

Wylie ISD ASYNCHRONOUS PLAN

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

Attestations

Instructional Schedule

- ✓ **Teacher interaction** with students is predictable, sufficient to support schedules.
- ✓ **Teacher availability** for students (e.g. office 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 Appropriate Public Education (FAPE).
- ✓ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year.** As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

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

Student Progress

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

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

Implementation

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

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

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

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that match or exceed the daily minimum instructional minutes across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.</p> <p>In the event that circumstances change in our community, all Wylie ISD teachers will quickly pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons in our Learning Management System (LMS) for on-campus learners, remote learners, and intermittent learners. There is likely to be student movement across models, and we at Wylie ISD are prepared to make this as seamless as possible.</p>

<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>Student online schedules are designed to match their face-to-face learning schedule as closely as possible to permit students to move between learning models as necessary. Each grade level has scheduled support times for virtual learners to receive direct instruction and intervention as needed. The required hours are met through a combination of asynchronous instruction and direct scheduled teacher supports as noted in the schedules below.</p> <p>Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>In addition to the interactions built into the LMS, students will have daily scheduled virtual support times available to interact with teachers for the purposes of direct instruction or asking questions. Student attendance during the scheduled virtual support times is not mandatory.</p> <p>Appointments can be made by a teacher and/or student/parent during teacher conference times to answer questions, remediate instruction, or to reteach difficult material.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>For students with disabilities, Wylie ISD will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback. Virtual support times have been designated for students with additional learning needs in the campus schedule.</p> <p>The district has developed instructional expectations for Gifted and Talented, Resource and Inclusion, Dyslexia, Bilingual and English as a Second Language (ESL) and other specialized programs. In addition, we have guidelines for Admission, Review, and Dismissal (ARD) and 504 meetings and will be developing contingency plans for any students receiving Special Education Services.</p> <p>The district will have a plan for Individualized Educational Plan (IEP) Progress Monitoring for virtual learners. Responsibilities are differentiated by role to ensure students with additional learning needs are receiving support based on their schedule of services and individual needs.</p>

Example Daily Schedule Grade Level(s): Pre-K - 1st (Self Contained Classrooms)		Instructional Minutes	Synchronous/ Asynchronous
Time	Task	# of minutes	Delivery of instruction
8:15 - 8:30	Classroom Connection	15	Synchronous
8:30 - 9:30	Language Arts	60	Asynchronous
9:30 - 10:00	Break	30	N/A
10:00 - 11:00	Math	60	Asynchronous
11:00 - 11:30	Lunch	30	N/A
11:30 - 12:30	Science/Social Studies	60	Asynchronous
12:30 - 1:30	PE/Music	60	Asynchronous
1:30 - 2:30	Office Hours via Zoom/Google Meets/email/phone	60	Synchronous
2:30 - 3:10	(Counseling, Interventions, Enrichment, GT, Special Ed., etc.) Designated Teacher/Student Support-	40	Synchronous/Asynchronous
		+180	

Notes & Expectations:

Sample daily schedules will be provided to parents and students.

Students will receive a minimum of **180 minutes (full day)** of both synchronous and/or asynchronous instruction each day.

The school will provide live sessions for community building in GT, 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 classes to support social and emotional learning.

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

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

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

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

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

Teacher Conference Period: Teacher conference periods (**Office Hours**) are available for students to interact with the teacher and get help as needed. **Conference times vary by teacher.**

Teacher Office Hour Example: (1:30 -2:30 Daily)

Counseling, Interventions, Enrichment, GT, Special Ed., etc. and Designated Teacher/Student Support will vary by campus.
Example: (2:30-3:10)

Example Daily Schedule Grade Level(s): 2nd-4th (Duos and Trios)		Instructional Minutes	Synchronous/ Asynchronous
Time	Task	# of minutes	Delivery of instruction
8:10 - 9:40	Math	90	Asynchronous
9:40 - 11:10	Reading/Social Studies	90	Asynchronous
11:10 - 12:00	PE/Music	50	Asynchronous
12:00 -12:30	Lunch	30	N/A
12:30 - 2:00	Writing/Science	90	Asynchronous
2:00 - 2:50	Office Hours via Zoom/Google Meets/email/phone	50	Synchronous
2:50 - 3:25	Designated Teacher/Student Support- (Interventions, Enrichment, GT, Special Ed, Counseling)	35	Synchronous/Asynchronous
		+ 180	
Notes & Expectations:			
Daily schedules will be provided to parents and students.			
Students will receive a minimum of 180 minutes (full day) of both synchronous and/or asynchronous instruction each day.			

	<p>Students will attend live sessions for community building in GT, 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.</p> <p>Attendance will be taken daily in Skyward, as determined through engagement.</p> <p>Grading will be the same as on-campus learning as outlined in the Wylie ISD District Handbook and policy.</p> <p>The Learning Management System (LMS) for this grade level is Google Classroom.</p> <p>Content for core subject areas will be provided through the Texas Home Learning 3.0, Google Classroom and supplemented by our campus instructional resources.</p> <p>Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.</p> <p>Teacher Conference Period: Teacher conference periods (Office Hours) are available for students to interact with the teacher and get help as needed. Conference times vary by teacher. Teacher Conference Period Example: (2:00 - 2:50 - Daily)</p> <p>Counseling, Interventions, Enrichment, GT, Special Ed., etc. and Designated Teacher/Student Support will vary by campus. Example: (2:50 - 3:25)</p>
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Example Daily Schedule Grade Level(s): 5-8		Instructional Minutes	Synchronous/ Asynchronous
Time	Task	# of minutes	Delivery of instruction
8:15 - 9:00	Period 1 Office Hours Designated Teacher/Student Support (Counseling, Interventions, Enrichment, GT, Special Ed., etc.)	45	Synchronous/Asynchronous
9:00 - 9:45	Period 2 ELA	45	Asynchronous
9:45 - 10:30	Period 3 Reading	45	Asynchronous
10:30 - 11:15	Period 4 Science	45	Asynchronous

11:15 - 12:00	Period 5 SS	45	Asynchronous
12:00 - 12:30	Lunch/Break	30	N/A
12:30 - 1:15	Period 6 Math	45	Asynchronous
1:15 - 2:00	Period 7 Band/Choir/Theater Arts/etc.	45	Asynchronous

2:00 - 2:45	Period 8 Band/Choir/Theater Arts/etc.	45	Asynchronous
2:45 - 3:30	Period 9 PE/Athletics	45	Asynchronous
		+240	

Notes & Expectations:

Daily schedules will be provided to parents and students.

Students will receive a minimum of **240 minutes (full day)** of both synchronous and/or asynchronous instruction each day.

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

Grading will be the same as on-campus learning as outlined in our **Wylie ISD** District Handbook and policy. The Learning Management System (LMS) for this grade level is **Google Classroom**.

Content for core subject areas will be provided through **Texas Home Learning 3.0, Google Classroom** and supplemented by our campus instructional resources.

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

Teacher Conference Period: Teacher conference periods (**Office Hours**) are available for students to interact with the teacher and get help as needed. **Conference times vary by teacher.**

Counseling, Interventions, Enrichment, GT, Special Ed., etc. and Designated Teacher/Student Support will vary by campus.
Example: (8:15 - 9:00)

Example Daily Schedule Grade Level(s): 9-12		Instructional Minutes	Synchronous/ Asynchronous
Time	Task	# of minutes	Delivery of instruction
8:15-9:00	Period 1 Math	45	Asynchronous
9:00-9:45	Period 2 ELA	45	Asynchronous
9:45 - 10:30	Period 3 Office Hours Designated Teacher/Student Support (Counseling, Interventions, Enrichment, GT, Special Ed., etc.)	45	Synchronous
10:30 - 11:15	Period 4 Science	45	Asynchronous
11:15-- 12:00	Period 5 SS	45	Asynchronous
12:00 - 12:30	Lunch/Break	30	N/A
12:30 - 1:15	Period 6 Band/Choir/Theater Arts/etc.	45	Asynchronous
1:15 - 2:00	Period 7 Band/Choir/Theater Arts/etc.	45	Asynchronous
2:00 - 2:45	Period 8 Band/Choir/Theater Arts/etc.	45	Asynchronous
2:45 - 3:30	Period 9 PE/Athletics	45	Asynchronous
		+240	

Notes & Expectations:

Daily schedules will be provided to parents and students.

Students will receive a minimum of **240 minutes (full day)** of both synchronous and/or asynchronous instruction each day.

Attendance will be taken daily in **Skyward or Schoology**, as determined through engagement.

Grading will be the same as on-campus learning as outlined in our **Wylie ISD** District Handbook and policy.
The Learning Management System (LMS) for this grade level is **Google Classroom or Schoology (Implementing)**

Content for core subject areas will be provided through **Texas Home Learning 3.0, Google Classroom** and supplemented by our campus instructional resources.

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

Teacher Conference Period: Teacher conference periods (**Office Hours**) are available for students to interact with the teacher and get help as needed. **Conference times vary by teacher.**

Counseling, Interventions, Enrichment, GT, Special Ed., etc. and Designated Teacher/Student Support will vary by campus.
Example: (9:45 - 10:30)

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

Description: Wylie ISD staff will implement at the High School and continue to use in grades K-8 our TEKS Resource System, and various other TEKS-based, state-adopted instructional materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Students' understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, Wylie ISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
TEKS Resource System	Wylie ISD will use the Vertical Alignment and TEKS Clarification tools from TEKS Resource System (TRS) to support teacher content knowledge of the TEKS specificity of each course and grade-level. Wylie ISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the Learning Management System as needed and as appropriate for the order of the content. In addition, we will use the TRS Year at a Glance and Instructional Focus documents for content areas.

Other TEKS-based, state- adopted instructional materials	Wylie ISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas. In addition, Wylie ISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning and as personalized digital learning tools.	
Texas Home Learning 3.0	Materials to align with the TEKS Resource System.	

Grade Level(s)	Instructional Materials/ Assessment	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
MATH INSTRUCTIONAL MATERIALS					
K-12	TEKS Resource System	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
K-2	Renaissance STAR Math		Progress monitoring for IEP attainment.	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
3-4	ALEKS	Yes	Individualized learning path for each student	This tool helps teachers identify gaps and adjust	Diagnostics, Online Analytic Tool

					based on skill level.	based on student needs	
5-8	Imagine Learning	Yes		Individualized learning path for each student based on skill level.	This tool helps teachers identify gaps and adjust based on student needs	Diagnostics, Online Analytic Tool	
K-12 9-12	Adopted Textbooks Houghton Mifflin Harcourt Holt McDougal	Yes Yes		The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is available in both English and Spanish.	Print, Online	
PK-12	Texas Home Learning 3.0	Yes		The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool	

READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS			
K-12	TEKS Resource System	Yes	N/A (teacher planning tool only)

			based on student needs.	based on student needs.	
PK-8	Renaissance STAR	Yes	Progress monitoring for IEP attainment.	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
K-8	Lexia Core 5 Rcad 180 Reading by Design	Yes	Individualized learning path for each student based on skill level. Reading by Design can be used as a universal screener for Dyslexia	This tool helps teachers identify gaps and adjust based on student needs	Diagnostics, Online Analytic Tool
K-2 3-12	Adopted Textbooks McGraw Hill Pearson (Savvas)	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is available in both English and Spanish.	Print, Online
PK-12	Texas Home Learning 3.0	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool

SOCIAL STUDIES INSTRUCTIONAL MATERIALS

K-12	TEKS Resource System	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)	
PK-5 6-12	Adopted Textbooks Studies Weekly Houghton Mifflin Harcourt	Yes	Vocabulary Learning strategies	Integrates into Google Classroom	Print, Online	
PK-5	Texas Home Learning 3.0	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool	

SCIENCE INSTRUCTIONAL MATERIALS

K-12	TEKS Resource System	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	N/A (teacher planning tool only)
K-8 9-12	Adopted Textbooks Houghton Mifflin Harcourt McGraw Hill	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is available in both English and Spanish.	Print, Online

PK-5	Texas Home Learning 3.0	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For the elementary, the product is in both English and Spanish	Print and Online, Instructional Tool
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Component	Explanation
<p>How will materials be designed or adapted for asynchronous instruction, ensuring coherence and retention on knowledge?</p>	<p>COHERENCE OF INSTRUCTION</p> <p>Depending on the number of students currently participating in remote learning, Wylie ISD will have two methods for delivering instruction. As the situation of COVID-19 changes in our community, we will adjust our staff according to student needs .</p> <p>1: This method allows the classroom teacher to use the classroom resources and capture lessons using an online platform such as Zoom, Google Meets, Flipgrid, Screencast-O-Matic etc. Students would access content through the LMS and designated district-provided devices.</p> <p>2: This method restructures our staff into two classifications of virtual teachers and/or on-campus teachers.</p> <p>Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.</p> <p>LESSON PREPARATIONS</p> <p>While students are online, teachers will assist students in a sequence of lessons. This allows for increased personalized learning for students enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the LMS and audio/video enable students in remote settings to be successful while participating in online learning, completing activities independently, or engaging in classroom projects.</p> <p>Teachers will adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom (grades K-12) or Google Classroom and Schoology (9-12). To support our students who are served in their special programs, teachers will participate in monthly meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Pre-recorded instructional videos will be uploaded into the LMS. Live teacher assistance will take place through Google Meets or Zoom between the hours of</p>

8:00am-4:00pm and depending on office hours of each teacher. Grades will be taken in accordance with the on-campus grading system and entered into **Skyward**.

LESSON DESIGN

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

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

Students will leverage a number of instructional software resources including Education Galaxy, Study Island, Renaissance Accelerated Reader and Discovery Education for asynchronous learning. These programs are inherently tailored to support self-paced, adaptive, and personalized student learning. This will support progress monitoring for all students as well.

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

Students with Disabilities - For students with disabilities, our special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs and 504 plans to generate student interest and motivation for learning,

<p>provided for students with disabilities and ELs?</p>	<p>represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback. Coordination with the Special Education teacher (SSA) and Special Education Dept. will be set up to provide specialized services in person or through Telehealth services for speech, physical therapy, occupational therapy, and counseling as needed. Wylie ISD will communicate with and involve parents in all educational decisions as is necessary.</p> <p>Bilingual and ESL - Teachers will design instructional opportunities to support English Learners.</p>
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Key Requirement Student Progress:

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

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>ACTIVE ENGAGEMENT</p> <p>Tracking daily student engagement will be based upon the student meeting a minimum of one of the following:</p> <ol style="list-style-type: none"> 1. Progress in the Learning Management System that day 2. Progress from teacher/student interactions made that day 3. Completion and turn-in of assignment(s) planned for that day <p>Students will:</p> <ul style="list-style-type: none"> • Engage daily with work through the completion of set assignments listed in the Learning Management System (LMS); students who do not demonstrate engagement on a given day are marked absent. • Submit their own original work • Monitor their own progress with the support and facilitation of teachers and proactively seek assistance from teachers or other staff when encountering difficulties. • Use and maintain technology equipment responsibly. • Follow the expectations in the Wylie ISD Student Code of Conduct in all activities, assignments, and interactions. • Communicate with their teacher any technology issues or concerns.

	<p>Student Access:</p> <ul style="list-style-type: none"> • Students will access assignments, including assessments, projects, and communication through the Learning Management System. Google Classroom is the selected LMS for grades K-8, and both Google Classroom and Schoology as the LMS for grades 9-12. • For synchronous teaching, the district will use Google Meets and Zoom meetings. • Students are expected to complete assignments, show progress in the LMS, or interact with the teacher on a daily basis to receive attendance for the day. • Students will NOT be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.
<p>What is the system for tracking daily student engagement?</p>	<p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding. Wylie ISD intends to set a high bar for students as it relates to daily engagement.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Assign asynchronous assignments and completion time equates to the minutes assigned for specific grades. Students are also encouraged to actively participate in the synchronous sessions, such as calendar time, table time, and small group sessions. • Grade assignments based on student mastery of state standards as defined by the district grading policy. • Monitor and check for student engagement each day. • Record attendance into Skyward or Schoology based on the student's engagement. <p>Wylie ISD believes that students should demonstrate more than just logging in to the LMS or only partially completing assignments.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>To promote alignment of student progress and continuity between asynchronous online learning and face-to-face learning the following approaches have been implemented:</p> <ul style="list-style-type: none"> • Scope and sequence, assignments, and activities for asynchronous learning will mirror the on-campus instruction. • The adopted curriculum will be made available for online student access through the LMS • The expected minimum hours of student engagement for Asynchronous learning was scaled to match the hours a student would spend in a face-to-face learning environment (excluding times for: lunch, passing periods, and some electives). • Methods of student-teacher interaction and student supports were designed to mimic the ways these interactions would occur in a face-to-face setting (scheduled support times with virtual interaction and the use of email or phone calls). • Common assessments will be used in both environments to monitor student progress towards grade-level mastery.

<p>What is the system for tracking student academic progress?</p>	<p>Academic progress will be tracked via the following methods:</p> <ol style="list-style-type: none"> 1. Student progress in the LMS as evidenced by tracking the time the students have engaged with the platform 2. Student grades for assignments and assessments submitted through the LMS 3. District wide common assessments 4. Teachers will document all contact outside of the LMS (i.e. zoom meetings, email, phone contacts) to assist with engaging all students and promote academic progress. <p>Parents will continue to have access to student grades through Family Access, progress reports, report cards, and etc.. Furthermore, the parent portal and district email provide parents and teachers with a two-way communication channel.</p> <p>In addition, the district will continue to implement the following official grade reports:</p> <ol style="list-style-type: none"> 1. Report Cards 6 week- The purpose of the report card grades is to communicate the student's level of mastery of the designated TEKS-based instructional objectives. 2. Progress Reports - Interim progress reports shall be issued for all students after the third and sixth week of each grading period. 3. Progress Updates - Progress updates on goals and objectives for students receiving special education, 504, ESL, etc. will be distributed to parents every 6 weeks corresponding with the district's grading period.
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers are expected to provide regular weekly feedback through the Learning Management System (LMS).</p> <p>Daily feedback may be conducted through a variety of methods (ie LMS activities, activities, small group instruction, teacher tutorial time, etc.). The feedback system will provide students the opportunity to correct or redirect their learning processes as needed and teachers the opportunity to address potential misconceptions or reinforce learning.</p> <p>Interventions will be provided by teachers for students who do not make sufficient academic progress or mastery.</p>

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

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>Professional learning is vital to the success of Wylie ISD. Leaders, teachers, and instructional support staff across Wylie ISD must have ongoing, job embedded learning to support the fidelity of implementation of the asynchronous plan.</p> <p>INITIAL PROFESSIONAL DEVELOPMENT FOR:</p> <p>TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS Educators have been trained on how to deliver course content and respond to the data provided by the LMS feedback system. Educators will use LMS progress during the summer months, all staff</p>

<p>How will professional development experience develop educator content knowledge to support internalizing the asynchronous curriculum analyzing and responding to data?</p>	<p>participated in synchronous and asynchronous professional learning technology-related sessions. These sessions were designed following a staff survey of their needs and the needs to create a stronger remote learning environment.</p> <p>Through the initial digital onboarding process and ongoing discussions in the fall semester on how to effectively leverage the LMS, educators have been trained on how to deliver course content and respond to data provided by the LMS feedback system. Educators will use LMS progress markers and reports to understand student engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual students with whom they work.</p> <p>Professional Development included: Google Classroom, Interactive White Board Implementation, Trauma and Mental Health. Schoology training was provided at the High School.</p> <p>In addition, teachers will participate in ongoing professional learning that is specific to their content area and instructional materials. (example - weekly during team meetings)</p> <p>PRINCIPALS AND OTHER ADMINISTRATORS</p> <p>Principals are the instructional leaders of their campus. Principals will work to provide planning, support, guidance, and leadership by ensuring the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Monitor instruction effectiveness by evaluating student, classroom, and campus performance data, Grades submitted in a timely manner, Communication with families - attendance, family engagement, and progress monitoring data.</p> <p>ONGOING LEARNING</p> <p>Per our professional development plan, teachers will continue to refine their skill set in applying the strategies of remote instruction.</p> <p>Throughout the school year, educators will learn how to adopt the different asynchronous instructional methods below:</p> <ul style="list-style-type: none"> • Virtual engagement of students • Schoology • Google Classroom • Zoom <p>The district will also engage in training provided by TEA for administrators and virtual instructors. In addition, we will work closely with our Educational Service Center - Region 14 and other partners to plan support for remote learning throughout the school year and provide feedback on practices consistently.</p>
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>All student learning expectations (Asynchronous online and face-to-face) were communicated via:</p> <ul style="list-style-type: none"> • Beginning of year parent meetings (Meet the Teacher) • Blackboard • Posted on the website • Parent emails • Social media

	<ul style="list-style-type: none"> Return to Learn Plan through all of the above
<p>What are the expectations for family engagement/support of students?</p>	<p>Parents/Guardians will:</p> <ul style="list-style-type: none"> Set up a schedule, and designate an area in their home as needed, to ensure an optimum learning environment exists for the student in either face-to-face or asynchronous online instruction that is conducive to full engagement (minimizing distractions). Ensure their student engages daily in learning activities in the Wylie ISD Learning Management System, interacts with teachers, and completes work and assignments by the due date. Regularly monitor their student's progress through the required course content. Communicate with campus staff to support student engagement and progress. Understand that Wylie ISD Board Policies, Student Code of Conduct, Student Handbook, and Acceptable Use Policy remain in effect in both face-to-face and asynchronous online learning environments. <p>Communication will flow between our staff and parents through Google classroom, Skyward, and Schoology at High School, personal contact from teachers via email, virtual platforms (Zoom, Google Meets) or voice calls. It is paramount that our students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods. Teachers will be required to document all parent/student contact and communication.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>As stated above, information will be posted on the District website to keep parents informed and continue to build relationships that engage parents to be active partners at the campus level.</p> <p>List any additional resources to support families with school supplies, health services, student mentoring and support, and internet connectivity.</p> <ul style="list-style-type: none"> Communities in Schools - Grades 5-12 Services for school lunch Technology support - hotspots, internet providers, devices, etc. Virtual counseling support (Social & Emotional Learning) Out-reach and support to Non-Engaged Students

Grades PK-4 Meet the Teacher Meeting and deployment of devices (8-18-2020)

Meet-the-Teacher will be restructured to a full day of rotating supports for families. During the day, families will be invited to the school in phases and small groups to check out devices, meet the teachers, and provide information on how to best support and guide their student's daily learning. Q & A regarding At-Home Instruction was provided.

Grades 5-12 Video Tour and Safety Procedure. Student Devices were handed out at individual designated times. Q & A regarding At Home Learning was provided through our Student Needs Survey.

Student Roles and Responsibilities
<ul style="list-style-type: none">• Establish daily routines for engaging in the learning process.• Identify a space in your home where you can learn and study comfortably.• Regularly check Learner Management System (LMS) for assignments.• Complete assignments with integrity and academic honesty.• Communicate with the school when you need assistance. We are here to help.• Submit assignments daily. Assignments cannot be completed all in one day.• Attend live instruction appropriately dressed in accordance with the district dress code.
Parent/Guardian Roles and Responsibilities
<ul style="list-style-type: none">• Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.• Establish routines and expectations.• Assist your student in locating a space in the home that is ideal for learning.• Monitor communication from teachers and school.• Monitor completion and submission of class assignments daily.• Take an active role in helping your child process their learning.• Attend district/campus training for implementation support.• Use teacher office hours to help strength asynchronous learning.• Contact teacher, administrators, and counselor for additional needs and supports for student learning.
Contact Us Who to Contact for Help

For assistance regarding a course, assignment, or resource:
The relevant teacher

For assistance regarding a technology-related problem or issue:
The technology department: techhelp@wylie.esc14.net

For a personal, academic or social emotional concern:
The School counselor

For other issues related to distance learning:
The Assistant Superintendent of Curriculum: thagler@wylie.esc14.net