learning will be modified in a remote and digital environment. Windthorst ISD will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model.

GUIDING PRINCIPLES

1. Supporting students' academic and emotional wellness while maintaining home and school balance.
2. All students and families will have access to quality educational materials aligned to the TEKS and to the supports needed to successfully access those materials.
3. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of each student.
4. Educators, students, and parents need support, encouragement, compassion to ensure their success.

ASYNCHRONOUS	SYNCHRONOUS
Self-paced, own time, interacting intermittently with the teacher.	Similar to on-campus learning; two-way, real-time instruction.

Asynchronous instruction refers to self-paced instruction 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. For students engaged in the day, they would be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; Progress from teacher to student interaction made that day; Evaluating the completion and understanding of assignments that day.

Synchronous instruction is similar to on-campus learning. It is two-way, real-time, live instruction between students and teachers through the computer or other electronic devices or over the phone.

Windthorst ISD will implement the model of Asynchronous Instruction. Our LMS in Windthorst ISD is SeeSaw for PK-2 and Google Classroom for grades 3-12.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Parents have the option of choosing remote learning or on campus learning by using the Parent Decision Form. After a selection is made, and on campus school has started, August17th, the student will stay with that venue of learning for a full grading period.

In order to maintain the movement of students between remote and on-campus learning it is paramount that we maintain fidelity in the classroom. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain a consistency in learning so students will maintain growth.

I.   INSTRUCTIONAL SCHEDULE

Description: Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that matches or exceeds the following daily minimum across all grade levels. The proposed schedules are a guide for planning purposes, and the implementation model provided is subject to change.

From the beginning of the school year, all teachers will design lessons in our LMS for on-campus learners, remote learners, and intermittent learners. All WISD employees are prepared to make all pathways of education accessible and to meet the needs of all of our students.

PREKINDERGARTEN -Kindergarten

Pre-K and Kindergarten			Notes
	Time		Students receive **180+ minutes** of both synchronous and/or asynchronous instruction each day.
	8:00-8:45	Math	
	9:00-9:45	Reading	Daily schedules are provided to parents and students. Students in this grade will need higher levels of support.
	9:45-10:25	PE-PK K-Social Studies	Students will attend live sessions for community building, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers.
	10:30-10:50	Enrichment	
	10:50-11:30	Lunch	Content for core subject areas will be provided through the Texas Home Learning 3.0, SeeSaw, and supplemented by our campus instructional resources.
	11:30-12:15	Science	Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.
	12:15-1:00	PK-Social Studies K- PE	Attendance will be taken daily in TxEIS, as determined through engagement.
	1:15-2:00	Writing/Reading	Grading will be the same as on-campus learning and outlined in our WISD District Handbook and policy.
	2:00-3:15	Enrichment/RTi	The Learning Management System (LMS) for this grade level is SeeSaw.
	3:15-3:30	Prepare for dismissal	Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.

Office Hours:

Teacher Arrival Time: 7:40-3:40

Grade 1 and Grade 2

Grade 1 and Grade 2			Notes
	Time		Students receive **180+ minutes** of both synchronous and/or asynchronous instruction each day.
	8:00-8:45	Math	Daily schedules are provided to parents and students.
	9:00-9:45	Reading	Students will attend live sessions for community building, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers.

Time		Notes
9:45-10:25	Social Studies	Content for core subject areas will be provided through the Texas Home Learning System 3.0, SeeSaw, and supplemented by our campus instructional resources.
10:30-10:50	Enrichment	In grades 1-2, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.
10:50-11:30	Lunch	
11:30-12:15	Science	Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.
12:15-1:00	2nd-RTI / 1st-PE	Attendance will be taken daily in TxEIS, as determined through engagement.
1:15-2:00	Writing/Reading	Grading will be the same as on-campus learning and outlined in our WISD District Handbook and policy.
2:00-3:15	1st- RTI / 2nd-PE	The Learning Management System (LMS) is SeeSaw for Grades 1 and 2.
3:15-3:35	Prepare for dismissal	Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.

The instructional materials provided through the Learning Management System will help to address students with disabilities and English Learners.

Office Hours:

Teacher Arrival Time:
7:40-3:40

Each class will include a **3E Model:** *engagement, elaboration, and evaluation.*
1. Engagement- bell ringer, video, etc..
2. Elaboration- extending the lesson with technology, or a written response, etc..
3. Evaluate- exit ticket, short answer response, written assignment or completion of task etc..

Grade 3- Grade 5

Grades 3-5		Notes
Time		Students receive **180+minutes** of both synchronous and/or asynchronous instruction each day.
8:00-9:00	Period 1	Daily schedules are provided to parents and students.
9:05-9:55	Period 2	Students will attend live sessions for community building, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers.
10:00-10:25	Period 3-RTI	Content for core subject areas will be provided through the Texas Home Learning System 3.0, Google Classroom, and supplemented by our campus instructional resources.
10:30-11:20	Period 4	

	Time		
	11:20-12:00	Lunch / Break	
	12:05-1:00	Period 5	
	1:05-1:55	Period 6	
	2:00-2:45	Period 7	
	2:50 - 3:40	Period 8	

* Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child.

The instructional materials provided through the Learning Management System will help to address students with disabilities and English Learners.

Office Hours:

Teacher Arrival Time: 7:40-3:40

In grades 3-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.

Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.

Attendance will be taken daily in TxEIS, as determined through engagement.

Grading will be the same as on-campus learning and outlined in our WISD District Handbook and policy.

The Learning Management System (LMS) for grades 3-5 is Google Classroom.

Each class will include a **3E Model:** *engagement, elaboration, and evaluation.*
1.Engagement- bell ringer, video, etc..
2.Elaboration- extending the lesson with technology, or a written response, etc..
3.Evaluate- exit ticket, short answer response, written assignment or completion of task etc..

Grades 6-12

Grades 6-12			Notes
	Time		Students receive **240+minutes** of both synchronous and/or asynchronous instruction each day.
	8:00-8:52	Period 1	Daily schedules are provided to parents and students.
	8:56-9:48	Period 2	Students will attend live sessions for community building, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers.
	9:52-10:40	Period 3	Content for core subject areas will be provided through the Texas Home Learning System 3.0, Google Classroom, and supplemented by our campus instructional resources.
	10:40-10:52	Break	
	10:56-11:44	Period 4	In grades 6-12, content and instruction is provided by content teachers. These teachers are the point of contact for their prospective subject areas.
	11:48-12:35 11:48-12:18	Period 5-HS JH Lunch	Office hours will be available for one-to-one conferences during the day and before and after school

	12:21-1:05 12:35-1:05	Period 5-JH Lunch-HS	Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance. . Attendance will be taken daily in TxEIS, as determined through engagement. Grading will be the same as on-campus learning and outlined in our WISD District Handbook and policy. The Learning Management System (LMS) for grades 6-12 is google classroom. Each class will include a **3E Model:** *engagement, elaboration, and evaluation.* 1. Engagement- bell ringer, video, etc.. 2. Elaboration- extending the lesson with technology, or a written response, etc.. 3. Evaluate- exit ticket, short answer response, written assignment or completion of task etc..
	1:09-1:58	Period 6	
	2:02-2:50	Period 7	
	2:54-3:40	Period 8	
	* Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child. The instructional materials provided through the Learning Management System will help to address students with disabilities and English Learners. Office Hours: Teacher Arrival Time: 7:40AM-3:40PM		

Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.

Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings.

Additional Support for Students with Learning Needs
For students with disabilities, WISD will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

II.   MATERIAL DESIGN

Description: WISD staff will implement TEKS Resource System, Texas Home Learning System 3.0, and various other TEKS-based, state-adopted instructional materials locally adopted by the district will be used. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student's understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and Parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, WISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
Texas Home Learning 3.0	For adopted grade levels and content areas, THL 3.0 will serve as the primary instructional materials for both in person and remote learning. WISD will leverage THL 3.0 materials in the order of the provided module/unit scope and sequence.
TEKS Resource System	WISD will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each module/unit. WISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the scope and sequence as needed and as appropriate for the order of the content. WISD will use the TRS Year at a Glance and Instructional Focus documents for all core content areas.
Other TEKS-based, state-adopted instructional materials	WISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas that are not covered in the TRS. In addition, WISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the TRS scope and sequence and as personalized digital learning tools.

FEEDBACK TIMELINES

Daily feedback will be provided through the LMS through student work and assignment completion. Every three weeks' progress reports will be provided through TxEIS and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

Contact logs will be provided to all teachers to document weekly contact.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom with adaptations as needed for individual students, the WISD Learning Management System, or THL 3.0 will help to address students with disabilities and English Learners.

LESSON PREPARATIONS

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the LMS and audio/video enable students in remote settings to be successful with participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work and adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom (grades 3-12), SeeSaw (PK-2). To support our students who are served in their special programs, the program directors will meet with teachers to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Pre-recorded instructional videos will be uploaded into the LMS. Live teacher assistance will take place through Google Meets between the hours of 8:00 am-

4:00 pm and depending on office hours of each teacher.

Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on-campus grading system and entered into TxEIS promptly. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

Students with Disabilities

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
MATH INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	Elementary Secondary	Yes	The product provides built in supports for students with disabilities in each lesson.	The product includes built in supports for EL's in each lesson. For elementary, the product is in both English and Spanish	Print and Online, Instructional tool.
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
Education Galaxy	Elementary	Yes	Progress monitoring for IEP attainment	Vocabulary, Growth measure	Online, Data Tool
Study Island	Elementary Secondary	Yes	Progress Monitoring	Vocabulary	Diagnostic, Analytics Online, Data Tool
READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	Elementary Secondary	Yes	The product provides built in supports for students with disabilities in each lesson.	The product includes built in supports for EL's in each lesson. For elementary, the product is in both English and Spanish	Print and Online, Instructional tool.
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)

Renaissance STAR	Elementary	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
Istation	Elementary	Yes	Skill plans for mastery of goals and standards		Diagnostic, Analytics Online, Data Tool

SOCIAL STUDIES INSTRUCTIONAL MATERIALS

Texas Home Learning 3.0	Elementary Secondary	Yes	The product provides built in supports for students with disabilities in each lesson.	The product includes built in supports for EL's in each lesson. For elementary, the product is in both English and Spanish	Print and Online, Instructional tool.
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
Studies Weekly	Elementary	Yes	Vocabulary Learning strategies	Integrates into Google Classroom and SeeSaw	Online and print

SCIENCE INSTRUCTIONAL MATERIALS

Texas Home Learning 3.0	Elementary Secondary	Yes	The product provides built in supports for students with disabilities in each lesson.	The product includes built in supports for EL's in each lesson. For elementary, the product is in both English and Spanish	Print and Online, Instructional tool.
TEKS Resource System: Year at a Glance, Instructional Focus Documents	6-12	Yes	Adopted instructional materials include teacher guidance for differentiation. Digital materials are 508 accessible.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	N/A (teacher planning tool only)

III. STUDENT PROGRESS

Description: With the closure from March to May, we are expecting skill deficiencies. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. In order to support the foundational understandings of the concepts taught during the last 9 weeks, we are implementing a COVID-19 Implementation Gap Plan. This gap plan is outlined in 4 main areas below: Data Collection, Lesson Design, Interventions and Enrichments, and Support for Students, Teachers, and Families.

DATA COLLECTION	LESSON DESIGN	INTERVENTIONS AND ENRICHMENT	SUPPORT FOR STUDENTS, TEACHERs, FAMILIES
Create and administer standards-aligned assessments: 　Quick checks 　Bell-Ringers 　Exit Tickets 　Formative 　Progress Monitoring LMS, DMAC, Study Island, Education Galaxy, Istation	High-quality lessons that are focused on individual student needs and on the mastery of the standards. TEKS Resource System, Texas Gateway, and scope and sequence	What I Need (WIN Time), placement in groups by data driven decisions, study plans Assessment Calendar, PLC meetings	On-site or virtual learning, technology integration support and training Technology training, Best Practices, PLC

Student Access

Students will access assignments, including assessments, projects, and communication through the Learning Management System. SeeSaw is the selected LMS for grades PK-2, and Google Classroom is the LMS for grades 3-12. For synchronous teaching, the district will use Google Meets. Students are expected to complete assignments on a daily basis to receive attendance for the day. In addition, assignments are to be completed daily. Students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.

DATA COLLECTION

Windthorst ISD teachers will leverage or adapt and administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point. Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. For content areas and grade levels using THL, WISD will leverage the assessments that are included with the THL. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Progress monitoring will be tracked and communicated through our Learning Management System. Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately-paced to correspond with our scope and sequence.

Resources: Texas Home Learning, Texas Education Agency assessments, LMS assessments, and DMAC

ACTIVE ENGAGEMENT

Active engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled when the following items have been achieved.

1. Completion of lessons-activities, assessments, projects on a daily basis
2. Attending synchronous (live lessons) for tutoring, intervention and enrichment
3. Or daily contact with the teacher.

A teacher or campus representative will input the student's attendance into TxEIS, based on the student's engagement. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100 point scale.

ASSESSMENT FRAMEWORK

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Teachers and school testing coordinators will be trained on how to deliver online assessments.
3. Test security protocols will be put in place in school and remotely.
4. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Learning Management System.

All assessments will guide instruction.

LESSON DESIGN

Windthorst ISD believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards.

WISD will create a modified scope and sequence-based on the intentional alignment of standards missed as a result of lost instructional time. High priority/essential state standards will be identified for each core subject area.

Resources: Texas Home Learning, TEKS Resource System, PLC common planning, Scope and Sequence, TEKS Placemats

ACADEMIC INTERVENTIONS AND ENRICHMENTS

Windthorst ISD will serve students in daily small group instruction during WIN Time to provide students with "What I Need." Data will determine the level of support and placement in the groupings.

Study plans and student conferences will be used to provide a personalized approach to each student. These practices have been in place for multiple years and proven effective in accelerating student learning.

Resources: Assessment Calendars, PLC planning

EDUCATOR, PARENT, AND STUDENT SUPPORT

Classroom teachers, students, and learning coaches need on-going supports during this time. Campuses will create a On-Site or Virtual Professional Learning team by combining the expertise of the principal, campus teacher leaders, and counselor to support the campus staff and families of remote learners and the students on-campus. Parent/Learning Coach support will be provided training on technology integration in the home using Google Classroom and SeeSaw. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and remote) with a forum for sharing best practices and support for their peers and students.

Although we know distance learning during the spring was a major challenge for teachers, we also recognize that in many cases the disruption for families has been even greater. Our goal this year is to help parents best support their child, learn how and when to intervene, and provide structure and balance in the home while providing instruction.

Resources: Technology Training, Trauma-Sensitive Training, Researched Best Practices, and Professional Learning Communities (PLC)

IV. IMPLEMENTATION

Description: The goal of this work is to ensure seamless learning that consists with thoughtful lessons and activities

PARENTS/GUARDIANS

At the beginning of the school year, parents and guardians will be invited to a small group meeting to participate in a hands-on demonstration of *What is a Chromebook and How do I get to Google Classroom?* Our goal is to conduct more training and share on our district website. Each session will be developed in a sequence of topics determined by high interest and parent suggestions.

Constant communication will flow between our staff and parents through Google classroom, TxEIS, our LMS, personal contact from teachers via email, virtual platforms or voice calls. Custom websites have also been developed to help disseminate information to assist in the coordination and continued success for all students. It is paramount that WISD students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.

Parent Meeting: When a student goes from on-campus learning to remote, a virtual meeting will be scheduled to review the expectations of remote learning with both the parent and the student. Discussion points will include- completing and grading of assignments, who and how to contact support, and attendance requirements for promotion and graduation.

TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS

During the summer months, all WISD staff participated in synchronous and asynchronous professional learning technology-related sessions. These sessions were designed following a staff survey of their needs and the needs to create a stronger remote learning environment.

Topics designed were: **Google Classroom for Beginners, Google Classroom Advanced, Google University, and SeeSaw,**

.
In addition, staff WISD teachers will engage in ongoing professional learning that is specific to their content area and instructional materials.

Each session was provided in a distance learning format and for the most part presented by the Region 9 staff.

PRINCIPALS AND OTHER ADMINISTRATORS

WISD will work closely with our Educational Service Center - Region IX and other partners to plan support for remote learning.

Principals will ensure the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Grades submitted in a timely manner, Communication with families-attendance, family engagement, and progress monitoring data

ONGOING COMMUNICATION/LEARNING

Professional Learning Community (PLC) planning time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. However, with the ability to restructure our staff and their schedules, we can utilize the strengths of our teachers to serve as *trainers-of-trainers* for various focus areas such as *Integrating Technology in the Classroom, How to Create Common Assessments, Video Recordings, Choice Boards, HyperDocs, Collaborative Learning via discussion boards in Google Classroom, Uploading Assignments, and Flipgrid.*

THL 3.0 will provide continuous learning for staff to continue to be proficient in the implementation of home learning.

Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies,

Tools: Windthorst ISD's main communication tools for parents and students will be the following:
   a. TxEIS for district-wide communication
   b. Google Classroom and/or SeeSaw for teacher-parent-student discussions
   c. For real-time instructional support and delivery of content we will all communicate through Google Meets/Google GSuite (including Gmail, Docs, Classroom, Hangouts)
   d. Public website: WISD will maintain general information on its status for the public on our main webpage at https://www.windthorstisd.net.

CURRICULUM GAP DOCUMENTS

All WISD teachers will be provided instructional documents which include the highest leverage standards in each subject by grade level. Other resources include: *TEKS Resource Gap Tool,* which teachers can leverage to identify gaps prior to teaching each module/unit.

WISD will create a fail-safe process to identify every student who needs interventions or extensions, and then ensure that each student receives the appropriate help in a timely manner. Students who are experiencing difficulty are required, rather than invited, to utilize our campus support services. Each student's data is looked at individually.

RESOURCES TO MAXIMIZE REMOTE LEARNING

A. The following are resources provided by WISD to help teachers implement a more thoughtful remote learning opportunity.
   - **TEKS Resource System**
   - **Lead4ward school@home**

B. The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.
   - **Google Classroom**
   - **SeeSaw**
   - **Google Suites**

C. **Identifying Internet Providers and Getting Connected**
   Family surveys have been conducted to determine families in need of assistance. During registration, families will complete the Connectivity Survey to determine more individualized information to the district in order to deploy devices and possible internet access to homes.

D. **Deployment of Student Devices**
   Meet-the-Teacher night will be restructured to a full day of rotating supports for families. During the day, families will be invited to the school in phases and small groups to check out devices, meet the teachers, and attend small group stations on how best to support and guide their student's daily learning.

   Meet-the-Teacher, August 12, 2020
   Arrangement: A-H, I-P, Q-Z
   Station 1: Demonstration of Google Classroom, SeeSaw
   Station 2: Deploy Student Devices
   Station 3: Meet the Principal - Discussion of Safety Protocols
   Station 4: Meet the Teacher

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check SeeSaw and Google Classroom for assignments.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when you need assistance. We are here to help.
- Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for attendance and credit for the day.
- Attend live instruction appropriately dressed in accordance to WISD dress code.

Parent/Learning Coach Roles and Responsibilities

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning.
- Monitor communication from teachers and school.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Attend district/campus trainings for implementation supports.
- Use teacher office hours to help strength asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.

Contact Us/Who to Contact

For assistance regarding a course, assignment, or resource:
The relevant teacher
For assistance regarding a technology-related problem or issue:
The Campus Principal
For a personal, academic or social emotional concern:
Your school counselor
For other issues related to distance learning:
The Campus Principal