

Kress Independent School District

“Every Student, Every Opportunity, Every Day”

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Kress ISD is committed to these principles during the 20-21 school year.

1. All students and families will have access to quality instructional materials aligned to the TEKS and to the supports needed to successfully access those materials.
2. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of each student.
3. Educators, students, and parents need support, encouragement, and compassion to ensure their success.

Kress ISD is committed to providing engaging and rigorous, TEKS-based instruction to all students whether they attend school in-person or select a remote instructional setting. The level of rigor, workload, time commitment, and organization of classes will be vastly different from the distance-learning plan implemented in the spring of 2020. We recognize that this may be a challenging year, but we are embracing the opportunity to grow in instructional technology and maximize learning for all students. KISD will offer remote and face-to-face instructional opportunity for students for the 2020-2021 school year. Kress ISD will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model.

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. It is similar to on-campus learning; two-way, real time instruction.

EXPECTATIONS FOR ENGAGEMENT & ATTENDANCE

For students **engaged** in the day, they would be marked as present. All students on campus or home receiving instruction virtually will be engaged with the teacher and instructional content on a daily basis. This engagement will be consistent with instructional policies and procedure on campuses. Students will be provided 3 different ways to engage with their teacher(s) daily 1) daily lessons or assignments provided in the Google Classroom 2) attendance in synchronous lessons, or 3) daily contact with their teachers. Ideally all three of these modalities will occur instructionally at home just as a complete lesson can be observed in the classroom whether it occurs over a day or several days. The daily engagement will be tracked daily in TxEIS, teacher logs, and within Google Classroom. Students will be counted present for attendance by submitting their daily assignments, and/or attendance in the synchronous lesson, and/or through daily contact with their teachers.

Engagement is defined as **progress** in the Learning Management System (LMS) made that day; progress from teacher to student interaction made that day; progress in evaluating the completion and understanding of assignments that day. In order for all students to be successful in progressing this year with the challenge of dealing with a pandemic, students, parents, teachers and administration need to all work together. Parents play an important role as a partner in instruction ensuring that *engagement or progress* takes place daily.

STUDENT AND PARENT EXPECTATION FOR SUCCESS IN SCHOOL YEAR 2021

STUDENTS	PARENTS
<ul style="list-style-type: none"> • Follow the designated schedule communicated by the teacher. • Complete daily activities and assignments in Google Classroom. • Participate daily in scheduled learning activities, including intervention and tutorials. • Take responsibility for asking for help, asking questions, and taking advantage of tutorial sessions. • Turn in school work daily and/or at the direction of the assigned teacher. • Be proactive in problem-solving any technology issues and reach out to your teacher for support if needed. • Use technology responsibly in accordance with the district Technology Responsible Use Policy. • Have a positive attitude about online learning. • Attend live instruction appropriately dressed in accordance to KISD dress code. • Complete assignments with integrity and academic honesty. • Communicate with the school when you need assistance. We are here to help. 	<ul style="list-style-type: none"> • Monitor and ask for evidence that your child is on track with assignments and coursework. • Check Google Classroom for teacher lessons. • Take an active role in helping your child process their learning. • Assist in supporting your child’s needs by establishing and managing the daily schedule communicated by the teacher. • Create a designated learning space for your child at home to learn comfortably. • Maintain communication with your child’s teacher by phone, email, remind and/or online meetings to create a learning partnership. • Encourage independent work from your child in order to create independent learners. • Monitor completion and submission of class assignments daily. • Use teacher office hours to help strength asynchronous learning. • Contact teacher, administrators, and counselor for additional needs and supports for student learning.

DETERMINATION OF METHOD OF IMPLEMENTATION

Parents were asked to select a mode of instruction for their children thorough parent surveys, follow-up emails and phone calls for clarification. Parents were also asked about their home internet connections and this information has impacted how Kress ISD will implement virtual remote instruction to those families who 1) did not have adequate access or bandwidth for remote instruction and 2) those with was any issues in connectivity even with access points or cell phone hotspots because of the rural topographical characteristics (no broadband or municipal availability of the internet access) of the Kress school district.

Using the data from the parent’s decisions KISD determined that the best modality for the district’s 2 campuses: Kress High School grades 7-12 and Kress Elementary grades prek-6th was to implement an asynchronous model

of instruction. All day pre-k through 3rd grade is self-contained while grades 4-6th are compartmentalized with 1 teacher for each core subject. At this time the district has only 3 students being served remotely and they are on the high school campus. However, if the need arising for all of our students to be online then the district is prepared to switch to that modality of instruction for all students if needed or as needs change.

In order to maintain a consistency in learning so students will maintain progress, Kress ISD decided to limit changes from virtual to in-person to be made at any time **within the first six weeks**. After that time, changes can only be made for the semester break.

SECONDARY CAMPUS SPECIAL CONSIDERATIONS

NOT ALL elective courses will be available via remote/virtual learning. Some classes require active participation and tools that are not available in a remote learning setting. These classes are Career and Technology Education classes in wood construction, welding, food consumer science, yearbook, theatre (OAP), and athletics. These classes require you to be on campus. These classes are important in completing your Endorsements towards graduation. Athletes will not be able to participate in sports unless they are in their athletic class period, and attend practice.

Dual credit will be available in a remote setting through Amarillo College just as those taking dual credit on campus. The method of instruction however will require a synchronous mode of instruction.

I. INSTRUCTIONAL SCHEDULE

Students in remote settings will have schedules provided that matches or exceeds the following daily minimum across all grade levels. The proposed schedules are a guide for planning purposes. Campus schedules will be dependent upon the number of remote learners and the evolving confirmed cases in our county. The methods of instruction provided or available is subject to change.

All KISD teachers will quickly pivot to remote learning if and as needed. From the beginning of the school year teachers have been designing lessons in Google Classroom to be ready if we have to change our plan and all instruction is remote. All teachers have received professional development in developing and designing lessons in Google Classroom. There is likely to be student movement across models, and we at KISD are prepared to make this as seamless as possible.

Grades prek-3 are self-contained classrooms with different schedules. Each grade has one teacher except for kindergarten which is split into 2 classes. Grades 4-6 are departmentally centralized with 4 cores teachers and change classes for core and electives such as PE, music, art, etc.

All Day Prekindergarten			All Day Prekindergarten
A or S	Time	Activity	Notes
S	7:55-8:20	Classroom Connection	<ul style="list-style-type: none"> Students receive 180 minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students. Students in this grade will need higher levels of support. Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning as needed. Content for core subject areas will be provided by teachers and our campus instructional resources. Attendance will be taken daily in TxEIS, as determined through engagement. Grading will be the same as on-campus learning and outlined in our Kress Elementary School Handbook and policy. The Learning Management System (LMS) for this grade level is Google Classroom. Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.
A	8:20-9:20	PE/MUSIC/ART*	
S	9:20-10:15	Morning Meeting	
A	10:15-11:10	Lunch/Recess	
S	11:10-1:30	ELA/Math	
A	1:30-2:45	Snacks/Nap	
S	2:45-3:00	Counselor/Circle Time	
S	3:00-3:25	Science/Social Studies	
<p>A=Asynchronous S=Synchronous</p> <ul style="list-style-type: none"> Rotation of PE/MUSIC/ART Days <p>Teachers Day: 7:40AM-4:00 PM</p> <p>District level digital instructional resources are linked to our school's website at www.kressonline.net.</p> <p>Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.</p>			

Kindergarten			Kindergarten
A or S	Time	Activity	Notes
S	8:00-8:20	Classroom Connection	<ul style="list-style-type: none"> Students receive 180 minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students. Students in this grade will need higher levels of support. Students will attend live sessions for community building, counselor guidance, and intervention or enrichment.
A	8:20-9:30	PE/MUSIC/ART*	
S	9:30-10:00	Morning Meeting	
S	10:00-10:35	R/W	
A	10:35-10:45	Bathroom	
A	10:45-11:45	Lunch/Recess	
S	11:45-1:30	Math/Centers	
S	1:30-2:00	Computer Center	

A	2:00-2:40	Recess/Snack Time	<ul style="list-style-type: none"> • These live lessons will allow peer-to-peer interaction and relationship connections with teachers. • Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning as needed. • Content for core subject areas will be provided by teachers and our campus instructional resources. • Attendance will be taken daily in TxEIS, as determined through engagement. • Grading will be the same as on-campus learning and outlined in our Kress Elementary School Handbook and policy. • The Learning Management System (LMS) for this grade level is Google Classroom.
S	2:40-3:10	Science/Social Studies	
S	3:10-3:25	Story Time/ Counselor *Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.	

1st Grade			1st Grade
A or S	Time	Activity	Notes
A	8:00-8:15	Classroom Connection	<ul style="list-style-type: none"> • Students receive 180 minutes of both synchronous and/or asynchronous instruction each day. • Daily schedules are provided to parents and students. • Students in this grade will need higher levels of support. • Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. • Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning as needed. • Content for core subject areas will be provided by teachers and our campus instructional resources. • Attendance will be taken daily in TxEIS, as determined through engagement. • Grading will be the same as on-campus learning and outlined in our Kress Elementary School Handbook and policy. • The Learning Management System (LMS) for this grade level is Google Classroom. • Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.
S	8:15-9:15	Envision Math	
S	9:15-10:00	Language Arts	
S	10:00-10:30	Spelling/Writing	
S	10:30-10:45	Calendar, Date, Season	
A	10:50-11:50	Lunch/Recess	
S	11:50-1:00	Science/SS/Computer/Centers	
S	1:00-1:45	Reading	
A	1:45-2:15	Recess	
A	2:15-3:15	PE/MUSIC/ART	
S	3:15-3:25	Counselor	
A=Asynchronous S=Synchronous Teachers Day: 7:40AM-4:00 PM District level digital instructional resources are linked to our school's website at www.kressonline.net . The time for parents and or students to call the 2nd Grade teacher is between 11:05 A.M.-12:15 P.M.			

2 nd Grade			2 nd Grade
A or S	Time	Activity	Notes
S	8:00-9:20	Reading Social Studies	<ul style="list-style-type: none"> • Students receive 180 minutes of both synchronous and/or asynchronous instruction each day. • Daily schedules are provided to parents and students. • Students in this grade will need higher levels of support. • Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. • Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning as needed. • Content for core subject areas will be provided by teachers and our campus instructional resources. • Attendance will be taken daily in TxEIS, as determined through engagement. • Grading will be the same as on-campus learning and outlined in our Kress Elementary School Handbook and policy. • The Learning Management System (LMS) for this grade level is Google Classroom. • Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.
A	9:20-10:20	PE/MUSIC/ART	
S	10:20-11:05	Writing	
A	11:05-11:40	Lunch	
A	11:45-12:15	Recess/Counselor	
S	12:15-2:15	Math Science	
A	2:15-3:00	Computer	
S	3:00-3:30	RTI	
<p>A=Asynchronous S=Synchronous</p> <p>Teachers Day: 7:40 AM-4:00 PM</p> <p>Class Schedules and Teacher Conferences linked to www.kressonline.net</p> <p>District level digital instructional resources are linked to our school's website at www.kressonline.net.</p> <p>Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.</p> <p>The time for parents and or students to call the 2nd Grade teacher is between 11:05 A.M.-12:15 P.M. and between 3:30-4:00 P.M.</p>			

3rd Grade			3rd Grade
A or S	Time	Activity	Notes
S	8:00-10:20	Math Science	<ul style="list-style-type: none"> Students receive 180 minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students. Students in this grade will need higher levels of support. Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning as needed. Content for core subject areas will be provided by teachers using our campus instructional resources. Attendance will be taken daily in TxEIS, as determined through engagement. Grading will be the same as on-campus learning and outlined in our Kress Elementary School Handbook and policy. The Learning Management System (LMS) for this grade level is Google Classroom. Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.
A	10:20-11:20	PE/MUSIC/ART	
A	11:20-11:50	Lunch	
A	11:45-12:15	Recess	
S	12:15-2:15	Writing Social Studies	
S	2:15-3:00	Computer/Recess	
S	3:00-3:30	RTI/Counselor	
<p>A=Asynchronous S=Synchronous</p> <p>Teachers Day: 7:40 AM-4:00 PM</p> <p>Class Schedules and Teacher Conferences linked to www.kressonline.net</p> <p>District level digital instructional resources are linked to our school's website at www.kressonline.net.</p> <p>Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.</p> <p>The time for parents and or students to call the 3rd Grade teacher is between 10:20 A.M and 12:15 P.M. and between 3:30-4:00 P.M.</p>			

4-6th Grade Schedule						
	1	2	3	4	5	
Subject	7:55-8:55	8:58-9:43	9:46-10:31	10:34-11:19	11:20-11:50	
Math Stark	6 M-S	6 M-S	5 M-S	5 M-S	4 Lunch	
R/W-Fowler	5 R-S	5 W-S	4 R-S	4 W-S	5 Lunch	
SS-Munoz	JH ATHLETICS	4 SS-S	6 SS-S	Lunch	HS ATHLETICS	
Science-Walker	4 SC-S	CONF	RTI-S	6 SC-S	6 Lunch	
	6	7	8	9	10	
	11:50-12:20	12:20-12:50	12:50-1:20	1:20-1:50	1:55-2:40	2:45-3:30
Math Stark	5 HR	CONF	CONF	5 Recess	4 M-S	4M-S
R/W-Fowler	6 HR	6 th Recess	CONF	CONF	RTI	6 W-S
SS-Munoz	ATHLETICS	4 PE	5PE	6 PE	5 SS-S	CONF
Science-Walker	4 HR	RTI	4 Recess	CONF	RTI	5 SC-S
6 th Reading-Warren					6 R-S	
S-Synchronous						
KEY	<p>CONFERENCES/CONF</p> <p>These are the time that Parents and/or online students can contact the 4-6th grade teacher(s).</p> <ul style="list-style-type: none"> 4-5 grade students receive 180 minutes of both synchronous and/or asynchronous instruction each day. 6th Grade students receive 240 minutes of both synchronous and/or asynchronous instruction each day. 4 & 5th grade have M & R/W in 2 period blocks allowing for the lesson, guided practice and individual practice. Daily schedules are provided to parents and students. Students in this grade will need higher levels of support. Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning as needed. Content for core subject areas will be provided by teachers using our campus instructional resources. Attendance will be taken daily in TxEIS, as determined through engagement. Grading will be the same as on-campus learning and outlined in our Kress Elementary School Handbook and policy. The Learning Management System (LMS) for this grade level is Google Classroom. Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided. Each class will include a 3E Model: engagement, elaboration, and evaluation. <ol style="list-style-type: none"> Engagement- bell ringer, video, etc. Elaboration- extending the lesson with technology, or a written response, etc. Evaluate- exit ticket, short answer response, written assignment or completion of task etc. 					
HR=Home Room						
RTI=Response to Intervention						

Students will frequently and consistently use the Google Classroom. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.

Teachers will arrange regular check-ins with students – either one-on-one, small or large group settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades PK-12.

Additional Support for Students with Learning Needs

For students with disabilities, KISD 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

KISD staff will continue to implement the TEKS Resource System supporting the 3E model of engagement, elaboration and evaluation.

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

- Engagement- bell ringer, video, etc.
- Elaboration- extending the lesson with technology, or a written response, etc.
- Evaluate- exit ticket, short answer response, written assignment or completion of task etc.

The district will use various TEKS-based, state-adopted instructional materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. The district will continue to utilize a variety of curriculum resources across all mediums, i.e., digital, book, for accelerated instruction in address the diverse needs of our students.

Students' understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Three week reports and six week grade report will be sent home for all students. Teachers will reinforce any concepts that are below proficiency standards. The schools will continue offering tutorials and intervention daily for those students need additional support to complete assignments both on and remotely. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year.

Kress ISD plans on leveraging current resources in a variety of ways and encouraging growth of our teachers professionally as they practice their craft of teaching. Kress ISD is currently using Google Classroom with a variety of resources or add-ons embedded into the Google Classroom.

The district in looking forward has also subscribed to the Texas Home Learning (THL) 3.0 and Schoology assuring we have a robust variety of instructional methods and resources available for our teachers who are at different stages of professional growth.

Specifically, to ensure coherence and continuity, KISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
TEKS Resource System	<p>KISD will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each new THL module/unit.</p> <p>KISD 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> <p>KISD will use the TRS Year at a Glance and Instructional Focus documents for content areas for which we are not adopting THL.</p>
Other TEKS-based, state-adopted instructional materials	<p>KISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas that do not have THL 3.0 offerings, or for which we have chosen not to adopt THL 3.0.</p> <p>In addition, KISD 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>
*Texas Home Learning 3.0	<p>THL 3.0 will serve as a resource for instructional materials for both in-person and remote learning. KISD will leverage THL 3.0 materials in the order of the provided module/unit scope and sequence.</p> <p>*Currently only Math is available in THL 3.0</p>
District Resources	<p>KISD has a diverse resource bank of digital subscriptions that are district wide all the way down to teacher specific for core areas. The district wide resources are linked to the district’s webpage or utilized by classroom teachers by campus levels or individual classrooms.</p>

FEEDBACK TIMELINES

Daily feedback will be provided through the LMS through student work and assignment completion. Every three weeks progress reports 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. Intermittent feedback is provided to students and parents as needs arise.

Designated times for students and parents to contact teachers will be provided on each campus schedule. Contact logs will be kept by all teachers to document weekly contact.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful

relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success.

The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom with adaptations as needed for individual students, Learning Management System (Schoology) will be offered by TEA (more information on adaptability will be provided) or Texas Home Learning 3.0 will help to address students with disabilities.

COHERENCE IN INSTRUCTION

Depending on the number of students in remote learning, we have three options of delivering instruction. As the situation of COVID-19 changes in our community, we could adjust our remote learning modality according to student need. After receiving parent surveys in early August we were able to conclude that at least at the beginning of the school year we would only have a few students at home and not on campus. We began the school year with option 1 and if necessary we will move to option 2 or 3 if we have a majority or all of our students in remote learning.

- **Option 1:** Smaller number of students at home would allow the classroom teacher to use the classroom resources, Google Classroom and instructional resources such as webcams, interactive boards, etc. This option would allow the on campus and remote students to be ‘in the same classroom’ even if some are participating remotely.
- **Option 2:** If the majority of our students were in remote learning they would continue to utilize Google Classroom, classroom teachers and continue with the district provided resources. This assumes that our teachers would continue to be on campus to deliver instruction to remote learners and those on campus.
- **Option 3:** If on campus instruction was closed meaning teachers have to be teaching remotely from home and the district was 100% online then the district would continue utilizing Google Classroom or move to the Texas Home Learning 3.0 through the TEA’s provided LMS Schoology. (Professional development will be provided for utilizing THL prior to the move to option 3.)

Being a small school, teachers are expected to teach in-class students and remote learners simultaneously with option 1 and 2. However, option 3 utilizing the Texas Home Learning 3.0 would allow teachers to plan more effectively for both pathways if Kress ISD had to close to on campus instruction.

Instructional materials and activities in both options 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 home learning process.

LESSON PREPARATIONS

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of 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.

Lessons will be posted in Google Classroom (PK-12). To support our students who are served in their special programs, teachers will participate in weekly meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in 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 am-4:00 pm and depending on office hours of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on-campus grading system and entered into TxEIS 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.

All lesson plans are submitted weekly to the building principals and teachers have been trained in research based best practices, data collection, lesson design, benchmarking, assessment, intervention, acceleration and enrichment, and social emotional learning, as well as technology integration.

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					
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	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
Texas Home Learning 3.0 *Math only available	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
READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS					

Texas Home Learning 3.0 *Math only available	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	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool

SOCIAL STUDIES INSTRUCTIONAL MATERIALS

Texas Home Learning 3.0 *Math only available	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)
Digital Textbook resources HMH	Elementary	Yes	Vocabulary Learning strategies	Integrates into Google Classroom and Google Classroom	Online and print

SCIENCE INSTRUCTIONAL MATERIALS

Texas Home Learning 3.0 *Math only available	k-6	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: Year at a Glance, Instructional Focus Documents	7-12	Yes	Adopted instructional materials include teacher guidance for differentiation. Digital materials are 508 accessible.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	N/A (teacher planning tool only)

Digital Resources: www.kressonline.net

Staff Resources and Student Links to software subscriptions we use for Digital instructional resources

Brain Pop	Connect Ed	Discovery Education
FLRT	GT Resources	Harcourt SS Literacy Center
Harcourt Books Online Elementary	HMOF Materials for HMH Grades 7-12	Learning .com
Lexia/PowerUp	Office 365	PHSuccessNet
Renaissance Learning	MyOn	Spelling City
Study Island	Region 10 Resources	Quill
ST Math k-8	Reading Books Online	Adventure Academy
ABC Mouse	Reading IQ	EPIC books
News Ela	Pebble Go	ReadWorks org
Tumble Books	130+ Online Learning Resources	Khan Academy
STEMScopes	Study Island	Science Penguin
Lead4ward	DMAC	TEA

STUDENTS WITH DISABILITIES

For students with disabilities, KISD special education teachers 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 IEPs, 504 plans, IAPs to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback

STUDENT PROGRESS

With the closure from March to May, we are expecting skill deficiencies across all grade levels and subjects. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students.

In order to support the foundational understandings of the concepts taught during the last 9 weeks in the Spring of 2020, we are moving up our benchmarking cycle, working to identify gaps and we are being very intentional by focusing on our existing response to intervention plan which includes: Data Collection, Lesson Design, Interventions and Enrichments, and Support for Students, Teachers, and Families.

STUDENT ACCESS

Students will access assignments, including assessments, projects, and communication through the Learning Management System. Google Classroom is the selected LMS for grades PK-12. For synchronous teaching, the district will use Google Meets. Students are expected to complete assignments on a daily basis to receive attendance for the day. In addition, assignments are to be completed daily. Assignments are to be submitted daily for completion and credit for enrolled courses.

DATA COLLECTION

Kress ISD teachers will leverage or adapt and administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point. 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.

For content areas and grade levels, KISD will leverage the assessments provided in DMAC, TEKS Resource, and TEA. 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. 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 TxEIS, based on the student's engagement. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100 point scale.

ASSESSMENT FRAMEWORK

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Teachers and school testing coordinators 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

Kress 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 on the state standards.

KISD will create a modified scope and sequence-based on the intentional alignment of standards missed as a result of lost instructional time. High priority/essential state standards will be identified for each core subject area.

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

- Engagement- bell ringer, video, etc.
- Elaboration- extending the lesson with technology, or a written response, etc.
- Evaluate- exit ticket, short answer response, written assignment or completion of task etc.

Resources: Texas Home Learning 3.0, TEKS Resource System, Mastery Connect, PLC common planning, Scope and Sequence, TEKS Placemats

ACADEMIC INTERVENTIONS AND ENRICHMENTS

Kress ISD will serve students in daily small group instruction during RTI Time to provide students with accelerated instruction and to fill gaps because of COVID. 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 have proven effective in accelerating student learning.

Resources: Assessment Calendars, common planning

EDUCATOR, PARENT, AND STUDENT SUPPORT

In addition, social and emotional well-being will be provided by campus counselors to 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) hosted by R16 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, and Researched Best Practices.

IV. IMPLEMENTATION

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

PARENTS/GUARDIANS

At the beginning of the school year, parents and guardians will be 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 Lunch and Learns each month and share on our district's website. Each session will be developed in a sequence of topics determined by high-interest and parent suggestions.

Constant communication will flow between our staff and parents through Google classroom, TxEIS, our LMS, personal contact from teachers via email, virtual platforms or voice calls. Custom links on our school website will be developed to help disseminate information to assist in the coordination and continued success for all students. It is paramount that KISD 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 or onsite meeting will be scheduled to review the expectations of remote learning with both the parent and the student by the principal. Discussion points will include- completing and grading of assignments, who and how to contact support, and attendance requirements for promotion and graduation.

TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS

During the summer months, all KISD staff participated in synchronous and asynchronous professional learning technology-related sessions. These sessions were designed following a staff survey of their needs and the needs to create a stronger remote learning environment.

Topics designed were: Google Classroom for Beginners, Google Classroom Advanced.

Implementation, Google University, Google Classroom, Trauma and Mental Health,

In addition, KISD teachers will engage in ongoing professional learning that is specific to their content area and instructional materials at Region 16, EduHero, and other approved resources.

Each session was provided in both distance virtually and onsite and for the most part presented by our own KISD faculty.

School Year 20-21 Professional Development

During the 20-21 School Year all KISD staff will participate in *5 professional development* days targeting real time instructional needs; evaluating student success and gaps: research best practices and closing performance gaps. Teachers will also receive additional instructional technology training (THL & Schoology), trauma-sensitive training (Project Restore), and dyslexia training.

PRINCIPALS AND OTHER ADMINISTRATORS

KISD administrators will participate in the following professional learning sessions in order to develop a stronger understanding of remote learning: Google Classroom

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

Principals will ensure the following accountability processes are in place:

- 1) Adherence to the schedule,
- 2) Attendance is monitored,
- 3) Implementation of the curriculum,
- 4) Grades submitted in a timely manner,
- 5) Communication with families- attendance, family engagement, and progress monitoring data.

ONGOING COMMUNICATION/LEARNING

This school year KISD will partner with nearby schools in PLC cohorts through R16 to focus on teacher and leader knowledge to increase our understanding of mastering the standards, collecting and using data, taking instructional action, and engaging students. KISD does not employ instructional coaches.

However, 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, Collaborative Learning via discussion boards in Google Classroom, Uploading Assignments, and a variety of instructional tools linked on our Staff and Student pages at www.kressonline.net as well as customizing subject specific links for teachers as requested..

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

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

1. R 16 email, staff meetings for district-wide communication
2. Google Classroom and/or Google Classroom for teacher-parent-student discussions
3. For real-time instructional support and delivery of content we will all communicate through Google Meets/Google GSuite (including Gmail, Docs, Classroom, Hangouts)
4. Public website: KISD will maintain general information on its status for the public on our main webpage at <https://www.kressonline.net>.

CURRICULUM GAP DOCUMENTS

All KISD teachers will be provided instructional documents which 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 prior to teaching each subject area module/unit.

KISD 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 during RTI (daily as part of the schedule and tutorials provided M-T after school between 3:35-4:00 p.m. Each student's data is looked at individually.

RESOURCES TO MAXIMIZE REMOTE LEARNING

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

- TEKS Resource System
- Texas Home Learning (THL) 3.0
- Resources linked to www.kressonline.net. (See table above.)

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

- Google Classroom
- Google Suites

C. Identifying Internet Providers and Getting Connected

The district is working with the Texas Education Agency to partner with internet providers to assist in providing free or a reduced-priced service during the pandemic crisis. Family surveys have been conducted to determine families in need of assistance. During registration, families will complete the Connectivity Survey to determine more individualized information to the district in order to deploy devices and possible internet access to homes.

D. Deployment of Student Devices

During the 1st day of district in-service, families were invited to the school in phases and small groups to check out devices, meet the teachers, and attend small group stations on how best to support and guide their student's daily learning.

WHO YOU SHOULD CONTACT: If you have any concerns or issues connecting or completing assignments please contact the appropriate teacher and then the campus principals. Elementary-806.684.2326. HS-806.684.2651