### Sealy ISD Asynchronous Delivery Plan 2020-2021

#### Instructional Schedule Protocols

<table>
<thead>
<tr>
<th>Instructional Focus</th>
<th>Details</th>
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</thead>
</table>
| Sealy ISD Remote Learning instructional schedule and expected time for students to interact with academic content. | Structure of each day allows for kids to have a full day of academic content with the assurance remote learning content and experiences are aligned with the face-to-face instructional practices. During the day, remote students will have complete access to all learning activities and can complete self-paced assignments independently and in any order they choose. Times listed for each grade band and content area are given to let students and parents know what the district expects each student to allocate for academic content each day. Though the predominance of the SISD remote learning plan is built around an asynchronous structure, there will be some access to synchronous learning and support opportunities including:  
- Synchronous (live) instruction in some classes/courses in which students can choose to join in each day  
- Small group instruction time (determined by RLT on as-needed basis and guided by progress monitoring)  
- Daily office hours  
**Grades: PK-5th Grade:**  
- Students are expected to log into and complete Google Classroom activities provided by each teacher  
- Each student will receive their daily instruction through live or pre-recorded instruction from each teacher on their schedule. All IAP’s and IEP’s will still be met and accommodations and modifications within these plans will still be provided.  
- Please note that while TEA requires at least 180 minutes of academic content engagement, it is our belief that remote learning students will need to be engaged in more time than the minimum minutes to be successful. As a result, we have designed the remote learning schedule to account for at least 265 minutes per day. Minimum time for daily student academic engagement are as follows:  
  - Reading and Writing: 90 minutes  
  - Math: 55 minutes  
  - Science: 30 minutes  
  - Social Studies: 30 minutes |
Grades: 6th - 8th Grade:
- Students are expected to log into and complete Google Classroom activities provided by each teacher.
- Please note that while TEA requires at least 240 minutes of academic content engagement, it is our belief that remote learning students will need to be engaged in more time than the minimum minutes to be successful. As a result, we have designed the remote learning schedule to account for at least 285 minutes per day. Minimum time for daily student academic engagement are as follows:
  - Reading Language Arts (6th & 7th) - 95 minutes
  - English (8th) - 45 Minutes
  - Math - 45 Minutes
  - Science - 45 Minutes
  - Social Studies - 45 Minutes
  - Elective Courses - 45 Minutes (can be more if multiple electives)
  - Office Hours: 30 minutes (optional)
  - Small Group Support: 30 minutes (as needed/determined by RLT)
- Each student group will receive their daily instruction through live and/or pre-recorded instruction from each teacher on their schedule. There will be correlating activities and assignments for the daily instruction that align with face-to-face instruction. Students will receive their required accommodations or modifications from the Remote Learning Teacher (RLT) and other special education professional staff.

Grades: 9th - 12th Grade:
- Students are expected to log into and complete Google Classroom or another LMS platform appointed by each teacher.
- Please note that while TEA requires at least 240 minutes of academic content engagement, it is our belief that remote learning students will need to be engaged in more time than the minimum minutes to be successful. As a result, we have designed the remote learning schedule to account for at least 285 minutes per day. Minimum time for daily student academic engagement are as follows:
<table>
<thead>
<tr>
<th>Sealy ISD Remote Learning Instructional Schedule Expected Time for Students to Interact with Teacher(s) and Receive Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student group will receive their daily instruction through live and/or pre-recorded instruction from each teacher on their schedule. There will be correlating activities and assignments for the daily instruction that align with face-to-face instruction. Students will receive their required accommodations or modifications from a designated remote learning teacher and/or other special education professional staff.</td>
</tr>
<tr>
<td>The RLT is expected to engage with students through daily feedback and progress monitoring. Remote learning students can interact with the RLT and peers during small group instruction, intervention time, and synchronous learning opportunities (as available) throughout the day.</td>
</tr>
</tbody>
</table>

**Grades: PK-5th Grade:**
- Each student will have an assigned Teacher of Record and a Remote Learning Teacher (RLT). The RLT will be a co-teacher and provide the essential learning support for all remote learning students.
- The RLT will have set times for office hours to provide instructional support for all courses they monitor.
- The RLT will monitor the teacher of record’s Google Classroom for the students who are enrolled in remote learning.
- The RLT will schedule at least a 45 minute office hour each day for each course they are monitoring.
- The RLT will be the point of contact for all remote learning needs for students and parents. If and when the RLT comes in contact with a question that they do not have a solution for, they will collaborate with the teacher of record and/or grade level team or department to find a viable solution.
- Additional office hours may be provided based on the needs of individuals by a certified special education teacher, dyslexia teacher, and a certified ESL teacher to meet the needs of all students.

**Grades: 6th - 12th**
● Each student will have an assigned Teacher of Record and/or an RLT. The RLT will have set times for Office Hours to provide instructional support for all courses they monitor. The RLT will monitor the Teacher of Record’s Google Classroom for the students who are enrolled in Remote Learning.

● The RLT will schedule at least a 45 minute office hour each day for each course they are monitoring.

● The RLT will be the point of contact for all Remote Learning students and parents. If and when the RLT comes in contact with a question that they do not have a solution for, they will collaborate with the teacher of record and/or grade level team or department to find a viable solution.

● Additional 45 minute office hours may be provided daily based on the needs of individuals by a certified Special Education, ESOL, and Dyslexia Teacher to meet the needs of all students.

**English Language Learners**

● English Language learners will have linguistic support as necessary based on their language proficiency.

● ESOL teachers at the junior high and high school will assist RLT with meeting student language needs

● At the elementary level, Bilingual and ESL certified teachers will support students and/ or assist RLT in the meeting linguistic needs of students.
<table>
<thead>
<tr>
<th>Material Design Focus</th>
<th>Details</th>
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</table>
| Sealy ISD Remote Learning TEKS-aligned curriculum within an asynchronous remote learning environment. | Instructional materials, all of which are TEKS aligned, will be available through Google Classroom and on-line login to web-based supports available through our adopted and supplementary instructional materials. The use of videos/screencasts/broadcasts (both live and recorded) will be part of our remote learning protocols. Students and parents will receive detailed instructions on how to access and navigate these resources. *(As Schoology comes on line through the Fall of 2020, we will align all of these resources within that platform and provide students and parents with the necessary instructions and support to utilize this resource.)*  
In addition to the use of adopted instructional materials, remote learning students will also engage with Texas Home Learning (THL 3.0) resources. The RTL will utilize THL 3.0 resources that align with district YAGs and allow for the best options for mastery learning, assessment of learning, and timely progress monitoring.  
The lesson content delivered through remote learning will be the same as what is delivered in the face-to-face setting. The use of asynchronous and synchronous lesson design will allow for students in either instructional setting to remain on the same learning path. A student could move between remote learning and face-to-face and access the same content and continue his/her progress without interruption. |

**Grades: PK-5th Grade:**  
Teachers and students will follow the Sealy ISD Year-at-a-Glance documents which outline specific content, skills, and instructional pacing. Adopted instructional materials include:  
**ELAR:** HMH  
**Math:** Go Math, Stemscopes, STAAR Walks  
**Science:** Stemscopes, Pearson  
**Social Studies:** Pearson  

**Grades: 6th - 8th:**  
Teachers and students will follow the Sealy ISD Year-at-a-Glance documents which outline specific content, skills, and instructional pacing. Adopted instructional materials include:  
**ELAR** - McGraw-Hill (Instructional materials designed for in person and digital instruction)  
**Math** - Utilizing the current curriculum designed by the district we will follow a TPACK (Technological
Pedagogical and Content Knowledge) model for designing remote instructional materials.  
**Science** - STEMSCOPES (Instructional material/resource designed for in person, digital, and blended learning)  
**Social Studies** - Utilizing the current curriculum designed by the district we will follow a TPACK (Technological Pedagogical and Content Knowledge) model for designing remote instructional materials.  
**Electives** - Will follow individual course curriculum that has been adopted by the district following the TPACK Model.

As a campus we will follow a blended learning format for in person and remote learning that will follow the same research based YAG that will allow for appropriate pacing, intervention, and enrichment. Office hours will be planned and predictable for students to receive individualized instruction. In addition, students will receive weekly feedback on all digital assignments submitted to the RLT.

### 9th - 12th Grade:

<table>
<thead>
<tr>
<th>Subject/Course</th>
<th>Grade Levels</th>
<th>Instructional Materials</th>
<th>Progress Monitoring and Assessment</th>
<th>Is it TEKS Aligned?</th>
<th>What resources will be included to support students with disabilities?</th>
<th>What resources are included to support ELs?</th>
</tr>
</thead>
</table>
| Math Instructional Materials | 9-12 | SISD Curriculum TEKS aligned Adopted Materials | Google Classroom/ Schoology Activities  
Digital Campus Based Assessments  
Digital District Common Assessments  
Digital End Of Unit Unit Assessments | YES | Differentiation and scaffolding supports are embedded within the curriculum.  
Accommodations and/or modifications will be provided to students based on their individualized education plan. | Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. |
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Curriculum</th>
<th>TEKS Aligned</th>
<th>Adopted Materials</th>
<th>Technology &amp; Assessment</th>
<th>Differentiation and Scaffolding Supports</th>
<th>Linguistic Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Instructional</td>
<td>9-12</td>
<td>SISD Curriculum</td>
<td>TEKS</td>
<td>Yes</td>
<td>Google Classroom/Schoology</td>
<td>Differentiation and scaffolding supports are embedded within the curriculum.</td>
<td>Designated supports for assessment, will be determined by the LPAC committee.</td>
</tr>
<tr>
<td>Science Instructional</td>
<td>9-12</td>
<td>SISD Curriculum</td>
<td>TEKS</td>
<td>Yes</td>
<td>Google Classroom/Schoology</td>
<td>Differentiation and scaffolding supports are embedded within the curriculum.</td>
<td>Designated supports for assessment, will be determined by the LPAC committee.</td>
</tr>
<tr>
<td>History Instructional</td>
<td>9-12</td>
<td>SISD Curriculum</td>
<td>TEKS</td>
<td>Yes</td>
<td>Google Classroom/Schoology</td>
<td>Differentiation and scaffolding supports are embedded within the curriculum.</td>
<td>Designated supports for assessment, will be determined by the LPAC committee.</td>
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</table>
Sealy ISD Remote Learning specifically designed resources to support students with disabilities and English Learners in an asynchronous environment

Continuity in personalized support for students with specialized needs/services (i.e., special education, 504, English Learners, etc.) will be provided appropriately within the asynchronous learning environment as determined by each student’s individual education plan; teachers and paraprofessionals will continue to tailor instructional content and activities to meet the specific needs of these students.

**Grades: PK-5th Grade:**
**SPED/ 504**
- There will be additional resources (accommodations and additional supports) provided through Google Classroom materials that will meet the needs of all learners including those with disabilities. In addition, students with disabilities will receive predictable and planned remote or in person office hours with a certified Special Education teacher to provide accommodations, modifications, and additional resources to meet the individualized needs of the student.
- Modifications will be provided by certified Special Education teachers through one on one communications with students. Time on campus can be planned for students to receive in person guidance from a certified Special Education Teacher.
- Students with disabilities will receive their individual accommodations and support through certified staff.
- All professional staff and para-professionals are trained in appropriately administering or delivering instructional support to students with disabilities.

**English Learners:**
- Students will be provided accommodations through the RLT and a certified EL Teacher.
• All staff are trained in EL support and majority of staff are EL Certified with remaining teachers working toward obtaining certification.

Grades: 6th - 12th:

SPED/ 504

• There will be additional resources (accommodations and additional supports) provided through google classroom materials that will meet the needs of all learners including those with disabilities. In addition, students with disabilities will receive predictable and planned remote or in person office hours with a certified Special Education teacher to provide accommodations, modifications, and additional resources to meet the individualized needs of the student.

• Modifications will be provided by certified Special Education teachers through one on one communications with students. Time on campus can be planned for students to receive in person guidance from a certified Special Education Teacher.

• Students with disabilities will receive their individual accommodations and support through certified staff.

• All professional staff and para-professionals are trained in appropriately administering or delivering instructional support to students with disabilities.

English Learners:

• Students will be provided accommodations through the Teacher of Record and/or RLT and a certified EL Teacher.

• All staff are trained in EL support and majority of staff are EL Certified with remaining teachers working toward obtaining certification.
<table>
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<tr>
<th>Student Progress Focus</th>
<th>Details</th>
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</table>
| Sealy ISD Remote Learning expectations for daily student engagement to ensure consistency with progress that would occur in an on-campus environment | Remote learning students will be required to be engaged in academic content on a daily basis. Students who do not demonstrate daily engagement will be marked “absent” for those days. Students will be considered successfully engaged in academic content each day if they meet the criteria listed below in “Engagement Tracking”.

**Grades: PK-5th Grade:**

**District Remote Learning Expectations**
- Students and parents will sign-off on expectations prior to enrollment of remote learning.
- Expectations will include a predictable plan and schedule for students to follow.
- Assignments and assessments will be completed in the given time-frame.

**Engagement Tracking**
- All remote learning students and parents will be required to join a “Remote Learning” Remind 101.
- Each morning at 8:00 am a “Remind” message will be sent to all remote learners with a link to an engagement tracking form.
  - The form will include the student’s name, ID, course checklist for engagement, and a reflection of what the student accomplished that day as it aligns with the courses that were engaged in.
  - Additional engagement opportunities will exist in the form of online homework submission, assessments, participation in synchronous/asynchronous multimedia content, office hours, etc.
- At 2:00 pm RLT will contact students who have not completed the engagement form.
- At 3:00 pm an assigned RLT will pull the report and send it to the PEIMS for daily attendance.
- Additionally, students have a late night engagement option, where students shall have until midnight of each day to be considered “engaged”; if a student was reported engaged in Schoology/Google Classroom from 3:00 pm to midnight and had been marked absent by the teacher on the previous day, the teacher will submit an attendance change to present.

**Grades: 6th - 8th:**

**District Remote Learning Expectations**
- Students and parents will sign-off on expectations prior to enrollment of remote learning.
• Expectations will include a predictable plan and schedule for students to follow.
• Assignments and assessments will be completed in the given time-frame.

Engagement Tracking
• All remote learning students and parents will be required to join a “Remote Learning” Remind 101.
• Each morning at 8:00 am a “Remind” message will be sent to all remote learners with a link to an engagement tracking form.
  ○ The form will include the student’s name, ID, course checklist for engagement, and a reflection of what the student accomplished that day as it aligns with the courses that were engaged in.
  ○ Additional engagement opportunities will exist in the form of online homework submission, assessments, participation in synchronous/asynchronous multimedia content, office hours, etc.
• At 2:00pm RLT will contact students who have not completed the engagement form.
• At 3:00 pm an assigned RLT will pull the report and send it to the PEIMS for daily attendance.
• Additionally, students have a late night engagement option, where students till have until midnight of each day to be considered “engaged”; if a student was reported engaged in Schoology/Google Classroom from 3:00pm to midnight and had been marked absent by the teacher on the previous day, the teacher will submit an attendance change to present.

Grades: 9th - 12th Grade:
District Remote Learning Expectations
• Students and parents will sign-off on expectations prior to enrollment of remote learning.
• Expectations will include a predictable plan and schedule for students to follow.
• Assignments and assessments will be completed in the given time-frame.

Engagement Tracking
Tracking engagement will, at a minimum, follow guidance from TEA and include a variety of options from the following list:
1. Daily Progress in Google Classroom (and eventually the LMS-Schoology- as we get it implemented)
2. Daily Progress via student-teacher interaction
3. Completion / Turn-in of daily assignments
   • By default, Students are marked "Present-Remote Asynchronous."
   • Daily attendance is taken at a predetermined time (3:00 pm).
   • Teachers monitor and check for student "engagement" each day.
• Students that are not actively "engaged" and do not have documentation of completing the minimum targeted activities will be marked absent.
• Additionally, students have a late night engagement option, where students till have until midnight of each day to be considered “engaged”; if a student was reported engaged in Schoology/Google Classroom from 3:00pm to midnight and had been marked absent by the teacher on the previous day, the teacher will submit an attendance change to present.

Sealy ISD Remote Learning system for tracking student academic progress to inform instruction and provide regular feedback to students and parents on their progress

Parents will have full access to student progress and engagement through the parent portal of our gradebook platform. (As we implement the LMS Schoology, we will shift these communication and monitoring practices to the LMS.) Parents will be able to coordinate two-way communication with the RLT.

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

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

The district utilizes a 3-week progress report and 9-week report card protocol for keeping students and parents informed of student progress. This will be in place for all students (remote and face-to-face).

**Grades: PK-5th Grade:**

**Tracking Student Progress**

• We will utilize the online gradebook to track student academic progress.
• Both the teacher of record and the RLT will have access to the gradebook.
• The RLT will monitor student progress through Google Classroom and establish planned office hours to provide intervention and/or enrichment to ensure progress throughout a grading period.
• The RLT will be the point of contact for all remote learning needs for students and parents. If and when the RLT comes in contact with a question that they do not have a solution for, they will collaborate with the teacher of record and/or grade level team or department to find a viable
Providing Feedback
- The RLT will be responsible for providing academic feedback on each activity, assignment, and assessment that is submitted through Google Classroom by the remote learner.
- The RLT will be responsible for making weekly parent/guardian contact with the remote learning parents to discuss academic progress as it correlates to the daily progress for on-campus instruction.

Grades: 6th - 8th:
Tracking Student Progress
- We will utilize “Gradebook” to track student academic progress.
- The RLT will monitor student progress through Google Classroom and set up predictable and planned office hours to provide intervention and/or enrichment to ensure progress throughout a grading period.
- The RLT will be the point of contact for all remote learning needs for students and parents. If and when the RLT comes in contact with a question that they do not have a solution for, they will collaborate with the teacher of record and/or grade level team or department to find a viable solution.

Providing Feedback
- The RLT will be responsible for providing academic feedback on each activity, assignment, and assessment that is submitted through Google Classroom by the remote learner.
- The RLT will be responsible for making weekly parent/guardian contact with the Remote Learning parents to discuss academic progress as it correlates to the daily progress for on-campus instruction.

Grades: 9-12:
Tracking Student Progress
- We will utilize “Gradebook” to track student academic progress.
- The RLT will monitor student progress through Google Classroom and set up predictable and planned office hours to provide intervention and/or enrichment to ensure progress throughout a grading period.
- The RLT will be the point of contact for all remote learning needs for students and parents. If and when the RLT comes in contact with a question that they do not have a solution for, they will
collaborate with the teacher of record and/or grade level team or department to find a viable solution.

### Providing Feedback
- The RLT will be responsible for providing academic feedback on each activity, assignment, and assessment that is submitted through google classroom by the remote learner.
- The RLT will be responsible for making weekly parent/guardian contact with the Remote Learning parents to discuss academic progress as it correlates to the daily progress for on-campus instruction.
## Implementation Protocols

<table>
<thead>
<tr>
<th>Implementation Focus</th>
<th>Details</th>
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<tbody>
<tr>
<td>Sealy ISD Remote Learning professional development for educators specific to supporting asynchronous instruction</td>
<td>This year our Teaching and Learning Conference (TLC) will be held on August 11th using a hybrid format with virtual learning sessions and in-person sessions coordinated at the campus level. We will be providing a variety of learning opportunities focused on best practices for the classroom and the remote learning ecosystem, technology proficiency development, social emotional learning, and a whole lot more. This year's TLC models the learning for everyone in a way that will help us implement the various learning structures necessary for our students to be successful this year. Sessions will be available via synchronous and asynchronous settings along with in-person settings that are tailored to the unique needs of each campus. All staff will get to experience a <strong>blended learning</strong> format where they have some control over the time, pace, path, and place for their learning (similar to what our remote students will experience). The idea is to integrate a variety of learning formats in a way that allows you to make the most of your time and, at the same time, allow you to see how these same principles can work in your classroom (either face-to-face or remote) this year. The district has an award-winning multi-year teacher induction program and will utilize the multiple PD workshops throughout the year to not only support first thru third year teachers in developing them as effective educators but will also incorporate research-based professional learning on remote and blended learning into each workshop. First year teachers will participate in the ESC 6 Virtual Conference on Remote Learning on August 4, 2020 as part of their two-day orientation to start the year. In addition, the district is redesigning the monthly District Leadership Team meeting structure to build in dedicated learning and coaching time for campus leaders to grow and develop their understanding of remote learning pedagogy and best practices. The district will also utilize the Leading Learning Series from Lead4ward to support leaders in growing staff competency and confidence in using technology, data, and innovative practices to increase the likelihood of mastery learning in both remote learning and face-to-face settings. This will allow our leaders to better implement, monitor, and adjust the asynchronous learning plan to best meet our remote learners’ needs. District-wide PD will also be developed in a way that models best practices in asynchronous learning models to help build capacity in all staff and ensure these practices become embedded in the culture of the district.</td>
</tr>
</tbody>
</table>

### Grades: PK-5th Grade:
All staff will attend professional development focused on best practices (asynchronous and synchronous) and utilization of remote learning resources throughout the year including:
● August 11th district-wide Teaching & Learning Conference (remote learning + technology focus)
● Additional PD Days in the 20-21 Academic Calendar include: 10/12, 1/4, 1/5, 2/22
● Campus-based PD on remote learning and technology applications
● Weekly technology videos/informative messages will be sent out on Friday’s to staff throughout the months of August-September addressing high need topic areas (possibly longer if needed)
● Continued staff development will occur twice a month during admin PLC Monday’s to continue to support online learning for all staff.
● RLT Training

**Grades: 6th - 8th:**
All staff will attend professional development focused on best practices (asynchronous and synchronous) and utilization of remote learning resources throughout the year including:

● August 11th district-wide Teaching & Learning Conference (remote learning + technology focus)
● Additional PD Days in the 20-21 Academic Calendar include: 10/12, 1/4, 1/5, 2/22
● Campus-based PD on remote learning and technology applications
● LMS Training
● Recording and/or Screen Casting (Updated Microsoft Powerpoint program efficient)
● Creation of a Standardized Syllabus Outline
● Google Meets or Canvas Conference Training (Will require all staff to use the same conferencing App)
● RLT Training
● Ongoing Professional Development
  - October 12, January 4 & 5, February 22, March 22, and May 28
● Required monthly staff development
  ○ Presented by Administration and Data Instructional Coordinator
  ○ Revisit essential LMS/ Technology Training for Remote Learning
● Bi-weekly optional staff development
  ○ Selected by the administration team, presented by an exemplar teacher
  ○ Topics will include instruction, technology, resources, and innovation to enhance student growth

**Grades: 9th - 12th Grade:**
All staff will attend professional development focused on best practices (asynchronous and synchronous) and utilization of remote learning resources throughout the year including:

● August 11th district-wide Teaching & Learning Conference (remote learning + technology focus)
• Additional PD Days in the 20-21 Academic Calendar include: 10/12, 1/4,1/5, 2/22
• Campus-based PD on remote learning and technology applications
• RLT Training
• Timeline for other ongoing training and support (leadership teams will attend these meetings and are responsible for replicating this virtual training with their respective campuses during District Staff Development days) found on the table below.
• Instructional Specialists are assigned to every campus to provide the following ongoing educator development and support:
• Provide on-going personalized professional development and instructional coaching through real-time feedback

<table>
<thead>
<tr>
<th>Time of Year</th>
<th>Key Topics</th>
<th>Key Staff</th>
<th>Follow Up Support</th>
</tr>
</thead>
</table>
| Returning Educators Training (8/10-8/18) | Educators will be provided with an overview and training on the tools needed to help deliver online course material and to facilitate interactions with students. This orientation will be hosted through a district learning conference and focus on Schoology, Google Applications, and available Sealy ISD tools. | -Administrators  
-Teachers  
-SISD Curriculum Team  
-Mentors  
- Campus Academic Facilitator | Ongoing support will be hosted through PLC meetings, webinars, or one-on-one support as needed. |
| New to SHS Teachers Training |   |   |   |
The district plans on using our website and social media platforms to communicate regularly and consistently with remote learning families and our community as a whole. In addition, we will use Ascender Parent Portal, Remind and Google Classroom to ensure the daily and weekly targeted communication to remote learning families remains timely and relevant. As we implement and roll out our LMS during the Fall of 2020 we will incorporate the built-in communication features (i.e. parent portal) of Schoology into our overall plan.

In addition, parents will be provided with remote learning on-boarding resources such as a district web page, instructional how-to videos, engagement nights, and TEA resources to support the asynchronous work of their students at home.

**Grades: PK-5th Grade**

**Tracking Student Progress**

- We will utilize the online gradebook to track student academic progress.
- Both the teacher of record and the RLT will have access to the gradebook.
- The RLT will monitor student progress through Google Classroom and establish planned office hours to provide intervention and/or enrichment to ensure progress throughout a grading period.
- The remote learning teacher will communicate specific needs to the teacher of record if any additional resources may be needed.

**Providing Feedback**

- The RLT will be responsible for providing academic feedback on each activity, assignment, and assessment that is submitted through Google Classroom by the remote learner.
- The RLT will be responsible for making weekly parent/guardian contact with the remote learning parents to discuss academic progress as it correlates to the daily progress for on-campus instruction.

**Communication for Engagement Tracking**

- All remote learning students and parents will be required to join a “Remote Learning” Remind 101.
- Each morning at 8:00 am a “Remind” message will be sent to all remote learners with a link to an engagement tracking form.
  - The form will include the student’s name, ID, course checklist for engagement, and a reflection of what the student accomplished that day as it aligns with the courses that were engaged in.
- At 12:00pm RLT will contact students who have not completed the engagement form.
At 3:00 pm an assigned RLT will pull the report and send it to the PEIMS for daily attendance.

**Communication regarding Consistent Progress**
- Students are expected to log into and complete Google Classroom activities provided by each teacher.
- Each student will receive their daily instruction through live or pre-recorded instruction from each teacher on their schedule. All IAP’s and IEP’s will still be met and accommodations and modifications within these plans will still be provided.
- The minimum times for daily student interaction are as follows:
  - Reading and Writing: 90 minutes
  - Math: 55 minutes
  - Science: 30 minutes
  - Social Studies: 30 minutes

**Parents will be asked to provide the best email address**
- Email addresses will be documented
- There will be a student information form sent home for students to complete during week 1 of remote learning (8/19-21)

**Parent Education**
- Principal newsletter will contain topics for remote learning needs.
- Videos and information will be produced regarding remote learning and linked into the newsletter as needed.

**Grades: 6th - 8th**

**Communication for Tracking Student Progress**
- We will utilize “Gradebook” to track student academic progress.
- RLT will monitor student progress through Google Classroom and set up predictable and planned office hours to provide intervention and/or enrichment to ensure progress throughout a grading period.
- The RLT will communicate specific needs to the Teacher of record if any additional resources may be needed to meet the needs of the individual student.
- The RLT will communicate weekly with parents/guardians of remote learning students to go over progress.

**Communication for Providing Feedback**
• The RLT will be responsible for providing academic feedback on each activity, assignment, and assessment that is submitted through google classroom by the remote learner.
• The RLT will be responsible for making weekly parent/guardian contact with the Remote Learning parents to discuss academic progress as it correlates to the daily progress for on-campus instruction.

**Communication for Engagement Tracking**

• All remote learning students and parents will be required to join a “Remote Learning” Remind 101.
• Each morning at 8:00 am a “Remind” message will be sent to all remote learners with a link to an engagement tracking form.
  ○ The form will include the student’s name, ID, course checklist for engagement, and a reflection of what the student accomplished that day as it aligns with the courses that were engaged in.
• At 12:00pm RLT will contact students who have not completed the engagement form.
• At 3:00 pm an assigned RLT will pull the report and send it to the PEIMS for daily attendance.

**Communication regarding Consistent Progress**

• Minimum time for daily student Engagement (Define Times, is it an actual time or minutes) for students to maintain progress with the on-campus environment.
  ○ Reading Language Arts (6th & 7th) - 95 minutes
  ○ English (8th) - 45 Minutes
  ○ Math - 45 Minutes
  ○ Science - 45 Minutes
  ○ Social Studies - 45 Minutes
  ○ Elective Courses - 45 Minutes
• To streamline Communication the following Naming of activities will be implemented school-wide

**Assignment/ Tests/ Quizzes Naming**

• Assignments will be named in the following format
  ○ (Assignment # - TEKs Descriptor Name) ex. Assignment 1 - 6.3D Mult & Divide Integers
• Quizzes will be named in the following format
  ○ (Quiz# - TEKs Descriptor Name) ex. Quiz 1 - 6.3D Mult & Divide Integers
• Test
  ○ (Test# - Unit Descriptor Name) ex. Test 1 - Integers
Parents will be asked to provide the best email address
  ● Email addresses will be entered into guardian invites for LMS
  ● There will be a student information form sent home for students to complete during week 1 of remote learning (8/19-21)

Parent Education
  ● Bi-weekly Principal Newsletter will contain topics for remote learning needs.
  ● Bi-monthly videos will be produced by the leadership team regarding remote learning.

Grades: 9th - 12th Grade

The HS will use communication methods previously mentioned above and will tailor those methods to meet a wide variety of student needs as follows:
  ● Website and social media: Sealy High School will be using these platforms to provide quick and easily accessible announcements pertaining to all students at SHS.
  ● Ascender parent portal: Parents/guardians/custodians will have access to a grade portal through Ascender, which will enable them to oversee their own student’s progress on academic assignments, engagement with lessons, and their interactions with teachers.
  ● Remind 101: students will be asked to join a Remote Learning Remind 101 for frequent reminders and communication from SHS.
  ● Google Voice: Teachers who instruct remote learners will set up a Google Voice account to maintain an open, private and documented line of communication with the student and/or parent/guardian
  ● Email addresses and phone numbers will be obtained for both the student and the parent/guardian in the SISD online registration process.