

Tioga ISD

2020-2021

Asynchronous Learning Plan



TIOGA 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.

GUIDING PRINCIPLES

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



Asynchronous instruction refers to self-paced instruction where students engage in the teacher created lessons and learning materials on their own time. Students will interact with the teacher through the LMS (Learning Management System), or through other electronic means, or the phone. For students engaged in the day, they would be marked as present. Engagement is defined as progress in the LMS made that day; Progress from teacher to student interaction made that day; evaluating the completion and understanding of assignments that day.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Using data from parent's decision forms in regards to the method of instruction they are choosing for their family, Tioga ISD has made concessions to appropriately serve the students that have "at-home" learning for their method of instructional delivery. All teaching staff has received training in the use of online instruction, and this training will be ongoing. As the number of students may change over the course of the year, teacher assignments may also change to accommodate serving each student in either remote or online instruction.

In order to maintain the movement of students between remote and on-campus learning it is paramount that we maintain fidelity in the classroom through all 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 maintain growth.

I. Instructional Schedule

Instructional Schedule Attestation

- **Teacher interaction** with students is predictable and 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).
- **Structure of each day** allows for kids to have a full day of academic content with the assurance remote learning content and experiences are aligned with the face-to-face instructional practices. During the day, remote students will have complete access to all learning activities and can complete self-paced assignments independently and in any order they choose.
- 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:

Grades: PK-5th Grade:

- Each student will have an assigned Teacher of Record and a Remote Learning Teacher (RLT).
- The RLT or teacher will have set times for office hours to provide instructional support for all courses they monitor.
- The RLT or teacher will monitor the teacher of record's Google Classroom for the students who are enrolled in remote learning.
- The RLT or teacher will schedule at least a 45 minute office hour each day for each course they are monitoring.
- The RLT or teacher will collaborate with the teacher of record and/or grade level team or department to find a viable solution.
- Additional office hours may be provided based on the needs of individuals by a certified special education teacher, dyslexia teacher, and a certified ESL teacher to meet the needs of all students.
- PK through 5th grade – 240 instructional minutes (See Schedule Below)

Grades: 6th - 8th Grade:

- Students are expected to log into and complete Google Classroom activities provided by each teacher.
- Please note that while TEA requires at least 240 minutes of academic content engagement, it is our belief that remote learning students will need to be engaged in more time than the minimum minutes to be successful.

As a result, we have designed the remote learning schedule to account for at least 275 minutes per day. Minimum time for daily student academic engagement is as follows:

- Reading Language Arts - 95 minutes
- Math - 45 Minutes
- Science - 45 Minutes
- Social Studies - 45 Minutes
- Elective Courses - 45 Minutes (can be more if multiple electives)
- Office Hours: 30 minutes (optional for students but provided daily)
- Small Group Support: 30 minutes (scheduled as needed/determined)

Grades: 9th - 12th Grade:

- Students are expected to log into and complete Google Classroom or another LMS platform appointed by each teacher.
- Please note that while TEA requires at least 240 minutes of academic content engagement, it is our belief that remote learning students will need to be engaged in more time than the minimum minutes to be successful.

As a result, we have designed the remote learning schedule to account for at least 275 minutes per day. Minimum time for daily student academic engagement is as follows:

- English - 45 Minutes
- Math 45 Minutes
- Science - 45 Minutes
- Social Studies - 45 Minutes
- College Coursework/Elective Courses/CTE - 95 Minutes (Minimum)
- Office Hours: 30 minutes (optional for students but provided daily)
- Small Group Support: 30 minutes (scheduled as needed/determined)

English Language Learner Support

- English Language learners will have linguistic support as necessary based on their language proficiency.
- ESL teachers at the middle school and high school will assist RLT with meeting student language needs
- At the elementary level, ESL certified teachers will support students and/ or assist RLT in the meeting linguistic needs of students.

Gifted and Talented Support

- Students will receive enrichment opportunities through a google classroom that will include all gifted grade-level peers for collaborative learning if needed.
- Students will receive additional social and emotional support as needed and be provided times to zoom with the gifted & talented coordinator for support and guidance on activities.
- Our GT program emphasizes critical and creative thinking skills, problem-solving skills, integrated curriculum studies in the four core academic areas and projects involving independent research.
- Our GT program emphasizes that projects are selected based on the individual interests of the students
- Students are expected to work both independently and in group situations (via remote learning or social distanced in face-to-face)

Special Education Support

- Students with disabilities will follow the same guidelines and protocols with special consideration given to meet their individual needs
- Students who are entitled to instructional and related services through an ARD (Admission, Review and Dismissal)/IEP, 504 Plan, etc. **and** who choose to enroll in remote learning will be required to convene an appropriate meeting to revise their supports and services to ensure the District meets their individual needs
- Special education instructional and related services will be provided in accordance with the ARD/IEP either virtually or face-to-face based on the unique needs of the remote learning special education student
- Expectations should not be lowered for students when instruction is being received at home or in remote learning setting
- Provide direct service (instructional and related service) minutes in alignment with IEP schedule of services
- ARD meetings can be conducted virtually or face to face to meet each family's needs or preferences
- All state/federal required timelines for ARD meetings and evaluations (initial and re-evaluations) will continue to proceed regardless of instructional delivery model
- Special education teachers will follow the same guidelines as general education teachers. All ARD and case management responsibilities will continue in face to face and virtual instruction platform.

Instructional Schedule Description: Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that matches or exceeds the following daily minimum across all grade levels. 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.

In the event that circumstances change in our community, all Tioga ISD teachers will quickly pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons in Google Classroom for on-campus learners, remote learners, and intermittent learners. There is a likely to be student movement across models, and we at TISD are prepared to make this as seamless as possible.

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, schedules for the different campuses and grade levels are listed below. Individual teachers will also provide specific feedback in regards to student schedules, and changes to those schedules.

It is important for students to have consistency and routine in their day-to-day learning at home. A sample daily schedule is included below for elementary, as well as schedules for a typical middle school and high school day. Creating your own written schedule for your student at home that addresses these guidelines with breaks will help both you and your students meet their learning goals, and provide appropriate time to complete assignments from their teachers.

Example Daily Schedule Grade Level(s): K - 5

Suggested Time Frame	Task	# of minutes	Notes
On or before 9:00am	Student Classroom Connection Study Skills Class		Check in prior to 9:00am through Google Classroom to set goals for the day and begin daily engagement
9:00 - 12:00	Reading	50	Asynchronous lessons through Google Classroom
	Math	50	Asynchronous lessons through Google Classroom
	Science	50	Asynchronous lessons through Google Classroom

12:00 - 12:30	Lunch	30	N/A
12:45 - 1:30	Social Studies	50	Asynchronous lessons through Google Classroom
1:30 - 3:45	Intervention, Independent Reading, enrichment, electives, and PE	40	Asynchronous lessons through Google Classroom
Total Instructional Time:		240 mins	

Notes & Expectations:

Daily schedules will be provided to parents and students.

Students will receive a minimum of 240 minutes of asynchronous instruction each day.

Campus counselors will set up one-on-one or small group classes to support social and emotional learning. Attendance will be taken daily through TxEIS as determined through engagement.

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

Content for core subject areas will be provided through the Google Classroom and supplemented by our campus instructional resources. Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.

Designated Teacher/Student Support - (Interventions, Enrichment, GT, Special Ed., etc.) will occur during Teacher Conference Period

Designated Teacher-Student Support Times (KG - 5th Grades)

Tioga Elementary School Grades K - 2		
Kindergarten	Subject	Conference Time M-F
Parker	All	1:44-2:32
Richey	All	1:44-2:32
Tredway	All	1:44-2:32
1st Grade	Subject	Conference Time M-F
Cassell	All	1:44-2:32
Jordan	All	1:44-2:32
Tanguma	All	1:44-2:32
2nd Grade	Subject	Conference Time M-F
Kinsey	All	12:55-1:40
Reynolds	All	12:55-1:40
Watkins	All	12:55-1:40

Tioga Elementary School Grades 3-5		
3rd Grade	Subject	Conference Time M-F
Bates	ELA/S.S.	12:55-1:40
Clark	ELA/S.S.	12:55-1:40
Eddleman	Math/Science	12:55-1:40
Hansard	Math/Science	12:55-1:40
4th Grade	Subject	Conference Time M-F
Askew	Writing	9:44-10:32
Hamner	Reading	9:44-10:32
Mann	S.S./Science	9:44-10:32
Nalls	Math	9:44-10:32
5th Grade	Subject	Conference Time M-F
Perry	ELA	10:36-11:24
Ponce	Math	10:36-11:24
Tucker	Science	10:36-11:24

Example Daily Schedule for Grade Level(s): 6 -12

Suggested Time Frame	Task	# of minutes	Notes
On or before 9:00am	Student Classroom Connection Study Skills Class		Check in prior to 9:00am through Google Classroom to set goals for the day and begin daily engagement
9:00 - 12:30	English	45	Asynchronous lessons through Google Classroom
	Math	45	Asynchronous lessons through Google Classroom
	Science	45	Asynchronous lessons through Google Classroom
	Social Studies	45	Asynchronous lessons through Google Classroom
12:30 - 1:00	Lunch	30	N/A
1:00 - 3:45	Intervention, College, electives, and PE	95	Asynchronous lessons through Google Classroom and College Canvas
	Total Instructional Time:	275 mins	

Notes & Expectations:

Daily schedules will be provided to parents and students.

Students will receive a minimum of 275 minutes of asynchronous instruction each day.

Campus counselors will set up one-on-one or small group classes to support social and emotional learning. Attendance will be taken daily through TxEIS as determined through engagement.

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

Content for core subject areas will be provided through the Google Classroom and supplemented by our campus instructional resources. Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.

Designated Teacher/Student Support - (Interventions, Enrichment, GT, Special Ed., etc.) will occur during Teacher Conference Period

Designated Teacher-Student Support Times 6th - 8th Grades (Includes PK-8th)

Teacher	1 8:00-8:48	2 8:52-9:40	3 9:44-10:32	4 10:36-11:24	5 11:28-12:16	6 12:20-1:40 A – 12:20-12:50 B – 1:10-1:40	7 1:44-2:32	8 2:36-3:22
Askew 4th			Conference		Lunch 11:15-11:45		WIN	
Baeza	ESL	ESL	1 st /5 th Recess	Lunch Duty	Lunch Duty	PL/PK4 Recess	ESL	3 rd Recess
Bates 3rd	WIN			WIN	Lunch 11:25-1155	Conference		
Bodine PK				Lunch 10:30-11:00		PL/Conference		
Cassell 1st				Lunch 10:45-11:15	WIN			
Cavin	RTI	RTI	RTI	Conference	7 th /8 th Art	RTI	RTI	7 th /8 th Art
Clark 3rd	WIN			WIN	Lunch 11:25-1155	Conference		
Duncan	Conference	SPED	SPED	SPED	SPED	SPED	SPED	SPED
Eddleman 3rd	WIN			WIN	Lunch 11:25-1155	Conference		
Elliott PK			Conference	Lunch 10:35-11:05				
Evans	HS		2 nd Dyslexia	3 rd Dyslexia	1 st Dyslexia	5 th Dyslexia	4 th Dyslexia	Conference
Felderhoff	MS Athletics	7 th Science	7 th Science	6 th Boys PE	HS Athletics	7 th Science	7 th Science	Conference
Flint	RTI	RTI	RTI	RTI	RTI	RTI	RTI	Conference
Garrison	K/1 st Aide	Planning	4 th Technology	5 th Technology	6 th Technology	2 nd /3 rd Tech	K/1 st Tech	6 th Enrichment
Graves L.	Conference	7 th Math	8 th Math	7 th Math	7 th Math	8 th Algebra	8 th Math	7 th Math
Graves T.	504/SPED	504/SPED	PK4 Music	5 th Music	PL 11:25-11:55	PK3/504	504/SPED	SPED
Hamner 4th			Conference		Lunch 11:15-11:45		WIN	
Hansard 3rd	WIN			WIN	Lunch 11:05-	Conference		

					11:35			
Hargrove	MS Athletics	Conference	7 th Technology	6 th Technology	7 th Enrichment	8 th Enrichment	7 th Technology	HS Athletics
Hays	PK4	PK4	Recess	Lunch Duty	Lunch Duty/PL	Lunch Duty	PK4	Recess
Holcomb	Conference	6 th Science	6 th Science	8 th Science	8 th Science	8 th Science	6 th Science	UIL
Hunkapillar	MS Athletics	7 th SS	7 th SS	7 th SS	HS Athletics	7 th SS	Conference	7 th Enrichment
Jordan 1st				Lunch 10:45-11:15	WIN		Conference	
Kimbrell	6 th Math	Conference	4 th Music	6 th Math	6 th Math	2 nd /3 rd Music	K/1 st Music	SPED
Kinsey 2nd			WIN		Lunch 11:05-11:35	Conference		
Leverett	MS Athletics	Conference	4 th PE	5 th PE	6 th Girls PE	3 rd PE	1 st PE	HS Athletics
Luster	Sub	Sub	Sub	Sub	Sub	Sub	Sub	6 th Enrichment
McNairy	RTI	RTI	2 nd GT	3 rd GT	PL 11:30-12:00	Conf/5 th GT	4 th GT	RTI
Mann 4th			Conference		Lunch 11:15-11:45		WIN	
Moore	6 th Writing	8 th Writing	8 th Writing	8 th Spanish	8 th Writing	6 th Writing	Conference	6 th Writing
Murphey PK			Conference	Lunch 10:35-11:05				
Murphey T.	MS Athletics	6 th SS	6 th SS	5 th Boys PE	HS Athletics	6 th SS	7 th Enrichment	Conference
Nalls 4th			Conference		Lunch 11:15-11:45		WIN	
Nevins	Conference	7 th /8 th Journ.	7 th Writing	7 th Writing	7 th Writing	7 th Writing	8 th Enrichment	6 th Journalism
Parker K		WIN		Lunch 10:40-11:10			Conference	
Perez	MS PE	2 nd /3 rd Aide	PK4 PE	LD/Recess	Recess	PL./2 nd -3 rd PE	K/1 st PE	Recess/PK3
Perry 5th				Conference	Lunch 11:30-12:00	WIN		
Perryman	MS Athletics	8 th Reading	8 th Reading	8 th Reading	8 th SS	Conference	8 th SS	8 th SS

Ponce 5th				Conference	Lunch 11:30-12:00	WIN		
Pool	RTI	RTI	RTI	RTI	RTI	RTI	RTI	Conference
Reynolds 2nd			WIN		Lunch 11:05-11:35	Conference		
Richey K		WIN		Lunch 10:40-11:10			Conference	
Scott	3 rd Dyslexia	Conference	2 nd Dyslexia	3 rd Dyslexia	1 st Dyslexia	5 th Dyslexia	4 th Dyslexia	2 nd Guided Rdg
Shelton	Conference	6 th Enrichment	7 th Enrichment	7 th Reading	7 th Reading	7 th Reading	7 th Reading	7 th /8 th Th. Arts
Stanley	504/Library	504/Library	504/Library	504/Library	504/Library	8 th Service	504/Library	8 th Service
Strittmatter	6 th Reading	SPED	SPED	SPED	SPED	Conference	6 th Reading	6 th Reading
Tanguma 1st				Lunch 10:45-11:15	WIN		Conference	
Thompson	MS Athletics	8 th Enrichment	6 th Enrichment	504	504	504	Conference	HS Athletics
Tredway K		WIN		Lunch 10:40-11:10			Conference	
Tucker 5th				Conference	Lunch 11:30-12:00	WIN		
Walke	SPED	SPED	SPED/504	SPED	K Recess	2 nd Recess/ PK3	SPED/504	3 rd Recess
Watkins 2nd			WIN		Lunch 11:05-11:35	Conference		
Wells	MS Athletics	Conference	PK PE	5 th PE	6 th Girls PE	2 nd PE	Kinder PE	HS Athletics
Winders	HS	HS	HS	HS	Conference	6 th Band	6 th Band	7 th /8 th Band

Designated Teacher-Student Support Times 9th - 12th Grades (Google Codes)

2020-2021 Google Classroom Codes- Updated 08/07/2020									
	Room	1 st Period	2 nd Period	3 rd Period	4 th Period	5 th Period	6 th Period	7 th Period	8 th Period
Armstrong	A211	JH Athletics	Conference	W History gtbcsyd	W History qe2vtaz	HS Athletics	W History spz5pqn	W Geography jvee67w	W History hntgdg6
Ballinger	A120/217	Library	Frameworks 7iv5425	Frameworks 7iv5425	Library		Instr Pract d4xtsbm	Library	Instr Pract d4xtsbm
Crowe	A210	Prin Hosp gl2t7bo	Dollars/Sns cddsath	Food Science e2puykr	Culinary Arts s7lvvyjr	Culinary Arts tt5pqr	Conference	Prin HS 5udv3l2	Human GD 6o3ldit
Cummings	A129	US Hist DC t4iak7q	Economics uby24td	Conference	English 4 2dgogsb	Art fkvfrl5	Government l23xczc	US Hist DC t4iak7q	Art iktbklg
Hamner	C102	Counsel/ Conference	Speech w75657w	Speech fh2tn2u	TSI English 4ielz5v	Counsel/ Conference	Theater Arts royrwd3	Production vp2yu2m	Couns/Conf
Howell	A207	Algebra 2 kpztnkf	TSI Math pcxyw2	Pre-Calculus gz4cake	Math Models y7t66h5	Algebra 2 at66q2r	Pre-Calculus founkwc	Algebra 2 qyloaau	Conference
Leverett, R	A212	Chemistry v54tmmq	Chemistry v54tmmq	Env Systems xmxbxro	Prin Tech 7o7gbc5	Prin Tech 7o7gbc5	IPC s43sbjq	Chemistry v54tmmq	Conference
Love	A202	Spanish 2 rpbeneg	Spanish 1 coetbgf	Spanish 2 n6b552p	Spanish 2 yh6n6kl	Spanish 2 taowpwn	Spanish 1 ypoeboi	Spanish 1 moflm7v	Conference
Patton, C	FH/A211	JH Athletics	Athletic Director		HS PE tg45nuz	HS Athletics	Athletic Director		HS Athletics
Schnitker	A130	JH Ag	Animal Sci fyl2hg3	Animal Sci 5lyjcmm	Prin of Ag oupx3k3	Conference	Rangeland vy6vyrp	Livestock srbdhsy	Horticulture zs4vqdx
Smith	A120.3	ECHS Dual Credit Lab 7wyaond							
Strickland	A216	English 1 h4h6gsr	US History tb3w5fi	W Geography 7gov4vf	English 1 H ryze3s4	English 1 h4h6gsr	Conference	US History tb3w5fi	Debate/YB 35ynfpc
Thompson	A217	Conference	English 3 DC yqshbm6	English 3 DC yqshbm6	English 4 DC	English 2 ccpmedb	English 3 ibzekdw	English 2 H fqp7mw5	English 2 nm56kmc

					fnhhgpl				
Wolf	A131	Graphic Des kdqx7ii	Intro Com DC g2xtj3q	Intro Com DC g2xtj3q	BIMM z3game4	Animation 7c5g4k7	Career Prep votj7xx	Career Prep votj7xx	Conference
Wood	A215	Biology uamfj6e	Biology DC cwo2jev	Biology DC cwo2jev	Conference	A & P DC ished3z	A & P aijwapv	Biology uamfj6e	Biology uamfj6e
Woodall	A209	Geometry ozkhsqt	TMSCA 6nppmt4	Conference	Algebra 1 2f45ewm	Algebra 1 2f45ewm	Geometry ozkhsqt	Algebra 1 2f45ewm	Geometry ozkhsqt
Winders	C107	HS Band u53njjy	Music Prep	Conference	Jazz Band m2rczf3	Middle School Music			
Coll. Prof	Cafeteria	OPEN	DC Music Appreciation		OPEN				

Other Considerations

Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction through 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 work daily to receive credit for the day.

Teachers will arrange regular check-ins with students - one-on-one, small or large group settings. At a minimum, students and teachers will check-in at least once a day and attend any teacher-classroom connection. Students and parents can schedule appointments with their teachers for additional support, and help with instructions and assignments. You may email your teacher (use your TISD email account), send them a Remind, or call the office to leave a voice message for the teacher. See the appropriate schedule for your teacher's conference time.

Additional Support for Students with Learning Needs

For students with disabilities, language barriers, or the need for accelerated or remedial instruction, 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 more affirmative and corrective feedback.

In an instance where a student was determined eligible for and in need of homebound instruction as defined in the Student Attendance Accounting Manual, the district may elect to provide the homebound instruction using virtual provision of services. The individual student's ARD committee, 504 committee, or pregnancy related service providers would make these determinations.

TiogaISD-InstructionalScheduleSummary

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 Tioga ISD teachers will quickly move to remote learning if needed. From the beginning of the school year, all teachers will design lessons in Google Classroom for on-campus learners, remote learners, and intermittent learners. There is likely to be student movement across models, and we are prepared to make this as seamless as possible.</p>
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>Student online schedules are designed to match their face-to-face learning schedule as closely as possible to permit students to move between learning models as necessary. Each grade level has scheduled support times for virtual learners to receive direct instruction and intervention as needed. The required hours are met through a combination of asynchronous instruction and direct scheduled teacher supports as noted in the schedules below.</p> <p>Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>In addition to the interactions built into the LMS, students will have daily scheduled virtual support times 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, Tioga 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), among others. 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>
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II. Material Design

Materials Design Attestation

- Tioga ISD 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.

Overview

The lesson content delivered through remote learning will be the same as what is delivered in the face-to-face setting. Collaborative and hands-on learning will still be an essential component of the remote learning setting. We will utilize Google Classroom, Google Meet, and other web-based simulation resources to facilitate collaboration and hands-on learning. The use of asynchronous and synchronous lesson design will allow for students in either instructional setting to remain on the same learning path. A student could move between remote learning and face-to-face and access the same content and continue his/her progress without interruption. Instructional materials, all of which are TEKS aligned, will be available through Google

Classroom and on-line login to web-based supports available through our adopted and supplementary instructional materials. Most of the districts adopted materials and supplementary materials have an on-line component that will allow a high level of consistency in presentation and access to materials for remote learners compared to their face-to-face peers. The use of videos/screencasts/broadcasts (both live and recorded) will be part of our remote learning protocols. Students and parents will receive detailed instructions on how to access and navigate these resources. In addition to the use of adopted instructional materials, remote learning students will also engage with Texas Home Learning (THL 3.0) resources. The teacher will utilize THL 3.0 resources that align with district TEKS Resource System YAGs and allow for the best options for mastery learning, assessment of learning, and timely progress monitoring.

(As Schoology comes on line through the Fall of 2020, we will align all of these resources within that platform and provide students and parents with the necessary instructions and support to utilize this resource.)

Materials Design Description: Tioga ISD staff will continue to implement the TEKS Resource System and various other TEKS-based, state-adopted instructional materials locally adopted by the district including Texas Home Learning (THL) 3.0 as it becomes available. 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, Tioga ISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
TEKS Resource System	<p>Tioga ISD will use the Vertical Alignment and TEKS Clarification tools from TEKS Resource System (TRS) to support teacher content knowledge of the TEKS specificity of each course and grade-level.</p> <p>Tioga 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.</p>

Other TEKS-based, state- adopted instructional materials	<p>Tioga ISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas.</p> <p>In addition, Tioga ISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning and as personalized digital learning tools.</p>
Texas Home Learning 3.0	<p>For adopted grade levels and content areas, THL 3.0 will serve as an extra resource for instructional materials for both in-person and remote learning. TISD will leverage THL 3.0 materials in the order of the provided module/unit scope and sequence.</p>

Feedback Timelines

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

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

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

Coherence in Instruction

Depending on the number of students committing to remote learning, we have two options of deliverables. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need. A third option is also a consideration. After parents complete their selected pathway, we will have a more solid outline of our plan of action.

- Option 1: Smaller number of students would allow the classroom teacher to use the classroom resources and capture lessons using the Google Classroom Applications. Students would access content through the LMS and designated district-provided devices.
- Option 2: Larger number of students would require restructuring our staff into 2 classifications of virtual and on-campus teachers.

- Option 3: Students in remote learning would access Texas Home Learning 3.0 while the students on campus would continue with the district provided resources. Being a small school, teachers are often expected to teach in-class students and remote learners simultaneously. The Texas Home Learning 3.0 would allow teachers to plan more effectively for both pathways.

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

Lesson Preparations

- While students are online, teachers can assist students in a sequence of lessons when a RLT is not available. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the LMS and audio/video enable students in remote settings to be successful with participating in online learning, completing activities independently, or engaging in classroom projects and participation.
- Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom (grades K-12) LMS. To support our students who are served in their special programs, teachers will participate in weekly PLC 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 depending on office hours of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on campus grading system and entered into Gradebook promptly. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.
- Teachers will adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom. To support our students who are served in their special programs, special program teachers are included as co-teachers in the LMS. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS.

Lesson Design

- Tioga 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.
- Tioga ISD will create a modified scope and sequence-based on the intentional alignment of standards missed as a result of lost instructional time. High priority/essential state standards will be identified for each core subject area.
- The district will leverage our existing instructional materials as the basis for our curriculum for students. In addition, teachers will have access to Texas Home Learning (THL) 3.0 PK-12 as a supplemental resource. Asynchronous students will follow the same scope, sequence, minute

requirements, and curriculum as face-to-face students. This allows for students transitioning between learning modalities (e.g., remote and face-to-face) at the end of grading periods. All materials we use are Texas Essential Knowledge and Skills (TEKS) aligned as we are a TEKS Resource System district. All materials will be stored on our LMS and will be accessible to all students.

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

Students with Disabilities

- 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.
- 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 (IEP); teachers and paraprofessionals will continue to tailor instructional content and activities to meet the specific needs of these students.
- There will be additional resources (accommodations and additional supports) provided through Google Classroom materials that will meet the needs of all learners including those with disabilities. In addition, students with disabilities will receive predictable and planned remote or in person office hours with a certified Special Education teacher to provide accommodations, modifications, and additional resources to meet the individualized needs of the student.

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
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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)
PK-8	NWEA Map Growth	Yes	Measures growth and proficiency; Program adapts and can be read to students.	Can test in Spanish	Online Assessment Data and Diagnostic Tool
3-12	ECS Learning Systems	Yes	Measures growth and proficiency; Program adapts and can be read to students.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Online Assessment Data and Diagnostic Tool
PK-12	Texas Home Learning 3.0	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
KG - 8	Pearson Math	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
9 - 12	Glencoe Math (Algebra I, Geometry, Algebra II, Pre-Calculus)	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool

READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS

K-12	TEKS Resource System	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
PK-12	Renaissance STAR & Early Literacy	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia.	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
PK-5	Istation	Yes	Skill plans for mastery of goals and standards.	Both English and Spanish.	Diagnostic, Analytics Online, Data Tool
K-8	NWEA Map Growth	Yes	Measures growth and proficiency; Program adapts and can be read to students.	Can test in Spanish.	Online Assessment, Data and Diagnostic Tool
KG - 2nd	Amplify MClass	Yes	Measures growth and proficiency; Program adapts and can be read to students. Can be used as a dyslexia screener	Can test in Spanish	Online Assessment Data and Diagnostic Tool
PK-12	Texas Home Learning 3.0	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
KG - 2nd	Saxon Phonics	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
KG - 8th	HMH Into Reading/Literature	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson.	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	Studies Weekly	Yes	Vocabulary Learning strategies. Online curriculum can read to the student.	Integrates into Google Classroom. Includes built in supports for Els to build vocabulary and will read to student.	Online and print
PK-5	Texas Home Learning 3.0	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
5 - 12	Glencoe Curriculum for all courses at each grade level	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.	Print and Online
6-12	Lowman Curriculum	Yes	This product includes the built in support of reading, as well as an instructor to help accommodate	This product includes the built in support of reading, as well as an instructor to help accommodate	online only

**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-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
K-5	STEMscopes	Yes	Intervention and acceleration resources	Intervention and acceleration resources	Comprehensive Digital Resources; 5E model
KG - 8	Pearson Science	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.	Print and Online
5-12	EPS Curriculum	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.	Print and Online

Component	Explanation
<p>How will materials be designed or adapted for asynchronous instruction, ensuring coherence and retention on knowledge?</p>	<p>Depending on the number of students currently participating in remote learning, Tioga ISD will have two options for delivering instruction. As the situation of COVID-19 changes in our community, we will adjust our staff according to student needs.</p> <p>Option1: This option allows the classroom teacher to use the classroom resources and capture lessons using an online platform such as Zoom, Google Meets, etc. Students would access content through the LMS and designated district-provided devices.</p> <p>Option 2: This option restructures our staff into two classifications of virtual teachers and on-campus teachers.</p> <p>Option 3: Utilize Texas Home Learning 3.0 for remote learners.</p> <p>Instructional materials and activities in each of the first 2 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 home learning.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>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, 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) will be set up to provide specialized services (possibly through Telehealth services) for speech, physical therapy, occupational therapy, and counseling as needed. Tioga 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 through virtual office hours. Additionally, ESL teachers will plan and collaborate with the general education teacher to schedule pullout services.</p>

III. Student Progress

Student Progress Attestation

- a. Expected student progress in remote asynchronous learning is planned in advance, defined by the day, and ties to the overall course coverage in the course syllabus.
- b. Daily, trackable student engagement exists to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - i. Data from the Learning Management System (LMS) showing progress made that day
 - ii. Curricular progress evidenced from teacher/student interactions made that day
 - iii. Completion and submission of assignments planned for that day
- c. Schools have systems to measure academic progress of all students to inform instructional practice in an asynchronous environment.
 - i. Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print).
- d. Student feedback is provided from the instructor at least weekly in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- e. School grading policies for remote student work are consistent with those used before COVID for on campus assignments.

Student Progress Description: Tioga 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, Tioga ISD will collect data, design lessons, interventions, enrichment activities, and provide support to fill the gaps in skill knowledge caused by the school closure.

Students who are not making sufficient academic progress will be required to attend office hours and/or tutoring sessions to provide necessary supports and interventions. In addition, parent conferences (with students attending as well) will be held to provide goal-setting and intervention supports to be used in the remote learning environment. The district utilizes a 3-week progress report and 9-week report card protocol for keeping students and parents informed of student progress. This will be in place for all students (remote and face-to-face).

Parents will have full access to student progress and engagement through the parent portal of our gradebook platform.

In addition to the progress tracking and feedback structures listed below, the district will also conduct diagnostic and benchmark assessments throughout the year to monitor student progress towards mastery of the TEKS (ESTAR/MSTAR, diagnostics, End-of-Unit assessments, TEA Interim Assessments, etc.).

The district will also use Lead4ward instructional and data tools to manage student performance data and to monitor student progress on a weekly, monthly, and nine-week grading period timeline. Student performance data will be tracked in Frontline Education and campus Professional Learning Communities (PLCs) will access the data to adjust the scope and pace of learning and to identify students in need of additional support and monitoring

Remote learning students will be required to be engaged in academic content on a daily basis. Students who do not demonstrate daily engagement will be marked “absent” for those days. Students will be considered successfully engaged in academic content each day if they meet the criteria listed below in “Engagement Tracking”.

Engagement Tracking

Tracking engagement will, at a minimum, follow guidance from TEA and include a variety of options from the following list:

1. Daily Progress in Google Classroom
2. Daily Progress via student-teacher interaction
3. Completion / Turn-in of daily assignments
 - By default, Students are marked "Present-Remote Asynchronous."
 - Daily attendance is taken at a predetermined time (3:30 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 till have until midnight of each day to be considered “engaged”; if a student was reported engaged in Google Classroom from 3:30pm to midnight and had been marked absent by the teacher on the previous day, the teacher will submit an attendance change to present RA.
 - Students who are not engaged for two consecutive days will be personally contacted through phone calls and Google Classroom messaging to check in on them and confirm a commitment to daily engagement moving forward. An action plan for consistent daily engagement will be completed, if necessary, and learning goals can be developed for students who demonstrate a pattern of inconsistent participation and are in danger of falling behind and/or not meeting the 90% rule.

Component	Explanation
<p>What is the expectation for engagement?</p>	<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 Tioga ISD Student Code of Conduct in all activities, assignments, and interactions. • Communicate with their teacher any technology issues or concerns. <p>Student Access:</p> <ul style="list-style-type: none"> • Students will access assignments, including assessments, projects, and communication through the Learning Management System. Google Classroom is the LMS for grades K-12. • For synchronous teaching, the district will use Google Meets. • Students are expected to complete assignments on a daily basis to receive attendance for the day. • Students will NOT be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.
<p>What is the system for tracking daily student engagement?</p>	<p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding. Tioga ISD intends to set a high bar for students as it relates to daily engagement.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Assign asynchronous assignments daily, and completion time equates to the minutes assigned for specific grades. Students are also 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 TxEIS, based on the student’s engagement. <p>Tioga 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 online learning was scaled to match the hours a student would spend in a face-to-face learning environment (excluding times for: lunch, passing periods, and some electives). • 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. Teachers will keep a log for all contact outside of the LMS (i.e. zoom meetings, email, phone contacts) to assist with engaging all students and promote academic progress. <p>Parents will continue to have access to student grades through Ascender (Parent Portal), 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"> 4. Report Cards (9 week) The purpose of the report card grades is to communicate the student’s level of mastery of the designated TEKS-based instructional objectives. 5. Progress Reports - Interim progress reports shall be issued for all students after the third and sixth week of each grading period. 6. Progress Updates - Progress updates on goals and objectives for students receiving special education, 504, ESL, etc. will be distributed to parents every 9 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). 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>

IV. Implementation

Implementation Attestation

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

Implementation Description: This year our Teaching and Learning Days will be held on August 3-12 using a hybrid format with virtual learning sessions and in-person sessions coordinated at the campus level. We will be providing a variety of learning opportunities focused on best practices and high quality instruction for the classroom and the remote learning ecosystem, technology proficiency development, social emotional learning, and much more.

This year's models the learning for everyone in a way that will help us implement the various learning structures necessary for our students to be successful this year. Sessions will be available via synchronous and asynchronous settings along with in-person settings that are tailored to the unique needs of each campus. All staff will get to experience a blended learning format where they have some control over the time, pace, path, and place for their learning (similar to what our remote students will experience).

The idea is to integrate a variety of learning formats in a way that allows you to make the most of your time and, at the same time, allow you to see how these same principles can work in your classroom (either face-to-face or remote) this year.

The district is also developing a curated playlist of professional learning resources related to remote learning and blended learning models. The playlist will be available to all staff and provides a comprehensive set of resources including webinars, lesson modeling, campus-based PD sessions, research, blogs, and other practical "real life" resources for teachers and teacher teams to utilize throughout the year.

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 Tioga ISD. Leaders, teachers, and instructional support staff across Tioga ISD must have ongoing, job embedded learning to support the fidelity of implementation of the asynchronous plan.</p> <p>TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS</p> <p>During August, staff participated in synchronous and asynchronous professional learning technology-related sessions. Additional staff development days will be scheduled through the fall semester to address teacher specific needs. A survey of needs was sent to each teacher to gather input and the first follow-up session with staff was held on August 5.</p> <p>Educators will use LMS progress markers and reports to understand student engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual students with whom they work.</p> <p>Professional Development included: Google Classroom for Beginners, Google Classroom Advanced</p> <p>In addition, teachers will participate in ongoing professional learning that is specific to their content area and instructional materials.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</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,</p> <p>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>INTERNALIZING</p> <p>Per our professional development plan, teachers will continue to refine their skill set in applying the strategies of remote instruction through internal PLC meetings. The district will also engage in training provided by TEA for administrators and virtual instructors.</p> <p>In addition, we will work closely with our Educational Service Center - Region 10 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 communications ● Remind 101 ● Posted on the website ● Parent emails ● Social media
<p>What are the expectations for family engagement/support of students?</p>	<ul style="list-style-type: none"> ● <u>Parent Responsibilities:</u> <ul style="list-style-type: none"> ○ Make sure your child logs on by 9:00 and completes the daily check-in. ○ Ensure that meals are picked up during the designated time if you order meals. ○ Set up a schedule for at-home learners ○ Designate an area in the home, as needed, and ensure a proper learning environment ○ Ensure at home learners engage DAILY in learning activities, interactions with teachers, and complete work on time ○ Understand that Board policies, Student Code of Conduct, Student Handbook and Technology Acceptable Use Policy remain in effect for both face-to-face and at-home learners. ● <u>Student Responsibilities:</u> <ul style="list-style-type: none"> ○ Log on and complete check in every day by 9:00AM ○ Complete all assignments by the due date ○ Ensure that all work is your original work ○ Log-in at designated times if your teacher asks you to join Google Meets or group chats ○ Use school technology in a manner that meets acceptable use guidelines ○ Contact your teacher if you have any questions or need help with your assignments ● Constant communication will flow between our staff and parents through Google classroom, TxEIS, Remind, personal contact from teachers via email, virtual platforms (ZOOM) or voice calls. ● It is paramount that our students and families understand the expectations and importance of remote learning during asynchronous instruction. ● Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. ● It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.

<p>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>All TISD staff are receiving training through counselors in Trauma Informed Response to student needs.</p> <p>Additional resources to support families with school supplies, health services, student mentoring and support, and internet connectivity.</p> <ul style="list-style-type: none"> • Services for homeless students • Services for school lunch • Technology support - provision of hotspots and/or internet providers, and devices • Virtual counseling support (Social & Emotional Learning) from TISD Counselors • Partnership with Texas Tech Health Science Center for the Campus Alliance for Telehealth Resources to provide face-to face or secure video counseling to any student. • Out-reach and support to Non-Engaged Students • Google Help sessions face-to-face on campus in the evenings
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Deployment of Student Devices

Students who are choosing online learning to begin the 20-21 academic school year may pick up their Chromebook, if needed, on any day August 4-12 from 8:00-4:00 at the campus offices. Students who choose to transition to online learning after the beginning of the school year will need to visit with the campus principal to set up a time to get a Chromebook.

Back to School Parent Meeting

Meet the teacher was conducted through virtual videos. The district utilized the district webpage, direct email, Remind 101, postal mail, and social media to communicate the online learning plan.

Parent and Student Handout for Tioga Virtual Learning

Student Roles and Responsibilities

- Log on and complete check in every day by 9:00AM
- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check Google Classroom for assignments.
- Complete all assignments by the due date, and on a daily basis. Assignments cannot be completed all in one day. They must be turned in each day for attendance and credit for the day.
- Complete assignments with integrity and academic honesty.
- Log-in at designated times if your teacher asks you to join Google Meets or group chats. (Appropriate dress codes should be followed)
- Use school technology in a manner that meets acceptable use guidelines
- Communicate with your teacher if you have any questions or need help with your assignments

Parent/Guardian Roles and Responsibilities

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

Who to Contact for Help

For assistance regarding a course, assignment, or resource:

- Your Student's Classroom Teacher.

For assistance regarding a technology-related problem or issue (including logins):

- Josh Ballinger, josh.ballinger@tiogaisd.net, 940-437-2366

For a personal, academic or social emotional concern: Your School Counselor

- Elementary – Sarah Mitchell, sarah.mitchell@tiogaisd.net, 940-437-2366
- Middle School – Nicole Hanks, nicole.hanks@tiogaisd.net, 940-437-2366
- High School – Mindy Patton, mindy.patton@tiogaisd.net, 940-202-2536

For other issues related to distance learning:

- PK-8th Grade – Jana Smith, jana.smith@tiogaisd.net, 940-437-2366
- 9th-12th Grade – Erica Waller, erica.waller@tiogaisd.net, 940-202-2536