

Southwest ISD
Your Choice, Our Commitment



Asynchronous Plan

Please check the grade level(s) for which these open response descriptions/attachments apply. Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.

PK3	✓ 3	✓ 8
✓ PK4	✓ 4	✓ 9
✓ K	✓ 5	✓ 10
✓ 1	✓ 6	✓ 11
✓ 2	✓ 7	✓ 12

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.

Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that meet or exceed the daily minimum across all grade levels. Daily instructional schedules will provide multiple opportunities for teachers and students to interact with all academic content throughout the day for all learning pathways offered to include the Foundation and Enrichment Curriculum and delivery of all TEKS including required minutes for PE, Fine Arts, and STEM. Students would receive a schedule that shows different blocks of time, as well as synchronous & asynchronous components. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. **The implementation model provided is subject to change.** In the event that circumstances change in our community, all SWISD teachers will quickly pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons utilizing Google Classroom for on-campus learners and remote learners. Example schedules are shown below.

Sample daily schedules for students by grade band:

PK Sample Daily Schedule for Remote Learning	
8:00-8:15	Morning Meeting: Music, Social-Emotional, Start the Day (synchronous)
8:15-8:30	Read Aloud (synchronous and/or recorded book)
8:30-9:15	Literacy Block/OWL Theme (part synchronous; part asynchronous)
9:15-10:00	Snack, Inside & Outside Play (asynchronous)
10:00-10:45	Math Block (part synchronous; part asynchronous)
10:45-11:15	Art/Health/Physical/Music
11:15-12:00	Read Aloud (synchronous and/or recorded book) Small Group Time (part synchronous; part asynchronous)
12:00-1:30	Lunch and Rest Time (on your own)
1:30-3:00	Choice Time (limited computer time-synchronous) See below for ideas in Learn at Home Early Childhood Instructional Resources <ul style="list-style-type: none"> • Outside/Inside Play • Art/Music • "May Do" learning activities (Limit computer time-30 minutes)
3:00 - 4:00 PM	Teacher Office Hours -Teacher available for student/parent assistance
When not teaching a synchronous lesson, all teachers will be available for office hours to support students.	

**Elementary Sample Daily Schedule for Remote Learning
(Lower House K -2nd Grade Levels)**

Schedule	Daily
7:30 - 8:15 AM	Breakfast
8:15 - 8:30 AM	Morning Meeting LIVE INSTRUCTION AND RECORDED FOR USE LATER BEFORE 11:59PM
8:30 - 9:00 AM	Phonics/Heggerty
9:00 - 9:15 AM	Literacy Mini Lesson LIVE INSTRUCTION AND RECORDED FOR USE LATER BEFORE 11:59PM
9:15 - 9:45 AM	Literacy -Teacher available for student assistance
9:45 - 10:00 AM	Recess
10:00 - 10:15 AM	Writing Mini Lesson LIVE INSTRUCTION AND RECORDED FOR USE LATER BEFORE 11:59PM
10:15 - 10:45 AM	Writing
10:45 - 11:30 AM	Literacy Small Group Differentiation (Schedule will be provided to Parents)
11:30 - 12:00 PM	Lunch
12:00 - 12:30 PM	Intervention/Enrichment (Feedback, Reteach & Differentiation)
12:30 - 12:45 PM	Math Mini Lesson LIVE INSTRUCTION AND RECORDED FOR USE LATER BEFORE 11:59PM
12:45 - 1:15 PM	Math Independent Practice and Small Group Differentiated Support
1:15 - 2:00 PM	Specials PE, Fine Arts, or STEM
2:00 - 2:30 PM	Math Independent Practice and Small Group Differentiated Support
2:30 - 3:00 PM	Science
3:00 - 3:30 PM	Social Studies
3:30 - 3:40 PM	Counselor SEL Lesson
2:30 - 4:00 PM	Teacher Office Hours -Teacher available for student assistance
- Asynchronous Instruction--During this time the students are working independently.	
Synchronous Instruction--Teachers will be providing instruction live. (It will be recorded for later reference for students.)	
Blend of Synchronous and Asynchronous--During this time some students will be working independently while others are in small groups with Teachers.	
When not teaching a synchronous lesson, all teachers will be available for office hours to support students.	

Elementary Sample Daily Schedule for Remote Learning (Upper House 3rd - 5th Grade Levels)

Schedule	Daily
7:30 - 8:15 AM	BREAKFAST
8:15 - 8:30 AM	Morning Meeting LIVE INSTRUCTION AND RECORDED FOR USE LATER BEFORE 11:59PM
8:35 - 9:20 AM	Specials PE, Fine Arts, or STEM
9:30 - 9:50 AM	Reading/Math Lesson LIVE INSTRUCTION AND RECORDED FOR USE LATER BEFORE 11:59PM
9:50 - 10:30 AM	reading/math small group differentiation
10:30 - 11:00 AM	Intervention/Enrichment (Feedback, Reteach & Differentiation)
11:00 - 11:20 AM	Reading/Math Lesson LIVE INSTRUCTION AND RECORDED FOR USE LATER BEFORE 11:59PM
11:20 - 12:00 PM	reading/math small group differentiation and independent practice
12:15 - 12:45 PM	LUNCH
12:45 - 1:05 PM	Science/Social Studies Lesson LIVE INSTRUCTION AND RECORDED FOR USE LATER BEFORE 11:59PM
1:05 - 1:45 PM	science/social studies small group differentiation and independent practice
1:45 - 2:15 PM	Intervention/Enrichment (Feedback, Reteach & Differentiation)
2:15 - 2:35 PM	Science/Social Studies Lesson LIVE INSTRUCTION AND RECORDED FOR USE LATER BEFORE 11:59PM
2:35 - 3:15 PM	science/social studies small group differentiation and independent practice
3:15 - 3:30 PM	RECESS
3:30 - 3:40 PM	Counselor SEL Lesson
3:15 - 4:00 PM	Teacher Office Hours -Teacher available for student assistance
Asynchronous Instruction--During this time the students are working independently.	
Synchronous Instruction--Teachers will be providing instruction live. (It will be recorded for later reference for students.)	
Blend of Synchronous and Asynchronous--During this time some students will be working independently while others are in small groups with Teachers.	
When not teaching a synchronous lesson, all teachers will be available for office hours to support students.	

**Middle School
Remote Learning Daily Schedule**

6th Grade		7th Grade		8th Grade	
7:00 - 7:30 AM Teacher Office Hours -Teacher available for student assistance					
1st Period	7:30-8:21 AM	1st Period	7:30-8:21 AM	1st Period	7:30-8:21 AM
Break	8:21-8:25 AM	Break	8:21-8:25 AM	Break	8:21-8:25 AM
2nd Period	8:25-9:16 AM	2nd Period	8:25-9:16 AM	2nd Period	8:25-9:16 AM
Break	9:16-9:20 AM	Break	9:16-9:20 AM	Break	9:16-9:20 AM
3rd Period	9:20-10:11 AM	3rd Period	9:20-10:11 AM	3rd Period	9:20-10:11 AM
Lunch	10:11-10:45 AM	Break	10:11-10:15 AM	Break	10:11-10:15 AM
		4th Period	10:15-11:06 AM	4th Period	10:15-11:06 AM
4th Period	10:45-11:36 AM	Lunch	11:06-11:40 AM	Break	11:06-11:10 AM
Break	11:36-11:40 AM			5th Period	11:10-12:01 PM
5th Period	11:40-12:31 PM	5th Period	11:40-12:31 PM	Lunch	12:01-12:53 PM
Break	12:31-12:35 PM	Break	12:31-12:35 PM		
6th Period	12:35-1:26 PM	6th Period	12:35-1:26 PM	6th Period	12:35-1:26 PM
Break	1:26-1:30 PM	Break	1:26-1:30 PM	Break	1:26-1:30 PM
7th Period	1:30-2:21 PM	7th Period	1:30-2:21 PM	7th Period	1:30-2:21 PM
Break	2:21-2:25 PM	Break	2:21-2:25 PM	Break	2:21-2:25 PM
IE Time	2:25-3:00 PM	IE Time	2:25-3:00 PM	IE Time	2:25-3:00 PM
3:00 - 3:30 PM Teacher Office Hours -Teacher available for student assistance					
Blend of Synchronous and Asynchronous Instruction--Teachers will be providing a live instructional segment with asynchronous activities. (It will be recorded for student reference.)					
IE Time: Intervention and Enrichment Time: During this time students will be engaged in small group or one-on-one support with the Teacher or Specialized Staff.(e.g.Dyslexia intervention, GT, Special Ed)					
When not teaching a synchronous lesson, all teachers will be available for office hours to support students.					

High School Remote Learning Daily Schedule

Schedule	Monday	Wednesday	Friday	Schedule	Tuesday	Thursday
8:00 am-9:15 am	Teacher Office Hours -Teacher available for student assistance and tutoring. Small group or one-on-one support with the Teacher or Specialized Staff (e.g. Dyslexia intervention, GT, Special Ed)					
8:30 am-9:15 am	Breakfast					
9:30 am-10:35 am	1st Period	1st Period	1st Period	9:30 am-11:00 am	5th Period	5th Period
10:35 am-10:55 am	Break	Break	Break	11:00 am -11:25 am	Break	Break
10:55 am -11:35 am	College and Career Prep Class	College and Career Prep Class	College and Career Prep Class	11:25 am-11:55 am	College and Career Prep Class	College and Career Prep Class
11:35 am-11:45 am	Break	Break	Break	11:55 am-12:00 pm	Break	Break
11:45 am-12:50 pm	2nd Period	2nd Period	2nd Period	12:00 pm-1:30 pm	6th Period	6th Period
12:50 pm-1:45 pm	Lunch	Lunch	Lunch	1:30 pm-2:30 pm	Lunch	Lunch
1:45 pm-2:50 pm	3rd Period	3rd Period	3rd Period	2:30 pm -4:25 pm	7th Period 3:30-3:40 (Suggested Break)	7th Period 3:30-3:40 (Suggested Break)
2:50 pm -3:20 pm	Break	Break	Break			
3:20 pm -4:25 pm	4th Period	4th Period	4th Period			
Blend of Synchronous and Asynchronous Instruction--Teachers will be providing a live instructional segment with asynchronous activities. (It will be recorded for student reference.)						
When not teaching a synchronous lesson, all teachers will be available for office hours to support students.						

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Students will engage in daily asynchronous learning with opportunities for synchronous academic content to meet or exceed the minimum requirements of 180 minutes for PK - 5 and 240 minutes for 6-12.</p> <p>PK-2 will have approximately 60 minutes of synchronous academic instruction daily that they can access. All synchronous instruction will be recorded for those students that need to access the instruction asynchronously. Students will be able to participate in 300+ minutes of learning across content areas.</p> <p>Grades 3- 5 will have approximately 100 minutes of synchronous academic instruction daily that they can access. All synchronous instruction will be recorded for those students that need to access the instruction asynchronously. Students will be able to participate in 300+ minutes of learning across content areas.</p> <p>Grades 6-12 will have approximately 200 minutes of synchronous academic instruction daily that they can access. All synchronous instruction will be recorded for those students that need to access the instruction asynchronously. Students will be able to participate in 300+ minutes of learning across core and elective courses.</p> <p>The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging in classroom discussions, online lessons, and the completion of assignments. Teachers will schedule specific times for synchronous learning opportunities for the whole group, small group, or individual instruction. (See sample schedules) Whole group opportunities will be recorded so students that need to view the session asynchronously will have access and be able to complete the daily assignment. Students will complete either an exit ticket or assignment for each block of instruction. Exit tickets may include a quick check of understanding, continued questions the student has about the learning or a SEL component.</p> <p>Engagement will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day, show progress in engagement through the Learning Management System (LMS), or interaction with the teacher. At a minimum, students and teachers will check-in at least once a day before 11:59 PM.</p>
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>Teachers and campus leaders will implement daily instructional schedules and track engagement of all students. Daily instructional schedules will be aligned to meet or exceed the minimum number of required asynchronous instructional minutes and include multiple opportunities throughout the day for students to engage in a full day of academic content to include the Foundation and Enrichment Curriculum. Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance. Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material. Campus Counselor(s) will host SEL</p>

	<p>Support virtual meetings for students. Campus Counselor(s) will be available before or after school for one-on-one conferences with parents (appointments). Advanced Academic Specialists will host online meetings with GT students to provide support in the area of Social-Emotional Learning.</p> <p>Teachers will use the Gradual Release Model to engage students in daily learning through opportunities for “I do...”, “We do...”, “You do...”.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Students will have interactions with a teacher (including campus instructional support staff) and peers daily via meetings, check-ins, community time, and/or synchronous learning time. High School students will have built in time for asynchronous learners to have 1-1 or small group enrichment/intervention in all core and elective classes. During this time, students will meet for enrichment and intervention support services according to their differentiation plans identified by classroom teachers using student data and Essential Milestones checklist. Teachers will provide on-time responsive feedback and interventions for students with academic needs during this time using specially designed and differentiated lessons, intervention support programs, and intervention programs. Inclusion teachers will provide direct support during synchronous lessons and small group or individual sessions with students based on their IEP.</p> <p>For High Schools, the teacher office hours for additional asynchronous support time will be scheduled before face to face students arrive on campus for their classes. For Elementary and Middle School, teacher office hours will be scheduled before school and at the end of the school day. At all levels, the teacher is also available for student support throughout the day when they are not engaged in asynchronous activity.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Daily schedules and structure of staff will allow for flexibility to provide students with additional learning needs time to interact with teachers throughout the day and provide interventions and enrichment on an as needed basis.. SWISD will work with students and families to minimize barriers the student may experience in a remote setting. Students with dyslexia will have a designated time to receive reading intervention in addition to classroom support as required under their 504 plan. Bilingual/ESL and SPED services will be provided daily through structured times with access and accommodations to instructional materials as identified in personal learning plans. Support and services for GT students will be implemented by their core teachers.</p> <p>Students with dyslexia will receive reading intervention in addition to classroom support as required under their 504 plan. Advanced Academic Specialists will host online meetings with GT students to provide support in the area of Social-Emotional Learning at the Elementary level. EL students will be provided services through the designated teacher of record. For EL/SPED students that receive inclusion services throughout the educational day, all IEPs will be followed and coordination between SPED and General Education staff will occur weekly for no less than 30 minutes to ensure coordination of services. Bilingual/ESL and SPED services will be provided daily through structured times with access and accommodations to instructional materials as identified in personal learning plans. Special Education Inclusion Teachers will work with General Education Teachers during weekly campus allotted PLC times to identify accommodations/modifications to support the requisite skills for each Special Education Student and will have access to the district learning management system to review student progress in order to support planning efforts.</p>

Student Expectations for Remote Learning

Establish daily routines and identify a comfortable space for engaging in the learning process.

Check in and communicate with teachers daily according to your class schedule utilizing the District's learning management system or other methods approved by the District.

Meet engagement and attendance requirements daily.

Complete assignments with integrity and academic honesty and submit on established due dates. The same District grading policy requirements and campus grading expectations will apply to all students.

Communicate with your school regarding any need for academic, social, and emotional support.

Students and teachers will work together to create learning goals as the students progress toward mastering the essential standards.

Note

Secondary students engaged in remote learning will have the opportunity to participate in extracurricular activities.

Parent Expectations for Remote Learning

Establish daily routines and expectations for your child to ensure success in the learning process.

Establish and maintain partnerships with classroom teachers, administrators, and other school staff.

Ensure that your child meets engagement and attendance requirements daily.

Ensure that your child completes and submits all assignments on established due dates. The same District grading policy requirements and campus grading expectations will apply to all students.

Communicate with the school should your child need any academic, social, and emotional support

Note

Secondary students engaged in remote learning will have the opportunity to participate in extracurricular activities.

Teacher Expectations for Remote Learning

All certified teachers will implement research-based, best instructional practices.

Certified teachers will deliver lessons in every subject area and course, including core subjects as well as special areas (art, STEM, music, physical education).

Teachers and other campus staff will call, email, and use google classroom to maintain regular parent/caregiver communication.

Teachers will hold remote office hours when teaching remotely. These times are an additional opportunity for students, teachers, and caregivers to connect.

Teachers will take grades in every subject area and course, according to Board policy.

Teachers will differentiate instruction to ensure that every student is receiving what he or she needs to be successful.

Teachers will provide support for special education students that aligns with their individual education plan. Teachers will provide modifications and accommodations and stay in close contact with parents regarding the progress.

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

All SWISD students will be able to access instructional materials and resources through their assigned Google Classroom via the Clever dashboard. Providing a 1:1 electronic device for all grade levels has been a priority at SWISD for several years. All instructional materials can be accessed either digitally or hard copy, ensuring a seamless transition between remote and on-campus learning. SWISD staff will implement TEKS Resource System, and various other TEKS-based, state-adopted instructional materials adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student’s understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Specifically, to ensure coherence and continuity, SWISD will leverage each resource in the following way:

RESOURCE	PRIMARY USE IN INSTRUCTIONAL DESIGN
TEKS RESOURCE SYSTEM	SWISD will use the TEKS Resource System tools to support teacher content knowledge through professional development prior to the start of each new TRS unit. SWISD will use the Gap Implementation Tool from TRS to identify potential learning gaps that can be addressed and insert additional prerequisite lessons into the scope and sequence as needed and as appropriate for the order of the content.
Other TEKS-based, state-adopted instructional materials	SWISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas. In addition, SWISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the TRS scope and sequence and as personalized digital learning tools.

Grade Level(s)	Course/Content Area	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
PK-5	Math	District Created Resources/TEKS Resource System District Developed Assessments Savvas - Envision Imagine Math Imagine Math Facts	Envision online unit assessment and teacher created assessments for progress monitoring Imagine Math has ongoing progress monitoring Digital District Assessments	Yes	Individualized Accommodations and/or Modifications based on IEP/504 Plans Inclusion Support will be provided by Special Education Teacher based on IEP Dyslexia Interventions will be provided based on IEP/504 Plans Differentiation and scaffolding supports are embedded within the curriculum. Learning Supports for All Students	Instruction in both English and Spanish for Dual Language students, as designated by the content allocations . English Language Development (ELD) support for all ELs via access to Summit K-12 and Rosetta Stone Individualized level of linguistic support and consistent progress monitoring as provided by the LPAC Elements of the Teaching for Biliteracy framework modified for a virtual format
	ELAR	District Created Resources/TEKS Resource System District Developed Assessments Wonders Maravillas	mCLASS Screeners Digital District Assessments Wonders Diagnostics	Yes	Individualized Accommodations and/or Modifications based on IEP/504 Plans Inclusion Support will be provided by Special Education Teacher based on IEP Dyslexia Interventions will be provided based on IEP/504 Plans Differentiation and scaffolding supports are embedded within the curriculum.	Instruction in both English and Spanish for Dual Language students, as designated by the content allocations . English Language Development (ELD) support for all ELs via access to Summit K-12 and Rosetta Stone Individualized level of linguistic support and consistent progress monitoring as provided by the LPAC

		Amplify Reading Istation for DL students			Learning Supports for All Students	Elements of the Teaching for Biliteracy framework modified for a virtual format
	Science	District Created Resources/TEKS Resource System STEMscopes	District Developed Assessments Wonders Maravillas Amplify Reading Istation for DL students	Yes	Individualized Accommodations and/or Modifications based on IEP/504 Plans Inclusion Support will be provided by Special Education Teacher based on IEP Dyslexia Interventions will be provided based on IEP/504 Plans Differentiation and scaffolding supports are embedded within the curriculum. Learning Supports for All Students	Instruction in both English and Spanish for Dual Language students, as designated by the content allocations . English Language Development (ELD) support for all ELs via access to Summit K-12 and Rosetta Stone Individualized level of linguistic support and consistent progress monitoring as provided by the LPAC Elements of the Teaching for Biliteracy framework modified for a virtual format
	Social Studies	District Created Resources/TEKS Resource System Teacher Created Materials - Exploring Social Studies	Digital Assessments Exploring social studies Document based assessments	Yes	Individualized Accommodations and/or Modifications based on IEP/504 Plans Inclusion Support will be provided by Special Education Teacher based on IEP Dyslexia Interventions will be provided based on IEP/504 Plans Differentiation and scaffolding supports are embedded within the curriculum. Learning Supports for All Students	Instruction in both English and Spanish for Dual Language students, as designated by the content allocations . English Language Development (ELD) support for all ELs via access to Summit K-12 and Rosetta Stone. Individualized level of linguistic support and consistent progress monitoring as provided by the LPAC Elements of the Teaching for Biliteracy framework modified for a virtual format

6-8	Math	District Created Resources/TEKS Resource System District Developed Assessments McGraw-Hill SpringBoard Imagine Math	Digital District Assessments McGraw-Hill Unit Assessments Ongoing progress monitoring with Imagine Math SpringBoard Unit Assessments Ongoing progress monitoring with Edgenuity	Yes	Individualized Accommodations and/or Modifications based on IEP/504 Plans Inclusion Support will be provided by Special Education Teacher based on IEP Dyslexia Interventions will be provided based on IEP/504 Plans Differentiation and scaffolding supports are embedded within the curriculum. Access to HMH Intervention Program, Math 180 Learning Supports for All Students	English Language Development (ELD) support for all ELs via access to Summit K-12 and Rosetta Stone Individualized level of linguistic support and consistent progress monitoring as provided by the LPAC Elements of the Teaching for Biliteracy framework modified for a virtual format
	ELAR	District Created Resources/TEKS Resource System District Developed Assessments Istation HMH- Into Texas Literature Edgenuity	Digital District Assessments HMH unit assessments Ongoing progress monitoring with Edgenuity	Yes	Individualized Accommodations and/or Modifications based on IEP/504 Plans Inclusion Support will be provided by Special Education Teacher based on IEP Dyslexia Interventions will be provided based on IEP/504 Plans Differentiation and scaffolding supports are embedded within the curriculum. Access to HMH Intervention Program, Read 180, for student who require an Intensive Program of Instruction Learning Supports for All Students	English Language Development (ELD) support for all ELs via access to Summit K-12 and Rosetta Stone Individualized level of linguistic support and consistent progress monitoring as provided by the LPAC
	Science	District Created Resources/TEKS Resource System	STEMscopes unit assessment Digital District Assessments	Yes	Individualized Accommodations and/or Modifications based on IEP/504 Plans Inclusion Support will be provided by Special Education Teacher based on IEP	English Language Development (ELD) support for all ELs via access to Summit K-12 and Rosetta Stone

		District Developed Assessments STEMscopes Edgenuity	Ongoing progress monitoring with Edgenuity		Dyslexia Interventions will be provided based on IEP/504 Plans Differentiation and scaffolding supports are embedded within the curriculum. Learning Supports for All Students	Individualized level of linguistic support and consistent progress monitoring as provided by the LPAC
	Social Studies	District Created Resources/TEKS Resource System McGraw-Hill Lowman Resources District Developed Assessments Edgenuity	Digital Assessments Unit assessments Ongoing progress monitoring with Edgenuity	Yes	Individualized Accommodations and/or Modifications based on IEP/504 Plans Inclusion Support will be provided by Special Education Teacher based on IEP Dyslexia Interventions will be provided based on IEP/504 Plans Differentiation and scaffolding supports are embedded within the curriculum. Learning Supports for All Students	English Language Development (ELD) support for all ELs via access to Summit K-12 and Rosetta Stone Individualized level of linguistic support and consistent progress monitoring as provided by the LPAC
9-12	Math	District Created Resources/TEKS Resource System District Developed Assessments McGraw-Hill Imagine Math (Algebra only)	McGraw-Hill Unit Assessments Ongoing progress monitoring with Imagine Math Digital District Assessments Ongoing progress monitoring with Edgenuity	Yes	Individualized Accommodations and/or Modifications based on IEP/504 Plans Inclusion Support will be provided by Special Education Teacher based on IEP Dyslexia Interventions will be provided based on IEP/504 Plans Differentiation and scaffolding supports are embedded within the curriculum. Learning Supports for All Students	English Language Development (ELD) support for all ELs via access to Summit K-12 and Rosetta Stone. Individualized level of linguistic support and consistent progress monitoring as provided by the LPAC

	ELAR	District Created Resources/TEKS Resource System District Developed Assessments Perfection Learning Edgenuity	Ongoing progress monitoring with Edgenuity Online assessments with Perfection Learning Digital District Assessments	Yes	Individualized Accommodations and/or Modifications based on IEP/504 Plans Inclusion Support will be provided by Special Education Teacher based on IEP Dyslexia Interventions will be provided based on IEP/504 Plans Differentiation and scaffolding supports are embedded within the curriculum. Learning Supports for All Students	English Language Development (ELD) support for all ELs via access to Summit K-12 and Rosetta Stone Individualized level of linguistic support and consistent progress monitoring as provided by the LPAC
	Science	District Created Resources/TEKS Resource System District Developed Assessments STEMscopes Lab-Aids Edgenuity interactive Labs:Study Jam, Phet, PBS Learning, Physics Classroom and NASA Space Place	STEMscopes unit assessment Digital District Assessments Ongoing progress monitoring with Edgenuity	Yes	Individualized Accommodations and/or Modifications based on IEP/504 Plans Inclusion Support will be provided by Special Education Teacher based on IEP Dyslexia Interventions will be provided based on IEP/504 Plans Differentiation and scaffolding supports are embedded within the curriculum. Learning Supports for All Students	English Language Development (ELD) support for all ELs via access to Summit K-12 and Rosetta Stone. Individualized level of linguistic support and consistent progress monitoring as provided by the LPAC
	Social Studies	District Created Resources/TEKS	Digital Assessments	Yes	Individualized Accommodations and/or Modifications based on IEP/504 Plans	English Language Development (ELD) support for all ELs via access to Summit K-12 and Rosetta Stone.

		Resource System McGraw-Hill Edgenuity	Ongoing progress monitoring with Edgenuity		Inclusion Support will be provided by Special Education Teacher based on IEP Dyslexia Interventions will be provided based on IEP/504 Plans Differentiation and scaffolding supports are embedded within the curriculum. Learning Supports for All Students	Individualized level of linguistic support and consistent progress monitoring as provided by the LPAC
	CTE	District Created Resources Defined Learning NIDA CBW iCev Acorn Testout Centipor CCMA Medical Assisting	Digital Assessments	Yes	Individualized Accommodations and/or Modifications based on IEP/504 Plans Inclusion Support will be provided by Special Education Teacher based on IEP Dyslexia Interventions will be provided based on IEP/504 Plans Differentiation and scaffolding supports are embedded within the curriculum.	English Language Development (ELD) support for all ELs via access to Summit K-12 and Rosetta Stone Individualized level of linguistic support and consistent progress monitoring as provided by the LPAC

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	District Curriculum Writers have redesigned units across subject areas and grades to be suited to coherent, asynchronous instruction. Unit Resource Guides and Instructional Focus Documents are TEKS aligned to include district approved resources. TEKS are spiraled throughout the year to ensure that TEKS are revisited and taught multiple times through a spiraling format and differentiation. The SWISD Unit Resource Guides (URGs) provide a coherent scope and sequence of TEKS based content for teachers. The URGs include a unit overview, TEKS clarification, authentic performance assessments

which support backward lesson design and aligns with Region 20 TEKS Resource System's Instructional Focus Documents (IFDs). The guides include teacher created exemplar lessons which align to the performance assessments and provide teachers with a scripted gradual release lesson, including effective, research based instructional practices. The guides also provide a digital platform with a multitude of links to sites, program resources, and teacher created materials which will assist teachers with asynchronous learning. In addition to URGs, milestone continuity documents were created to support vertical alignment and scaffolding of readiness standards to target gaps created by the Covid slide. These documents will enhance a teacher's ability to plan for quality instruction and meet the individual needs of their students whether it is virtually or face to face. District benchmarks and teacher created common assessments will be used to continuously monitor student progress and adjust instruction accordingly, utilizing the TEKS Resource System and Lead4ward tools and resources. All district and teacher created TEKS aligned assessments are delivered through Eduphoria AWARE, an online testing platform. SEL & Character Ed lessons/activities will be provided through a variety of resources to include Panorama Education, Quaver SEL and district developed lessons. All teachers were provided training at the beginning of the year on how to use the adapted materials in lesson planning and adjusting instruction. Teachers will also continue to receive guidance and support weekly through planning using these materials/resources during PLCs.

Instructional materials have been included as resources within the district's curriculum guides. All instructional materials are available in a digital format that all students access through Clever, a one logon interface portal for all district resources. SWISD instructional materials will provide first time core instruction as well as reinforce concepts and skills through small group/one-one check ins with the teacher throughout the day.

Assessments have been included to align with TEKS taught, and online resources include student assessments to track student progress. TEA-provided Beginning of the Year (BOY) and Interim Assessments will be utilized to provide data for teacher analysis and planning. All district created assessments will be designed/adapted for access and administration through Eduphoria AWARE, an online testing platform. Teachers will use the district's Essential Milestones documents and routine assessment data such as benchmarks and common assessments, to evaluate the academic progress for every student to intentionally plan lessons in a logical sequence and to reinforce concepts and provide necessary interventions.

Special Education students requiring instruction utilizing prerequisite skills will use Unique, News to You and all general education resources modified to meet student needs. The alternate curriculum provides Beginning of Year (BOY) and End of Year (EOY) assessments that will be used. The teachers will utilize student's IEP to assess progress each grading period as well as informal assessment during teaching.

Instructional materials include accommodation and modification options for students with disabilities and ELs. Instructional materials are also available in Spanish and include ESL accommodations as needed. All district curriculum guides include recommendations and additional resources to support ELs and students with disabilities. Special Education Inclusion Teachers will work with General Education teachers to identify accommodations/modifications to support the instructional materials being utilized.

What additional support (in addition to resources listed above) will be provided for students with disabilities and ELs?

Support for Special Education & 504 students:

- Special Education Inclusion Teachers will work with General Education teachers to identify accommodations/modifications to support the instructional materials being utilized. In addition, Special Education Inclusion Teachers will provide support during General Education Teacher's live virtual sessions for a period of 45 - 60 minutes per class period(s) as documented in students' IEP and/or small group instruction for a period of 45 - 60 minutes during campus allotted intervention times as documented in students' IEP. (Secondary)
- Special Education Inclusion Teachers will work with General Education teachers to identify accommodations/modifications to support the instructional materials being utilized. In addition, Special Education Inclusion Teachers will provide support during General Education Teacher's live virtual sessions for a period of 30 - 45 minutes per core content subject(s) as documented in students' IEP and/or small group instruction for a period of 30 - 45 minutes during campus allotted intervention times as documented in students' IEP.
- Special Education Inclusion Teachers will work with General Education Teachers during weekly campus allotted PLC times to identify accommodations/modifications to support the requisite skills for each Special Education Student and will have access to the district learning management system to review student progress in order to support planning efforts.
- Special education teachers will check in with each parent/student for progress review based on campus requirements and individual student needs commensurate with the IEP.
- Case managers will check in at least once every other week with the special education teacher and student to monitor progress.
- Special education guidelines will reflect current district, local Health, and TEA requirements for social/physical distancing and covid response.
- Students with IEPs or 504 plans will continue to receive support, accommodations and/or modifications as specified by each student's individual plan.
- General education teachers will receive electronic copies of the students Section 504 accommodations and special education IEPs in order to ensure implementation of and access to individual student accommodations and modifications.
- Students will have access to mental health, social emotional, and trauma informed resources provided by campus counselors/social workers/LSSPs. Campus Leads will be able to guide students and families to the right resources and work with case managers so that students have the level of support needed and IEPs and Section 504 plans are adhered to.
- Parent Handbook with updated information about resources for general education and special population support.
- Speech-language pathologists and teachers of the deaf or hard-of-hearing will wear clear face masks/shields as needed. Clear barriers should be used for small group instruction and individual assessments as needed.
- * Homebound Education Teachers will work with on campus Special Education and General Education teachers to identify accommodations/modifications or alternative curriculum materials necessary to support the student during virtual homebound sessions.

Dyslexia

- The ultimate goal is for all students to meet synchronously with the dyslexia interventionist to receive dyslexia services. Dyslexia students will be provided continued learning through the district approved programs (Take Flight, DIP, and

Esperanza) in live online group sessions with a maximum of 6 students per group. Per program guidelines, the bulk of the program cannot be recorded for viewing later to uphold the fidelity of the program.

- Dyslexia interventionists will contact their students' families to schedule meeting times to ensure students can gain access during their meeting time. They will provide necessary information and directions to caregivers to allow for independent at-home practice.
- For students who absolutely cannot meet synchronously, our district will consider purchasing Lexia as an online supplemental program.
- Dyslexia interventionists will communicate with families to ensure students can access the program from home.
- Dyslexia interventionists will maintain contact with their students to monitor their progress and needs.

Support for Bilingual/EL Learners:

- Dual Language and ESL and teachers will follow the general education and dual language guidance to complete differentiated lesson plans whether virtual or face-to-face.
- Dual Language and ESL teachers will collaborate to ensure lessons are designed to meet the needs of all students.
- Dual Language and ESL 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.
- Dual Language and ESL Professional Learning Communities (PLCs) will occur every week where teachers will utilize the instructional materials to adapt to meet the needs of their bilingual/ESL learners.
- Elementary dual language students requiring face-to-face instruction will be provided instruction based on the content allocations for the dual language program while following local, state and federal safety and guidelines at their campus.
- Supplemental kits of materials and manipulatives will be distributed by the Bilingual/ESL department for all students in the program at elementary and secondary campuses.
- Evaluation sessions will be scheduled on a regular basis and the schedule communicated with parents for each grading period.
- Students and families will receive weekly 1-on-1 check-ins with Bilingual/ESL teachers or staff to communicate progress, plan interventions & acceleration, and convey detailed plans for the following week.
- Differentiation and scaffolding supports are embedded within the curriculum.
- Accommodations and/or modifications will be provided to students based on their individualized education plan.
- Dual Language teachers will utilize the online platform to assign texts to students to spiral standards
- Language Teachers will provide intervention services by utilizing text-to-speech, chunking readings, and other strategies to support distance learning.
- Dual Language/ESL and SPED teachers will continue to collaborate to personalize support for students with specialized needs/services (i.e., special education, 504, English Learners, etc.) and will be provided appropriately within the asynchronous learning environment as determined by each student's IEP as determined in collaboration with the LPAC.
- Dual Language/ESL and SPED teachers will continue to tailor instructional content and activities to meet the specific needs of English learners that are dually coded SPED and/or 504.
- Our Bilingual/ESL Department and Special Education department will follow LPAC, ARD and 504 guidelines to support

teachers in accommodating materials for our English Learners, Special Education/504 students.

- Summit K-12 implementation will continue and expand to cover grades K-12 in order to support English Language Development (ELD) and all TELPAS domains. Additionally, Rosetta Stone will be provided for a select group of newcomers and at certain campuses that have requested the program. Both of these programs are web based and can be utilized during distance learning.
- Dual Language teachers will continue to adhere to the [content allocations](#) for teaching in English and Spanish. This document outlines language of instruction per content and grade level, as stipulated by the district. Students receiving bilingual services will be provided English Language Development (ELD) support via access to [Summit K-12](#) and [Rosetta Stone](#), and time for this will need to be built into the daily schedule, as provided by the elementary master schedule. Elements of [Teaching for Biliteracy](#) will be modified in a remote or hybrid format to include blue and green background slides, continued use of a language identifier for both English and Spanish, and bridging of key terms and concepts at the end of content units. We also highly encourage that English, Spanish, and Bridging lessons and activities be placed in a designated area or folder within the Google classroom for each language so that students may reference them at any time, much like they would reference items in linguistic spaces in a physical classroom. [Texas Home Learning](#) can also be used as an additional resource to support Dual Language teachers in the content areas for both English and Spanish. Campus administrators and B/ESL staff will help support and oversee adherence to this model.
- Students receiving ESL Content-Based services will be provided English Language Development (ELD) support via access to Summit K-12 and Rosetta Stone. The LPAC will need to designate the level of ELD support that each student will receive, and this will be built into the student's daily schedule (intervention time, centers time, etc). ESL certified teachers servicing students receiving ESL content-based support will receive additional training on ELPS, TELPAS, and second language acquisition methods throughout the year. Campus administrators and B/ESL staff will help support and oversee adherence to this model.
- Students receiving ESL Pull-Out services will be provided English Language Development (ESL) support via access to Summit K-12 and Rosetta Stone. The LPAC will need to designate the level of ELD support that each student will receive, and this will be built into the student's daily schedule (intervention time, centers time, etc). The LPAC administrator will also collaborate with both the student's homeroom teacher and the grade level Dual Language teacher to ensure that services are provided for that student, as indicated by the LPAC. Campus administrators and B/ESL staff will help support and oversee adherence to this model.

Support for Gifted & Talented Students:

- Classroom Teachers will continue to differentiate instruction to include challenging experiences for Gifted and Talented Students.
- Advanced Academic Specialists will host online meetings with GT students to provide support in the area of Social-Emotional Learning.
- Any necessary parent meetings will be conducted through Zoom.
- GT Lead Teacher meetings will take place once a month to disseminate information and receive mini-PD sessions in the area of differentiation to take back and present to their campus.

- The district GT website will provide teachers, students and parents with GT resources to continue to challenge students and will be updated on a weekly basis.

Key Requirement Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>PK-12 students are expected to log on daily to Google Classroom/LMS to reference activities and assignments for the day. Students are required to be engaged daily with work through the completion of set assignments or activities listed in the morning. Students who do not demonstrate engagement on a given day are marked absent. Students are given asynchronous assignments daily by the teacher, and completion time equates to the minutes assigned for specific grades. Students are also encouraged to actively participate in the synchronous sessions, such as calendar time and small group sessions in grades PK-2. Students are expected to demonstrate engagement for the teacher to track at a predesignated time every day; however, if assignments are turned in during afterhours of the same day, teachers can amend attendance the following day (within a 24-hour window). Teachers are also expected to meet virtually with all students daily, through a synchronous learning time, small group meeting, or individual meeting that is held either via the computer, electronic device or phone. Students with a device and internet access with access to Google Classroom will use a daily calendar of assignments.</p> <p>For students who do not engage in content, teachers, Principals, and campus staff are calling home routinely to conduct 'check-ins' with students and families. Campuses are also working with the Pupil Services department to make contact with families and account for every student enrolled.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding method 3 possible attendance markers:</p> <ol style="list-style-type: none"> 1. Daily Progress in Google Classroom/LMS. <ul style="list-style-type: none"> • Response to daily check ins and and questions • Assignments turned in according to schedule

	<ul style="list-style-type: none"> ● Weekly assessment completion <p>2. Daily Progress via student-teacher interaction: Students may engage in synchronous 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 on-demand and as-requested office hours.</p> <ul style="list-style-type: none"> ● Direct teach discussion ● Chat interaction ● Assignment comments ● Read and Respond completion <p>3. Completion/Turn-in of assignment: Students will submit either an exit ticket, assignment or SEL check in daily.</p> <ul style="list-style-type: none"> ● Verifying assignment turn in per schedule ● Validating daily check log for questions and comments ● Completing SEL assignments. <p>4. At the administrative level, Principals and Central Office staff will review Classroom usage reports. Administrators will analyze usage trends and monitor Classroom user activity by campus and at the district level. Metrics available are:</p> <ul style="list-style-type: none"> ● Weekly active users ● The number of 14-day active classes ● The number of courses created ● The number of posts created by teachers and students ● For specific users, the number of classes created, posts created, and last active time on Classroom <p>Additionally, the district is currently partnering with Frontline to address more detailed adjustments and changes to the attendance process and protocols. Through this partnership, SWISD will begin a pilot group of teachers at each campus that will begin to utilize Schoology. These teachers will be the trainers for the staff at their campus to begin integrating Schoology with their existing Google Classroom.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>All digital platforms and tools (i.e. Google Classroom, digital instructional materials, etc.) utilized on-campus will also be used in a remote asynchronous setting to maintain platform consistency. In addition, the method of tracking engagement is consistent with an on-campus learning environment because they mimic the ways in which students would interact with their teachers on-campus through daily minute expectations, progress tracking on learning objectives, and activities completed. The pacing of instruction for remote learning is aligned with pacing in the face-to-face setting. Assessments are also standardized for elementary and aligned for secondary students to ensure consistent progress tracking.</p> <p>For remote learners, there are dedicated times for synchronous activities and check-ins, allowing more interactions with teachers to provide evidence of engagement and progress. Remote students will use the same process for accessing materials and submitting assignments as on-campus students. All teaching and learning expectations are aligned to the TEKS with the same rigor and relevance to on campus learning. All activities and assignments are the same in both environments.</p>
<p>What is the system for tracking student academic progress?</p>	<p>Daily Assignments, activities and interaction will be used to measure progress of students and will be tracked daily in district LMS. District LMS supports expectations of student progress through formative assessments and TEKS based instruction. Teachers and administrators will continue to use the RTI and PLC platforms to review student progress and maintain such records in the Frontline</p>

	<p>system. Data systems that are utilized include: Soar3D, Eduphoria, mCLASS-Amplify, Imagine Math, iStation, etc. Academic Coaches, Literacy Coaches, and Multi-Classroom Leaders will assist in facilitating the adjustments needed to instruction and strategies to use within small group differentiated instruction. Additionally, teachers will have access to progress data through Panorama to assist with identification and development of intervention plans.</p> <p>Students and Parents will be able to access student work, interact with classroom teachers daily and give feedback through district LMS and parent portal.</p> <p>PK-2 student academic progress will be measured daily through student/teacher interactions and daily check-ins. K-2 teachers will also monitor student academic progress through weekly PLC data meetings and grade level planning times. K-2 teachers will utilize SOAR3D, an electronic database, to track student data and use campus communication platforms to keep parents updated on their student's academic progress.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Students will have a minimum of two grades per subject per week, per district policy. In order to provide students and parents with timely feedback, grades are entered into the online gradebook weekly. Parents are provided access to student grades through the online Parent Self Serve, an online portal.</p> <p>For students who are not regularly making academic progress, will be contacted through classroom teacher, campus support staff, and Principal. Teachers are also required to provide, at a minimum, weekly progress check-ins with students and families to notify them of any incomplete work or missing assignments. Teachers will continue to hold virtually parent conferences as needed for any students not making significant academic progress and/or are not engaging in coursework daily. Student progress reports will be available for parents through Parent Self Serve every three weeks.</p> <p>Teachers will use the district Essential Milestones checklist and TEKS, for each student to collaboratively establish goals for each student, use weekly data to provide feedback, and create AIP/IPs for each student. Progress monitoring information will be provided to students and families on a routine basis (every progress reporting cycle).</p> <p>Student progress will be tracked daily in Google Classroom through daily assignments, exit tickets, activities, interaction with a teacher and other indicators. The district is implementing a standardized structure in tracking instructional minutes and engagement. Students will have passing grades at the end of each grading period. Parents have full access to student work, interactions with teachers, assignment submissions and feedback through the student's Google Classroom.</p> <p>Students will have several assessments to track academic progress throughout the school year: Every 2-3 weeks, students will take a teacher developed Common Assessment (CA) on the 4 core subjects. Students will take district common assessments on the 4 core subjects (Grades 2-12) each grading period. District Common Assessments are based on TEKS recently taught. District Common Assessments are formatively used to drive future instruction, loopback and provide interventions. CIRCLE Pre-K Assessment: Beginning of Year, Middle of Year, and End of Year assessments will be offered and remain consistent</p>

	<p>In addition, district will continue to implement the following official grade reports:</p> <p>Report Cards - The purpose of report card grades is to communicate the student's level of mastery of the designated TEKS-based instructional objectives.</p> <p>Progress Reports - Interim progress reports shall be issued for all students after the third week for elementary; and after the third and sixth week of each grading period for secondary.</p> <p>Gradebook - All grades recorded in the gradebook will relate directly to one or more TEKS-based instructional objectives.</p>
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Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Sample educator professional development schedule:

	Principals	Assistant Principals	Instructional Staff
June			Sessions on online learning and lesson plan delivery. All sessions recorded for asynchronous participation and reference. Sessions include: Lights, Camera, Filpgrid!, Cruising into Collaboration, Meet Me at the Seesaw, Youtube Famous, Student Creation Blockbusters, Let's All Go to the DRIVE In https://sites.google.com/swisd.net/ontrack/teacher-tutorials/webinars/completed-webinars
July	Summer Leadership Institute (adaptive instructional materials, curriculum resource guides, Equity, SEL)	Summer Leadership Institute (adaptive instructional materials, curriculum resource guides, Equity, SEL)	Blended Learning Foundations (self-paced courses with UTeach/UTA)
August	TEA Excellence in Remote Instructional Delivery	TEA Excellence in Remote Instructional Delivery	New Teacher Institute Content Focus Sessions for All Teachers https://sites.google.com/swisd.net/district-pd/home Blended Learning Foundations (self-paced courses with UTeach/UTA)
September	Principal Learning Sessions (3rd Thursdays of each Month)	Assistant Principal Learning Sessions (monthly)	Weekly Campus PLCs - The Distance Learning Playbook by Fisher, Frey, Hattie Blended Learning Foundations (self-paced courses with UTeach/UTA)
October	Principal Learning Sessions (3rd	Assistant Principal Learning	Content Focus Sessions for All Teachers Oct. 12, 2020

	Thursdays of each Month)	Sessions (monthly)	Weekly Campus PLCs Blended Learning Foundations (self-paced courses with UTeach/UTA)
November	Principal Learning Sessions (3rd Thursdays of each Month)	Assistant Principal Learning Sessions (monthly)	Weekly Campus PLCs
December	Principal Learning Sessions (3rd Thursdays of each Month)	Assistant Principal Learning Sessions (monthly)	Weekly Campus PLCs
January	Principal Learning Sessions (3rd Thursdays of each Month)	Assistant Principal Learning Sessions (monthly)	Content Focus Sessions for All Teachers Jan. 4, 2021 Weekly Campus PLCs
February	Principal Learning Sessions (3rd Thursdays of each Month)	Assistant Principal Learning Sessions (monthly)	Content Focus Sessions for All Teachers Feb. 15, 2021 Weekly Campus PLCs
March	Principal Learning Sessions (3rd Thursdays of each Month)	Assistant Principal Learning Sessions (monthly)	Weekly Campus PLCs
April	Principal Learning Sessions (3rd Thursdays of each Month)	Assistant Principal Learning Sessions (monthly)	Weekly Campus PLCs

Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	SWISD will use the Board approved 2020-2021 school calendar to provide for continuous professional development and support on implementing asynchronous instruction. Campuses will use the same calendar and master schedules to ensure that educators are provided with ongoing support through grade level planning and PLCs. The 2020-2021 Board approved school calendar includes seven staff development days that will be utilized to provide initial and ongoing, job-embedded development opportunities for educators, para professionals, and administrators. Other opportunities will be provided for the same audience to participate in professional development throughout the year through various interactive formats including virtual platforms. Beginning of the Year PD has been designed to support teachers with online asynchronous learning. Principals will attend the TEA Modules to support remote instruction . Administrators, educators, and campus instructional support staff will engage in continuous professional learning around the content and curriculum guides that will be used to implement asynchronized learning; as well as use of instructional resources to align asynchronous instruction with student progress monitoring data and target any identified learning gaps. After school training opportunities will be offered throughout the school year which will assist with campus and/or district identified needs in the area of content and understanding grade level TEKS. Teachers will attend asynchronous professional development modules provided by Region 20 to further develop remote instructional strategies.

	<p>Campuses will create a On-Site or Remote Professional Learning team by combining the expertise of the principal, assistant principal, interventionists, and curriculum directors to support the campus staff and families of remote learners and the students on-campus. In addition, social and emotional well-being will be provided by campus counselors to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and remote) with a forum for sharing best practices and support for their peers and students.</p> <p>SWISD will work closely with our Educational Service Center - Region 20 and other partners to plan support for remote learning. Principals and the Directors of Curriculum and Instruction 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 data.</p> <p>In an effort to support our faculty as they pivoted to remote teaching in the Spring of 2020, SWISD has collaborated with the University of Texas in Austin to complete a blended learning survey for the current needs and status of the district. SWISD has invested in the growth and development of its teachers to engage in Blended Learning professional development in conjunction with UT Austin. Approximately 50 classroom teachers have engaged in 30 hours of online courses that provide a foundational understanding of blended learning comprising around 4 modules.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Administrators, educators, and campus instructional support staff will engage in continuous professional learning around the content and curriculum guides that will be used to implement asynchronized learning; as well as use of instructional resources to align asynchronous instruction with student progress monitoring data and target any identified learning gaps.</p> <p>Professional Learning Community (PLC) planning time is conducted weekly for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. This school year SWISD will partner with ASCD and ESC 20 to focus on teacher and leader knowledge to increase our understanding of mastering the standards, collecting and using data, taking instructional action, and engaging students. We will utilize the strengths of our staff to serve as trainers-of-trainers for various focus areas such as Integrating Technology in the Classroom, How to Create Common Assessments, Video Recordings, Choice Boards, HyperDocs, Uploading Assignments, and Flipgrid. Content Specialists, Academic Coaches, Academic Coordinators and Multi-Classroom Leaders (MCLs) will provide job embedded supports for teachers to include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies,</p>

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

Component	Explanation
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<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Divisions across the district will work collaboratively to continuously provide the SWISD community with ongoing communication and plans specific to asynchronous instruction expectations, opportunities, and support. A parent survey has been shared with an overview of FTF and remote instruction to guide parents as they decide what is the best choice for their family. The district will also conduct town hall meetings to answer questions and clear up misconceptions as families select the best choice for their student. Expectations for asynchronous instruction have also been shared with families via the district website, and provided to parents on the choice survey, which is also posted on the website.</p> <p>Our staff and parents will communicate via Google classroom, our LMS, personal contact from teachers via email, virtual platforms or voice calls. Families will receive expectations and regular updates via the student portal, auto-mass communication platform (School Messenger and Remind), as well as on the district website and social media platforms.. Additionally, families and students can expect weekly touchpoints with school representatives and teachers. Communication will be provided to clarify between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between delivery methods.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>Families will be expected to support their students by attending and engaging in the following events and practices:</p> <ul style="list-style-type: none"> ● Open communication and checking on student progress regularly in each class ● Support the use of technology tools to help access instruction ● Support students to complete their work in regular school hours ● If the student elects to take specialized courses such as CTE in a remote environment, the parent/guardian will provide transportation to the campus for required hands on instructional elements from 8:00 - 9:15am. SWISD will provide transportation home. ● Social and Emotional Learning - students will have access to positive reinforcement and positive reinforcement systems set up by the teacher using Panorama. The teacher will also suggest possible structures in the home that help to reduce distractions and give students opportunity for breaks. For students requiring Behavior Intervention Plans all teachers will work to implement strategies and make adjustments for the home environment. <p>It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between delivery methods.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Announcements and resources for parents will be released through social media and the SWISD Your Choice, Our Commitment website.</p> <p>The Southwest Student and Community Outreach Department and Curriculum And Instruction Department will partner with campus leaders to provide the following support and resources to our families:</p> <ul style="list-style-type: none"> ● Distributing additional resources and support to each campus i.e., school supplies for students ● Identifying health and human services support for families in need ● Increasing school staff capacity to effectively connect, engage, and partner with families ● Developing more systems and opportunities for parents to be active partners at the campus level <p>Synchronous and asynchronous Parent Engagement Nights will be provided by each campus for ongoing support and training. Additionally, there will be dedicated time within the teacher's daily office hours to support the needs of individual parents.</p>

Opportunities for parent/family instruction in technology procedures/best practices will be offered both synchronously and asynchronously before school starts, then on a continuing basis during the school year. All students will be able to check out a Chromebook for remote learning. Parents that need internet access may also check out a hotspot from the campus. An after hours hotline will be provided to answer parent questions in the evening. Remote tutors will also be available after hours to support families and students.

The SWISD Bilingual Department is creating a tab labeled "EN ESPANOL" on the SWISD website that will provide short videos that include technology tools for EL's, Parents and Teachers that will help our students navigate, learn and/or log-in during remote instruction. The Bilingual Department will hold town hall videos to showcase the tools provided in the "En Espanol" tab and how to request for additional information. The Bilingual department and Library Services Department will also add videos on how to access the digital libraries available to include TEXT Quest, Tumble Books and Light Box for parents and students to access from home.

We will also collaborate with IDRA to provide online training and workshops to support at-home learning.

Websites

- General website - Primary online repository of all news and information related to district business, operations, services and offerings.
- SWISD, Your Choice, Our Commitment website - Repository of information and updates related to the district's response to the Coronavirus pandemic and plans for a safe return to campus.
- SWISD Student/Parent Online Learning Hub-Educational plans, resources, and activities to help families continue and facilitate learning at home during COVID-19 related school closures.

Social media (to engage and inform community and parents

- Facebook

<https://www.facebook.com/SWISDsax>

- Twitter

<https://twitter.com/swisd>

https://twitter.com/swisd_bce

https://twitter.com/swisd_bhe

https://twitter.com/swisd_ece

https://twitter.com/swisd_hce

https://twitter.com/swisd_ice

https://twitter.com/swisd_kre

https://twitter.com/swisd_mce

https://twitter.com/swisd_she

https://twitter.com/swisd_swe

https://twitter.com/swisd_spe

https://twitter.com/swisd_sve

https://twitter.com/swisd_mcn

https://twitter.com/swisd_res

https://twitter.com/swisd_mca

	<p>https://twitter.com/swisd_sco https://twitter.com/swisd_caststem https://twitter.com/swisd_swhs https://twitter.com/swisd_swlhs ● Youtube https://www.youtube.com/swisdvtv</p>
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Student Expectations for Remote Learning

Establish daily routines and identify a comfortable space for engaging in the learning process.

Check in and communicate with teachers daily according to your class schedule utilizing the District’s learning management system or other methods approved by the District.

Meet engagement and attendance requirements daily.

Complete assignments with integrity and academic honesty and submit on established due dates. The same District grading policy requirements and campus grading expectations will apply to all students.

Communicate with your school regarding any need for academic, social, and emotional support.

Students and teachers will work together to create learning goals as the students progress toward mastering the essential standards.

Note
Secondary students engaged in remote learning will have the opportunity to participate in extracurricular activities.

Parent Expectations for Remote Learning

Establish daily routines and expectations for your child to ensure success in the learning process.

Establish and maintain partnerships with classroom teachers, administrators, and other school staff.

Ensure that your child meets engagement and attendance requirements daily.

Ensure that your child completes and submits all assignments on established due dates. The same District grading policy requirements and campus grading expectations will apply to all students.

Communicate with the school should your child need any academic, social, and emotional support

Note
Secondary students engaged in remote learning will have the opportunity to participate in extracurricular activities.

Teacher Expectations for Remote Learning

All certified teachers will implement research-based, best instructional practices.

Certified teachers will deliver lessons in every subject area and course, including core subjects as well as special areas (art, STEM, music, physical education).

Teachers and other campus staff will call, email, and use google classroom to maintain regular parent/caregiver communication.

Teachers will hold remote office hours when teaching remotely. These times are an additional opportunity for students, teachers, and caregivers to connect.

Teachers will take grades in every subject area and course, according to Board policy.

Teachers will differentiate instruction to ensure that every student is receiving what he or she needs to be successful.

Teachers will provide support for special education students that aligns with their individual education plan. Teachers will provide modifications and accommodations and stay in close contact with parents regarding the progress.

District Name	Board Approval Date
Southwest ISD	August 18, 2020