Waller ISD Online Learning
Grade Levels: ECSE - 12 (18 +)
TEA 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.

ECSE/PREKINDERGARTEN	275 MINUTES DAILY

- **45 minutes - Live and 230 minutes - Independent**
- **The teachers are available during their conference periods to support or during their daily office hours that are shared with parents**

SUBJECT	RECOMMENDED DAILY MINUTES	INSTRUCTION TYPE
ELAR/SLAR *Phonemic Awareness* *Interactive Read Aloud* *Concept Mini-Lesson* *Shared Reading* *Handwriting* *Literacy Stations*	90	• **3 days weekly:** Independent • **2 days weekly:** 45 min. Live 45 min. Independent
Math *Counting* *Number Talks* *Concept Mini-Lesson* *Work Stations*	75	• **3 days weekly:** Independent / Unscheduled • **2 days weekly:** 45 minus Live 30 min. Independent
Science	20	• **5 days weekly:** Independent
Specials *P.E.* *Music*	30	• **4 days weekly:** Independent
Social/Emotional Learning	30	• **4 days weekly:** Independent • **1 day weekly:** 30 min. Live
Child-Directed Play	30	• **5 days weekly:** Independent

- **45 minutes daily - Live and 275 minutes daily - Independent**
- **The teachers are available during their conference periods to support or during their daily office hours that are shared with parents**

SUBJECT	RECOMMENDED DAILY MINUTES	INSTRUCTION TYPE
ELAR/SLAR *Readers Workshop* *Read Aloud* *Phonics/Phonemic Awareness* *Shared Reading* *Handwriting & Grammar/Conventions* *Writers Workshop*	160	● **3 days weekly:** Independent ● **2 days weekly:** 45 min. Live 115 min. Independent
Math *Number Talks* *Numeracy/Problem Solving Strategies* *Concept Mini Lesson* *Work Stations/Performance Tasks*	80	● **3 days weekly:** Independent ● **2 days weekly:** 45 minus Live 35 min. Independent
Social Studies/Science	30	● **5 days weekly:** Independent
Specials *P.E.* *Music* *Social/Emotional Learning*	50	● **4 days weekly:** Independent ● **1 day weekly:** Live

- **45 minutes daily - Live and 275 minutes daily - Independent**
- **The teachers are available during their conference periods to support or during their daily office hours that are shared with parents**
- **Recommended time for needed student interventions is an additional 30-50 minutes per day. Teachers will discuss interventions with families as needed**

SUBJECT	RECOMMENDED DAILY MINUTES	INSTRUCTION TYPE
ELAR *Readers Workshop* *Read Aloud* *Handwriting & Grammar/Conventions* *Spelling/Word Work* *Writers Workshop*	120	• **3 days weekly:** Independent • **2 days weekly:** 45 min. Live 75 min. Independent
Math *Number Talks* *Problem Solving Strategies* *Concept Mini Lesson* *Work Stations/Performance Tasks*	80	• **3 days weekly:** Independent • **2 days weekly:** 45 minus Live 35 min. Independent
Social Studies	30	• **5 days weekly:** Independent
Science	40	• **5 days weekly:** Independent
Specials *P.E.* *Music* *Social/Emotional Learning*	50	• **4 days weekly:** Independent • **1 day weekly:** Live

TIME	PERIOD	NOTES
7:55 - 8:46	Period 1	• Students receive an average of 350 minutes of both synchronous (live) and/or asynchronous instruction each day. This is 50 minutes per class period.
8:50 - 9:41	Period 2	
9:45 - 10:36	Period 3	
10:40 - 11:15	Period 4 (Advisory)	• Core and elective subject areas will be offered.
6th Grade Lunch / 7th & 8th Grade Period 5		• Daily schedules will be provided to parents and students.
11:15 - 11:45	Period 5	
7th Grade Lunch / 6th & 8th Grade Period 5		• Teachers will provide a minimum of 2 live or prerecorded instruction sessions weekly, in addition to the office hours/tutorials.
11:45 - 12:15	Period 5	
8th Grade Lunch / 6th & 7th Grade Period 5		• Office hours will be available for one-on-one conferences after school for parent and student assistance. Conferences can be requested by the teacher and/or student/parent to answer questions, remediate instruction, or to reteach difficult material.
12:15 - 12:45	Period 5	
12:49 - 1:40	Period 6	
1:44 - 2:35	Period 7	
2:39 - 3:30	Period 8	• In addition, teachers will provide conference period times to parents and students.
3:30 - 3:55	Office Hours/ Tutorials	• Online students will be synchronous/live with video on for all tests/assessments/benchmarks.

TIME	PERIOD	NOTES
7:55 - 8:45	Period 1	● Students receive an average of 350 minutes of both synchronous (live) and/or asynchronous instruction each day. This is 50 minutes per class period.
8:50 - 9:25	Period 2 (Advisory)	
9:30 - 10:20	Period 3	● Core and elective subject areas will be offered.
10:25 - 11:15	Period 4	● Daily schedules will be provided to parents and students.
6th Grade: 5th & 6th Period		
11:50 - 12:40	Period 5	● Teachers will provide a minimum of 2 live or prerecorded instruction sessions weekly, in addition to the office hours/tutorials.
12:45 - 1:35	Period 6	
8th Grade: 5th & 6th Period		● Office hours will be available for one-on-one conferences after school for parent and student assistance. Conferences can be requested by the teacher and/or student/parent to answer questions, remediate instruction, or to reteach difficult material.
11:20 - 12:10	Period 5	
12:45 - 1:35	Period 6	
7th Grade: 5th & 6th Period		
11:20 - 12:10	Period 5	● In addition, teachers will provide conference period times to parents and students.
12:15 - 1:05	Period 6	
1:40 - 2:30	Period 7	● Online students will be synchronous/live with video on for all tests/assessments/benchmarks.
2:35 - 3:30	Period 8	
3:30 - 3:55	Office Hours/ Tutorials	

TIME	PERIOD	NOTES
7:15 - 8:06	Period 1	• Students receive an average of 350 minutes of both synchronous (live) and/or asynchronous instruction each day. This is 50 minutes per class period.
8:11 - 9:10	Period 2	
9:15 - 10:06	Period 3	
10:11 - 11:32	Period 4	• Core and elective subject areas will be offered.
10:06 - 10:36	4A Lunch	• Daily schedules will be provided to parents and students.
11:02 - 11:32	4B Lunch	
11:37 - 12:58	Period 5	• Teachers will provide a minimum of 2 live or prerecorded instruction sessions weekly, in addition to the office hours/tutorials.
11:32 - 12:02	5A Lunch	
12:28 - 12:58	5B Lunch	• Office hours will be available for one-on-one conferences after school for parent and student assistance. Conferences can be requested by the teacher and/or student/parent to answer questions, remediate instruction, or to reteach difficult material.
1:03 - 1:54	Period 6	
1:59 - 2:50	Period 7	
2:50 - 3:20	Office Hours/ Tutorials	• In addition, teachers will provide conference period times to parents and students.
		• Online students will be synchronous/live with video on for all tests/assessments/benchmarks.

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	Students are expected to engage in the scheduled content synchronous/asynchronous learning for the following minutes per day: ● PreK: 275 minutes ● K - 2: 320 minutes ● 3 - 5: 320 minutes ● 6-8: 350 minutes ● 9-12: 350 minutes Elementary student schedules are based on an estimated time duration per subject based on the Waller ISD Minutes of Instruction that is used for on-campus instruction. Secondary student schedules are based on enrolled courses, which mirrors on-campus. During the day, students will have access to all activities through Google Classroom, whether on-campus or online. Some of the activities are live and others are self-paced independent activities. Teachers will track completion of assignments online for engagement/attendance measures. Students will be expected to complete and turnin subject area daily work to receive credit for the day. Each week, students will receive the weekly schedule on Monday. The class assignments will be released in Google Classroom each morning. Additional synchronous (live) opportunities of small group instruction, interventions, tutorials, and/office hours are available daily: ● Small group instruction time or interventions is determined on an as-needed basis by teachers ● Individual tutorials is determined on an as-needed basis by teachers or parent/student request ● Office hours attendance is optional and based on student choice.
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?	To better align instruction between our online and on campus learners, the time of engagement will be consistent between the two instructional methods. This will allow us to "flip" if needed from on-campus to online easily. The same assignments and grading guidelines will be in place for online and on campus learners. In the above schedules, students will complete 275 - 350 minutes in learning each day depending on the grade level. Instruction will be a blend of live and independent learning, with students having the option for live instruction through small groups, interventions, tutorials, and office hours. Teachers will be checking in with their assigned students and ensuring engagement and attainment during the instructional days, at minimum weekly.
What are the expectations for teacher/student interactions?	Teachers are expected to engage with students through daily feedback. Teachers/students will also interact in small group instruction, interventions, tutorials, and daily office hours that will be established where they can meet with students and help them. Attending office hours and tutorials are not mandatory - students will choose to attend. In addition, elementary and secondary have identified Live instruction opportunities during the week.

How will teacher/student interactions be differentiated for students with additional learning needs?	Students selected for small group intervention sessions will be based on student need/data in Google Classroom, previous student data in Eduphoria Aware, data from the end of year Lead4ward teacher feedback, and data from the beginning of the year universal screeners.
	• Istation, Fast Forword, & Dreambox data will serve as a diagnostic for teachers to identify students who need more 1:1 support
	• Assignments in Istation, Fast Forword or Dreambox have the ability of software systems to be adaptive and self-paced which adapt to student performance levels and personalize instruction to specific needs.
	• Intervention sessions will be conducted live via Zoom.
	Students with disabilities, students of special populations or EL will also have access to additional accommodations in the instructional materials. Students will be provided additional support by specialized teachers and paraprofessionals who will also provide personalized support during designated officer hours, tutorials, small group instruction, and interventions. Specialized teachers have been made co-teachers in Google Classrooms to allow for accommodations or modifications as specified in student IEPs/online learning contingency plan and to allow for support during Live instruction.

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

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	ECSE - 5	Big Ideas in Early Mathematics, Erickson Institute PK Go Math, HMH K-5 Mission Math, Cosenza K-5 Engaging Mathematics, 2-5, Region 4 Dreambox WISD Curriculum	Digital Common Unit Assessments Digital Common District Assessment TEMI ESTAR/MSTAR Rapid Assessments K-2, TEA Google Classroom Assigned Activities Interim Assessments - TEA	**Yes** Curriculum and Instruction guides are developed from instructional materials that are TEKS aligned and research based	Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Live InClass Support services. Accommodations and Modifications to instructional materials applied according to the student's IEP/online learning contingency plan. Access to Supplemental Aids Differentiated Resources: Closing the Distance, Region 4; Mission Math K-5; Performing Math, Cosenza 3-5 Dreambox Virtual Manipulatives Equatio - Math made digital (chrome extension) Unique Learning/N2Y Read/Write Program	Linguistic classroom accommodations for instruction will be implemented by teachers. Linguistic accommodations and designated supports for assessment will be determined by the LPAC committee. Go Math, Engaging Mathematics and Dreambox include English and Spanish All teachers have received training on the Seidlitz Seven Steps to a Language Rich Interactive Classroom. They will provide differentiated instruction to meet the needs of the ELs. Access to LEP interventionist aide and bilingual aide for in-class support and interventions

			Texas Formative Assessment Resource - TEA Assessment data collected in AWARE			Eduphoria eCourse on ELPS for all staff members
Math Instructional Materials	6 - 12 (18+)	**6 - 8 Grade** WISD Math Curriculum TI-Nspire CX or TI-84+ provided to students in grades 8-12 Equatio/ Mathspace McGraw-Hill Course1, Course 2, and Course 3 Illustrative Mathematics: 6th - 8th Grades Mission Math - Cosenza and Associates: Grades 6-8 Performing Math: Cosenza and Associates: Grades 6-8 Engaging Math: Region 4 Mathematics Grades 6-8 Lead4ward Teach Transform: Proportionality	Digital Campus Assessments with data collected in Aware Digital District Common Assessments MSTAR Formative Assessments - Math Talks Interim Assessments - TEA Texas Formative Assessment Resource - TEA Google Classroom Assigned activities	**Yes** Curriculum and Instruction guides are developed from instructional materials that are TEKS aligned and research based	Access to Supplemental Aids Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Live InClass Support services. Accommodations and Modifications to instructional Materials applied according to the student's IEP/online learning contingency plan. Virtual Manipulatives Region 4 - Closing the Distance Calculator EquatIO / Mathspace Read/Write Program Unique Learning/N2Y https://curriculum.illustrativemathematics.org/MS/teachers/supporting_swd.html	Linguistic classroom accommodations for instruction will be implemented by teachers. Linguistic accommodations and designated supports for assessment will be determined by the LPAC committee. All teachers have received training on the Seidlitz Seven Steps to a Language Rich Interactive Classroom. They will provide differentiated instruction to meet the needs of the ELs. Access to bilingual aide for in-class support and interventions Eduphoria eCourse on ELPS for all staff members McGraw-Hill and HMH provide English and Spanish Resources. Dreambox provides Spanish Resources and supports in Spanish. Read/Write Program https://curriculum.illustrativemathematics.org/MS/teachers/supporting_ell.html

		Dreambox **9-12 Mathematics** Algebra 1, Geometry, Algebra 2 - HMH Illustrative Mathematics: Algebra 1, Geometry, Algebra 2 Mission Math - Cosenza and Associates: Grades Algebra 1, Geometry, Algebra 2 Performing Math: Cosenza and Associates: Algebra 1 Engaging Math: Region 4 Mathematics Algebra 1, Geometry, Algebra 2 Discovering Geometry, Advanced Algebra - Kendall Hunt Pre-Calculus, Calculus, MMA - Pearson AP Calculus: Pearson, Openstax Algebraic Reasoning - Cosenza and Associates				

		Statistics - Openstax AP Statistics - Macmillan Learning Dreambox - Algebra 1 Dual credit courses utilize the instructional materials identified by the institution of higher education WISD Curriculum				

| ELA Instructional Materials | ECSE - 5 | Units of Study Phonics K-2

Units of Study Reading K-5

Units of Study Writing K-5

Heggerty Phonemic and Phonological Awareness Pk-1

Esperanza

Literacy Beginnings

CLI Engage

Literacy Continuum

Reading Strategies

Writing Strategies

Patterns of Power

TCRWP Classroom Libraries

Teaching Phonics and Word Study

Epic!

WISD Curriculum | Digital Campus Assessments with data collected in Aware

Digital District End Of Unit Common Assessments

Benchmark Assessment System Reading Inventory

Systema de Lectura

ISIP

TXKEA

Texas Formative Assessment Resource - TEA

Read/Write Program

Google Classroom Assigned activities

Reading Assistant Plus | **Yes**

Curriculum and Instruction guides are developed from instructional materials that are TEKS aligned and research based | Access to Supplemental Aids

Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Live InClass Support services. Accommodations and Modifications to instructional Materials applied according to the student's IEP/online learning contingency plan.

Fast ForWord

Read/Write Program

Unique Learning/N2Y | Linguistic classroom accommodations for instruction will be implemented by teachers.

Linguistic accommodations and designated supports for assessment will be determined by the LPAC committee.

All teachers have received training on the Seidlitz Seven Steps to a Language Rich Interactive Classroom. They will provide differentiated instruction to meet the needs of the ELs.

Access to LEP intervention aide and bilingual aide for in-class support and interventions

Eduphoria eCourse on ELPS for all staff members

Read/Write Program

Fast ForWord

Reading Assistant Plus (RAP)

Read/Write Program

Epic! Spanish version available |

ELA Instructional Materials	6 - 12 (18+)	**6-8 ELA** MHE *Study Sync* Vista Higher Learning *Get Ready!* Newsela **9-12 ELA** Savvas *My Perspectives* Vista Higher Learning *Get Ready!* Newsela Dual credit courses utilize the instructional materials identified by the institution of higher education WISD Curriculum	Digital Campus Based Assessments Digital District Common Assessments Texas Formative Assessment Resource - TEA	**Yes** Curriculum and Instruction guides are developed from instructional materials that are TEKS aligned and research based	Differentiation and scaffolding supports are embedded within the curriculum. Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Live InClass Support services. Accommodations and/or modifications will be provided to students based on their individualized education plan/online learning contingency plan. Read180 for 9-12, Fast Forward/Reading Assistant Plus (RAP) for 6-8 Read/Write Program Unique Learning/N2Y	Linguistic classroom accommodations for instruction will be implemented by teachers. Linguistic accommodations and designated supports for assessment will be determined by the LPAC committee. All teachers have received training on the Seidlitz Seven Steps to a Language Rich Interactive Classroom. They will provide differentiated instruction to meet the needs of the ELs. Access to bilingual aide for in-class support and interventions Eduphoria eCourse on ELPS for all staff members All of these resources support our ELs, but *Get Ready!* focuses primarily on language acquisition. All materials are supported by the state standards and are accessible in digital format. Read/Write Program Fast Forword
Science Instructional Materials	ECSE - 5	Stemscopes Brainpop Epic! WISD Curriculum	Digital Campus Based Assessments Digital District Common Assessments Texas Formative Assessment Resource - TEA	**Yes** Curriculum and Instruction guides are developed from instructional materials that are TEKS aligned and research based	Differentiation and scaffolding supports are embedded within the curriculum. Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Live InClass Support services. Accommodations and/or modifications will be provided to students based on their individualized education plan/online learning contingency plan.	Linguistic classroom accommodations for instruction will be implemented by teachers. Linguistic accommodations and designated supports for assessment will be determined by the LPAC committee. All teachers have received training on the Seidlitz Seven Steps to a Language Rich Interactive Classroom. They will provide

					Read/Write Program Unique Learning/N2Y	differentiated instruction to meet the needs of the ELs. Access to LEP intervention aide and bilingual aide for in-class support and interventions Eduphoria eCourse on ELPS for all staff members Stemscopes provide Spanish resources and supports in Spanish
Science Instructional Materials	6-12 (18+)	**6-8 Science** STEMscopes Kesler Science TI-84+ provided to students in grade 8 **9-12 Science** TI-Nspire CX or TI-84+ provided to students in grades 8-12 Equatio Gizmos (Explore Learning) Biology Scientific Minds McGraw Hill STEMscopes STAAR Review R-4 Curriculum WISD Curriculum	Digital Campus Based Assessments Digital District Common Assessments Texas Formative Assessment Resource - TEA	**Yes** Curriculum and Instruction guides are developed from instructional materials that are TEKS aligned and research based	Differentiation and scaffolding supports are embedded within the curriculum. Read/Write Program Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous InClass Support services. Accommodations and/or modifications will be provided to students based on their individualized education plan/online learning contingency plan. Unique Learning/N2Y	Linguistic classroom accommodations for instruction will be implemented by teachers. Linguistic accommodations and designated supports for assessment will be determined by the LPAC committee. All teachers have received training on the Seidlitz Seven Steps to a Language Rich Interactive Classroom. They will provide differentiated instruction to meet the needs of the ELs. Access to bilingual aide for in-class support and interventions Eduphoria eCourse on ELPS for all staff members

		Biology AP Campbell's Biology Chemistry Holt McDougal Chemistry AP Pearson IPC S3QR Strategies Learning 360 McGraw Hill Physics McGraw Hill Khan Academy AP Physics Khan Academy AP Classroom Earth and Space Pearson AP Environmental Cengage Env. Science Holt McDougal Aquatics Pearson Dual credit courses utilize the instructional materials identified by the institution of higher education WISD Curriculum			

Social Studies Instructional Materials	ECSE - 5	K-2: Brainpop Jr., Epic! 3-5: Studies Weekly, Brainpop K-5: Sora Epic! WISD Curriculum	K-2: Seesaw assigned activities 3-5: Google Classroom Assigned Activities, Common assessments in Google Classroom	**Yes** Curriculum and Instruction guides are developed from instructional materials that are TEKS aligned and research based	Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Live InClass Support services. Accommodations and Modifications to instructional Materials applied according to the student's IEP/online learning contingency plan Differentiation and scaffolding supports are embedded within the curriculum. Studies Weekly has a read aloud option and lexile can be changed in each article. Read/Write Program Unique Learning/N2Y	Linguistic classroom accommodations for instruction will be implemented by teachers. Linguistic accommodations and designated supports for assessment will be determined by the LPAC committee. All teachers have received training on the Seidlitz Seven Steps to a Language Rich Interactive Classroom. They will provide differentiated instruction to meet the needs of the ELs. Access to LEP intervention aide and bilingual aide for in-class support and interventions Eduphoria eCourse on ELPS for all staff members Studies Weekly Spanish version for New Arrival Center students in elementary. Epic! Spanish versions of books Studies Weekly has a read aloud option and lexile can be changed in each article. Read/Write Program
Social Studies Instructional Materials	6-12 (18+)	**6-8 Social Studies** McGraw Hill, Brainpop, **9-12 Social Studies** McGraw Hill, Pearson, TCI, BFW, College Board Dual credit courses utilize the instructional materials identified by the institution	Common assessments in Aware Google Classroom Assigned activities	**Yes** Curriculum and Instruction guides are developed from instructional materials that are TEKS aligned and research based	Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Live InClass Support services. Accommodations and Modifications to instructional Materials applied according to the student's IEP/online learning contingency plan Differentiation and scaffolding supports are embedded within the curriculum. Read/Write Program Unique Learning/N2Y	Linguistic classroom accommodations for instruction will be implemented by teachers. Linguistic accommodations and designated supports for assessment will be determined by the LPAC committee. All teachers have received training on the Seidlitz Seven Steps to a Language Rich Interactive Classroom. They will provide differentiated instruction to meet the needs of the ELs. Access to bilingual aide for in-class support and interventions

		of higher education. WISD Curriculum				Eduphoria eCourse on ELPS for all staff members Read/Write Program

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

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	Instructional materials will be available digitally through the Google Classroom platform. Teachers will redesign them as Google Classroom activities where appropriate, so that students have a more interactive experience. The use of purchased and teacher created videos/screencasts/broadcasts will be part of our online learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and to receive explicit instruction on new content.
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	Waller ISD Special Education Online & On-Campus Protocols Continuity in personalized support for students with specialized needs/services (i.e., special education, 504, English Learners, etc) will be provided appropriately in the online learning environment as determined by each student's IEP/online learning contingency plan. Specialized teachers and paraprofessionals will continue to tailor instructional content and activities to meet the specific needs of these students. Additional Support for Students: ● Students served through special education have a case manager assigned to monitor academic & functional progress and attendance. Case managers assist in identifying any additional supports. They will collaborate with staff members and families to provide additional support as appropriate for the student. ● For speech and related services, virtual therapy is being offered. The opportunity for on-campus services will be offered to the online students as outlined in the student's IEP/online learning contingency plan. ● Students receiving homebound instruction will be serviced remotely by a certified teacher in accordance with their IEP/online learning contingency plan or 504 plan for at least a minimum of 4 hours of instruction per week by the certified teacher. ● LAS assessment will be conducted online for EL students. ● Campus librarians will provide GT services for students in collaboration with the Coordinator of Advanced Academics. An animated exploration board has been created online with engaging activities for our GT students. ● GT 30 hrs of core training and 6 hr update is part of regular training for teachers in the summer and throughout the school year.

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

Component	Explanation
What is the expectation for daily student engagement?	Students are required to be actively engaged daily with subjects/courses. Students who do not demonstrate engagement on a given day will be marked absent. Daily student engagement expectations were detailed and published in the Waller ISD Online Learning Protocols shared via email, social media outlets, and on the district website. The engagement expectations will also be covered by the classroom teachers during the virtual meet the teacher prior to the first day of class and the first week of school. Students participate daily by completing instructional tasks, submitting assignments in Google Classroom. Students will also participate in live sessions scheduled by teachers for instruction, small groups, office hours, and tutorials for additional support for the students.
What is the system for tracking daily student engagement?	Daily, trackable student attendance/engagement exists to ensure curricular progress in online learning. ● Curricular progress and attendance will be measured through: 1. Completion of live and/or independent lessons (activities, questions, assessments, projects) on a daily basis (Google Classroom); or 2. Attending live lessons for tutoring, intervention, small group, and/or enrichment (Zoom attendee summary); or 3. Daily teacher-student interaction (Contact Log) ● Students who have not met at least one of the three requirements above will be marked absent by 5:00 p.m. ● Absences can be resolved if the student engages in daily learning assigned by their teachers by 11:59 p.m. each day. ● Teachers will have the ability to go back to make any changes/corrections to attendance postings in Skyward for 2 days after the attendance day. ● Attendance changes/corrections after 2 days will be made to the attendance clerk by a Google form from the teacher of record. The attendance clerk will make the change after reviewing the reason for the change. ● Student attendance/engagement is measured daily, and attendance is assigned based on the student's completion of that day's engagement measure. ● A student who is scheduled to receive instruction through the on-campus instructional method but is not present at the official attendance time can still be marked present if the student is engaged through the district's remote/online method that same day. In this scenario, the teacher should mark the student absent when attendance is taken at the official attendance time and the absence could later be changed to "remote present" with documented engagement through one of the approved engagement methods that occurred the same day. The default setting for the first three weeks when everyone is Online (August 24, 2020 - September 11, 2020), will be marked "Remote Present" in Skyward. The default setting when On-campus learning begins (September 14, 2020) will be "Present" in Skyward. Teachers select from the following attendance options in Skyward everyday to designate their learning environment & attendance/engagement. This will allow us to track the engagement of our online learners. ● Absent (On-campus Absent) ● Present (On-campus Present) ● Remote Absent (Online Absent) ● Remote Present (Online Present) Course completion/credit is based on demonstration of academic proficiency with passing grades equivalent of 70 or higher on a 100 point scale.

How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?	Attendance for online and oncampus will be tracked in our student information system - Skyward. We will use the same process and protocol as used during on-campus instruction with the exception of when the attendance times are for on-campus. Absence notification letters will be mailed on the 5th and 9th absence for each course/homeroom for both on-campus and online for the 90% attendance expectation. On-campus instruction will utilize Google Classroom as the instructional platform, just like online. The on-campus and online students will experience the same learning objectives, activities and coursework.
What is the system for tracking student academic progress?	Student progress will be tracked daily in Google Classroom by teachers through daily assignments, activities, exit tickets, live interactions with teachers, other instructional software programs, universal screeners, and district created unit and benchmark assessments. Teachers will use historical data in Eduphoria Aware to see prior performance on local and state assessments. All Family 1 and Guardian 1 Family Access members in Skyward will be invited to join the Google Classroom of their students under Guardian Access to receive weekly summary reports for all Google Classrooms. Through Skyward Family Access, parents can also request a progress report of grades and attendance (daily, weekly or monthly) via email . Within our Waller ISD Online Learning Protocols, we detailed the role of the student, as well as the parents/guardians for online learning. Progress on student IEP goals and objectives identified in the online learning contingency plan will be tracked at a minimum on a weekly basis.
What is the system for providing regular (at least weekly) feedback to all students on progress?	Teachers are expected to provide daily feedback for asynchronous work. The feedback can be provided in Google classroom for the specific assignment/assessment/question. Feedback will also be provided by phone calls, emails, Skyward Messenger and during teacher office hours, tutorials, intervention time, or small group. The feedback can be monitored by reviewing the Google classroom and the contact log kept by the teacher. The daily feedback allows a student to know where they are and how they are progressing in the subject area. The Skyward gradebook is another way for students and families to see progress being made in the classroom. Families will receive the Weekly Summary from Google Classroom if they selected the Guardian Access that was pushed out to all Family 1 and Guardian 1 contacts in Skyward.

Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Waller ISD Professional Development Calendar (June 2020 - May 2021)

Time of Year	Key Topics	Key Staff
June 9 & 11, 2020	Debrief Spring Remote Learning - Google Talk	Curriculum Staff and Technology Staff
June 9 & 11, 2020	Debrief Spring Remote Learning - Google Talk	Campus Principals and Technology Staff
June 2020 - May 2021	WISD Technology Resources for Parents videos & print documents are available on the district website based on Spring 2020 needs and growing requests from educators. Parents can also request new videos to be created for additional programs not listed.	Educators, Administrators, and Technology Staff

July 14, 2020	Preparing for Online Learning	Curriculum Staff and Technology Staff
July 16, 2020	Preparing for Online Learning	Campus Principals
August 4 - 6, 2020	New Staff Member Orientation to Waller ISD ● Technology Dept provides ½ day of training to orient on district tools and devices ● Mental Health Training ● T-TESS New Teacher Orientation ● Campus Orientations/Classroom Set Up	New Educators - Waller ISD
August 10, 2020	Campus PD: Welcome Back and Campus Safety Protocols	All campus based educators and administrators
August 11, 2020 (all day)	District PD: Preparing for Online Learning ● Waller ISD Technology and Curriculum Staff have teamed up to provide live sessions and prerecorded sessions to our educators on technology trainings we have identified to help with online learning. Training Course Catalog Waller ISD Tech Resources	All Waller ISD Educators and Administrators
August 12, 2020 (all day)	District PD: Preparing for Online Learning ● Waller ISD Technology and Curriculum Staff have teamed up to provide live sessions and prerecorded sessions to our educators on technology trainings we have identified to help with online learning. Training Course Catalog Waller ISD Tech Resources	All Waller ISD Educators and Administrators
August 13, 2020	District PD: District & Campus Content Planning for Online and OnCampus Learning. SPED programmatic training for all secondary staff to support online and on-campus learning.	All Waller ISD Educators
August 14, 2020	District PD: District & Campus Content Planning for Online and OnCampus Learning	All Waller ISD Educators
August 17, 2020	District PD: District and Campus Content Planning for Online and OnCampus Learning. SPED programmatic training for all elementary staff to support online and on-campus learning.	All Waller ISD Educators
August 18, 2020	Campus PD	All campus based educators and administrators
August 19, 2020	Teacher Prep	All campus based educators and administrators
August 20, 2020	Teacher Prep	All campus based educators and administrators

August 21, 2020	Campus PD/Teacher Prep	All campus based educators and administrators
October 2, 2020	Elementary Campus Parent Conference Day Secondary Campus PD Day (½ day online focus)	All campus based educators and administrators
November 2, 2020	District PD: District & Campus Content Planning for Online and OnCampus Learning	All Waller ISD Educators
November 3, 2020	District PD: District & Campus Content Planning for Online and OnCampus Learning	All Waller ISD Educators
January 4, 2020	Campus PD	All campus based educators and administrators
January 5, 2020	District PD: District & Campus Content Planning for Online and OnCampus Learning	All Waller ISD Educators
February 15, 2020	Campus PD	All campus based educators and administrators

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	The Professional Development Calendar above details the primary methods of delivery for initial and on-going professional development. They will have the opportunity to learn the necessary online and content specific instructional tools to effectively deliver classroom instruction. Key program skills and tools educators will become proficient in are: ● Google for Education ● Zoom ● My VR Spot ● WeVideo ● Clever ● Istation ● Dreambox ● Flipgrid ● STEMscopes ● Skyward ● SeeSaw ● LIttle Sis for Google Classroom ● Blackboard Callouts ● Edgenuity ● Read/Write

The live PD will be available on August 11 & 12,, but we will provide access to numerous recorded sessions for our educators. The recorded sessions can be assessed on the [Waller ISD Tech Resource](#) page.

Each campus has an Instructional Facilitator assigned, and the Instructional Facilitator will provide ongoing educator development and support:
- Provide on-going personalized PD and instructional coaching for educator development and support
- Model lessons
- Facilitate collaborative planning and monitoring of alignment of instruction, assessment and student outcomes
- Meet with and assist teachers in disaggregating, analyzing, and disseminating progress monitoring data to drive decisions on interventions, instructional placement, and create an action plan for student academic needs
- Assist teachers in developing responsive interventions for students with academic needs.

Technology specialists are available to our eight campuses to serve as technology/online learning coaches. The technology specialists will partner with Content Coordinators, Instructional Coaches, or Instructional Facilitators to provide support for our educators with the intentions of providing high quality instruction for our online environment.

District Math and ELAR (Literacy) Coaches are assigned to each elementary campus to provide ongoing educator development and support.
- Guide educators in the implementation of the districts scope & sequence, as well as district frameworks.
- Model high quality lessons aligned to the districts framework
- Facilitate collaborative planning and monitoring of the alignment of curriculum, instruction, assessment and student outcomes
- Observe educators and provide feedback
- Collaborate with the Campus Administrators, Content Coordinators, and Instructional Facilitators to provide targeted professional development to educators

Campus Administrators and Content Coordinators will utilize the Lis Sis program to monitor our Google Classrooms to ensure we are providing high quality instruction. Administrators and Coordinators will coach educators throughout the school year and provide feedback on practices. We will utilize the updated T TESS rubric for online instruction to facilitate the conversations to help grow our educators.

We hope to utilize the Trainer of Trainer (TOT) Model - educators training other educators on the delivery platform for those who need help with learning the technology. We have numerous Google Level 1 certified educators and a few Level 2 certified educators.

How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	As described in the professional development calendar attached above, all Waller ISD educators will learn how to apply the tools and strategies learned prior to the start of school to enhance our online learning program. Our educators will learn how to deliver course content to make the learning engaging and exciting for our students. Our board approved school calendar was developed to allow campus & district professional development throughout the year to support our teachers. The days in Oct., Nov., and January will be critical to our evolving and developing online program. In addition to the scheduled professional development in our board approved school calendar, we will also have job-embedded professional development provided by instructional facilitators, instructional coaches, and content coordinators. This content & role-specific professional development will occur during conference periods, before/after school, or during PLC time. Our tremendous selection of pre-recorded videos on the [Waller ISD Tech Resources](#) page is available for teachers at any time to brush up or to learn a new tool to help them in the classroom. As a district, all of our professional development prior to school starting was done virtually (some live via Zoom, some asynchronous). This was great for our teachers to experience this type of learning themselves to better prepare them for their online classrooms. The teachers got to experience the virtual/online tools first hand, and could see how they could be implemented in their subject areas. Examples of asynchronous training for staff were: Compliance Training - Region 10 & Eduphoria eCourses, as well as GT & SPED training.

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

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	The Waller ISD Communications Department has communicated with our families through multiple platforms: Waller ISD website, social media (Facebook, Twitter, YouTube, & Instagram), Waller ISD News & Notes Newsletter, & Blackboard (email, phone & text). A timeline of our communication rollout is below: • June 24, 2020: Message from Superintendent regarding planning for the 20-21 school year. • June 29, 2020: 2020-2021 School Year Planning Survey opened • July 6, 2020: 2020-2021 School Year Planning Survey closed • July 14, 2020: Announcements of offering online and oncampus learning options rolls out and survey results posted • July 21, 2020: Details regarding Learning Options for online and oncampus released • July 21, 2020: Online or On-campus Selection Form open for all families • July 27, 2020: Message from Superintendent announces 3 weeks online for all to start the school year. • August 6, 2020: Additional details provided for Waller ISD Online Learning Protocols • August 10, 2020: Deadline to complete online or on-campus selection • August 13-21, 2020: Student device distribution • August 18-20, 2020: Virtual Meet the Teacher Night • August 24, 2020: First day of online school for all • September 14, 2020: First day of online and on-campus school. Additional details provided for secondary online learners. Announcements and other important updates will be posted on the Waller ISD Website and communicated through callouts, texts, emails and social media for families. Waller ISD provides News and Notes by email and social media (Facebook, Twitter, YouTube, and Instagram) each Sunday for the next week with information and support to all families. Additionally, families will receive the Weekly Summary from Google Classroom if they selected the Guardian Access that was pushed out to all Family 1 and Guardian 1 contacts in Skyward. .
What are the expectations for family engagement/support of students?	The following roles of parents/guardians were shared in our Waller ISD Online Learning Protocols to set expectations for families: • Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach. • Monitor and ask for evidence that your student is on track with assignments and coursework. • Check Google Classroom courses frequently. • Provide your student with assistance on their day-to-day activities with the exception of designated independent work. • Assist in supporting your student's needs by establishing and managing the daily schedule communicated by the teacher and the campus. • Consider creating a designated learning space for your student at home to learn comfortably. • Maintain communication with your student's teacher by phone, email messages, and/or online meetings to create a learning partnership. • Help your student own their learning. Provide support and encouragement, and expect your student to do their part. • Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice.

| What additional supports, training, and/or resources will be provided for families who may need additional support? | To help families support their students, Waller ISD has also made the following resources available:

● [WISD Technology Resources for Parents](#) videos & print documents are available on the district website based on Spring 2020 needs and growing requests from educators and parents. Parents can also request new videos to be created for additional programs not listed.
● As a district, we also provided videos for parents and students on [How to Access Google Classroom](#) for ECSE - 1st, 2nd - 5th, and 6th - 12th (18+), which walk families step by step.
● Wi-Fi Access - Additional access points available in Waller ISD
    ○ [Wi-Fi Parking Lots](#)
    ○ [Wi-Fi Enable Buses and Internet Resources](#)
● Meal Options
    ○ Aug. 24-Sept. 4 - Mobile and curbside meals
    ○ Sept.8-11 - [Free Meals for all children up to age 18](#)
    ○ More meal info for Sept. 14 onward will be released the week of Sept. 8.
● Waller ISD will also provide Waller ISD News to families by email, social media, and text weekly.   The information can also be accessed on our district website for [June 2020](#), [July 2020](#), & [August 2020](#).

The Waller ISD Family Engagement Specialist and the Harris County Community Youth Specialist will partner with our technology department to offer additional family sessions in English and Spanish regarding online learning, and they will partner with campus leaders to provide support and resources to our online families. |