

WHITE DEER ISD ASYNCHRONOUS 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. We will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model.

Attestations

Instructional Schedule

- ✓ **Teacher interaction** with students is predictable, sufficient to support schedules.
- ✓ **Teacher availability** for students (e.g. office hour's schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ✓ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ✓ Students are provided **clear means to engage with academic material on a daily basis.**
- ✓ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free Appropriate Public Education (FAPE).
- ✓ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year.** As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

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

Student Progress

- ✓ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- ✓ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:

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

Implementation

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

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

Introduction for all schedules: Learning requirements for the grades are listed below. To assist families in scheduling these learning expectations and to provide additional resources to keep healthy routines in place during social distancing, please see a suggested daily schedule included as well. Schedules may differ somewhat by teacher/school.

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>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 match or exceed the daily minimum instructional minutes across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.</p> <p>In the event that circumstances change in our community, all White Deer ISD teachers will quickly move to remote learning if needed. From the beginning of the school year, all teachers will design lessons in Google Classroom for on-campus learners, remote learners,</p>

	<p>and intermittent learners. There is likely to be student movement across models, and we are prepared to make this as seamless as possible.</p>
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>Student online schedules are designed to match their face-to-face learning schedule as closely as possible to permit students to move between learning models as necessary. Each grade level has scheduled support times for virtual learners to receive direct instruction and intervention as needed. The required hours are met through a combination of asynchronous instruction and direct scheduled teacher supports as noted in the schedules below.</p> <p>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.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>In addition to the interactions built into the LMS, students will have daily scheduled virtual support times to interact with teachers for the purposes of direct instruction or asking questions. Student attendance during the scheduled virtual support times is mandatory. The support times for each teacher are listed on p. 6,7 of this document. Additional times may be added as enrollment in the Distance Learning model increases.</p> <p>In addition, appointments can be made by a teacher and/or student/parent during an agreed upon time to answer questions, remediate instruction, or to reteach difficult material in a small group or individualized setting.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>For students with disabilities, White Deer ISD 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. Virtual support times have been designated for all students in the campus schedule.</p> <p>The district has developed the following expectations for student with additional needs:</p> <p>Guidelines for Services:</p> <ul style="list-style-type: none"> ● IEP Services including accommodations/modifications will be followed and implemented based on the student's contingency plan ● Admission, Review, and Dismissal (ARD), 504 committee meetings, and LPAC meetings will be held within the timeline and as normal with certain exceptions based on participants needs. Virtual meetings can provided if agreed to by the parent. ● Resource Teachers will meet virtually with all students daily per schedule of services.

- Support Logs will be kept by the general education teacher(s), special education teacher, inclusion staff, and teachers/staff working with students being served through 504, G/T and EL services for all students receiving program services during any virtual learning, logs will be submitted every Friday.

Recommended Daily Schedule Grade Level(s): K-6		Instructional Minutes	Synchronous/ Asynchronous
Time	Task	# of minutes	Delivery of instruction
8:00-9:00	Student Classroom Connection		Asynchronous but must check in by 9:00
9:00-12:30	Reading	60	Asynchronous
	Math	60	Asynchronous
	Science	45	Asynchronous
	Social Studies	45	Asynchronous
12:30-1:00	Lunch	30	NA
1:00-3:45	Intervention/Enrichment/Electives/PE	45	Asynchronous
	Total Instructional Time	255	

Example Daily Schedule Grade Level(s): 7-12		Instructional Minutes	Synchronous/ Asynchronous
Time	Task	# of minutes	Delivery of instruction
7:50-8:15	Student- Accelerated Instruction	25	Asynchronous but must check in by 8:00
8:18-12:42	English	45	Asynchronous
	Math	45	Asynchronous
	Science	45	Asynchronous
	Social Studies	45	Asynchronous
12:42-1:12	Lunch	30	N/A
1:16-3:45	Intervention/Enrichment/Electives/PE	90	Asynchronous
	Total Instructional Time	290	

Notes & Expectations:

Daily schedules will be provided to parents and students.

Students will receive **255 minutes** of asynchronous instruction each day.

The District Counselor will set up one-on-one or small group classes to support social and emotional learning. Elementary - Monday, Tuesday @ 1:00 pm; Jr High - Monday, Tuesday 2:30 and High School - Monday, Tuesday, Thursday 3:00 pm

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

Grading will be the same as on-campus learning as outlined in our White Deer ISD Handbook and policy.

The Learning Management System (LMS) for this grade level is Google Classroom.

Content for core subject areas will be provided through the **Google Classroom** and supplemented by our campus instructional resources.

Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.

Designated Teacher/Student Support – Students enrolled in Distance Learning who receive services through RTI, Enrichment, Gifted and Talented, Special Education, or 504 will receive designated supports at a time agreed upon between the parent and school according to accommodations outlined in their Individual Instruction Plan. Daily support for all distance learners will occur during the designated Teacher Conference Period as outline below:

DAILY TEACHER PLANNING SCHEDULE-GRADES PK-6

Pre-K	Subject	Conference Time M-F		3rd Grade	Subject	Conference Time M-F
Rutledge	PREK			Miller	ELAR	9:10-9:59
				Miller	Sci/SS	3:00-3:45
Kindergarten	Subject	Conference Time M-F		Hughes	Math	10:15-11:00
Petty	Math -K	10:15-11:00				
Cone	ELAR -K	10:15-11:00		4th/5th Grade	Subject	Conference Time M-F
				Murrah	Math/Sci/SS	10:10-11:10
1st Grade	Subject	Conference Time M-F		Spearman	ELA/Sci/SS	10:10-11:10
Smith	Math	10:15-11:00		Henderson	Math	10:10-11:10
Wills	ELAR	10:15-11:00		Hadley	Science	10:10-11:10
2nd Grade	Subject	Conference Time M-F		6th Grade	Subject	Conference Time M-F
Clifton	Math/Science	2:07-2:54		Clark	ELAR	8:00-9:00
Craig	ELAR	2:07-2:54		McNutt	Math/Science	8:00-9:00

DAILY TEACHER PLANNING SCHEDULE-GRADES 7-12

7th Grade	Subject	Conference Time M-F
Beck	Athletics	10:13-11:00
Bichsel/Damron	Math	11:55-12:42/2:58-3:45
Breaux	Band	2:07-2:54
Lermon/Swires	Keyboarding/Health	10:13-11:00/1:16-2:03
Richardson	Science	2:07-2:54
Roberts	ELA/Writing	1:16-2:03
Rucker	Social Studies	9:09-9:59
8th Grade	Subject	Conference Time M-F
Beck	Athletics	10:13-11:00
Breaux/Means	Band/Art	2:07-2:54/11:04-11:51
Browning	Social Studies/Careers	8:18-9:05
Damron	Math/Science/Acc Math	2:58-3:45
Roberts	ELA	1:16-2:03
Lermon	IBSS	10:13-11:00
Swires	Acc ELA	1:16-2:03

Grades 9-12	Subject	Conference Time M-F
Arnold	Welding/Livestock/Prin Of Ag	10:13-11:00
Beck	Gov/Eco/Us Hist/Ath	10:13-11:00
Bichsel	Geometry/Pre Cal	11:55-12:42
Breaux	Band	2:07-2:54
Browning	W. Geography/W. History	8:18-9:05
Hall	Algebra I/Algebra II	2:07-2:54
Lermon	Prin Of Tech/Web Design/Web Development/Web Tech	10:13-11:00
Means	Prin Of Human Services/Child Dev/Dollars & Sense/ Interpersonal Studies/Family And Consumer Services	11:04-11:51
Radke	English I/II/III/IV	8:18-9:05
Richardson	Anatomy And Physiology/Biology	10:13-11:00
Rutledge	IPC/Chemistry	8:18-9:05
Swires	Special Education	11:55-12:42

Key Requirement Material Design: Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Description: White Deer ISD staff will implement or continue to use TEKS Resource System and various other TEKS-based, state-adopted instructional materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Students’ 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, White Deer ISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
TEKS Resource System	<p>White Deer ISD will use the Vertical Alignment and TEKS Clarification tools from TEKS Resource System (TRS) to support teacher content knowledge of the TEKS specificity of each course and grade-level.</p> <p>White Deer ISD will use the Gap Implementation Tool from TRS and or the Lead4Ward Quintile Sheet to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the Learning Management System as needed and as appropriate for the order of the content. In addition, we will use the TRS Year at a Glance and Instructional Focus documents for content areas.</p>
Other TEKS-based, state- adopted instructional materials	<p>White Deer ISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas.</p> <p>In addition, White Deer ISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning and as personalized digital learning tools.</p>

Grade Level(s)	Instructional Materials/ Assessment	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					
K-12	TEKS Resource System	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)
3-12	Study Island	Yes	Measures growth and proficiency	This tool helps teachers identify gaps and adjust based on student needs.	Online, Data Tool
K-6	Renaissance STAR	Yes	Progress monitoring for IEP attainment. Can be used as a universal screener for Dyslexia.	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
PK-6	iStation	Yes	Measures growth and proficiency; Program adapts and can be read to students.	Provides data on student reading and targeted instructional support.	Online Assessment Data and Diagnostic Tool, Instructional Tool

PK	Star Fall	Yes	Product provides movement and music to draw connections and engage different modalities.	Pictures, music aligned to words to support language development.	Online, Instructional Tool
PK-6	Moby Max	Yes	Skill plans for mastery of goals and standards.	Both English and Spanish.	Online, Data Tool
PK-12	Texas Home Learning 3.0	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool

	READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS				
K-12	TEKS Resource System	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)
PK-6	Renaissance STAR	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia.	Vocabulary, Growth measure	Online, Data Tool

PK-6	Moby Max	Yes	Skill plans for mastery of goals and standards.	This program assists in identifying gaps and adjusting skills.	Online, Data Tool
K-6	Prodigy	Yes	Measures growth and proficiency; Program adapts and can be read to students.	This program assists in identifying gaps and adjusting skills.	Online Assessment, Data and Diagnostic Tool
PK-12	Texas Home Learning 3.0	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
7-8	Study Sync	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
9-12	Texas Into Literature	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
3-12	Study Island	Yes	Measures growth and proficiency	This tool helps teachers identify gaps and adjust based on student needs.	Online, Data Tool

SOCIAL STUDIES INSTRUCTIONAL MATERIALS

	SOCIAL STUDIES INSTRUCTIONAL MATERIALS				
K-12	TEKS Resource System	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)
1-6	Studies Weekly	Yes	Vocabulary Learning strategies	Integrates into Google Classroom and SeeSaw	Online and print
PK-5	Texas Home Learning 3.0	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Too
3-12	Study Island	Yes	Measures growth and proficiency	This tool helps teachers identify gaps and adjust based on student needs.	Online, Data Tool

SCIENCE INSTRUCTIONAL MATERIALS					
K-12	TEKS Resource System	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	N/A (teacher planning tool only)
K-12	Study Island	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
PK-12	Texas Home Learning 3.0	Yes	The product includes built in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For the elementary, the product is in both English and Spanish	Print and Online Instructional Tool
3-12	STEMscopes	Yes	Intervention and accelerated instruction resources	Intervention and accelerated instruction resources	Comprehensive Digital Resources

Component	Explanation
How will materials be designed or adapted for asynchronous instruction, ensuring coherence and retention on knowledge?	<p>COHERENCE OF INSTRUCTION</p> <p>Depending on the number of students currently participating in remote learning, White Deer ISD will have two options for delivering instruction. As the situation of COVID-19 changes in our community, we will adjust our staff according to student needs.</p> <p>Option 1: This option allows the classroom teacher to use the classroom resources and capture lessons using an online platform such as Zoom, Google Meets, etc. Students would access content through the LMS and designated district-provided devices.</p> <p>Option 2: This option restructures our staff into two classifications of virtual teachers and on-campus teachers.</p>

Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

LESSON PREPARATIONS

While students are online, teachers will assist students in a sequence of lessons. This allows 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 while participating in online learning, completing activities independently, or engaging in classroom projects.

Teachers will adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom. To support our students who are served in their special programs, special program teachers are included as co-teachers in the LMS. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Live teacher assistance will take place through Google Meets between the hours of 8:00am-4:00pm and depending on office hours of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance with the on-campus grading system and entered into TxEIS.

LESSON DESIGN

White Deer 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.

White Deer ISD 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.

The district will leverage our existing instructional materials as the basis for our curriculum for students. In addition, teachers will have access to Texas Home Learning (THL) 3.0 PK-12 as a supplemental resource. Asynchronous students will follow the same scope, sequence, minute requirements, and curriculum as face-to-face students. This allows for students transitioning between learning modalities (e.g., remote and face-to-face) at the end of grading periods. All materials we use are Texas Essential Knowledge and Skills (TEKS) aligned as we are a TEKS Resource System district. All materials will be stored on our LMS and will be accessible to all students.

Students will leverage a number of instructional software resources for asynchronous learning, as well as for blended learning on-campus. These programs are inherently tailored to support self-paced, adaptive, and personalized student learning. This will support progress monitoring for all students as well.

What additional supports (in addition to resources listed above) will be

Students with Disabilities - For students with disabilities, our special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create

<p>provided for students with disabilities and ELs?</p>	<p>multiple means of engagement through IEPs and 504 plans 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. District staff and special education staff from our (SSA) will collaborate to provide specialized services (possibly through Telehealth services) for speech, physical therapy, occupational therapy, and counseling as needed. White Deer ISD will communicate with and involve parents in all educational decisions as is necessary.</p> <p>ESL - Teachers will design instructional opportunities to support English Learners through virtual office hours. Additionally, liaisons will be assigned by the district to provide additional student and parent support.</p>
--	--

Key Requirement Student Progress: Describe (or attach a description of) how you are tracking student engagement and progress in your asynchronous environment.

Description: White Deer ISD is expecting skill deficiencies related to the pandemic crisis. Although remote learning was conducted in the spring of 2020, the depth of concepts learned and expectations may not have been met by all students. In order to meet the needs of all students during the 2020-21 school year, White Deer ISD will collect data, design lessons, interventions, enrichment activities, and provide support to fill the gaps in skill knowledge caused by the school closure.

<p>Component</p>	<p>Explanation</p>
<p>What is the expectation for daily student engagement?</p>	<p>ACTIVE ENGAGEMENT</p> <p>Tracking daily student engagement will be based upon the student meeting a minimum of one of the following:</p> <ol style="list-style-type: none"> 1. Progress in the Learning Management System that day 2. Progress from teacher/student interactions made that day 3. Completion and turn-in of assignment(s) planned for that day <p>Students will:</p> <ul style="list-style-type: none"> • Engage daily with work through the completion of set assignments listed in the Learning Management System (LMS); students who do not demonstrate engagement on a given day are marked absent.

	<ul style="list-style-type: none"> ● Submit their own original work ● Monitor their own progress with the support and facilitation of teachers and proactively seek assistance from teachers or other staff when encountering difficulties. ● Use and maintain technology equipment responsibly. ● Follow the expectations in the White Deer ISD Student Code of Conduct in all activities, assignments, and interactions. ● Communicate with their teacher any technology issues or concerns. <p>Student Access:</p> <ul style="list-style-type: none"> ● Students will access assignments, including assessments, projects, and communication through the Learning Management System. Google Classroom is the LMS for grades K-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. ● 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.
<p>What is the system for tracking daily student engagement?</p>	<p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding. White Deer ISD intends to set a high bar for students as it relates to daily engagement.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> ● Assign asynchronous assignments daily, and completion time equates to the minutes assigned for specific grades. Students are also required to actively participate in the synchronous sessions, such as calendar time, table time, and small group sessions. ● Grade assignments based on student mastery of state standards as defined by the district grading policy. ● Monitor and check for student engagement each day. ● Record attendance into TxEIS, based on the student’s engagement. ● Review absent list the next morning and evaluate if the student completed the enough work at home to indicate a “Present - Asynchronous reporting.”
<p>How are the expectations for daily student engagement consistent with progress that would</p>	<p>To promote alignment of student progress and continuity between asynchronous online learning and face-to-face learning the following approaches have been implemented:</p> <ul style="list-style-type: none"> ● Scope and sequence, assignments, and activities for asynchronous learning will mirror the on-campus instruction. ● The adopted curriculum will be made available for online student access through the LMS ● The expected minimum hours of student engagement for Asynchronous online learning was scaled to match the hours a student would spend in a face-to-face learning environment (excluding times for: lunch, passing periods, and some electives).

<p>occur in an on-campus environment?</p>	<ul style="list-style-type: none"> • Methods of student-teacher interaction and student supports were designed to mimic the ways these interactions would occur in a face-to-face setting (scheduled support times with virtual interaction and the use of email or phone calls). • Common assessments will be used in both environments to monitor student progress towards grade-level mastery. <p>White Deer ISD believes that students should demonstrate more than just logging in to the LMS or only partially completing assignments. Students who do not meet engagement standards will be counted absent and will follow the same attendance and discipline plans as students on campus. Parent contact is required for students who are not engaged in distance learning. These contacts can be made by the teacher, campus attendance clerk, or administrator.</p>
<p>What is the system for tracking student academic progress?</p>	<p>Academic progress will be tracked via the following methods:</p> <ol style="list-style-type: none"> 1. Student progress in the LMS as evidenced by tracking the time the students have engaged with the platform 2. Student grades for assignments and assessments submitted through the LMS 3. Teachers will keep a log for all contact outside of the LMS (i.e. zoom meetings, email, phone contacts) to assist with engaging all students and promote academic progress. <p>Parents will continue to have access to student grades through TxEIS (Parent Portal), progress reports, report cards, and attendance. Furthermore, the parent portal and district email provide parents and teachers with a two-way communication channel.</p> <p>In addition, the district will continue to implement the following official grade reports:</p> <ol style="list-style-type: none"> 1. Report Cards (6 week)- The purpose of the report card grades is to communicate the student’s level of mastery of the designated TEKS-based instructional objectives. 2. Progress Reports - Interim progress reports shall be issued for all students after the third and sixth week of each grading period. 3. Progress Updates - Progress updates on goals and objectives for students receiving special education, 504, ESL, etc. will be distributed to parents every 6 weeks corresponding with the district’s grading period.
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers are expected to provide regular weekly feedback through the Learning Management System (LMS).</p> <p>Daily feedback may be conducted through a variety of methods (ie LMS activities, activities, small group instruction, teacher tutorial time, etc.). The feedback system will provide students the opportunity to correct or redirect their learning processes as needed and teachers the opportunity to address potential misconceptions or reinforce learning as it occurs prior to a grade being assigned.</p> <p>Interventions will be provided by the classroom teacher for students who do not make sufficient academic progress or mastery.</p>

Key Requirement Implementation: Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p> <p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum, analyzing and responding to data?</p>	<p>Professional learning is vital to the success of White Deer ISD. Leaders, teachers, and instructional support staff across White Deer ISD must have ongoing, job embedded learning to support the fidelity of implementation of the asynchronous plan.</p> <p>INITIAL PROFESSIONAL DEVELOPMENT FOR:</p> <p>TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS During August staff participated in synchronous and asynchronous professional learning technology-related sessions. Additional staff development days will be scheduled through the fall semester to address teacher specific needs. In addition, teachers can request additional training in identified areas of need provided through digital learning workshops from the Region 16 Education Service Center.</p> <p>Educators will use LMS progress markers and reports to understand student engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual students with whom they work.</p> <p>Professional Development included: TEKS Resource System, Google Classroom for Beginners, Google Classroom Advanced</p> <p>In addition, teachers will participate in ongoing professional learning that is specific to their content area and instructional materials.</p> <p>PRINCIPALS AND OTHER ADMINISTRATORS Principals are the instructional leaders of their campus. Principals will work to provide planning, support, guidance, and leadership by ensuring the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Monitor instruction effectiveness by evaluating student, classroom, and campus performance data, Grades submitted in a timely manner, Communication with families - attendance, family engagement, and progress monitoring data.</p> <p>ONGOING LEARNING Per our professional development plan, teachers will continue to refine their skill set in applying the strategies of remote instruction.</p> <p>The district will also engage in training provided by TEA for administrators and virtual instructors. In addition, we will work closely with our Educational Service Center - Region 16 and other partners to plan support for remote learning throughout the school year and provide routine feedback. These trainings will include Texas Home Learning 3.0 provided by TEA and Region 16 and a Professional Learning Communities organized by Region 16 to provide on-demand technology training for teachers.</p>

<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>All student learning expectations (Asynchronous online and face-to-face) were communicated via:</p> <ul style="list-style-type: none"> ● Beginning of year parent communications ● Remind 101; E-Notes; Class Dojo ● Posted on the website ● Parent emails ● Social media
<p>What are the expectations for family engagement/ support of students?</p>	<ul style="list-style-type: none"> ● <u>Parent Responsibilities:</u> <ul style="list-style-type: none"> ○ Make sure your child logs on by 9:00 and completes the daily check-in. ○ Ensure that meals are picked up during the designated time if you order meals. ○ Set up a schedule for at-home learners ○ Designate an area in the home, as needed, and ensure a proper learning environment ○ Ensure at home learners engage DAILY in learning activities, interactions with teachers, and complete work on time ○ Understand that Board policies, Student Code of Conduct, Student Handbook and Technology Acceptable Use Policy remain in effect for both face-to-face and at-home learners. ● <u>Student Responsibilities:</u> <ul style="list-style-type: none"> ○ Log on and complete check in every day by 9:00AM ○ Complete all assignments by the due date ○ Ensure that all work is your original work ○ Log-in at designated times if your teacher asks you to join Google Meets or group chats ○ Use school technology in a manner that meets acceptable use guidelines ○ Contact your teacher if you have any questions or need help with your assignments <p>Constant communication will flow between our staff and parents through Google classroom, TxEIS, Remind, personal contact from teachers via email, virtual platforms (ZOOM) or voice calls. It is paramount that our 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.</p>

Deployment of Student Devices

Students who are choosing online learning to begin the 20-21 academic school year may pick up their Chromebook, if needed, on Friday, August 14th from 8:00-12:00 at the campus offices. Students who choose to transition to online learning after the beginning of the school year will need to visit with the campus principal to set up a time to get a Chromebook.

Back to School Parent Meeting

The district utilized the district webpage, direct email, E-Note, postal mail, and social media to communicate the online learning plan.

Student Roles and Responsibilities

- Log on and complete check in every day by 9:00AM
- Complete all assignments by the due date
- Ensure that all work is your original work
- Log-in at designated times if your teacher asks you to join Google Meets or group chats
- Use school technology in a manner that meets acceptable use guidelines
- Contact your teacher if you have any questions or need help with your assignments

Parent/Guardian Roles and Responsibilities

- Make sure your child logs on by 9:00 and completes the daily check-in.
- Ensure that meals are picked up during the designated time if you order meals.
- Set up a schedule for at-home learners
- Designate an area in the home, as needed, and ensure a proper learning environment
- Ensure at home learners engage DAILY in learning activities, interactions with teachers, and complete work on time
- Understand that Board policies, Student Code of Conduct, Student Handbook and Technology Acceptable Use Policy remain in effect for both face-to-face and at-home learners.

Contact Us Who to Contact for Help

For assistance regarding a course, assignment, or resource:

The relevant teacher

For assistance regarding a technology-related problem or issue:

Rosalea McAnally, rosalea.mcanally@region16.net, 806-883-2311

For a personal, academic or social emotional concern:

School counselor: Julie Brown, julie.brown@region16.net, 806-883-2311

Elementary Principal: Kandy Bolding, kandy.bolding@region16.net, 806-883-2311

Jr High and High School: Darla Forney, darla.forney@region16.net, 806-883-2311