

Palo Pinto ISD Asynchronous Model

Palo Pinto ISD Asynchronous model is created for the 2020-2021 school year and is designed for students PreK-6th grade. Palo Pinto ISD, which serves only grades PreK-6th, had 100% participation in the spring closures. The goal of Remote Instruction is to provide high-quality remote instruction for students and parents who request or require a virtual option due to the spread of the coronavirus.

Guiding Principles

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, 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.

Students without internet access will continue to be served through asynchronous instruction. Students will have access to daily work packets that can be picked up Friday afternoon of the week before or Monday morning of the week of work. Teachers contact students via phone calls at least 3 times a week.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Using our data from the Parent's Decision Form, Palo Pinto ISD will prepare the campus staff as teachers of both on-campus and virtual instructors. 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 and emails.

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.

I. INSTRUCTIONAL SCHEDULE

Description: 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 matches or exceeds 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.

Palo Pinto ISD teachers are deployed based on their strengths to be instructors in either remote and on-campus pathways. In the event that circumstances change in our community, all Palo Pinto ISD 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 we at Palo Pinto ISD are prepared to make this as seamless as possible.

PREKINDERGARTEN (4 YEAR OLDS)

7:50-8:20	Calendar/Morning Meeting (weekly live lessons)
8:20-9:30	Letter Focus/Phonics/Fine Motor Skills (Office hours 8:15-8:45)
9:30-10:30	Language Arts/Writing
10:30-10:45	Brain Break
10:45-11:30	Centers/Free Play
11:30-12:30	Lunch/Recess
12:30-1:00	Story time
1:00-2:00	Rest time
2:00-2:30	Math
2:30-3:30	Intervention/Enrichment/Review

Notes:

- PreK students will receive 180+ minutes of asynchronous instruction each day.
- Daily schedules are provided to parents and students weekly. Students in this grade will need higher levels of support.
- Students will attend live sessions for community building, as well as intervention or enrichment. These live lessons will occur weekly during morning meetings to allow peer-to-peer interaction and relationship connections with teachers.
- Content for core subject areas are provided through the adopted curriculum and supplemented by our campus instructional resources. Some videos will be accompanied by a paper packet, to reinforce fine motor skills. Students who do not have access to the internet will receive prerecorded videos to accompany the paper packets at time of pick up.
- Office hours are available (8:15-8:45) for one-on-one conferences during the day, and before and after school for parent and student assistance.
- Attendance will be taken daily in TxEIS, as determined through engagement. Grading will be the same as on-campus learning and outlined in our Palo Pinto ISD District Handbook and policy.
- The Learning Management System (LMS) for PreK is Google Classroom.
- Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.
- The instructional materials provided through the Google Classroom will help to address students with disabilities and English Learners.
- Office hours are held during teacher conferences and afterschool.

- Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child.

KINDERGARTEN- GRADE 6

Kinder	1st	2nd	3rd	4th	5th	6th
Morning Meeting 7:50-8:00 (weekly live lesson)	Morning Meeting 7:50-8:00 (weekly live lesson)	Morning Meeting 7:50-8:00 (weekly live lesson)	Morning Meeting 7:50-8:00 (weekly live lesson)	Morning Meeting 7:50-8:00 (weekly live lesson)	Morning Meeting 7:50-8:00 (weekly live lesson)	Morning Meeting 7:50-8:00 (weekly live lesson)
Reading/Writing 8:00-10:00 Office hours: 9:35-10:05	Reading/Writing 8:00-10:00	Reading/Writing 8:00-10:00	Math 8:00-10:00	Math 8:00-10:00	Math 8:00-10:00	Math 8:00-10:00
Brain Break 10:00-10:15	Brain Break 10:00-10:15	Brain Break 10:00-10:15	Brain Break 10:00-10:15	Brain Break 10:00-10:15	Brain Break 10:00-10:15	Reading/Writing 10:00-12:00
Math 10:15-12:15	Math 10:15-12:15	Math 10:15-12:15	Reading/Writing 10:15-12:15 Office hours: 11:20-11:50	Reading/Writing 10:15-12:15	Reading/Writing 10:15-12:15	
Lunch, Specials, Recess 12:15-1:30	Lunch, Specials, Recess 12:15-1:30 Office hours: 1:00-1:30	Lunch, Specials, Recess 12:15-1:30 Office hours: 1:00-1:30	Lunch, Specials, Recess 12:15-1:30	Lunch, Specials, Recess 12:15-1:30 Office hours: 12:35-1:05	Lunch, Specials, Recess 12:15-1:30	Lunch, Specials, Recess 12:00-1:00
Science 1:30-2:00	Science 1:30-2:00	Science 1:30-2:00	Science 1:30-2:15	Science 1:30-2:15	Science 1:30-2:15	Science 1:00-2:00
Social Studies 2:00-2:30	Social Studies 2:00-2:30	Social Studies 2:00-2:30	Social Studies 2:15-3:00	Social Studies 2:15-3:00	Social Studies 2:15-3:00	Social Studies 2:00-3:00
Intervention/Enrichment/Daily Reflection 2:30-3:30	Intervention/Enrichment/Daily Reflection 2:30-3:30	Intervention/Enrichment/Daily Reflection 2:30-3:30	Intervention/Enrichment/Daily Reflection 3:00-3:30	Intervention/Enrichment/Daily Reflection 3:00-3:30	Intervention/Enrichment/Daily Reflection 3:00-3:30 Office hours: 3:00-3:30	Intervention/Enrichment/Daily Reflection 3:00-3:30 Office hours: 3:00-3:30

Notes:

- Kinder-5th students will receive 180+ minutes of asynchronous instruction each day.
- 6th grade students will receive 240+ minutes of asynchronous instruction each day.
- Daily schedules are provided to parents and students weekly.
- Students will attend live sessions for community building, as well as and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers.
- Content for core subject areas are provided through the adopted curriculum and supplemented by our campus instructional resources. Kinder only- Some videos will be accompanied by a paper packet to allow for reinforcement of fine motor skills. Students who do not have access to the internet will receive prerecorded videos to accompany the paper packets at time of pick up.
- Kinder-6th, content and instruction is provided by the self-contained teachers. These teachers are the point of contact for the subject areas.
- Office hours are available for one-on-one conferences during the day and before and after school for parent and student assistance.

- Attendance will be taken daily in TxEIS, as determined through engagement. Grading will be the same as on-campus learning and outlined in our Palo Pinto ISD District Handbook and policy.
- The Learning Management System (LMS) for grades K-6 is Google Classroom.
- Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.
- The instructional materials provided through the Google Classroom will help to address students with disabilities, RTI, 504 and English Learners. Instruction and instructional materials will meet each individual's IEP and/or accommodations.
- Office hours will be held during teacher conferences and afterschool.
- Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child.

Students will frequently and consistently use Google Classroom. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher-assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) 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.

Teachers will arrange regular check-ins with students - either one-on-one, or small group settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades PK-6.

Additional Support for Students with Learning Needs

For students with disabilities, 504, RTI, and ELs, Palo Pinto ISD will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement 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.

Office hours: 8:35-9:05

Support	Hours
504	7:50-8:20
RTI 1 st /2 nd	1:35-2:05
RTI 3 rd	2:35-3:05
RTI 4 th	3:05-3:35
RTI 5 th	12:50-1:35
RTI 6 th	2:05-2:35

II. MATERIAL DESIGN

Description: Palo Pinto ISD staff will implement the TEKS Resource System, and various other TEKS-based, state-adopted instructional materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Students' understanding of the content is 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, Palo Pinto ISD will leverage each resource in the following way:

Resources	Primary Use in Material Design
TEKS-based, State-adopted Instructional Materials	Palo Pinto ISD will leverage TEKS-based, state-adopted instructional materials primarily for grade levels and content areas. Think Central (Go Math), Pearson Realize (SS, ELAR), STEMscopes, Lone Star Learning, Ed Puzzle.
TEKS Resource System	<p>Palo Pinto ISD will use Lead4ward to support teacher content knowledge development through professional development.</p> <p>Palo Pinto ISD will continue to use scope and sequence to help identify potential unfinished learning gaps that can be addressed as needed and as appropriate for the order of content.</p>

FEEDBACK TIMELINES

Daily feedback is provided through Google Classroom, student work, and assignment completion. Every three weeks, progress reports will be provided through 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 are 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 practical, 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 is attached in Google Classroom with adaptations as needed for individual students to address students with disabilities, 504, RTI and English Learners.

COHERENCE IN INSTRUCTION

Being a small school, teachers are expected to teach in-class students and remote learners simultaneously. With smaller number of students, this allows the classroom teacher to use the

classroom resources and capture lesson using videos. Student will access content through Google Classroom and designated district-provided devices.

Instructional materials and activities are the same content as provided in the classroom. 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 Google Classroom 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 with peers to adapt lessons and assignments from adopted materials. Lessons are posted in Google Classroom for grades PK-6. To support our students who are served in their special programs, teachers will participate in weekly meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in Google Classroom. Pre-recorded instructional videos will be uploaded into Google Classroom. Live teacher assistance will take place through Zoom or Google Meets between the hours of 7:30 am-4:15 pm and depending on 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 Parent Portal promptly. *Less is more* is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

Students with Disabilities

For students with disabilities (SPED,504, RTI), the Palo Pinto ISD special education teacher will work with general education teachers, students, and families to minimize barriers the students may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs, 504 plans, and Individual Accommodations 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.

Instructional Materials/Assessment	Grade Level	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					
Think Central (Go Math)	Elementary	Yes	The product includes built-in supports for	The product includes built-in	Print and Online, Instructional Tool

			students with disabilities	support for ELs.	
Lead4ward	Elementary	Yes	This tool helps teachers identify gaps and adjust based on students needs	This tool helps teachers identify gaps and adjust based on students needs.	N/A (teacher planning tool only)
Lone Star Learning	K-6, Supplemental	Yes	Learning strategies	Both English and Spanish	Online, Data tool
Texas Coach	3-6	Yes	Learning strategies	Both English and Spanish	Print and Online

English Arts/Reading Instructional Materials

Pearson Realized (My View, My Perspectives)	Elementary	Yes	The product includes built-in supports for students with disabilities	The product includes built-in support for ELs.	Print and Online, Instructional Tool
Lead4ward	Elementary	Yes	This tool helps teachers identify gaps and adjust based on students needs	This tool helps teachers identify gaps and adjust based on students needs.	N/A (teacher planning tool only)
Renaissance STAR	Elementary	Yes	Progress monitoring for IEP attainment, can be used as a universal screener	Vocabulary, Growth measure, both English and Spanish	Online, Data Tool

Social Studies Instructional Materials

Pearson Realized	Elementary	Yes	The product includes built-in supports for students with disabilities	The product includes built-in support for ELs.	Print and Online, Instructional Tool
Lead4ward	Elementary	Yes	This tool helps teachers	This tool helps teachers	N/A (teacher planning tool only)

			identify gaps and adjust based on students needs	identify gaps and adjust based on students needs.	
Scholastic News	Elementary	Yes	Vocabulary Learning strategies	Integrates into Google Classroom	Print and Online
Science Instructional Materials					
STEMscopes	Elementary	Yes	The product includes built-in supports for students with disabilities	The product includes built-in support for ELs.	Print and Online, Instructional Tool
Lead4ward	Elementary	Yes	This tool helps teachers identify gaps and adjust based on students needs	This tool helps teachers identify gaps and adjust based on students needs.	N/A (teacher planning tool only)
Scholastic News	Elementary	Yes	Vocabulary Learning strategies	Integrates into Google Classroom	Print and Online

III 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 Bridging 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.

Data Collection	Create and administer standards-aligned assessments Quick checks, formative, and progress monitoring	TEA assessments, Google Classroom assessments, Eduphoria!
Lesson Design	High-quality lessons that are focused on individual students	TEKS, common planning, Scope and Sequence, Lead4ward

	needs and on the mastery of the standards.	
Interventions and Enrichment	Placement in groups by data driven decisions, study plans	Assessment Calendars, common planning, assessments
Support for Students, Teachers, Families	On-site or virtual learning, technology integration support and training	Technology Training, Researched Best Practices, and Professional Learning

Student Access

Students will access assignments, including assessments, projects, and communication through Google Classroom. Students are expected to complete 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

We administer standards-aligned, leveled pre-assessments to collect data on every student and develop personalized learning pathways. Formative assessments, developed in conjunction with our campus assessment schedules, are appropriately paced to correspond with our scope and sequence. Teachers use formative assessments to gauge remote learners’ progress and adapt the curriculum or reteach to ensure students are learning. Quick checks (exit tickets, short quizzes) are also utilized to track progress and level of mastery. For all students, on campus or remote, student progress is monitored and communicated to students and parents in Google Classroom. Students without internet will be contacted by phone.

Resources: Texas Education Agency assessments, Google Classroom assessments, Eduphoria!

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, projects on a daily basis; and/or
2. Attending live lessons for tutoring, intervention, enrichment; and/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

Beginning of the Year Assessments (all grades)	Given with in the first two weeks of school
TxKEA, TPRI	Given the week of Sept. 7-11, Jan. 11-15, April 12-16
Benchmarks (3 rd -6 th)	Given the week of Dec. 7-11, March 22-26
STAAR assessments	April, May

1. Individual Education Plans (IEPs), Individual Accommodation Plans (IAPs), and LEP/ESL Accommodations will be adhered to in all testing environments.
2. Teachers and school testing coordinators will be trained on how to deliver online assessments. Attend trainings on TX-KEA online, TPRI, and STAAR.
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 Google Classroom.
5. All assessments will guide instruction.

LESSON DESIGN

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

We created a modified scope and sequence-based on the intentional alignment of standards missed due to lost instructional time. We are focusing on student mastery of high priority/essential state standards for each core subject area.

CURRICULUM GAP DOCUMENTS

All Palo Pinto ISD teachers have instructional documents with the highest leverage standards in each subject by grade level. Other resources include lead4ward, which teachers can leverage to identify gaps prior to teaching.

Resources: TEKS, common planning, Scope and Sequence, Lead4ward

ACADEMIC INTERVENTIONS AND ENRICHMENTS

Palo Pinto ISD has created a fail-safe process to identify every student who needs interventions or extensions, and then ensures that each student receives the appropriate help in a timely manner.

Identified students are required, rather than invited, to utilize our campus support services. Daily small group instruction during Intervention/Enrichment/Reflection provides students with what they need. Please refer to the daily schedule and expectations for remote learners.

Individual student data will determine the level of support and placement in the groupings. Study plans and student conferences will be used to provide a personalized approach to each student.

Remote learners who do not have access to the internet will receive intervention/enrichment/reflection through prerecorded re-teach lessons provided via USB drive along with a follow up phone call.

Resources: Assessment Calendars, common planning, assessments

FEEDBACK TIMELINES

Students receive daily feedback from teachers during live instruction sessions, teacher connection time or office hours, and/or via Google Classroom. Regular check-ins with remote learners are not just for attendance purposes; we are checking for student understanding. Teachers use multiple means to teach the content, differentiate by providing leveled and personalized learning, and provide more affirmative and corrective feedback to remote learners. Teachers will provide feedback and maintain ongoing communication with remote learners who do not have internet access by placing phone calls. Teachers will document these daily/weekly contacts using contact logs.

During this time, we will seek to maintain meaningful relationships and connections with parents and family members via on-campus meetings, virtual meetings, and/or phone calls to ensure student success. 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. We will especially maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families.

ACTIVE ENGAGEMENT

Active engagement means a student is active in his/her coursework and with the teacher. Remote students are marked present based upon one or more of the following methods of engagement:

1. Completion of lessons- activities, assessments, projects on a daily basis; and/or
2. Attending live lessons for tutoring, intervention, enrichment; and/or
3. Other method of daily contact with the teacher, as documented by the teacher's contact log.

Engagement may happen during the teacher's live lesson (7:50-8:00am) and/or the teacher's office hours. Please refer to the daily schedule. Students who are not regularly engaging in their coursework will be required to meet with the principal, teacher, and parent/guardian to make a plan for active engagement.

IV Implementation

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

EDUCATOR, PARENT, AND STUDENT SUPPORT

PPISD has created a Virtual Professional Learning Team by combining the expertise of the principal, interventionists, and staff members to support the campus staff and families of remote learners.

PARENTS/GUARDIANS

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.

At the beginning of the school year, parents and guardians were invited to a Zoom meeting and/or video training to participate in a demonstration of “How do I get to Google Classroom?” Our goal is to conduct more training 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 and personal contact from teachers via email, virtual platforms, or voice calls. Custom tabs on the website have also been developed to help disseminate information to assist in the coordination and continued success for all students. It is paramount that Palo Pinto ISD 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 to remote learning, a virtual meeting is 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 for support, and engagement/attendance requirements.

Parent/Learning Coach support includes training on technology integration in the home using Zoom and Google Classroom. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families.

TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS

During staff development, all Palo Pinto ISD staff participated in asynchronous professional learning technology-related sessions, based upon needs identified in a staff survey and the need to create a stronger remote learning environment. Training topics included Google Classroom for Beginners, Google Classroom Advanced, Kami, Screencastify and “Bridging the Gaps”. Each session was provided in-person and presented by our own Palo Pinto ISD faculty.

In addition, staff Palo Pinto ISD teachers will continue to engage in ongoing professional learning that is specific to their content area and instructional materials.

PRINCIPALS AND OTHER ADMINISTRATORS

Palo Pinto ISD administrators will participate in the following professional learning sessions in order to develop a stronger understanding of remote learning:

- Excellence in Remote Instructional Delivery, Modules A-C conducted by the Texas Education Agency; and

- Designing a Remote School Modules 1-5 conducted by the Texas Education Agency

Palo Pinto ISD is working closely with our Educational Service Center, Region 11, and other partners, to support remote teaching and learning. Principal/Director 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.

ONGOING COMMUNICATION/LEARNING

Professional planning time is conducted every other week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. We utilize the strengths of our teachers to serve as trainers-of-trainers for various focus areas such as Integrating Technology in the Classroom, How to Create Assessments, Video Recordings, Collaborative Learning via discussion boards in Google Classroom, Uploading Assignments, Screencastify and Zoom.

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

Tools: Parents and families are always welcome to call the school for help at any time. Palo Pinto ISD's main communication tools for parents and students include:

Parent Portal for district-wide communication;

Google Classroom for teacher-parent-student discussions;

For real-time instructional support and delivery of content, we communicate through Google Meets/Google GSuite (including Gmail, Docs, Classroom, Hangouts) or Zoom; and

www.palopintoisd.net. A tab on the website walks parents through Google Classroom, how to help support and guide student daily learning, etc.

CURRICULUM GAP DOCUMENTS

All Palo Pinto ISD teachers are provided instructional documents which include the highest leverage standards in each subject by grade level, as well as resources such as lead4ward, so that teachers can leverage to identify gaps prior to teaching. Palo Pinto ISD created a fail-safe process to identify every student who needs interventions or extensions, and then ensures 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 Palo Pinto ISD to help teachers implement a more thoughtful remote learning opportunity:
 - Lead4ward
- B. The following are digital resources that enable our teachers to upload or select lessons, create videos, or hold virtual classes:
 - Google Classroom
 - Google Suites

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. Family surveys have been conducted to determine families in need of assistance. During registration, families will complete the Connectivity Survey to determine more individualized information to the district in order to deploy devices and possible internet access to homes.

D. Deployment of Student Devices

Families will be able to pick up devices and any other materials from the school the week before school starts. There will also be a tab on the school website to walk parents through Google Classroom, how to help, support, and guide student daily learning, and families are welcome to call the school for help at any time.

Students Roles	Parents/Guardians Roles
Attend classes according to school schedule	Access Parent Portal to view student grades (1 st -6 th)
Give your best efforts in you school assignments	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"
Ask questions and communicate with your teacher	Maintain communication with your child's teacher by phone, email, and/or online meetings to create a learning partnership
Be familiar with the structure of Google Classroom and how your teacher organizes information	Create a designated learning/study space for your child at home to learn comfortably
Turn in assignments on time	Monitor and ask for evidence that your child is on track with assignments

Contact Us/Who to Contact	
For assistance regarding a course, assignment, or resource	The relevant teacher
For assistance regarding a technology-related problem or issue	Natalie Rogers, nrogers@palopintoisd.net , 940.659.2745
For other issues related to distance learning	Natalie Rogers, nrogers@palopintoisd.net , 940.659.2745