Jacksboro ISD
Remote Learning Plan
2020-2021

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Jacksboro ISD Remote Learning Plan

Introduction: This plan aims to provide ongoing rich and robust TEKS-based instruction while maintaining instructional delivery that furthers student academic success and advances learning by progressing through the state standards. We realize that learning will be modified in a remote and digital environment. Jacksboro ISD will provide resources and academic learning opportunities for all students in the remote setting through an asynchronous model.

GUIDING PRINCIPLES

1. We are supporting students' academic and emotional wellness while maintaining the home and school balance.
2. All students and families will have access to quality educational materials aligned to the TEKS and the support needed to use them successfully.
3. Empower educators to design learning experiences to continually assess and meet the individual learning needs of each student.
4. Educators, students, and parents need support, encouragement, and compassion to ensure their success.

Asynchronous instruction refers to instruction where students engage in the learning materials on their own, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. For students to be considered engaged in the day, they would be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; Progress from teacher to student interaction made that day; Evaluating the completion and understanding of assignments that day.

Synchronous instruction is similar to on-campus learning. It is two-way, real-time, live instruction between students and teachers through the computer or other electronic devices or over the phone. Jacksboro ISD will not fully implement the model of Asynchronous Instruction, but there will be elements of this model present. Our LMS in Jacksboro ISD is Google Classroom for all grades.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

JISD will utilize the asynchronous model for students in grades PreK-12 by parent request.

● Remote learning will require online access, which will not be provided by JISD.
● **Remote Learning** instruction involves pre-recorded instruction, some real-time/live virtual instruction for small groups or intervention, and depending on the classroom, some live instruction.
● Registration for Jacksboro ISD Remote Learning is located on the JISD website www.jacksboroisd.net or by clicking on this link.
● A Jacksboro ISD student enrolled in Remote Learning will not be eligible to participate in extracurricular activities.
● The parents of Jacksboro ISD students choosing the Remote Learning model shall attend a parent meeting with campus administrators to review guidelines and

expectations for Remote Learning. Students, parents, and a district representative must sign a **Remote Learning Agreement** acknowledging the expectations and time commitment required for Remote Learning.

- All assignments and instruction will be provided electronically through **Google Classroom**. Students will be expected to submit all assignments in Google Classroom. Textbooks will be available upon request. **No paper materials will be provided by JISD**.
- TEA has designated specific courses that may require a remote learner to be present on campus for instructional purposes. Some designated courses may require a portion of the course to be completed on-campus. Students will be provided with a schedule that includes the appropriate amount of on-campus instruction needed to meet the TEKS and award course credit.
- The teacher assigned to the student may change throughout the year to accommodate serving each student in remote instruction.

To maintain students' movement between remote and on-campus learning, it is paramount that we maintain fidelity in the classroom. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain consistency in learning so students will maintain growth.

I. INSTRUCTIONAL SCHEDULE

Description
Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that match or exceed the following daily minimum across all grade levels. The implementation model provided is subject to change.

All JISD teachers are trained in the aspects of the delivery of remote learning. From the beginning of the school year, all teachers will design lessons in our LMS for on-campus learners, remote learners, and intermittent learners. There is likely to be student movement across models, and we at JISD are prepared to make this as seamless as possible.

Each campus has developed a recommended daily schedule for Remote Learning. The plan allows for both synchronous and asynchronous interaction with teachers, peers, and counselors.

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Jacksboro Elementary Remote Learning Schedule

Pre-Kindergarten - Grade 5			Notes
	Time		Students receive 180+ minutes of asynchronous instruction each day. Daily schedules are provided to parents and students. Remote learning students will schedule weekly counseling sessions with our counselor. These sessions will take place from 2:00-2:30 pm each day. Contact howardtl@jacksboroisd.net to set up meetings and services. Content for core subject areas will be provided through Google Classroom by our classroom teachers. The classroom teacher is the point of contact for their prospective subject areas. Conference times are available for each grade level for parents and students to contact their classroom teacher regarding instructional questions and guidance. Attendance will be taken daily in Skyward. Remote learners must email the school each morning at jesattendance@jacksboroisd.net before 8:45 am to be counted present. The Learning Management system for grades PreK-5th is Google Classroom. P.E., art, music, computers - a bank of exercises, activities, and resources will be provided on our campus website. Each class will include a **3E Model**: engagement, elaboration, and evaluation.
1	8:00-8:30	Student-Classroom Connection	
2	8:30-10:00	ELAR/SS	
3	10:00-10:15	Break	
4	10:15-11:45	Math/Sci	
5	11:45-12:15	Lunch	
6	12:15-1:15	Specials Activity	
7	1:15-1:30	Break	
8	1:30-2:00	RTI Activity	
9	2:00-2:30	Guidance Counseling	

Asynchronous

The instructional materials provided by the mClass Intervention activity during RTI Activity will help address students with disabilities and English Learners. Teachers will also email any accommodations or modifications to Google Classroom assignments.

Conference Times:
9:00-9:50   4th Grade Conference
9:50-10:40   3rd Grade Conference
10:40-11:30 1st Grade Conference
12:20-1:20   Pre-K Conference
1:20-2:10   5th Grade Conference
2:10-3:00   Kindergarten Conference

Teachers available after school until 4 pm.

1. Engagement - pre-tests, videos, etc.
2. Elaboration - independent practice, supplemental activity, etc.
3. Evaluate - exit ticket, Kami assignment, quiz, test, etc.

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Jacksboro Middle School Remote Learning Schedule

Grades 6-8		Notes
Time	*Suggested Schedule	Teachers available after school until 4 pm.
8:00-8:30	Student-Classroom Connection	Students receive 240+ minutes of asynchronous instruction each day.
8:30-9:30	Reading/English Instruction/Assignment	Daily schedules are provided to parents and students as a guide for student learning.
9:30-9:45	Break	Remote learning students may schedule weekly counseling sessions with our counselor. These sessions will take place from 2:15-2:45 pm each day. Please feel free to email JMS counselor, Terri Stretcher, at stretchertl@jacksboroisd.net for scheduled visits.
9:45-10:45	Math Instruction/Assignment	
10:45-11:00	Break	
11:00-11:40	Lunch	
11:40-12:00	PE Activity	Content for core subject areas will be provided through Google Classroom by our classroom teachers. The classroom teacher is the point of contact for their prospective subject areas.
12:00-1:00	Science Instruction/Assignment	
1:00-1:15	Break	Conference times are available for each teacher. Parents and students may contact their classroom teacher in regards to instructional questions and guidance or may schedule a virtual conference time through the JMS office.
1:15-2:15	Social Studies Instruction/Assignment	
2:15-2:30	Break	
2:30-3:30	Reflect on Daily Lessons/Email Teachers with Questions	Attendance will be taken daily in Skyward. Remote learners must email the school at jmsattendance@jacksboroisd.net each morning before 8:55 am to check-in.
Asynchronous The instructional materials will be provided through Google classroom for each core subject. Students will have daily expectations for each content area and will have different activities to complete daily. A more individualized schedule may be provided, at parent request.		The Learning Management system for grades 6-8 is Google Classroom. P.E.- a bank of exercises, activities, and resources will be provided on the district website.

Jacksboro ISD Remote Learning Plan

Jacksboro High School Remote Learning Schedule

Grades 9-12		Notes
Suggested Schedule	**Time**	**Asynchronous Instruction**
1st Period	7:55 - 8:40	Students receive 240+ minutes of asynchronous instruction each day. Daily instructional materials will be provided through Google classroom for each subject. Students will have daily expectations for each content area and will have varying activities to complete daily. The classroom teacher is the point of contact for their prospective subject areas. After school, teachers are available **UNTIL** 4 pm, and every teacher has a conference time within their class schedule. All conference times are listed on staff websites and Google Classrooms. Parents and students may contact their classroom teacher in regards to instructional questions and guidance or may schedule a virtual conference time with their teacher. Remote learning students may schedule weekly counseling sessions with our counselor. If interested, email JHS counselor, Dori Taylor, at taylordr@jacksboroisd.net to schedule a visit. **Attendance will be taken daily, and all remote learners MUST email the school at jhsattendance@jacksboroisd.net each morning before 9:00 am to be counted as present.**
2nd Period	8:44 - 9:34	
Break	9:34 - 9:44	
3rd Period	9:48 - 10:33	
4th Period	10:37 - 11:22	
5th Period	11:26 - 12:11	
Lunch	12:11 - 12:37	
6th Period	12:41 - 1:26	
Virtual Interaction with Peers	1:30 - 1:52	
8th Period	1:56 - 2:41	
9th Period	2:45 - 3:30	
Teacher Office Hours	3:30 - 4:00	

Engagement Expectation for Remote Learners
Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via remote learning activities collected through teacher assigned lessons while engaging with and supporting students through instructor connections, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery daily. Students will be expected to complete and turn in assignments to receive credit for the day.

Teachers will arrange regular check-ins with students - either one-on-one, small, or large group settings.

Additional Support for Students with Learning Needs
For students with disabilities, JISD 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 offer more affirmative and corrective feedback.

II. MATERIAL DESIGN

Description: JISD staff use TEKS Resource System, Region 10-Implementing TEKS Resource System Resources, Texas Home Learning 3.0, Texas Gateway, and other research-based TEKS aligned instructional resources to ensure vertical alignment and adherence to rigorous state standards. Routine progress monitoring will allow teachers and administrators to identify students in need of intervention. Student mastery of priority standards will be monitored through checkpoint assessments administered following the campus assessment calendar. Teachers will reinforce any concepts that are below proficiency standards. Regular feedback from teachers to students and parents will foster continuous engagement in the learning process. The table below explains how JISD will leverage instructional resources for remote learning

This table provides an overview of the primary instructional materials to be used by JISD teachers to meet the needs of remote learners:

Resource	Material Design Use
TEKS Resource System	JISD uses this resource as the primary scope and sequence for teachers to follow. Teachers will use Vertical Alignment Tools, TEKS Verification Guides, Gap Implementation Tools, and Instructional Focus Documents provided through TRS to design lessons and plan interventions for both in-person and remote learning.
Implementing TEKS Resource System (R10)	ITRS provides JISD teachers with Pacing Tools to map instruction for each instructional day in the six-week grading period. The pacing tool provides JISD teachers with performance assessments for each unit and formative assessments for each instruction day.
Texas Home Learning 3.0	When available, JISD teachers will use THL 3.0 instructional materials for both in-person and remote learning. These materials will be delivered through Google Classroom and follow the district's scope and sequence for each grade level and subject.

The following tables list specific instructional materials for each core subject area.

Math Instructional Materials for Remote Learners

Instructional Materials	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
Texas Home Learning 3.0	PreK-12th grade	Yes	This product contains lessons with embedded support for students with disabilities.	This product contains lessons with embedded support for ELs. English & Spanish content available for Elementary grades	Print & Online Instructional Tool
R10 Implementing TEKS Resource System (pacing tools)	PreK-12th grade	Yes	Includes daily formative assessments and unit performance assessments to help teachers identify gaps and adjust instruction.	Includes daily formative assessments and unit performance assessments to help teachers identify gaps and adjust instruction.	Online instructional planning tool
Texas Gateway	PreK-12th grade	Yes	This product contains lessons with embedded support for students with disabilities.	This product contains lessons with embedded support for ELs. aligned to ELPS	Online instructional planning tool
Study Island	6-12	Yes	This product contains lessons with embedded support for students with disabilities.	This product contains lessons with embedded support for ELs. English & Spanish translation	Online instructional and intervention tool
mClass Math	K-3	Yes	This product is a universal screening and progress monitoring tool for teachers to target the needs of students with disabilities and gauge the effectiveness of math instruction.	This product is a universal screening and progress monitoring tool for teachers to targeELs'he needs and gauge the effectiveness of math instruction.	Online diagnostic tool
IXL Math	PreK-5	Yes	This product helps students gain fluency and confidence in math at their own pace through fun and interactive questions, built-in support, and motivating awards.	This product helps students gain fluency and confidence in math at their own pace through fun and interactive questions, built-in support, and motivating awards. (Available in Spanish)	Online instructional and intervention tool
Boardworks	PK-12	Yes	This product provides students with disabilities a visual and interactive guide to learning.	This product provides ELs a visual and interactive guide to learning.	Online Instructional Tool

English Language Arts Instructional Materials for Remote Learners

Instructional Materials	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
Texas Home Learning 3.0	PreK-12th grade	Yes	This product contains lessons with embedded support for students with disabilities.	This product contains lessons with embedded support for ELs. English & Spanish content available for Elementary grades	Print & Online Instructional Tool
R10 Implementing TEKS Resource System (pacing tools)	PreK-12th grade	Yes	Includes daily formative assessments and unit performance assessments to help teachers identify gaps and adjust instruction.	Includes daily formative assessments and unit performance assessments to help teachers identify gaps and adjust instruction.	Online teacher planning tool only
Texas Gateway	PreK-12th grade	Yes	This product contains lessons with embedded support for students with disabilities.	This product contains lessons with embedded support for ELs. aligned to ELPS	Online instructional planning tool
mClass Texas	K-5	Yes	This product is an integrated literacy system based on the science of reading. It also serves as a universal screener for Dyslexia and tool for measuring IEP progress	This product is an integrated literacy system based on the science of reading. It also serves as a universal screener for Dyslexia and progress monitoring tool forELs.	Online data collection tool
mClass Intervention	K-2	Yes	This intervention program focuses on phonological awareness, phonics, fluency, vocabulary, and comprehension for students with disabilities.	This intervention program focuses on phonological awareness, phonics, fluency, vocabulary, and comprehension for students with disabilities.	Print and digital instructional tool
Amplify Reading	K-5	Yes	This product is a highly engaging balanced literacy program with embedded supports for students with disabilities.	This product is a highly engaging balanced literacy program with embedded supports for ELs.	Online balanced literacy program
Lexia	Pre K-5	Yes	This program provides differentiated literacy instruction for students with disabilities. It also provides teachers with data and student-specific resources needed for individual or small-group instruction.	This program provides differentiated literacy instruction for ELs. It also provides teachers with data and student-specific resources needed for individual or small-group instruction.	Online reading intervention program
Boardworks	PreK-12	Yes	This product provides students with disabilities a visual and interactive guide to learning.	This product provides ELs a visual and interactive guide to learning.	Online Instructional Tool

Science Materials for Remote Learners

Instructional Materials	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
Texas Home Learning 3.0	PreK-12th grade	Yes	The product contains lessons with embedded support for students with disabilities.	The product contains lessons with embedded support for ELs. Spanish content available	Print & Online Instructional Tool
R10 Implementing TEKS Resource System (pacing tools)	PreK-12th grade	Yes	Includes daily formative assessments to help teachers identify gaps and adjust instruction.	Includes daily formative assessments to help teachers identify gaps and adjust instruction.	Online teacher planning tool
Texas Gateway	PreK-12th grade	Yes	Resources aligned to TEKS with embedded supports for students with disabilities	Resources aligned to TEKS with embedded supports for students with disabilities	Online instructional planning tool
STEMscopes	5-8	Yes	Provides comprehensive digital resources, supplemental print materials, and hands-on exploration kits that drive engagement and academic growth for students with disabilities.	It provides comprehensive digital resources, supplemental print materials, and hands-on exploration kits that drive engagement and academic growth for ELs.	Print and online instructional tool
Boardworks	PreK-12	Yes	This product provides students with disabilities a visual and interactive guide to learning.	This product provides ELs a visual and interactive guide to learning.	Online Instructional Tool

Social Studies Materials for Remote Learners

Instructional Materials	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
Texas Home Learning 3.0	PreK-12th grade	Yes	The product contains lessons with embedded support for students with disabilities.	The product contains lessons with embedded support for ELs, Spanish content available	Print & Online Instructional Tool
R10 Implementing TEKS Resource System (pacing tools)	PreK-12th grade	Yes	Includes daily formative assessments to help teachers identify gaps and adjust instruction.	Includes daily formative assessments to help teachers identify gaps and adjust instruction.	Online teacher planning tool
Texas Gateway	PreK-12th grade	Yes	Resources aligned to TEKS with embedded supports for students with disabilities	Resources aligned to TEKS with embedded supports for students with disabilities	Online instructional planning tool
Boardworks	PreK-12	Yes	This product provides students with disabilities a visual and interactive guide to learning.	This product provides ELs a visual and interactive guide to learning.	Online Instructional Tool

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 Skyward and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is offered to students as needs arise.

Contact logs will be provided to all teachers to document weekly contact.

Lesson Preparation

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom. To support our students who are served in their special programs, teachers will participate in PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students, and those materials will be included in our LMS.

Pre-recorded instructional videos will be uploaded into the LMS. Live teacher assistance will take place through Google Meets, depending on each teacher's office hours, between the hours of 8:00 am-4:00 pm.

Completion of assignments will be expected daily for attendance. Grades will be taken in accordance with the on-campus grading system and entered into Skyward promptly.

Students with Disabilities

For students with disabilities, JISD special education teachers will work with general education teachers, students, and families to minimize barriers that a student in a remote setting may experience. Our goal is to create multiple means of engagement through IEPs and 504 plans to generate student interest and motivation for learning, represent the information and content appropriately for each learner, and provide more positive and corrective feedback. IEPs and 504 plans will also be utilized to determine appropriate resources for students with disabilities.

III. STUDENT PROGRESS

Description: With the closure from March to May, we are expecting skill deficiencies. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. JISD will utilize the four main areas below to address these concerns: Data Collection, Lesson Design, Interventions and Enrichments, and Support for Students, Teachers, and Families.

Data Collection

Jacksboro 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, the teacher will develop appropriate lessons. We will use formative assessments to gauge student progress and to adapt the curriculum to support student learning. Quick checks (exit tickets,

short quizzes, etc.) 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 placed to correspond with our scope and sequence.

Active Engagement

Active engagement means a student is active daily 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 the 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.
6. Some assessments are required to be taken on-campus.

Lesson Design

Jacksboro 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 state standards. JISD will utilize a scope and sequence based on the intentional alignment of standards missed as a result of lost instructional time.

Academic Intervention and Enrichment

Jacksboro ISD will serve students in small group instruction when appropriate. Data will determine the level of support and placement in the groupings. Study plans and student conferences will be used to provide a personalized approach to each student. These practices have been in place for multiple years and proven effective in accelerating student learning.

Educator, Parent, and Student Support

Classroom teachers, parents, and students need on-going supports during this time. JISD will leverage the principal, assistant principal, interventionists, and curriculum director to support the

campus staff and families of remote learners and the students on-campus. Parents will be provided training on technology integration using Google Classroom. Also, campus counselors' social and emotional well-being will be provided 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) practices will provide teachers in different settings 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 the disruption for families has been even greater in many cases. This year's goal 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.

IV. IMPLEMENTATION

Description: This work aims 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 how to use a Chromebook and access Google Classroom? Our goal is to conduct more training monthly and share it on our district's website. JISD will develop interactive learning sessions based on parent interest and suggestions. Constant communication will flow between our staff and parents through Google classroom, Skyward, personal contact from teachers via email, virtual platforms, or voice calls. It is paramount that JISD students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will focus on coherence between on-campus and asynchronous instruction. Our hope for staff, students, and families to maintain strong partnerships allows students to transition smoothly between these delivery methods.

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

Professional Development for Teachers/Instructional Paraprofessionals
All JISD staff are continually preparing for instruction in asynchronous professional learning technology-related delivery. Training sessions were designed following a staff survey of their needs and creating a stronger remote learning environment. The JISD staff will also engage in ongoing professional learning specific to their content area and instructional materials.

Professional Development Calendar

Date	District/Campus	Professional Development Offered
July 2020	District	Preparing for Remote Instruction: JISD teachers were offered technology training and support on multiple dates to assist teachers with preparing lessons for remote learning.
August 10-18, 2020	District (in-service)	Professional Learning Communities: JISD teachers participated in PLC meetings at each campus during district in-service to exchange ideas and plan intervention strategies for remote learners.
September 11, 2020	District-wide staff development	District-wide staff development date:
	Campus	JES teachers will receive professional development from ESC 9 staff related to creating formative assessments for both remote and in-person learners.
	Campus	JMS & JHS teachers will utilize PLCs to review data from Beginning of Year state assessments.
October 12, 2020	District-wide staff development	District-wide staff development date:
	Campus	JES teachers will conduct parent conferences to discuss family engagement opportunities, PFE compacts, and progress of remote and in-person learners.
	Campus	JMS & JHS teachers will receive professional development from ESC 9 staff to create formative assessments for both remote and in-person learners.

Principals and Other Administrators

JISD administrators have participated in a multitude of professional learning sessions to develop a more robust understanding of remote learning.

JISD will work closely with our Educational Service Center, Region 9, and other partners to plan support for remote learning. Principals and the Director of Curriculum and Instruction will ensure the following accountability processes are in place:

- Adherence to the schedule
- Attendance monitored daily
- Implementation of the curriculum
- Grades submitted on time
- Communication with families- attendance, family engagement, and progress monitoring data

Ongoing Communication/Learning

Each campus will schedule a time for Professional Learning Communities (PLCs) for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. JISD will continue to focus on areas such as Integrating Technology in the Classroom, How to Create Common Assessments, Video Recordings, and Uploading Assignments. Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies. Jacksboro ISD's primary communication tools for parents and students will be the following:

1. Skyward for district-wide communication
2. 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: JISD will maintain general information on its status for the public on our main webpage at https://www.jacksboroisd.net.

Curriculum Gap Documents

JISD teachers will develop instructional documents that include the highest leverage standards in each subject by grade level. JISD will create a fail-safe process to identify every student who needs interventions or extensions and ensure that each student receives the appropriate help promptly. Students who are experiencing difficulty are required, rather than invited, to utilize our campus support services. Each student's data will be reviewed individually.

Resources to Maximize Remote Learning

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

        b. Google Suites

2. Deployment of Student Devices
   Each JISD campus will establish and communicate procedures to distribute devices.

3. Student Roles and Responsibilities
   a. Establish daily routines for engaging in the learning process.
   b. Identify a space at home where you can learn and study comfortably.
   c. Regularly check Google Classroom for assignments.
   d. Complete assignments with integrity and academic honesty.
   e. Communicate with the school when you need assistance. We are here to help.
   f. Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for attendance and credit for the day.
   g. Attend live instruction appropriately dressed in accordance to the JISD dress code.

4. Parent/Learning Coach Roles and Responsibilities
   a. Establish a partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
   b. Establish routines and expectations.
   c. Assist your student in locating a space in the home that is ideal for learning.
   d. Monitor communication from teachers and schools.
   e. Monitor completion and submission of class assignments daily.
   f. Take an active role in helping your child process their learning.
   g. Attend district/campus training for implementation supports.
   h. Use teacher office hours to help strengthen asynchronous learning.
   i. Contact teachers, administrators, and the counselor to address student needs and additional learning support.

5. Contact Us/Who to Contact
   a. For assistance regarding a course, assignment, or resource: The relevant teacher.
   b. For assistance the technology-related issues: The JISD technology department (techsupport@jacksboroisd.net).
   c. For a personal, academic, or social-emotional concern: Your school counselor.
   d. For other issues related to distance learning: The principal or assistant principal.

District Contact Information

Jacksboro ISD
750 W. Belknap St.
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940-567-7203
www.jacksboroisd.net
Dwain Milam, Superintendent, milamd@jacksboroisd.net
Brad Burnett, Assistant Superintendent, burnettwb@jacksboroisd.net
Technology Support, techsupport@jacksboroisd.net

Jacksboro High School
1400 N. Main St.
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Jon Shaw, Assistant Principal, shawjl@jacksboroisd.net
Dori Taylor, Counselor, taylordr@jacksboroisd.net

Jacksboro Middle School
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Will Johnson, Assistant Principal, johnsonwp@jacksboroisd.net
Terri Stretcher, Counselor, stretchertl@jacksborois.net

Jacksboro Elementary School
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Mission Statement

In partnership with the community, parents, teachers, and students, the mission of the Jacksboro Independent School District is to ensure a safe, positive, supportive, nurturing environment in which to educate all students through a commitment to highly reliable standards to develop knowledgeable thinkers integrated in technology in order to be prepared to succeed in any forum they may choose.