

# Sealy ISD

## Remote Learning Plan

### 2020-2021

*(Asynchronous Delivery Plan)*



# Sealy ISD Asynchronous Delivery Plan 2020-2021

## Instructional Schedule Protocols

Instructional Focus	Details
<p>Sealy ISD Remote Learning instructional schedule and expected time for students to interact with academic content.</p>	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Synchronous (live) instruction in some classes/courses in which students can choose to join in each day</li> <li>• Small group instruction time (determined by RLT on as-needed basis and guided by progress monitoring)</li> <li>• Daily office hours</li> <li>• Dedicated Remote Learning Teacher (RLT) for each grade level (elementary) and/or content area/course (secondary) with responsibility for daily interaction with students and consistent monitoring of student engagement and interaction.</li> </ul> <p><b>Grades: PK-5th Grade:</b></p> <ul style="list-style-type: none"> <li>• Students are expected to log into and complete Google Classroom activities provided by each teacher</li> <li>• Each student will receive their daily instruction through live or pre-recorded instruction from each teacher on their schedule. All Individual Education Plans (IEPs) will still be met and accommodations and modifications within these plans will still be provided.</li> <li>• 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 <u>at least 265 minutes per day</u>. Minimum time for daily student academic engagement are as follows:             <ul style="list-style-type: none"> <li>○ Reading and Writing: 90 minutes</li> </ul> </li> </ul>

- Math: 55 minutes
- Science: 30 minutes
- Social Studies: 30 minutes
- Office Hours: 45 minutes (optional for students but provided daily by RLT)
- Small Group Support: 30 minutes (scheduled as needed/determined by RLT)
- Each student group will receive their daily instruction through live and/or pre-recorded instruction from their RLT by 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: 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 for students but provided daily by RLT)
  - Small Group Support: 30 minutes (scheduled 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 by 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.

	<p><b>Grades: 9th - 12th Grade:</b></p> <ul style="list-style-type: none"> <li>• Students are expected to log into and complete Google Classroom or another LMS platform appointed by each teacher.</li> <li>• 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 <u>at least 285 minutes per day</u>. Minimum time for daily student academic engagement are as follows: <ul style="list-style-type: none"> <li>○ English - 45 Minutes</li> <li>○ Math 45 Minutes</li> <li>○ Science - 45 Minutes</li> <li>○ Social Studies - 45 Minutes</li> <li>○ Non Core/Elective Courses/CTE - 45 Minutes per course</li> <li>○ Office Hours: 30 minutes (optional for students but provided daily by RLT)</li> <li>○ Small Group Support: 30 minutes (scheduled as needed/determined by RLT)</li> </ul> </li> <li>• Each student group will receive their daily instruction through live and/or pre-recorded instruction from each teacher on their schedule by 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.</li> </ul>
<p>Sealy ISD Remote Learning instructional schedule expected time for students to interact with teacher(s) and receive instructional</p>	<p>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.</p> <p><b>Grades: PK-5th Grade:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The RLT will have set times for office hours to provide instructional support for all courses they monitor.</li> <li>• The RLT will monitor the teacher of record's Google Classroom for the students who are enrolled in remote learning.</li> <li>• The RLT will schedule at least a 45 minute office hour each day for each course they are monitoring.</li> <li>• The RLT will be the point of contact for all remote learning needs for students and parents. If and when</li> </ul>

support	<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Grades: 6th - 12th</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The RLT will schedule at least a 30 minute office hour each day for each course they are monitoring.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>English Language Learner Support</b></p> <ul style="list-style-type: none"> <li>• English Language learners will have linguistic support as necessary based on their language proficiency.</li> <li>• ESOL teachers at the junior high and high school will assist RLT with meeting student language needs</li> <li>• At the elementary level, Bilingual and ESL certified teachers will support students and/ or assist RLT in the meeting linguistic needs of students.</li> </ul> <p><b>Gifted and Talented Support</b></p> <ul style="list-style-type: none"> <li>• Students will receive enrichment opportunities through a google classroom that will include all gifted grade-level peers for collaborative learning if needed.</li> <li>• Students will receive additional social and emotional support as needed and be provided times to zoom with the gifted &amp; talented coordinator for support and guidance on activities.</li> <li>• Our GT program emphasizes critical and creative thinking skills, problem-solving skills, integrated curriculum</li> </ul>
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	<p>studies in the four core academic areas and projects involving independent research.</p> <ul style="list-style-type: none"><li>• Our GT program emphasizes that projects are selected based on the individual interests of the students</li><li>• Students are expected to work both independently and in group situations (via remote learning or social distanced in face-to-face)</li></ul> <p><b>Special Education Support</b></p> <ul style="list-style-type: none"><li>• Students with disabilities will follow the same guidelines and protocols with special consideration given to meet their individual needs</li><li>• Students who are entitled to instructional and related services through an ARD (Admission, Review and Dismissal)/IEP, 504 Plan, etc. <b>and</b> who choose to enroll in remote learning will be required to convene an appropriate meeting to revise their supports and services to ensure the District meets their individual needs</li><li>• Special education instructional and related services will be provided in accordance with the ARD/IEP either virtually or face-to-face based on the unique needs of the remote learning special education student</li><li>• Expectations should not be lowered for students when instruction is being received at home or in remote learning setting</li><li>• Provide direct service (instructional and related service) minutes in alignment with IEP schedule of services</li><li>• ARD meetings can be conducted virtually or face to face to meet each family’s needs or preferences</li><li>• All state/federal required timelines for ARD meetings and evaluations (initial and re-evaluations) will continue to proceed regardless of instructional delivery model</li><li>• Special education teachers will follow the same guidelines as general education teachers. All ARD and case management responsibilities will continue in face to face and virtual instruction platforms.</li></ul>
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## Material Design Protocols

Material Design Focus	Details
<p>Sealy ISD Remote Learning TEKS- aligned curriculum within an asynchronous remote learning environment.</p>	<p>Instructional materials, all of which are TEKS aligned, will be available through Google Classroom and on-line login to web-based supports available through our adopted and supplementary instructional materials. Most of the district's adopted materials and supplementary materials have an on-line component that will allow a high level of consistency in presentation and access to materials for remote learners compared to their face-to-face peers. The use of videos/screencasts/broadcasts (both live and recorded) will be part of our remote learning protocols. Students and parents will receive detailed instructions on how to access and navigate these resources.</p> <p><i>(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.)</i></p> <p>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.</p> <p>The lesson content delivered through remote learning will be the same as what is delivered in the face-to-face setting. Collaborative and hands-on learning will still be an essential component of the remote learning setting. We will utilize Google Classroom, Google Meet, and other web-based simulation resources to facilitate collaboration and hands-on learning. The use of asynchronous and synchronous lesson design will allow for students in either instructional setting to remain on the same learning path. A student could move between remote learning and face-to-face and access the same content and continue his/her progress without interruption.</p> <p><b>Grades: PK-5th Grade:</b></p> <p>Teachers and students will follow the Sealy ISD Year-at-a-Glance documents which outline specific content, skills, and instructional pacing. Adopted instructional materials are all TEKS-aligned and include:</p> <p>ELAR: HMH  Math: Go Math, Stemscopes, STAAR Walks  Science: Stemscopes, Pearson  Social Studies: Pearson</p>

**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 are all TEKS-aligned and 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** - Pearson, STEMSCOPES (Instructional material/resource designed for in person, digital, and blended learning)

**Social Studies** - Pearson; 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:**

Subject/Course	Grade Levels	Instructional Materials & Delivery	Progress Monitoring and Assessment	Is it TEKS Aligned?	What resources will be included to support students with disabilities?
<b>Math Instructional Materials</b>	9-12	SISD Curriculum  TEKS aligned Adopted Materials (Multiple state-approved adoptions)	Google Classroom/ Schoology Activities  Digital Campus Based Assessments Digital District	YES	Differentiation and scaffolding supports are embedded within the curriculum.  Accommodations and/or modifications will be provided to students based on

					Common Assessments  Digital End Of Unit Unit Assessments		their individualized education plan.	
		<b>ELA Instructional Materials</b>	9-12	SISD Curriculum  TEKS aligned Adopted Materials (HMH)	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.	
		<b>Science Instructional Materials</b>	9-12	SISD Curriculum  TEKS aligned Adopted Materials (Multiple state-approved adoptions)  Labs will be delivered through pre-recorded class session and/or web-based simulations from adopted/ supplementary	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.	

				resources				
		<b>History Instructional Materials</b>	9-12	SISD Curriculum  TEKS aligned Adopted Materials (Pearson)	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.	
		<b>Electives (Including CTE, Fine Arts, etc)</b>	9-12	SISD Curriculum  TEKS aligned Adopted Materials (Multiple state- approved and/or content/ career-related adoptions)  Labs and hands-on learning will be delivered through pre-recorded class session and/or web-based simulations from adopted/ supplementary resources	Google Classroom/ Schoology Activities  Digital Campus Based Assessments  Performance- based student portfolios	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.	

				Remote learning students will submit video recordings of their work product or demonstration of skills through Google Classroom in a variety of multimedia formats as best aligned for the course.				
Sealy ISD Remote Learning specifically designed resources to support students with disabilities and English Learners in an asynchronous environment	<p>Continuity in personalized support for students with specialized needs/services (i.e., special education, 504, English Learners, etc.) will be provided appropriately within the asynchronous learning environment as determined by each student's individual education plan (IEP); teachers and paraprofessionals will continue to tailor instructional content and activities to meet the specific needs of these students.</p> <p><b>Grades: PK-5th Grade:</b>  <b><u>SPED/ 504</u></b></p> <ul style="list-style-type: none"> <li>• There will be additional resources (accommodations and additional supports) provided through Google Classroom materials and Schoology 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.</li> <li>• Modifications will be provided by certified Special Education teachers through one on one communications with students. Time on campus can be planned, if necessary, for students to receive in person guidance from a certified Special Education Teacher.</li> <li>• Students with disabilities will receive their individual accommodations and support through certified staff.</li> <li>• All professional staff and para-professionals are trained in appropriately administering or delivering instructional support to students with disabilities.</li> </ul>							

English Learners:

- English Language learners will have linguistic support as necessary based on their language proficiency. All ESL-related adopted materials will be available in digital formats for remote learning students to access and RLTs to utilize in lesson delivery (continuity of services and resources).
- At the elementary level, Bilingual and ESL certified teachers will directly teach students or assist RLT in the meeting of linguistic needs of students.

**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:

- English Language learners will have linguistic support as necessary based on their language proficiency. All ESL-related adopted materials will be available in digital formats for remote learning students to access and RLTs to utilize in lesson delivery (continuity of services and resources).
- ESOL teachers at the junior high and high school will assist RLT with meeting student language needs and be part of the weekly progress monitoring process for each student.

## Student Progress Protocols

Student Progress Focus	Details
<p>Sealy ISD Remote Learning expectations for daily student engagement to ensure consistency with progress that would occur in an on-campus environment</p>	<p>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”.</p> <p><b>Grades: PK-5th Grade:</b>  <b>District Remote Learning Expectations</b></p> <ul style="list-style-type: none"> <li>• Students and parents will sign-off on expectations prior to enrollment of remote learning.</li> <li>• Expectations will include a predictable plan and schedule for students to follow.</li> <li>• Assignments and assessments will be completed in the given time-frame.</li> <li>• Engagement is considered to be consistent and thorough interaction with academic content and entails more than just “checking in” each day. The work provided to remote learners will require at least 265 minutes a day of student effort on academic tasks.</li> </ul> <p><b>Engagement Tracking</b></p> <ul style="list-style-type: none"> <li>• All remote learning students and parents will be required to join a “Remote Learning” Remind 101.</li> <li>• Each morning at 8:00 am a “Remind” message will be sent to all remote learners with a link to an engagement tracking form. <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Additional engagement opportunities will exist in the form of online homework submission, assessments, participation in synchronous/asynchronous multimedia content, office hours, etc.</li> </ul> </li> <li>• At 2:00pm RLT will contact students who have not completed the engagement form.</li> <li>• At 3:00 pm an assigned RLT will pull the report and send it to the PEIMS for daily attendance.</li> <li>• 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</li> <li>• Students who are not engaged for two consecutive days will be personally contacted through phone</li> </ul>

calls and Google Classroom messaging to check in on them and confirm a commitment to daily engagement moving forward. An action plan for consistent daily engagement will be completed, if necessary, and learning goals can be developed for students who demonstrate a pattern of inconsistent participation and are in danger of falling behind and/or not meeting the 90% rule.

**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 is considered to be consistent and thorough interaction with academic content and entails more than just “checking in” each day. The work provided to remote learners will require at least 285 minutes a day of student effort on academic tasks.

**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.
- Students who are not engaged for two consecutive days will be personally contacted through phone calls and Google Classroom messaging to check in on them and confirm a commitment to daily engagement moving forward. An action plan for consistent daily engagement will be completed, if necessary, and learning goals can be developed for students who demonstrate a pattern of inconsistent participation and are in danger of falling behind and/or not meeting the 90% rule.

**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 is considered to be consistent and thorough interaction with academic content and entails more than just “checking in” each day. The work provided to remote learners will require at least 285 minutes a day of student effort on academic tasks.

**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
  - Students who are not engaged for two consecutive days will be personally contacted through phone calls and Google Classroom messaging to check in on them and confirm a commitment to daily engagement moving forward. An action plan for consistent daily engagement will be completed, if necessary, and learning goals can be developed for students who demonstrate a pattern of inconsistent participation and are in danger of falling behind and/or not meeting the 90% rule.

<p>Sealy ISD Remote Learning system for tracking student academic progress to inform instruction and provide regular feedback to students and parents on their progress</p>	<p>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.</p> <p>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.).</p> <p>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.</p> <p>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).</p> <p><b>Grades: PK-5th Grade:</b>  <b>Tracking Student Progress</b></p> <ul style="list-style-type: none"> <li>• We will utilize the online gradebook to track student academic progress.</li> <li>• Both the teacher of record and the RLT will have access to the gradebook</li> <li>• 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.</li> <li>• 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.</li> <li>• Students who are not making sufficient academic progress will be required to attend office hours and/or tutoring sessions to provide necessary supports and interventions. In addition, parent conferences (with students attending as well) will be held to provide goal-setting and intervention supports to be used in the remote learning environment.</li> </ul>
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**Providing Feedback**

- The RLT will be responsible for providing, at least weekly, 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.
- 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.
- Students who are not making sufficient academic progress will be required to attend office hours and/or tutoring sessions to provide necessary supports and interventions. In addition, parent conferences (with students attending as well) will be held to provide goal-setting and intervention supports to be used in the remote learning environment.

**Providing Feedback**

- The RLT will be responsible for providing, at least weekly, 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.

	<ul style="list-style-type: none"><li>• 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.</li><li>• Students who are not making sufficient academic progress will be required to attend office hours and/or tutoring sessions to provide necessary supports and interventions. In addition, parent conferences (with students attending as well) will be held to provide goal-setting and intervention supports to be used in the remote learning environment.</li></ul> <p><b>Providing Feedback</b></p> <ul style="list-style-type: none"><li>• The RLT will be responsible for providing, at least weekly, academic feedback on each activity, assignment, and assessment that is submitted through google classroom by the remote learner.</li><li>• 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.</li></ul>
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## Implementation Protocols

Implementation Focus	Details
<p>Sealy ISD Remote Learning professional development for educators specific to supporting asynchronous instruction</p>	<p>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 and high quality instruction for the classroom and the remote learning ecosystem, technology proficiency development, social emotional learning, and much 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 <b>"blended learning"</b> 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.</p> <p>The district is also developing a curated playlist of professional learning resources related to remote learning and blended learning models. The playlist will be available to all staff and provides a comprehensive set of resources including webinars, lesson modeling, campus-based PD sessions, research, blogs, and other practical "real life" resources for teachers and teacher teams to utilize throughout the year.</p> <p>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.</p> <p>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 Lead4wad 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.</p>

**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)
- August 12-18 Campus-based PD (variety of sessions on F2F, remote learning, PLCs, assessment)
- Additional PD Days in the 2020-2021 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.
- Google Meets Training (Will require all staff to use the same conferencing App)
- LMS Training
- On-going Remote Learning Teacher (RLT) Training each month

**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)
- August 12-18 Campus-based PD (variety of sessions on F2F, remote learning, PLCs, assessment)
- Additional PD Days in the 2020-2021 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 Training (Will require all staff to use the same conferencing App)
- On-going Remote Learning Teacher (RLT) Training each month
- 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

	<ul style="list-style-type: none"> <li>• Bi-weekly optional staff development <ul style="list-style-type: none"> <li>○ Selected by the administration team, presented by an exemplar teacher</li> <li>○ Topics will include instruction, technology, resources, and innovation to enhance student growth</li> </ul> </li> </ul> <p><b>Grades: 9th - 12th Grade:</b></p> <p>All staff will attend professional development focused on best practices (asynchronous and synchronous) and utilization of remote learning resources throughout the year including:</p> <ul style="list-style-type: none"> <li>• August 11th district-wide Teaching &amp; Learning Conference (remote learning + technology focus)</li> <li>• August 12-18 Campus-based PD (variety of sessions on F2F, remote learning, PLCs, assessment)</li> <li>• Additional PD Days in the 20-21 Academic Calendar include: 10/12, 1/4, 1/5, 2/22</li> <li>• Campus-based PD on remote learning and technology applications</li> <li>• On-going Remote Learning Teacher (RLT) Training each month</li> <li>• Google Meets Training (Will require all staff to use the same conferencing App)</li> <li>• 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.</li> <li>• Instructional Specialists are assigned to every campus to provide the following ongoing educator development and support:</li> <li>• Provide on-going personalized professional development and instructional coaching through real-time feedback</li> </ul>
<p>Sealy ISD Remote Learning plan support for families in order to support asynchronous work at home</p>	<p>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.</p> <p>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. These will be provided by campus leaders and teachers who will be recognizable to parents and help foster greater relevance and understanding for parents as they support their remote learning students. Also, parents will have the opportunity to attend on-site workshops at their child's school to assist them with</p>

	<p>navigating the asynchronous learning tools/resources and/or providing their child with support and structures that foster successful student habits of practice in remote learning settings. These will be provided on a monthly basis for parents and will be recorded to allow for as many parents as possible to participate.</p> <p>The district has gone to great lengths to avoid the need for printing and making copies of lesson content in the remote learning environment. It is our desire that parents and families not be burdened with extra costs as a result of choosing remote learning. All work will be submitted through Google Classroom and have a digital format for students to submit their work.</p> <p>For specific details on how families will be provided with feedback and progress monitoring for their child please refer to the Student Progress Protocols section of our asynchronous plan.</p>
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