

TEA Approved: October 13, 2020

Attestations

Instructional Schedule

- Teacher interaction** with students is predictable, sufficient to support schedule.
- Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided **clear means to engage with academic material on a daily basis**.
- Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
 - Assessments that ensure continued information on student progress remotely
 - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus**.
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:

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- Data from the Learning Management System (LMS) showing progress made that day
- Curricular progress evidenced from teacher/student interactions made that day
- Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - Cover all grade levels and content areas that are participating in asynchronous learning
 - Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

Open Responses

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Instructional Schedule:

Sample schedules are provided for each grade level band. To assist families in meeting the learning expectations of the program and to provide additional resources to keep healthy routines in place during at home learning, the district developed a scheduling system to accommodate for asynchronous learning. Schedules presented may vary slightly based on teacher and school, but provide a representative example of the daily expectation within each grade band.

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Pre-Kindergarten

Time	Student Activity	Synchronous/Asynchronous
:55 min	Announcements/Phonics/Large Group Time/Small Group Time	Synchronous
:45 min	Playtime	Asynchronous
:65 min	ELAR/Math/Science/Social Studies	Asynchronous
:30 min	Lunch	NA
:30 min	Playtime/Stations/Imagination	Asynchronous
:75 min	Nap	NA

Kindergarten – 2nd Grade

Time	Student Activity	Synchronous/Asynchronous
:55 min	Specials (Art, PE, Music, Computer)	Asynchronous
:30 min	Phonics	Synchronous
:30 min	Shared Reading	Synchronous

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:40 min	Writer's Workshop/Handwriting	Blend of Synchronous/Asynchronous
:55 min	Guided Reading Groups/Small Group Time/Interventions	Blend of Synchronous/Asynchronous
:30 min	Lunch	N/A
:30 Min	Recess/Counselor Check In	N/A
:30 Min	Math	Synchronous
:60 min	Calendar, RTI, Math	Asynchronous
:30 min	Science/Social Studies	Asynchronous

Grades 3 – 5

Time	Student Activity	Synchronous/Asynchronous
:90 min	Academic Block 1 – ELAR	Synchronous
:90 min	Science/Social Studies	Asynchronous
:30 min	Lunch	NA
:90 min	Academic Block 2 – Math	Synchronous

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:30 min	Recess	NA
:55 min	Specials (PE, Music, Art, Technology)	Asynchronous
:30 min	Intervention/RTI/IXL/Istation	Asynchronous

Grades 6-12

Time	Period	Student Activity	Synchronous/Asynchronous
8:00 - 8:50am	Period 1	ELAR	Synchronous
8:55 - 9:45am	Period 2	Band/Dance	Asynchronous
9:50 - 10:20am	Tutorial Period/Announcements	Tutorials/Office Hours/Counselors	Blend of Asynchronous/Synchronous
10:25 - 11:15am	Period 3	Social Studies	Synchronous
11:15 – 11:45am	LUNCH	NA	NA
11:50 - 12:45pm	Period 4	Science	Synchronous
12:50 – 1:40pm	Period 5	Math	Synchronous
1:45 – 2:35pm	Period 6	Foreign Language/Art/Theater/CTE	Synchronous

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2:40 3:30pm	Period 7	Outdoor Education/Athletics/PE	Asynchronous
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Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>Remote Asynchronous instruction is provided to Prekindergarten – 2nd grade students based on one of two scenarios:</p> <ol style="list-style-type: none"> 1. Parents opt-in to participate in at-home remote learning. 2. Students who are required to quarantine due to illness or opt to switch to at-home remote learning. <p>Students participating in the at home remote asynchronous learning environment in PreKindergarten will be engaged in Synchronous and Asynchronous instruction for a total of 180 minutes of instruction daily.</p> <p>Students participating in the at home remote asynchronous learning environment are assigned campus, grade level appropriate teachers. Students in grades K-2 will be engaged in Synchronous and Asynchronous instruction for a total of 300+ minutes per day. The daily schedule includes the following time requirements:</p> <ul style="list-style-type: none"> • 90 minutes of English Language Arts • 90 Minutes of Mathematics • 30 Minutes of Science or Social Studies • 55 Minutes of Fine Arts or PE • 40 Minutes of Handwriting and Writing Workshop <p>Synchronous opportunities are provided within individual schedules up to 100 minutes per day for the purpose of small group activities, intervention and English Language arts support.</p> <ul style="list-style-type: none"> • Synchronous intervention time is provided on an as-needed basis for students based on academic progress. • Small group reading activities are held daily with the expectation that students will be engaged synchronously during that time. • Synchronous blocks are provided to support both reading and math and students are encouraged to participate as much as possible. <p>Students will engage in Math and English Language Arts, both synchronously and asynchronously, daily. Other subjects will be provided asynchronously.</p> <p>Remote Asynchronous instruction is provided to students in grades 3 – 5 for courses that do not provide a natural fit for synchronous instruction, such a PE, Athletics, Outdoor Education, Career Prep, Marching Band and other activities that are not conducted in a traditional classroom but are held in outdoor spaces. Asynchronous instruction in grades 3-5 are provided up to 100 minutes per day with total engagement time of 300+ minutes daily engagement between synchronous and asynchronous time.</p> <p>Remote Asynchronous instruction is provided to students in grades 6-12 for courses that do not provide a natural fit for synchronous instruction, such a PE, Athletics, Outdoor Education, Career Prep, Marching Band and other activities that are not conducted in a traditional classroom but are held in outdoor spaces. Asynchronous instruction in grades 6-12 are provided up to 100 minutes per day with total engagement time of 350 minutes daily engagement between synchronous and asynchronous time.</p>

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How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?	<p>Students will receive a schedule in our Learning Management System that outlines daily activities, coursework and expected learning activities and assignments for completion. Coursework, schedules and time of engagement are to be consistent across remote asynchronous and on-campus synchronous models. All synchronous activities will be conducted via direct instruction, small groups or whole class activities. In order to achieve instructional alignment, the following timelines for grade level clusters is approximate to a full day of academic content on-campus:</p> <p>PreK students will learn primarily via asynchronous instruction in line with TEA attendance funding, participating in 180 total minutes of learning across modalities daily. Students will engage in 50 minutes of synchronous academic instruction daily.</p> <ul style="list-style-type: none"> • Kindergarten – 2nd grade students will learn primarily via asynchronous instruction in line with TEA attendance funding, participating in 300 total minutes of learning across modalities daily. Students will engage in up to 100 minutes of synchronous instruction daily. Approximately 200 minutes of instruction will be assigned based on self-directed asynchronous instruction leveraging both district created resources, curriculum materials and online support tools. • For grades 3-5, students will participate in asynchronous instruction for up to 100 minutes per day with 200+ minutes of synchronous instruction in mathematics, English language arts, science and social studies, advisory and small group instruction time. • For grades 6-12, students will participate in asynchronous instruction for up to 100 minutes per day with 250+ minutes of synchronous instruction in mathematics, English language arts, science, social studies, tutorials, advisory, fine arts and career and technology education.
What are the expectations for teacher/student interactions?	<p>Students will have interactions with teachers and peers daily via synchronous instruction delivered via video conferencing, small group activities, whole class activities, direct instruction, tutorials, and classroom advisory periods.</p> <p>Students in all grade levels are provided with a schedule designating specific synchronous times and asynchronous times for grade levels using primarily the asynchronous model for instruction.</p> <p>Students are expected to attend synchronous sessions daily at all grade levels.</p> <p>Teacher also provide daily conference periods for additional support and schedule time before or after school as needed to support remote learners.</p>
How will teacher/student interactions be differentiated for students with additional learning needs?	<p>The district has developed instructional expectations for Resource, Inclusion, Dyslexia, English as a Second Language, and Gifted and Talented programs. Guidelines have been developed for Admission, Review and Dismissal (ARD) and 504 meeting and include Contingency plans for all students receiving Special Education Services. All students receiving services are provided with an iPad or Chromebook for daily work and activities. In some cases, additional technology are provided in the home based on individual and ARD committee decisions.</p> <p>Case Managers and Teachers will progress monitor all students with an Individualized Education Plan (IEP). Responsibilities for supporting students through differentiation are detailed below. The following list is not intended to be exhaustive of all measures or plans for support additional learning needs of students.</p> <p>Special Education Guidelines</p>

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- IEP services including accommodations and modifications will be followed and implemented based on the student's contingency plan.
- Admission, Review and Dismissal (ARD) and 504 committee meetings will be held according to standard timelines with certain exceptions based on participant need.
- Progress Monitoring will be conducted weekly through Learning Management System Progress, Video Conferencing Sessions, Synchronous Instruction, completion of asynchronous work and individualized schedule of services.

Inclusion/Resource Teachers and Aides

- Teachers and aides will meet virtually with all remote learners according to the schedule of services.
- Teachers will participate in content area planning sessions with general education and special education teachers for content alignment and instructional support planning on a weekly basis through PLC meetings and conference periods.
- Instructional support logs and time logs will be kept for students receiving special education services during any virtual learning.
- Break-out rooms via video conferencing will be utilized during instructional time to allow the resource/inclusion teacher and the student to interact during an inclusion session where additional support may be needed.
- Instructional materials and resources are provided through a single sign on platform that includes a Learning Management System.

Specialized Program Teachers (ESL, Dyslexia, Gifted and Talented, Response to Intervention)

- Students receiving services will be provided with asynchronous and synchronous content based on the schedule of services and specified instructional times designated by the campus via a student schedule.
- Lessons are designed to meet instructional and academic objective in alignment with accommodations, modifications, goals, objectives and academic need.
- Via the Learning Management System, online instructional programs, synchronous instruction and video conferencing, support logs will be maintained to ensure student are receiving services.

Homebound Students

- Students receiving homebound services are being provided with both asynchronous and synchronous instruction.
- The district does hold a remote homebound waiver to ensure instructional continuity.

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Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	Pk-5	HMH Go Math! (K-5) Imagine Math (Think through Math) (K-5) IXL (K-5) TEKS Resource System TEKS Resource System Pacing Guides Discovery Education (K-5) X-Tra Math (K-2) High Scope (PreK)	Measures and Academic Progress (MAP) Assessment IXL Screener TEKS Resource System Performance Assessments Common Assessments Benchmark Assessments Eduphoria TEKS Bank and Test Creator Canvas Activities	Yes	Access to supplemental aids Based on students IEP, access to special education teachers, inclusion aids or synchronous classroom supports is provided. Accommodations and Modifications to instructional materials will be applied based on IEP documentation. Specialized software applications are provided such as text readers, speech to text technologies, as needed or specified in a student's IEP documentation.	Students are provided with direct synchronous instruction via an ESL teacher daily. Translation devices are provided including but not limited to translated text and text to speech resources. Linguistic accommodations are provided for instruction with designated supports for assessment based on LPAC recommendations.

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<p>ELA Instructional Materials</p>	<p>PK-5</p>	<p>HMH Into Reading (K-5)</p> <p>iStation (K-5)</p> <p>TEKS Resource System</p> <p>TEK Resource System Pacing Guides</p> <p>Alphamation Plus (K-3)</p> <p>Accelerated/STAR Reader (K-5)</p> <p>Discovery Education</p> <p>Nessy</p> <p>Lexia Online Learning</p> <p>Saxon Phonics (K-3)</p> <p>High Scope (PreK)</p>	<p>Measures and Academic Progress (MAP) Assessment (K-5)</p> <p>ISIP (K-5)</p> <p>TPRI/mClass (K-3)</p> <p>Circle – CLI Engage (PreK)</p> <p>TEKS Resource System Performance Assessments</p> <p>Common Assessments</p> <p>Benchmark Assessments</p> <p>Eduphoria TEKS Bank and Test Creator</p> <p>Canvas Activities</p> <p>Running Records</p>	<p>Yes</p>	<p>Access to supplemental aids</p> <p>Based on students IEP, access to special education teachers, inclusion aids or synchronous classroom supports is provided. Accommodations and Modifications to instructional materials will be applied based on IEP documentation.</p> <p>Specialized software applications are provided such as text readers, speech to text technologies, as needed or specified in a student's IEP documentation.</p>	<p>Students are provided with direct synchronous instruction via an ESL teacher daily.</p> <p>Translation devices are provided including but not limited to translated text and text to speech resources.</p> <p>Linguistic accommodations are provided for instruction with designated supports for assessment based on LPAC recommendations</p>
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<p>Science Instructional Materials</p>	<p>Pk-5</p>	<p>StemScopes (K-5) Discovery Education Brainpop and BrainPop Junior TEKS Resource System TEK Resource System Pacing Guides High Scope (PreK)</p>	<p>Measures and Academic Progress (MAP) Assessment (K-5) Eduphoria TEKS Bank and Test Creator TEKS Resource System Performance Assessments Common Assessments Benchmark Assessments Canvas Activities and Assessments.</p>	<p>Yes</p>	<p>Access to supplemental aids Based on students IEP, access to special education teachers, inclusion aids or synchronous classroom supports is provided. Accommodations and Modifications to instructional materials will be applied based on IEP documentation. Specialized software applications are provided such as text readers, speech to text technologies, as needed or specified in a student's IEP documentation.</p>	<p>Students are provided with direct synchronous instruction via an ESL teacher daily. Translation devices are provided including but not limited to translated text and text to speech resources. Linguistic accommodations are provided for instruction with designated supports for assessment based on LPAC recommendations</p>
<p>Social Studies Instructional Materials</p>	<p>Pk-5</p>	<p>Pearson (K-5) Discovery Education Brainpop and Brainpop Junior TEKS Resource System TEKS Resource System Pacing Guides.</p>	<p>Eduphoria TEKS Bank and Test Creator TEKS Resource System Performance Assessments Common Assessments Benchmark Assessments</p>	<p>Yes</p>	<p>Access to supplemental aids Based on students IEP, access to special education teachers, inclusion aids or synchronous classroom supports is provided. Accommodations and Modifications to instructional materials will be applied based on IEP documentation. Specialized software applications are provided such as text readers, speech to text technologies, as needed or specified in a student's IEP documentation.</p>	<p>Students are provided with direct synchronous instruction via an ESL teacher daily. Translation devices are provided including but not limited to translated text and text to speech resources. Linguistic accommodations are provided for instruction with designated supports for assessment based on LPAC recommendations</p>

ASYNCHRONOUS PLAN TEMPLATE

		High Scope (PreK)	Canvas Activities and Assessments			
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Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	<p>The district will utilize existing instructional materials and curriculum for our students. Students will follow the same scope and sequence as outlined in the TEKS Resource System and Pacing guides for remote learning and in class learning. Students attending at home learning are attending class within class peers via video conferencing, allowing coherence and ease of transition from home to school or school to home. Students utilize the same assignments, instruction, sequencing, intervention and support resources at home or in school.</p> <p>Navarro ISD provides each student at home or in school with a personal electronic device or tablet to utilize district curriculum and resources. All materials are aligned with the Texas Essential Knowledge and Skills (TEKS) and pacing guides and lesson plans are stored with the Learning Management System to account for time on task, instructional connection to material, scope, sequence and completion of classwork.</p> <p>Through Classlink and Single Sign on capabilities, students are provided with all instructional resources electronically with a single username and password for access. This includes access to the Learning Management System that contains all announcements, instructional videos, video conferencing links, lesson plans, assignments, assessments and grades for students as well as access to textbooks and online instructional resources such as iStation, IXL, Nessy, Lexia and other instructional support tools that may be used to enhance instruction.</p> <p>Teachers receive professional development related to the development of content, remote instructional practices, remote learning tools, data review, and content alignment.</p>
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	<p>Special Education is specifically designed instruction to meet the unique needs of a child with a disability. The purpose of Special Education is to ensure that all children with disabilities have available to them a free appropriate public education that provides the services needed to meet their individual needs, while allowing them the opportunity to participate in educational programs and activities with their non-disabled peers to the greatest extent possible. Navarro ISD offers a full continuum of special education services designed to meet the individual needs of these students.</p> <p>Referral for special education assessment is made by the Student Support Committee, which meets to determine appropriate interventions when a student is struggling academically or behaviorally. Counselors on each campus can be contacted to set up a Student Support Committee meeting.</p>

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NISD Special Education Support

Face-to-Face Instruction	NISD At Home Instruction PK-2	NISD At Home Instruction 3-12
Small group instruction/Intervention	Zoom small group or individual instruction (asynchronous and based on individual needs)	Zoom small group or individual instruction (synchronous)
Consistent groups of students	Zoom sessions with consistent schedule (asynchronous and based on individual needs)	Zoom sessions with consistent schedule (synchronous)
Social distancing during classes	Online Classes via Zoom	Online Classes via Zoom
Protective barriers/dividers as appropriate	Online Classes via Zoom	Online Classes via Zoom
Based upon program placement	Synchronous lessons, pre-recorded lessons and individual interventions based on needs	Synchronous lessons and interventions based on individual needs.
Frequent consultation with parents	Frequent consultation with parents In-home training for parents of children with autism	Frequent consultation with parents In-home training for parents of children with autism
Case Management	Case management	Case management
Progress Monitoring	Progress Monitoring	Progress Monitoring

NISD Speech Services

Face-to-Face Instruction	NISD At Home Instruction PK-12
Small group or individual instruction	Small group or individual instruction
Consistent speech groups	Teletherapy with consistent schedule via Zoom

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Social distancing as appropriate	Teacher collaboration via Zoom
Protective barriers/ dividers; hand sanitizer; face coverings	Parent consultation, participate in existing groups via Zoom
Based upon individual goals	Based upon individual goals
Supplemental instruction sent home	Instructional home activities to supplement online learning
Progress Monitoring	Progress Monitoring

NISD Dyslexia Services

Face-to-Face Instruction	NISD At Home Instruction PK-2	NISD At Home Instruction 3-12
Small group instruction	Small group or individual instruction via Zoom	Small group or individual instruction via Zoom
Consistent groups of students	Zoom sessions with consistent schedule	Zoom sessions with consistent schedule
Social distancing during classes	Zoom sessions with consistent schedule	Zoom sessions with consistent schedule
Regular Dyslexia Report Card	Regular Dyslexia Report Cards	Regular Dyslexia Report Cards

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	NISD EL Services		
	Face-to-Face Instruction	NISD At Home Instruction PK-2	NISD At Home Instruction 3-12
	Small group instruction	Small group or individual instruction via Zoom	Small group or individual instruction via Zoom and canvas
	Consistent groups of students	Zoom sessions with consistent schedule	Zoom sessions with consistent schedule and canvas
	Social distancing during classes	Zoom sessions with consistent schedule	Zoom sessions with consistent schedule and canvas

Key Requirement Student Progress: Describe (or attach a description of) how you’re tracking student engagement and progress in your asynchronous environment.

Component	Explanation
What is the expectation for daily student engagement?	<p>Students are expected to engage daily in course content. Students who do not show engagement in course content will be marked absent. Daily students engagement is defined as synchronous instruction with the teacher, completion of daily assignments, and/or progress shown through the learning management system. Students are expected to complete work in all subject areas daily through a combination of synchronous and asynchronous work. The level of engagement for synchronous and asynchronous work is defined by grade level and/or subjects/courses.</p> <p>Students are provided with multiple opportunities for engagement via recorded videos, synchronous video conferencing, instructional tasks, worksheet completions, submitting assignments online, submitting photos of completed work, completion of quizzes and assessments, or other activities assigned through the learning management system. Student in the asynchronous environment are provided with a 24-hour window to complete work for engagement credit. Work must be completed by 11:59pm daily for attendance credit in instructional engagement.</p> <p>Students are encouraged to actively participate in daily synchronous instruction to support engagement activities.</p>

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What is the system for tracking daily student engagement?

Daily student engagement is tracked through the Learning Management System. In compliance with TEA ADA funding rules, tracking engagement will include at a minimum the following criteria:

1. Daily progress in the Learning Management System
2. Daily progress via synchronous interaction between student and teacher or student, teacher and peers
3. Completion/Turn in of assignments
4. Progress shown through one of the online screening programs and lesson activity chart.

Daily Progress via the Learning Management System (LMS) – the LMS maintains a time log for each activity, notating time on task. In addition to the LMS, the district uses a single sign on system that tracks student engagement with programs associated with the single sign on. This process allows the district and the teacher to determine if the student reviewed static content and also completed all portions of the online lesson in the asynchronous environment. Progress can also be measured through the LMS based on the completion of various activities listed with the LMS associated with the daily work.

Synchronous Interactions – Students at all grade levels have daily times scheduled for synchronous live instruction. Students present in synchronous instruction may be engaged in whole class, small group, or individualized instruction with the teacher.

Completion/Turn In of Assignments – Student submit all work electronically through the Learning Management System or email. Completion/Turn In of assignments may include but not limited to unit assignments, daily assignment, question and answer, quizzes, assessments, projects, writing samples, pictures or other materials determined by the classroom teacher. Students may be required to submit multiple assignments within a single class period or course based on the work for the day.

Progress shown through an online screening program – Students may be asked to complete work for courses within external instructional programs such as APEX learning, iStation, IXL or other online curricular programs. Within these programs, students must complete a specified amount of time within each lesson and some lessons will include a quiz of assessment. Teachers may use this type of assignment within the Learning Management System but verify completion through the specified program.

Navarro ISD has set a high standard for attendance. Students engagement in daily activities and coursework for at home learners is consistent with work loads expected of in school learners.

PreK-2nd Grade:

- Student attendance is taken in accordance with the adopted ADA time for attendance daily at the campus.
- Students will be marked “Present-Remote Asynchronous” by default.
- Teachers will monitor for progress throughout the day. Students that do not demonstrate active engagement will be marked absent.
- Students are provided evening hours to complete asynchronous work and may complete assignments until 11:59pm daily.
- If a student shows no engagement or interaction after reviewing the previous days activities, teachers will submit a change of attendance to absent.

3rd – 12th Grade:

- Students attendance is taken in accordance with the adopted ADA time for attendance daily at the campus.
- Students will be marked “Present Synchronous” or Absent.
- Students in these grade levels are engaged in a Synchronous Learning Plan with the exception of some portions of the day that may be asynchronous.
- Students in these grade levels may be marked “Present Remote Asynchronous” for up to 100 minutes daily or if the course taken during the ADA time is offered only asynchronously.
- Courses defined at these grade levels for asynchronous work include: PE, Athletics, Band, Dance, Career Prep, or specified courses that are limited by synchronous via feed accessibility.

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How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?	<p>The methods described above are similar to the way in which students receive teacher support, peer interaction and individual work time in the in school/on campus learning environment. Regardless of at home or in school learners, all classroom activities, assignments, quizzes, notes and other class materials are delivered via the Learning Management System and the Single Sign on Environment. Students are provided with daily times for tutorials or check in with teachers as needed via the learning management system, video conferencing or email. Student expectations for grades, grading scales, homework, completion of assignments and timelines are the same for students in both environments.</p> <p>Coursework provided through the learning management system are marked by times viewed, times participated with content, daily views of material, completion for assignments, and time on task to include videos, assignments, tests and interactions. Students and teachers also interact through email and daily synchronous learning sessions.</p>
What is the system for tracking student academic progress?	<p>Student progress will be gauged using multiple tools and varied approaches depending on the grade level. For the grade PreK – 2nd grade, teachers will utilize the Performance Assessments provided through the TEKS Resource System, Running Records, TPRI, STAR Reading, Istation Reading (ISIP), IXL Math and Common assessments. The grade levels will also measure progress and growth through the use of the Measures of Academic Progress (MAP) Reading, Language and Math assessments.</p> <p>For students in grades 3-12 that provide asynchronous work, student progress will be measured based on Performance Assessments, Benchmark Assessments, Six Weeks Exams and APEX learning modules in the core content areas.</p> <p>Teachers in all grade levels will utilize daily assignments, exit tickets, and other projects and assignments to gauge student progress in learning content. The methods utilized for at home learners are the same expectations as in school learners.</p>
What is the system for providing regular (at least weekly) feedback to all students on progress?	<p>Teachers are required to complete grades for each week following Tuesday and post grades to the gradebook by 8:00am weekly. This is a standard practice utilized for at home or in school learners. However, aside from specific graded assignments, the following methods will also be used to provide feedback to students.</p> <ol style="list-style-type: none"> 1. Instructional software such as APEX, iStation, Lexia, Nessy, IXL, and other applications provide real-time feedback. In systems such as APEX and iStation, the system adjusts the learning based on student success and mastery of a skill. 2. Assignments, Assessments and Projects will be graded and provided to students weekly with feedback to support student learning.

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

Staff Development Schedule

Time of Year	Key Topics	Key Staff	Follow Up Support
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<p>August – New Teacher Orientation</p>	<p>Orientation to online digital tools available to district and campus staff. During this training, new teachers were presented with existing technology and instructional tools available for student and teacher interaction with curriculum</p>	<p>Prek – 12 New Teachers</p>	<p>Additional Training for teachers and staff are held in-person, during conference periods, afterschool and during district staff development days to reinforce skills necessary to support student instruction.</p>
<p>August – District/Campus Staff Development</p>	<p>Canvas Platform</p> <ul style="list-style-type: none"> • Overview of Canvas • Introduction to Resources • Introduction of Technology Template • Course Structures • Creating Assignments • Creating Assessments • Grading Tools • Cross Linking of Classes <p>MS Teams and Zoom</p> <ul style="list-style-type: none"> • Video Conferencing Tools • Setup • Providing Links to Students and Parents for Synchronous Access to classrooms <p>Thrill Share</p> <ul style="list-style-type: none"> • Setup of Teacher Webpages • Communication Tool for parents <p>TEKS Resource System</p> <ul style="list-style-type: none"> • Instructional Overview of program components • Focus on tools to support curriculum 	<p>Teachers, Administrators, Program Directors, Instructional Support Specialists</p>	<p>September Trainings: Provided in person, via video recordings and remote courses to support the following areas/topics:</p> <ul style="list-style-type: none"> • Canvas • Google Suite • Microsoft Office Suite • Eduphoria Aware • Eduphoria Strive • Break Out Rooms in Zoom • Textbook Training • Attendance/Ascender Teacher Portal <p>October Trainings: October will include a district staff development day on October 26. Planned activities for this day include the following:</p> <ul style="list-style-type: none"> • Canvas • Clear Touch Panels for Classrooms • Lesson Plans/Pacing Guides/Curriculum Alignment • Response to Intervention • Eduphoria – Aware/Online Testing Components

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	<ul style="list-style-type: none">• Focus on resources to support formative assessment, pacing tools, performance assessments, and gap tools <p>Instructional Planning</p> <ul style="list-style-type: none">• Instructional Focus Documents• Pacing Tools• Lesson Plans• Lesson Development for at-home and in-school learners <p>Attendance Reporting</p> <ul style="list-style-type: none">• Asynchronous Present Reporting Guidelines• Synchronous Present Reporting Guidelines• Present/Absent Reporting Guidelines• Ascender Teacher Portal Training <p>Special Education Support</p> <ul style="list-style-type: none">• TEKS Resource System tools to support student curriculum modifications based on IEP goals and requirements.• ZOOM training to support break out rooms for inclusion support.• ARD facilitation meetings to support remote access.		<p>Additional trainings will be offered in October by district staff to support the following areas:</p> <ul style="list-style-type: none">• ESL students• GT students• TEKS Resource System• Pacing Guides• Canvas• Screen Castify• PLC Meetings/Data Walls• Data review.
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Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>Educators will be provided with a variety of formats for professional learning. They will have the opportunity to receive training online, in person, or via video conferencing feed. Professional development sessions will be offered weekly via conference period trainings, after school training sessions, or online video tutorials and trainings available on demand. In addition to the ongoing staff development, campuses also include Professional Learning Communities for teachers to meet and collaborate to build lessons and work as a team to support student instruction.</p> <p>The district also provides built in full day Professional Development Days into the instructional calendar that are used to support classroom instructional practice, lesson planning and alignment and technology training to support the online learning environment.</p> <p>All teachers receive training in the following technology systems:</p> <ol style="list-style-type: none"> 1. Learning Management System – Our District uses Canvas as the LMS. Educators received initial training during the first week of school with three additional days of training for each campus site on the development of the content and tools during the first month of school. Additional support and training materials have been provided via online tutorials and just in time training. The district will provide additional trainings to staff via after school, district staff development days and online tutorials to support the implementation of the LMS. 2. Zoom – teachers were trained on the uses of Zoom to support classroom instruction to include the use of break out rooms to support students who need pull out or in class support during class sessions. 3. Google Suite – Training in the google suite is offered via online self paced courses for teachers and staff. The district has been using the system and providing ongoing training and support for the past three years. <p>The district employs Instructional Technology Specialists who are assigned to campuses to provide ongoing, daily instructional support in the use of technology.</p> <p>Campus administrators coach teachers throughout the year providing feedback on classroom instructional practices and on the job training with frequent walk through observations and feedback.</p> <p>The district began the practice of Professional Learning Communities (PLC) at the campus level in 2016-2017. The practice continues today providing curriculum and instruction, technology, principals and other support specialists the opportunities to provide training and collaboration at regularly scheduled meetings. The meeting time varies based on campus and grade level. However, all teachers meet with their team at least once every four weeks.</p> <p>Navarro ISD works with campus principals to address individual teacher and campus needs and sets monthly schedules for embedded staff development to ensure that teachers received needed instructional, technology, social and emotional support to educate our students. Campuses have Instructional Technology Specialists dedicated to providing weekly staff development to help meet technology and classroom instructional needs. The district also offers monthly trainings from Special Education, Gifted and Talented, and English as a Second Language in after school formats for teachers. The district also utilizes trainings offered by TCEA to support technology use and integration as well as offerings provided by the Educational Service Center Region 20.</p>

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<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>The district focused on content alignment of curriculum through the use of pacing tools. These tools are utilized as the framework of each lesson and unit. The Pacing Guides are tied directly to the TEKS Resource System and the Instructional Focus Documents that outline the entire curriculum for students at each grade level in the core content areas.</p> <p>This curricular focus was embedded into the process of the use of the Learning Management System and moved our existing curriculum into workable online learning documents that could be used to support student instruction. In the Spring of 2020, teachers moved their curriculum to an online format through the use of Google Classroom, but the product had some limitations in terms of student tracking, secure testing environments and other integrated features. With the move to the pacing guides and the adoption of the Canvas LMS, teachers are able to integrate the textbooks into the LMS, Cross link classes so that content can be shared across all similar classes without the need to replicate or copy content from course to course as well as automate the process for student access to the curricular content and the online lessons. Through the use of the LMS, teachers are able to provide learning materials that are presented to students in the classroom seamlessly to students who are at home. Students in the home environment are able to easily complete work via LMS annotation tools or integrate the use of their Google Suite or Microsoft Suite into the LMS for easy completion of assignments.</p> <p>Professional development for teachers is focused on the use of the curriculum and embedding those instructional resources into the LMS so that courses and content can be easily replicated to continue the use of the online system to support teacher use of the technology and transfer the lessons to students in the future.</p> <p>The district’s ability to embed professional development in the use of the two tools into daily practice through conference period training session, district staff development days, after school training and online tutorials and courses inside the district and outside the district will instill best practices for asynchronous course delivery.</p>
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Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Communication with parents will be facilitated through available Navarro ISD platforms such as the Navarro ISD website, social media, Canvas, Classlink, Remote call Center, Surveys and email.</p> <p>Website and Social media – will be used to distribute quick and easily accessible announcements pertaining to all students in the school district.</p> <p>Canvas and Classlink – These systems provide parents with single sign on access to students grades, coursework, class progress and contact with teachers for communication.</p> <p>Remote Call Center – Navarro ISD is able to conduct robo calls to select groups of parents, grade levels, campuses or the entire district to communicate messages that are timely and require immediate attention,</p> <p>Surveys – The district utilizes surveys to contact parents concerning choice of learning environment. Parents are provided survey at the end of each grading period to choose to stay in at home learning or return to campus for instruction.</p> <p>Email – Email is used to communicate classroom procedures, expectations and general information concerning at home learners. The district has the capability to email all grade levels, all students or individual campuses as the need arises.</p>

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	<p>The district has also provided online virtual and in person trainings for parents to support at home learners.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>Families are expected to support their students by attending and engaging in the following practices:</p> <ol style="list-style-type: none"> 1. Daily instructional support for their child to assist in ensuring the children are able to login to the proper classroom, review completed assignments and assist students in navigating the online learning environment. 2. Open communication with teachers and check/verify student completion of assignments and coursework 3. Support students in the completion of asynchronous work and ensure that assignments are turned in properly. 4. Provide a consistent location within the home for the student to conduct school work. 5. Ensure that students are out of bed and in a consistent learning space daily for class. 6. Ensure that students arrive to the Zoom sessions according to scheduled classes. 7. Respect the teacher time with the students and utilize conference periods, teacher office hours and email to request specific information or ask teachers questions. <p>Parent are provided with information concerning children’s social and emotional learning via the campus counselors. Counselors hold daily office hours and provide students with means to connect to counselors via video conferencing to meet student needs. Teachers will also work with parents on creating structures in the home to support effective learning.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Parents are provided online tutorials to support the technology applications for at home learners. The district provided online and in person training sessions for parents. The district also maintains a parent trouble ticket system which ensures parents are contacted within 24 hours of the request for support.</p> <p>A COVID-19 Support page is provided on all campus and district websites that includes updates, tutorials, technology help desk and resources to support at home learning.</p> <p>Parent Engagement/Training nights are also offered to support training needs.</p>