

Goodrich Independent School District



**Safe Return to In-Person Instruction
and Continuity of Services Plan 2021-2022**
IN RESPONSE TO COVID-19

Goodrich ISD Safe Return to In-Person Instruction and Continuity of Services Plan Introduction to 2021-2022

Goodrich ISD will be 100% Face-to-Face Instruction for 2021-2022. No students will be allowed to participate in virtual learning. TEA and the State Legislature did not fund virtual learning for 2021-2022 at this time.

Self-Prescreening

The best way to prevent the spread of illness in our schools is to stay home when ill. Students should not attend school if they have a fever of 100.0 F or higher or new onset symptoms of illness. Washing and sanitizing hands often, especially before eating, after using the restroom, after blowing your nose, after coughing or sneezing, and after coming in to contact with highly touched objects such as doorknobs, handrails, etc. can help reduce the spread of illness.

Individuals who test positive for COVID-19

Students should notify the school nurse. Goodrich ISD is required to report positive cases to San Jacinto County Public Health and the Texas Education Agency.

Employees should notify their supervisor. Goodrich ISD is required to report positive cases to San Jacinto County Public Health and the Texas Education Agency. Both students and employees may should for ten days after the date of symptom onset or test date if asymptomatic as recommended by the Centers for Disease Control and Prevention Control (CDC).

Individuals must be fever free for at least 24 hours without the use of fever-reducing medications before returning to school or work. Individuals must be diarrhea free for at least 24 hours without the use of diarrhea-suppressing medications before returning to school or work. District administrators will continue monitoring the situation along with any updates in requirements for exclusion from the Texas Department of State Health Services.

Individuals who have symptoms consistent with COVID-19

Consider isolating to prevent the unintended transmission of the virus to others as recommended by the CDC. Consider seeking medical guidance from your health care provider.

Consider testing as recommended by the CDC. Consider wearing a mask or face covering if respiratory symptoms are present and you choose not to test for COVID-19 to prevent the unintended transmission of the virus to others.

Employees may be asked to stay home when ill and notify their supervisor. Students should not be sent to school when ill. The school nurse will assess students who become ill during the school day and parents/guardians will be contacted as needed.

Students who decide to quarantine will be counted absent and must make up days if absences exceed 90% rule.

Staff who decide to quarantine will need to use local and state days to make up absences

Students and staff with a temperature of 100.0 F or higher, active vomiting and/or diarrhea, or any

other signs of a communicable condition will be excluded from school until the readmission criteria for the conditions are met as required by the Texas Department of State Health Services. Visitors should not enter district facilities if they are ill.

Individuals who have had close contact with an individual who has tested positive for COVID-19

Consider quarantining on your own accord for 14 days after the date of last contact as recommended by the CDC. Monitor for symptoms consistent with COVID-19 for 14 days after the date of last contact as recommended by the CDC. Consider wearing a mask/face covering if choosing to return to work/school prior to the end of the 14-day quarantine period. Consider testing between day 3 and day 7 after exposure and if symptoms develop.

Students who decide to quarantine will be counted absent and must make up days if absences exceed 90% rule

Staff who decide to quarantine will need to use local and state days to make up absences

Masks or Face Coverings

No employee, student, or visitor is required to wear a mask or face covering but all employees, students, and visitors can wear a mask or face covering, if they choose to do so. The CDC recommends unvaccinated individuals wear a mask or face covering in public settings, at events and gatherings, and anywhere they will be around other people. Goodrich ISD expects all students, employees, and visitors to respect the choice of others regarding the wearing of masks or face coverings.

COVID-19 Positive Case Notifications

Goodrich ISD will notify San Jacinto County Public Health and the Texas Education Agency of any test-confirmed COVID-19 positive as required. Goodrich ISD will utilize the district's COVID-19 Dashboard as notification to employees, students, and others of COVID-19 positive cases in district facilities that are known and official through lab-confirmed results.

COVID-19 Vaccines

COVID-19 vaccines are not required for students or employees. According to the CDC, COVID-19 vaccines are safe and effective and recommended for all eligible individuals.

Cleaning/Sanitizing

Hand sanitizer stations will be available throughout every campus and facility. Employees are encouraged to wash/sanitize their hands frequently throughout their workday. Students will be encouraged and given opportunities throughout the school day to wash/sanitize their hands.

Personal Protective Equipment (PPE)

Goodrich ISD will continue to provide PPE appropriate to the task for all employees by request. Goodrich ISD currently has an ample supply of PPE for use by campuses. Campus clinics will have masks available for any employee or student by request. In coordination with State and Local health officials, Goodrich ISD will continue to collaborate with San Jacinto County Public Health and to monitor and mitigate COVID-19 and other communicable diseases affecting our communities. Goodrich ISD will continue to receive updates from the Texas Department of State Health Services and the Texas Education Agency and implement appropriate measures to protect students, employees, and visitors in all district facilities and at district sponsored events.

Continuity of Services Academics and Social-Emotional Health

Goodrich ISD intends to continue to use both local and federal funds to purchase instructional materials to address the academic needs of all students, to close learning gaps, provide teacher training in best practices, provide additional paraprofessional support to assist students, and implement strategies to address social and emotional needs of students.

In the event the COVID-19 Pandemic Surges in 2021-2022, GISD will enact the School Start Plan of 2020-2021 that includes a virtual learning component with TEA, Governor's order, and CDC guidance

OVERVIEW

The goal of Goodrich ISD's Asynchronous Instructional Plan is to provide distance learners with high-quality/engaging learning experiences, daily, via a learning management system and access to instructional support from teachers. Our asynchronous instructional delivery plan will be conducted in alignment with the grade level/course TEKS to ensure that students make adequate academic progress and acquire the knowledge and skills necessary for success in subsequent grade levels/courses. We realize that learning will be modified in a remote/virtual learning environment as there is no replacement for in-person instruction. Goodrich ISD will provide equal access to technology resources (including Laptops & Chromebooks, and Wi-Fi hotspots, if needed) and academic learning opportunities via a learning management system to ensure that remote/virtual learning through our asynchronous model mirrors in-person instruction as maximum extent possible.

GUIDING PRINCIPLES

1. Supporting students' academic success/achievement and emotional wellness while maintaining a home and school balance.
2. All students and families will have equal access to quality educational materials/resources aligned to the TEKS with the necessary supports needed to successfully access/implement those materials.
3. Empower educators to design learning experiences to continually assess and meet the individual learning needs of each student.
4. Educators, students, and parents need support, encouragement, compassion to ensure their success.
5. The health and safety of our students and staff is our utmost priority.

***Asynchronous instruction involves far more self-guided student instruction.**

Asynchronous instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. For students engaged in the day, they would be marked as present. Engagement is defined as daily academic progress in the Learning Management System (LMS); Progress from teacher-student interaction made that day; Evaluating the daily completion/understanding of assignments by having students apply their knowledge and skills of concepts to complete all instructional tasks, remotely.

- Defined as a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone.
- Will address the required curriculum per TEC, §28.002
- Eligible for students in all grades
 - UIL Athletics and Fine Arts On Campus (middle and high school students)

METHODS FOR IMPLEMENTATION CONSIDERATION

Goodrich ISD is committed to making the soundest decisions regarding reopening our schools, and we strongly believe in making those decisions based on science. We understand that each family has unique concerns, due to health or other circumstances, about returning to daily routines while coexisting with COVID-19, and we will support parents & guardians in making the decisions that are best for their child/ren. While planning for and during the 2020-2021 school year, Goodrich ISD will implement strategic plans and follow pertinent guidelines committed to the following:

1. The health and safety of our students, staff, families, and community is our utmost priority.
2. Every decision made will take into consideration the latest guidance and direction from federal, state, and local government agencies and health officials on logistics/school operations before, during, and after school.
3. Goodrich ISD is committed to providing high-quality instruction/learning experiences to all students regardless of the circumstances.
4. Goodrich ISD faculty & staff is committed to supporting the overall health, safety, and well-being of each student and all district programs.

Using data from the [parent/guardian reopening schools survey](#), as per TEA, GISD parents/guardians were allowed to select the instructional delivery that they feel is best for their child/ren.

To maintain the transition of students between remote/virtual and in-person learning, it is paramount that we maintain the fidelity of in-person classroom instruction. As students potentially flow from remote to in-person or in-person to remote, our goal is to maintain consistency in learning to ensure adequate academic growth.

I. INSTRUCTIONAL SCHEDULES

Description: Students and teachers will have time to interact and build a community of learners in both on-campus and remote/virtual learning pathways. Students in remote/virtual settings will have schedules provided that matches or exceeds the following daily minimum instructional time across all grade levels. While we understand this schedule is dependent upon the percentages of remote/virtual learners and the evolving confirmed cases in our county/school community, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

*Students in Pre-K and Kindergarten who select the remote instructional delivery method will be provided with paper-based instructional packets that will consist of intermittent one-to-one teacher-student interactions via established platforms/communication channels such as email, phone calls, Google Meets, and ClassTag, etc.

All GISD teachers are highly qualified and will receive ample support from the campus principals, ESC6, and outside consultants to ensure that high-quality learning experiences are provided to in-person and virtual/remote instruction students, daily. If circumstances change in our community, all GISD teachers will quickly pivot to remote/virtual learning for all students, if deemed necessary.

From the beginning of the school year, all teachers will design online lessons that mirror in-person learning. These lessons will be uploaded into Google Classroom and available to all remote/virtual learners. There is likely to be student movement across models, and we at GISD are prepared to make this as seamless as possible. A Virtual Resources tab has been added to the district website: www.goodrichisd.net that has several how-to videos for students and parents/guardians.

Goodrich ISD Virtual Learning Management Systems & Resources /Platform Links:

[Goodrich ISD Attendance Verification / Meal Request Survey](#)

[Goodrich Elementary School Google Class Codes](#)

[Goodrich Secondary \(Middle & High\) School Class Codes](#)

[Step-by-Step Instructions to Connect a Hotspot](#)

[Step-by-Step Instructions to Access Google Classroom](#)

[Follow the directions to join a Google Classroom](#)

[Login Pages](#)

[GES I-Station Link](#)

[GMS I-Station Link](#)

[IXL](#)

[Texas Home Learning](#)

[Texas Gateway](#)

[Renaissance / Accelerated Reader](#)

[Wildlife High \(Social Emotional Learning\)](#)

Pre-Kindergarten and Kindergarten Sample Schedule

- 30-minute day start activity (cover: month, date, year, day of the week, season, weather, and holidays)
- 30-minute storytime (Read along and answer questions)
- 15-minute letter/phonics review
- 15-minute letter writing/tracing activity
- 10-minute letter matching to word/picture activity
- 20-minute math lesson and activity
- 5-minute BrainPop video introducing feelings
- 10-minute video with embedded guide questions over seasons
- 10-minute drawing activity of their favorite season
- 20-minute SEL video with interaction and embedded guide questions
- 15-minute name activity

Asynchronous students are required to log **180 minutes (3 hours)** of instructional time, daily.

In grades Pre-K and Kindergarten, content and instruction is provided by classroom teachers. These teachers are the point of contact for their designated grade level.

Individual conferences with the teacher will be conducted weekly. Additional parent/teacher conferences can be scheduled.

Attendance will be taken daily by the completion of an attendance verification survey through Google Classroom. This survey must be completed by 10:00 A.M., daily.

[Attendance Verification/Meal Request Survey](#)

The Learning Management System (LMS) for grades Pre-K and Kindergarten is Google Classroom and instructional packets.

Each class will include a **3E Model:** *engagement, elaboration, and evaluation.*

1. Engagement- bell ringer, video, etc.
2. Elaboration- extending the lesson with technology, or a written response, Google form.
3. Evaluate- short answer response, written assignment or completion of task, etc..

*Appointments can be made by the teacher and/or student/parent during the teacher's conference period or virtual period time to answer questions, remediate instruction, or reteach difficult material. The instructional materials provided through the Learning Management System or supplemental learning platforms will help to address students with disabilities and English Learners.

Teacher Arrival Time: 7:30 AM

Teacher Departure Time: Between 4:00 & 4:30 PM

1st – 5th Grade Sample Schedule

- 30-minute math lesson video with embedded guide questions
- 5-minute math short questionnaire
- 15-minute math independent practice (matching activity)
- 35-minute ELAR lesson video with embedded guide questions
- 15-minute writing activity
- 25-minute science lesson video
- 10-minute science activity
- 30-minute social studies lesson video with embedded guide questions
- 10-minute social studies discussion board
- 10-minute social studies worksheet
- 45-minutes of PE video
- 30-minutes of DEAR (drop everything and read) – this will be monitored through Renaissance (Accelerated Reader)

Asynchronous students are required to log **180 minutes (3 hours)** of instructional time, daily.

In grades 1-5, content and instruction is provided by classroom teachers. These teachers are the point of contact for their designated grade level.

Individual conferences with the teacher will be available upon request.

Teachers will perform weekly check-ins with students via Google Meets and/or phone calls.

Online tutorials will be available, daily, via Google Meets with instructional staff.
Times: 8:00 AM – 9:00 AM; 9:30 AM – 10:30 AM; 11:30 AM – 12:30 PM; 12:30 PM – 1:30 PM

Attendance will be taken daily by the completion of an attendance verification survey through Google Classroom. This survey must be completed by 10:00 AM daily. [Attendance Verification/Meal Request Survey](#)

The Learning Management System (LMS) for grades 1-5 is Google Classroom.

Each class will include a **3E Model:** *engagement, elaboration, and evaluation.*

1. Engagement- bell ringer, video, etc.
2. Elaboration- extending the lesson with technology, or a written response, Google form.
3. Evaluate- short answer response, written assignment or completion of task, etc..

*Appointments can be made by the teacher and/or student/parent during the teacher's conference period or virtual period time to answer questions, remediate instruction, or reteach difficult material. The instructional materials provided through the Learning Management System or supplemental learning platforms will help to address students with disabilities and English Learners.

Teacher Arrival Time: 7:30 AM

Teacher Departure Time: Between 4:00 & 4:30 PM

6th – 12th Grade Sample Schedule

<ul style="list-style-type: none"> • 30-minute ELAR video lesson with embedded guide questions • 15-minute reading passage with questions via google form • 25 minute US History lecture with embedded guide questions • 15-minute reflection writing activity via google docs • 32-minute math lesson video with embedded guide questions • 5-minute three-question math quiz • 15-minute math independent assignment • 25-minute *elective 1 video lesson with embedded guide questions • 10-minute project activity completed at home and submitted via picture • 25-minute science lesson video with embedded guide questions • 15-minute science assignment via google form • 45-minute *elective 2 interactive activities via google classroom • 45-minute workout video (athletics) with embedded guide points <p>*(Elective examples: Small Equine, Court Systems, Horticulture, Floral Design, Graphic Design, Money Sense, Commercial Photography, etc.)</p>	<p>Asynchronous students are required to log 240 minutes (4 hours) of instructional time, daily.</p> <p>In grades 6-12, content and instruction is provided by assigned content teachers. These teachers are the point of contact for their designated class.</p> <p>Individual conferences with the teacher will be available upon request.</p> <p>Teachers will perform weekly check-ins with students via Google Meets and/or phone calls</p> <p>Attendance will be taken daily by the completion of an attendance verification survey through Google Classroom. This survey must be completed by 10:00 AM daily. Attendance Verification/Meal Request Survey</p> <p>The Learning Management System (LMS) for grades 6-12 is Google Classroom.</p> <p>Each class will include a 3E Model: <i>engagement, elaboration, and evaluation.</i></p> <ol style="list-style-type: none"> 1. Engagement- bell ringer, video, etc. 2. Elaboration- extending the lesson with technology, or a written response, Google form. 3. Evaluate- short answer response, written assignment or completion of task, etc...
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*Appointments can be made by the teacher and/or student/parent during the teacher's conference period or virtual period time to answer questions, remediate instruction, or reteach difficult material. The instructional materials provided through the Learning Management System or supplemental learning platforms will help to address students with disabilities and English Learners.

Teacher Arrival Time: 7:30 AM

Teacher Departure Time: Between 4:00 & 4:30 PM

Remote learners in grades 1st – 6th will have from 8:00 A.M.- 10:00 P.M. to access videos, assignments, and turn-in all work assigned for the day.

Remote learners in grades 7th – 12th will have from 8:00 A.M.- 4:30 P.M. to access videos, assignments, and turn-in all work assigned for the day.

Students will frequently and consistently use Google Classroom. The expectation will be a full day of instruction via asynchronous learning activities through (pre-recorded) teacher recorded/assigned lessons while engaging with and supporting students through instructional support tutorials and the completion of assignments. Engagement will be verified through these methods of lesson delivery daily. Students will be expected to complete and turn in all daily assignments.

Teachers will arrange regular check-ins with students - either one-on-one, small, or large group settings. At a minimum, students and teachers/instructional staff will check-in weekly.

Additional Support for Students with Learning Needs

For students with disabilities, GISD 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.

II. MATERIAL DESIGN

Description: GISD staff will implement TEKS Resource System, Implementing TEKS Resources, and other TEKS-based, state-adopted curriculum & instruction resources/materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the grade level/course standards. Students' knowledge, understanding, and application of the content will be monitored by following the campus assessment calendars to check for mastery of the grade level/course TEKS. Teachers will reinforce any concepts that are below proficiency standards through remediating instruction to ensure content mastery. Teachers will provide ongoing feedback to students and parents throughout the school year to maintain open lines of communication and ensure adequate academic progress, mastery of concepts, and successful grade level/course completion.

Resource	Primary Use in Material Design
Google Classroom	For all grade levels and content areas 1-12, Google Classroom will serve as the LMS that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. GISD will leverage Google Classroom to implement grade level/course TEKS in accordance with curriculum roadmap/scope and sequence.
TEKS Resource System	<p>GISD will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development before the start of each new module/unit.</p> <p>GISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the THL scope and sequence as needed and as appropriate for the order of the content.</p>
Implementing TEKS Resources	The TEKS Resource System Implementation guide is designed to walk district and/or campus instructional leaders through the curriculum implementation process. Based on recent research findings, the process outlined in the guide will support districts and/or campuses in their efforts to improve student success. The guide addresses specific roles and actions for central office, campus, and classroom instructional leaders.
TEEx Guide	<p>TEEx Guide provides teachers with a bridge between curriculum, aligned resources, and instructional planning. This increases the efficiency and quality of lesson planning for teachers, which directly impacts student learning outcomes. TEEx Guides are aligned with the TEKS Resource System curriculum, including the scope and sequence of instructional units. Each Hyper Doc includes:</p> <ul style="list-style-type: none"> • Unit overview and key understandings. • Unit vocabulary with corresponding activities. • Student expectations with aligned engagement activities and sample learning. • Experiences and formative assessments. • Sample unit assessments. • Unit resources. • Relevant professional development opportunities.

<p>Other TEKS-based, state-adopted instructional materials</p>	<p>GISD will leverage other TEKS-based, state-adopted instructional materials/resources for all grade levels and content areas.</p> <p>Also, GISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the THL scope and sequence, and as personalized digital learning tools.</p>
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FEEDBACK TIMELINES

Routine feedback will be provided through the Google Classroom and email. Every three-weeks a progress report will be issued and every six-weeks a report card will be provided through **TxEIS** and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Ongoing communication/feedback will be provided to students and parents/guardians. Please click the following link to access the [2020-2021 GISD Grading Periods Document](#).

Contact logs will be provided to all teachers to document daily/weekly contact. [Parent-Teacher Contact Log](#)

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. Our most vulnerable students may face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with in-person meetings, one-to-one virtual meetings, or phone calls to ensure student success.

The instructional materials provided by the teacher for in-person learning will be uploaded in Google Classroom with adaptations as needed for individual students. Thus, assignments will be personalized to adhere to students' IEP goals/objectives and accommodations and address the needs of English Language Learners.

COHERENCE IN INSTRUCTION

In accordance with the Texas Education Agency, Goodrich ISD parents/guardians may choose for their child/ren to receive in-person instruction at school in a traditional setting (with extensive COVID-19 preventative measures in place) or remote instruction via a virtual/online learning management system for the 2020-2021 school year. GISD will be utilizing an asynchronous virtual instructional delivery method for the students that choose the remote learning instructional delivery method.

Option 1: A smaller number of students would allow the classroom teacher to use classroom resources and capture/record lessons using the document camera and alternative technology. Students would access content through Google Classroom/EdPuzzle and be provided with district-provided technology devices including laptops/Chromebooks, and a Wi-Fi hotspot.

Option 2: Remote/Virtual learning students would access Google Classroom while the students on campus would continue with in-person instruction with the curriculum roadmap. As a small school district, teachers are expected to teach in-class students and remote learners simultaneously. The Texas Home Learning 3.0, TEKS Resource Management, Implementing TEKS Resource, and TEx Guide would be used as a tool for teachers to plan more effectively for both pathways. Instructional materials and activities via the asynchronous instructional delivery method will be 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 remote/virtual learning process.

LESSON PREPARATIONS

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

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom, grades 1-1. To support our students who are served in their special programs, teachers will participate in weekly PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Pre-recorded instructional videos will be uploaded into the LMS. Live teacher assistance will take place through Google Meets between the hours of 8:00 A.M. - 4:00 P.M. and depending on office hours of each teacher. Completion of assignments will be expected daily. Grades will be taken in accordance with the campus grading policy and entered into the grade book 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, the GISD special education teacher will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through implementing students' IEPs and 504 plans with fidelity. Our goal is 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.

III. STUDENT PROGRESS

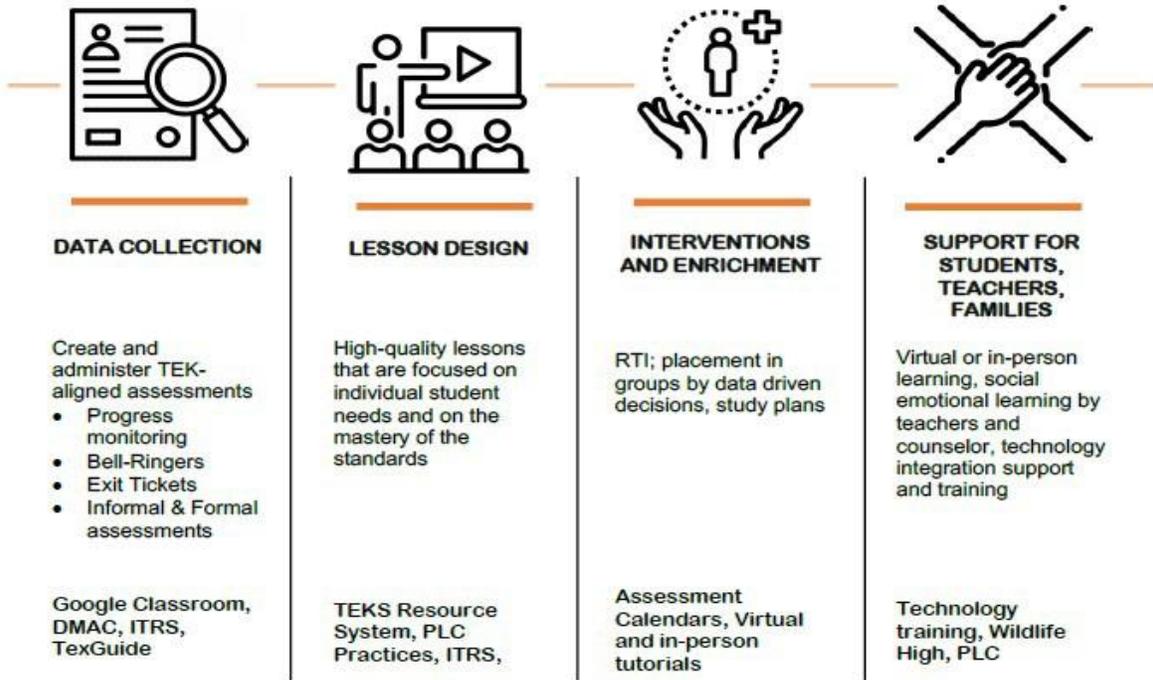
Description: With the closure from March to May, we are expecting skill deficiencies/significant learning gaps. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. To close learning deficits/gaps and support the foundational knowledge, understanding, and application of the concepts taught during the last several weeks, we are implementing a COVID-19 Enrichment Plan. This Enrichment Plan is outlined in the four main areas below: Data Collection, Lesson Design, Interventions and Enrichments, and Support for Students, Teachers, and Families.

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELLs?	Print or Online Instructional or Data Tool
MATH INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
IStation	Elementary Secondary (K-8)	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
IXL (with scope and sequence)	K-12, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELLs?	Print or Online Instructional or Data Tool
ENGLISH LANGUAGE ARTS & READING INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
Renaissance STAR	Elementary Secondary (K-8)	Yes	Progress monitoring for grade level reading	Vocabulary, Growth measure	Online, Data Tool
IXL (with scope and sequence aligned to THL 3.0)	K-12, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
IStation	Elementary Secondary (K-8)	Yes	Baseline Testing: Math & Reading Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELLs?	Print or Online Instructional or Data Tool
SCIENCE INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
IXL (with scope and sequence aligned to THL 3.0)	K-12, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELLs?	Print or Online Instructional or Data Tool
SOCIAL STUDIES/HISTORY INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
IXL (with scope and sequence aligned to THL 3.0)	K-12, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool



Student Access

Students will access assignments, including assessments, projects, and communication through the Learning Management System. Waterford is the selected LMS for grades PK-K, and Google Classroom is the LMS for grades 1-12. For synchronous teaching (in the event of extended school closure), the district will use Google Meets to provide students with live/real-time instruction. Students are expected to complete all assignments, daily, to maintain good academic standing/receive course credit.

DATA COLLECTION/DATA DRIVEN PRACTICE

Goodrich ISD teachers will use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adapt/adjust instructional strategies and content delivery as needed. Teachers will leverage this practice by administering standards-aligned, leveled pre/post teacher made assessment and Curriculum Based Assessments (CBAs), every six-weeks to collect data to measure students' level of proficiency of grade level/course TEKS in accordance with the curriculum roadmap/scope & sequence. Through strategically analyzing assessment data, personalizing learning pathways will be developed, and accelerated instruction will be provided. We will use formative assessments to gauge student progress and provide accelerated instruction to support student learning. For STAAR assessed grade levels/content areas the principals will create CBAs in alignment with the curriculum. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Progress monitoring will be tracked and communicated through our Learning Management System/ongoing parent & guardian communication. Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately- paced to correspond with our scope and sequence.

Resources: TEA STAAR Released Assessments, I-Station, Curriculum-Based Assessments (CBAs) via DMAC, IXL, Teacher made Tests, and Google Classroom Assessments

[Goodrich ISD 2020-2021 Assessment Calendar Link:](#)

[Goodrich ISD Data Analysis/Assessment Review Protocol Template Link:](#)

ACTIVE ENGAGEMENT

Active engagement means a student is active in his/her coursework, daily. All remote/virtual learners will be marked present for the day after completing the Attendance Verification Survey. They should also ensure that the following items have been achieved.

1. The student completes the Attendance Verification Survey. This must be done daily, by 10:00 A.M.
2. Completion of all instructional activities, daily- reviewing instructional videos, assignments, assessments projects etc.
3. Attending asynchronous (live lessons via Google Meets) for tutoring, intervention, and enrichment.
4. Maintain routine contact with the teacher via phone, email, or other established communication channel(s).

The campus administrative assistant/secretary will input each student's attendance into TxEIS based upon the student completing the attendance verification survey by 10:00 A.M. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100-point grading scale in accordance with the GISD Grading Policy.

ASSESSMENT FRAMEWORK

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

LESSON DESIGN

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

GISD teacher will utilize a backward design instructional approach and 21st-century instructional practices to provide students with high-quality instruction, daily. They will also follow the curriculum roadmap/scope and sequence with fidelity and align standards to close learning gaps as a result of lost instructional time.

Resources: Google Classroom, TEKS Resource System, Implementing TEKS Resources, PLCs TEx Guide, and Scope and Sequence

ACADEMIC INTERVENTIONS AND ENRICHMENTS

Goodrich ISD will serve students in daily small group instruction during WIN/RTI Time to provide students with "What I Need." 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. These practices have been in place for multiple years and proven effective in accelerating student learning.

All students in respective STAAR assessed grade levels/courses will take the released STAAR from the the previous year to assess their knowledge and skills of TEKS/key concepts and close learning gaps/deficits due to extended school closures during the 2019-2020 school year. STAAR Enrichment tutorials will also begin after the 1st Six-Weeks and continue throughout the second semester.

Resources: Academic/Instructional Planning Assessment Calendars, Released STAAR Performance Data, Data Analysis Protocols, Accelerated Instruction, STAAR Enrichment Tutorials, and PLCs

EDUCATOR, PARENT, AND STUDENT SUPPORT

Classroom teachers, students, and instructional support staff need on-going supports during this time. GISD has created an on-site virtual professional learning network by combining the expertise of the principals, professional service provider, teacher leaders, and the district technology specialist to support the campus staff and families of remote learners and the students on-campus. Parent/Learning Coach support will be provided training on technology integration in the home using Google Classroom and EdPuzzle. Etc. Also, social and emotional well-being will be provided virtually and in-person via the RRG Wildlife High website <https://www.rrgeducation.com/wildlifehigh>. The district counselor will also support students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and remote) with a forum for sharing best practices and support for their peers and students.

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

Resources: Technology Training, Trauma-Sensitive Training, Researched Best Practices, and Professional Learning Communities (PLC)

IV. I IMPLEMENTATION

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

PARENTS/GUARDIANS

Before the beginning of the school year, parents and guardians were invited to a small group meeting to participate in a hands-on demonstration of What is a Chromebook and How do I get to Google Classroom? Our goal is to conduct more training as needed via one-to-one conferences (in-person and via phone) and share information on the district 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, Skyward, our LMS, personal contact from teachers via email, virtual platforms, or voice calls. Custom websites have also been developed to help disseminate information to assist in the coordination and continued success for all students. It is paramount that GISD students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.

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

TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS

During the back-to-school professional development sessions, all GISD staff participated in asynchronous professional learning technology-related sessions. These sessions were designed following a staff survey of their needs to create a stronger remote/virtual learning environment.

Topics covered were: **Google Classroom for Beginners, Google Classroom Advanced, Google University, and Social-Emotional Learning.**

Also, staff GISD teachers will engage in ongoing professional learning that is specific to their content area and instructional materials.

Each session was provided in a distance learning format and for the most part, presented by our own GISD faculty.

PRINCIPALS

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

Principals and the Professional Service Provider (PSP) will ensure the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Lesson Planning, Implementation of the Curriculum in accordance with the YAG/Curriculum Roadmap, Grades are submitted promptly, Communication with families- overall performance, attendance, family engagement, and progress monitoring data.

ONGOING COMMUNICATION/LEARNING

Professional Learning Community (PLC) planning time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote/virtual instruction. This school year GISD will focus on teacher and leader knowledge to increase our understanding of mastering the standards, collecting and using data, taking instructional action, and engaging students. GISD will also employ an instructional coach for the 2020-2021 school year. However, with the ability to restructure our staff and their schedules, we can 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 Common Assessments, Video Recordings, Choice Boards, HyperDocs, Collaborative Learning via discussion boards in Google Classroom, Uploading Assignments in Google Classroom, and EdPuzzle.

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

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

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

- A. Facebook, Remind, and School Messenger for district-wide communication
- B. Google Classroom and/or Google Meets for teacher-parent-student discussions
- C. For real-time instructional support and delivery of content, we will all communicate through Google Meets/Google GSuite (including Gmail, Docs, Classroom, Hangouts)
- D. Public website: GISD will maintain general information on its status for the public on our main webpage at <https://www.goodrichisd.net>

CURRICULUM GAP DOCUMENTS

All GISD teachers will be provided instructional documents that include the highest leverage standards in each subject by grade level. Other resources include TEKS Resource Gap Tool, which teachers can leverage to identify gaps before teaching each unit. GISD will create a fail-safe process to identify every student who needs interventions or extensions, and then ensure that each student receives the appropriate help in a timely manner. Students who are experiencing difficulty are required, rather than invited, to utilize our campus support services. Each student's data is looked at individually on a routine basis.

RESOURCES TO MAXIMIZE REMOTE LEARNING

A. The following are resources provided by GISD to help teachers implement a more thoughtful remote learning opportunities.

- **Google Classroom**
- **TEKS Resource System**
- **Implementing TEKS Resources**
- **Tex Guide**

B. The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.

- **Google Classroom**
- **Google Meets**
- **Edpuzzle**

C. Deployment of Student Devices

On Wednesday, August 12, 2020, Google Chromebook and a travel bags were checked out/provided to all students in grades 1st – 12th, who selected the Distance Learning instructional delivery method (Asynchronous Virtual Instruction). A hotspot was also provided to students if needed. During the distribution process, parents/guardians participated in small group stations on how best to support and guide their student's daily learning.

Student Roles and Responsibilities

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

Parent/Guardian Roles and Responsibilities

- Establish partnerships with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning.
- Monitor communication from teachers and the campus.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Access/Utilize district provided resources for the successful implementation of the asynchronous virtual learning management system.
- Use teacher conference hours to help strengthen asynchronous learning.
- Contact teacher, principal, and counselor for additional needs and supports for student learning.

Contact Us/Who to Contact

For assistance regarding a course, assignment, or resource:

The designated classroom/course teacher via email or established communication channel.

For assistance regarding a technology-related problem or issue:

The GISD technology specialist or campus principal via phone or email:

(936) 365-1100

Technology Specialist: Mr. Bradley Gallegos- alex.noriega@goodrichisd.net (936) 933-2355

Assistant Principal: Ms. Brenda Williams- brenda.williams@goodrichisd.net Ext. 131

Principal: Mr. Aubrey Vaughan- aubrey.vaughan@goodrichisd.net Ext. 120

For a personal, academic, or social-emotional concern:

The District Counselor: Mrs. Jeana Culp- jculp@goodrichisd.net Ext. 144

For other issues related to distance learning:

The campus principal via phone or email.