Terrell Independent School District, 700 Catherine Street, Terrell, Texas 75160

TISD Continuity of Learning A-Synchronous Plan 2020-2021

Attestations

Instructional Schedule

☒ **Teacher interaction** with students is predictable, sufficient to support schedule.

☒ **Teacher availability** for students (e.g. office hours 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, and 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 that 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 instructors 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.

Overview of Asynchronous Plan

The goal of Terrell ISD's Asynchronous Plan is to provide ongoing, rich, and robust TEKS-based instruction while maintaining instructional delivery methods that further student academic success and advance learning by progressing through the state standards. Terrell ISD will provide access, resources, and academic learning opportunities for all students in the remote setting through asynchronous models while including synchronous instruction as well.

Guiding Principles

1. 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.
2. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of students.
3. Provide support, encouragement, and empathy to ensure the success of educators, students, and parents.

Methods of Implementation for Consideration

Using data from community surveys, teacher surveys, and the parent's decision form, Terrell ISD will reconfigure the campus staff and assign teachers as instructors to virtual, on-campus, or a combination of both. As the number of students changes over the course of the year, teacher assignments may also be adjusted to accommodate and serve each student in either on-campus or asynchronous remote methods.

In determining district scheduling needs, family input and perspective in their selected pathway was collected through family engagement surveys, emails, and virtual parent meetings.   In the movement of students between remote and on-campus learning, it is paramount that we maintain fidelity in the instruction. 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 master the TEKS and maintain growth. Therefore, minutes of instruction is consistent from model to model.

Synchronous instruction is two-way, real-time, live instruction between students and teachers.

Asynchronous At-Home Learners refers to structured instruction where students engage in the learning process on their own time via the computer or other electronic devices or over the phone. Students engaged in the day will be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; teacher and student interaction made that day; the completion of assignments.

Asynchronous Hybrid Learners refers to instruction where students engage in the learning process in core classes on the student's own time via the computer or other electronic devices or over the phone and participate face-to-face for many electives such as athletics, band, and various CTE courses. Students engaged in the day will be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; teacher and student interaction made that day; the completion of assignments.

Terrell ISD will implement asynchronous instructional models. Our LMS is SeeSaw for PK-2 and Google Classroom for grades 3-12. In order to meet the demands of some CTE courses, the Odysseyware program will be used to provide digital instruction with a TISD teacher of record supporting and monitoring progress. At-Home learning will allow for continued instruction while acknowledging the additional challenges that come without traditional, face-to-face classroom learning. Terrell ISD is aware of and understands the difficulties faced by students and families and assures families that educational decisions are built to support all populations of students. Parents must also commit to a sense of cooperation in supporting the school's decision-making role. Teachers will teach from their classrooms or other assigned TISD facilities at designated times.

Instructional Schedules

Students and teachers will have time to interact and build a community of learners in all learning models. 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.

Terrell ISD teachers are deployed based on their strengths to be instructors in either remote or on-campus pathways. Teacher surveys have been conducted to ascertain the teacher's preferred method of delivery and accommodations have been made as available. In the event that circumstances change in our community, all TISD teachers will quickly pivot to remote learning if needed.

From the beginning of the school year, all teachers will design lessons in our LMS for On-Campus learners, At-Home remote learners, and Hybrid learners. There is likely to be student movement across models, and we at TISD are prepared to make this as seamless as possible, while asking parents (per TEA guidelines) to commit to a 9-week grading period and only transition at the end of a grading cycle unless extenuating circumstances exist.

In grades PreK through 12, our At-Home Learning models for students require support from caring adults at home and within the online classroom environment. Activities are designed to ensure that students continue learning at the pace of the current Terrell ISD scope and sequence as well as develop a love of learning and gain the reading, writing, and mathematics skills essential to their future success. We know parents may have questions about the models and have developed a Terrell ISD Frequently Asked Questions for At-Home Learning to assist them.

In keeping with our Terrell ISD goals and expectations, we will structure the students' learning schedule to require students to participate in synchronous (defined as two-way, real-time, live instruction between teachers and students) and asynchronous (defined as (a) structured instruction where students engage in the learning process on their own time via electronic device 3-12 or (b) at-home instruction via paper packets for Pre-K-2) learning depending on the identified learning model. A hybrid asynchronous model will also be provided (structured instruction where students engage in the learning process in core classes on the student's own time via the computer or other electronic devices or over the phone and participate face-to-face for many electives such as athletics, band, and various CTE courses). It will be vital for teachers and parents to openly communicate the schedules for the students.

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 master the TEKS and maintain growth. Therefore, minutes of instruction is consistent from model to model. Additionally, all models of instruction will follow the Terrell ISD curriculum. This will ensure consistency in learning as students flow from remote to on-campus or on-campus to remote.

ARD/IEP committees will determine the unique needs of students who are IEP-entitled in making support and service recommendations for students attending school virtually. The nature of special education accommodations will likely require a heavier concentration of synchronous supports and services to ensure individual student needs are met. TISD Special Education Return to School Guidance

LPAC committees will determine the unique needs of our English Learners (EL). The committee will make support recommendations for EL's attending school virtually. The supports may include Rosetta Stone, additional minutes on Smarty Ants/Achieve/Reading Plus, and additional small group instruction synchronously. In addition, all teachers will use effective teaching strategies to engage and support ELs. TISD English Learner Plan

While in At-Home Learning, time management is critical to success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If your student is struggling with time management, then they should contact their teacher to add additional assistance.

In keeping with our identity as an outstanding school district, teachers will structure the instructional day to follow the TISD school schedule and calendar. Within each content area, teachers will plan for students **to participate in synchronous and asynchronous learning** which will support our students and ensure best practices to increase learning and sustain a healthy relationship with the school community. As required by TEA, "school grading policies for remote student work must be consistent with those used before COVID for on campus assignments." TISD At-Home Learning will follow all district grading policies as outlined in the Terrell ISD Student Handbook. Students will be responsible for completing assignments, projects, and assessments and will be graded on the same scale as face-to-face learners.   An increased focus will be placed on formative assessments so teachers can quickly gauge student understanding of content and make adjustments to instruction.

The schedules include preplanned times for teacher/student interaction for initial instruction. Teachers also have specified times for intervention/enrichment times with students in smaller groups. The level of support will be determined based on a student's needs. For example, a struggling student would have a longer designated time with the teacher than a successful learner.

We acknowledge that at-home learning for our youngest students can be more challenging. Therefore, we have created a separate plan for PreKindergarten students based on an exemplar from San Antonio ISD and adapted for Terrell ISD's context. You can reference the plan Pre K At-Home Learning Plan.

Sample Schedules

Sample K-2 Elementary Schedule

Time	Activity	Expectation	Synchronous or Asynchronous	Notes
8:30-9:15 a.m.	*Reading*	1. View a teacher-led reading session (either recorded or live; schedule will be sent by teacher) 2. Practice reading either independently or with a family member; submit assignment	Blend of synchronous and asynchronous	Students receive 180+ minutes of both synchronous and/or asynchronous instruction each day. Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one on-one or small group guidance classes to support social and emotional learning.
9:15-9:30 a.m.	Movement/Stretch Break			
9:30-10:00 a.m.	*Phonics*	1. View a teacher-led phonics session (either recorded or live; schedule will be sent by teacher) 2. Practice phonics work; submit assignment	Blend of synchronous and asynchronous	
10:00-10:45 a.m.	*Writing*	1. View a teacher-led writing session (either recorded or live; schedule will be sent by teacher) 2. Write; submit assignment	Blend of synchronous and asynchronous	Content for core subject areas will be provided by TISD teachers using District TEKS-based curriculum and instructional resources. Delivery will be through SeeSaw (PreK-2) and Google Classroom platforms (3-5). During the first nine weeks, PreK-2 students will use paper packets to get them used to the structure of at-home learning.
10:45-11:30 a.m.	*Science or Social Studies*	1. View a teacher-led science or social studies lesson and complete assignments	Asynchronous	
11:30-12:30 p.m.	Lunch and Play			In grades 3-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.
12:30-1:30 p.m.	*Math*	1. View a teacher-led mathematics session (either recorded or live; schedule will be sent by teacher) 2. Practice; submit assignment	Blend of synchronous and asynchronous	Office hours also will be available for one-on-one conferences before and after school for parent and student assistance.
1:30-1:50 p.m.	Movement/Stretch Break			Attendance will be taken daily in TxEIS, as determined through engagement. Grading will be the same as on-campus learning and outlined in our TISD District Handbook and policy. For Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.
1:50-3:50 p.m.	Intervention and adaptive learning Specials Teacher Virtual Office Hours	• Students work on adaptive learning programs or with teacher in small groups: -Reading (Smarty Ants PreK-2) -Math (Wowzers K-5) • Teacher works with small groups, via Zoom, based on skills ready to learn from MAP Learning Continuum Report • Goal setting conferences and progress check ins. Align support as needed. Interventions will be differentiated to address student learning needs (specifically	Synchronous	Special education inclusion teachers, instructional aids, and instructional aids for ELS, will push into online classes as

		the needs of EL's, SPED, and students with tiered RTI interventions)		well as work with students during teacher office hours. Students served with dyslexia will meet with their teacher through a regularly scheduled time.

Sample 3-5 Elementary Schedule

Time	Activity	Expectation	Notes
8:20-8:45 a.m.	Morning Check-In	1. Check in with teacher 2. Calendar Time 3. Restorative Circle	Students receive 180+ minutes of both synchronous and/or asynchronous instruction each day.
8:45-10:45 a.m.	ELAR --teacher is meeting with students in smaller groups --groups meet synchronously with teacher at 9:00 then next group at 10:00 then final group at 10:30 --while not meeting with the teacher, students are working (look at "description" section for ideas and guidance for specific learning experiences)	1. Students view a teacher-led mini lesson (objective, vocabulary, introduce new concepts, model) 2. Students work independently or collaboratively as directed by the teacher; reinforce lesson objective; at application level or higher (Teacher may remain on Zoom to work with small group as needed and be available for questions) 3. Teacher facilitates; preplanned questions, collaborative discussion; students share, lesson closure 4. Homework (assign video or article to front load for next day; flip classroom; playlist of activities to complete)	Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one on-one or small group guidance classes to support social and emotional learning. Content for core subject areas will be provided by TISD teachers using District TEKS-based curriculum and instructional resources. Delivery will be through Google Classroom.
11:00-11:45 a.m.	Science	1. Students view a teacher-led mini lesson 2. Students participate in models, practice, virtual stations or labs, or Google-based activity 3. Independent practice as assigned by the teacher (virtual field trip, Discovery Ed video, virtual experiment, or playlist of activities to complete)	Office hours also will be available for one-on-one conferences before and after school for parent and student assistance.
11:45-12:15 p.m.	Lunch Break		Attendance will be taken daily inTxEIS, as determined through engagement. Grading will be the same as on-campus learning and outlined in our TISD District Handbook and policy. For Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.
12:15 - 2:15 p.m.	Math --teacher is meeting with students in smaller groups --groups meet synchronously with teacher at 12:15 then next group at 12:45 then final group at 1:15 --while not meeting with the teacher, students are working	1. Students view a teacher-led mini lesson 2. Students participate in models, practice, virtual stations, or Google-based activity 3. Independent practice as assigned by the teacher (assign video, flip classroom assignment, or playlist of activities to complete)	Students served with dyslexia will meet with their teacher through a regularly scheduled time.
2:15 - 3:00 p.m.	Intervention and adaptive learning/Specials Interventions will be differentiated to address student learning needs (specifically the needs of EL's, SPED, and students with tiered RTI interventions)	1. Students work on adaptive learning programs or with teacher in small groups: -Reading (Smarty Ants PreK-2; Achieve3000 3-5) -Math (Wowzers K-5) 2. Teacher works with small groups, via Zoom, based on skills ready to learn from MAP Learning Continuum Report 3. Goal setting conferences and progress check ins. Align support as needed. 4. Differentiated interventions Synchronously to address students learning needs (specifically the needs of EL's, SPED, and students with tiered RTI interventions)	Special education inclusion teachers, instructional aids, and instructional aids for ELS, will push into online classes as well as work with students during teacher office hours.
3:00 - 3:50 p.m.	Teacher Office Hours/Conference/Planning	1. Conference 2. Collaborative Planning	

Sample Secondary "At Home" Schedule (grades 6th - 12th)

Time	Activity	Expectation	Additional Input
7:30-8:15 am	1st Period _____ (insert name of class and teacher name)	1. Log in to Google Classroom 2. Attend live session with your teacher 3. Engage in the learning activity 4. Complete and submit assignments as directed by your teacher	Students receive 240+minutes of both synchronous and/or asynchronous instruction each day. Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning.
8:20 - 9:05 am	2nd Period _____ (insert name of class and teacher name)		
9:10 - 9:55 am	3rd Period _____ (insert name of class and teacher name)		Content for core subject areas will be provided by TISD teachers using District TEKS-based curriculum and instructional resources. Delivery will be through Google Classroom.
10:00 -10:45 am	4th Period _____ (insert name of class and teacher name)		In grades 6-12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.
10:50 - 12:35pm	5th Period & Lunch _____ (insert name of class and teacher name)		Office hours will be available for one-on-one conferences before and after school for parent and student assistance. Office hours are also available during teacher conference periods and PLC periods.
12:40 - 1:25 pm	6th Period _____ (insert name of class and teacher name)		Attendance will be taken daily in TXEIS, as determined through engagement.
1:30 - 2:15 pm	7th Period _____ (insert name of class and teacher name)		Grading will be the same as on-campus learning and outlined in our TISD District Handbook and policy. The Learning Management System (LMS) for grades 6-12 is Google Classroom.
2:20 - 3:05 pm	8th Period _____ (insert name of class and teacher name)		Diagnostic assessments of math and reading will be conducted at the beginning, middle and end of year (6-8.) Students will also take district common assessments. Special education inclusion teachers, instructional aids, and instructional aids for ELS, will push into online classes as well as work with students during teacher office hours. Students served with dyslexia will meet with their teacher through a regularly scheduled time.

**If you miss your live session with your teacher, contact your teacher that day to get directions on how to complete your work.

Sample Secondary "Hybrid" Schedule (grades 6th - 12th)

Location	Time	Activity	Expectation	Additional Input
ON CAMPUS FACE-TO-FACE	7:30-9:30 am	Electives/CTE/ Fine Arts	Report to Campus per expectations of chosen class	Students receive 240+minutes of both synchronous and/or asynchronous instruction each day.
	11:30 -1:00 pm	Electives/CTE/ Fine Arts & Lunch	Report to Campus per expectations of chosen class & Lunch break	Content for core subject areas will be provided by TISD teachers using District TEKS-based curriculum and instructional resources. Delivery will be through Google Classroom. or the Odysseyware platform.
OFF CAMPUS/ AT-HOME LEARNING	Time Determined by Student	Core Classes _____ (insert name of class and teacher name)	1. Log in to Google Classroom 2. Attend live session with your teacher as directed by your teacher 3. Engage in the learning activity 4. Complete and submit assignments as directed by your teacher	In grades 6-12, 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 before and after school for parent and student assistance. Office hours are also available during teacher conference periods and PLC periods. Attendance will be taken daily in TXEIS, as determined through engagement. Grading will be the same as on-campus learning and outlined in our TISD District Handbook and policy. The Learning Management System (LMS) for grades 6- 12 is Google Classroom. Diagnostic assessments of math and reading will be conducted at the beginning, middle and end of year (6-8.) Students will also take district common assessments. Special education inclusion teachers, instructional aids, and instructional aids for ELS, will push into online classes as well as work with students during teacher office hours. Students served with dyslexia will meet with their teacher through a regularly scheduled time.

Expectations - Student & Parent

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 engagement. Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day.

Additional support for students with learning needs and/or disabilities will be provided. TISD 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 affirmative and corrective academic feedback.

While in At-Home Learning, time management is critical to success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If your student is struggling with time management, then they should contact their teacher to add additional assistance.

ARD/IEP committees will determine the unique needs of students who are IEP-entitled in making support and service recommendations for students attending school virtually. The nature of special education accommodations will likely require a heavier concentration of synchronous supports and services to ensure individual student needs are met. TISD Special Education Return to School Guidance

LPAC committees will determine the unique needs of our English Learners (EL). The committee will make support recommendations for EL's attending school virtually. The supports may include Rosetta Stone, additional minutes on Smarty Ants/Achieve/Reading Plus, and additional small group instruction synchronously. In addition, all teachers will use effective teaching strategies to engage and support ELs. TISD English Learner Plan

Student Expectations for At-Home Learning	Parent Expectations for At-Home Learning
- Follow the designated schedule communicated by the school/ counselor/teacher to attend class during scheduled times and complete activities assigned on time - Participate in learning through live class time using Google Meets/Zoom - Students should take responsibility for advocating for themselves - Turn in school work at the direction of the assigned teacher - Participation in the lesson, discussion, and activities - Attend class on time - Dress appropriately - Be ready to learn with all essential materials and technology - Review progress made each day (learning activities and assignments will be posted daily) - Progress from teacher/student interactions made each day - Turn-in assignment(s), poss to discussion boards, take digital annotated notes, provide peer feedback, participate in small group activities, or other forms of engagement each day - Become familiar with your Learning Management System (SeeSaw for grades PreK-2; Google Classroom for grades 3-12) - Participate in diagnostic assessments of math and reading (K-8) - Participate in district and state assessments	- Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year - Ensure your child is on track with assignments and coursework - Ensure your child is reaching out to their teacher for assistance on their day-to-day activities - Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher - Consider creating a designated learning space for your child at home to learn comfortably - Maintain communication with your child's teacher by phone, email messages, and/or online meetings to create a learning partnership - Help your child own their learning. Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice. - Become familiar with your student's Learning Management System (SeeSaw for grades PreK-2; Google Classroom for grades 3-12)

TISD Family Engagement Plan

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	The expectations for **synchronous learning**: -Students should have a designated place to engage in learning -Students will show their face on the screen to engage with the teacher virtually -Students will participate in the class, including class discussion and class work/note taking along with the teacher The expectations for **asynchronous learning**: -Complete activities assigned each day -Students show proof of participation in daily virtual learning by satisfactorily completing assignments to demonstrate evidence of student learning ie. video, picture or activities submitted as lessons and/or completing assignments. -Communicate with the teacher when needing additional assistance, tutoring, etc. Students are expected to engage in the scheduled content asynchronously in excess of 180 or 240 minutes per day. During the day, students will have access to all activities and complete assignments independently. Teachers can track student login time and assignment completions via the LMS, and can tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support. The K-5 daily schedule includes the following time requirements: - 90 minutes of ELA - 90 minutes of Math - 45 minutes of Science - 30 minutes of Social Studies - 45 minutes of Fine Arts / Elective / PE. Additional synchronous opportunities of small group instruction and office hours are provided daily. Small group instruction time is determined on an as-needed basis by teachers based on student progress in the LMS. Office hours are provided daily for additional support as requested by teacher, student, or parent. The secondary daily schedules include 45 minutes of English, math, science and social studies and 3-4 elective courses as required to fulfill the students' individual academic needs. Office hours are provided daily for additional support as requested by teacher, student, or parent. **Pre-K Expectations** The Early Childhood Center At-Home Learning experience will keep the focus on high-quality early learning as outlined in the Texas Pre-Kindergarten Guidelines (English | Spanish) while delivering instruction from a distance. Our approach includes: -Developmentally appropriate practice -Learning through play and themes -Social Emotional Learning (SEL) lessons and practices embedded in daily tasks -Consistent daily routine to support young children's need for predictability -Small group instruction differentiated based on student device accessibility -Individual instruction -Differentiated instruction per IEPs and LPAC decisions -Virtual class meetings to develop sense of community -Teacher & Teacher Assistant demonstrating and modeling what instruction looks like at home -Socially distanced home visits to build teacher-child connections as needed -Community Exploration Opportunities (CEO) that allow socially distanced gatherings of children & families

K-2 Expectations

Instruction for K through 2nd grade appropriately focuses on student progress and continuation of learning based on state standards. Students may receive instruction in the following ways - including, but not limited to:

-Authentic student work/assignments with timely and relevant feedback for continued progress in learning of the standard
-Hands-on activities
-Choice boards and playlists
-Video lessons
-Activities aligned to MAP assessments
-Smarty Ants, Wowzers, Discovery Ed or other online resources
-Seesaw tasks and turning in of assignments

The district will also conduct entry diagnostic assessments of math and reading at the beginning, middle and end of year and will continue (at the district level) the cadence of district common assessments.

Grades 3-12 Expectations

Instruction for grades 3-12 appropriately focuses on student progress toward standards and the continuation of learning. Students will be issued a device to ensure access to all online programs, collaborate with teachers and peers, and to complete work each day using Google Classroom. Students may receive instruction in the following ways - including, but not limited to:

-Authentic student work/assignments with timely and relevant feedback for continued progress in learning of the standard
-Hands-on activities
-Choice boards, break out rooms, discussion boards, and playlists
-Activities aligned to MAP assessments
-Reading Plus (grades 6-8 only)
-Achieve 3000, Wowzers (grades 3-5 only)
-Discovery Ed (all grade levels)
-Assessments, group/partner projects, video lessons, and Zoom/Google Hangout sessions
-Google Classroom assignments

The district also will conduct entry diagnostic assessments of math and reading at the beginning, middle and end of year for grades K-8. Students will continue the cadence of district common assessments.

An increased focus will be placed on formative assessments so teachers can quickly gauge student understanding of content and adjustments to instruction can be appropriately made. This is imperative to asynchronous learners so they stay on point with their learning.

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?	To facilitate instructional alignment, instructional parameters such as the amount of time of engagement, should be consistent across remote asynchronous and on-campus synchronous models. To achieve instructional alignment, minutes of instruction are consistent from model to model. In the above schedules, students will complete in excess of 180 or 240 minutes of asynchronous learning daily for core subjects (excluding Fine Arts / Electives / PE), which is approximately a full day of academic content on campus. Instruction and activities will be completed primarily asynchronously, though students will receive direct synchronous instruction and support through interventions, small group instruction, and office hours.

What are the expectations for teacher/student interactions?	Teachers are expected to engage with students through daily feedback. Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities 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.

Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day.

Additionally, students can interact with teachers and peers daily during the interventions and/or small group instruction via video conferencing. Students should be accustomed to this online interaction with their teachers based on their experience this spring, and teachers will notify which students are to attend intervention sessions, when, and for what subjects.

Finally, teachers will have daily open office hours to provide additional support before school and after school. Unless required by the teacher, attending office hours is not mandatory.   Office appointments may be scheduled by the teacher, student, or parent.

Additional support for students with learning needs for students with disabilities will be made available. TISD will work with students and families to minimize barriers the student may experience in a remote setting. ARD/IEP committees will determine the unique needs of students who are IEP-entitled in making support and service recommendations for students attending school virtually. The nature of special education accommodations will likely require a heavier concentration of synchronous supports and services to ensure individual student needs are met. TISD Special Education Return to School Guidance LPAC committees will determine the unique needs of our English Learners (EL). The committees will make support recommendations for EL's attending school virtually. The supports may include Rosetta Stone, additional minutes on Smarty Ants/Achieve/Reading Plus, and additional small group instruction synchronously. In addition, all teachers will use effective teaching strategies to engage and support ELs. TISD English Learner Plan

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 affirmative and corrective academic feedback. |
| **How will teacher/student interactions be differentiated for students with additional learning needs?** | Students selected to certain small group intervention sessions are based on student need and progress markers in LMS.
- Markers in LMS and on MAP BOY/MOY (grades K-8) assessments will serve as diagnostic for teachers to identify students who need more 1:1 support
- Teachers may also pull students aside for 1:1 check-in if they notice LMS progress is insufficient, or if a student is engaging but struggling to make progress
- Intervention sessions are conducted synchronously over video conferencing for asynchronous models
- Students with disabilities, students of special populations or EL will also have access to additional accommodations in the instructional materials.
- For higher needs, students have more teacher touch points (longer and more frequent) and access to additional tools and accommodations within the LMS.
- Students have the opportunity for personalized support during designated office hours.

For students with disabilities, Terrell 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.

ARD/IEP committees will determine the unique needs of students who are IEP-entitled in making support and service recommendations for students attending school virtually. The nature of special education accommodations will likely require a heavier concentration of synchronous supports and services to ensure individual student needs are met. TISD Special Education Return to School Guidance LPAC committees will determine the unique needs of our English Learners (EL). The committee will make support recommendations for EL's attending school virtually. The supports may include Rosetta Stone, additional minutes on Smarty Ants/Achieve/Reading Plus, and additional small group instruction synchronously. In addition, all teachers will use effective teaching strategies to engage and support ELs. TISD English Learner Plan

Curriculum Resources

Terrell ISD staff will maintain the TISD Online Curriculum platform through Eduphoria/Forethought and utilize the TEKS Resource System, as well as various other TEKS-based, and TEKS-aligned instructional materials locally adopted by the district. District Curriculum Coordinators will adapt the curriculum in the TEKS Resource System to better accommodate remote learning. This adaptation might include providing recommendations for technology integration or breaking the lessons into smaller chunks to better fit the model of synchronous/asynchronous learning. Teachers will also be supported thorough professional learning about how to adapt lessons from TRS to an online learning platform. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the state standards. Student 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 allow for parent, student, and teachers to be engaged in the learning process. An increased focus will be placed on formative assessments so teachers can quickly gauge student understanding of content and make adjustments to instruction.

For efficiency and easy access, all students have a login to ClassLink which houses instructional materials and programs. ClassLink also will be added to a non-secure section of the District's website to ensure that students who do not use TISD issued devices have access to all of the instructional programs. The district conducted a "dress rehearsal" for two days prior to the start of the school year to engage families, introduce them to their instructors and to ensure that they could access the approved learning management systems. This dress rehearsal also included opportunities for teachers to provide parents with specific information about login support and requirements. Teaches also spent time helping students understand the steps to accessing the learning management system, the steps to interact with the content, such as discussion boards and assignment uploads. Many teachers created videos for families that are housed on their classroom sites for frequent tasks.

To enhance asynchronous instruction, the district has added Pear Deck, JamBoard, Prezi, and other Google add-ons to deliver a more meaningful and interactive experience for students. In addition to the resources listed below, Khan Academy is available to all students and Vocabulary.com is available to all 9-12 grade students. In order to meet the demands of some CTE courses, the Odysseyware program will be used to provide digital instruction with a TISD teacher of record supporting and monitoring progress.

Special education inclusion teachers, special education paraprofessionals as well as paraprofessionals serving bilingual students will be used to adapt instructional materials and make them available to students and families. Teachers have a set of specific language acquisition strategies that they will use with English Learners to ensure that they can access the content.

All professionals working with students served by special programs, included those served by two programs such as SPED and Els or Dyslexia SPED, will be provided with the student's full IEP including any amendments required to compensate for the time of school closure last spring. Cooperation will occur between the adults responsible for making decisions. Just as in the case of on-campus instruction, the LPAC committee will coordinate with the IEP committee to serve the students' individual needs. Training on this important cooperation was included in professional learning prior to the start of school.

Those responsible for monitoring the achievement of students in special programs will work with teachers to track student progress, student engagement, and success. This monitoring will take place in several ways: pushing in to online classes, intervention times, and collaborative team meetings as part of the PLC at Work process.

Specifically, to ensure coherence and continuity, TISD will leverage each resource in the following way:

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	K-5	● Go Math/ Think Central w/digital access ● Woozers ● Motivation Math w/ digital access ● TISD Curriculum Guides ● Discovery Education ● Region 10 Google Pacing & Support Documents	● SeeSaw Activities ● Google Classroom Activities ● Digital Campus Based Assessments ● mCLASS Progress Monitoring ● NWEA/MAP Diagnostics ● Frontline Progress Monitoring	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan and in alignment with TEA's Supports for Students with Disabilities.	Go Math/Think Central includes an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee and may include Digital Tools to Support English Learners
Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	6-12	● Big Ideas/ Think Central w/ digital access ● TISD Curriculum Guides ● TEKS Resource Systems ● Region 10 Google Pacing & Supports ● Discovery Education ● Odysseyware ● Prodigy Math	● Google Classroom Activities ● Digital Campus Based Assessments ● NWEA/MAP Diagnostics (6-8) ● mCLASS Progress Monitoring ● Frontline Progress Monitoring	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan and in alignment with TEA's Supports for Students with Disabilities.	Go Math/Think Central includes an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee and may include Digital Tools to Support English Learners

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
ELA Instructional Materials	K-5	● HMH Consumable Textbooks (3-5) w/ digital access ● Motivation Reading (K-5) ● TISD Curriculum Guides ● Open Source ● Discovery Education ● Smarty Antz (K-2) ● Kid Biz (3-5) ● Fountas & Pinnell Complete Classroom ● DRA2 ● SeeSaw (K-2) ● EPIC ● Sayhi ● MTA Reading ● Stephenson Reading ● Rosetta Stone	● Google Classroom Activities ● Digital Campus Based Assessments ● NWEA/MAP Diagnostics (K-5) ● mCLASS Progress Monitoring ● Frontline Progress Monitoring	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan and in alignment with TEA's Supports for Students with Disabilities.	HMH Textbooks include an online hub that features English and Spanish materials (including videos and resources). EPIC is a bank of 40K books for students and is available in Spanish and English. Sayhi allows conversations in two languages. Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee and may include Digital Tools to Support English Learners

ELA Instructional Materials	6-12	• HMH Consumable Textbooks (6-8) w/ digital access • Motivation Reading (6-8) • TISD Curriculum Guides • Open Source • Discovery Education • Reading Plus (6-8) • TEKS Resource System • Region 10 Google Pacing & Support Documents • Sayhi • MTA Reading • Stephenson Reading • Rosetta Stone • PK Theme Rooms	• Google Classroom Activities • Digital Campus Based Assessments • NWEA/MAP Diagnostics (6-8) • mCLASS Progress Monitoring • Frontline Monitoring	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan and in alignment with TEA's Supports for Students with Disabilities.	HMH Textbooks include an online hub that features English and Spanish materials (including videos and resources). EPIC is a bank of 40K books for students and is available in Spanish and English. Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee and may include Digital Tools to Support English Learners

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Science Instructional Materials	K-5	• Stemscopes • Motivation Science w/ digital access • TISD Curriculum Guides • Discovery Education	• Google Classroom Activities • Digital Campus Based Assessments • NWEA/MAP Diagnostics • mCLASS Progress Monitoring • Frontline Progress Monitoring	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan and in alignment with TEA's Supports for Students with Disabilities.	HMH Textbooks include an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee and may include Digital Tools to Support English Learners
Science Instructional Materials	6-12	• Science Fusion/Think Central w/ digital access • Stemscopes • TISD Curriculum Guides • Open Source • Discovery Education • TEKS Resources System • Region 10 Google Pacing & Support Documents • Gizmos	• Google Classroom Activities • Digital Campus Based Assessments • NWEA/MAP Diagnostics (7-8) • mCLASS Progress Monitoring • Frontline Progress Monitoring	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan and in alignment with TEA's Supports for Students with Disabilities.	HMH Textbooks include an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee and may include Digital Tools to Support English Learners

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	
Social Studies Instructional Materials	K-5	• Social Studies Weekly • TISD Curriculum Guides • Discovery Education • TEKS Resource System • Region 10 Google Pacing & Supporting Documents • EPIC • Sayhi	• SeeSaw • Google Classroom Activities • Digital Campus Based Assessments • mCLASS Progress Monitoring • Frontline Progress Monitoring	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan and in alignment with TEA's Supports for Students with Disabilities.	Social Studies Weekly is both in English and Spanish. EPIC is a bank of 40K books for students and is available in Spanish and English. Sayhi allows conversations in two languages. Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee and may include Digital Tools to Support English Learners.
Social Studies Instructional Materials	6-12	• HMH textbooks w/ digital access • Discovery Education • TEKS Resource System • Region 10 Google Pacing & Supporting Documents • Lowman Social Studies	• Google Classroom Activities • Digital Campus Based Assessments • mCLASS Progress Monitoring • Frontline Progress Monitoring	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan and in alignment with TEA's Supports for Students with Disabilities.	HMH Textbooks include an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee and may include Digital Tools to Support English Learners.

Grading & Feedback

As required by TEA, "school grading policies for remote student work must be consistent with those used before COVID for on-campus assignments." Terrell ISD's At-Home Learning will follow all district grading policies as outlined in the Terrell ISD Student Handbook. An increased focus will be placed on formative assessments so teachers can quickly gauge student understanding of content and adjustments to instruction can be appropriately made.

Students will be responsible for completing assignments, projects, and assessments and graded on the same scale as face-to-face learners. Regular academic feedback will be provided through the LMS and teacher conferencing on student work and assignment completion. Parents and students have daily access to grading through the Parent Portal. Every three weeks, progress reports will be provided through TxEIS Gradebook and Parent Portal. These are shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Additional, intermittent feedback is provided to students as needs arise. Electronic contact logs are required of all teachers to document contact with parents and students.

PreK and Kindergarten uses a standard-based report card to communicate progress on observation-based skills. During our time of at-home learning, we will use the learning activities completed and submitted to the classroom teacher through pictures/videos via Remind (or other campus approved system) to determine the level of progress made for key grade-level skills. PreK teachers also will assess students through performance tasks that students can demonstrate through a device.

Student progress will be tracked on formative assessments, and common assessments either teacher or district created. Tracking will occur either through Eduphoria, TEKS tracking forms, or student data folders. These on-going results will be analyzed during collaborative team meetings as part of the PLC at Work process. Teachers will determine which students need remediation and who needs enrichment based on the data results. This information will then drive small group instruction or individual support based on the data. Teachers also will determine if the data warrants a whole-group reteach using different materials or modalities to produce student success. The district uses MAP in grades K-8 to measure student growth on national norms as well as provide indicators about student progress toward mastering grade-level standards for STAAR. For early literacy, the district gives the DRA assessment as well as phonics assessments as part of Fountas and Pinell literacy system to determine student reading levels for intervention. These assessments also will be analyzed during collaborative team meetings as part of the PLC at Work process. At the elementary level these collaborative team meetings occur once a week. Secondary teachers meet once a day in collaborative teams. Teachers responsible for remote learning will meet with those who are teaching on-campus students to ensure the alignment in curriculum, instruction and assessment that the data indicates.

Students will be able to take the MAP as an online assessment based on the protocol that the test makers, NWEA, have developed. K-2 students with devices will take the assessment with their teacher online. Those who are without devices will be asked to come in so that teacher can assess their reading levels. The Phonics assessments be given in the same manner.

Secondary teachers will use the online testing feature in Eduphoria to ensure test integrity and a rapid return on data for them to analyze and determine interventions needed for students who were not successful. These students will be provided additional instructional support through predetermined intervention time as well as teacher office hours.

Students who require accommodations either because of language acquisition or disability will have those provided for assessments.

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. Related services will be provided via instructional activities/materials being designed and prepared for the student. Parents will provide feedback on completion of activities and the student's performance on the tasks. Teachers and students will be trained on the accessibility features in both Google Classroom and on Chromebooks so that they can access the content based on individual needs.

Coherence in Instruction

TISD offers three methods of delivery. Synchronous on-campus face-to-face instruction, Asynchronous at-home instruction, and an Asynchronous hybrid model of instruction. As COVID-19 changes in our community, we could adjust our staff according to student need.

Synchronous instruction is two-way, real-time, live instruction between students and teachers.

Asynchronous At-Home Learners refers to structured instruction where students engage in the learning process on their own time via the computer or other electronic devices or over the phone. Students engaged in the day will be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; teacher and student interaction made that day; the completion of assignments. For PreK-2 grades, students will participate through paper packets for the first nine weeks.

Asynchronous Hybrid Learners refers to instruction where students engage in the learning process in core classes on the student's own time via the computer or other electronic devices or over the phone and participate face-to-face for many electives such as athletics, band, and various CTE courses. Students engaged in the day will be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; teacher and student interaction made that day; the completion of assignments.

Lesson Preparations

While students are online, teachers can assist students in a sequence of lessons. This structure will allow for increased personalized learning for students, enabling them to progress through the curriculum and receive 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 independent and guided activities, or engaging in classroom projects, discussions, and interactions. Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in the LMS programs: SeeSaw (PreK-2), Google Classroom (grades 3-12).

For Pre-K, lessons will be planned weekly. Weekly lesson plans will be written with the parent in mind. Specifically, lesson plans will be written using a format and language that is easily understood by the parent. You can reference the plan Pre K At-Home Learning Plan.
To support our students and ensure quality instruction, core teachers will participate in weekly PLC meetings to discuss best practices and review student progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Teachers are provided with support on creating asynchronous lesson plans using NIET Online Lesson Planning. They also have been provided support in building lessons such as this Sample Lesson Plan Curriculum Coordinators will create exemplar lessons for each grade level and core content area. The use of videos/screencasts/broadcasts will be part of our distance learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content. This format also allows for repeated exposure to the content and instruction.

The district will prioritize content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully. Where necessary, TISD 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.

For students with disabilities, TISD 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 multiple means of engagement through IEPs, 504 plans, IAPs 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.

As always, ARD/IEP committees will determine the unique needs of students who are IEP-entitled in making support and service recommendations for students attending school virtually. The nature of special education accommodations will likely require a heavier concentration of synchronous supports and services to ensure individual student needs are met. TISD Special Education Return to School Guidance LPAC committees will determine the unique needs of our English Learners (EL). The committee will make support recommendations for EL's attending school virtually. The supports may include Rosetta Stone, additional minutes on Smarty Ants/Achieve/Reading Plus, and additional small group instruction synchronously. In addition, all teachers will use effective teaching strategies to engage and support ELs. TISD English Learner Plan

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	Instructional Materials and instructional online programs will be available digitally through the Classlinks Platform. Teachers will embed activities into SeeSaw or Google Classroom where appropriate so that students have a more interactive experience. Using the district's curriculum, teachers will create lessons conducive to learning in the asynchronous environment. Teachers are provided with support on creating asynchronous lesson plans using NIET Online Lesson Planning. They also have been provided support in building lessons such as this Sample Lesson Plan Curriculum Coordinators will create exemplar lessons for each grade level and core content area. The use of videos/screencasts/broadcasts will be part of our distance learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content. This format also allows for repeated exposure to the content and instruction.
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	Continuity in personalized support for students with specialized needs/services (i.e., special education, 504, English Learners, etc.) will be provided appropriately within the asynchronous learning environment as determined by each student's individual education plan; teachers and paraprofessionals will continue to tailor instructional content and activities to meet the specific needs of these students. ARD/IEP committees will determine the unique needs of students who are IEP-entitled in making support and service recommendations for students attending school virtually. The nature of special

	education accommodations will likely require a heavier concentration of synchronous supports and services to ensure individual student needs are met. TISD Special Education Return to School Guidance
	LPAC committees will determine the unique needs of our English Learners (EL). The committee will make support recommendations for EL's attending school virtually. The supports may include Rosetta Stone, additional minutes on Smarty Ants/Achieve/Reading Plus, and additional small group instruction synchronously. In addition, all teachers will use effective teaching strategies to engage and support ELs. TISD English Learner Plan

Tracking Student Engagement & Progress in the Asynchronous Environment

Component	Explanation
What is the expectation for daily student engagement?	Students are required to be engaged daily with work; students who do not demonstrate engagement on a given day are marked absent. Students participate daily by engaging in the course and completing instructional tasks, answering questions, submitting assignments, completing projects, or submitting pictures of assignments and tasks. Students are also encouraged to actively participate in teacher office hours for any additional support and answers to questions they may have. Students engaged in the day will be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; teacher and student interaction made that day; the completion of assignments. The expectations for **synchronous learning**: 　　-Students should have a designated place to engage in learning 　　-Students will show their face on the screen to engage with the teacher virtually 　　-Students will participate in the class, including class discussion and class work/note taking along with the teacher The expectations for **asynchronous learning**: 　　-Complete activities assigned each day 　　-Students show proof of participation in daily virtual learning by satisfactorily completing assignments to demonstrate evidence of student learning ie. video, picture or activities submitted as lessons and/or completing assignments. 　　-Communicate with the teacher when needing additional assistance, tutoring, etc. 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. At a minimum, students and teachers will check-in at least once a day.
What is the system for tracking daily student engagement?	Students will access assignments, including assessments, projects, and communication through the Learning Management Systems: SeeSaw is the selected LMS for grades PK-2 and Google Classroom is the LMS for grades 3-12. In order to meet the demands of some CTE courses, the

Odysseyware program will be used to provide digital instruction with a TISD teacher of record supporting and monitoring progress. PK-2 teachers will track engagement through assignments submitted through various digital means as well as telephone calls to students.

Students are expected to engage 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, rather students must participate daily for credit in enrolled courses.

Tracking engagement will, at a minimum, follow guidance from TEA ADA funding method 3 possible attendance markers:
1. Daily Progress in the Management System - SeeSaw and Google Classroom
2. Daily Progress via student-teacher interaction
3. Completion / Turn-in of assignments

By default, Students are marked "Present-Remote Asynchronous."
● Daily attendance is taken at a predetermined time (4:00 pm).
● Teachers monitor and check for student "engagement" each day.
● Students that are not actively "engaged" and do not have documentation of completing the minimum targeted activities will be marked absent.
● Additionally, students have a late night engagement option, where students have until 11:59 p.m. of each day to be considered "engaged"; if a student was reported engaged in SeeSaw or Google Classroom from 4:00 p.m. to 11:59 p.m. and had been marked absent by the teacher on the previous day, the teacher will submit an attendance change to present.

| How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment? | Apart from interventions and office hours, attendance will be tracked daily in the TxEIS system using the same process and protocol as is used during on-campus instruction. In addition, students who fall below a 90% attendance for the time that the course is offered will not receive credit for the course.

These methods require engagement that is consistent with an on-campus learning environment because they mimic the ways in which students would interact with their teachers and classmates on-campus through lesson perseverance, learning objectives achieved, activities completed, and coursework. With remote learning, teachers will judge the quality of student output through the products, writing, discussions, and completed assignments. Teacher schedules are designed, as much as possible, to give them extra time during the day to assess student work and provide feedback for moving toward mastery of the standards. Based on the assignment, teachers will be able to provide feedback either synchronously while students are working or at other times for asynchronous learners. Teachers have been provided professional learning resources on how to manage online learners to give them time to focus on the quality of the work. Furthermore, these opportunities for engagement provide evidence that the student is making progress and engaging with their schoolwork daily.

An increased focus will be placed on formative assessments so teachers can quickly gauge student understanding of content and adjustments to instruction can be appropriately made. This is imperative to asynchronous learners so they stay on point with their learning. |
| What is the system for tracking student academic progress? | Student progress will be tracked daily in the LMS system through daily engagement (SeeSaw is the selected LMS for grades PK-2 and Google Classroom is the LMS for grades 3-12). In unique situations, the Odysseyware program will be used to provide instruction with a TISD teacher of |

record supporting and monitoring progress. PK-2 teachers will track progress through assignments submitted through various digital means as well as telephone calls to students.

Assignments, activities, interaction with a teacher, and other markers will be monitored. The district will also conduct entry diagnostic assessments of math and reading at the beginning, middle and end of year and will continue (at the district level) the cadence of district common assessments to determine student progress toward mastery.

Parents have full access to student work, interactions with teachers, assignment submissions and feedback through Parent Portal or the LMS. Parents can designate either weekly or daily progress reports. The Parent Portal and LMS will also establish a two-way communication channel between parents and teachers.

For PreK-2 students that do not have access to the LMS, there will be a non-digital, paper-based version of instructional content, exercises. Teachers will be interacting daily with these students through digital and electronic means to provide instruction, support, intervention, and determine progress.

Student progress will be tracked on formative assessments, and common assessments either teacher or district created. Tracking will occur either through Eduphoria, TEKS tracking forms, or student data folders. These on-going results will be analyzed during collaborative team meetings as part of the PLC at Work process. Teachers will determine which students need remediation and who needs enrichment based on the data results. This information will then drive small group instruction or individual support based on the data. Teachers also will determine if the data warrants a whole-group reteach using different materials or modalities to produce student success. The district uses MAP in grades K-8 to measure student growth on national norms as well as provide indicators about student progress toward mastering grade-level standards for STAAR. For early literacy, the district gives the DRA assessment as well as phonics assessments as part of Fountas and Pinell literacy system to determine student reading levels for intervention. These assessments also will be analyzed during collaborative team meetings as part of the PLC at Work process. At the elementary level these collaborative team meetings occur once a week. Secondary teachers meet once a day in collaborative teams. Teachers responsible for remote learning will meet with those who are teaching on-campus students to ensure the alignment in curriculum, instruction and assessment that the data indicates.

Students will be able to take the MAP as an online assessment based on the protocol that the test makers, NWEA, have developed. K-2 students with devices will take the assessment with their teacher online. Those who are without devices will be asked to come in so that teacher can assess their reading levels. The Phonics assessments be given in the same manner.

Secondary teachers will use the online testing feature in Eduphoria to ensure test integrity and a rapid return on data for them to analyze and determine interventions needed for students who were not successful. These students will be provided additional instructional support through predetermined intervention time as well as teacher office hours.

Students who require accommodations either because of language acquisition or disability will

	have those provided for assessments. Just as in on-campus instruction, teachers will us data sheets to track student academic progress in each of the standards taught. PreK and 1st grade use a standards- based report card that provides teachers a way to delineate student progress by standard. Students will set goals based on their performance on MAP at the beginning of the year and mark progress towards those goals at each testing session MOY and EOY. Teachers will contact students individually when they notice that they are struggling with engagement or being successful in the content. This contact will be through several different methods, including, but not limited to contact through the LMS, emails to parents, telephone calls and in some instances home visits using counselors and administrators.
What is the system for providing regular (at least weekly) feedback to all students on progress?	Regular and specific feedback from teachers to students is conducted through a variety of methods, via SeeSaw and Google Classroom lessons, Odysseyware lessons, activities, or small group instruction and teacher office hours. The teacher feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis. An increased focus will be placed on formative assessments so teachers can quickly gauge student understanding of content and adjustments to instruction can be appropriately made. This is imperative to asynchronous learners so they stay on point with their learning. With limited synchronous learning time, teachers will have additional time to provide interventions and/or small group instruction and office hours. Elementary school teachers are expected to host 40-60 minutes of intervention and a 45-minute office hour session per day. Teachers will review each individual student's progress and conduct outreach for small group intervention sessions as appropriate. It is important to emphasize to teachers that feedback engagement is not limited to in person interaction; it can be done through discussion forums, chat features, email correspondence and other channels in accordance with what their students may prefer or find most effective. The district will also conduct entry diagnostic assessments of math and reading at the beginning, middle and end of year and will continue (at the district level) the cadence of district common assessments. For PreK-2 students who do not have access to the LMS, there will be a non-digital, paper-based version of instructional content, exercises. Teachers will be interacting daily with these students through digital and electronic means to provide instruction, support, intervention, and determine progress. Pre-K will have daily interaction with each child/family. The teacher will be available via phone or Remind. Community Exploration Opportunities for distanced face-to-face engagement is periodically available. Pre-K Plan

Classroom teachers, students, and learning coaches need on-going supports during this time. Campuses will create professional learning experiences by combining the expertise of the principal, assistant principal, interventionists, and curriculum director to support the campus staff, families of remote learners, and the students on-campus. Family supports will be provided on the district website addressing technology integration in the home using Google Classroom and SeeSaw. See the TISD Family Engagement Plan.

In addition, social and emotional well-being will be provided by campus counselors and outside resources to students, staff, and families. We will maintain strong communication with the families including students in special populations

and continue to gather feedback to support students and their families. Professional Learning Community (PLC) practices will provide teachers with a forum for sharing best practices and support for their peers and students.   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.

Supports for Educators & Families to Implement Asynchronous Instruction

Professional development for educators supporting asynchronous instruction:

Date	Subject	Responsible	Description
July 30 & August 3	Mentor Teacher Training	Jodi Chan, NIET National Institute of Excellence in Teaching	Teacher leadership influences colleagues to improve teaching and learning practices with the aim of increased student learning and achievement. This training was presented asynchronously allowing all participants to "live a day in the life of an **asynchronous** student."
August 3 & 4	New Teacher Orientation	Brenda Navaja, Executive Director of Leading & Learning, Terrell ISD and Leading & Learning Team	Introduce teachers new to the district to the expectations of: **on-campus and asynchronous learning,** building student relationships, classroom management, curriculum system, IEP/ARDs/LPACs, planning & preparation, and legal issues & ethics.
August 5 & 6	Teach Like a Champion	This session will introduce strategies to support an effective classroom including 100% classroom compliance. A copy of *Teach Like a Champion* will be provided to each teacher.	Introduce 4 key take-aways to promote rigor through high expectations: (1) Right is Right Technique; (2) Everybody Writes technique (3) Strong Voice; (4) Positive Framing. "What's learned here leaves here"...Book study will be at campus level. **These expectations of high expectations apply to both on-campu and asynchronous models.**
	Smarty Ants - Achieve 3000	Shannon Trimble, Executive Director of Innovation & Blended Technology, Terrell ISD	Early literacy growth is fundamental to student success. Achieve3000's Smarty Ants is designed to build reading skills and accelerate learning in an engaging, interactive online learning environment. Students learn through fun, animated, game-like activities. **This digital resource is available in both the on-campus and asynchronous models.**

August 5 & 6	Kids Bitz - Achieve 3000	Shannon Trimble, Executive Director of Innovation & Blended Technology, Terrell ISD	KidBiz3000 can be adapted to many classroom setups, whether a 1-to-1 device program or a shared setup where groups might rotate through stations. The "five steps" in each reading assignment could be completed with or without computers. Many assignments could be used as homework and/or as launching pads for discussion or exploration. **This digital resource is available in both the on-campus and asynchronous models.**
	Blended Learning with Google Classroom	Shannon Trimble, Executive Director of Innovation & Blended Technology, Terrell ISD	Explore the benefits and the design of Google Classroom. The Stream feature offers a place for customized announcements, check-ins, and questions. The Classwork page holds all of the tasks students are expected to complete. Teachers can create a series of sequential modules or units with topics and associated tasks and activities listed underneath. In Classwork when a student clicks on a particular assignment, all of the directions, resources, and assignments appear. Google Classroom Rosters, G Suite, and PearDeck enhancements are also reviewed. **This digital platform is the primary LSM of asynchronous models grade 3-12.**
	Blended Learning with SeeSaw	Shannon Trimble, Executive Director of Innovation & Blended Technology, Terrell ISD	Meaningful learning can happen anywhere. SeeSaw supports students, teachers, and families with **remote learning**. It creates a powerful learning loop between students, teachers, and families. Students use built-in annotation tools to capture what they know in Seesaw's digital portfolio; Teachers deeply understand student thinking and progress — enabling them to teach better; and Families gain a window into their student's learning and engage with school happenings. Additionally, SeeSaw allows teachers to understand strengths and areas for growth in real time so they can differentiate instruction to meet the needs of all students. **This digital platform will be the primary LSM of asynchronous models grade PreK-2**

August 5 & 6	Frontline Special Education Management (ESped) Special Education Updates and Responsibilities	Jammie Hayes, Director of Special Education, Terrell ISD	Manage special education processes and improve the quality of IEP's, enhance compliance with state requirements, manage RTI/MTSS processes, improve §504 paperwork, monitor data collection and progress in EL programs, integrate student information, and transfer IEP documents between districts. **This digital system is required for asynchronous teachers to be aware of the accommodations and specialized instruction required for students with special needs and interventions.**
	Lead 4 Ward Tools	Leading & Learning Team: Curriculum Coordinator & Instructional Coaches, Terrell ISD	Take advantage of free resources, such as snapshots, student learning reports, released items analysis tools, data tools, and quicklooks. Explore instructional tools, effective teaching strategies, learning videos, performance standards and designated supports for special ed, EL, and at-risk students. **This digital resource is available in both the on-campus and asynchronous models.**
	Instruction that Matters	Leading & Learning Team: Curriculum Coordinator & Instructional Coaches, Terrell ISD	This training focused on instructional intelligence while providing examples of effective instructional practices for rigorous learning, thoughtful learning, and diverse learning. **These expectations of effective instructional practices apply to both on-campus and asynchronous models.**
	One Size Does Not Fit All	Jammie Hayes, Director of Special Education, Terrell ISD	Differentiated learning refers to a style of teaching that focuses on learning styles and allows students to work more independently and tailor their learning experiences in a way that best suits their unique needs. By creating an environment that allows students to take control of their own learning, we also give them the tools and support they need to be successful in academia, and in life. **These expectations of differentiation apply to both on-campus and asynchronous models.**

August 5 & 6	Culturally Responsive Teaching	Leading & Learning Team: Curriculum Coordinator & Instructional Coaches, Terrell ISD	Our brains are wired to make connections. It's easier for our brains to learn and store information when we have a hook to hang it on. That hook is background knowledge. Students bring this knowledge to the classroom every day, including their culture, language, and life experiences. Culturally responsive teaching (CRT) makes meaningful connections between what students learn in school and their cultures, languages, and life experiences. These connections help students access rigorous curriculum, develop higher-level academic skills, and see the relevance between what they learn at school and their lives. **Applicable to on-campus and asynchronous models of instruction.**
	Teaching Generation Z	Region 10	Gen Z is really the first generation that doesn't know life without **technology**. Rather than trying to draw students away from technology, consider how you can use it to provide information and engage with them and use strategies that focus on empowering students. Five Tips: (1) Use Educational Software (2) Begin with Dialogue (3) Use visuals to your advantage (4) Hold online office hours (5) Provide rationale. **Applicable to on-campus and asynchronous models of instruction.**
August 7	At Home Learning -- Expectations for Google Classroom and Professional Learning for **Remote Instruction** and Apply Learning	Shannon Trimble, Executive Director of Innovation & Blended Technology, Terrell ISD	Teachers will learn to create classes, make assignments, share files, give quizzes, and save time grading with a unified set of tools. They will connect their classroom with email, chat, video and create their Google Classroom Codes. Teachers will learn to build strong connections between students and teachers -- even outside the classroom -- by collaborating online in the same document and engaging students to think more critically. Add-On tools will assist in this. Jamboard is an interactive white board and PearDeck allows formative assessments and interactive questions to be embedded into Slide presentations. **Applicable to on-campus and asynchronous models of instruction.**

August 13	NWEA/MAP Training	Shannon Trimble, Executive Director of Innovation & Blended Technology, Terrell ISD	NWEA/MAP measures achievement and growth in K–12 math, reading, language usage, and science. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. **This digital resource is available in both the on-campus and asynchronous models. MAP is one of the primary measures of student progress that teachers will be using for online learners.**
	Teaching at Grade Level Expectations & Essential Standards/How to Effectively Plan	Campus Principals and the Leading & Learning Team of Curriculum Coordinators & Instructional Coaches, Terrell ISD	Learning the standards for what students are expected to know and be able to do at a specific stage of their education and the specific objectives is critical for planning instruction. Planning will address: (1) What do students need to know, understand, and be able to do? [Plan] (2) How do we teach effectively to ensure students are learning? [Do] (3) How do we know students are learning? [Reflect] (4) What do we do when students are not learning or are reaching mastery before expectation? [Revise] **Applicable to on-campus and asynchronous models of instruction.**
August 14	Data Digs	Campus Principals and the Leading & Learning Team of Curriculum Coordinators & Instructional Coaches, Terrell ISD	Review student data to know where your students are beginning in their instructional journey. Identify areas for improvement. **Applicable to on-campus and asynchronous models of instruction.**
August 17	Professional Learning Communities & Collaborative Teams; Walk-throughs to Grow	Campus Principals and the Leading & Learning Team of Curriculum Coordinators & Instructional Coaches, Terrell ISD	When teachers learn from one another in a cycle of continuous professional growth—through observation, shared inquiry, dialogue, and follow-up—they develop a sense of collegiality and a common mission. Walk-throughs and PLCs open doors for continuous feedback, coaching, and learning while also contributing to broader school improvement efforts that positively affect teaching and learning. PLCs allow teachers and administrators to learn from each other. The overall purpose remains the same — to improve student achievement by improving the knowledge and skills of teachers. **Applicable to on-campus and asynchronous models of instruction.**

August 20	**At-Home Learning** Professional Development	Virtual Teachers	These teachers need specific support in instruction and management of remote learning. Providing them with professional development designed specifically geared to them will ensure that students are successful. **Asynchronous models of instruction.**
Weekly Beginning September	Professional Learning Communities	Campus Principals & Teacher Leaders	PLCs provide teachers and administrators to learn from each other through job-embedded, intensive, collaborative, data-driven, and classroom focused weekly professional development. The overall purpose is to improve student achievement by improving the knowledge and skills of teachers. **Applicable to on-campus and asynchronous models of instruction.**
September	Tiger Academy for Beginning Teachers	Jeremy Posey, Curriculum Coordinator & Julie West, Instructional Coach, Terrell ISD	Beginning teachers are often overwhelmed by the initiation to teaching and juggling its many demands. The TIger Academy provides timely support and assistance for new teachers to thrive. Each month addresses a specific topics facing teachers as they co-exist with COVID, **and asynchronous learning**. Through discussion and learning, teachers leave with practical implementation take-aways.
September 14	Odysseyware	Company Representative	**Asynchronous** course offerings meet the varied needs and interests of students, fulfilling graduation requirements and preparing students for postsecondary success. Students have a variety of embedded instructional supports in every lesson, including literacy, fluency, and audio scaffolds. They also receive immediate feedback throughout lessons and assessment to guide their learning.
	Why wait? Fix it Now!	Leading & Learning Team Members: Dr. Melanie Magee Brenda Navaja Alison Rison	How to design and create an effective formative assessment to garner strong data that supports student instruction. Technology tools will be learned. **Applicable to on-campus and asynchronous models of instruction.**
	Vertical Planning for On-Line Learning	Leading & Learning Team Members: Dr. Melanie Magee Brenda Navaja	Teachers will collaboratively prepare online lessons utilizing the NIET Online Lesson Planning tool. Lesson will be differentiated for **asynchronous** learners.
September 28 & 29	Building a Data Culture to Support	CA Group for Blended Learning	Enhance campus culture to support effective instruction in a variety of learning contexts.

	your COVID Learning Response		**Applicable to on-campus and asynchronous models of instruction.**
October 6	The Power of a Teacher (Adam Saenz, PhD)	Adam Saenz, Ph.D	We understand that the most active ingredients in improving schools are the knowledge and skills of our teachers. There is no more critical need in our society today than teachers who possess a passion for the subjects they teach and genuine care for the students with whom they worked. They inspired us to play with ideas, think deeply about the subject matter, take on more challenging work, and even pursue careers in a particular field of study. **Applicable to on-campus and asynchronous models of instruction.**
October November December January February March April May	Tiger Academy for Beginning Teachers & Remote Learning PD	Jeremy Posey, Curriculum Coordinator & Julie West, Instructional Coach, Terrell ISD	Monthly Training addressing immediate needs of teachers to improve instruction for **on-campus and Asynchronous students**.
February 12	Strength Through Crisis (Adam Saenz, PhD)	Adam Saenz, Ph.D	COVID has turned everyone's world upside down. This crisis has affected our minds and bodies in many adverse ways. Teachers and staff have been asked to change how they work while balancing personal anxieties and family stress. This course was designed to EQ-uip your school team with the coping skills and social-emotional balance to move forward with strength and purpose. **Applicable to on-campus and asynchronous models of instruction.**

Component	Explanation

How will both initial and ongoing, job-embedded educator development opportunities occur?	The professional development calendar above outlines the primary methods of delivery for initial and ongoing professional development along with the skills and tools professionals are expected to become proficient in:
	
	● Google Classroom: Educators will have their digital instruction aboard the Google Classroom platform in grades 3-12. A Curriculum and Instruction Google Classroom provides job-embedded professional learning for content and pedagogy geared specifically to virtual learning.
	● SeeSaw: Educators will have their digital instruction aboard the Google Classroom platform in grades K-2.
	● Odysseyware: an alternate platform used in secondary for CTE courses (to meet student demand)
	● Trainer the trainer model: Educators proficient in the relevant a-synchronous course delivery platforms can help train educators who need help with learning about the technology
	● Provide on-going personalized professional development and instructional coaching through real-time feedback and Professional Learning Communities
	● Level-Up Personalized Digital Learning
	● EAB Research and Trainings
	● Training - "Building a Data Culture to Support your COVID Learning Response"
	● District instructional coordinators provide instruction on adapting instructional strategies to the virtual environment
	● Model core content lessons with guidance on content specific instructional strategies and resources
	● Develop content knowledge though the facilitation of collaborative planning and monitoring the alignment of instruction, assessment, and student outcomes to district and state requirements
	● Assist teachers in disaggregating, analyzing, and disseminating progress monitoring data to drive decisions on instructional placement and responsive action to address students' academic needs
	● Assist teachers in developing on-time responsive interventions for students with academic needs
	● The Leading & Learning Digital Learning team will serve as technology and virtual learning coaches
	● The Leading & Learning Digital Learning team will partner with Leading & Learning Instructional teams to support teachers in the development of purposeful integration of technology and the delivery of high-quality instruction in a virtual environment.
	● District Literacy Coacheswill provide the following ongoing educator development and support:
	    ● Guide teachers in the implementation of the district's adopted language arts curriculum and literacy framework
	    ● Model high-quality literacy lessons aligned to the district instructional expectations and curriculum
	    ● Develop content knowledge though the facilitation of collaborative planning and monitoring the alignment of instruction, assessment, and student outcomes
	    ● Implement the district coaching cycle by observing teachers and providing real-time feedback

	● Collaborate with the campus Leading & Learning administrators to targeted professional development to teachers ● Campus administrators will continue to coach educators throughout the school year and provide feedback on practices and on the job training, with consistent and frequent real-time feedback.
How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	Through the initial digital onboarding process and ongoing topical discussions throughout the fall semester on how to effectively leverage Google Classroom & SeeSaw, educators will learn how to deliver course content and respond to the data provided by the LMS feedback system. Educators will use LMS progress markers and reports to understand student progress in their content as well as how to adapt materials, activities and pacing to the needs of the individual students with whom they work. The opportunity to replicate the virtual training modules outlined above during campus and district-level PD and PLCs will also help to instill best practices for asynchronous course delivery. The professional development calendar above outlines the primary methods of delivery for initial and ongoing professional development along with the skills and tools professionals are expected to become proficient in. These sessions help teachers make the connection between best practices in face-to-face instruction and remote learning. The topics were intentionally chosen to ensure that all teachers become comfortable adapting lessons to remote instruction as well as understanding how to track student progress. They will use data trackers just as they would in on-campus instruction to review student progress and make instructional adjustments as needed. The training on the PLC at Work Process will guide them in examining standards, determining mastery, providing interventions and enrichment based on student data. The PD: ● Provides on-going personalized professional development and instructional coaching through real-time feedback and data reviews through Professional Learning Communities ● Trains teachers on "Building a Data Culture to Support your COVID Learning Response" t ● Teachers how to adapt instructional strategies to the virtual environment to help internalize the asynchronous curriculum ● Ensures the monitoring of the alignment of instruction, assessments, and student outcomes to district and state requirements ● Assists teachers in disaggregating, analyzing, and disseminating progress monitoring data to drive decisions on instructional placement and responsive action to address students' academic needs ● Supports teachers in developing on-time responsive interventions for students with academic needs ● Implements the development of purposeful integration of technology and the delivery of high-quality instruction in a virtual environment.

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	Communication with parents will be facilitated through platforms such as the Terrell ISD website, Facebook, Twitter, Remind, and Parent Portal as outlined below: ● Social media: Terrell ISD will be using these platforms to provide quick and easily accessible announcements pertaining to all students in the Terrell ISD. The superintendent of schools utilizes Facebook Live to host community wide information dissemination sessions , keep parents updated, and inform the community and parents vital information pertaining to all forms of instructional options. ● ZOOM Meetings provide a platform to monitor and respond to parent questions in a timely manner. A FAQ has been developed addressing parent and teacher questions and concerns. ● Website: Terrell ISD has a page dedicated to COVID and Return to Learn Instructional Options. ● Facebook Live sessions were held for each campus to provide specific information about the online learning systems and expectations for parents and students. ● Parent portal: Parents/guardians/custodians will have access to a parent portal, which will enable them to oversee their own student's progress on academic assignments, engagement with lessons, and their interactions with teachers. This portal also serves as a two-way communication channel between parents and teachers. ● The district has also developed a Family Engagement Plan: [TISD Family Engagement Plan](#) that provides not only expectations but supports and resources for at-home learning.
What are the expectations for family engagement/support of students?	● The district has also developed a Family Engagement Plan: [TISD Family Engagement Plan](#) that provides not only expectation but supports and resources for at-home learning. ● Parent digital onboarding will be launched on Google or SeeSaw sites ● Parent training videos are posted to and will remain on the Terrell ISD Website ● Parent Portal and the Seesaw and Google Classroom will allow daily progress reports on student's engagement and progress. ● In addition, we developed a clear set of expectations outlined on page 11 of this document.

What additional supports, training, and/or resources will be provided for families who may need additional support?	As outlined above, district staff will continuously monitor the district website and Facebook pages to respond to parent questions in a timely manner. FAQ pages will also be updated and visible through the TISD Website. Weekly newsletters are emailed with reminder, important information, announcements, and resources for parents. These are emailed and made available through social media. The District has developed a Return to Learn Plan that addresses details of issues such as screening, prevention, school closures, hygiene, school supplies, mental health, and synchronous and asynchronous learning. Return to Learn Campus leaders will provide the following support and resources to our families: ● Distributing additional resources and support to each campus i.e., school supplies for students ● Identifying health and human services support for families in need ● Creating opportunities for parent leaders to engage directly with the Superintendent to inform and validate district strategies ● Developing systems and opportunities for parents to be active partners at the campus level Additionally, there will be dedicated time within the teacher's daily office hours to support the needs of individual parents. The district has also developed a Family Engagement Plan that will be continuously updated based on parent inquiries: TISD Family Engagement Plan