

Asynchronous Plan

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**.

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- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - 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.

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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.

Include sample daily schedules for students by grade band

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	Students will receive at least 180 minutes of synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students through the LMS. Content for all subject areas will be delivered through our LMS, Canvas, based on our curriculum TEKS Resource System, and supplemented by other instructional resources.
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?	Instructional schedules for remote learners will mirror that of traditional, on-campus learners. A full day of instruction will be provided for all learners through the LMS. Lessons (content, activities, expectations, grading, remediation and enrichment) will be delivered similarly to both remote and traditional learners. Students are expected to spend the same amount of time engaging in academic content remotely as they would on campus.
What are the expectations for teacher/student interactions?	<p>Students will have daily interaction with teachers via multiple mechanisms in all content areas. Students are expected to engage in live synchronous instruction multiple times per week. RTI will be offered daily with students based on proficiency and progress to support personalized instruction.</p> <p>Students will attend scheduled (daily/weekly) live sessions for community building, counselor guidance, peer-to-peer interaction, relationship building, academic “checks”, and social-emotional support.</p>

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How will teacher/student interactions be differentiated for students with additional learning needs?

Students who qualify to receive special services will continue to receive those services as though they were on campus. Specialized teachers (Special Ed, 504, Gifted & Talented, EL, etc.) will have dedicated, scheduled times to provide services to meet the needs of students with additional learning needs. Pre-planned schedules for such services will be provided to parents and students. Appointments can be made (before school, during conference periods, or after school) by teacher, student, or parent to answer questions, remediate instruction, or reteach difficult material. Attendance will be required if the teacher requests appointment with students.

The district has developed instructional expectations for Resource, Inclusion and Content Mastery, Dyslexia, English as a Second Language (ESL), and Specialized Programs, among others. In addition, we have guidelines for Admission, Review, and Dismissal (ARD) and 504 meetings and will be developing Contingency Plans (Remote Learning Plans) for all students receiving Special Education Services. The district will have a plan for Individualized Educational Plan (IEP) Progress Monitoring for virtual learners. Responsibilities are differentiated by role to ensure students with additional learning needs are receiving support based on their schedule of services and individual needs. This list is comprehensive, but not exhaustive of all plans and responsibilities.

General special education guidelines:

- IEP services including accommodations/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 within the timeline and as normal with certain exceptions based on participant need (ie., size of ARD committee, parent preference, size of meeting space)
- Case Manager Roles and Responsibilities have been modified for virtual learning.

Inclusion Teachers:

- Inclusion teachers will meet virtually with all students at minimum one time per week or per the student's contingency plan.
- Teachers will participate in a virtual PLC with general education instructional staff weekly for each content area they are responsible for instructing.
- Through the use of Parent Contact Logs, support logs will be kept for all students receiving special education services during any virtual learning, log will be submitted every Friday.

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Resource Teachers:

- Teachers will meet virtually with all students per schedule of services or per the student's contingency plan. This will be at a scheduled time as directed.
- Teachers will participate in a virtual PLC with special education instructional staff weekly for each resource program they are responsible for instructing.
- Through the use of Parent Contact Logs, support logs will be kept for all students receiving special education services during any virtual learning, log will be submitted every Friday.

Daily requirements for Resource/Inclusion Paraprofessionals:

- Will be invited as a teacher to the preferred platform in the classes they serve.
- Will have access to website, usernames, and passwords, etc. for students to access resources.
- Will collaborate and communicate with the case manager and teachers about student progress and needs.

Specialized Program Teachers:

- Instruction during virtual learning will continue to maintain unit instruction and pacing as close to the Specialized Program instructional Framework as possible.
- Lessons should be designed for students to meet student IEP goals and objectives, related and instructional services as per the student's contingency plan.
- Teachers will meet virtually with all students weekly in a whole group, small group, and/or individually. Paper packets may also be utilized by these classroom teachers.
- Support logs will be kept for all students receiving special education services during any virtual learning, log will be submitted every Friday.

Paraprofessionals:

- Specific paraprofessionals will meet virtually with students/parents at least weekly.
- Paraprofessionals will participate in a virtual PLC with Special Education instructional staff.
- Through the use of Frontline Parent Contact Log, support logs will be kept for all students receiving special education services during any virtual learning, log will be submitted every Friday.

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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	K - 2	TEKS Resource System, IXL, STEMScopes, TX Home Learning, Go Math	NWEA MAP, DMAC (local common assessment each grading period), Running Records, TELPAS	Y	Ed Galaxy, modified content curriculum	Rosetta Stone, Ideas, Genki
Math Instructional Materials	3-5	TEKS Resource System, Dreambox, Education Galaxy, IXL, Go Math, TEKas practice boards	NWEA MAP Testing, DMAC (local common assessment each unit), TEA Interim Assessments,, TELPAS	Y	Dreambox, Education Galaxy, modified content curriculum,	Rosetta Stone, IXL, Dreambox, Ideas

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Math Instructional Materials	6-8	IXL, TEKS Resource System, Study Island, TX Home Learning 3.0	DMAC (locally developed assessments), TEA Interim Assessments, TELPAS	Y	Study Island, modified content curriculum, IXL	Rosetta Stone, McGraw Hill, Ideas Curriculum
Math Instructional Materials	9-12	TEKS Resource System, Cambridge, TX Home Learning 3.0, Edgenuity	TEA Interim Assessments, DMAC (locally developed assessments), TELPAS	Y	Edgenuity, McGraw Hill, Cambridge, modified content curriculum	Rosetta Stone, McGraw Hill, Ideas
ELA Instructional Materials	K-2	Dreambox, Lexia, Fountas and Pinell, TEKS Resource, TX Home Learning, TX KEA (CLI)	NWEA MAP, DMAC, Running Records, TELPAS	Y	MTA, Lexia, Fountas and Pinel	Genki English, Ideas Curriculum, LAS progress monitoring, TELPAS
ELA Instructional Materials	3-5	TEKS Resource System, TX Home Learning, Lexia, Pearson Learning	NWEA MAP Testing, DMAC, TEA Interim Assessments, Local Assessments, TELPAS	Y	MTA, Pearson, Lexia, modified content curriculum	Read 180, Ideas Curriculum, Rosetta Stone, iLit for ELs, LAS progress monitoring, TELPAS
ELA Instructional Materials	6-8	Study Island, Pearson Learning, TEKS Resource System	NWEA MAP Testing, DMAC, TEA Interim Assessments, Local Assessments, TELPAS	Y	Study Island, Pearson, modified content curriculum, MTA	Read 180, Ideas Curriculum, Rosetta Stone, iLit progress monitoring, TELPAS

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<p>ELA Instructional Materials</p>	<p>9-12</p>	<p>TEKS Resource System, IRLA, TX Home Learning,</p>	<p>TEA Interim Assessments, DMAC, Local Assessments, TELPAS</p>	<p>Y</p>	<p>Pearson, IRLA, modified content curriculum, MTA</p>	<p>Rosetta Stone, iLit,LAS progress monitoring, TELPAS</p>
<p>Science Instructional Materials</p>	<p>K-2</p>	<p>TEKS Resource System, TX Home Learning, STEMScopes</p>	<p>NWEA MAP, DMAC, Running Records, TELPAS</p>	<p>Y</p>	<p>STEM Scopes, modified content curriculum</p>	<p>Rosetta Stone, Ideas</p>
<p>Science Instructional Materials</p>	<p>3-5</p>	<p>TEKS Resource System, TX Home Learning 3.0, Dreambox, STEMScopes</p>	<p>NWEA MAP Testing, DMAC, TEA Interim Assessments, Local Assessments, TELPAS</p>	<p>Y</p>	<p>modified content curriculum</p>	<p>Rosetta Stone, Ideas, Read 180</p>
<p>Science Instructional Materials</p>	<p>6-8</p>	<p>TEKS Resource System, TX Home Learning 3.0, STEMScopes</p>	<p>NWEA MAP Testing, DMAC, TEA Interim Assessments, Local Assessments, TELPAS</p>	<p>Y</p>	<p>Study Island, modified content curriculum</p>	<p>Rosetta Stone, Ideas, Read 180</p>

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Science Instructional Materials	9-12	TEKS Resource System, TX Home Learning 3.0, Edgenuity	TEA Interim Assessments, DMAC, Local Assessments, TELPAS	Y	Edgenuity, modified content curriculum	Rosetta Stone, Ideas
Social Studies Instructional Materials	K-2	TEKS Resource System TX Home Learning 3.0, Studies Weekly	NWEA MAP, DMAC, Running Records	Y	modified content curriculum	Rosetta Stone, TELPAS
Social Studies Instructional Materials	3-5	TEKS Resource System, TX Home Learning 3.0, Studies Weekly	NWEA MAP Testing, DMAC, TEA Interim Assessments, Local Assessments, TELPAS	Y	modified content curriculum	Rosetta Stone
Social Studies Instructional Materials	6-8	TEKS Resource System, TX. Home Learning 3.0	DMAC, TEA Interim Assessments, Locally Developed Assessments, TELPAS	Y	Study Island, modified content curriculum	Rosetta Stone

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Social Studies Instructional Materials	9-12	TEKS Resource System, TX Home Learning 3.0, Edgenuity	TEA Interim Assessments, DMAC, Local Assessments, TELPAS	Y	Edgenuity, modified content curriculum	Rosetta Stone
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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>All district adopted instructional materials are research based, aligned to the TEKS, and will provide the basis for our remote curriculum and include online components for accessibility by students and teachers. All district assessments are accessible online and will be pushed out through the LMS and monitored by teachers.</p> <p>MISD has implemented and supported a personalized blended learning environment in varying stages since 2016; as a result we have previously selected research based software that allows student agency in learning, flexibility in path and pace, progress monitoring, and individualized plans for mastery. All these are conducive to and aligned with asynchronous instruction and learning. Our students are familiar with and comfortable with a variety of learning platforms.</p> <p>Classroom assessments will be delivered live remotely via Zoom.</p> <p>Focus Documents including the Year at a Glance, TEKS Clarification, and the Gap Implementation Tool to support potential learning gaps and plan for coherent, logical sequence of learning skills and knowledge. The TEKS RS YAG will provide the coherence needed to ensure that content linked in the LMS is logical, skills spiral and scaffold, and concepts are reinforced.</p>

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	<p>All learning materials and resources will be stored on the LMS and accessible to all students.</p> <p>All instructional materials within our named curriculum resources are tailored to support self-paced, adaptive, and personalized learning for remote learners. Progress monitoring is also provided within the materials. Our adopted textbooks have online components tailored for an asynchronous environment. TEKS RS has performance assessments suggested in the IFD which teachers can easily assign and evaluate in this environment.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Adopted materials have built in components to support all levels of learners which was weighted in the original adoption process and purchase. For example, Pearson Learning allows for and highlights SLOP strategies for ELs, Spanish to English audio translations, and strategies to support students with specific learning disabilities and modalities. STEMscopes includes lessons available in Spanish and modified curriculum choices for all levels of learners. Rosetta Stone provides English Learners with practice speaking and reading. Built in screeners within our web-based instructional software provide self-paced and personalized paths for student learning.</p> <p>All classroom teachers and specialized teachers will access and deliver content and instruction through the named instructional materials. They will collaborate with one another and plan for scheduled pullout services as needed. Appointments will be scheduled by teacher, parent or student as needed for additional support.</p>

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

Component	Explanation
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<p>What is the expectation for daily student engagement?</p>	<p>Students are expected to log on daily to Canvas, our LMS, to reference activities and assignments for the day. Students are required to be engaged daily with work through completion of set assignments listed. Students who do not demonstrate engagement on a given day are marked absent. All daily work/assignments will be assigned a predesignated deadline for completion/submission. Students will also be required to meet live (zoom, phone, etc) with teachers on a scheduled basis. Teachers will look for daily log-in on the LMS (Canvas).</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Teachers will track student engagement in the LMS. Engagement includes: Completion of lessons, activities, and projects on a daily basis; attending synchronous or live sessions or documented daily contact with the teacher.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?</p>	<p>Progress monitoring of remote learners will be carried out the same as on campus learners. Completed work for all students will be evaluated for quality, progress towards mastery, and demonstration of skills consistent with the TEKS. All students on campus and remote will utilize digital data trackers to self-assess progress and set goals.</p>
<p>What is the system for tracking student academic progress?</p>	<ul style="list-style-type: none"> ● Report cards will be issued every 9 weeks based on specific district and campus guidelines. ● Progress reports will be issued every third and sixth week of each grading period. ● Gradebooks will be maintained and grades will relate directly to one or more TEKS based instructional objectives. Gradebook is accessible to students and parents for self-monitoring. ● Teachers will be able to track progress using the linked Skyward student management system, the LMS, the named software teacher portal. ● Formative and summative assessments will provide data on identified learning gaps; misconceptions will be rooted out so they can be addressed via reteach using modeling or guided discourse.

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<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers will use the feedback component of the LMS to provide at least weekly feedback to individual students on progress towards mastery. Other feedback will be given via email or live conferencing. Contact with students will be documented and feedback stored. Teachers are required to update all students' grades weekly.</p>
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Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction. **Include a sample educator professional development schedule.**

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>Our calendar has built in professional development days during the beginning of year in-service and throughout the year with time devoted to building teacher capacity for best practice in asynchronous instruction. It will address how certain virtual tools such as Google Classroom, Canvas tools, Seesaw, Edgenuity, and content specific software can be implemented in order to facilitate instruction in specific content areas.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Throughout the year educators will learn how to adapt different asynchronous instruction methods and each method's expectations. For example, a math teacher strong in a flipped model, will demonstrate to colleague's best practice along with tips for instructional success using the model. These opportunities will be available in PLCs, and staff development days built into the school calendar.</p> <p>Educators will engage in departmental PLCs on a monthly basis and will share best practice in their content specific areas. Content teams will analyze student data and develop action plans, including the use of the instructional materials available, to address identified needs.</p>

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
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<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Each campus will hold virtual and in person orientation for remote learners and their families. During this time, parents will receive contracts with specific student and parent asynchronous learning expectations outlined.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>Regularly scheduled virtual town hall meetings will be offered community wide. Teachers will be available by appointment for parent conferences and updates. Parents of special populations will be contacted via phone to address specific student needs.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Each campus will designate one remote learning liaison to provide needed supports for families of students learning remotely. This person will monitor engagement, attendance, and grades for remote learners. He/she will answer questions related to process, technology, and troubleshooting.</p>

****Attachments Include:**

-Professional Development calendar

-Sample student schedules from Primary, Elementary, Middle, and High School campuses