



Montague Independent School District

ASYNCHRONOUS REMOTE LEARNING PLAN

Updated 8-05-20

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I. INTRODUCTION AND DISTRICT PRIORITIES

As a school district, Montague ISD looks forward to welcoming students back to school on **August 13**. Despite the challenges with COVID-19, our district will continue to provide an excellent education to our students, including both in-person and remote learning environments. As the public health crisis continues, we plan to open the 2020-21 school year with a focus on the health, safety, and well-being of our staff, students, and community.

Montague ISD is planning for two different instructional environments, in-person and remote learning. Our plans follow the recommendations for school opening and operations provided by the Centers for Disease Control and Prevention (CDC), the Texas Education Agency, and state and local health officials.

The attached plan is the Asynchronous Remote Learning Plan that will be followed by Montague ISD during the 2020-2021 school year.

The situation with COVID-19 is continuously changing, as are the protocols and measures needed to keep students and staff safe. Plans will remain flexible to accommodate potential changes and these guidelines may be modified as needed. As adjustments may be necessary throughout the coming school year, it will be our priority to keep the community informed of those changes and updates. The Montague ISD website (www.montagueisd.org) will provide you with the most up-to-date information.

Please note, health guidance cannot anticipate every unique situation. As a result, Montague ISD will continue to consult available guidance through governmental agencies and other relevant information to monitor the situation. The district will comply with applicable federal and state employment and disability laws, workplace safety standards, and accessibility standards to address individual needs.

It is important to remember the virus that causes COVID-19 can be spread by infected persons who have little or no symptoms, but are still contagious, and a person they infect may become seriously or fatally ill. Especially vulnerable are persons 65 years of age or older with pre-existing health conditions, which places them at higher risk. Due to the threat's hidden nature, Montague ISD expects all employees, students, and families to follow the practices and procedures in place rigorously.

II. COMMUNICATION

The designated communication team regarding all COVID19 related issues at Montague ISD will consist of the following school district administrators & directors. If you have any questions or concerns, please direct those to our designated team:

Superintendent

Carla Hennessey

Principal

Angela Kleinhans

Maintenance/Transportation Director

BJ Parr

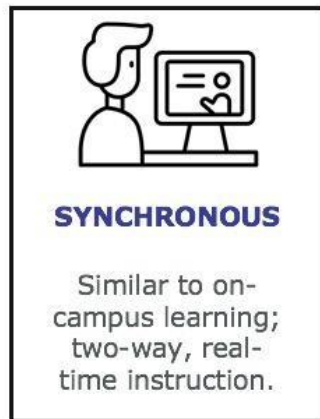
Food Service Director

Kelly Travis

III. GUIDING PRINCIPLES

The goal of this plan is to provide ongoing rich and robust TEKS-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards. We realize that learning will be modified in a remote and digital environment. Montague ISD will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model.

1. Supporting students' academic and emotional wellness while maintaining home and school balance.
2. All students and families will have access to quality educational materials aligned to the TEKS and to the supports needed to successfully access those materials.
3. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of each student.
4. Educators, students, and parents need support, encouragement, and compassion to ensure their success.



Asynchronous instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. For students engaged in the day, they would be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; Progress from teacher to student interaction made that day; evaluating the completion and understanding of assignments that day.

Synchronous instruction is similar to on-campus learning. It is two-way, real-time, live instruction between students and teachers through the computer or other electronic devices or over the phone.

Montague ISD will implement this model of Asynchronous Instruction, with some Synchronous Instruction available. Our LMS (Learning Management System) will be Seesaw for PK-3rd grade and Google Classroom for grades 4-8.

IV. METHODS OF IMPLEMENTATION FOR CONSIDERATION

As the number of students may change over the course of the year, teacher assignments may also change to accommodate serving each student in either remote or online instruction. In the schedules provided, family input and perspective in their selected pathway was collected through family engagement surveys, emails, and virtual parent meetings locally and across the state.

In order to maintain the movement of students between remote and on-campus learning it is paramount that we maintain fidelity in the classroom. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain a consistency in learning so students will maintain growth. Students should provide notice to the campus principal if they intend to voluntarily change their learning platform for the next two weeks period.

V. INSTRUCTIONAL SCHEDULES

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 match or exceed the following daily minimum across all grade levels. 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/county, all MISD teachers will quickly pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons in our LMS for on-campus learners, remote learners, and intermittent learners. There is likely to be student movement across models, and MISD is prepared to make these transitions as seamless as possible.

Introduction for all schedules

Learning requirements for the grades are listed below. To assist families in scheduling these learning expectations and to provide additional resources to keep healthy routines in place during social distancing, please see a suggested daily schedule included as well. Schedules may differ somewhat by teacher/grade level.

MISD Remote Virtual School Sample Schedules

Schedules reflect a suggested sample of a full day for a virtual student in the Montague ISD.

Expectations

- Students will be expected to turn in work every day and communicate with their teachers.
 - State standards require students meet a minimal amount of daily minutes to receive daily attendance.
 - Montague ISD will expect students to meet the minute requirements that the district requires for face-to-face instruction.
 - Instructional Minutes are aligned to district face-to-face minutes requirements.
- Grading guidelines for remote virtual school will follow the same Montague ISD grading guidelines utilized for students enrolled in face-to-face instruction.
- Students who select remote virtual instruction will remain in the remote virtual classroom for 2 weeks. For example, if families select remote virtual learning for their student, they cannot transition back to face-to-face until the 2 week period ends.
- A variety of educational platforms will be utilized for the remote virtual classroom including but not limited to Google Classroom and Seesaw. Students will be required to navigate grade-level appropriate platforms and submit assignments virtually through those platforms.
- Families of younger students will be expected to assist them to access the device, get started daily, and stay on task.
- Montague ISD is providing electronic devices if needed. Chromebooks and iPads may be checked out as needed.

Additional Support and Special Services

- Resource services will be provided **asynchronously or synchronous** during core instructional time and/or during the resource/RTI/tutoring time.
- In-class support services will be provided during **asynchronous** or **synchronous** instructional time depending on the need of the student and the teacher schedule.

Example Daily Schedule PreK/K		Instructional Minutes
8:00	Login to Seesaw by 8 a.m. to begin your day.	
8:00 – 9:00	Attendance taken by the appropriate staff and review daily expectations.	
8:15-9:45	Reading and Writing Asynchronous Whole Group (may include optional synchronous instruction) Asynchronous Work Stations Small group asynchronous teacher table	90
9:45-10:45	Math Asynchronous Whole Group (may include optional synchronous instruction) Asynchronous Work Stations Small group asynchronous teacher table	60
10:45-11:30	Lunch/Recess	45
11:30-12:45	Nap	75
12:45-1:15	Science/SS Asynchronous Whole Group Asynchronous Work Stations Small group synchronous teacher table	30
1:15-1:30	Snack	15
1:30-2:20	(Resource/RTI/Tutorials (Synchronous))	50
2:00-2:30	PE (Asynchronous)	30
2:30-3:25	Specials (Asynchronous/Synchronous)	55
	Homework or additional time needed for in-depth play	

Example Daily Schedule 1st-2nd Grade		Instructional Minutes
8:00	Login to Seesaw by 8 A.M to begin your day.	
8:00 - 8:15	Attendance taken by the appropriate staff and review daily expectations.	
8:15-10:45	Reading and Writing Asynchronous Work Stations Small group asynchronous teacher table Istation	145
10:45-11:30	Lunch/Recess	45
11:30-12:40	Math	70
12:40-1:25	Resource/RTI/Tutorials (Synchronous)	45
1:25-1:55	Science Asynchronous Whole Group (may include synchronous instruction) Asynchronous Work Stations	30
1:55-2:55	PE (Asynchronous)	60
2:55-3:25	SS Asynchronous Whole Group Asynchronous Work Stations	30
	Homework or additional time needed for work	

Example Daily Schedule 3rd Grade		Instructional Minutes
8:00	Login to Seesaw by 8 A.M to begin your day.	
8:00 – 9:00	Attendance taken by the appropriate staff and review daily expectations.	
8:15-10:15	Reading and Writing Asynchronous Work Stations Small group asynchronous teacher table Istation	120
10:15-11:25	Math	70
11:25-12:10	Lunch/Recess	45
12:10-1:00	SS Asynchronous Whole Group (may include synchronous instruction) Asynchronous Work Stations	40
1:00-1:30	Science Asynchronous Whole Group (may include synchronous instruction) Asynchronous Work Stations	30
1:30-2:25	Resource/RTI/Tutorials Synchronous	55
2:25-3:25	PE (Asynchronous)	60
	Homework or additional time needed for work	

Example Daily Schedule 4th/5th Grade		Instructional Minutes
8:00	Login to Google Classroom by 8 A.M to begin your day.	
8:00 – 9:00	Attendance taken by the appropriate staff and review daily expectations.	
8:15-10:15	Reading and Writing Asynchronous Work Stations Small group asynchronous teacher table Istation	120
10:15-11:25	Math	70
11:25-12:10	Lunch/Recess	45
12:10-1:00	SS Asynchronous Whole Group (may include synchronous instruction) Asynchronous Work Stations	40
1:00-1:30	Science Asynchronous Whole Group (may include synchronous instruction) Asynchronous Work Stations	30
1:30-2:25	Resource/RTI/Tutorials Synchronous	55
2:25-3:25	PE (Asynchronous)	60
	Homework or additional time needed for work	

Example Daily Schedule 6th-8th Grade		Instructional Minutes
8:00	Login to Google Classroom by 8:00 sharp to begin your day!	n/a
8:00-9:00	Attendance taken by the appropriate staff and review daily expectations.	
8:00-8:50	1st Period	50
8:54-9:49	2nd Period	55
9:50-10:03	Morning Break	13
10:07-11:02	3 rd Period	55
11:06-11:55	4th Period	49
11:55-12:25	Lunch	
12:29-1:24	5th Period	55
1:28-2:23	6th Period	55
2:27-3:25	Resource/RTI/Tutorials (Synchronous)	45
	Homework or additional time needed for work	

VI. MATERIAL DESIGN

Description

MISD staff will utilize the TEKS Resource System, Texas Home Learning (THL) 3.0, and various other TEKS-based, state-adopted instructional materials locally adopted by the district will be used. 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. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, MISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
Texas Home Learning 3.0	For adopted grade levels and content areas, THL 3.0 will serve as instructional materials for both in-person and remote learning. MISD will leverage THL 3.0 materials in the order of the provided module/unit scope and sequence.
TEKS Resource System	<p>MISD will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each new THL module/unit.</p> <p>MISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the THL scope and sequence as needed and as appropriate for the order of the content.</p> <p>MISD will use the TRS Year at a Glance and Instructional Focus documents for content areas for which we are not adopting THL.</p>
Other TEKS-based, state-adopted instructional materials	<p>MISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas that do not have THL 3.0 offerings, or for which we have chosen not to adopt THL 3.0.</p> <p>In addition, MISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the THL scope and sequence and as personalized digital learning tools.</p>

Feedback Timelines

Feedback will be provided through the LMS and Parent Portal regarding student work and assignment completion. Three week progress reports will be provided through Ascender Parent Portal and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

Contact logs will be provided to all teachers to document weekly contact.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be

attached in Google classroom or SeeSaw with adaptations as needed for individual students. Texas Home Learning 3.0 will help to address students with disabilities and English Learners.

Coherence in Instruction

Depending on the number of students committing to remote learning, we have two options of delivery. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need. After parents complete their selected pathway, we will have a more solid outline of our plan of action.

- **Option 1:** Smaller number of students would allow the classroom teacher to use the classroom resources and capture lessons using various technology devices. Students would access content through the LMS and designated district-provided devices.
- **Option 2:** Students in remote learning would access Texas Home Learning 3.0 through the locally supplied LMS, while the students on campus would continue with the district provided resources. Being a small school, teachers are expected to teach in-class students and remote learners simultaneously. The Texas Home Learning 3.0 would allow teachers to plan more effectively for both pathways.

Instructional materials and activities in both options will be the same content as provided in the classroom to the greatest extent possible. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

Lesson Preparations

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the LMS and audio/video enable students in remote settings to be successful with participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom (grades 4-8) and SeeSaw (PK-3rd). All assignments and activities will be 100% online; paper packets will not be available.

To support our students who are served in their special programs, teachers will participate in bi-weekly PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Live teacher assistance can take place each day during office hours of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on-campus grading system and entered into TXEIS. Our goal is to prioritize content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

Students with Disabilities

For students with disabilities, MISD special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs, 504 plans, IAPs to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

VII. Instructional Materials

Instructional Materials/ Assessment	Grade Level(s)	TEKS Aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
MATH INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
Renaissance STAR	Elementary Secondary	Yes	Progress monitoring for IEP attainment. Can be used as universal screener for Dyslexia.	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
Istation	Elementary Secondary	Yes	This tool helps teachers identify gaps in student learning and can serve as a remote curriculum resource.	Vocabulary, Growth measure, bases lessons on student needs	Online, Instructional Tool and Data Tool
Get More Math	Secondary	Yes	This tool helps teachers identify gaps in student learning and can serve as a remote curriculum resource.	Vocabulary, Growth measure, bases lessons on student needs	Online, Instructional Tool and Data Tool
District Adopted Textbook	K-8	Yes	Grade level curriculum with 100% of TEKS coverage	Both English and Spanish	Print and Online Instructional Tool

READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS

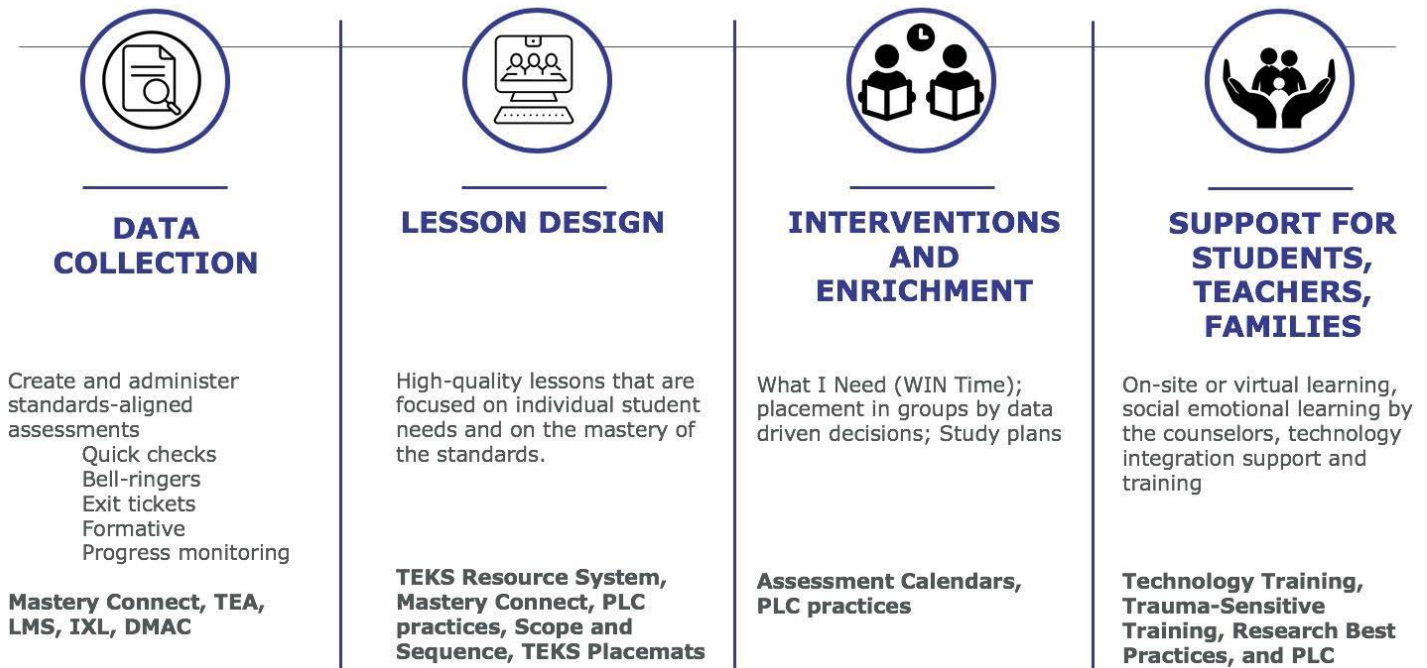
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
Renaissance STAR	Elementary Secondary	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
Istation	Elementary Secondary	Yes	This tool helps teachers identify gaps in student learning and can serve as a remote curriculum resource.	Vocabulary, Growth measure, bases lessons on student needs	Online, Instructional Tool and Data Tool
TPRI	Elementary	Yes	Progress monitoring to identify student strengths and areas of need	This tool helps teachers identify gaps in student learning and can serve as a remote curriculum resource.	Print, Data Tool
District Adopted Textbook	PK-12	Yes	Grade level curriculum with 100% TEKS coverage	Both English and Spanish	Print and Online Instructional Tool

SOCIAL STUDIES INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	Elementary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
District Adopted Textbook	PK-12	Yes	Grade level curriculum with 100% TEKS coverage	Both English and Spanish	Print and Online Instructional Tool
SCIENCE INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Year at a Glance, Instructional Focus Documents	6-12	Yes	Adopted instructional materials include teacher guidance for differentiation. Digital materials are 508 accessible.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	N/A (teacher planning tool only)
District Adopted Textbook	PK-12	Yes	Grade level curriculum with 100% TEKS coverage	Both English and Spanish	Print and Online Instructional Tool
IXL	Elementary Secondary	Yes	Grade level curriculum	Includes built-in supports for ELs in lessons.	Online, Instructional Tool and Data Tool
Mystery Science	Elementary Secondary	Yes	Grade level curriculum	Includes built-in supports for ELs in lessons.	Online, Instructional Tool and Data Tool

VIII. STUDENT PROGRESS

Description

With the closure from March to May, we are expecting skill deficiencies. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. In order to support the foundational understandings of the concepts taught during the last 9 weeks, we are implementing a COVID-19 Implementation Gap Plan. This gap plan is outlined in 4 main areas below: Data Collection, Lesson Design, Interventions and Enrichments, and Support for Students, Teachers, and Families.



Student Access

Students will access assignments, including assessments, projects, and communication through the Learning Management System. Seesaw is the selected LMS for grades PK-3rd grade, and Google Classroom is the LMS for grades 4-8. For synchronous teaching, the district will use Zoom. Students are expected to complete and turn in assignments on a daily basis to receive attendance for the day. Students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.

Data Collection

Montague ISD teachers will leverage or adapt and administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point. Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. For content areas and grade levels using THL, MISD will leverage the assessments that are included with THL. Quick checks (exit tickets, short quizzes, etc.) will also be implemented to track progress and level of mastery of understanding. Progress monitoring will be tracked and communicated through our Learning Management System. Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately-paced to correspond with our scope and sequence.

Resources: Texas Home Learning, Texas Education Agency assessments, LMS assessments, DMAC, Istation, STAR, and other state adopted curriculum resources.

Active Engagement

Active engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled when the following items have been achieved.

1. Completion of lessons, activities, assessments, and/or projects on a daily basis, OR
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment, OR
3. Daily contact with the teacher.

A teacher or campus representative will input the student's attendance into TXEIS, based on the student's engagement. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100-point scale.

Assessment Framework

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Teachers and school testing coordinators will be trained on how to deliver online assessments.
3. Test security protocols will be put in place in school and remotely.
4. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the LMS.
5. All assessments will guide instruction.

Lesson Design

Montague ISD believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards.

MISD will create a modified scope and sequence-based on the intentional alignment of standards missed as a result of lost instructional time. High priority/essential state standards will be identified for each core subject area.

Resources: Texas Home Learning 3.0, TEKS Resource System Scope and Sequence, PLC common planning

Academic Interventions and Enrichments

MISD will serve students in small group instruction during content support. The level of support and placement in the groupings will be determined by on-going assessment data.

Study plans and student conferences will be used to provide a personalized approach to each student. These practices have been in place for multiple years and proven effective in accelerating student learning.

Resources: Assessment Calendars, PLC common planning, DMAC, BOY Assessment

Educator, Parent, and Student Support

Classroom teachers, students, and learning coaches need on-going supports during this time. Campuses will create an On-Site or Virtual Professional Learning team by combining the expertise of the principal, counselor, and Campus Improvement Team teachers to support the campus staff and families of remote learners and the students on-campus. Parent/Learning Coach support will be provided training on technology integration in the home using Google Classroom and Seesaw. In addition, social and emotional well-being will be provided by campus staff 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.

Although we know distance learning during the spring was a major challenge for teachers, we also recognize that in many cases the disruption for families has been even greater. Our goal this year is to help parents best support their child, learn how and when to intervene, and provide structure and balance in the home while providing instruction.

Resources: Technology Training, COVID Awareness Training, Researched Best Practices, and Professional Learning Communities (PLC)

IX. IMPLEMENTATION

Description

The goal of this work is to ensure seamless learning that consists with thoughtful lessons and activities.

Attendance Reporting

Official attendance is taken daily at 9:15 a.m.

Extra/Co-Curricular Participation

The school district maintains the right to determine eligibility in UIL and school sponsored programs.

Students opting for the asynchronous/remote learning plan, will be eligible to participate in and/or compete in school sanctioned and approved extracurricular activities, co-curricular activities, and the work-based practicum.

Parents/Guardians

At the beginning of the school year, parents and guardians will be invited to a small group meeting to participate in a demonstration of *What is a Chromebook and How do I get to Google Classroom?* Our goal is to conduct more training as Lunch and Learns each month and share on our district's website. Each session will be developed in a sequence of topics determined by high-interest and parent suggestions.

Constant communication will flow between our staff and parents through Google classroom, Seesaw, personal contact from teachers via email, virtual platforms or voice calls. It is paramount that MISD students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence 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 these delivery methods.

Parent Meeting

When a student goes from on-campus learning to remote, a virtual meeting will be scheduled to review the expectations of remote learning with both the parent and the student. Discussion points will include- completing and grading of assignments, who and how to contact support, and attendance requirements for promotion and graduation.

Teachers/Instructional Paraprofessionals

MISD staff will participate in synchronous and asynchronous professional learning technology-related sessions. These sessions were designed following a review of district needs and the needs to create a stronger remote learning environment.

Topics: Google Classroom, SeeSaw, Istation, Trauma and Mental Health, and COVID-19 Awareness.

In addition, staff MISD teachers will engage in ongoing professional learning that is specific to their content area and instructional materials. Teachers will also participate in bi-monthly PLC meetings to align practices and monitor student progress.

Administrators

MISD administrators will participate or have already participated in the following professional learning sessions in order to develop a stronger understanding of remote learning:

- **Excellence in Remote Instructional Delivery** conducted by the Texas Education Agency
July 20-Aug 7
- **Designing a Remote School Modules 1-3** conducted by the Texas Education Agency July 29-31

MISD will work closely with our Educational Service Center - Region IX and other partners to plan support for remote learning.

MISD Administrators 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.

Ongoing Communication/Learning

Professional Learning Community (PLC) planning time is conducted for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction.

THL 3.0 will provide continuous learning for staff to continue to be proficient in the implementation of home learning.

ESC 9 will provide support to all teachers in all subject areas to help with the implementation of remote learning and online programs and services.

Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies,

Tools: Montague ISD's main communication tools for parents and students will be the following:

- a. Email and Remind for district-wide communication
- b. Google Classroom and/or Seesaw for teacher-parent-student discussions
- c. For real-time instructional support and delivery of content we will all communicate through Zoom
- d. Public website: MISD will maintain general information on its status for the public on our main website www.montagueisd.org

Curriculum Gap Documents

All MISD teachers will be provided instructional documents which include the highest leverage standards in each subject by grade level. Other resources include: *TEKS Resource Gap Tool*, which teachers can leverage to identify gaps prior to teaching each THL 3.0 module/unit.

MISD will create a fail-safe process to identify every student who needs interventions or extensions, and then ensure that each student receives the appropriate help in a timely manner. Students who are experiencing difficulty are required, rather than invited, to utilize our campus support services. Each student's data is looked at individually.

Resources to Maximize Remote Learning

- A. The following are resources provided by MISD to help teachers implement a more thoughtful remote learning opportunity.
 - TEKS Resource System
 - Texas Home Learning (THL) 3.0
 - Istation

- B. The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.
- Google Classroom
 - Seesaw
- C. Identifying Internet Providers and Getting Connected
- The district is working with the Texas Education Agency to partner with internet providers to assist in providing free or a reduced-priced service during the pandemic crisis. The district will deploy devices and possible internet access to homes on an as needed basis if the entire district is forced to transition to remote learning during the school year.
- D. Deployment of Student Devices
- Families of Remote Learning students will be contacted directly to set-up a time for device pick-up and training.

Student Roles and Responsibilities:

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check Seesaw and Google Classroom for assignments.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when you need assistance. We are here to help.
- Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for attendance and credit for the day.
- Attend live instruction appropriately dressed in accordance to MISD dress code.

Parent/Learning Coach Roles and Responsibilities:

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning.
- Monitor communication from teachers and school.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Attend district/campus trainings for implementation supports.
- Use teacher office hours to help strength asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.

Professional Development Calendar		
August	In-service Training on Asynchronous learning and technology updates Gap Implementation Tool Training PLC Team meetings T-TESS Goal Setting	August 6, 2020 August 10, 2020 Prior to August 17
September	PLC Team meetings Staff meeting (After school) High Reliability Leadership Training	TBD September 14, 2020 September 14, 2020
October	PLC Team meetings Staff meeting (After school) High Reliability Leadership Training	TBD October 5, 2020 October 12, 2020
November	PLC Team meetings Staff meeting (After school) High Reliability Leadership Training	TBD November 9, 2020 November 9, 2020
December	PLC Team meetings Staff meeting (After school) High Reliability Leadership Training	TBD December 7, 2020 December 3, 2020
January	PLC Team meetings Staff meeting (After school) High Reliability Leadership Training	TBD January 4, 2021 January 19, 2021
February	PLC Team meetings Staff meeting (After school) High Reliability Leadership Training	TBD February 8, 2021 February, 8, 2021
March	PLC Team meetings Staff meeting (After school)	TBD March 8, 2021
April	PLC Team meetings Staff meeting (After school)	TBD April 12, 2021
May	PLC Team meetings Staff meeting (After school) T-TESS End of the Year Conference & Goal Setting	TBD May 3, 2021 Prior to May 28 th

Montague ISD Contact Information:

- For assistance regarding a course, assignment, or resource: the relevant teacher, email or phone (940)894-2811.