

La Grange ISD

Asynchronous Plan



2020-2021



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For the 2020-2021 school year, La Grange ISD families have the choice of on-campus, in-person learning or remote learning from home. Both options will provide students with engaging TEKS-based instruction focused on measured student academic growth and success. On-campus and remote learning will both be facilitated by instruction from LGISD certified teachers and similar in rigor and time commitments. LGISD will provide instruction through a hybrid instructional model that intentionally blends remote asynchronous and synchronous instruction using ZOOM, Google Classroom, and SeeSaw.

The goal of remote instruction is to match the level of rigor used during in-person instruction. Instruction will be vigorous and will include expectations, guidelines, and accountability for students, parents, and staff. Grading guidelines, GPA calculation, time on tasks, attendance requirements, and other practices and expectations including a daily measure of engagement will match in-person instruction as closely as is reasonably possible.

As noted in LGISD's vision statement, developing our asynchronous plan remains true to our district's core belief for student performance:

"Student performance reflecting each child's maximum potential as an individual and as a collaborative educational partner shall instill positive feelings in students, staff, and community. On-going monitoring for continued high levels of success coupled with personal and public recognition of accomplishments is in place. Divergent thinking, the ability to discover more than one right answer, and convergent thinking, the ability to focus and prioritize, shares equal status for problem solving."

As we enter a school year with students learning both in-person and remotely, there will be numerous operational and logical challenges we will face as we provide multiple learning platforms. As student's potentially move between the two instructional modalities (on-campus and remote) throughout the year, it is imperative that our schedules, routine, and procedures provide consistency within the classroom and continue to support the socio-emotional needs of our students.

Remote learners are expected to engage and interact daily with all academic content through instruction from home through Zoom, Google Classroom, and SeeSaw. Learning and engagement through remote instruction will be equal to the works students receive over a normal school year in all content areas. Students learning remotely must be engaged in learning daily as demonstrated by either of the following:

- Daily participation in Google Classroom; or
- Daily participation in Zoom; or
- Completion or submission of an assignment in Google Classroom/SeeSaw

I. Instructional Schedule

The La Grange ISD remote learning plan is a hybrid instructional plan with a blend of synchronous and asynchronous /instruction/learning meaning there will be daily times scheduled in which students will be required to log in and participate in live-time, synchronous work with a teacher and classmates. The times will be scheduled prior to the start of school and will be a developmentally appropriate length of time. LGISD will meet TEA expectations requiring students to equal or exceed the following daily minimum time frames across all subject areas:

PK-5th Grade: 180 instructional daily minutes

6th-12th Grade: 240 instructional daily minutes



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Students in remote settings will have schedules provided that equal or exceed TEA’s expectations for daily minimum minutes. Daily schedules for each student will vary according to the elective choices, special programs participation, and intervention or extension needed for academic success. Schedules provided are subject to change.

In all campus schedules, the column labeled A/S indicates what model the students will be engaged in. Synchronous (S) indicates that students will interact in live-time with the teacher and/or classmates through Zoom. Asynchronous (A) means that the student is retrieving work pasted in Google Classroom/SeeSaw.

Pk Schedule	
<p>A/S: 7:45-8:00 Class Connection A: 8:00 - 8:55 learning stations A: 9:00-9:20 Brain Breaks/Playbreak/ Restroom S: 9:30-9:55 Check in requested for attendance/Calendar/Move & Groove A/S:10:00-10:30 Math & Math Stations A:10:40-11:10 Lunch A: 12:00-12:15 Playbreak/Restroom A/S: 12:20-1:10 ELA Stations A: 1:15-2:00 Naptime A: 2:05-2:50 Centers A; 2:55-3:15 Snack/House Time/ Pack up</p> <p>A= asynchronous S= synchronous</p> <p>The instructional materials are provided through the LMS- SEESAW platform to help address all student needs.</p> <p>Office hours: Available for one-on-one conferences during the day and before and after school for parent and student assistance.</p>	<p>Students receive 180+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students.</p> <p>Students will attend live sessions for class connections, intervention or enrichment, and counseling when necessary. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Teachers and/or the counselor will set up one-on-one or small group guidance classes to support social and emotional learning.</p> <p>Content for core subject areas will be provided through our campus instructional resources and supplemental online support.</p> <p>In Pre-Kindergarten, content and instruction is provided by self contained teachers. These teachers are the point of contact to support all students.</p> <p>Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.</p> <p>Attendance will be taken daily in TEAMS (Frontline), as determined through engagement.</p> <p>Rubric Grading will be the same as on-campus learning and outlined in our LGISD district handbook and policy.</p> <p>The Learning Management System (LMS) for Pre-Kindergarten is SEESAW.</p>



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Kindergarten Schedule

A/S: 7:45 Class Connection
A: 8:00 - 9:15 ELAR lessons/stations
A/S: 9:15 - 10:00 Brain Breaks
S: 9:00 -9:30 Check in requested for attendance
A:10:00-11:15 Math & Math Stations
A:11:30-12:30 Lunch/Play Outside/Explore
A:12:30-1:35 ELAR
A/S:1:35-2:20 Scheduled 1:1/small group support
A:2:20-3:20 Science & Social Studies

A= asynchronous
S= synchronous

The instructional materials are provided through the LMS- SEESAW platform to help address all student needs.

Office hours: Available for one-on-one conferences during the day and before and after school for parent and student assistance.

Students receive 180+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students.

Students will attend live sessions for class connections, intervention or enrichment, and counseling when necessary. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Teachers and/or the counselor will set up one-on-one or small group guidance classes to support social and emotional learning.

Content for core subject areas will be provided through our campus instructional resources and supplemented by Education Galaxy.

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

Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.

Attendance will be taken daily in TEAMS (Frontline), as determined through engagement.

Rubric Grading will be the same as on-campus learning and outlined in our LGISD district handbook and policy.

The Learning Management System (LMS) for Kindergarten is SEESAW.



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1st Grade Schedule

A/S: 7:45-8:05 Class Connection/
Announcements
A: 8:05-8:55 Specials
A/S: 8:55-10:50 Language Arts
A: 10:55-11:25 Lunch
A/S: 11:30-12:15 Enrichment/Intervention Time
A: 12:15-12:45 Playbreak
A/S: 12:50-2:50 Math/Science/Social Studies
A: 2:55-3:15 House time

A= asynchronous
S= synchronous

The instructional materials are provided through the LMS-
SEESAW platform to help address all student needs.

Office hours: Available for one-on-one conferences
during the day and before and after school for
parent and student assistance.

Students receive 180+ minutes of both synchronous
and/or asynchronous instruction each day. Daily
schedules are provided to parents and students.

Students will attend live sessions for class connections,
intervention or enrichment, and counseling when
necessary. These live lessons will allow peer-to-peer
interaction and relationship connections with
teachers. Teachers and/or the counselor will set up
one-on-one or small group guidance classes to
support social and emotional learning.

Content for core subject areas will be provided
through our campus instructional resources and
supplemented by Education Galaxy.

In first grade, content and instruction is provided by
departmentalized teachers. These teachers are the
point of contact for their prospective subject areas.

Office hours will be available for one-on-one
conferences during the day and before and after
school for parent and student assistance.

Attendance will be taken daily in TEAMS (Frontline),
as determined through engagement.

Rubric Grading will be the same as on-campus
learning and outlined in our LGISD district handbook
and policy.

The Learning Management System (LMS) for First
grade is SEESAW.



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2nd Grade Schedule

A/S: 7:45-8:05 Class Connection/
Announcements
A/S: 8:05-10:15 Language Arts
A: 10:20-10:45 Playbreak
A: 10:50-11:20 Lunch
A/S: 11:25-12:40 Math
A/S: 12:45-1:30 Enrichment/Intervention Time
A/S: 1:35-2:20 Math/Science/Social Studies
A: 2:55-3:20 Specials

A= asynchronous
S= synchronous

The instructional materials are provided through the LMS-
Google Classroom platform to help address all student needs.

Office hours: Available for one-on-one conferences
during the day and before and after school for
parent and student assistance.

Students receive 180+ minutes of both synchronous
and/or asynchronous instruction each day. Daily
schedules are provided to parents and students.

Students will attend live sessions for class connections,
intervention or enrichment, and counseling when
necessary. These live lessons will allow peer-to-peer
interaction and relationship connections with
teachers. Teachers and/or the counselor will set up
one-on-one or small group guidance classes to
support social and emotional learning.

Content for core subject areas will be provided
through our campus instructional resources and
supplemented by Education Galaxy.

In second grade, content and instruction is provided
by departmentalized teachers. These teachers are
the point of contact for their prospective subject
areas.

Office hours will be available for one-on-one
conferences during the day and before and after
school for parent and student assistance.

Attendance will be taken daily in TEAMS (Frontline),
as determined through engagement.

Rubric Grading will be the same as on-campus
learning and outlined in our LGISD district handbook
and policy.

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



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3rd Grade Schedule

A/S: 7:45-8:05 Class Connection/
Announcements
S: 8:05-9:30 Reading Block
A: 9:35-9:45 Playbreak
S: 9:45-11:05 Math
A: 11:10-11:40 Lunch
A: 11:40-11:50 Outdoor Break
A: 11:55-12:45 Specials
S: 12:45-1:30 Language Arts
A/S: 1:35-2:25 Enrichment/Intervention Time
S: 2:30-3:05 Science/Social Studies
A: 3:05-3:20 House Time/ Pack up

A= asynchronous
S= synchronous

The instructional materials are provided through the LMS- Google Classroom platform to help address all student needs.

Office hours: Available for one-on-one conferences during the day and before and after school for parent and student assistance.

Students receive 180+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students.

Students will attend live sessions for class connections, intervention or enrichment, and counseling when necessary. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Teachers and/or the counselor will set up one-on-one or small group guidance classes to support social and emotional learning.

Content for core subject areas will be provided through our campus instructional resources and supplemented by Education Galaxy.

In third grade, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.

Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.

Attendance will be taken daily in TEAMS (Frontline), as determined through engagement.

Rubric Grading will be the same as on-campus learning and outlined in our LGISD district handbook and policy.

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



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4th Grade Schedule

A/S: 7:45-8:05 Class Connection/
 Announcements S: 8:05-9:20 Language Arts
 A/S: 9:25-9:40 Silent Reading
 A/S: 9:40-10:25 Enrichment/Intervention Time
 A: 10:30-11:20 Specials
 S:11:25- 11:45 Science/Social Studies
 A: 11:50-12:20 Lunch
 S:12:25-1:40 Reading
 S: 1:45-3:00 Math
 A: 3:00- 3:20 House Time/ Pack up

A= asynchronous
S= synchronous

The instructional materials are provided through the LMS-
 Google Classroom platform to help address all student needs.

Office hours: Available for one-on-one conferences
 during the day and before and after school for
 parent and student assistance.

Students receive 180+ minutes of both synchronous
 and/or asynchronous instruction each day. Daily
 schedules are provided to parents and students.

Students will attend live sessions for class connections,
 intervention or enrichment, and counseling when
 necessary. These live lessons will allow peer-to-peer
 interaction and relationship connections with
 teachers. Teachers and/or the counselor will set up
 one-on-one or small group guidance classes to
 support social and emotional learning.

Content for core subject areas will be provided
 through our campus instructional resources and
 supplemented by Education Galaxy.

In fourth grade, content and instruction is provided
 by departmentalized teachers. These teachers are
 the point of contact for their prospective subject
 areas.

Office hours will be available for one-on-one
 conferences during the day and before and after
 school for parent and student assistance.

Attendance will be taken daily in TEAMS (Frontline),
 as determined through engagement.

Rubric Grading will be the same as on-campus
 learning and outlined in our LGISD district handbook
 and policy.

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



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5th Grade Schedule

A/S: 7:45-8:05 Class Connection/
Announcements
A/S: 8:05-8:50 Enrichment/Intervention Time
S: 8:55-10:30 Math
S: 10:35- 11:20 Reading
A: 11:25- 11:55 Lunch
S: 11:55-12:40 Language Arts
A: 12:45-1:30 Specials
S: 1:35- 2:20 Science
S: 2:25-3:05 Social Studies
A: 3:05- 3:20 Playbreak

A= asynchronous

S= synchronous

The instructional materials are provided through the LMS-
Google Classroom platform to help address all student needs.

Office hours: Available for one-on-one conferences
during the day and before and after school for
parent and student assistance.

Students receive 240+ minutes of both synchronous
and/or asynchronous instruction each day.

Daily schedules are provided to parents and
students.

Students will attend live sessions for class connections,
intervention or enrichment. These live lessons will
allow peer-to-peer interaction and relationship
connections with teachers. Teachers and/or the

Content for core subject areas will be provided
through our campus instructional resources and
supplemented by Education Galaxy.

In fifth grade, content and instruction is provided by
departmentalized teachers.

These teachers are the point of contact for their
prospective subject areas.

Office hours will be available for one-on-one
conferences during the day and before and after
school for parent and student assistance.



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6th Grade Schedule

A: 7:45-8:05 Tutorials
A/S: 8:05-8:45 Enrichment
S:8:50- 9:35 Language
A: 9:40- 10:25 Specials
S: 10:30- 11:15 Reading
S: 11:20- 12:05 Math
A: 12:10-12:35 Lunch
A/S: 12:40:12:45 Class Connection/
Announcements
S: 12:45- 1:30 Science
S: 1:35-2:20 World Cultures
A: 2;20-2:30 Playbreak/Mask break
A/S: 2:35-3:20 Enrichment/Intervention Time

A= asynchronous
S= synchronous

The instructional materials are provided through the LMS-
Google Classroom platform to help address all student needs.

Office hours: Available for one-on-one conferences
during the day and before and after school for
parent and student assistance.

Students receive 240+ minutes of both synchronous
and/or asynchronous instruction each day.

Daily schedules are provided to parents and
students.

Students will attend live sessions for class connections,
intervention or enrichment. These live lessons will
allow peer-to-peer interaction and relationship
connections with teachers. Teachers and/or the

Content for core subject areas will be provided
through our campus instructional resources and
supplemented by Education Galaxy.

In sixth grade, content and instruction is provided by
departmentalized teachers.

These teachers are the point of contact for their
prospective subject areas.

Office hours will be available for one-on-one
conferences during the day and before and after
school for parent and student assistance.



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La Grange Middle School At-Home Learner Daily Schedule

A/S	Time	Course	Notes
S	55 minutes	English Language Arts & Reading	<p>Students receive 240+ of both synchronous and asynchronous instruction each day.</p> <p>The Learning Management System (LMS) is Google Classroom.</p> <p>Specific student daily schedules with class periods/times are provided to parents and students.</p> <p>Students will attend live Zoom classes for class connections, intervention, and counseling when necessary. These live sessions will allow peer-to-peer interaction and relationship connections with teachers. Teachers and/or the counselor will set up one-on-one or small group breakout sessions to support students with any needs.</p> <p>Content for all subjects will be provided by each classroom teacher and these teachers are the contact point for their prospective subject areas.</p> <p>Attendance will be taken daily in TEAMS, as determined through engagement.</p> <p>Grading will be the same for in-person instruction and outlined in our LGISD District Handbook, Campus Grading Guidelines, and in each teacher's syllabus.</p> <p>Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.</p>
S	55 minutes	Math	
S	55 minutes	History	
S	55 minutes	Science	
S	55 minutes	Technology Elective or RTI	
A	55 minutes	Elective (Art, Theater Arts, or RTI)	
A	55 minutes	Physical Education	
<p>A = Asynchronous S = Synchronous</p> <p>Note: This instructional schedule is one example of a student schedule. Each individual student schedule will vary based on the individual student needs and/or requests. Each student is required to take 4 core classes per day with the remainder being elective courses chosen by individual students based on need and request.</p> <p>The instructional materials provided through Google Classroom and Zoom sessions will help to address students with disabilities and English Learners.</p> <p>Office hours: Available for one-on-one conferences during the day and before and after school for parent and student assistance.</p>			



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La Grange High School At-Home Learner Daily Schedule

A/S	Time	Course	Notes
S	50 minutes	English	Students receive 240+ of both synchronous and asynchronous instruction each day.
S	50 minutes	Math	
S	50 minutes	History	The Learning Management System (LMS) is Google Classroom Google Meets.
S	50 minutes	Science	Specific student daily schedules with class periods/times are provided to parents and students.
S/A	50 minutes	Non Core/Elective Courses/CTE	
A	30 minutes	Advisory/Small Group Support	Students will attend live Zoom Google Meets classes for class connections, intervention, and counseling when necessary. These live sessions will allow peer-to-peer interaction and relationship connections with teachers. Teachers and/or the counselor will set up one-on-one or small group breakout sessions to support students with any needs.
A	50 minutes	Office Hours	
<p>A = Asynchronous S = Synchronous</p> <p>Note: This instructional schedule is one example of a student schedule. Each individual student schedule will vary based on the individual student needs and/or requests. Each student is required to take 4 core classes per day with the remainder being elective courses chosen by individual students based on need and request.</p> <p>The Testing Center will be available on specified, scheduled dates from 3:30-5:00. Remote learners will have the opportunity to access the Testing Center for test taking and submission.</p>			<p>Content for all subjects will be provided by each classroom teacher and these teachers are the contact point for their prospective subject areas.</p> <p>Attendance will be taken daily in TEAMS, as determined through engagement.</p> <p>Grading will be the same for in-person instruction and outlined in our LGISD District Handbook, Campus Grading Guidelines, and in each teacher's syllabus.</p> <p>Office hours will be available for one-on-one conferences during the day and before and after school for parent</p>



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<p>The instructional materials provided through Google Classroom/Google Meets and Zoom sessions will help to address students with disabilities and English Learners.</p> <p>Office hours: Available for one-on-one conferences during the day and before and after school for parent and student assistance.</p>	<p>and student assistance.</p>
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Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>PK-6th Grade: There are two types of students that may engage in remote learning:</p> <ol style="list-style-type: none"> 1. Students who opt-in to remote learning. Students are able to switch to in-person at the end of each grading cycle unless principal and superintendent waive this timeline due to circumstances. 2. Students who are sick or opt to switch to remote learning & in the event of micro closures due to COVID19. <p>Both student types are expected to engage in both synchronous & asynchronous instruction at the scheduled times. Students are expected to spend the same amount of time engaging in academic content remotely as they would, in-person, on-campus. Students in grades 2nd-6th are expected to attend live, synchronous instruction following the schedules provided. Additionally, all students selecting to assess in person will have scheduled time slots to individually assess off campus or in a private zoom session.</p> <p>7th-8th Grade: Students are expected to engage in both synchronous and asynchronous instruction at the scheduled times. The instructional schedule included in this plan is one example of a student schedule. Each individual student will vary based on the individual student needs and/or requests. Each student is required to take 4 core classes per day with the remainder being elective courses chosen by each individual student based on need and request. Students are expected to spend the same amount of time engaging in academic content remotely as they would on-campus. Students are expected to have a dedicated device and reliable internet to participate in their classes via Zoom and Google Classroom according to their regular student schedule. Students are expected to participate daily in synchronous instruction for their core classes and technology elective or intervention class via Zoom and Google Classroom. Students are expected to participate daily in their physical education class and elective class asynchronously via Google Classroom only.</p>



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	<p>9th-12th Grade:</p> <p>Students are expected to engage in both synchronous and asynchronous instruction at the scheduled times. The instructional schedule included in this plan is one example of a student schedule. Each individual student will vary based on the individual student needs and/or requests. Each student is required to take 4 core classes per day with the remainder being elective courses chosen by each individual student based on need and request. Students are expected to spend the same amount of time engaging in academic content remotely as they would on-campus. Students are expected to have a dedicated device and reliable internet to participate in their classes via Zoom, Google Meets and Google Classroom according to their regular student schedule. Students are expected to participate daily in synchronous instruction for their core classes and technology elective or intervention class via Zoom, Google Meets and Google Classroom. Students are expected to participate daily in their physical education class and elective class asynchronously via Google Classroom only. Students will complete asynchronous activities assigned each day.</p> <ul style="list-style-type: none"> • Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture or activities submitted as lessons and/or completing assignments. • Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.
<p>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>	<p>PK-6th grade:</p> <p>Students received their schedule at meet-the-teacher or by email if unable to attend. Students in grades PK-1st are registered with SEESAW. Grades 2nd-6th utilize Google Classroom as their LMS. All expected learning activities, and assignments for completion are posted in these platforms.</p> <p>PK-2nd grade students will learn primarily through asynchronous instruction and 3rd and 4th grade of synchronous instruction, participating in 180+ total minutes of learning across modalities daily. The remainder of the day, approximately 180+ minutes, will be spent in self-directed asynchronous instruction leveraging both district created resources and state approved & adopted materials.</p> <p>For 5th-6th grade, students will learn in a more synchronous environment as well as asynchronous learning time. Students will complete approximately 240+ minutes of instruction daily across all content areas utilizing both synchronous and asynchronous instruction models and leveraging both district created resources and state approved & adopted materials.</p> <p>7th-8th Grade:</p> <p>Students will receive their student schedule in the mail with the times they are expected to participate and the method of participation (Zoom/Google Classroom). The Learning</p>



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	<p>Management System (Google Classroom) will contain learning activities, assignments for completion, communication from the classroom teacher, feedback on work completed, links to participate in daily Zoom lessons, and course expectations such as the student syllabus. Students will complete approximately 240+ minutes of instruction daily across all content areas utilizing both synchronous and asynchronous instructional models. All curriculum for At-Home Learners mirrors that of In-Person Learners.</p> <p>9th-12th Grade:</p> <p>Daily engagement will be required and will include the expectation of turning in daily assignments, participating in designated student-teacher interactions, and/or demonstrating learning progress as defined for that day. The Learning Management System (Google Classroom) will contain learning activities, assignments for completion, communication from the classroom teacher, feedback on work completed, links to participate in daily Zoom lessons, and course expectations such as the student syllabus. Students will complete approximately 240+ minutes of instruction daily across all content areas utilizing both synchronous and asynchronous instructional models. All curriculum for At-Home Learners mirrors that of In-Person Learners.</p> <ul style="list-style-type: none"> ● Teacher teams will design instruction that is content-consistent, yet environment-specific to ensure equitable learning opportunities for all students. ● Learning experiences for students will utilize strategies and best practices associated with blended learning, a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. ● Instruction will be designed to meet the individual academic and environmental needs of students where they are. ● Students, regardless of learning environment, will engage in high quality learning and experiences aligned to LGISD curriculum and the Texas Essential Knowledge and Skills (TEKS). ● Students who are participating in face-to-face learning at school may move into remote learning for a period of time if needed for school closures due to student/staff illness and/or county/state regulations, as well as due to short-term student illness or quarantine. ● Both the in-person and remote learning experiences will utilize Google Classroom, provide similar expectations for coursework, and follow the same grading guidelines. Some teachers may use SeeSaw as an alternative or in addition to Google Classroom.
<p>What are the expectations for teacher/student interactions?</p>	<p>PK-6th Grade:</p> <p>PK-2nd grade students will engage in all activities and assignments. Students who need remediation will be provided additional support and zoom sessions with the teacher as needed.</p>



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3rd-6th grade students are expected to engage in synchronous learning for each content area. Individual needs will be addressed with scheduled zoom sessions as necessary.

7th-8th Grade:

Students are expected to engage in synchronous learning for their four core classes and one technology elective or intervention class daily. This provides daily authentic interaction between teachers/students. Students that are in RTI for Reading or Math will conduct these classes synchronously via Zoom and Google Classroom so that teachers can provide small group/one-on-one instruction based on student need. Students will also participate daily in their one physical education and one elective asynchronous via Google Classroom only. Teachers are expected to provide feedback on Google Classroom submissions. This ensures that our At-Home students are participating in all seven of their classes daily to the maximum extent appropriate.

9th-12th Grade:

Student Expectations for Learning

- Be prepared for learning each day and have work and assignments completed and ready.
- Complete coursework by deadline set by teachers.
- For face-to-face learning: Take all materials and devices home each day in order to be prepared for possible school closure.
- Technology devices are expected to be fully charged and ready at the start of each day.
- Attend classes according to school schedule (either face-to-face or remotely) and give your best efforts in your school assignments.
- Participate in face-to-face learning activities or live synchronous virtual sessions as instructed by teachers.
- Be organized in your work and in getting projects completed.
- Ask questions and communicate with your teacher.
- Be aware of what you should be learning each day.
- Become familiar with the structure of Google Classroom or other approved system and how your teacher organizes information.
- Turn in assignments on time.
- Attend intervention/tutorial sessions as established by your teacher or school.

Teacher Expectations for Learning

- Meet weekly with a collaborative team to plan instruction for all students.
- Utilize the district curriculum documents and follow the scope and sequence provided by the academic services department.



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	<ul style="list-style-type: none"> ● Upload “Week at a Glance” for parents and students in Google Classroom or other approved systems. ● Upload weekly instructional materials into Google Classroom or other approved systems. ● Be prepared to teach daily lessons. LGISD virtual learning teachers will teach from their empty classrooms or from an empty room assigned in another campus/district facility. ● Take all materials and devices home each day in order to be prepared for possible school closure. ● Teach students how to access learning materials through Google Classroom or other approved systems. ● Provide face-to-face or live synchronous instruction and facilitate learning throughout the day. ● Manage online and offline resources to provide consistency and routines for students. ● Provide clear learning goals for students. ● Follow the expectations established across the district for Google Classroom or other approved systems. ● Check student assignments in a timely manner and give feedback in verbal or written form at a weekly minimum to provide next steps or necessary academic intervention/extension. ● Post grades in a timely manner according to district grading guidelines.
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Support for Bilingual/ESL Students</p> <ul style="list-style-type: none"> • Bilingual, ESL teachers will collaborate to ensure lessons are designed to meet the needs of all students. • Students will be provided EL Instructional Accommodations based on LPAC decisions through the Teacher of Record. • Staff are trained in Sheltered Instruction Strategies and EL support, teachers serving EL students are certified ESL or Bilingual, or are working toward obtaining certification. • Bilingual/ESL Case Managers are assigned per grade level or campus, and monitor EL student progress, including holding LPACs as necessary for students failing. <p>Support for Gifted & Talented Students:</p> <ul style="list-style-type: none"> ● GT 30-hours of training and relevant PD updates will be part of the regular training for teachers in the beginning of the year and throughout the year.



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- K-6 Campus: Students that have chosen face to face learning are being serviced through the pull out program for GT students in place at that campus.
 - The online learners at K-6 are being serviced through Zoom meetings and Google Classroom Assignments given by the GT Teacher at the Elementary Campus.
 - Students are being corresponded with regarding their work performance and completion of TPSP curriculum lessons.
- 7-12 campuses: Face to Face students are being serviced within their advanced level classrooms. Teachers are differentiating to meet the needs of these gifted learners and challenge them appropriately.
 - For the online learners at the upper level campuses students are also being taught through Zoom and Google Classroom and continue to receive differentiated instruction through those platforms.
 - Correspondence is being done to ensure that students who are advanced are accessing the more challenging, rigorous, and appropriate content
- ID & Assessment: In the Fall, Kindergarten students will be screened for further necessary GT screening through NNAT3 platform. Correspondence will be made with parents of online learning kindergarteners to set up an acceptable time to have their child screened for ID and Assessment into the GT program.
 - Continued nominations will be accepted from parents, teachers, and community members for routine GT testing

PK-6th Grade:

The district will develop instructional expectations and differentiation for resource, inclusion, dyslexia and ELL students. ARD committees and 504 committees will develop Contingency Plans for all students receiving Special Education services. The district will plan for Individualized Educational Plan (IEP) Progress Monitoring for virtual learners. Roles and responsibilities will be established to ensure students with additional learning needs are receiving support based on their schedule of services and individual needs.

General Special Education guidelines:

- IEP services including accommodations/modifications will be followed and implemented based on the student's contingency plan. Contingency plans are completed before Sept. 14th, 2020 to ensure maximum support for student needs are met..
- ARD and 504 committee meetings will be held within the timeline and as normal with certain exceptions based on participant need.
- All students with an IEP have access to IXL at home to support targeted areas



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- All 504 & Special Education students with characteristics of dyslexia have access to Lexia Core 5

Inclusion and Resource students:

- Instructional support logs will be kept for all students receiving special education services during any virtual learning.
- Teachers will meet virtually with all students per schedule of services and/or specific programming.

Special education teachers will be added to the LMS to ensure continuity with instruction for students who receive special education and/or 504 services

7th-8th Grade:

The ARD committee will develop Contingency Plans for all students receiving Special Education services. This will include all current At-Home Learners and all current In-Person Learners in the event that they must transition to At-Home learning. These plans will be developed utilizing the Texas Education Agency (TEA) recommended guidance and will be established to ensure students with additional learning needs are receiving support based on their schedule of services and individual needs. Individualized Education Plan (IEP) services including accommodations/modifications will be followed and implemented based on the student's Contingency Plan. All Special Education timelines will be followed including ARD meetings, progress monitoring, and any student testing. These plans will be shared with the appropriate classroom teachers and monitored by the Special Education case manager for each student.

9th-12th Grade:

Intervention, enrichment and tutorial time will be scheduled regularly for students to best meet their academic needs. During this time, students may engage in assigned group activities, project-based learning activities, small group or individual instruction. Teachers will communicate with students their plan for the designated time.

ARD Committees will determine the unique needs of students who receive special education services and will make service recommendations for students attending the remote learning program. Individual accommodations and modification of coursework will be provided in the remote learning format per the IEP. The nature of special education interventions will likely require a heavier concentration of synchronous supports and services to ensure that individual student needs are met. Progress will be carefully monitored and ARD Committees will convene as needed to make appropriate recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and on IEP goals and objectives.



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II. Material Design

LGISD staff will continue to implement TEKS Resource System, a systematic K-12 curriculum which includes documents, resources, and assessment items that are aligned to the TEKS. TEKS Resource System (TRS) provides our staff a common language, structure, and process for curriculum and will accompany district-approved and adopted instructional materials to meet the needs of individual students, both face to face and virtual. Therefore, remote instruction will follow the same scope and sequence that teachers engage with each year to collaborate on and refine so that pacing, assessment, and reinforcement plans support student growth.

Grade Span	Subject Area	Instructional Materials	TEKS aligned	Assessment tools/Progress monitoring
PreK	Cross-curricular in core content areas.	<ul style="list-style-type: none"> • CLI Engage • Hayes IFD • Owl • Stemscofes 	Yes	<ul style="list-style-type: none"> • District-created common assessments using Eduphoria, TEKS Resource System, and ESGI • Teacher created formative assessments • CLI Engage diagnostics • HMH diagnostics: Growth Screener and Guided Reading Benchmark Assessment

Grade Span	Subject Area	Instructional Materials	TEKS aligned	Assessment tools/Progress monitoring
K-2	ELAR	<ul style="list-style-type: none"> • CLI Engage • HMH • Education Galaxy • TPRI • TexGuides 	Yes	<ul style="list-style-type: none"> • District-created common assessments using Eduphoria, TEKS Resource System, and ESGI



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		<ul style="list-style-type: none"> Florida Center for Reading Research Lexia Core 5 TRS Gap Tool Epic IXL 		<ul style="list-style-type: none"> Teacher created formative assessments CLI Engage diagnostics HMH diagnostics: Growth Screener and Guided Reading Benchmark Assessment
	Math	<ul style="list-style-type: none"> CLI Engage Envision/Savvas Education Galaxy TexGuides TRS Gap Tool IXL 	Yes	
	Science	<ul style="list-style-type: none"> Pearson Science TexGuides Discovery Education TRS Gap Tool IXL 	Yes	
	Social Studies	<ul style="list-style-type: none"> Social Studies Weekly TexGuides Discovery Education IXL 	Yes	

Grade Span	Subject Area	Instructional Materials	TEKS aligned	Assessment tools/Progress monitoring
3rd-5th	ELAR	<ul style="list-style-type: none"> TexGuides Florida Center for Reading Research Education Galaxy HMH Lexia Core 5 	Yes	<ul style="list-style-type: none"> District-created common assessments using Eduphoria, TEKS Resource System, and ESGI



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		<ul style="list-style-type: none"> • TRS Gap Tool • Epic • IXL 		<ul style="list-style-type: none"> • Teacher created formative assessments • HMH diagnostics: Growth Screener and Guided Reading Benchmark Assessment • TEA BOY Gap Assessment tool
	Math	<ul style="list-style-type: none"> • Envision/Savvas • Education Galaxy • TexGuides • TRS Gap Tool • IXL 	Yes	
	Science	<ul style="list-style-type: none"> • Pearson Science • TexGuides • Discovery Education • TRS Gap Tool • Education Galaxy • IXL 	Yes	
	Social Studies	<ul style="list-style-type: none"> • Social Studies Weekly • TexGuides • Discovery Education • IXL 	Yes	

Grade Span	Subject Area	Instructional Materials	TEKS aligned	Assessment tools/Progress monitoring
6th-8th	ELAR	<ul style="list-style-type: none"> • Renaissance Star • HMH • TexGuides • Lexia Core 5 • TRS Gap Tool 	Yes	<ul style="list-style-type: none"> • TEA BOY Gap Assessment Tool • District-created unit assessments • Teacher created



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		<ul style="list-style-type: none"> • IXL 		formative assessments <ul style="list-style-type: none"> • PSAT (8th)
	Math	<ul style="list-style-type: none"> • Renaissance Star • TRS Gap Tool • McGraw Hill • TexGuides • IXL 	Yes	
	Science	<ul style="list-style-type: none"> • Fusion • TRS Gap Tool • TexGuides • IXL 	Yes	
	Social Studies	<ul style="list-style-type: none"> • TexGuides • McGraw Hill • IXL 	Yes	

Grade Span	Subject Area	Instructional Materials	TEKS aligned	Assessment tools/Progress monitoring
9th-12th	ELAR	<ul style="list-style-type: none"> • Renaissance Star • HMH • TexGuides • TRS Gap Tool • IXL • Gradpoint Credit 	Yes	<ul style="list-style-type: none"> • TEA BOY Gap Assessment Tool • District-created unit assessments • Teacher created formative



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		Recovery		assessments <ul style="list-style-type: none"> • SAT/ACT • TSI
	Math	<ul style="list-style-type: none"> • Renaissance Star • TRS Gap Tool • McGraw Hill • TexGuides • IXL • Gradpoint Credit Recovery 	Yes	
	Science	<ul style="list-style-type: none"> • TRS Gap Tool • TexGuides • IXL • McGraw Hill and HMH • Gradpoint Credit Recovery 	Yes	
	Social Studies	<ul style="list-style-type: none"> • TRS Gap Tool • TexGuides • IXL • McGraw Hill • Gradpoint Credit Recovery 	Yes	

Component	Explanation
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<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention of knowledge?</p>	<p>PK-12th Grade:</p> <p>LGISD staff will continue to implement TEKS Resource System, a systematic K-12 curriculum which includes documents, resources, and assessment items that are aligned to the TEKS. TEKS Resource System (TRS) provides our staff a common language, structure, and process for curriculum and will accompany district-approved and adopted instructional materials to meet the needs of individual students, both face to face and virtual. Therefore, remote instruction will follow the same scope and sequence that teachers use each year at LGISD.</p> <p>TRS also provides unit-aligned digital resources to support an asynchronous environment. These resources will complement the TRS curricular content and will support teachers with additional resources that target specific standards. Instructional materials will ensure a coherent, logical sequence of learning and will consistently provide data to identify concepts to reinforce as students transition from remote to face to face instruction. Instructional materials and resources will also ensure vertical alignment K-12 following the scope and sequence.</p> <p>LGISD will continue to use various other TEKS-based, state-adopted instructional materials locally adopted by the district as well as their digital online platforms. Students will engage with multiple instructional software resources including Renaissance, Education Galaxy, CLI Engage, LexiaCore 5, and IXL for asynchronous instruction as well as for face to face blended learning. These resources will help ease the transitioning of students between learning modalities, face to face or remote, at the end of each grading period.</p> <p>Materials will be accessible to students through the district approved LMS - Google Classroom for 2-12 and Seesaw for grades PreK-1.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Support for Special Education, 504, and Dyslexia students:</p> <ul style="list-style-type: none"> • There will be additional resources (accommodations and additional supports) provided through Google Classroom materials that will meet the needs of all learners including those with disabilities. In addition, students with disabilities will receive predictable and planned remote or in person office hours with a certified Special Education teacher to provide accommodations, modifications, and additional resources to meet the individualized needs of students. • Special Education teachers have completed contingency plans to meet the needs of special education students if their instruction is currently virtual, or is necessary to become virtual, in order to provide the support and services their IEPs require.



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- Students with IEPs or 504 plans will continue to receive supplemental supports/services and/or modifications as specified by each student's individual plan.
- Based on specific student environmental needs, we will aim to provide physical space and support for on-campus special education services and classes.

Support for Bilingual/ESL Students

- Bilingual, ESL teachers will collaborate to ensure lessons are designed to meet the needs of all students.
- Students will be provided EL Instructional Accommodations based on LPAC decisions through the Teacher of Record.
- Staff are trained in Sheltered Instruction Strategies and EL support, teachers serving EL students are certified ESL or Bilingual, or are working toward obtaining certification.
- Bilingual/ESL Case Managers are assigned per grade level or campus, and monitor EL student progress, including holding LPACs as necessary for students failing.

Support for Gifted & Talented Students:

- GT 30-hours of training and relevant PD updates will be part of the regular training for teachers in the beginning of the year and throughout the year.
- K-6 Campus: Students that have chosen face to face learning are being serviced through the pull out program for GT students in place at that campus.
 - The online learners at K-6 are being serviced through Zoom meetings and Google Classroom Assignments given by the GT Teacher at the Elementary Campus.
 - Students are being corresponded with regarding their work performance and completion of TPSP curriculum lessons.
- 7-12 campuses: Face to Face students are being serviced within their advanced level classrooms. Teachers are differentiating to meet the needs of these gifted learners and challenge them appropriately.
 - For the online learners at the upper level campuses students are also being taught through Zoom and Google Classroom and continue to receive differentiated instruction through those platforms.
 - Correspondence is being done to ensure that students who are advanced are accessing the more challenging, rigorous, and appropriate content



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	<ul style="list-style-type: none"> • <u>ID & Assessment</u>: In the Fall, Kindergarten students will be screened for further necessary GT screening through NNAT3 platform. Correspondence will be made with parents of online learning kindergarteners to set up an acceptable time to have their child screened for ID and Assessment into the GT program. <ul style="list-style-type: none"> ○ Continued nominations will be accepted from parents, teachers, and community members for routine GT testing.
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III. Student Progress

Students are expected to participate daily in a blend of asynchronous and synchronous work for each corresponding course or content area that meets in-person. Lessons for remote students correspond to the daily and weekly learning objectives designed for in-person students. Remote student progress in mastery of content will be monitored in substantially similar ways to that of in-person students. Although some learning activities will differ due to contexts and environments, formative and summative assessments for both remote and in-person learners will be consistent. Grading practices/procedures for both remote and in-person learners will be consistent. The teacher will take grades on identical assignments regardless of the student's learning environment. Teachers are required to take the same minimum number of assignments for remote students in each subject as they do for in-person learners.

Component	Explanation
What is the expectation for daily student engagement?	<p>PK-6th Grade: Students are expected to log on daily to SEESAW/Google Classroom to reference activities and assignments for the day. Students are required to be engaged daily with work through the completion of set assignments listed. Daily student engagement expectations and progress must be clearly defined, measureable, and documented in the learning management system. Students are given asynchronous assignments daily by the teacher. PK-2nd grade students are required to participate in the day, submit all completed assignments, and do their daily attendance expectation. 3rd - 6th grade students are expected to participate in synchronous instruction for each class period following the regular daily schedule. Students who do not demonstrate engagement on a given day will be marked absent. If students complete assignments after hours of the same day, teachers can amend attendance the following day. Students will use SEESAW/Google Classroom to access assignments and will follow a daily schedule and calendar of assignments.</p> <p>7th-8th Grade: Students are expected to log on daily to Google Classroom to reference activities, assignments, and links to Zoom in for class. Students are required to be engaged daily with work through the completion of set assignments listed. Daily student engagement expectations and progress must be clearly defined, measurable, and documented in the learning management system. Students are expected to participate</p>



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	<p>daily in live synchronous instruction via Zoom/Google Classroom for five of their fifty-five minute class periods following the regular bell schedule every day. Students are expected to participate daily in asynchronous instructional activities via Google Classroom for two of their fifty-five minute class periods.</p> <p>Students who do not demonstrate engagement on a given day will be marked absent. If students complete assignments after hours the same day, teachers can amend attendance the following day.</p> <p>9th-12th Grade:</p> <p>Students are expected to log on daily to Google Classroom to reference activities, assignments, and links to Zoom or Google Meets in for class. Students are required to be engaged daily with work through the completion of set assignments listed. Daily student engagement expectations and progress must be clearly defined, measurable, and documented in the learning management system. Students are expected to participate daily in live synchronous instruction via Zoom/Google Meets/Google Classroom for fifty minute class periods following the regular bell schedule every day. Students are expected to participate daily in asynchronous instructional activities via Google Classroom for fifty minute class periods.</p> <p>Students who do not demonstrate engagement on a given day will be marked absent. If students complete assignments after hours the same day, teachers can amend attendance the following day.</p> <ul style="list-style-type: none"> ● Students will complete asynchronous activities assigned each day. ● Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture or activities submitted as lessons and/or completing assignments. ● Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.
<p>What is the system for tracking daily student engagement?</p>	<p>PK-6th Grade:</p> <p>Tracking engagement will, at minimum, follow guidance from TEA ADA funding. LES intends to set a high bar for students as it relates to daily engagement; we believe that students should demonstrate more than just logging into Google Classroom or partially completing an assignment.</p> <p>These are the following steps to illustrate daily student engagement:</p> <ol style="list-style-type: none"> 1. Teacher of record will mark student's attendance 2. Once the teacher is notified that a student is absent as related to COVID, the admin team will reach out to the parent to direct the student to online learning if the parent agrees. 3. Monitor the student's work to determine if the student has completed assignments to indicate PRESENT. 4. If the student completed enough work, correct the student's attendance in TEAMS to indicate PRESENT. 5. The change must be made within 24 hours. 6. If a student does not complete their work, they will remain marked as absent. <p>7th-8th Grade:</p>



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Tracking engagement will, at minimum, follow guidance from TEA ADA funding. Students are expected to call the front office if they are experiencing any difficulties that are not allowing them to participate Synchronously or Asynchronously. The office staff will complete a Google Form as a record of this phone call and will email teachers of the student to let them know. The office staff will also help students troubleshoot over the phone.

Synchronous Engagement:

1. Teacher of record will mark student's attendance in TEAMS
2. Students will be marked REMOTE SYNCHRONOUS or present when they Zoom in for class.
3. In the event there are documented technology difficulties on the side of the student or district and Zoom is not possible, students will switch to Asynchronous Engagement until the problem is resolved.
4. Students will also switch to Asynchronous Engagement if the classroom teacher has a substitute teacher.

Asynchronous Engagement:

1. Teacher of record will mark student's attendance in TEAMS
2. Students will be marked REMOTE ASYNCHRONOUS or present in TEAMS when they engage in Google Classroom or communication with the teacher.
3. Teachers will have 2 days after the day of class to verify student engagement.
4. If the classroom teacher has a substitute teacher, the attendance for their At-Home Learners will be marked as REMOTE UNEXCUSED by the attendance clerk. The teacher will have 2 days after to verify student engagement and change the student attendance to REMOTE ASYNCHRONOUS or present in TEAMS.

9th-12th Grade:

Daily engagement will be required and will include the expectation of turning in daily assignments, participating in designated student-teacher interactions, and/or demonstrating learning progress as defined for that day. Tracking engagement will, at minimum, follow guidance from TEA ADA funding. Students are expected to call the front office if they are experiencing any difficulties that are not allowing them to participate Synchronously or Asynchronously.

- Some elective courses for students who select LGISD remote learning may require the student to complete assignments or projects at the campus if the course requires assignments that cannot be reasonably completed remotely, e.g., construction, welding, a/v production, etc.
 - The district is working to finalize which elective courses will require in-person assignments; more information will be made available to better assist families with their elective choices.



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	<ul style="list-style-type: none"> ○ Students who select LGISD virtual learning will be contacted at the end of July regarding their schedule if the elective courses requested require an in-person component.
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>PK-6th Grade: All digital platforms and tools (seesaw/Google Classroom) utilized on-campus will also be used in a remote asynchronous and/or synchronous setting to maintain platform consistency. In addition, the method of tracking engagement is consistent with an on-campus learning environment because they mimic the ways in which students would interact with their teachers on-campus through daily minute expectations, progress tracking on learning objectives, and activities completed.</p> <p>Currently, the district has some devices for each classroom. In-person students will have opportunities to access Google Classroom/SEESAW in order to complete assignments. All students in PK-2nd grade submit homework through SEESAW. For remote/virtual learning, dedicated times for synchronous activities and check-ins will be provided, allowing more interactions with teachers to provide evidence of engagement and progress. Virtual students will use the same process for accessing materials and submitting assignments.</p> <p>7th-8th Grade: All digital platforms and tools utilized in-person will also be used in a remote asynchronous and/or synchronous setting to maintain platform consistency. In addition, the method of tracking engagement is consistent with an in-person learning environment. This will mimic as much as possible the ways in which students would interact with their teachers in-person through daily minute expectations, progress tracking on learning objectives, and activities completed.</p> <p>We will provide weekly pick-ups afterschool for instructional materials for At-Home Learners to ensure that they have the same materials and resources as In-Person Learners. This includes books, note taking pages, journal materials, or any hard documents that we provide our In-Person Learners to mimic the same learning as much as possible.</p> <p>9th-12th Grade: Grading for all remote courses will follow the same grading policy as the courses in the face-to-face model. LGISD remote learning courses that earn high school credit will count in GPA calculation and class rank as specified in LGISD Board Policy.</p>
<p>What is the system for tracking student academic progress?</p>	<p>PK-6th Grade: The following district assessments will be completed at BOY, MOY, and EOY:</p> <ul style="list-style-type: none"> ● Education Galaxy Math & Reading (1st-6th) ● PK-2nd :CLI-Engage(Circle, TX-KEA, TPRI) ● Renaissance Learning 6th grade Math & Reading



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- TEA GAP TOOL:4th-6th grade
- HMH Growth Measurement Tool

Progress monitoring will also be monitored through the Google Classroom and Education Galaxy which provides students with a personalized learning path based on students' needs. IXL & Lexia Core 5 will also track student progress and meet individual needs for students receiving Special Education or Dyslexia support.

In addition, the district will continue to implement the following official grade reports:

- Report Cards
- Progress Reports every 3 weeks (& IEP progress).
- Gradebook- all grades will be entered weekly in order to provide timely feedback to students and parents.

7th-8th Grade:

At-Home Learners will follow the same district and campus grading guidelines as In-Person Learners and are therefore subject to the same tracking of student academic progress. Students that are At-Home Learners are provided RTI classes in both Reading and Math if they qualify based on their assessment data.

All students are assessed at BOY, MOY, and EOY using Renaissance Reading and Math. All students are assessed formally after each instructional unit with a Unit Assessment. At-Home Learners have the opportunity to come to campus afterschool to take Unit Assessments to ensure they are making progress with the curriculum; an alternative for those choosing not to assess in person will be for staff to discuss with parents options to ensure successful mastery of content.

In addition, At-Home Learners will have their progress reports and report cards mailed home and parents/guardians of At-Home Learners will continue to have access to TEAMS to check student grades.

9th-12th Grade:

Tracking engagement will, at a minimum, follow guidance from TEA and include a variety of options from the following list: 1. Daily Progress in Google Classroom 2. Daily Progress via student-teacher interaction 3. Completion / Turn-in of daily assignments

- By default, Students are marked "Present-Remote Asynchronous."
- Daily attendance is taken at a predetermined time (11:59 pm).
- Teachers monitor and check for student "engagement" each day.
- Testing Center for Assessment and Labs: At-Home Learners have the opportunity to come to campus afterschool to take Unit Assessments to ensure they are making progress with the curriculum; an alternative for those choosing not to assess in person will be for staff will discuss with parents options to ensure successful mastery of content.



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What is the system for providing regular (at least weekly) feedback to all students on progress?	<p>PK-6th Grade: Teachers are expected to provide weekly feedback to students for asynchronous work. Feedback from teachers to students is conducted through a variety of methods, via Google Classroom, activities, or small group instruction and teacher tutorials.</p> <p>7th-8th Grade: Teachers are expected to provide weekly feedback to students for asynchronous work. Feedback from teachers to students is conducted through a variety of methods, via LMS, emails, phone calls, Zoom instruction, and Zoom breakout rooms.</p> <p>9th-12th Grade: We will utilize “Gradebook” to track student academic progress.</p> <ul style="list-style-type: none"> ● The teacher will monitor student progress through Google Classroom and set up predictable and planned office hours to provide intervention and/or enrichment to ensure progress throughout a grading period. ● The teacher will be the point of contact for all remote learning needs for students and parents. ● The teacher will be responsible for providing academic feedback on each activity, assignment, and assessment that is submitted through google classroom by the remote learner. ● The teacher will be responsible for making weekly parent/guardian contact with the Remote Learning parents to discuss academic progress as it correlates to the daily progress for on-campus instruction.

IV. Implementation

In addition to leveraging the District calendar days already designated for professional learning, LGISD will design ongoing, embedded professional learning throughout the year to support teachers, students, and parents.

LGISD provided families with the choice to commit to in-person or remote instruction beginning with the first day of school. Communication to families about their instructional environment options coincided with communication regarding in-person health and safety protocols. Families were given the opportunity to understand both instructional settings to allow for an informed choice for their student’s education. After families were informed and comfortable with their decision, they submitted their decision on a commitment form. When a remote instruction commitment was made by a family, administrative staff at the campus level called each family to explain the expectations of remote learning and to answer any questions the families may have about the learning option.

Date	Professional Learning Topic	Focus
August 3-5, 2020	New Teacher Orientation	Welcome new staff, district orientation, policy



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		overview, paperwork, introduction of mentors, technology, curriculum and special education overviews, Stop the Bleed for new hires
August 6, 2020	District Convocation/Campus Orientation	District staff returns for district welcome and campus specific orientation
August 7, 2020	Strong Start Sessions	To prepare teachers for asynchronous learning in regards to technology: LMS, Google Classroom, Tech support sessions, SeeSaw, Zoom, Gradecam, Online Tips
August 10, 2020	Campus Focus Needs/Technology hardware sessions	District required trainings; Provide training to staff over new hardware to support asynchronous learning.
August 11, 2020	Campus Focus/Technology	District required trainings; Provide training to staff over new hardware to support asynchronous learning. EL: T-Tess/Grade levels/Renaissance MS: Departmentals/Readers & Writers Workshop/Renaissance HS: CPR/AED/Covid Protocol/ Planning
August 12, 2020	Campus Focus	EL: SPED, ELL, and 504 Updates MS: Facilitated Planning and T-Tess HS: Departmentals/AP meetings
August 13, 2020	Campus Focus	EL: Goal Setting and Unit Organizers/planning MS: SPED, ELL and 504 Updates HS: Mental Health/Departmentals
August 14, 2020	Campus Focus/Work Day	EL: Workday/Strong Start MS: Work Day HS: Departmentals
August 17-19 2020	Work Days	Address needs; EL: CPR, First Aid, and AED Training
Date	Professional Learning Topic	Focus
October 12, 2020	Campus Day	EL: Title I Parent/Teacher Conferences MS: Professional Planning HS: Professional Planning
January 4, 2020	Work Day	Professional planning day: Provide in-person or virtual support for teachers, students, and



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		parents as needed.
January 5, 2020	Campus Day	Professional planning day: Provide in-person or virtual support for teachers, students, and parents as needed.
January 18, 2020	District Day	Support for asynchronous resource: Discovery Education EL: Guided Reading Support Professional planning day MS: Professional planning day HS: Professional planning day
February 15, 2020	District Day	Professional planning day: Provide in-person or virtual support for teachers, students, and parents as needed.

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>LGISD's 2020-2021 professional learning calendar dates were extended a week due to the delay of face to face instruction. This allowed for initial, job-embedded training to support staff in implementing the digital and content specific instructional tools needed to deliver asynchronous instruction. This year, LGISD's annual Mini Conference Symposium was modified to "LGISD's Strong Start" sessions to support our blended learning format with the option of participating and experiencing either virtually or attending in-person sessions. The district provided a variety of learning opportunities focused on best practices for remote and classroom instruction. These trainings modeled the learning for staff to implement the various learning structures necessary for student success. Sessions included: tech support, google classroom 101 and 201, Zoom, Seesaw, Creating and Digitizing worksheets: session 1 and 2, Tech tips & tricks: session 1 and 2, google forms and slides, and Gradecam. In addition, the District provided professional learning days to train staff with new hardware to support remote instruction.</p> <p>LGISD teachers will also engage in ongoing professional learning and coaching support that is specific to their content areas and instructional materials, including digital access. Ongoing support will be provided by campus and district administrators, campus instructional coaches, integrational technologist, and contracted services.</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>LGISD's professional development learning goals and experiences will develop educator content knowledge to support internalizing the asynchronous curriculum and analyze and respond to district and campus data. The ongoing facilitated planning sessions, which incorporate the use of our district provided curriculum, TEKS Resource System, will increase teacher understanding of mastering content standards, unpacking content/grade level TEKS, producing powerful, purposeful lessons, engaging students, providing common assessments with appropriate rigor, and collecting and analyzing data. Through these professional planning and learning opportunities, staff will have the opportunity to analyze and respond to data with guidance from LGISD's Curriculum Support Team.</p> <p>Scheduled professional planning dates, listed above, will be provided to staff to address specific campus/teacher needs to support continued asynchronous instruction as well as provide time for face to face and remote planning.</p> <p>Job embedded supports for teachers will include teacher observations, mentoring, coaching, analyzing formative and summative assessments, and modeling best practices,</p>
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>PK-6th Grade:</p> <p>The campus has ensured that all remote learners have access to online learning.</p> <p>Parents may be able to interact with the teacher through the LMS platforms: SEESAW/Google Classroom, emails, phone calls, & zoom meetings.</p> <p>Announcements and other important updates are shared in Google classroom and will also be posted on the LGISD website.</p> <p>**At-Home Learning Phone Script included at the end of this section</p> <p>7th-8th Grade:</p> <p>Families who have committed to remote/virtual learning will receive information via phone calls and in the mail that will address the LMS as well as expectations for remote/virtual learning. There will be resources for families to access on the La Grange ISD website.</p> <p>Parents will receive communication via Talking Points in their native language regarding announcements and important updates for At-Home Learners.</p> <p>**At-Home Learning Phone Script included at the end of this section</p> <p>9th-12th Grade:</p> <p>Communications</p> <ul style="list-style-type: none"> ● Communicating with teachers: <ul style="list-style-type: none"> ○ All teachers will establish and communicate office hours or conference times when they are available to meet with parents and answer student questions.



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	<ul style="list-style-type: none"> ○ Contact information will be provided at the beginning of each semester and posted in all Google Classrooms. ● Use of student email: <ul style="list-style-type: none"> ○ All LGISD students are provided with a district managed and supervised email and Google Drive, which includes core Google Apps such as Docs and Sheets. ○ These accounts should be utilized for all communication directly between teachers and students. ● Student email is restricted to send and receive only from other LGISD email addresses. Parents cannot send email to students at this address. Parents are encouraged to log on as their student and support them in checking email and messages if needed. <p>**At-Home Learning Information & Guidelines included at the end of this section</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>PK-6th Grade: Families will be expected to support their students by attending and engaging in the following events and practices:</p> <ul style="list-style-type: none"> ● Daily instructional support to the student. ● Open communication and checking on student progress regularly for each class ● Support the use of technology tools to help access instruction ● Support students to complete their work in regular school hours. <p>7th-8th Grade: Families will be expected to support their students by attending and engaging in the following events and practices:</p> <ol style="list-style-type: none"> 1. Daily instructional support to their student 2. Open communication and checking on student progress regularly for each class 3. Support the use of technology tools to help access instruction 4. Support students to complete their work <p>9th-12th Grade: Parent Expectations for Learning</p> <ul style="list-style-type: none"> ● Access parent resources to learn how students will navigate Google Classroom or other approved systems. ● For virtual learning: Create a designated place in your home for your student to use as their remote classroom. ● Immediately report any technical challenges to a teacher so they can enter start the resolution process ● Access TEAMS to view student grades and assignments. ● Check in with student(s) to monitor completion of homework and assignments. ● Discuss your child's favorite part of their day and what they learned in school.



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	<ul style="list-style-type: none"> ● Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach. ● Provide your child with assistance on their day-to-day activities with the exception of designated independent work. ● Consider creating a designated learning/study space for your child at home to learn comfortably. ● Maintain communication with your child’s teacher by phone, email and/or online meetings to create a learning partnership. ● Monitor attendance in TEAMS and ask for evidence that your child is on track with assignments and coursework. ● Monitor grades and assignments in TEAMS and ask for evidence that your child is on track with assignments and coursework. ● Consider allowing your child to attend intervention/testing center/tutorial sessions as needed. ● Assist in supporting your child’s needs by establishing and managing the daily schedule communicated by the teacher. ● Help your child own their learning. Provide support and encouragement and expect your children to do their part.
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>PK-6th Grade: For technology services and help, parents can access support in the following ways:</p> <ul style="list-style-type: none"> ● Email their teacher for Chromebook, SEESAW, Google Classroom or other program troubleshooting and support ● The LGISD website has a Google Form link for technology assistance <p>7th-8th Grade: For technology services and help, parents can access support in the following ways:</p> <ol style="list-style-type: none"> 1. Call the Middle School Front Office 2. Check the La Grange ISD website for support documents 3. Email the district Technology team 4. Complete the Student Help Desk form for more assistance <p>At Middle School, there are designated materials pick up dates and times that at-home learners are able to access materials and resources needed for instruction.</p> <p>9th-12th Grade: LHS will use communication methods previously mentioned above and will tailor those methods to meet a wide variety of student needs as follows:</p> <ul style="list-style-type: none"> ● Website: LHS will be using these platforms to provide quick and easily accessible announcements pertaining to all students at LHS. ● Parent portal: Parents/guardians/custodians will have access to a grade portal through TEAMS,



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which will enable them to oversee their own student's progress on academic assignments, engagement with lessons, and their interactions with teachers.

- Thrillshare: Parents and students will receive frequent reminders and communication from LHS.
- Email addresses and phone numbers will be obtained for both the student and the parent/guardian in the LGISD online registration process.

PK-12th Grade:

The LGISD Covid website includes links to Parent and Student online resources, Help Center with information on how to access remote learning platforms, as well as a Help Desk Form where they can request assistance from the Technology Team.

La Grange Elementary At-Home Learning Phone Script

I am calling to confirm that you are committing your student to At-Home Learning for the entire 1st 6 weeks. I also want to review the expectations and answer any questions you might have about At-Home Learning. Meet The Teacher Night is when you will find out your child's schedule. If you have not done so already, please sign up. We can send you a link if you need it or we can register you as well.

Last Day to Change for 1st 6 Weeks: August 13th (one week before)

Expectations:

1. Internet Connection & Dedicated Device- Not packet work like Spring
2. Students will be expected to use Zoom and Google Classroom to complete coursework.(SeeSaw if in PK-1st grade)
3. Expected to attend classes according to the regular bell schedule, unless another alternate schedule has been given due to the course needed.
4. Expected to Zoom in for every class period according to their schedule with the exception of Specials,GT,& Intervention.These classes will use only Google Classroom.
5. At-Home Learners will have a schedule change and if they decide to return to In-Person their schedule will adjust to the classes they requested.



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6. Grading Guidelines, Expectations, and Due Dates are the same for both At- Home and In-Person Learners
7. Students are to comply with the 90% attendance rule
8. There will be some school supplies from the list that they will need

After the 1st 6 weeks, you can change your child to In-Person by completing a Google form that we will send to you.

LMS At-Home Learning Phone Script

I am calling to confirm that you are committing your student to At-Home Learning for the entire 1st 6 weeks. I also want to review the expectations and answer any questions you might have about At-Home Learning. We will mail home your child's schedule and more information regarding At-Home Learning on August 12th.

Last Day to Change for 1st 6 Weeks: August 13th (one week before)

Expectations:

1. Internet Connection & Dedicated Device- Not packet work like Spring
2. Students will be expected to use Zoom and Google Classroom to complete coursework.
3. Expected to attend classes according to the regular bell schedule
4. Expected to Zoom in for every class period according to their schedule with the exception of PE, Art, and Theater Arts. These classes will use only Google Classroom.
5. At-Home Learners will have a schedule change and if they decide to return to In-Person their schedule will adjust to the classes they requested.



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6. Grading Guidelines, Expectations, and Due Dates are the same for both At- Home and In-Person Learners
7. Students are to comply with the 90% attendance rule
8. At-Home Learners have the opportunity to come to campus afterschool to take Unit Assessments, or complete Science Labs to ensure they are making progress with the curriculum; an alternative option for those choosing not to assess in person will be for staff to discuss with parents options to ensure successful mastery of content.
9. All At-Home Learners will have a Technology elective that they must Zoom in for.
10. May not participate in extracurricular activities
 - a. No Band, No Cheer, No Athletics
11. There will be some school supplies from the list that they will need

After the 1st 6 weeks, you can change your child to In-Person by completing a Google form that we will send to you.

La Grange High School At-Home Learning Information & Guidelines 2020-2021

A student's schedule will reflect periods of ***synchronous learning*** scheduled throughout the day, followed by time for independent learning activities.

Remote At-Home instruction will be designed for mastery of student learning outcomes based on the Texas Essential Knowledge and Skills (TEKS) for each content area. Accommodations and Support services in place will be provided to all remote learners.

Expectations for coursework and guidelines for grading for In-Person Learning and At- Home Learning will be the same; GPA calculations and rank will be the same for a student attending In-Person Learning or At-Home Learning.

Students will be required to:

- have sufficient internet connection and devices for assigned class times; La Grange High School will continue, but not limited to, use Google Classroom/Meets and Zoom
- students must sign in virtually to the assigned online platform on time to the scheduled classes following the enclosed bell schedule and participate for the entire class (50 minutes)



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- Respond to the teacher's online invite received through LGISD email and follow teacher's guidelines.
- complete the same assignments as students learning on-site
- demonstrate engaged learning all 5 school days weekly while working from home
- make arrangements for transportation to take major assessments and complete science labs on assigned day in the Testing Center, after regular hours, with safety protocols in place; or an alternative option for those choosing not to assess in person will be for staff to discuss with parents options to ensure successful mastery of content.

Proper Virtual At Home Learning Etiquettes:

- follow school dress code while attending virtually
- work in a proper setting(table or desk) with an appropriate background with student's face displayed (no pictures/drawings) as well as the student's first and last name displayed on screen

Students will NOT be allowed to:

- participate in extracurricular activities with At-Home Learning.

** Tech support can be requested on the LGISD.net website.*