GONZALES INDEPENDENT SCHOOL DISTRICT
ONE:1
NATION
Meeting People Where They Are

Gonzales Independent School District
Asynchronous Online Learning Plan

GISD Four Key Areas for Return to School 2020-2021

1. Health & Safety
2. Instructional Options for Families
3. Curriculum, Instruction & Assessment
4. Student Support Services

Gonzales Independent School District is committed to meeting students, guardians, staff, and all stakeholders where they are to ensure student safety and success. Although the current pandemic creates new and dynamic challenges for our school system, we are committed to focusing on this core purpose with an even greater urgency. The purpose of this document is to communicate our plan for the 2020-21 school year as it relates to our instructional model.

Gonzales ISD will provide access, resources, and academic learning opportunities for all students in the online (online setting) through an asynchronous model. Throughout the rest of this document, the terms "online" and "online learning" will be used to identify the asynchronous model while the term "onsite" will be used to identify in person learning.

Asynchronous instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. For students engaged in the day, they would be marked as present.

Engagement is defined as progress in the Learning Management System (LMS) made that day progress from teacher to student interaction made that day; the completion and submission of assignments within the instructional day.

The Learning Management System (LMS) for Gonzales ISD for PK-12th grade will be Google Classroom. Students and parents will have access to Google Classroom through district created Google mail accounts.

The Instructional Day for asynchronous learners is defined as 12am-11:59pm. To be considered engaged, students must meet one of the above mentioned criteria within this time frame.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Using data from the GISD Instructional Model Commitment Form, GISD will make adjustments to meet the needs of each campus in the areas of: staffing, master schedules, and special services. The commitment form was released August 5th with the intention that parents and guardians make an instructional decision for their student before the first day of school on August 17th. GISD is providing a transitional start during the first six weeks grading period. Parents and guardians can choose to change the instructional model for their student at the 3 week mark of the first six weeks. After the initial six weeks grading period, transitions between instructional models will be limited to the end of each six weeks grading period.

Our goal for our students and our families is to maintain instructional continuity between our onsite and online instruction for the success and safety of our students. All GISD teachers will manage a Google Classroom for both online and onsite instruction to ensure alignment between both models.

I.   INSTRUCTIONAL SCHEDULE

Description: Students in online settings will be provided instruction to meet or exceed the minimum Texas Education Agency (TEA) requirements for instructional minutes based on grade level. The proposed schedules are subject to change depending on the percentage of students in online instruction and the evolving data of COVID 19 confirmed cases in Gonzales County. All GISD educators and students will transition quickly to online learning if the circumstance arises.

Gonzales Primary Academy (PK & K)		Notes
Time	Subject	Students receive **180 minutes** of asynchronous instruction for the day from a teacher who is 100% virtual.
8:30-9:30	Reading Language Arts	
9:30-9:45	Break	Content for core subject areas will be provided through TEKS Resource System (TRS), TexGuides, and supplemented through the Texas Home Learning 3.0 system and campus instructional resources.
9:45-10:45	Math	Office hours will be available for one-on-one conferences during the day for parent and student assistance.
10:45-11:15	Social Studies	
11:15-11:45	Science	Attendance will be taken daily as determined through engagement.
11:45-12:15	Lunch	Grading will be the same as onsite learning and outlined in our GISD Handbook and policy.
12:15-1:15	PE	The Learning Management System (LMS) for this grade level is Google Classroom.
1:15-1:45	Guidance Counseling	Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.
Link to campus master schedule and teacher conferences		Lessons reflect The Distance Learning Playbook strategies and the **5E Model:** *engagement, exploration, elaboration, explanation, and evaluation.*
		The counselor provides 2 video Social Emotional Learning lessons a month based on student needs (observations and teacher consultation. Lessons are based on the ASCA strands.

East Avenue Primary (1st & 2nd)		Notes
Time	Subject	Students receive **180 minutes** of asynchronous instruction for the day from a teacher who is 100% virtual.
8:30-9:30	Reading Language Arts	Content for core subject areas will be provided through TEKS Resource System (TRS), TexGuides, and supplemented through the Texas Home Learning 3.0 system and campus instructional resources.
9:30-9:45	Break	Office hours will be available for one-on-one conferences during the day for parent and student assistance.
9:45-10:45	Math	Attendance will be taken daily as determined through engagement.
10:45-11:15	Social Studies	Grading will be the same as onsite learning and outlined in our GISD Handbook and policy.
11:15-11:45	Science	The Learning Management System (LMS) for this grade level is Google Classroom.
11:45-12:15	Lunch	Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.
12:15-1:15	PE	Lessons reflect The Distance Learning Playbook strategies and the **5E Model:** *engagement, exploration, elaboration, explanation, and evaluation.*
1:15-1:45	Guidance Counseling	
Link to Campus Master Schedule and Teacher Conferences		

Gonzales Elementary 3rd		Notes
Time	Subject	Students receive **180 minutes** of asynchronous instruction for the day.
60 minutes	Reading/Writing	The Learning Management System (LMS) for grades 3-5 will be Google Classroom.
45 minutes	Math	Attendance will be taken daily in Skyward, as determined through engagement. Grading will be the same as on-campus learning and outlined in our GISD District Handbook and policy.
45 minutes	Social Studies/Science	Office hours will be provided for one-on-one conferences for parent and student assistance. Teachers will provide informal assessments throughout the week to determine student progress.
30 minutes	Electives	Physical Education and Fine Arts will provide a bank of exercises, physical activities and resources.
[Link to Campus Master Schedule and Teacher Conferences](#) [Teacher Feedback and Campus Professional Development](#)		Content for core subject areas will be provided through TEKS Resource System (TRS), TexGuides, and supplemented through the Texas Home Learning 3.0 system and campus instructional resources. In grades 3-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas. Grading will be the same as onsite learning and outlined in our GISD Handbook and policy. Lessons reflect The Distance Learning Playbook strategies and the **5E Model:** *engagement, exploration, elaboration, explanation, and evaluation.* Social Emotional Lessons (SEL) are provided by the counselor. They are recorded and uploaded into Google Classroom twice a month. Lessons are taken from the Student Success Skills SEL curriculum.

Gonzales Elementary 4th		Notes
Time	Subject	Students receive **180 minutes** of asynchronous instruction for the day.
50 minutes	Reading/Social Studies	The Learning Management System (LMS) for grades 3-5 will be Google Classroom.
30 minutes	Writing	Attendance will be taken daily in Skyward, as determined through engagement. Grading will be the same as on-campus learning and outlined in our GISD District Handbook and policy.
40 minutes	Math	Office hours will be provided for one-on-one conferences for parent and student assistance.
30 minutes	Science	Teachers will provide informal assessments throughout the week to determine student progress.
30 minutes	Electives	Physical Education and Fine Arts will provide a bank of exercises, physical activities and resources.
[Link to Campus Master Schedule and Teacher Conferences](#) [Teacher Feedback and Campus Professional Development](#)		Content for core subject areas will be provided through TEKS Resource System (TRS), TexGuides, and supplemented through the Texas Home Learning 3.0 system and campus instructional resources. In grades 3-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas. Grading will be the same as onsite learning and outlined in our GISD Handbook and policy. Lessons reflect The Distance Learning Playbook strategies and the **5E Model:** *engagement, exploration, elaboration, explanation, and evaluation.* Social Emotional Lessons (SEL) are provided by the counselor. They are recorded and uploaded into Google Classroom twice a month. Lessons are taken from the Student Success Skills SEL curriculum.

Gonzales Elementary 5th		Notes
Time	Subject	Students receive **180 minutes** of asynchronous instruction for the day.
45 minutes	Reading/Writing	The Learning Management System (LMS) for grades 3-5 will be Google Classroom.
45 minutes	Math	Attendance will be taken daily in Skyward, as determined through engagement. Grading will be the same as on-campus learning and outlined in our GISD District Handbook and policy.
30 minutes	Science	Office hours will be provided for one-on-one conferences for parent and student assistance.
30 minutes	Social Studies	Teachers will provide informal assessments throughout the week to determine student progress.
30 minutes	Electives	Physical Education and Fine Arts will provide a bank of exercises, physical activities and resources.
Link to Campus Master Schedule and Teacher Conferences Teacher Feedback and Campus Professional Development		Content for core subject areas will be provided through TEKS Resource System (TRS), TexGuides, and supplemented through the Texas Home Learning 3.0 system and campus instructional resources. In grades 3-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas. Grading will be the same as onsite learning and outlined in our GISD Handbook and policy. Lessons reflect The Distance Learning Playbook strategies and the **5E Model:** *engagement, exploration, elaboration, explanation, and evaluation.* Social Emotional Lessons (SEL) are provided by the counselor. They are recorded and uploaded into Google Classroom twice a month. Lessons are taken from the Student Success Skills SEL curriculum.

North Avenue 6th Grade Center		Notes
Time	Subject	Students receive **270 minutes** of asynchronous instruction each day.
7:55-8:40	Intervention	Daily schedules are provided to parents and students.
8:40-9:25 9:25-10:10	Reading Language Arts	Content for core subject areas will be provided through TEKS Resource System (TRS), TexGuides, and supplemented through the Texas Home Learning 3.0 system and campus instructional resources. In grade 6, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.
10:10-10:55	Science	Office hours will be available for one-on-one conferences during the day.
10:55-11:40	Social Studies	Attendance will be taken daily through a district created tracking sheet completed by teachers, as determined through engagement. Attendance clerks will input attendance into Skyward based off of the tracking sheet.
11:40-12:25	Lunch	
12:25-1:10 PE	PE	Grading will be the same as onsite learning and outlined in our GISD Handbook and policy.
1:10-1:55	Fine Arts	The Learning Management System (LMS) for this grade level is Google Classroom.
1:55-2:40 2:40-3:25	Math	Lessons reflect The Distance Learning Playbook strategies and the **5E Model:** *engagement, exploration, elaboration, explanation, and evaluation.*
3:25-3:40	Homeroom	The counselor coordinates Social Emotional Learning lessons with teacher leaders using the Character Strong curriculum. Lessons are presented weekly.
Link to Campus Asynchronous Plan		

Gonzales Junior High School (7th)				Notes

Time	A Day	B Day	Grade Levels
7:30-8:00	Online Response Time	Online Response Time	7th & 8th
8:15-10:15	1st Period	2nd Period	7th & 8th
10:20-11:20	3rd Period	4th Period	7th grade meets daily (60 min) **Lunch 11:20-11:50**
10:20-12:20	3rd Period	4th Period	8th
11:55-1:55	5th Period	6th Period	7th
12:55-1:55	5th Period	6th Period	8th graders meet daily (60 min) **Lunch 12:25-12:55**
2:00 - 4:00	7th Period	8th Period	7th & 8th

Link to campus master schedule

Link to instructional one pager

Link to asynchronous schedule

Link to campus expectations

Students receive **240+minutes** of asynchronous instruction each day. Students are encouraged to mirror the A/B block schedule that outlines their courses. Synchronous instruction is available during the specified times. Recorded lessons are available asynchronously for students who choose to follow their own schedule.

Content for core subject areas will be provided through TEKS Resource System (TRS), TexGuides, and supplemented through the Texas Home Learning 3.0 system and campus instructional resources.

In grades 7-8, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.

Office hours will be available for one-on-one conferences during the day. A feedback window is available before school and during teacher conferences every other day.

Attendance will be taken daily through a district created tracking sheet completed by teachers, as determined through engagement. Attendance clerks will input attendance into Skyward based off of the tracking sheet.

Grading will be the same as onsite learning and outlined in our GISD Handbook and policy.

The Learning Management System (LMS) for this grade level is Google Classroom.

Lessons reflect The Distance Learning Playbook strategies and the **5E Model:** *engagement, exploration, elaboration, explanation, and evaluation.*

The counselor coordinates Social Emotional lessons with the College/Career Readiness course and Investigating Career course teachers using the Character Strong curriculum.

Gonzales High School (9th-12th)	Notes
A/B Block Regular Bell Schedule 	Students receive **240+minutes** of asynchronous instruction each day. Students are encouraged to mirror the A/B block schedule that outlines their courses. Synchronous instruction is available during the specified times. Recorded lessons are available asynchronously for students who choose to follow their own schedule. Content for core subject areas will be provided through TEKS Resource System (TRS), TexGuides, and supplemented through the Texas Home Learning 3.0 system and campus instructional resources. In grades 9-12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas. Office hours will be available for one-on-one conferences during the day. Attendance will be taken daily through a district created tracking sheet completed by teachers, as determined through engagement. Attendance clerks will input attendance into Skyward based off of the tracking sheet. Grading will be the same as onsite learning and outlined in our GISD Handbook and policy. The Learning Management System (LMS) for this grade level is Google Classroom. Online students may come to campus to participate in UIL activities. Lessons reflect The Distance Learning Playbook strategies and the **5E Model:** *engagement, exploration, elaboration, explanation, and evaluation.*

A/B Block Regular Bell Schedule

A Day	B Day	Start	End	Length
0 period		7:20	8:20	60
1	5	8:30	10:10	100
2	3	10:17	11:57	100
Lunch		11:57	12:37	40
4	6	12:43	2:23	100
7	8	2:30	4:10	100
9th period		4:20	5:20	60

Total minutes = 460/day

0 and 9th periods will be specifically for extracurricular practices. The regular school day is 8:30 - 4:10. Your teacher will specify if you need to attend 0 and 9th periods (athletics, band, FFA, UIL, etc.)

Link to Campus Master Schedule

Link to beginning of year professional development

Link to Gonzales High School asynchronous plan

Counselors manage all Social Emotional needs for online learners via tools and resources in an Advisory Google Classroom. They utilize the Character Strong Curriculum. Weekly Character Dares are posted in the online classroom along with pre-recorded lessons. Online forms are available for students to submit specific needs to a counselor.

Students both onsite and online will engage with Google Classroom daily. Teachers will arrange regular check-ins with students - either one-on-one, small or large group settings. Depending on the campus and grade level, students will receive feedback from the teacher or facilitator on a maximum of a daily basis and a minimum of a weekly basis.

Additional Support for Students with Learning Needs
Gonzales ISD will provide individualized support for students with disabilities both onsite and online. Special education and support staff will collaborate with general education teachers in planning to meet the needs of all learners.

II.   MATERIAL DESIGN

Description: GISD staff will implement TEKS Resource System as the adopted curriculum. TexGuides, Texas Home Learning (THL) 3.0, and various other TEKS-based, state-adopted instructional materials locally adopted by the district will be used as additional resources. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student's understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will use data to drive their instructional decisions to meet individual student needs. 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, GISD will leverage each resource in the following way:

Curriculum	Primary Use in Material Design
TEKS Resource System	GISD will use all components of TEKS Resource System to ensure pacing, coverage, alignment, and implementation of the Texas Essential Knowledge and Skills (TEKS).
TexGuides	GISD will utilize resources from TexGuides to support the implementation of TEKS specificity outlined in the Instructional Focus Document (IFD) within TEKS Resource System.

Online Resources

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
MATH INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
Learning Inventory of Needs for Math (LION/LEON)	Elementary Secondary	Yes	Progress monitoring for IEP attainment, provides differentiated lessons at the student's independent and instructional level	Vocabulary, Growth measure Both English and Spanish	Online, Instructional and Data Tool
Pathblazers	Elementary	Yes	Progress monitoring for IEP attainment, provides instruction aligned to student need by Student Expectation	Vocabulary, Growth measure Both English and Spanish	Online, Instructional and Data Tool
Exemplars	K-5	Yes	Access to all grade level Student Expectations to meet student needs	Available in English and Spanish	Online, Instructional Tool
MyPath	Secondary	Yes	Progress monitoring for IEP attainment, provides instruction aligned to student need by Student Expectation	Vocabulary, Growth measure Both English and Spanish	Online, Instructional and Data Tool
Edgenuity	Secondary	Yes	Progress monitoring for IEP attainment, provides instruction aligned to student need by Student Expectation	Vocabulary, Growth measure Both English and Spanish	Online, Instructional and Data Tool

Online Resources

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
Learning Inventory of Needs for Reading (LION/LEON)	Elementary Secondary	Yes	Progress monitoring for IEP attainment, provides differentiated lessons at the student's independent and instructional level	Vocabulary, Growth measure Both English and Spanish	Online, Instructional and Data Tool
Pathblazers	Elementary	Yes	Progress monitoring for IEP attainment, provides instruction aligned to student need by Student Expectation	Vocabulary, Growth measure Both English and Spanish	Online, Instructional and Data Tool
MyPath	Secondary	Yes	Progress monitoring for IEP attainment, provides instruction aligned to student need by Student Expectation	Vocabulary, Growth measure Both English and Spanish	Online, Instructional and Data Tool
Edgenuity	Secondary	Yes	Progress monitoring for IEP attainment, provides instruction aligned to student need by Student Expectation	Vocabulary, Growth measure Both English and Spanish	Online, Instructional and Data Tool
Fountas & Pinnell The Classroom Digital Resources	Elementary	Yes	Differentiation Supports	SIOP resources: sentence stems, pictures, etc.	Print and Online Resource
StudySync	Secondary	Yes	Progress monitoring for IEP attainment, provides scaffolds and accommodations to meet student needs	Differentiation of text complexity based on TELPAS levels (beginner, advanced, advanced high), scaffolds for ELLS	Online, Instructional Tool

Online Resources

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
SOCIAL STUDIES INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	Elementary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
Texas Home Learning 3.0	PK-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson.	Print and Online, Instructional Tool
StudySync	Secondary	Yes	Progress monitoring for IEP attainment, provides scaffolds and accommodations to meet student needs	Differentiation of text complexity based on TELPAS levels (beginner, advanced, advanced high), scaffolds for ELLS	Online, Instructional Tool
Pathblazers	Elementary	Yes	Progress monitoring for IEP attainment, provides instruction aligned to student need by Student Expectation	Vocabulary, Growth measure Both English and Spanish	Online, Instructional and Data Tool
MyPath	Secondary	Yes	Progress monitoring for IEP attainment, provides instruction aligned to student need by Student Expectation	Vocabulary, Growth measure Both English and Spanish	Online, Instructional and Data Tool
Edgenuity	Secondary	Yes	Progress monitoring for IEP attainment, provides instruction aligned to student need by Student Expectation	Vocabulary, Growth measure Both English and Spanish	Online, Instructional and Data Tool
Discovery Education	Elementary and Secondary	Yes	Differentiation to meet student needs	Differentiation to meet student needs	Online, Instructional Tool

Online Resources

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
SCIENCE INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	Elementary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
Texas Home Learning 3.0	PK-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson.	Print and Online, Instructional Tool
Pathblazers	Elementary	Yes	Progress monitoring for IEP attainment, provides instruction aligned to student need by Student Expectation	Vocabulary, Growth measure Both English and Spanish	Online, Instructional and Data Tool
MyPath	Secondary	Yes	Progress monitoring for IEP attainment, provides instruction aligned to student need by Student Expectation	Vocabulary, Growth measure Both English and Spanish	Online, Instructional and Data Tool
Edgenuity	Secondary	Yes	Progress monitoring for IEP attainment, provides instruction aligned to student need by Student Expectation	Vocabulary, Growth measure Both English and Spanish	Online, Instructional and Data Tool
Discovery Education	Elementary and Secondary	Yes	Differentiation to meet student needs	Differentiation to meet student needs	Online, Instructional Tool
Exemplars	K-8	Yes	Access to all grade level Student Expectations to meet student needs	Available in English and Spanish	Online, Instructional Tool

FEEDBACK TIMELINES

A maximum of daily feedback and a minimum of weekly feedback will be given by the teacher to the student and parents/guardians. Every three weeks progress reports will be provided through Skyward 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. Teachers will document contact made with students and parents.

COHERENCE IN INSTRUCTION

Depending on the number of students committing to online learning, we have two options of deliverables. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need. Each campus is unique in its staffing as well as the number of students choosing online or onsite instruction. GISD will maintain flexibility throughout this evolving situation. The following are GISD's options for delivering instruction:

Option 1: Smaller number of online students would allow the classroom teacher to use the classroom resources and capture lessons using Zoom or Google Meets. Students would access content through Google Classroom on district provided devices.

Option 2: Larger number of students in online instruction would require restructuring our staff into two classifications of online teachers and onsite teachers.

Option 3: In case of a campus or districtwide shutdown, teachers and students would all transition to online learning.

Instructional materials and activities in all options will be the same content as provided in the classroom. When students return from online 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.

Pre-Kindergarten-2nd Grade:

Due to the foundational skills addressed in grades PK-2, there will be assigned virtual teachers for online learners. This will allow for synchronous instruction within an asynchronous environment. While attendance is not mandatory, Zoom sessions will be held for direct instruction, small group, and peer collaboration to support students and families. Online student schedules will follow the asynchronous schedule from pages 3 and 4.

LESSON PREPARATIONS

Lesson preparation and delivery will differ by campus and grade level to meet the developmental needs of our students. Lessons will be delivered through pre-recorded videos and uploaded into Google Classroom. However, students could also participate through a synchronous, live Zoom or Google Meets session depending on campus and teacher expectations.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom for grades PK-12. Pre-recorded instructional videos will be uploaded into the Google Classroom. Live teacher assistance could take place through Google Meets or Zoom between the hours of 8:00 am-4:00 pm and depending on office hours of each teacher and expectations of the campus. Completion of assignments, progress through Google Classroom or other instructional programs, or direct contact between student and teacher will be expected daily for attendance. Grades will be taken in accordance to the onsite grading system and entered into Skyward promptly.

Students with Disabilities

Special Education, Special Education Related Services, and Life Skills

Special education services are provided through inclusion and resource classes. To meet the needs of students with disabilities, GISD will offer both synchronous and asynchronous instruction. For inclusion, the special education teacher serves as co-teacher with the general education teacher. Special education teachers have access as a collaborator to the Google Classroom to access and modify lessons, assignments, and other materials. Teachers provide support through Zoom, the Remind app, and Google Classroom. Resource classes are provided through a separate Google Classroom managed by the Special Education teacher. Lessons are built specifically to meet student Individualized Education Plan (IEP) goals and objectives. Collaborative PLC time is built into the Special Education teachers' schedules to facilitate planning between Special Education and general education teachers to meet student needs. Life Skills courses are provided for students who are accessing the TEKS through prerequisite skills. Life Skills teachers manage their own Google Classroom for their students using the Unique Learning System curriculum.

Tele-therapy is provided for online learners based on specific needs and circumstances.

Dyslexia

Dyslexia services are provided during specific blocks based on student schedules. Teachers provide lessons for online students synchronously via Zoom. Resources and manipulatives specific to the dyslexia program were distributed to students to be used during synchronous instruction with the teacher.

III.   STUDENT PROGRESS

Gonzales ISD will maintain best practices for monitoring student progress, modifying instruction to meet student needs, and managing resources to support students and staff. The following process is critical for student success whether they are onsite or online learners.

Data Collection	**Lesson Design**	**Interventions and Enrichment**	**Communication**
Create and administer standards-aligned assessments	High-quality lessons that are focused on individual student needs and on the mastery of the standards.	Specified, scheduled time with students grouped by data driven decisions	Support for students, teachers, and families.
Liberty Source, Trends, LION, TEKS Resource System Assessment Creator	TEKS Resource System, PLC Practices, TexGuides, Texas Home Learning 3.0	LION Rhino Resources, Pathblazers, MyPath, Assessment Calendars, PLCs	Zoom/Google Meets meetings, technology training, District/Campus Webpages and Social Media

One:One Initiative
Gonzales ISD will be a one to one device district beginning this 2020-2021 school year. All students in grades PK-2 will be issued district iPads. All students in grades 3-12 will be issued Chromebooks. District devices will be used for both onsite and online instruction. These devices will be available both at school and for students to take home with them to access their own internet. Hotspots will be available for students who do not have internet access at home.

Student Access
Students will access assignments, including assessments, projects, and communication through the Learning Management System. Google Classroom is the Learning Management System for PK-12. For pre-recorded lessons, live conferences or feedback sessions, etc., teachers and students will use Zoom or Google Meets. Teachers will communicate with students and parents success criteria for daily assignments and lessons. Students must engage daily in order to be counted as asynchronous present. 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

Gonzales ISD will administer a beginning of year universal screener called the Learning Inventory of Needs (LION) in reading and in math. This assessment is given in both English and Spanish. Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. 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 Google Classroom, Pathblazers, and MyPath. Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately paced to correspond with our scope and sequence.

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
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment
3. Or daily contact with the teacher.

A teacher or campus representative will input the student's attendance into Skyward, 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

Assessments are given according to the district assessment calendars for elementary and secondary campuses. Teacher   assessments are given at the teacher and campus's discretion. GISD provides common six week assessments, middle of year mock STAAR assessments, and the universal screener the Learning Inventory of Needs (LION) in reading and math. All assessments are available in both English and Spanish. Assessments will be given through an online testing portal, Etazo, provided by the testing company. This portal has a secure browser to proctor both onsite and online students, and aligns to the STAAR online portal with built in features/accommodations to support students. Instructional coaches and instructional technologists will be trained in the online portal and train campus staff. A "soft" assessment will be given during the first six weeks to test run the online portal. Teachers and administrators receive data for students immediately upon completion of the assessment. All data will be used to drive instruction to meet the individual needs of students.

All district assessments will be administered through Etazo Trends/TangoSoftware. All teacher assessments will be administered through Trends/TangoSoftware or Google Classroom.

Resources:
   Parent letters for the Learning Inventory of Needs (LION) in English and in Spanish

LESSON DESIGN

   GISD follows the 5 E Model for onsite and online learners.
   1. Engage: warm-up, video, discussion questions, excerpt/read aloud
   2. Explore: discussion groups/boards/breakout rooms, student generated questions, manipulatives, reading material
   3. Explain: students make connections between engage and explore, share via discussion/groups/boards/breakout rooms, teacher facilitates, guiding questions to scaffold connections, think within and about the text/skill
   4. Elaborate: students justify thoughts and reasoning through written responses, communication with peers and teacher, think beyond the text/skill
   5. Evaluate: exit tickets, assignments to show what they know, projects, performance assessments, reflection pieces

Planning Resources:
   -Planning Protocol 1-3 using the IFD
   -Planning Protocol 4-5: version 1 & version 2
   -Teachers plan with curriculum and planning protocols to create TEKS driven lessons. Teachers plan for differentiation for all students using district resources, student data (formal and informal), and support staff during planning.
   -Online student learning objective template

ACADEMIC INTERVENTIONS AND ENRICHMENTS

Intervention and enrichment practices differ by campus. Each campus has a set intervention and enrichment block. Students are grouped by needs identified in assessment data.

Gifted and Talented:
　　-K-5 Students served through an individual Google Classroom to mimic onsite pull-out model design. A certified GT teacher provides differentiated lessons using the Texas Performance Standards Projects (TPSP) and Prufrock Press curriculum.
　　-6th Students served during enrichment block by a certified GT teacher using the Texas Performance Standards Projects (TPSP)
　　-7th-12th grade students served through cluster grouping in honors, pre-AP, AP, Dual Credit, and OnRamps courses.

EDUCATOR, PARENT, AND STUDENT SUPPORT

Gonzales ISD recognizes the commitment of our educators, parents, and students and wishes to support all stakeholders during this unprecedented time. GISD has put in place supports for all stakeholders as we move forward in navigating the new normal.

IV. IMPLEMENTATION

PARENTS/GUARDIANS
The collaboration of district staff and parents/guardians is crucial for student success. GISD will support parents through open communication, education, and training. Parent meetings via Zoom in both English and Spanish will be held throughout the year. These meetings will range from informative in nature to Q&A sessions with district and campus leadership. Informational videos from district departments are posted on the district website and will be updated as needed. GISD has a specified email address for parent concerns, suggestions, and questions. A technology hotline will be available for tech support and questions. Districtwide communication is distributed by robocalls, Facebook postings, and district webpage updates.
Gonzales ISD's communication tools for parents and students will be the following:
　　a. Skyward Family Portal
　　b. Google Classroom
　　c. Google Meets/Hangouts, Zoom
　　d. District Webpage
　　e. District Facebook Page
　　f. Robocalls

TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS
During inservice, all staff were provided meaningful professional development focused on the social and emotional well-being of students with a specific focus on students living in poverty. Campuses then provided professional development specific to campus and teacher need. Professional development will be ongoing and adapted to teacher and campus need as the year progresses.

District professional development for the year was provided by Dr. Ruby Payne during a two day in-person and live streamed event covering the Framework for Understanding Poverty and Emotional Poverty.

Campus professional development focused on Google Classroom training provided by the instructional technologists and TEKS Resource System training provided by the instructional coaches. All instructional coaches were trained in practices from John Hattie's The Distance Learning Playbook and used strategies from this training in their planning and professional development with teachers. The Distance Learning Playbook will be used throughout the year to support teachers in best practices for online learning. Professional development will be provided by instructional coaches and instructional technologists to meet teacher and campus needs.

PRINCIPALS AND OTHER ADMINISTRATORS

Curriculum directors and other district administrators participated in the following professional learning sessions in order to develop a stronger understanding of online learning:

1. The Distance Learning Playbook by John Hattie

2. TEA principal modules for distance learning

3. The Reboot: School Operations in an Unpredictable World by Sean Cain

Campus principals, instructional leaders, and district administrators will ensure the following accountability processes are in place:
1. Adherence to an online learning schedule
2. Attendance monitoring
3. Curriculum implementation
4. Grade submission and timeline
5. Family and community communication and engagement
6. Progress monitoring

ONGOING COMMUNICATION/LEARNING

Each campus has built in, weekly Professional Learning Community (PLC) time built into the master schedule. PLCs are used for professional development, teacher modeling lessons, common planning time, data analysis, and team reflection of current practices. Each campus has an instructional coach or academic dean to support teachers in planning onsite and online lessons. GISD has an elementary and secondary instructional technologist to support teachers in program implementation and using our resources for onsite and online learning.

Gonzales ISD is implementing a district YouTube channel dedicated to professional learning videos for all departments. Teachers can access these videos to meet the demands of their schedule.

RESOURCES TO MAXIMIZE ONLINE LEARNING

The following are resources provided by GISD to help teachers implement a more thoughtful online learning opportunity.
- **TEKS Resource System**
- **Texas Home Learning (THL) 3.0**
- **Pathblazers and MyPath**

The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.
- **Google Classroom**
- **Google Suite**
- **Zoom**
- **Discovery Education**

Identifying Internet Providers and Getting Connected
GISD has secured hot spots for students and families who do not have internet connectivity at home. Parents and Guardians can apply for a district issued hot spot using the Hot Spot Request form.

Deployment of Student Devices

As a One:One Nation, GISD will issue all students a device for onsite and online learning. Students in PK-2nd grade received iPads during meet the teacher. 3rd-12th students were issued a chromebook during the first week of school on August 24-28th. Onsite students received devices at their respective campuses. Online students picked up devices August 24th during a specified window of 9am-2pm and 5pm-7pm. Hotspots will be issued to students upon application.

Student Commitments

- Follow the designated schedule communicated by their campus/teacher
- Complete and submit assignments as designated by teacher guidelines both onsite and online (asynchronous)
- Engage in all parts of the lesson cycle
- Follow all school regulations and guidelines, including dress-code
- Follow teacher expectations for onsite and online learning
- Adhere to the One:Nation handbook in caring for their district issued device

Parent Commitments

- Facilitate academic support and encouragement to motivate and guide your child throughout the school year in your role as a learning partner
- Ensure your child is on track with assignments and coursework (which includes, but is not limited to: video mini-lesson, lesson activity or assignment, assessments, daily reading, etc.)
- Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher
- Consider creating a designated learning space for your child at home to learn comfortably
- Maintain communication with your child's teacher
- Support the District's commitment to cultivate students who are self-managing, self-modifying, and self-motivated

Campus Commitments

- Implement protocols that place student and staff safety at the forefront
- Provide educational equity and access to instructional resources
- Provide instructional schedules for onsite and online learning to meet the needs of all students
- Implement the District scope and sequence
- Adhere to District grading guidelines, teacher expectations, and student support systems.
- Communicate onsite and online expectations of students, staff, and families

District Commitments

- Adopt protocols that place student and staff safety at the forefront.
- Achieve educational equity and access for all students through opportunities and resources to help students reach their full, individual potential.
- Follow a shared scope and sequence whether learning at school or at home.
- Adhere to District grading guidelines, teacher expectations, and student support systems.
- Hold students accountable to the 90% attendance requirement for earning course credit regardless of a student's chosen learning environment.
- Provide learning experiences designed to meet the learner where they are aligned to the Texas Essential Knowledge and Skills (TEKS)
- Cultivate students who are self-managing, self-modifying, and self-motivated

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:
The GISD technology department
For a personal, academic or social emotional concern:
Your school counselor
For other issues related to distance learning:
The principal, assistant principal, or district office