RETURN TO LEARN

Asynchronous Plan 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.

Sample Schedules:

Elementary (PK 3):

Time	Student Activity	Asynchronous/Synchronous
60 minutes	ELA/SLA • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
45 minutes	Math • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
25 minutes	Science • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
15 minutes	Social Studies • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous

Elementary (PK 4 – 5th):

Time	Student Activity	Asynchronous/Synchronous
90 minutes	ELA/SLA • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
90 minutes	Math • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
45 minutes	Science • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
30 minutes	Social Studies • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
45 minutes	Fine Arts/P.E./Other Elective • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
30 – 60 minutes	Small Group Instruction • Google Meet	Synchronous

Middle School (6th – 8th):

Time	Student Activity	Asynchronous/Synchronous
15 minutes	SEL/College Readiness/Advisory • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
60 -90 minutes	1st or 5th period • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
60 -90 minutes	2nd or 6th period • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
60 -90 minutes	3rd or 7th period • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
60 -90 minutes	4th or 8th period • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous

Time	Student Activity	
30 – 60 minutes	Small Group Instruction • Google Meet	Synchronous

High School (9ᵗʰ – 12ᵗʰ):

Time	Student Activity	Asynchronous/Synchronous
60 -90 minutes	1st or 5th period • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
60 -90 minutes	2nd or 6th period • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
60 -90 minutes	3rd or 7th period • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
60 -90 minutes	4th or 8th period • Self-guided learning modules • Streaming video content • Virtual text/lesson notes • Student interactions across discussion boards • Direct teach via recorded Google Meet	Asynchronous with Google Meet as either Synchronous or Asynchronous
30 – 60 minutes	Small Group Instruction • Google Meet	Synchronous

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	**Elementary**: Students are expected to engage in the assigned content asynchronously for a total of 145 minutes per day for PK 3 and 300 minutes per day for PK 4 – 5th. The student schedule is determined by an estimated time duration per subject. During the day, students will have access to all activities and complete self-paced assignments independently and in the order in which they prefer. Students will also have live Google Meet opportunities for each subject throughout the day at scheduled times. Teachers can track student login times and assignment completions via online LMS and can tailor content for students based on their individual progress and/or areas where students may need remediation. The daily schedule includes the following time requirements: • 90 minutes of ELA/SLA 60 minutes for PK 3 • 90 minutes of Math 45 minutes for PK 3 • 45 minutes of Science 25 minutes for PK 3 • 30 minutes of Social Studies 15 minutes for PK 3 • 45 minutes of Fine Arts / Elective / PE • Additional synchronous opportunities of small group instruction and office hours are provided daily - Small group instruction time is determined on an as-needed basis by teachers based on student progress in LMS **Secondary**: Students are expected to engage in the assigned content asynchronously for a minimum of 240 minutes per day. The student schedule is determined by an estimated time duration per subject and will follow the block schedule face-to-face students will follow. During the day, students will have access to all activities and complete self-paced assignments independently and in the order in which they prefer. Students will also have live Google Meet opportunities for each class throughout the day at scheduled times. Teachers can track student login times and assignment completions via online LMS and can tailor content for students based on their individual progress and/or areas where students may need remediation. The daily schedule expects students to work between 60 – 90 minutes per subject per day for the four scheduled courses. Middle schools also have an Advisory period which covers Social-Emotional Learning and College and Career Readiness.
How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of	To facilitate instructional alignment, instructional parameters, such as the amount of time of engagement, should be consistent between on-campus face-to-face instruction and remote asynchronous instruction. Students will have the option to participate in live Google Meet sessions with their teacher and peers who are on campus.

academic content every day?	
What are the expectations for teacher/student interactions?	Teachers are expected to encourage students to participate in live Google Meet meetings, so daily feedback can be immediate. For students who do not participate in the live Google Meet, student/teacher interaction is expected at least twice a week. The District utilizes School Status which translates, and documents all interaction between the teacher and the student/parent via text, call, and email. Our parents and students are more comfortable with text messages. Between August 1, 2020 and September 9, 2020, the District has had more than 500,000 documented and transcribed texts and phone calls between the schools and the students/parents. Starting in January 2021, teachers are also expected to have at least two grades per subject per week. These grades are input into Skyward, to which students and parents have access, within 24 hours of receiving the assignment. The current requirement is one grade per subject per week.
How will teacher/student interactions be differentiated for students with additional learning needs?	Students selected for synchronous, small group interventions based on student need and progress will have the opportunity for live Google Meet tutorials. Teachers shall also individually contact students if they notice the student progress and/or attendance is not sufficient, or if a student is engaged but not successful. Special populations (SPED, ELL, Migrant, etc.) will also have access to additional accommodations in the instructional materials and will be closely monitored for success. SPED students will have both a SPED teacher and a core content teacher check in and offer support twice a week as appropriate. Remote students who are struggling will be invited to small group face to face tutorials for additional support.

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	PK 3	GPISD curriculum Teacher- and District-created digital lessons incorporating components from Circle Activity Collection and state-adopted DLM Early Child Express. All lessons and resources are available through a teacher's Google Classroom and SeeSaw	A minimum of two assignments per week will be submitted via Seesaw. Teacher weekly summative assessment Circle Progress Monitoring	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Additional Circle Activity Collection provides scaffolded lessons.	All curriculum, assessments and lessons are available in both English and Spanish.
Math Instructional Materials	PK 4 – 5th	GPISD curriculum Teacher- and District-created digital lessons incorporating components from Circle Activity Collection and state adopted DLM Early Child Express, enVision Math, SAVVAS Education, and iReady adopted resources. All lessons and resources are available through a teacher's Google Classroom	A minimum of two grades per week. Assignments submitted Digital Campus-based Assessments Digital District Common Assessments iReady Reports PK - Circle Progress Monitoring	Yes	Differentiation and scaffolding supports are embedded within the curriculum. PK - Additional Circle Activity Collection provides scaffolded lessons. Accommodations and/or modifications will be provided to students based on their individualized education plan. enVision Math provides differentiation resources and tools, as well as modified materials, additional support will be provided through videos or calls. iReady is	All curriculum, assessments and lessons are available in both English and Spanish.

					completely self-adaptive to fit students' needs and provides tutorials, hints, and narration to support students when they are struggling.	
Math Instructional Materials	6th – 12th	GPISD curriculum Teacher- and District-created digital lessons incorporating components from Springboard, Pearson and Region IV-adopted resources. All lessons and resources are available through a teacher's Google Classroom.	A minimum of two grades per week. Assignments submitted. Digital Campus-based Assessments Digital District Common Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Lesson components must include video, paper notes, interactive components and self-checking pieces. Students can submit work a variety of ways including video and audio explanation.	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. Lesson components must include video, paper notes, interactive components and self-checking pieces. Students can submit work a variety of ways including video and audio explanation.
ELA/Instructional Materials	PK - 3	GPISD Curriculum Teacher- and District-created digital lessons incorporating components from Circle Activity Collection, state-adopted DLM Early Child Express and supplemental Developing Talkers Oral Language lessons. All lessons and resources are available through a teacher's Google Classroom and SeeSaw	A minimum of two assignments per week will be submitted via Seesaw. Teacher weekly summative assessment Circle Progress Monitoring	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Additional Circle Activity Collection provides scaffolded lessons. Epic online digital readers provides audiobooks aligned to curriculum and Texas Prekindergarten Guidelines.	All curriculum, assessments and lessons are available in both English and Spanish.
ELA/Instructional Materials	PK 4 – 5th	GPISD Curriculum	A minimum of two grades per week.	Yes	Differentiation and scaffolding supports are embedded within the curriculum.	All curriculum, assessments and lessons are available in both English and Spanish.

		Teacher- and District-created digital lessons incorporating components from Circle Activity Collection, state-adopted DLM Early Child Express, supplemental Developing Talkers Oral Language lessons, iStation, Reading A-Z, and adopted resources. All lessons and resources are available through a teacher's Google Classroom	Assignments submitted PK - Teacher weekly summative assessment PK - Circle Progress Monitoring Digital Campus-based Assessments Digital District Common Assessments iStation Reading A-Z Reading Records		Accommodations and/or modifications will be provided to students based on their individualized education plan. PK - Additional Circle Activity Collection provides scaffolded lessons. Both Reading A to Z and iStation provide differentiation resources for lesson planning, which will be leveraged to create modified print packets and/or specialized, additional support provided through videos or calls.	
ELA/Instructional Materials	6th – 12th	GPISD Curriculum District- and teacher-created digital lessons incorporating resources from StudySync (Secondary ELA textbook). All lessons and resources are available through the teachers' Google Classroom.	A minimum of two grades per week. Assignments submitted Digital Campus-based Assessments Digital District Common Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Lessons will include video of teacher modeling, interactive activity, guided notes, audio recording of text, feedback for improvement of submitted work, language support at appropriate proficiency level, sentence frames. Assignments may be submitted via audio or video mode. Assignments will utilize a variety of digital tools: Flipgrid,	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. Lessons will include video of teacher modeling, interactive activity, guided notes, audio recording of text, feedback for improvement of submitted work, language support at appropriate proficiency level, sentence frames. Assignments may be submitted via audio or video mode. Assignments will utilize a variety of digital tools: Flipgrid,

					Padlet, Jamboard, Google Forms, etc.	Padlet, Jamboard, Google Forms, etc.
Science Instructional Materials	PK 3	GPISD Curriculum District- and teacher-created digital lessons incorporating resources from STEMscopes and Early Explorers. All lessons and resources are available through the teachers' Google Classroom.	A minimum of two assignments per week will be submitted via Seesaw. Teacher weekly summative assessment.	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	All curriculum, assessments and lessons are available in both English and Spanish.
Science Instructional Materials	PK 4 – 5th	GPISD Curriculum District- and teacher-created digital lessons incorporating resources from STEMscopes Early Explorers, and Interactive Science. All lessons and resources are available through the teachers' Google Classroom.	A minimum of two grades per week. Assignments submitted Digital Campus-based Assessments Digital District Common Assessments STEMscopes reports	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. STEMscopes provides modified materials and text to speech and leveled Reading passages.	All curriculum, assessments and lessons are available in both English and Spanish. All components of Texas STEMscopes are available in English and Spanish. It also has picture vocabulary, a built-in dictionary with picture support and text to speech and English to Spanish translation support.

Science Instructional Materials	$6^{th} - 12^{th}$	GPISD Curriculum District- and teacher-created digital lessons incorporating resources from STEMscopes and ExploreLearning Gizmos. All lessons and resources are available through the teachers' Google Classroom.	A minimum of two grades per week. Assignments submitted Digital Campus-based Assessments Digital District Assessments STEMscopes reports ExploreLearning Gizmos reports	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. STEMscopes provides modified materials and text to speech and leveled reading passages. Lesson components must include video, teacher guidance, interactive components and self-checks for understanding. Student work is submitted utilizing a variety of methods and instructional platforms, such as: Padlet, Flipgrid, Nearpod, EdPuzzle, etc.	Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee. All components of Texas STEMscopes are available in English and Spanish. It also has picture vocabulary, a built-in dictionary with picture support, text to speech, and English to Spanish translation support. Lesson components must include video, teacher guidance, interactive components and self-checks for understanding. Student work is submitted utilizing a variety of methods and instructional platforms, such as: Padlet, Flipgrid, Nearpod, EdPuzzle, etc.
Social Studies Instructional Materials	PK 3	GPISD Curriculum District- and teacher-created digital lessons incorporating resources from DLM Early Childhood Express and MySelf: Social Emotional Learning Foundations. All lessons and resources are available through	A minimum of two assignments per week will be submitted via Seesaw. Teacher weekly summative assessment.	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Additional Circle Activity Collection provides scaffolded lessons	All curriculum, assessments and lessons are available in both English and Spanish.

		the teachers' Google Classroom and Seesaw.	Circle Progress Monitoring			
Social Studies Instructional Materials	PK 4 – 5th	GPISD Curriculum District- and teacher-created digital lessons incorporating resources from DLM Early Childhood Express and MySelf: Social Emotional Learning Foundations. All lessons and resources are available through the teachers' Google Classroom and Seesaw.	A minimum of two grades per week. Assignments submitted Digital Campus-based Assessments PK - Circle Progress Monitoring	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	All curriculum, assessments, and lessons are available in both English and Spanish.
Social Studies Instructional Materials	6th – 12th	GPISD Curriculum District- and teacher-created digital lessons incorporating resources from Technology Tools Video Library, Lead4Ward, Region IV, Social Studies Success and the district-adopted textbooks. All lessons and resources are available through the teachers' Google Classroom.	A minimum of two grades per week. Assignments submitted Digital Campus-based Assessments Digital District Common Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. All lessons must include a video component, guided notes, interactive or hands-on activities, as well as informal and formal checks for understanding. Student work is submitted utilizing a variety of methods and instructional platforms, such as: Google Forms, FlipGrid, Padlet, EdPuzzle, PearDeck, etc.	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. All lessons must include a video component, guided notes, interactive or hands-on activities, as well as informal and formal checks for understanding. Student work is submitted utilizing a variety of methods and instructional platforms, such as: Google Forms, FlipGrid, Padlet, EdPuzzle, PearDeck, etc.

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	All required instructional materials have been adapted for asynchronous learning- • Instructional materials will be available to all students remotely through district platforms including Google Classroom. • Instructional materials will be adapted as needed for a digital platform so students will have an interactive experience. • Instruction will be provided in a logical course sequence. • Instructional materials are aligned with the scope and sequence to reinforce concepts at the appropriate time. • Instructional materials will be available on the district platforms at all times to ensure continuity of learning remotely and to assist in the retention of knowledge for all students as needed. • If the need arises, the district is able to provide instructional materials in paper format to ensure materials are in the hands of all students. • The use of screenshots, instructional videos and written directions will be provided to ensure student success in navigating through the instructional materials. • Each teacher is required to host and record Google Meet sessions and post them in their Google Classroom to ensure continuity of remote learning in an asynchronous environment.
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	Teachers will use a student's IEP or LPAC plan to determine appropriate accommodations. Accommodations are organized into four categories: • Presentation—how students receive information • Responding—how students show what they know • Setting—how the environment is made accessible for instruction and assessment • Scheduling—how time demands and schedules may be adjusted Continuity in personalized support for students with specialized needs/services will be provided appropriately within the asynchronous learning as determined by each student's individual education plan. The special education department will provide and support the following resources: ● Differentiated instructional content and activities to meet the specified needs of each student in accordance with the IEP ● Accommodations as specified in the IEP ● Face-to-face tutorials ● Individualized support from teachers to supplement core instruction ● Web tools which are accessible and meet the individualized needs of the learner ● Unique learning system (ULS), a curriculum utilized for low cognitive functioning students virtual and face-to-face ● District-provided individualized manipulatives based on grade level to support virtual instruction

The District also uses Kurzwell, a text reading software, for instructional use. By using Kurzweil students can receive reading support by having the program read uploaded textbooks, articles and websites. They can take notes using different tools. Writing support is also integrated (the most basic example is a student can open up a draft of his or her own essay to have it read aloud to them in the editing process).

Homebound services for regular education, special education and parenting teens will be provided as needed in an effort to enhance the remote instruction.

The district has instructional specialists in the areas of Special Education and English Language Learners. These specialists will support teachers, students, and parents to ensure ALL students can be successful with Remote Learning.

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 engaged daily with learning and work. Students who do not demonstrate engagement on a given day are marked absent. Daily student engagement expectations and progress must be clearly defined, measurable, and published online by 8:00 a.m. for parents and students. Engagement expectations are defined by grade level and/or subjects/courses. Students participate daily by completing instructional tasks, answering questions, submitting assignments, completing projects, or submitting pictures of assignments and tasks. Students are also encouraged to actively participate in the live Google Meet for direct teaching, any additional support, and answers to questions they may have.
What is the system for tracking daily student engagement?	All teachers will maintain a spreadsheet by class period with the student's name and ID number. For each class day of the month, teachers will have a drop-down menu to select HOW the student engaged. Options are: In person, Google Meet, Progress on a district-approved educational program, Completion/Turned in an assignment, progress verified via phone or email. Students who have not showed any engagement by early afternoon will get a phone call. Students who did not have any engagement for a day will be marked absent. Teachers are to mark attendance at the end of each day. They will then check again the following morning to see if students completed work the previous late afternoon or evening. Attendance for the prior week is reconciled each Monday. Attendance is taken with each class so the 90% Rule can be followed. Students in danger of losing credit due to attendance will be contacted and put on an Attendance Contract. All teachers have Remote Learning Office Hours scheduled in addition to their conference period, so they have time to track attendance and progress of remote students.
How are the expectations for daily student engagement consistent with progress that would occur in	The expectations for daily student engagement is consistent with on campus face-to-face learning and remote asynchronous learning in that students need to show up and participate daily. For both groups, we will follow the 90% Rule, use Attendance Officers, use Attendance Contracts, contact students and parents, and use our Attendance Tracking through RaaWee as needed.

an on- campus environment?	
What is the system for tracking student academic progress?	Student progress will be tracked daily in Google Classroom and Skyward through daily assignments, activities, interaction with a teacher and other markers. Starting in January 2021, a minimum of two grades per week per subject is expected. The current expectation is one grade per week per subject. Progress reports and report cards will be issued to parents as normal. Students who are not successful will be offered remediation and/or encouraged to attend school face-to-face. Teachers are expected to contact parents any time the overall grade has dropped to below a 70. The district will ensure all students have a Chromebook and access to internet, if needed. Teachers and parents can also track students' progress through multiple programs such as iStations, iReady, Edugunity, and ThinkCERCA. All teachers have Remote Learning Office Hours scheduled in addition to their conference period, so they are able to track attendance and progress of remote students.
What is the system for providing regular (at least weekly) feedback to all students on progress?	Our teachers will provide feedback at least twice a week. This will be done in a variety of ways. ● Create a flow chart/assignment sequence for students to monitor their progress toward meeting the objective ● Provide students feedback through Google Classroom (LMS system), STEMScopes and SeeSaw ● Provide and communicate opportunities for student thinking and work sharing (e.g., posting work in the learning management system) ● Provide verbal feedback via live Google Meet or phone ● Provide written feedback via text or email ● Students and teachers evaluate assignments against established and communicated success criteria. This can be recorded to provide a strong example students can reference throughout as a model or rubric. In addition, starting in January 2021, a minimum of two grades per week per subject is expected. The current expectation is one grade per week per subject.

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

Include a sample educator professional development schedule.

https://docs.google.com/spreadsheets/d/1iPq81Xk_6fUVFees-5XFrjR6DI_4gpP-vT1asjwFjgI/edit?usp=sharing

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 learning calendars attached above outline the initial and ongoing professional development along with the skills and tools professionals are expected to become proficient in: • Learning Management System: Google Classroom/SeeSaw • Google Meet • Google Tools • Teacher website development • School Status • Classlink • TEAMS Timelines for ongoing training and support are also indicated in the attached calendars. In addition, District Staff Development days allow for ongoing educator development and support: • Provide on-going personalized professional development and instructional coaching • Model core content lessons with guidance on content-specific instructional strategies and resources • Provide teachers with specific knowledge for all programs including Special Education and Response to Intervention • Develop content knowledge though the facilitation of collaborative planning and monitoring the alignment of instruction, assessment, and student outcomes to district and state requirements Digital Learning and Assessment Specialists (DLAS) are assigned to each campus. The DLAS work with teachers and Instructional Coaches on curriculum technology activities such as virtual meetings and integration activities. The DLAS work to ensure high-quality instruction is provided in a virtual environment. Campus Instructional Coaches are assigned to each elementary campus and Instructional Specialists are assigned to each secondary campus. Their role is to provide ongoing educator development and support including: • Supporting the implementation of the District's Remote Learning Standards • Implementing the District curriculum

- Model high-quality lessons
- Lead collaborative planning
- Monitor the alignment of instruction, assessment and student outcomes
- Provide targeted professional development

District Curriculum & Instruction staff provide ongoing content-specific training. Teacher Academies were provided before the school year began through Google Classroom and Google Meet to model the expectations required of teachers. Content support sessions are ongoing throughout the school year.

All campus administrators will continue to provide support and frequent, real-time feedback throughout the school year

How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	The professional development in the attachments as well as discussed above all work to develop educators' knowledge to support internalizing the asynchronous curriculum including: • Teacher Remote Learning Expectations • Learning management system training (Google Classroom, Google Meets, Seesaw) • Providing training through modeling the use of the required Learning Management Systems • Providing the Galena Park ISD curriculum which includes asynchronous supports and best practices • Providing ongoing technology integration professional development through DLAS and Campus Coaches Campus Administrators and Teachers will be provided the training needed to understand and ensure student engagement with their course offerings and how to adapt materials and activities to meet the needs of all learners based on the analyzing of and responding to data.

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?	Expectations, guidelines and information for students who will be working in the Galena Park ISD remote learning environment, whether full-time or intermittently, during the 2020-2021 school year are explained in our Remote Learning: Student Expectations and Guidelines Handbook. The handbook, which is available in English and Spanish, is posted on the District's webpage and was mailed to every household. Hard copies of the handbook are also available by request. In addition, the link to the handbook and all other remote learning updates are shared with parents and families via the District's monthly Parent Connect Newsletter, which is texted and emailed to families, and posted to the District's Twitter and Facebook pages. **Galena Park ISD Remote Learning: Student Expectations and Guidelines (EN)**
What are the expectations for family engagement/support of students?	There is no change in the expectations for parent and family engagement/support of students, although the means to accomplish our tasks will look different in this milieu of pandemic communication. For instance, our "Meet the Teacher" events will still take place at every campus, albeit virtually, and parents are being given opportunities to contact campuses with any needs or questions via multiple avenues, including telephone, email, Google forms, etc. Since we are a Title I district, all campuses will share their Parent and Family Engagement Policies, as well as Student-Parent-Teacher Compacts electronically, and have them posted on their campus website. These materials will also be available in each school's front office for parents. Meetings, such as the Annual Title I Meeting for each campus, will be conducted as required using Google Meet until COVID-19 restrictions are lifted, and we are able to meet face-to-face. One particular area of support which is new this year is a support group for those in need of a safe, supportive environment to share and cope with their feelings associated with the COVID-19 pandemic or any other life stressors. Participation in the group is free of charge and open to GPISD students, parents, and staff. Two of the three staff members leading these support groups are bilingual, so the groups can be conducted in English and Spanish to meet the needs of our school community. Campus counselors will continue to connect with parents/students to discuss academic progress, course selections, graduation requirements and to conduct parent conferences. Parents are required to attend an Orientation for Digital Learning which demonstrates the online learning platform used in the classroom, resources available and how to access technical support. Orientations will be offered online. All sessions will provide English and Spanish instruction.

What additional supports, training, and/or resources will be provided for families who may need additional support?	To support our students and families with our additional Digital Learning initiatives, we will be checking out technology devices (Chromebooks, chargers, and protective covers) to all students for use during the school year. Parents are required to attend an Orientation for Digital Learning which demonstrates the online learning platform used in the classroom, resources available and how to access technical support. Orientations will be offered online. All sessions will provide English and Spanish instruction. We also have parent lockers which are located outside of the schools where parents can pick up technology, additional chargers or instructional manipulatives after hours. In addition to equipment, the district is providing internet access through several means. The District internet is available to families at 17 district facilities throughout our community, and we are distributing "hotspots" for families who indicated they have no internet access in the home. The district will have four hotlines available to parents: COVID Symptoms and Concerns Hotline, Homework Hotline, Technology Hotline and a Remote Learning Hotline. Campus counselors and nurses will provide support by connecting with students and families to determine if additional types of support are needed (medical, behavioral health, social services for the student and family, etc.). GPISD has also developed a District COVID-19 Reporting Line to address family concerns relative to COVID-19. These lines are available to parents to call from Sunday - Friday from 7am - 7pm. In addition, we have opened Legacy Health Clinics on two of our campuses to provide families with greater access to quality healthcare. Services are being provided in the form of telemedicine, curbside or face-to-face as necessary.