

WEST OSO INDEPENDENT SCHOOL DISTRICT

CONRADO GARCIA – SUPERINTENDENT OF SCHOOLS



ASYNCHRONOUS LEARNING PLAN 2020-2021 SCHOOL YEAR



UPDATED:
9.14.2020

*PERSONALIZATION. COLLABORATION. TRUST.
EVERY STUDENTS. EVERY HOUR. EVERY DAY.*



WEST OSO INDEPENDENT SCHOOL DISTRICT

5050 ROCKFORD DRIVE CORPUS CHRISTI, TEXAS 78416



DISTRICT & BOARD ASYNCHRONOUS ATTESTATION SUMMARY 2020-2021 SCHOOL YEAR

ATTESTATIONS

INSTRUCTIONAL SCHEDULE

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

MATERIALS DESIGN

- ✓ District has adopted a **full, TEKS-aligned curriculum 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

FINAL ATTESTATION

- ✓ The Superintendent and the Board attest that these commitments are being met as of the date the attestation is submitted.
- ✓ Include the date the Board approved the final attestations or pre-approved the Superintendent's submission of the attestations.

Approved by the Board: _____

Board President _____ Cella Boyd

Superintendent _____ Conrado Garcia

INSTRUCTIONAL SCHEDULE

SUMMARIZE HOW YOUR INSTRUCTIONAL SCHEDULES MEET THE CRITERIA:

All students in grades PK-12 will have a consistent daily and weekly schedule. Schedules will include academic instruction in all core content areas as well as participation in elective courses. Students will also have daily social emotional learning time, through *Bear Time*. Bear Time is a consistent 15-20 minutes each day where the students and teachers can focus on emotional and mental health needs. Although students and parents have opportunities to interact with all teachers, the Bear Time teacher is the point person for parents at all grade levels to make sure that students' needs are being met. There will also be built-in break times at each grade level, which vary according to developmental needs of the students.

Weekly schedules include opportunities for both Synchronous and Asynchronous instruction at all grade levels. Synchronous instructional times allow students direct interaction with their teachers, while Asynchronous instructional times allow students to work at their own pace on TEKS aligned learning materials.

The schedules will remain consistent from week to week. Students and families can then plan for the week and understand what is expected each week.

Example schedules are shown below:

[Pre-Kindergarten Kindergarten, First and Second Grade Schedules at John F. Kennedy Elementary](#)

[Third, Fourth, and Fifth Grade Schedules at West Oso Elementary](#)

[Sixth, Seventh, and Eighth Grade Schedules at West Oso Junior High](#)

[Ninth, Tenth, Eleventh and Twelfth Grade Schedules at West Oso High School](#)

SEE ATTACHMENTS

COMPONENT	<i>What are the expectations for daily student interaction with academic content?</i>
EXPLANATION	
<p>The expectations for daily student interaction with academic content is through the Google Classroom platform (Learning Management System). Students, along with parents, will be provided tutorial sessions about how to manage the platform, along with their daily interaction schedule and expectations.</p> <p>The schedule outlines the synchronous meeting times for each subject. Teachers and students will meet synchronously on Google Meets for direct instruction and will break out into asynchronous learning opportunities to complete tasks that enable the student to practice and show mastery. During this time, teachers and assistants will conduct synchronous break out sessions with students who need more support.</p> <p>Additionally, students who receive special services through the GT, Special Education, 504, or EL programs will have opportunities after their synchronous meeting time to receive one-on-one or small group services. To track attendance, both synchronous and asynchronous instruction, teachers will use a Google Form for students to answer a warm-up question of the day.</p> <p>Learning at all levels will include opportunities for both Synchronous and Asynchronous Learning:</p> <ul style="list-style-type: none"> ● During Synchronous learning times, students will meet with teachers and peers on Google Meets. The teacher will provide direct instruction. Synchronous learning times will allow students opportunities to interact with their peers. Synchronous learning blocks will also allow teachers to check for understanding. ● During Asynchronous learning times, students are able to work at their own pace on their daily assignments. <p>Each week, students receive a list of their assignments posted to Google Classroom, the district Learning Management System. The list guides students through the completion of activities that allow students to build both conceptual understanding of their learning as well as procedural fluency.</p> <p>Activities will include videos (both teacher-made and those provided by adopted instructional materials), interactive software programs that track individual progress, paper-based assignments, as well as teacher-made interactive activities through programs such as Nearpod. In addition, all students have access to instructional software systems. They are expected to meet instructional software usage goals each week.</p> <p>At the end of each block, students will once again use a Google Form to summarize learning, which will be another way for teachers to track attendance and engagement. Bear Time teachers (this is their homeroom class that supports both SEL as well as provides academic accountability) will reach out to every student daily who is unable to attend synchronous learning times that day.</p>	

Students and teachers will have opportunities to connect through: individualized Google Meets sessions, phone calls, emails, and communication that is available within Google Classroom.

SAMPLE ELEMENTARY SCHEDULE WITH MINUTES:

TIME	MINUTES	ACTIVITY
8:10am - 9:25am	75	Synchronous Academic Learning Block
9:25am - 9:30am	5	Transition or Stretch & Movement Break
9:30am - 10:20am	50	Asynchronous Math: Instructional Software, Packet, or Adopted Textbook
10:20am - 10:30am	10	Break/ Snack Time
10:30am - 11:15am	45	Electives: Music, Library, Counseling, Art or PE
11:15am - 12:00pm	40	Asynchronous Reading/Language Arts: Instructional Software, Packet, or Adopted Textbook
11:55am - 12:25pm	30	Lunch
12:25pm - 1:05pm	40	Asynchronous Science: Instructional Software, Packet, or Adopted Textbook
1:05pm - 1:10pm	5	Transition or Stretch & Movement Break
1:10pm - 1:40pm	30	Asynchronous Social Studies: Instructional Software, Packet, or Adopted Textbook
1:40pm - 2:00pm	20	Asynchronous Silent Reading and AR Testing
2:10pm - 2:30pm	20	Synchronous Bear Time (SEL) and Closure
2:30pm - 3:30pm	60	Synchronous Individual & Small Group Support
TOTAL	180	INSTRUCTIONAL MINUTES ASYNCHRONOUS

SAMPLE SECONDARY SCHEDULE WITH MINUTES:

TIME	MINUTES	ACTIVITY
9:00am - 10:15am	75	Mathematics (A days) English (B days)
10:15am - 10:30am	15	Bear Time (A and B days SEL learning)
10:35am - 11:50pm	75	Science (A days) CTE (B days)
11:50am - 12:30pm	40	LUNCH
12:30pm - 1:45pm	75	Social Studies (A days) Spanish (B days)
2:00pm - 3:15pm	75	Athletics (A days) Interventions/Enrichment (B days)
3:15pm - 4:15pm	60	All Teachers are Available for Office Hours through Google Meets
TOTAL	300	DAILY INSTRUCTIONAL MINUTES

COMPONENT	<i>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?</i>
EXPLANATION	
<p>Each student at every grade level will have a daily and weekly plan for all core subjects and elective classes. These plans are 100% TEKS aligned. Planned activities include instructional software (provided by adopted programs as well as supplemental materials), writing assignments, videos with student responses, paper and pencil tasks, and ongoing assessments. These activities are aligned with assignments.</p> <p>During each instructional day, students would be required to make progress towards completion of activities through a series of synchronous and asynchronous actions. At the elementary level, Bear Time teachers will be checking on individual student progress daily. Daily synchronous learning times are also opportunities for teachers to check in with students to ensure that engagement is occurring and students' instructional needs are being met.</p> <p>Teachers in all grade levels are pre-recording daily instructional videos so that students who are unable to attend synchronous instruction have an opportunity to interact with high-quality instruction. Daily videos will be posted on Google Classroom. At the PreK-2nd grade levels, instructional paraprofessionals, as well as grade level tutors, will support engagement by reaching out to individual students and small groups for additional opportunities for engagement.</p> <p>At the 3rd-12th grade levels, instruction will be primarily synchronous; however, all activities that occur synchronously will also be able to be accessed asynchronously. The last hour of the instructional day will be used to provide targeted support for students that need remediation/enrichment. TEKS aligned instructional software will be available to all students to support a full instructional day of engagement in all content areas.</p>	

COMPONENT*What are the expectations for teacher/student interactions?***EXPLANATION**

All students in grades PreK-12 will have daily interactions with a teacher and peers daily via synchronous meetings, Individual check-ins, and/or Bear Time. Teachers will have three methods of interacting with students daily:

1. Synchronous instruction where teachers can informally assess student learning and needs.
2. Targeted intervention and enrichment times, both individual and small group.
3. Office hours where students can reach out to teachers and receive support on an as-needed basis.

All students are expected to interact with their teachers daily. All teachers are expected to reach out to students daily who do not attend synchronous learning times.

Students and teachers are expected to interact daily through the live platform. While students participate in the lesson, paraprofessionals and tutors will assist the teacher in monitoring student responses in order to identify students who need some extra help. At the end of the synchronous lesson, students will be broken into smaller breakout sessions for independent asynchronous practice and performance activities and small-group review and skill practice.

Additionally, each teacher has set up office hours to make themselves available for students who have questions or need assistance. Teachers are also available to provide assistance during the enrichment block.

Each teacher is responsible for interacting with students daily during the Bear Time in order to talk and listen to students, to give students encouragement, work on class SEL activities together, and develop mindfulness and stress reduction techniques. Students will also meet once a week with the counselor for SEL engagement and development. Counseling is also included in the Electives schedule.

COMPONENT	<i>How will teacher/student interactions be differentiated for students with additional learning needs?</i>
EXPLANATION	
GRADES PREK – 5:	
<p>An inclusion teacher will be available in classrooms where a student whose IEP includes inclusion support. The inclusion teacher will assist the teacher in monitoring all students and will assist any student who needs it, in particular the students whose IEP requires it.</p> <p>Additionally, each academic block has time built in for small group pull-outs. Essentially, the class has whole group synchronous instruction with support from an additional staff member, then breaks into smaller pullout groups with targeted support for general education students and special education students who need it.</p> <p>Students with accommodations will have those accommodations met during instruction, pull out, and through accommodated tasks or modified curriculum as indicated by their 504 Plan and/or IEP. Students will be provided with take-home supplemental materials, including calculators and manipulatives, according to their IEPs. The SPED case managers will have a working relationship with the teacher of record to ensure IEPs and accommodations are properly followed. Dyslexia services are also provided throughout these breakout sessions.</p> <p>All teachers with an educational need to know will receive a copy of LPAC, RTI, 504, and SPED paperwork. Tutors, interns, paraprofessionals, and special education teachers will assist in accommodating tests and assignments and will be available for 1:1 and small group instruction.</p> <p>Gifted students at the elementary level are clustered in homeroom classes taught by a fully trained GT teacher. Guided reading groups allow for differentiation. During daily enrichment times, teachers use the Texas Performance Standards Project online resources to provide a rigorous learning experience to all GT students.</p> <p>In addition, the instructional software systems are self-paced; they adapt to student performance levels, allow tracking of their progress, give instructional feedback, and personalize instruction to their specific needs. Students also have the benefit of working on reading and math learning platforms that give them feedback and adjust to their skill level to bolster their learning. These platforms support learning for all student groups, including special education, EL, 504, RTI, and GT learners.</p>	
GRADES 6 - 8:	
<p>Inclusion teachers, as well as paraprofessionals and tutors, will be available for small group instruction. An inclusion teacher will be available in classrooms for every student whose IEP includes inclusion support. Students will be provided with take-home supplemental materials, including calculators and manipulatives, according to their IEPs. One-to-one as well as small group instruction will be provided.</p>	

GRADES 6 - 8: CONTINUED

Counselors will conduct RTI meetings to ensure student needs are met. LPAC and 504 meetings will continue with teacher and parent participation. Achieve 3000 is an instructional resource that provides differentiated instruction for all students, including EL, Special Education students, 504, RTI, and GT. IEPs and accommodations will be distributed to the teacher of record, and a follow up will be given to teachers to ensure they are being followed. The SPED department chair, as well as the case managers, will have a working relationship with the teacher of record to ensure IEPs and accommodations are strictly being followed.

All gifted students in grades 6-8 have a daily GT class that is taught by a teacher who has received an initial 30 hours of GT training and continues to receive 6 hours of additional training annually. The GT teacher uses the Texas Performance Standards Projects as a primary resource for whole group, small group, and individualized project work. Teachers will facilitate student learning while allowing them to pursue their individualized interests.

GRADES 9 - 12:

For students with additional learning needs, an embedded enrichment time has been designated to afford the students who need additional help the instructional and supplemental materials needed. One-to-one and small group instruction will be provided by inclusion teachers, tutors, and classroom teachers.

Counselors will conduct RTI meetings to ensure student needs are met. ELL students will participate virtually in an after school program partnered with Texas A&M University-Corpus Christi. Achieve 3000 will be used to enrich the reading levels. IEPs and 504 accommodations will be distributed to the teacher of record, and a follow up will be given to teachers to ensure they are being followed.

The SPED case managers will have a working relationship with the teacher of record to ensure IEPs and accommodations are properly followed. An inclusion teacher will be available in classrooms for every student whose IEP includes inclusion support. Students will be provided with take-home supplemental materials, including calculators and manipulatives, according to their IEPs. The campus will gauge student growth through data analysis provided through Eduphoria.

Gifted students are served through Pre-AP, AP, and dual credit coursework. The West Oso High School Early College High School program provides an opportunity for students to earn their Associates Degree through Del Mar College at the same time as they receive their high school diploma. Students in the ECHS program are continuing to participate in their dual credit classes through Canvas, Del Mar's LMS.

MATERIAL DESIGN:

Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

West Oso ISD is part of the Texas Curriculum Management Program Cooperative (TCMPC). All grade levels will follow the Year at a Glance provided by the TEKS Resources System. Teachers utilize the TEKS Resource System to support vertical alignment and to ensure that the TEKS are being taught with rigor, depth, and fidelity.

Summer Curriculum writers developed lesson plans and cohesive units of instruction that would be accessible for all students and instructional models (face to face, synchronous, asynchronous). The summer curriculum writers understood that students might be moving from a virtual classroom to on-campus instruction throughout the 2020-2021 school year and intentionally developed curriculum that would be able to be adapted to these settings.

Grade Level	Content Area	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities? What resources are included to support ELs?
PreK-2nd	Math	<ul style="list-style-type: none"> • TCMPC resources, materials • District created curriculum assessments • Go Math • Study Island • Learning Farm • ABC Mouse • Think Central 	<p>The software programs provide reports that track progress.</p> <p>Teachers will give formative assessments every 3 weeks.</p> <p>Teachers will administer summative assessments at the end of each unit of instruction.</p>	Yes	<p>Moby Max provides RTI interventions for students who are struggling.</p> <p>Students with disabilities will have small group instruction as indicated in the students IEP.</p> <p>Take-home manipulatives will be provided for all students.</p> <p>Supplemental aides will be provided for students who need them.</p>
Pre K-2nd	ELAR	<ul style="list-style-type: none"> • TCMPC resources, materials • District created curriculum, assessments • MyView Literacy • Headsprout (PreK only) • Reading A to Z • Mobly Max • Learning Farm • ABC Mouse • Study Island • Successmaker • PebbleGo • Tumblebooks 	<p>TPRI will give BOY, MOY, EOY data.</p> <p>STAR testing</p> <p>Tango</p> <p>Teacher developed formative and summative assessments</p> <p>Progress in instructional software programs.</p> <p>Site word and fluency checks every two weeks.</p>	Yes	<p>Students will have their supplemental aids as well as access to Inclusion personnel as indicated in the students IEP.</p> <p>There will be small group virtual pull-outs that may occur during class.</p> <p>There is a certified bilingual teacher at each grade level.</p>

Grade Level	Content Area	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities? What resources are included to support ELs?
PreK-2nd	Science Instructional Materials	<ul style="list-style-type: none"> • TCMPC resources, materials • District created curriculum, assessments • Science Fusion • Project Lead the Way • Discovery Education 	<p>The software programs provide reports that track progress.</p> <p>Teachers will give formative assessments every 3 weeks.</p> <p>Teachers will administer summative assessments at the end of each unit of instruction.</p>	Yes	<p>Students will have their supplemental aids as well as access to Inclusion personnel as indicated in their students IEP.</p> <p>There will be small group virtual pull-outs that may occur during class.</p> <p>There is a certified bilingual teacher at each grade level.</p>
PreK-2nd	Social Studies	<ul style="list-style-type: none"> • TCMPC resources, materials • District created curriculum, assessments • Pearson My World • BrainPop 	<p>The software programs provide reports that track progress.</p> <p>Teachers will give formative assessments every 3 weeks.</p> <p>Teachers will administer summative assessments at the end of each unit of instruction.</p>	Yes	<p>Students will have their supplemental aids as well as access to Inclusion personnel as indicated in their students IEP.</p> <p>There will be small group virtual pull-outs that may occur during class.</p> <p>There is a certified bilingual teacher at each grade level.</p>

Grade Level	Content Area	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities? What resources are included to support ELs?
3-5	Math	<ul style="list-style-type: none"> • TCMPC resources , materials • District created curriculum, assessments • Prodigy • Learning Farm • Go Math! • Think Up Math • Manipulatives • BrainPop • Study Island 	<p>TEA Provided BOY assessments will be administered in 4th and 5th grade. Prodigy, Learning Farm, and Study Island contain assessments and provide reports that track progress. Teachers will monitor student progress in these programs at least weekly.</p> <p>BrainPop has quizzes students can use as an ungraded self-check for self-assessment purposes.</p> <p>Teachers will give formative assessments every 3 weeks.</p> <p>Teachers will administer summative assessments at the end of each unit of instruction.</p>	Yes	<p>Manipulatives will be sent home for students' use.</p> <p>Go Math and Think Up Math resources will have accommodations included according to IEPs.</p> <p>Study Island has highlighting and text-to-speech features.</p> <p>Learning Farm, Prodigy, and Study Island allow for assignment of differentiated-level assignments.</p> <p>Students will have their supplemental aids as well as access to Inclusion personnel.</p>

Grade Level	Content Area	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities? What resources are included to support ELs?
3-5	ELAR	<ul style="list-style-type: none"> • TCMPC resources, materials • District created curriculum, assessments • Learning Farm • Pearson My View • Leveled Readers • Flocabulary • BrainPop • Renaissance Learning: AR, MyOn, Star • Study Island • PebbleGo • Tumblebooks 	<p>TEA Provided BOY assessments will be administered in 4th and 5th grade.</p> <p>Learning Farm, MyOn, and Study Island contain assessments and provide reports that track progress. Teachers will monitor student progress in these programs at least weekly.</p> <p>Site word and fluency checks every two weeks. Teachers will use this assessment data to provide the appropriate leveled-reader to students.</p> <p>Teachers will administer formative assessments every three weeks and summative assessments at the end of each unit of instruction.</p>	Yes	<p>Study Island has highlighting and text-to-speech features.</p> <p>Learning Farm, Prodigy, and Study Island allow for assignment of differentiated-level assignments.</p> <p>Learning Farm provides computer-adaptive instruction.</p> <p>Level Readers, sight words, and fluency cold reads will be sent home to students.</p> <p>Teachers and aides will be available to encourage and assist students with reading their AR books to help them reach their reading goals.</p> <p>Students will have their supplemental aids as well as access to Inclusion personnel.</p>

Grade Level	Content Area	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities? What resources are included to support ELs?
3-5	Science	<ul style="list-style-type: none"> • TCMPC resources, materials • District created curriculum, assessments • Learning Farm • Science Fusion • Brainpop • Study Island • PLTW 	<p>Teachers will use the programs' built-in progress reporting at least weekly for Learning Farm and Study Island.</p> <p>Brainpop provides self-assessment feedback at the end of lessons.</p> <p>Teachers will administer formative assessments every three weeks and summative assessments at the end of each unit of instruction.</p>	Yes	<p>Students will have their supplemental aids as well as access to Inclusion personnel.</p> <p>There will be small group virtual pull-outs that may occur during class.</p> <p>There is a certified bilingual teacher at each grade level.</p>
3-5	Social Studies	<ul style="list-style-type: none"> • TCMPC resources, materials • District created curriculum, assessments • Pearson My World • BrainPop • Study Island 	<p>Teachers will use the programs' built-in progress reporting at least weekly for Study Island.</p> <p>Brainpop provides self-assessment feedback at the end of lessons.</p> <p>Teachers will administer formative assessments every three weeks and summative assessments at the end of each unit of instruction.</p>	Yes	<p>Students will have their supplemental aids as well as access to Inclusion personnel.</p> <p>There will be small group virtual pull-outs that may occur during class.</p> <p>There is a certified bilingual teacher at each grade level.</p>

Grade Level	Content Area	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities? What resources are included to support ELs?
6-8	Math	<ul style="list-style-type: none"> • TCMPC resources, materials • District created curriculum, assessments • Prodigy • Study Island • Near Pod 	TEA Provided BOY assessments will be administered in 6th-8th grade Teachers will be expected to track grades and assignments on a daily basis through formal and informal assessments. Teachers will be expected to track all data as well.	Yes	Students will have their supplemental aids as well as access to Inclusion personnel. There will be small group virtual pull-outs that may occur during class. Certified ESL personnel will be available as support. Instruction will be given orally, written, and visually in order to meet the learning styles of the students. EL students will also have access to a bilingual tutor and student-teacher as well. Students will be provided with a Spanish-English dictionary if needed.
6-8	ELAR	<ul style="list-style-type: none"> • TCMPC resources, materials • District created curriculum, assessments • MyPerspectives • Nearpod • Wizer.me • Achieve 3000 • Epic Books • MyOn • Study Island • Acc Reader • Achieve 3000 	TEA Provided BOY assessments will be administered in 6th-8th grade. Software programs such as Study Island and MyOn track daily progress.	Yes	SpEd/504 students with disabilities will have access to supplemental aids and will have an inclusion teacher available to them. Students' IEP & 504 plans will be followed. Achieve 3000 tracks reading growth and provides non-fiction articles and assessments dynamically based on students' current levels of achievement. Certified personnel, as well as programs such as Achieve will be available as support. Instruction will be given orally, written, and visually in order to meet the learning styles of the students. EL Students will have access to materials written in Spanish. Students will also be allowed to use Google translate online and will be provided with a Spanish-English dictionary if needed. EL students will also have access to a bilingual tutor and student-teacher

Grade Level	Content Area	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities? What resources are included to support ELs?
6-8	Science	<ul style="list-style-type: none"> • TCMPC resources, materials • District created curriculum, assessments • Nearpod • STEMSCOPES • Study Island • STEM Connect • Discovery Education 	<p>The software programs provide reports that track progress. Teachers will give formative assessments every 3 weeks. Teachers will administer summative assessments at the end of each unit of instruction.</p>	Yes	<p>SpEd/504 students with disabilities will have access to notes, additional help from an inclusion teacher. Students' IEP & 504 plan will be followed. Certified personnel, as well as programs such as Achieve 3000 will be available as support. Instruction will be given orally, written, and visually in order to meet the learning styles of the students. ELL Students will have access to material written in Spanish. Students will also be allowed to use Google Translate online and will be provided with a Spanish-English dictionary if needed. They will also have access to a bilingual tutor.</p>
6-8	Social Studies	<ul style="list-style-type: none"> • TCMPC resources materials • District created curriculum, assessments • HMH Social Studies • Study Island • Near Pod • Study Island • Brain Pop • Flocabulary • Wizer.com 	<p>The software programs provide reports that track progress. Teachers will give formative assessments every 3 weeks. Teachers will administer summative assessments at the end of each unit of instruction.</p>	Yes	<p>SpEd/504 students with disabilities will have access to supplemental aids and will have an inclusion teacher available to them. All accommodations and modifications and supports, as indicated in IEP, will be provided. Students' IEP & 504 plan will be followed. Certified personnel, as well as programs such as Achieve 3000 will be available as support. Instruction will be given orally, written, and visually in order to meet the learning styles of the students. ELL Students will have access to material written in Spanish. Students will also be allowed to use Google Translate online and will be provided with a Spanish-English dictionary if needed. They will also have access to a bilingual tutor.</p>

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6-8	Social Studies	TCMPC resources, materials District created curriculum, assessments HMH Social Studies Study Island Near Pod Study Island Brain Pop Flocabulary Wizer.com	The software programs provide reports that track progress. Teachers will give formative assessments every 3 weeks. Teachers will administer summative assessments at the end of each unit of instruction.	Yes	SpEd/504 students with disabilities will have access to supplemental aids and will have an inclusion teacher available to them. All accommodations and modifications and supports, as indicated in IEP, will be provided. Students' IEP & 504 plan will be followed. Certified personnel, as well as programs such as Achieve 3000 will be available as support. Instruction will be given orally, written, and visually in order to meet the learning styles of the students. ELL Students will have access to material written in Spanish. Students will also be allowed to use Google Translate online and will be provided with a Spanish-English dictionary if needed. They will also have access to a bilingual tutor.

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9-12	Math	<ul style="list-style-type: none"> • TCMPC resources, materials • District created curriculum, assessments • Nearpod • Desmos • Khan Academy • TI Nspire Calculators 	<p>Students will be given daily warm-up spirals to assess prior learning.</p> <p>Teachers will give formative assessments every 3 weeks.</p> <p>Teachers will administer summative assessments at the end of each unit of instruction.</p> <p>Google Classroom Assignment Tracker</p>	Yes	<p>Math Inclusion teacher will be in math classes and will do virtual pull-outs during class as well as during scheduled enrichment time.</p> <p>All accommodations and modifications and supports, as indicated in IEP, will be provided.</p> <p>Google Suite is equipped with Google Translate.</p> <p>Instruction is given orally, written, and visually.</p>
9-12	ELAR	<ul style="list-style-type: none"> • TCMPC resources, materials • District created curriculum, assessments • McGraw StudySync Textbooks • Nearpod • Edgenuity Quill interactive writing and grammar 	<p>Daily Warm-Ups</p> <p>Students will be given weekly quizzes to check mastery of TEKS.</p> <p>Teachers will give formative assessments every 3 weeks.</p> <p>Teachers will administer summative assessments at the end of each unit of instruction.</p> <p>Students will be evaluated on formal writing assignments.</p>	Yes	<p>English Inclusion Teacher will be available virtually for all students during class as well as during scheduled enrichment time.</p> <p>All accommodations and modifications and supports, as indicated in IEP, will be provided.</p> <p>Achieve 3000</p> <p>Video recordings of class reading will be recorded and posted on Google Classroom.</p> <p>Google translate will assist in providing extra support.</p> <p>Spanish-English dictionaries</p>

Grade Level	Content Area	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities? What resources are included to support ELs?
9-12	Science	<ul style="list-style-type: none"> • TCMPC resources, materials • District created curriculum, assessments • Nearpod • Pear Deck • Sapling Online • STEMscopes • Edgenuity 	<p>Daily warm-up questions Students will be given performance based projects/assignments.</p> <p>Students will be given weekly quizzes to check mastery of TEKS. Teachers will give formative assessments every 3 weeks.</p> <p>Teachers will administer summative assessments at the end of each unit of instruction.</p>	Yes	<p>Science Inclusion teacher is available to assist students during scheduled class time or enrichment time.</p> <p>All accommodations and modifications and supports, as indicated in IEP, will be provided.</p> <p>Video recordings of lessons will be posted.</p> <p>Google translate will assist in providing extra support.</p>
9-12	Social Studies	<ul style="list-style-type: none"> • TCMPC resources, materials • District created curriculum, assessments • HMH Social Studies Online • Edgenuity • Nearpod 	<p>Daily Bell Ringers will be submitted in Google Classroom.</p> <p>Students will be given weekly quizzes to check mastery of TEKS. Teachers will give formative assessments every 3 weeks.</p> <p>Teachers will administer summative assessments at the end of each unit of instruction.</p>	Yes	<p>Social Studies inclusion teacher will be available for students during class time and during Power Hour.</p> <p>Virtual pull out will be utilized as needed.</p> <p>All accommodations and modifications and supports, as indicated in IEP, will be provided.</p> <p>Google Translate will be used to help students with reading materials.</p> <p>Video recordings of lectures will be posted in Google Classroom.</p>

INSTRUCTIONAL MATERIALS: ADDITIONAL EXPLANATIONS

PROVIDE ADDITIONAL EXPLANATIONS OF HOW YOUR INSTRUCTIONAL MATERIALS MEET THE CRITERIA IF NEEDED:

COMPONENT	<i>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</i>
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EXPLANATION

During the summer, curriculum writing teams wrote lessons and unit plans intentionally designed to support remote learning (both synchronous and asynchronous) as well as face to face instruction. A team of summer curriculum writers designed units across subject areas and grades to be suited to coherent, asynchronous instruction. At a high-level, the curriculum at-a-glance includes proposed unit topics by grade, subject, and grading period for SY20- 21. Using TEKS Resource System, teachers are working with the instructional facilitators to revise units and daily lessons for synchronous and asynchronous learning, to ensure equitable access, and to maintain TEKS alignment and cohesiveness.

Each weekly lesson starts with essential questions and lists the TEKS focus for the instructional unit. Using adopted materials and additional supplementary materials, teachers deliver the instruction synchronously and provide an asynchronous copy of the lesson materials, including recorded lessons of the teacher and class, supplementary materials, and activities.

The Google Classroom platform houses taped videos so that students who are working asynchronously can access the same information as students that participate in live instruction. Specific instructional technology resources were chosen to support asynchronous learning. At the elementary levels, all students have access to Learning Farm and Study Island. At the middle grades level, students have access to Study Island. At the high school level, students have access to Edgenuity.

All teachers have been trained in Nearpod. This interactive tool allows teachers to use both teacher mode (for synchronous instruction) and student mode (for asynchronous instruction). Teachers are able to track progress and provide feedback through this tool.

Google Classroom allows students to access learning, submit assignments, and receive feedback for students participating in asynchronous instruction. The same instructional tools and resources will be used for face to face and asynchronous learning this year. This will allow students to move seamlessly from one instructional delivery model to another.

Students will be provided with Chromebooks and access to WiFi in order to participate in instruction. In rare cases where a student's family will not be participating electronically, teachers will supply students with materials, manipulatives, and paper copies of instructional materials.

All lesson plans are developed with SPED and ELL educators in order to accommodate and adapt materials for special populations.

COMPONENT	<i>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</i>
EXPLANATION	
<p>PreK- 12</p> <p>ELs will have the support of their bilingual teacher in grades PreK-5 and ESL certified teacher in grades 6-12 who will use appropriate accommodations for each student’s language proficiency level. Additionally, each bilingual classroom will have assistance from a bilingual tutor who will be present during synchronous instruction to monitor students’ comprehension and skill attainment. The bilingual tutor will pull students for 1:1 and small group sessions to bolster language acquisition and content mastery. LPAC meetings and reviews will continue virtually a minimum of three times for each student during the 2020 - 2021 school year.</p> <p>504 meetings and supports will continue for each student. Staff members responsible for providing support for the student will monitor the student’s use of supports, success, and check-in and coordinate with parents and staff at least weekly.</p> <p>Special Education students will receive 1:1 and small group support with daily and weekly virtual content mastery support per students’ IEP. Case managers will connect with students and families to receive input and feedback and provide informal progress reports. Formal progress will be provided at each grading period.</p> <p>Support services and related services such as dyslexia, speech, OT, etc. will occur virtually as per the student’s IEP. Supplemental aids will be provided based on IEPs (Ex. Calculators, graphic organizers, manipulatives). Virtual accommodations will be provided, and progress monitoring will occur on a one-to-one basis.</p> <p>The student IEP will be aligned with the curriculum. Inclusion teachers will call the students on their caseload at least one time a week to check on their well being and to provide support and documentation will be done on the google doc as well discussions held with the SPED department leader and collaboration with the classroom teacher. Students will meet virtually with their caseload inclusion teacher in small groups and/or individually.</p> <p>SPED Inclusion teachers will collaborate with the classroom teacher to complete differentiated lesson plans to meet the needs of the students receiving special education services. Based on specific student environmental needs, we will aim to provide the space and support for on-campus and minimize the number of people in the classroom. Students and teachers will practice social distancing.</p> <p>Administrators responsible for overseeing each special program will monitor compliance and will check in with students, families, and staff.</p> <p>Opportunities for GT enrichment are built into the schedule and will be coordinated as a blend of synchronous and asynchronous learning opportunities provided by GT teachers. The program will be monitored regularly by the assigned district and campus administrator.</p>	

STUDENT PROGRESS:

DESCRIBE (OR ATTACH A DESCRIPTION OF) HOW YOU'RE TRACKING STUDENT ENGAGEMENT AND PROGRESS IN YOUR ASYNCHRONOUS ENVIRONMENT.

COMPONENT

What is the expectation for daily student engagement?

EXPLANATION

PreK- 5

Students will engage daily in both asynchronous learning and synchronous opportunities to connect with their teachers and their peers. Students are expected to complete daily activities using the LMS, paper packets that are sent home, and using other online resources such as Moby Max, Brain Pop, Learning Farm, Prodigy, and Study Island. Students are expected to watch instructional videos and all other instructional materials on the LMS.

Additionally, all students will check in with their Bear Time teacher daily. Check-ins can occur during designated Bear Time per grade level or during office hours if a student is unable to engage during Bear Time. Students are expected to engage in instructional activities for a minimum of 180 minutes daily.

6-12

Secondary students are expected to follow the A/B block schedule to move through assigned work. Students who are unable to attend classes synchronously through Google Meets, will engage through Google Classroom, the online software programs, as well as interactive tools such as Nearpod.

Teachers will include a daily Google Form with warm-up and closure questions to track daily engagement.

COMPONENT	<i>What is the system for tracking daily student engagement?</i>
EXPLANATION	
<p>There are three main systems for tracking daily student engagement:</p> <ol style="list-style-type: none"> 1. Attendance and participation in online synchronous instruction as monitored by the teacher and/or assistant. 2. Completion and submission of assignments and activities in the LMS. 3. Progress in electronic learning platforms such as Study Island. <p>Teachers will take daily attendance during daily Google Meets. Additionally, attendance will be taken during intervention and enrichment times as well as office hours.</p> <p>Teachers will check progress through Google Classroom’s Assignment Tracker, and engagement in online software programs at the end of each workday and at the beginning of the next day to determine students that show engagement prior to 11:59 p.m. Any student who does not show engagement in a 24 hour period will be reached out to by phone or email.</p> <p>The attendance clerks will work with teachers to ensure that all students are correctly coded based on their daily engagement in learning. Counselors, Community in School personnel, and the district truancy officer will be used to make home visits as needed to ensure that students are getting the support they need to be able to engage in learning on a daily basis.</p>	

COMPONENT	<i>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</i>
EXPLANATION	
<p>All students, whether they are learning at home or remotely, will have the same expectation for mastering grade-level TEKS. Students will have the opportunity to work with peers remotely, with the teacher, and individually to learn the material.</p> <p>All teachers, including fine arts, media specialists, PE teachers, and counselors will have a Google Classroom set up to be able to interact with students directly. All students are invited to participate in these Google Classrooms. Social media will be used to post Google Classroom codes. This information will also be provided during device and supply pick up times.</p> <p>Students will also have opportunities to participate in enrichment opportunities such as CTSOs, student council, service clubs, and honor society through virtual meetings.</p>	

COMPONENT	<i>What is the system for tracking student academic progress?</i>
EXPLANATION	
<p>Tracking student academic progress will consist of the same components that would be used in on-campus learning. Students’ formal progress will be measured by assignments, projects, quizzes, and end of unit assessments. Informal progress checks will consist of checks of student responses in discussion (synchronously live and/or through a discussion thread asynchronously through the LMS).</p> <p>Bear Time teachers will check in with students weekly to conference about their academic progress. Students that are unable to attend virtual meetings will be contacted through the phone, email, or home visits.</p> <p>Case managers will monitor student progress and meet virtually or over the phone with students and their parents to proactively address concerns.</p>	

COMPONENT	<i>What is the system for providing regular (at least weekly) feedback to all students on progress?</i>
EXPLANATION	
<p>Students will receive feedback through multiple platforms:</p> <p>Instructional software and tools: The software provides real-time or nearly real-time instructional feedback on learning and assignments and supports the personalization of instruction to each individual student’s needs. Software programs such as Edgenuity, Study Island, MyOn, and Moby Max allow students to know how they are doing as they are completing a task. Programs such as Nearpod allow students to work at their own pace while receiving feedback along the way.</p> <p>Assignments: Students will turn in at least one graded assignment weekly on Google Classroom. Teachers will be expected to not only grade the assignment and put that grade in Gradebook but to provide specific feedback to the student on areas for improvement.</p> <p>Teacher check-ins: Students will have regular check-ins with their teachers, during which they will review their learning and progress, and receive feedback on their performance. These check-ins are used to assess and adapt personalized learning plans, where needed.</p> <p>Teachers are expected to follow the West Oso ISD grading guidelines. One grade is to be posted in the gradebook per week. Parents have the opportunity to view grades on West Oso ISD parent portal.</p>	

IMPLEMENTATION:

DESCRIBE SPECIFIC SUPPORTS FOR EDUCATORS AND FAMILIES TO IMPLEMENT EFFECTIVE REMOTE ASYNCHRONOUS INSTRUCTION.

West Oso ISD is committed to equipping all professional personnel with the training they need to provide high-quality asynchronous instruction to all students. Recognizing the need for differentiated professional learning sessions, teachers were offered a multitude of opportunities for professional growth. Opportunities in June and July were voluntary. Beginning August 7th, all certified teachers were required to attend appropriate training. Paraprofessionals and support staff were also invited to participate

IMPLEMENTATION:

SUMMARY OF VIRTUAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES
MAY TO AUGUST

DATE	TOPIC	PD FACILITATOR	KEY STAFF
6/15- 6/17	AVID Digital XP Summer Institute	AVID Staff	JH and HS Counselors JH and HS Principals AVID Elective Teachers AVID Site Team Members
6/23	Edgenuity Training	Edgenuity Program	Summer School 6-12 Teachers Counselors Credit Recovery Teacher TSI Instructors
6/23	Google Classroom for Beginners	WOISD Instructional Technology Coordinator	All PreK-12 teachers Paraprofessionals Campus administrators Counselors Media Specialists
6/23	Nearpod, Flipgrid	ESC2	District employees who were already proficient in Google Classroom
7/16	Exploring and Expanding Virtual Learning Conference	Educational Service Centers	Instructional Facilitators and Coordinators Curriculum & Instruction Department

DATE	TOPIC	PD FACILITATOR	KEY STAFF
7/20	Beginning Google Classroom	ESC2	All district staff
8/3	Intermediate Google Classroom	ESC2	All district staff
8/3	Beginning Google Classroom	ESC2	All district staff
8/10	Beginning Google Classroom	West Oso ISD Instructional Technology Facilitator	All district instructional staff
8/10	Intermediate Google Classroom	ESC2	WOISD employees who had taken Beginning GC
8/10	Advanced Google Classroom	WOISD Teacher Leaders	WOISD employees who had taken Intermediate GC
8/11	Best Practices for Virtual Instruction	Summer School teachers who had delivered remote instruction shared	All professional staff PreK-12
8/11 and 8/12	Summer Curriculum Writing Sharing and Planning for Fall 2020	Summer Curriculum Writers divided into grade level (K-5) and content (6-8) PLC groups to share the work they did over the summer on remote learning plans aligned with the TEKS Resource system YAG.	All certified teachers and instructional facilitators
8/14	15 Google Tips and Tricks	ESC2	Open to all district instructional staff
8/19	Nearpod	Nearpod	All JH and HS professional staff
8/21	Nearpod	Nearpod	All JH and HS professional staff
8/22	Edgenuity	Edgenuity	All HS professional staff

PROFESSIONAL DEVELOPMENT

SUMMARIZE HOW YOUR PROFESSIONAL DEVELOPMENT FOR EDUCATORS WILL SUPPORT ASYNCHRONOUS INSTRUCTION:

COMPONENT

How will both initial and ongoing, job-embedded educator development opportunities occur?

EXPLANATION

As seen in the table above, all professional and support staff were provided with multiple opportunities to receive professional development over the summer on using Google Classroom. In addition, teacher leaders were identified who delivered whole group learning as well as were available to share informally at PLCs as well as provide individualized support for less technologically proficient teachers.

The Curriculum & Instructional department will continue offering professional learning opportunities through instructional coaching, PLC meetings, and designated professional learning days in the fall.

- In addition, a WOJH technology teacher developed a repository for resources and tutorials to support remote learning. These resources are housed in a West Oso ISD Google Classroom for Teachers. All district teachers have access to this resource. Topics addressed include: HelpDesk 🗉, Parent-Teacher Communication 🗉, Google Resources 🗉, Google Classroom Parent Guide, Web Resources 🗉🗉🗉, Collaborative Resources 🗉, Flipgrid Resources 🗉, Pear Deck Resources 🗉, NearPod Resources 🗉, Whiteboard Resources 🗉, Audio Recording Tools 🗉, Gamify for your classroom 🗉, General surveys, and poll creation tools 🗉, Video Recording Resources 🗉, Digital Annotation Resources 🗉

The Curriculum and Instruction Department created a [Teacher's Guide to Google Classroom](#) to support novice teachers in creating their initial GC.

COMPONENT

How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?

EXPLANATION

Throughout the professional development experiences cited above, time was allotted for training teachers, instructional facilitators, and administrators on how to access data reports. Since these programs are all TEKS aligned, teachers can track students' progress in specific TEKS and identify concepts that need remediation.

Weekly PLCs will include looking at data for the purpose of modifying instructional plans, identifying students that need targeted interventions, as well as students who need enrichment opportunities. Teachers are already in the habit of looking at data during PLCs and using formative data to plan instruction. Campus administrators, instructional facilitators, and district SPED/504/RTI/Bilingual/GT coordinators participate in PLCs.

FAMILY ENGAGEMENT

DESCRIBE YOUR COMMUNICATION AND SUPPORT PLAN FOR FAMILIES ENGAGING WITH ASYNCHRONOUS LEARNING:

COMPONENT	<i>How will you communicate the expectations for asynchronous instruction to families?</i>
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EXPLANATION

Before school began, every parent received a personalized phone call from their children's Bear Time teacher. This phone call was followed up with an email, Remind App, or text inviting parents to a virtual Open House. The Open House was held through Google Meets. All teachers recorded videos within their Google Classroom platform, introducing themselves, and reviewing expectations for asynchronous instruction.

In addition, all parents were invited to pick up supplies and/or technology devices the week prior to the first day of school. Supplies included consumable workbooks, basic school supplies (notebooks, colored pencils, etc.), as well as supplemental aids specifically for students in special populations. At the supply pick-up, parents received a flyer that included the student's grade level and class schedule, as well as information that would allow them to access Google Classroom.

Ongoing expectations are communicated on Google Classroom. In addition, the following communication tools are utilized:

1. District website
2. Social Media Platforms
3. Robocalls
4. Mass mailings for critical information
5. Phone calls
6. Remind App
7. Class Dojo

Counselors, counseling interns, and Community in Schools (CIS) staff will be used to make home visits and follow up phone calls to parents who are difficult to contact using other methods.

COMPONENT	<i>What are the expectations for family engagement/support of students?</i>
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EXPLANATION

Families will be expected to support students by attending meetings with Bear Time teachers if at all possible, and by reaching out to teachers if they believe their student needs additional support. Parents, teachers, and students form a partnership in asynchronous learning. While the teachers accept primary responsibility for providing instruction that is accessible to each learner, parents are expected to read communications from the school and to make suggestions and ask questions to improve student achievement.

COMPONENT	<i>What additional supports, training, and/or resources will be provided for families who may need additional support?</i>
EXPLANATION	
<ol style="list-style-type: none"> 1. A guide to Accessing West Oso Gmail was posted on our website, social media, and shared via Remind and through email as the first step to getting parents prepared to support their children in asynchronous instruction. Up until the fall of 2020, only students in grades 6-12 had a district created Gmail account. Beginning this fall, all students PreK-12 now have an account. 2. West Oso ISD offered virtual Google Classroom training for parents via Google Meets on the following dates: <ul style="list-style-type: none"> ● July 14, 2020 at 11:00 a.m. and 6:00 p.m. ● August 6, 2020 at 11:00 a.m. and 6:00 p.m. ● August 20, 2020 at 11:00 a.m. and 6:00 p.m. 3. A Parent's Guide to Google Classroom was created to support parents as they get started in Google Classroom. The parent guide was posted on social media as well as emailed and texted to parents by Bear Time teachers. 4. A Google Classroom for West Oso ISD parents was developed specifically to provide ongoing support for parents. Tutorial videos and links to online materials are housed on this platform, including videos in Spanish. Topics include: <ul style="list-style-type: none"> ● How to Get Started in Google Classroom ● How to Submit an Assignment in Google Classroom ● How to Join a Google Meets ● Entregar una tarea en Google Classroom Spanish #2 ● Cómo enviar una tarea en Google Classroom ~ West Oso ISD 5. For parents who continued to have challenges, the Google Classroom guides and codes were provided to all secretaries, media specialists, members of the Curriculum & Instruction department as well as campus administrators. We had an 'all hands on deck' approach to supporting parents in supporting their students. Individualized training and coaching sessions were held to help connect families with instructional resources. In addition, counselors and CIS were available to make sure that our families were able to get their needs met. 	