

# Asynchronous Plan 2020 + West Rusk CCISD



## Attestations

### Instructional Schedule

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

### Materials Design

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

## Student Progress

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

## Implementation

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

## Open Responses

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

### **Include sample daily schedules for students by grade band**

All PK-5 grade students will follow a similar school day calendar with four academic blocks, community time, mental health and well-being time, and check-ins with teachers. Amount of instructional time and breaks will be varied as necessary and appropriate for each grade band (e.g., PK-2 will have additional breaks; and academic time may be divided into smaller blocks). Students, depending on grade level, would receive a “Weekly Schedule” that shows different blocks of time, as well as synchronous & asynchronous components and due dates. That way, students and families may plan for the week and understand what is expected each week. Example schedules are shown below.

**GRADES PK - 5th Elementary / Intermediate Schedule:**

:30 min Community Check-In Synchronous

**:55 min Academic block 1 asynchronous**

:15 min Recess

**:55 min Academic block 2 asynchronous**

:45 min Teacher/PE, Check-ins or asynchronous work time

:35 Lunch N/A

:45 Teacher Check-In Time / Social Studies

**:55 min Academic block 3 asynchronous**

**:55 min Academic block 4 asynchronous**

:45 min Teacher Check-ins Social Studies, asynchronous work time

Library/Computer/Music/Tutorials

**220 Total Minutes Asynchronous Engagement**

**GRADES 6th, 7th and 8th Junior High Schedule:**

**6<sup>th</sup> GRADE**

**Asynchronous Week Long Sample Schedule (Students have a Blue Day Schedule and a White Day Schedule)**

Monday (Blue day)		Tuesday (White Day)		Wed. Blue Day		Thurs. (White Day)		Friday (Blue Day)	
30 min Check-in	Synchronous	30 min Check-in	Synchronous	30 min Check-in	Synchronous	30 min Check-in	Synchronous	30 min Check-in	Synchronous
80 min Academic Block 1	Asynchronous	80 min Academic Block 1	Asynchronous	80 min Academic Block 1	Asynchronous	80 min Academic Block 1	Asynchronous	80 min Academic Block 1	Asynchronous
80 min Block 2	Asynchronous	80 min Block 2	Asynchronous	80 min Block 2	Asynchronous	80 min Block 2	Asynchronous	80 min Block 2	Asynchronous

50 Min. Academic Grade Teachers Check In	Synchronous	50 Min. Academic Grade Teachers Check In	Synchronous	50 Min. Academic Grade Teachers Check In	Synchronous	50 Min. Academic Grade Teachers Check In	Synchronous	50 Min. Academic Grade Teachers Check In	Synchronous
50 Min Band	Asynchronous	50 Min Band	Asynchronous	50 Min Band	Asynchronous	50 Min Band	Asynchronous	50 Min Band	Asynchronous
50 Min Physical Education	Asynchronous	50 Min Physical Education	Asynchronous	50 Min Physical Education	Asynchronous	50 Min Physical Education	Asynchronous	50 Min Physical Education	Asynchronous

240 + minutes of asynchronous engagement

### 7<sup>TH</sup> AND 8<sup>TH</sup> GRADE:

:30 min. Community Check-In (synchronous)

:50 min. Academic Block 1 (asynchronous) 1<sup>st</sup> period

:50 min. Academic Block 2 (asynchronous) 2<sup>nd</sup> period

:50 min. Academic Block 3 (asynchronous) 3<sup>rd</sup> period

:50 min. Academic/ Grade Teachers Check-In (synchronous) 4<sup>th</sup> period

:35 Lunch

:50 min. Academic Block 4 (asynchronous) 6<sup>th</sup> period

:50 min. Academic Block 5 (asynchronous) 7<sup>th</sup> period

:35 min. Fine Arts (Band/Art) (asynchronous)

:35 min. Physical Education (asynchronous)

>240 + minutes of asynchronous engagement

**Grades 9th through 12th Schedule:**

**:30 min. Community Check-In (synchronous) – with administrator**

**:45 min. Academic Block 1 (asynchronous) - (Core Subject)**

**:45 min. Academic Block 2 (asynchronous) – (Core Subject)**

**:45 min. Academic Block 3 (asynchronous) – (Core Subject)**

**:45 min. Academic Block 4 (asynchronous) – (Core Subject)**

**:35 Lunch**

**:45 min. Academic Block 5 (asynchronous) – (Elective course #1)**

**:45 min. Academic Block 6 (asynchronous) – (Elective course #2)**

**:45 min. Academic Block 7 (asynchronous) – (Elective course #3)**

**:45 min. Academic Block 8 (asynchronous) – (Elective course #4)**

**>240 + minutes of asynchronous engagement**

**Summarize how your instructional schedules meet the criteria:**

Component	Explanation
<p><b>What are the expectations for daily student interaction with academic content?</b></p>	<p>(PK - 5) Students will engage in asynchronous learning with some synchronous aspects during morning check ins. Each week, students receive a checklist posted to the learning management system (LMS). Prek-2 will use Remind and Class Dojo, 3-5 will use Google Classroom. The checklists guide students through completion of activities, lessons, and projects, while deepening students’ understanding of concepts relevant to the assignment. Checklists will lay out tasks each week and include: instructional videos (by teachers and other instructors and the curriculum publishers), paper-based guided and independent practice, discussion questions for engagement with peers, paper-based guided and independent practice lesson recap videos, formative assessments, projects, and more. Tasks are identified as asynchronous. During synchronous learning activities, teachers will schedule specific times for the class to come together and complete instruction and work in pairs, small groups, and/or all together. During asynchronous learning, students will progress at the pace of students in the classroom working their way through assigned content. For example, if an assignment is assigned on Monday morning and due Tuesday then the same will apply to those receiving asynchronous instruction . There may be a degree of flexibility with the assignments scheduled in electives such as Computer, Music, Library, Social Studies and P.E., the uploaded instruction or video may be done at a different time than those at school if that is a designated check in time for teachers and asynchronous learners.</p> <p>At the end of each Academic block students will answer a quick exit ticket, filling in what they did in each block, which will be tied to one of the attendance measures. Students will also have check-ins with teachers daily, though frequency and duration may vary by student. In addition, all students have access to instructional software systems. They are expected to meet instructional software usage goals each week.</p>

	<p>(6 - 12)Students will receive 240+ minutes of asynchronous instruction each day. They are expected to log in to Google Classroom each day to receive daily lessons, complete daily assignments and engage with teachers and peers. Daily schedules are provided for parents and students. Students will check in every morning with the At- Home Learning Principal (8:30 am- 8:45 am). Students will attend live zoom sessions for community building, counselor guidance, and intervention or enrichment. These sessions will allow peer-to-peer interaction and relationship building/connections with teachers. The campus counselor will set up one-on-one or small group guidance classes to support social and emotional learning. Content for core subject areas will be provided through Google Classroom through lessons created by campus instructional staff and supplemented by campus instructional resources. For grades 6-8, content instruction is provided by departmentalized teachers. These teachers are the contact source for each content area. Content area teachers will be available to Zoom during Priority period daily (10:45 am- 11:45 am). This will also serve as our afternoon check-in with students. Attendance will be taken in Skyward each day, as determined through student/principal and student/ teacher check-ins and engagement. Teacher office hours will be available for one-on-one conferences during the school day. Teacher hours are 7:30 am- 4:00 pm Monday through Friday.</p>
<p><b>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?</b></p>	<p>(PK - 5) Each student at every grade level will have a weekly plan that is linked to TEKS-based lessons and products that they will be working on for core subjects and electives alike using the TEKS resource system. These units would range from 1 – 5 weeks long, include instructional resources and activities, formative tasks and assessments, and a culminating task (project, assessment, essay, etc.). The work of these units would be linked to a class time equivalent. During each instructional day, students would be required to make progress towards completion of units through a series of synchronous &amp; asynchronous actions. Teachers would be checking in with their assigned students and ensuring engagement and attainment during the instructional days.</p> <p>(6 - 12)Teachers will provide daily lessons which may include (but are not limited to) teacher made videos, instructional videos from other resources, instructions for students and daily assignment/project. Students will check in every morning with the At- Home Learning Principal (8:30 am- 8:45 am). Students will attend live zoom sessions for community building, counselor guidance, and intervention or enrichment. These sessions will allow peer-to-peer interaction and relationship building/connections with teachers. The campus counselor will set up one-on-one or small group guidance classes to support social and emotional learning. Students are required to show progress on assignments daily, turning assignments in daily by 3:00 pm. Teachers are required to give feedback on assignments daily.</p>
<p><b>What are the expectations for teacher/student interactions?</b></p>	<p>(PK - 5)Students will have interactions with a teacher and peers through daily meetings, check-ins, community time, and/or synchronous learning time and any discussion boards used during instruction. Students will have at least three ways to interact with teachers. First, they will have dedicated once-weekly meetings with their teacher, at a minimum. Students will likely have daily encounters with teachers, though these interactions may be more/less frequent depending on the student's progress. Second, teachers will identify students needing intervention or enrichment options via progress tracking. Teachers will coordinate small group supports where possible, or additional one-on-one meetings. Third, teachers will have office hours during which they are also accessible to students and students can virtually drop in as needed. Through these three mechanisms, every student in the system should get the time they need with their specific teacher based on their learning progression.</p> <p>(6 -12)Teachers will provide daily lessons which may include (but are not limited to) teacher made videos, instructional videos from other resources, instructions for students and daily assignment/project. Teachers are required to make contact with students daily through any of the following avenues: Google Classroom, Zoom, Remind, Google Chat, GMail or Phone call. Students must also engage with the grade level / Subject (department) - teacher daily by turning in assignments, email, Zoom, Google chat, Phone call or Remind.</p>

	Students will also interact with At-Home Learning Principal each morning for a community building, morning check in meeting. Priority period (10:45- 11:45) is set aside for teacher/student contact (6-8) 5th Period Synchronous Community Building (6th - 8th). Teachers will also be available during their office hours(conference time) each day to meet with students as needed.
<b>How will teacher/student interactions be differentiated for students with additional learning needs?</b>	<p>(PK - 5)Students needing additional support will be able to have increased access to teachers who, by using data gathered from the DMAC reporting system, may identify where small groups are collectively struggling on a topic area and provide targeted, direct instruction to the group on that matter. They will also identify challenging areas for individual students and work directly with the student to provide intervention and/or adapt the learning plan as needed. In addition, the instructional software systems are adaptive and self-paced which adapt to student performance levels, allow tracking of their progress, give instructional feedback, and personalize instruction to their specific needs.</p> <p>(6 - 12)Students will check in every morning with the At- Home Learning Principal (8:30 am- 8:45 am). Students will attend live zoom sessions for community building, counselor guidance, and intervention or enrichment. These sessions will allow peer-to-peer interaction and relationship building/connections with teachers. The campus counselor will set up one-on-one or small group guidance classes to support social and emotional learning. Teachers, counselors, and administrators will facilitate small group meetings or one-on-one meetings based on student need. Priority period (10:45- 11:45) is set aside for Teacher/student contact (6-8) each day. Teachers will also be available during their office hours(conference time) each day to meet with students as needed for conferences, intervention or enrichment.</p>

**Key Requirement Material Design:** Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

**ELEMENTARY MATERIALS (PK - 5th grades)**

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
<b>Math Instructional Materials</b>	PK-5	Frog Street Press Texas Go Math TEKS Resource System Pearson (English and Spanish) Texas Home Learning 3.0	Frog Street AIM Performance Assessment TCMPC Assessment	<b>YES</b>	These products (Frog Street and Texas Go Math) include built-in supports for students with disabilities in each lesson.  TEKS Resource System helps teachers identify gaps and adjust based on student needs.	These products (Frog Street and Texas Go Math) include built-in supports for students with disabilities in each lesson.  TEKS Resource System helps teachers identify gaps and adjust based on student needs.

		XL Collaborative Classroom				
<b>ELA Instructional Materials</b>	PK-5	<p>Frog Street Press</p> <p>HMH Into Reading</p> <p>Readworks</p> <p>Saxon Phonics</p> <p>TEKS Resource System</p> <p>TPRI</p> <p>Fountas and Pinnell</p> <p>Imagine Learning</p> <p>Texas Home Learning</p> <p>Pearson (English and Spanish)</p>	<p>Frog Street AIM</p> <p>Assessment</p> <p>Daily Checks</p> <p>TCMPC Assessment</p> <p>Beginning, Middle and End of Year Assessment</p> <p>Running Records</p> <p>Computer Based Assessment</p>	<b>YES</b>	<p>These products (Frog Street, HMH and Saxon) include built-in supports for students with disabilities in each lesson.</p> <p>TEKS Resource System helps teachers identify gaps and adjust based on student needs.</p> <p>Progress monitoring is built into TPRI, and TPRI is a universal screener for Dyslexia.</p> <p>Fountas and Pinnell is a component of the balanced literacy program that teaches all students at their level.</p> <p>Imagine Learning has built in supports for students with disabilities.</p>	<p>These products (Frog Street, HMH, and Saxon) include built-in supports for ELs in each lesson. The products are in English and in Spanish.</p> <p>TEKS Resource System helps teachers identify gaps and adjust based on student needs.</p> <p>Progress monitoring is built into TPRI, and TPRI is a universal screener for Dyslexia.</p> <p>Fountas and Pinnell is a component of the balanced literacy program that teaches all students at their level.</p> <p>Imagine Learning is a Spanish based literacy program for ELs.</p>
<b>Science Instructional Materials</b>	PK-5	<p>Frog Street Press</p> <p>Science Fusion</p> <p>TEKS Resource System</p> <p>Pearson (English and Spanish)</p>	<p>Frog Street AIM</p> <p>Performance Assessment</p> <p>TCMPC Assessment</p>	<b>YES</b>	<p>Frog Street Press includes built-in supports for students with disabilities in each lesson.</p> <p>Science Fusion includes built-in supports for students with disabilities in each lesson.</p>	<p>Frog Street Press includes built-in supports for ELs in each lesson. This is in English and in Spanish.</p> <p>Science Fusion includes built-in supports for ELs in each lesson. This is available in English and in Spanish.</p>



		<p>Realize Science</p> <p>STEMscopes</p> <p>Texas Home Learning 3.0</p>			<p>TEKS Resource System helps teachers identify gaps and adjust based on student needs.</p>	<p>TEKS Resource System helps teachers identify gaps and adjust based on student needs..</p>
<p><b>Social Studies Instructional Materials</b></p>	<p>PK-5</p>	<p>Frog Street Press</p> <p>Social Studies Weekly</p> <p>TEKS Resource System</p> <p>Texas Home Learning 3.0</p> <p>Pearson (English and Spanish)</p>	<p>Frog Street AIM</p> <p>Assessment</p> <p>TCMPC Assessment</p>	<p><b>YES</b></p>	<p>Frog Street Press and Studies Weekly include built-in supports for students with disabilities in each lesson.</p> <p>TEKS Resource System helps teachers identify gaps and adjust based on student needs.</p>	<p>Frog Street Press and Studies Weekly include built-in supports for ELs in each lesson. This is in English and in Spanish.</p> <p>TEKS Resource System helps teachers identify gaps and adjust based on student needs.</p>

**SECONDARY MATERIALS (6th through 12th grades)**

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
<b>Math Instructional Materials</b>	6 - 12	Pearson (Savvas) TEKS Resource System Lead4ward DMAC McGrawHill (Alg I) Texas Home Learning 3.0	Assignments built in to track student progress. Answers to assignments put in Google Forms to track progress Warmups, quizzes, exit tickets, CBAs.	YES	Accommodations and/or modifications will be provided based on the student's individualized education plans. There is differentiation and scaffolding within the curriculum. Help buttons within Pearson(Savvas) which students may press to get math aids such as calculators or math charts and students can have material read orally.	Text can be read orally to the student. There are also Spanish translations and vocabulary assistance. Materials are also available in Spanish if necessary. Translator app is available Spanish version is available for Alg. I
<b>ELA Instructional Materials</b>	6 - 12	EMC Learning Farm TEKS Resource System DMAC McGraw Hill StudySync Texas Home Learning 3.0	Assignments built in to track student progress. Warmups, quizzes, exit tickets, CBAs. Response strategies in Google Docs.	YES	Accommodations and/or modifications will be provided based on the student's individualized education plans. There is differentiation and scaffolding within the curriculum	Translator apps, vocabulary breakdown, visuals, material can be read orally to students.

<p align="center"><b>Science Instructional Materials</b></p>	<p align="center">6 - 12</p>	<p align="center">Pearson (Savvas)</p> <p align="center">DMAC</p> <p align="center">TEKS Resource System</p> <p align="center">Texas Home Learning 3.0</p>	<p align="center">Warmups, quizzes, tests, exit tickets and CBAs</p>	<p align="center">YES</p>	<p align="center">Accommodations and/or modifications will be provided based on the student's individualized education plans.</p> <p align="center">There is differentiation and scaffolding within the curriculum</p> <p align="center">Modified Text/ Vocabulary Assistance</p> <p align="center">Can be read orally to students</p>	<p align="center">Modified text, read orally to students, vocabulary assistance</p>
<p align="center"><b>Social Studies Instructional Materials</b></p>	<p align="center">6 - 12</p>	<p align="center">Glencoe McGraw Hill</p> <p align="center">DMAC</p> <p align="center">Study Island</p> <p align="center">TEKS Resource System</p> <p align="center">Texas Home Learning 3.0</p>	<p align="center">Warmups, quizzes, tests, exit tickets and CBAs</p>	<p align="center">YES</p>	<p align="center">Accommodations and/or modifications will be provided based on the student's individualized education plans.</p> <p align="center">There is differentiation and scaffolding within the curriculum</p>	<p align="center">Translation available, read orally to students, vocabulary assistance</p>

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

Component	Explanation
<p><b>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</b></p>	<p>(PK - 5)West Rusk ISD staff will implement TEKS Resource System, Texas Home Learning 3.0,and various other TEKS-based, state adopted instructional materials with additional materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. There will be a corresponding unit template for each outlined unit. Each unit begins with a core question / topic area and identifies the associated TEKS standards. Teachers are using the existing curriculum (above) as the foundation of units, and are supplementing with additional materials and content (Study Island, Brain Pop, Learning farm, Class Link, Imagine Math, Imagine Learning etc), where needed, to best support asynchronous instruction. Unit templates and links will be outlined and designed to be suited to coherent, asynchronous instruction. Existing curriculum are TEKS aligned. Every lesson has activities for students to complete on their own and with others. Units are reviewed by PLCs for coherences and to check for application and best instructional practices. Units are designed around the TEKS to relate to students' lives, communities, and choices.All unit plans are being</p>

	<p>designed in conjunction with the special populations team in conjunction with Gifted and Talented, Special Education, 504, Gifted and Talented, and English Learner. These teams are providing detailed guidance and feedback to the curriculum design team on instructional methodology for special populations, strong Tier 1 learning systems and resources, and appropriate student support. For PK-5 many of the curriculum solutions are available in both English and Spanish.</p> <p>(6 - 12)The district will use our regular instructional materials as the basis for our curriculum for all of our students. The avenue of delivery for our asynchronous learners will be Google Classroom. All of our students (including our asynchronous students) will follow the same scope and sequence, minute requirements and curriculum. WRJH will implement TEKS Resource System, Texas Home Learning 3.0 and various other TEKS-based, state- adopted instructional materials locally adopted by the district for our curriculum for all of our students. Orientation meeting provided for asynchronous students and parents to initiate at-home learning. Parents and students must complete an orientation on how to access at-home learning and learn the expectations for being an asynchronous student, attendance procedures and the meals distribution process. Students on campus will also learn how to access at-home learning should we ever return to a “shut-down” situation again. Teachers will receive significant professional development in the areas of content and remote instructional practices. Orientation meeting provided for asynchronous students and parents to initiate at-home learning. Parents and students must complete an orientation on how to access at-home learning and learn the expectations for being an asynchronous student. Students on campus will also learn how to access at-home learning should we ever return to a “shut-down” situation again. Teachers will receive significant professional development in the areas of content and remote instructional practices.</p>
<p><b>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</b></p>	<p>(PK - 5)<b>Special Education and 504 students</b> will receive support from teachers to minimize barriers the student may experience in a remote setting. Our goal is to develop a means of engagement that will generate students interest and motivation for learning, represent the information and content differently by providing leveled and personalized instruction, and provide more affirmative and corrective feedback.</p> <ul style="list-style-type: none"> <li>• Special education teachers will check in with each parent/student for 1-on-1 progress review as determined by ARD decisions and LPAC decisions.</li> <li>• Teachers provide more 1-on-1 and small group direct, consistent check-ins with students.</li> <li>• Students with IEPs or 504 plans will continue to receive supports and/or modifications as specified by each student’s individual plan. Speech-language pathologists, occupational therapists, physical therapists, LSSSPs will safely provide services to students. • Parent Handbook with information about resources for general education and special population support.</li> <li>• Based on specific student environmental needs, we will aim to provide physical space and support for on-campus special education. We will ensure that these units minimize the number of people in the classroom. Students &amp; teachers will remain in the same rooms e day and students will stay with their homerooms to minimize potential for virus spread to.</li> <li>• Each student with special needs will receive an individualized schedule for check-ins and support to ensure that they receive the differentiation needed to be successful.</li> <li>• Special Education and English Language teachers will work in PLCs along with general education content teachers to ensure that they are able to finalize adapted lesson plans and curricular materials that meet the accommodations and modifications outlined in each student’s IEP and / or LPAC.</li> </ul> <p><b>Support for ESL Students</b></p> <ul style="list-style-type: none"> <li>• ESL and teachers will follow the general education guidance and complete differentiated lesson plans whether virtual or face-to-face</li> </ul>

	<ul style="list-style-type: none"> <li>• ESL and teachers will collaborate to ensure lessons are designed to meet the needs of all students.</li> <li>• ESL and teachers are required to complete differentiated lesson plans to meet the needs of the EL students they support whether instruction is virtual or face-to-face.</li> <li>• Supplemental kits of materials and manipulatives will be distributed by the ESL department for all students in the program such as Imagine Learning.</li> <li>• Evaluation sessions will be scheduled on a regular basis and the schedule communicated with parents for each grading period.</li> </ul> <p><b>Support for Gifted and Talented Students</b></p> <ul style="list-style-type: none"> <li>• GT 30-hours of training and relevant updates will be part of the regular training for teachers in the beginning of the year PD and throughout the year.</li> <li>• Counselors at each campus will serve as GT Lead and participate in meeting with teachers to ensure that appropriate differentiation embedded in the weekly lesson plans for GT students.</li> </ul> <p>(6 - 12) Opportunity to request zoom meetings and parent/teacher conferences with campus specialists (ESL and SPED certified instructors). Daily checks on students with specific learning needs will be done by campus administrators and teachers via Zoom meeting well-checks. Translators and teacher paraprofessionals will be available daily to support student needs in order to meet I.E.P. plans and to ensure all accommodations are continually supported.</p>
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**Key Requirement Student Progress:** Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
<b>What is the expectation for daily student engagement?</b>	<p>(PK - 5) Students are expected to engage daily in morning check in and engage in checklist activities (including videos, instructional software, projects, etc.). In addition, they are expected to engage regularly (at minimum weekly, but as often as multiple times per day) with their teachers. Students will make progress on their checklist and assignments/projects daily, though will have flexibility over which order to complete them.</p> <p>(6 - 12) Students are expected to engage in daily community time, show progress on daily assignments and interact with grade level teachers as assigned. Students are expected to login to Google Classroom to access videos, activities and assignments each day. Student attendance/engagement is required each day. Attendance/engagement will be measured three ways: Completing and submitting activities, assignments, assessments, projects on a daily basis. Attending live Zoom meetings with teachers for tutoring, intervention or enrichment. Making contact with the teacher through Google Classroom or discussion board</p>
<b>What is the system for tracking daily student engagement?</b>	<p>(PK - 5) Student engagement will be tracked via any one of the three outlined methods:</p> <ul style="list-style-type: none"> <li>• <b>Teacher interactions:</b> Students may engage in asynchronous learning with teachers and their class on a schedule defined by the teacher. Additionally, students will be checking in with teachers in the system at times that work for them during their schedule through remind text and as-requested office hours.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Daily progress in the LMS:</b> Students will answer short exit tickets or use discussion boards multiple times per week outlining what they did in each academic block during the day and, when possible, taking a short, formative quiz to demonstrate progress and content understanding (based on where they are in their unit plans).</li> <li>• <b>Assignment submissions:</b> For each unit, assignments, projects, or other submissions will be turned in every morning or when assigned by the teacher (Wednesdays and / or Fridays), this will account for student’s engagement.</li> </ul> <p>Teachers will be responsible for taking and logging “attendance” for their homerooms on a daily basis based on the form of engagement the student participated in that day. If the student engages in multiple forms of engagement, which tracking mechanism is cited is left to the teacher’s discretion. The campus Attendance Clerk will verify student attendance with all teachers each day to ensure an accurate engagement count is being submitted.</p> <p>(6 - 12) Student progress will be tracked in LMS (Google Classroom) and Skyward. Students will engage in community time, student/teacher check-ins via Google Classroom, Zoom, email, Remind and possible phone contact. Students must complete and submit assignments as assigned by individual teachers.</p> <p>Contact between Asynchronous Principal, Students, Teachers and Parents will be fluid and will occur daily. Daily checks with the Junior High will occur at 8:30 by the Assistant Principal. Daily check with the campus principal at the high school will take place at 9:15 a.m. each day. Academic Progress tracking in the LMS (Goggle Classroom), Attendance tracking in Skyward</p>
<p><b>How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?</b></p>	<p>(PK - 5) The methods described above and similar to the ways in which students would receive teacher support, peer interaction, and individual work time if they were learning on-campus. Further, regardless of student location – on-campus or at-home – students will be participating in the same instruction method, providing similar access to peer time, and other support for all.</p> <p>In addition, each unit and subsequent projects will have corresponding expected amounts of time associated with them. These units / projects will be assigned such that students will engage with instructional materials in times equivalent to what would occur in an on-campus environment.</p> <p>(6 - 12) Students on campus and at-home will be presented the same scope and sequence and curriculum base. The underlying goal is for all students to return to campus when the COVID-19 environment improves. Students at-home and on campus will be required to complete lessons and turn in assignments daily. Daily Zoom meetings with academic teachers during Priority period (10:45-11:45). Student progress tracking in LMS (Google Classroom) daily. Daily Attendance taken in Skyward.</p>
<p><b>What is the system for tracking student academic progress?</b></p>	<p>(PK - 5) There will be a multi-pronged approach to tracking student progress including check-ins with teachers, projects/assignments, quizzes, running records, and culminating performance assessments (CBAs):</p> <ul style="list-style-type: none"> <li>• Curriculum Based Assessment: Students are assigned a culminating project per content area each unit completed in the grading period. These culminating projects serve as evidence of learning, and determine a student’s progress to the next grade level, or credit awarded for the relevant course(s). The assignments / projects may be tests, projects, essays, etc. normed for content mastery. (These were utilized in 2019-20; more expansive and differentiated CBAs would be used as a culminating performance assessment at the end of each unit in 2020-21).</li> <li>• Assignments / Projects: Teachers will grade and submit feedback on assignments / projects in a timely manner</li> <li>• Teachers who will be responsible for tracking the progress and development of the individual students assigned to them using DMAC and tracking mechanisms in Remind and Google Classroom.</li> </ul> <p>(6 -12) We will use a multi-tiered approach to tracking student progress which includes check-ins with teachers, assignments/projects, quizzes, tests and CBAs (Curriculum Based Assessment): Assessment to serve as evidence that a student has mastered curriculum taught during a grading period. Our LMS (Google Classroom) will track daily student academic progress.</p>

<p><b>What is the system for providing regular (at least weekly) feedback to all students on progress?</b></p>	<p>(PK - 5) Students will receive feedback via multiple mechanisms:</p> <ul style="list-style-type: none"> <li>• Instructional software: 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.</li> <li>• Projects / assignments: students will turn in projects / assignments at minimum weekly. Teachers will provide feedback on these projects / assignments in a timely manner.</li> <li>• Teacher check-ins: Students will have regular check-ins during which they will review their learning and progress, and receive feedback on their performance. These check-ins will be used to assess and adapt personalized learning plans, where needed.</li> <li>• Principals will ensure the following accountability processes are in place: adherence to the schedule, attendance is monitored, implementation of the curriculum, grades submitted in a timely manner, communication with families-attendance, family engagement and progress monitoring.</li> </ul> <p>(6 - 12) Teachers are expected to provide daily feedback for asynchronous work with a 24- hour turnaround time period. Daily feedback from teachers to students is conducted in any of the following avenues:</p> <ul style="list-style-type: none"> <li>Google Classroom</li> <li>Remind</li> <li>Zoom meeting</li> <li>Community Zoom</li> <li>Phone call</li> </ul>
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**Key Requirement Implementation:** Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Region VII ESC training on “**Basic, Intermediate, and Advanced Google Classroom**” were attended by 35 + educators at West Rusk to learn how to be more effective while implementing Asynchronous Instruction. Campus and District Administrators attended the “**Asynchronous Planning Meeting**” to learn the requirements of the planning process.

On the West Rusk CCISD Website the following online resources for parents and educators have links:

- [Google Classroom Tutorial](#)
- [TEKS Resources](#)
- [Brain Pop](#)
- [DMAC Solutions](#)
- [Education Galaxy](#)
- [EduHero](#)
- [Eduphoria \(also Test Questions and Creator\)](#)
- [Discovery Education](#)
- [Imagine Learning](#)
- [Pearson Login](#)
- [Plato Learning Environment](#)
- [Renaissance Learning \(AR\)](#)
- [Study Island](#)

**AT HOME LEARNING ORIENTATION FOR STUDENTS AND PARENTS:**

Parent and student At-Home learning orientation was given prior to the beginning of school. Parents and students were given materials that they need to be successful at home. The requirements and supports were explained. A demonstration of Google Classroom was given by a lead teacher and a handout to explain the process to use. An explanation of the daily schedule and attendance procedures was given. Campus contact information (names, phone numbers and emails) was given to assist students when needed. A curbside meal plan was offered by the cafeteria manager

**West Rusk Junior High  
Professional Development Schedule  
2020- 2021**

Wednesday, August 12th

8:00- 8:30	Sign In/ COVID Screening
8:30- 11:30	Jr. High Convocation in the Auditorium (Employee Handbook, Confidentiality, Title IX, Safety, General info.)
11:30- 12:30	Lunch (Cafe- Jason's Deli from Texas Bank)
12:30- 1:15	Grade level meeting- 6th grade <i>Lesson Planning for 7th and 8th grade</i>
1:15- 2:00	Grade level meeting- 7th grade <i>Lesson Planning for 6th and 8th grade</i>
2:00- 2:45	Grade level meeting- 8th grade <i>Lesson Planning for 6th and 7th grade</i>
2:45- 3:30	Clerical- classroom time

Thursday, August 13th

8:00-8:30	Sign In/COVID Screening
8:30- 9:00	Faculty meeting (Questions/Concerns)
9:15- 9:45	Rotation 1
9:50-10:20	Rotation 2
10:25- 10:55	Rotation 3
11:00- 11:30	Rotation 4
11:30-12:30	Lunch (Own your own)
12:30- 3:30	<b>Practice Google Classroom Techniques</b>

Friday, August 14th

8- 8:30	Sign In/ COVID Screening (Breakfast in Cafe from Bar None Church)
8:30-9:30	Faculty Meeting (Questions/Concerns)
9:30-11:30	<b>Google Classroom Lessons/Recordings</b>



11:30- 12:30 Lunch (On your own)  
12:30- 3:30 **Planning/ Google Classroom Lessons/Recordings**

Monday, August 17th

8:00- 8:30 Sign In/COVID Screening  
8:30- 9:30 Fundamental 5 (Zoom)  
10:00- 11:30 Vertical Alignment/Planning (6-12 Departments)  
11:30- 12:30 Lunch (On your own)  
12:30- 3:30 **Planning/ Google Classroom**  
ELAR Training (EMC)

Tuesday, August 18th

8:00- 8:30 Sign In/COVID Screening  
8:30-11:30 ELAR Training EMC  
**Planning/ Google Classroom**  
11:30- 12:30 Lunch (On your own)  
12:30- 3:30 **Planning/ Google Classroom**

Wednesday, August 19th

8:00- 8:30 Sign In/ COVID Screening  
8:30- 11:30 New Teachers: T-TESS Training  
Returning Teachers: TTESS Refresher  
11:30- 12:30 Lunch (On your own)  
12:30- 3:30 New Teachers: T-TESS Training/Goal Setting  
Returning Teachers: Goal Setting/ On-Campus Lesson Planning

Thursday, August 20th

8:00- 8:30 Sign In/COVID Screening  
8:30- 11:30 Clerical/ Planning  
11:30- 12:30 Lunch (On your own)  
12:30- 3:30 Clerical/ Planning

Friday, August 21st

8:00- 8:30 Sign In/COVID Screening  
8:30- 11:30 Clerical/ Planning  
11:30- 12:30 Lunch (On your own)  
12:30- 3:30 Clerical/ Planning

**High School In-Service Plan  
2020-2021**

Wednesday, August 12<sup>th</sup>

9 a.m. - High School faculty report to rooms for a zoom meeting with the principal.

11 a.m. – Lunch

1 p.m. – High School faculty meet in auditorium

Thursday, August 13<sup>th</sup>

Campus meetings (**Google classroom workshops**) Room 206

8:30 – 9:15 (Pino)

9:15 – 10:00 (C. Duncan)

10:00 – 10:45 (Teacher ?)

10:45 – 11:00 (Teacher ?)

Friday, August 14<sup>th</sup>

8:00 – Breakfast (provided by Bar None Cowboy church – WR CAFÉ)

8:30 – Faculty work in rooms

9:30 – CTE teachers meet with admin (Toler, Holland, Larrew, Clark, Pino) – Jackson/Gilliam/Bobbitt/Coleman/Duncan - in Computer Lab

11:00 – Lunch

1:00 – **Work on google classroom lessons**

Monday, August 17<sup>th</sup>

8:30 – 11:30 – Vertical alignment **Google classroom meetings** (Grades 6-12) – Sharing of ideas and plans for ALL secondary faculty.

Math – Room

ELA – Room

Science – Room

Social Studies – Room

CTE – Clark computer Lab (high School)

All other elective teachers – pick a department and join in

11:30 – Lunch

1:00 – 3:30 – work in rooms on **google classroom assignments**, etc...

Tuesday, August 18<sup>th</sup>

8:30 – 11:30 – meet in Room 206 – faculty presentation - workshop (Amaya, Colby)

11:30 – Lunch

1:00 – 3:30 – Complete faculty workshop (TBA)

Wednesday, August 19<sup>th</sup>

8:30 – 11:30 - T-TESS refresher – goal setting for all teaching staff. (Paraprofessional staff report to rooms, work areas and supervising teacher/administrator for assignment)

11:30 - Lunch

1:00 – 3:30 – Clerical – more **google classroom prep** (lesson prep for upcoming year)

Thursday, August 20<sup>th</sup>

Clerical – **google classroom lessons** continued

Friday, August 21<sup>st</sup>

Clerical

**Summarize how your professional development for educators will support asynchronous instruction:** We are creating a professional development calendar with topics that are specific to supporting asynchronous instruction. See a sample of our Grades PK-12 professional development topics below.

Component	Explanation
<p><b>How will both initial and ongoing, job-embedded educator development opportunities occur?</b></p>	<p>(PK - 5)All teachers will receive similar training around technology at the beginning of the year to include LMS and Zoom. Grades K-2 will use REMIND and Class DOJO as the Learning Management System. Grades 3-5 will use Google Classroom as the Learning Management System (LMS). PK teachers will use REMIND and Class DOJO as their LMS. Teachers will receive additional training on building and uploading lessons, reviewing student data, and general LMS features and functionality. All teachers have used Zoom since March 2020. They will have full access to Zoom features that are necessary to facilitate learning. Ongoing job-embedded opportunities include teacher PLCs that meet weekly to discuss and disaggregate unit resources, data, and best practices. These PLCs include content teachers, special education teachers, EL teachers, interventionist, and/or administrators. Time will be built in for subject-specific professional development. Continuous asynchronous training for educators will be available and will include learning at your own pace modules for teachers. Once Texas Home Learning 3.0 is available to our district, PD will take place to ensure a smooth transition in the use of this additional resource.</p> <p>(6 - 12)Teachers will participate in ongoing professional development in content and digital specific instruction to strengthen their ability to effectively deliver instruction to all students, in class and at home. All core teachers are participating in Lesson Study through Region VII with embedded supports to improve the consistency of on-campus and at-home learning.</p>
<p><b>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</b></p>	<p>(PK - 5)Through the methods outlined above, these professional development experiences will develop educator content knowledge to support and internalize the asynchronous curriculum and analyze and respond to student data. Teachers will also utilize data to support students and families as well, even if it may look slightly different from their roles.</p> <p><b>Teacher PLCs:</b> Every week, teachers will take part in PLC's with other teachers in the same content/grade-level from across the campus. This will take place on the same day each week for teachers. This will be composed of general education teachers, special education teachers, interventionists, and administrators who will work together to disaggregate the weekly unit resources provided from the Homeroom teachers to make it directly meaningful for students. Homeroom teachers would be available to answer questions, provide training on the curriculum, and support the development of educators using this.</p> <p><b>Role-Specific Professional Development:</b> Time will be built in for direct and differentiated professional development based on their roles (delineated and detailed earlier in this question. Currently, these days are built into our board-approved calendar.</p> <p><b>Asynchronous Training for Educators:</b> Much like students have a LMS of excellent, high-quality content we will be producing a similar type of content and system for teachers. This will be available to all educators to learn and grow on their own time. This would include normal learn-at-your-own-pace modules such as compliance training and GT training as well as newly developed PD regarding specific educator roles in our system including Texas Homeschool 3.0 as soon as it is made available to our district.</p> <p>(6 - 12)Several days of teacher in-service training will be dedicated to google classroom, district expectations, zoom meeting setup, etc... All teachers have been initially trained in google classroom. All staff will be updated and supported with school email (GMail), school voicemail setup and check process, office hours and professional communication expectations. Google Classroom Training through Region VII July 23 and July 28. Google Classroom training during Professional Development time July 13th on Classroom set up, Creating Lessons in Google Classroom and Videoing lessons for At-Home Learners. All core teachers are participating in Lesson Study through Region VII with embedded supports to improve the consistency of on-campus and at-home learning.</p>

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

Component	Explanation
<p><b>How will you communicate the expectations for asynchronous instruction to families?</b></p>	<p>(PK - 5)We have a plan for explicit communication and support for families in order to support asynchronous work at home. Families will receive expectations and regular updates via the student portal, telephone calls, auto-mass communication platform (School EMail), Remind App,school phone as well as on the district website. More detail for the various communication avenues used to engage families and distribute information listed below. Additionally, families and students can expect weekly touchpoints with school representatives and teachers.</p> <p>(6 - 12)(Parent/student Orientation meeting on Tuesday, August 18th at 6:00 pm. In this meeting parents will receive written and video step-by step procedures for logging into student school email accounts, logging in to Google Classroom and how to maneuver through Google Classroom. This information will also be posted on our website for students and parents to view at any time. Details about attendance and student engagement expectations will be clearly given. Specific information about communication with students/parents through Remind, Google Classroom and/or phone call by teachers will be explained. Parents will receive handouts, take home resources for students and 8th graders will be issued a calculator. Parents will sign an At-Home Learning Contract, Meal Pick-up Contract and 8th grader parents will sign a Calculator Agreement Contract.</p>
<p><b>What are the expectations for family engagement/support of students?</b></p>	<p>(PK -5)Families will be expected to support student transitions (where age appropriate), engage in meetings with teachers, if they believe their student needs additional support, and read updates from the school/district. Each week, teachers will communicate the following week's schedule and expectations for the coming week. Parents will have access to this schedule which will include asynchronous items. If students are unable to access certain aspects of the plan, parents/students will have the responsibility to communicate with their teacher or Principal to ensure that the student has what they need to continue learning. Each day, there will be engagement metrics for students to determine the level of learning and engagement for all students in the system. Students are required to make progress each day on academic work in an amount commensurate with what would keep students on progress for at least a year's worth of growth. Teachers and staff (principals , interventionist, counselor) will be checking in with students and families throughout each week to: Communicate academic progress,Identify opportunities for growth,Check in on student social-emotional health, Identify student or family needs that the school &amp; district can help to mitigate, and connect families and students to resources needed. Families will need to: Establish routines and expectations, assist their student in locating a space that is ideal for learning, monitor communication from teachers and school, monitor completion and submission of class assignments, take an active role in helping their students process learning, attend district/campus trainings for implementation supports, contact teacher, administrators, and counselor for additional needs and supports for student learning. Families are expected to reach out to school personnel if they believe their student needs additional support. Families who choose remote learning will be asked to ensure that the student has a place to work while at home, access to devices that would be necessary to complete remote learning, and an adult to supervise the student. If students are unable to access certain aspects of the plan, parents/students will have the responsibility to communicate with their teacher to ensure that the student has what they need to continue learning. These teachers, school staff, school counselors, and community leads will continue to check-in with students and families to ensure they have the resources needed to support learning of the students.</p> <p>(6 - 12)Families will be expected to support their students by attending to and engaging in the following practices: Providing working internet service and a device dedicated to learning, providing daily instructional support to the student, encouraging students to complete work during regular school hours and ensure that students make contact with teachers on a daily basis.</p>

<p><b>What additional supports, training, and/or resources will be provided for families who may need additional support?</b></p>	<p>(PK - 5) Teachers, Principals, and Counselor will provide Families with resources that could include:  <u>Physical Supplies</u>: technology, books, consumables, manipulatives, pens/pencils, notebooks, etc.          Individualized Support: Connect parents to technological and academic help resources, which includes making sure that parents know where to get help for any items that are making learning more difficult.  <u>Parent / Guardian Training</u>: We will curate a set of online training and resources for parents and guardians on how to best support their students. This will include technical training on items such as our learning management system, Zoom, and accessing instructional programs. It will also include training on how to support their students academically and personally (social-emotional health, wellness, etc.).  <u>Principals</u> will take the lead on family outreach and community engagement as well as understanding what is happening with families and in the community at large. They will develop communications for families and the community and be a resource to families. They will also work closely with the special populations department and campus administration so that students and families with special needs are adequately supported.  <u>School counselors</u> will take the lead on family outreach and engagement as well as understanding what is happening with families and communities.</p> <p>(6 - 12) Student/Parent At-Home Orientation Meeting provided. Technology help, phone # parents can call to get technology help. Locations at school and in the local community (Overton, Henderson, Kilgore) with free wifi. Information listed on the school website. Step-by-step instructional packets and videos provided to parents in person and on the school website. Calculators issued to 8th grade students.</p>
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**UPDATES:**

1. **The West Rusk Board of Trustees met October 19, 2020 and approved ALL students return to campus November 17, 2020**
2. **West Rusk utilized the Asynchronous Plan from November 17, 2020 to May 28, 2021 for students who were confirmed positive or students who lived with someone who was confirmed positive. WR also used the plan for health reasons for students who had documents from a physician. WR also used the plan for the week of extreme weather (February 15 - 19, 2021) in order for students to continue with education.**