



2020-2021

Texas Education Agency Asynchronous Draft Plan

Attestations

This document is intended for submission preparation only. The actual submission of this plan will be submitted on-line. The following Attestations would all be marked as completed in the formal submission to the Texas Education Agency which was completed electronically.

Instructional Schedule

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

Materials Design

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

Student Progress

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

Implementation

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

Open Responses

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

Schedules for students who are participating in the Virtual Learning Pathway for receiving remote asynchronous instruction:

[Elementary Virtual Schedule](#) (205 mins for PK; 390 mins for K-3; 375 for 4&5)

[Middle School Virtual Schedule](#) (375 minutes minimum) [Middle School Virtual Example Content Block Schedule](#)

[High School Virtual Schedule](#) (357 minutes)

Schedules for in-person students who are participating in remote asynchronous instruction due to district, school, campus, or classroom closure:

[Elementary Remote Learning Schedule](#) (175 mins for PK; 375 minutes K-5)

[Middle School Remote Learning Schedule](#) (375 mins)

[High School Remote Learning Schedule](#) (375 mins)

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>There are two pathways through which students could engage in remote asynchronous instruction:</p> <ul style="list-style-type: none">● Full Virtual Learning Pathway where students are choosing virtual learning for their full schedule of courses by nine-weeks grading period● In-Person Learning Pathway where students are choosing to attend school in-person for their full schedule of courses by nine weeks grading period, however may need to engage through remote asynchronous instruction for district, campus, or classroom closure or individual absences due to COVID-19 isolation or quarantine.● Virtual Plus Learning Pathway (available to middle and high school students only) where students are participating in some courses through virtual learning and other courses in-person. These students would participate in remote asynchronous instruction for virtual learning courses and for in-person courses according to the in-person bullet above. <p>Students who choose full virtual learning will participate in an online learning management system with assignments that are primarily asynchronous, or self-paced with LISD teacher guidance. Students will also receive some synchronous (face-to-face virtually) support from their teachers through Webex on a weekly basis. The above schedules were created to ensure there is defined time for differentiation for student needs through tutoring, small group lessons, and intervention time. Teachers are</p>

	<p>expected to communicate with students weekly regarding the defined schedule for synchronous instruction, tutoring, intervention, small group lessons, and availability for additional support.</p> <p>In-Person students participating in remote asynchronous instruction are expected to follow their in-person daily schedule and participate in synchronous instruction times according to the schedule provided by the teacher and complete their assignments from the teacher independently for the remainder of the class period and/or throughout the school day.</p>
<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>Students who were in need of a mobile device in order to engage with the academic content and instruction were provided either an iPad or a chromebook by the district. In addition, to facilitate internet connectivity, all students have access to drive-up wireless locations throughout the district. Secondary students could access internet hotspots through the Sprint One-Million Project and additional hotspots will be distributed upon arrival from the Operation Connectivity available from TEA.</p> <p>Teachers will be able to track daily student engagement, progress, and learning through the learning management systems as follows:</p> <ul style="list-style-type: none"> ● SeeSaw for PreK ● Edgenuity for K-5 ● Edgenuity and/or Canvas for 6-12 ● WebEx for synchronous instruction including tutoring, intervention, extensions, small group instruction, and specialized instruction as required by IEP's or LPACs. <p>The schedules created, along with the use of learning management systems, facilitate rigorous academic engagement for a full day similar to if every student was attending in-person campus instruction.</p> <p>Teachers will take daily attendance according to the remote asynchronous requirements and record student attendance in Skyward.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Elementary students participating in virtual learning:</p> <p>Students will have scheduled face to face time with teachers during synchronous small group and whole group instruction. Families will be able to see the weekly schedule in the Edgenuity LMS under the Language Arts/Homeroom course button. Classroom teachers will communicate the schedule for the week each Friday on the Language Arts/Homeroom course in Edgenuity. They will modify the schedule to meet the needs of their weekly instruction All virtual teachers will begin each day with a Morning meeting via WebEx that students need to attend to be prepared for the day. Teachers can host whole group</p>

	<p>or small group sessions, administer benchmark assessments, reading level assessments, go over grades, submitted work and discuss with the student what they are learning.</p> <p>Middle School students participating in virtual learning: Students will receive a synchronous instruction session according to the schedule provided by their teacher, at a minimum that will be one time a week. Teachers will utilize WebEx spaces and Canvas to interact with students in an asynchronous format. Teachers will use the tutoring, intervention, small group time block to provide additional support to students as determined by student need and the pace at which the student is working through online modules.</p> <p>High School students participating in virtual learning: Students will receive synchronous instruction sessions according to the schedule provided by their teacher, at a minimum at twice per week in each content area. Teachers will utilize WebEx spaces and Canvas to interact with students in an asynchronous format. Teachers will use the tutoring, intervention, small group time block to provide additional support to students as determined by student need and the pace at which the student is working through online modules.</p> <p>In-Person students participating in remote asynchronous instruction are expected to follow their in-person daily schedule and participate in synchronous instruction sessions according to their home campus schedule and complete their assignments from the teacher asynchronously for the remainder of the class period/subject area time and/or throughout the school day.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Students in both the virtual learning pathway and the in-person remote learning pathway with identified needs including SPED, ELL, G/T, 504 etc. will be addressed by their assigned LISD teacher or teachers as determined by the program needs.</p> <p>Special Education Specially Designed Instruction (SDI) SDI In-Class and SDI Pull-out (Mainstream, Inclusion Resource)</p> <ul style="list-style-type: none"> ● Special Education teachers will provide specially designed instruction to meet the individual needs of students with IEPs. ● Virtual Learning for SDI students will be delivered through two methods of virtual instruction, asynchronous and synchronous. ● Students with disabilities will continue to receive their supports, services, accommodations, and/or modifications as specified by each student’s individual plan.

- A parent may elect the Virtual Learning option, but may want in person instruction or related services such as Speech, Dyslexia, OT, PT, or Social Skills. In cases of parents wanting Virtual Learning and In-Person Learning instruction, including a specialized service or related service for their child, the student will be required to come to school to receive the In-Person service.
- Special education teachers will check in with each student on a weekly basis to monitor student progress and determine what, if any, additional support may be needed to make progress in the general education curriculum and IEP goals/objectives.
- SPED teachers will collaborate with the general education content teachers to ensure that they are able to individualize lessons and curricular materials to meet the accommodations and modifications outlined in each student's IEP.
- The Programming and Instruction Interventionists will provide ongoing teacher training and collaborative communication to ensure teachers are fully equipped to support their students in the virtual learning platform, and to ensure students' specialized learning plans are implemented with the level of support necessary to make progress on their IEPs.

Self-Contained SPED Teachers:

- Special Education teachers will provide specially designed instruction to meet the individual needs of students with IEPs.
- Special Education teachers will follow the student's schedule of services, as outlined in the IEP, with a combination of synchronous Webex meetings and asynchronous computer-based instruction, independent work assignments, which may include online assignments, functional daily living skills/personal care, etc.
- Teachers will meet virtually with all students daily in a whole group, small group, and/or individually.
- Instructional Support staff working under the supervision of a Special Education Teacher will meet virtually with assigned students to support instruction on their IEPs.

Homebound

- The ARD committee will consider whether a special education student will be included in the asynchronous instructional plan, and determine how the services will be provided for students who require remote homebound instruction to meet their individual needs. For students with an acute medical condition that only allows them to participate in virtual instruction for brief periods of time, a medical assessment from a licensed physician will be required to initiate remote Homebound services. Virtual Learning for Homebound students will be delivered through

two methods of instruction, asynchronous and synchronous, in order for the student to receive specially designed instruction along with the necessary supports and services to make progress.

- For students receiving instruction from Pregnancy Related Services (PRS) who receive 6 weeks of homebound instruction beginning the day after delivery, students will be served through the virtual learning platform and will receive synchronous and asynchronous instructional methods.

Section 504

- Students with 504 plans who have chosen the Virtual Pathway will be able to access their individual accommodations and supports.

ELL

- Students who are receiving bilingual services will be taught by a bilingual certified teacher.
- Students who have been identified as English learners, with the Home Language Survey with another language but Spanish, will be served through ESL certified teachers in areas required for additional support as determined by the LPAC committee. Instructional language needs vary per student based on their English language proficiency levels and previous exposure to schooling .
- There will be a focus on language acquisition as well as content progress in order to support the success for each English learner. The Language Acquisition Specialist or ESL Liaison will collaborate with the classroom teacher to support the scaffolding of language, vocabulary development, and language functions. They will also provide supplemental listening and speaking practice through our synchronous and asynchronous components of Summit K12 Digital Program.

G/T

- G/T depth and complexity strategies, opportunities for extension/enrichment and Texas Performance Standard Projects are incorporated into LISD curriculum to support student learning.
- Elementary school students identified as G/T will participate in a virtual G/T course as well as receive weekly support from G/T teachers assigned to each campus.
- Elementary virtual teachers with formally identified GT students on class rosters will be required to be cluster teacher trained and participate in GT update hour opportunities.

- Secondary G/T students will be supported through core content classes designated as G/T. Students select which G/T class they would like to participate in (GT Eng 1, GT Algebra, GT Science 8, etc.)
- Secondary virtual teachers of G/T, pre-AP, and AP courses will complete the district G/T 30-hour foundational training.
- The district G/T Department will continue to verify program enrollment while campuses will track attendance.

Response to Intervention (RTI)

- RTI is an approach to support and meet the needs of students who are struggling to make progress academically or behaviorally. The RTI process includes regularly scheduled meetings with the RTI committee to review progress on previous goals and set new goals. The committee may include the campus administrator, virtual teacher, other staff members, and the parents/guardians. These meetings will be held virtually through Webex to monitor progress and set goals.

Intervention and Enrichment

- 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 student needs and progress with parents.

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

The following instructional materials will be utilized in both the Virtual Learning Pathway and in any situation where Remote Learning is needed.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	PK-12	District Created Curriculum and Materials Edgenuity mapped by LISD Investigations Math Pearson Digits TX McGraw Hill Teach Town Encore Nearpod Unique Learning Systems iXL Footsteps2Billiance SRA Direct Instruction Programs Advanced Placement Materials Teacher Developed Materials	Edgenuity Activities Canvas Assignments Pearson Digits Data Istation I-Ready CBAs Profile cards Report Cards	Yes	Edgenuity supports many accommodations and modifications. These supports can be adjusted to meet the requirements of an individual IEP. Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional under the supervision of the teacher for Synchronous Support services. Accommodations and Modifications according to the student's IEP. Students will also have access to different computer-based instructional programs based on individual need.	ESL Liaisons and Language Acquisition Specialists will provide support for ELL students. Summit K-12 ELL Digital Resource Dedicated Bilingual Teacher for Bilingual Eligible students Translation features SIOP Strategies- teachers trained on providing and built into LISD curriculum

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?
ELA Instructional Materials	PK-12	District Created Curriculum and Materials Edgenuity mapped by LISD Benson Handwriting Sora HMH Mybook & mi libro Istation McGraw Hill Study Sync Teach Town Encore Nearpod Language! Live Unique Learning Systems iXL Footsteps2Billiance SRA Direct Instruction Programs Teacher Developed Materials Advanced Placement Materials	Edgenuity Activities Istation CBA's Profile Cards Report Cards Canvas Assignments Study Sync Data iReady	Yes	Edgenuity supports many accommodations and modifications. These supports can be adjusted to meet the requirements of an individual IEP. Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional under the supervision of the teacher for Synchronous Support services. Accommodations and Modifications according to the student's IEP. Students will also have access to different computer-based instructional programs based on individual need.	Istation Espanol ESL Liaisons will be included in classes where ELL students are enrolled. Summit K-12 ELL Digital Resource Footsteps To Brilliance for PK & k-5 supplement in acquisition of L,S, R, W Dedicated Bilingual Teacher for Bilingual Eligible students Translation features SIOP Strategies- teachers trained on providing and built into LISD curriculum

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?
Science Instructional Materials	K-12	District Created Curriculum and Materials Edgenuity mapped by LISD Discovery Ed STEM Scopes Houghton Mifflin Harcourt Ergopedia Gizmos Encore Nearpod ULS Advanced Placement Materials	Edgenuity Activities Canvas Assignments Teacher created formative and summative assessments	Yes	Edgenuity supports many accommodations and modifications. These supports can be adjusted to meet the requirements of an individual IEP. Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional under the supervision of the teacher for Synchronous Support services. Accommodations and Modifications according to the student's IEP. Students will also have access to different computer-based instructional programs based on individual need.	ESL Liaisons and Language Acquisition Specialists will provide support for ELL students. Summit K-12 ELL Digital Resource Footsteps To Brilliance for PK & k-5 supplement in acquisition of L,S, R, W Dedicated Bilingual Teacher for Bilingual Eligible students Translation features SIOP Strategies- teachers trained on providing and built into LISD curriculum

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?
Social Studies Instructional Materials	K-12	District Created Curriculum and Materials Edgenuity mapped by LISD Social Studies Alive Pearson SS Realize McGraw Hill Bedford Freeman Encore Nearpod ULS	Edgenuity Activities Canvas Assignments Teacher created formative and summative assessments	Yes	Edgenuity supports many accommodations and modifications. These supports can be adjusted to meet the requirements of an individual IEP. Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional under the supervision of the teacher for Synchronous Support services. Accommodations and Modifications according to the student's IEP. Students will also have access to different computer-based instructional programs based on individual need.	ESL Liaisons and Language Acquisition Specialists will provide support for ELL students. Summit K-12 ELL Digital Resource Footsteps To Brilliance for PK & k-5 supplement in acquisition of L,S, R, W Dedicated Bilingual Teacher for Bilingual Eligible students Translation features SIOP Strategies- teachers trained on providing and built into LISD curriculum
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?

Fine Arts	K-12	District Created Curriculum and Materials Smart Music Quaver Davis Publications Perfection Learning	Edgenuity Activities Canvas Assignments Teacher created formative and summative assessments	Yes	Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional under the supervision of the teacher for Synchronous Support services. Accommodations and Modifications according to the student's IEP.	Summit K-12 ELL Digital Resource Footsteps To Brilliance for PK & k-5 supplement in acquisition of L,S, R, W Dedicated Bilingual Teacher for Bilingual Eligible students Translation features SIOP Strategies- teachers trained on providing and built into LISD curriculum
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?
World Languages	6-12	District Created Curriculum and Materials Edgenuity mapped by LISD Cambridge University Press	Edgenuity Activities Canvas Assignments Teacher created formative and summative assessments	Yes	Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional under the supervision of the teacher for Synchronous Support services. Accommodations and Modifications according to the student's IEP.	ESL Liaisons and Language Acquisition Specialists will provide support for ELL students.

		Houghton Mifflin Harcourt/Holt McDougal Ernst Klett Sprachen	Digital Language Lab			
CTE	*6-8 (Career Exploratio ns) 9-12	Edgenuity mapped by LISD CodeHS District Adopted Curriculum and Materials	Edgenuity Activities Canvas Assignments Teacher created formative and summative assessments	Yes	Edgenuity supports many accommodations and modifications. These supports can be adjusted to meet the requirements of an individual IEP. Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional under the supervision of the teacher for Synchronous Support services. Accommodations and Modifications according to the student's IEP. Students will also have access to different computer-based instructional programs based on individual need.	Digital Resources Translation features SIOP Strategies- teachers trained on providing and built into LISD curriculum

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>Students in the virtual learning pathway experience asynchronous learning primarily through the Edgenuity learning management system where they can access modules designed for working at their own pace. This provides maximum flexibility to students who are learning in a virtual environment. Embedded assessments and assignments are designed to have students show their learning in a variety of modalities. For students in the virtual learning pathway where an online course is not available in Edgenuity, teachers will utilize the Canvas learning management system to create units of instruction that students can complete independently. All teachers will be able to supplement instruction through the robust library of digital resources that are available in each content area. As much as possible, in order to provide one primary location for students and families, resources utilized will primarily be Edgenuity and Canvas. (or See Saw for PK). Through the use of WebEx teachers can record any synchronous sessions and make those available to students who were not able to attend.</p> <p>Students in the in-person remote learning pathway will primarily access their materials through Canvas (or SeeSaw for PK). Through the use of WebEx teachers can record any synchronous sessions and make those available to students who were not able to attend. All teachers will be able to supplement instruction through the digital library of resources available depending on course and content.</p> <p>Special Education SpEd teachers will collaborate with general education teachers on providing accommodations or modifications for the students that require IEP services/supports.</p>

<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>English Language Learners (ELL)</p> <ul style="list-style-type: none"> ● Students from beginning to advanced high, language proficiency levels, will develop their vocabulary and practice their listening and speaking skills in a supported online environment designed to accelerate English language acquisition through audio, video and sample prompts that actively engage the learner. Where appropriate, an LPAC meeting may be conducted to address student needs. <p>Special Education:</p> <ul style="list-style-type: none"> ● Several computer-based programs were purchased to supplement our teachers in providing effective instruction on the student’s IEP goals including TeachTown, Encore, iXL, Nearpod. <ul style="list-style-type: none"> ● Related Services & Speech Language Services- <ul style="list-style-type: none"> ○ Telehealth direct services for Occupational Therapy, Physical Therapy, Music Therapy, and Counseling will be provided virtually through pre scheduled WebEX meetings based on each student’s IEP and schedule of services. ○ Parents will receive consultation from therapy providers.
---	--

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

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>Students are expected to engage daily in the learning environment in every subject according to their assigned schedule. Students will have the opportunity to engage in a variety of methods as outlined below. Teachers will track daily attendance aligned with the requirements for remote asynchronous instruction and will record student attendance in Skyward. Teachers are expected to monitor student attendance and progress and will communicate with families if a student has not engaged.</p>

Virtual Pathway:

- Elementary school students selecting the virtual pathway will:
 - Have a daily synchronous meeting with their assigned virtual teacher.
 - Participate in small group instruction at minimum once a week with opportunities for additional small group as needed in the form of tutorials, enrichment and interventions
 - Complete daily virtual lessons in each content area available through the LMS (SeeSaw, Edgenuity, etc.)
 - Submit assignments daily so that teachers can provide additional feedback
- Middle and High school students selecting the virtual pathway will:
 - Have synchronous meetings with their assigned virtual teacher according to the teacher provided schedule.
 - Participate in small group instruction as needed additional in the form of tutorials, enrichment and interventions
 - Students are expected to work in the learning management system (Edgenuity and/or Canvas) according to their assigned class period schedule.
 - Submit assignments daily so that teachers can provide additional feedback

Remote Learning Pathway- students who selected In-Person learning, but are attending remotely:

- Elementary school students participating in the remote learning pathway will:
 - Have a daily synchronous meeting with their assigned virtual teacher.
 - Participate in small group instruction at minimum once a week with opportunities for additional small group as needed in the form of tutorials, enrichment and interventions
 - Complete daily virtual lessons in each content area available through the LMS (SeeSaw, Canvas, etc.)
 - Submit assignments daily so that teachers can provide additional feedback
- Middle and High school students selecting the virtual pathway will:
 - Have synchronous meetings with their assigned virtual teacher according to the teacher provided schedule.
 - Participate in small group instruction as needed additional in the form of tutorials, enrichment and interventions
 - Complete daily virtual lessons in each content area available through the LMS (Canvas, Edgenuity, etc.)
 - Submit assignments daily so that teachers can provide additional feedback

What is the system for tracking daily student engagement?

The following attendance methodology will be utilized when students do not attend school in person but have asynchronous attendance. Tracking student engagement will, at a minimum, follow guidance from the TEA ADA funding method that states 3 possible attendance markers:

1. Daily Progress in the learning management system (See Saw (PK), Edgenuity/Buzz(K-5), Edgenuity and/or Canvas(6-12))
2. Daily Progress via student-teacher interaction (through WebEx)
3. Completion / Turn-in of assignments in one of the learning management systems described above or by submitting them directly to teachers.

Grades PK-5:

- By default, Students are marked "Present-Remote Asynchronous."
- Daily attendance is taken at a predetermined time (3:00 pm).
- Teachers monitor and check for student "engagement" each day using the descriptors listed above.
- Students that are not actively "engaged" and do not have documentation of completing the minimum targeted activities will be marked absent.
- Additionally, students have a late night engagement option, where students have until midnight of each day to be considered "engaged"; if a student was reported engaged in the LMS from 3:00pm to midnight and had been marked absent by the teacher on the previous day, the teacher will submit an attendance change to present

Grades 6-12:

- By default, Students are marked "Present-Remote Asynchronous."
- Daily attendance is taken at a predetermined time (4:00 pm).
- Teachers monitor and check for student "engagement" each day.
- Students that are not actively "engaged" and do not have documentation of completing the minimum targeted activities will be marked absent.
- Additionally, students have a **late night engagement option**, where students have until midnight of each day to be considered "engaged"; if a student was reported engaged in the LMS from 4:00pm to midnight and had been marked absent by the teacher on the previous day, the teacher will submit an attendance change to present

	<p>Students will be considered engaged for in the course:</p> <ul style="list-style-type: none"> ● If they have had interaction with a teacher during the school day, synchronously via WebEX or email ● If they engage with instruction via the LMS (Edgenuity, Canvas, SeeSaw, etc.) ● If they submit an assignment <p>All policies and procedures regarding student attendance remain applicable for students in both the Virtual Pathway as well as In-Person/Remote. This includes, but is not limited to, what is commonly referred to as the “90 percent rule” in TEC 25.092 that states any student enrolled in Kindergarten thru 12th grade must be in attendance 90% of the school days. Truancy rules under TEC 25.0915 will also apply in both the Virtual and In-Person/Remote settings.</p> <p>Special Education:</p> <p>Special Education teachers will document all services outlined in the student’s schedule of services through documentation logs.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>Just as in an on-campus setting, students are expected to interact with their teachers according to predetermined schedules. Additionally in an on-campus setting, students demonstrate progress through face-to-face interaction, as well as independent work.</p> <p>Virtual Learning Pathway:</p> <p>Expectations for students who are in the virtual pathway are consistent with progress that would occur in an on-campus environment due to the accountability of online coursework that allows students to see how much of the course they have completed at any one time. In virtual classes students are required to engage in each of their classes every day and their progress in their online coursework can be tracked either in the appropriate learning management system or by their virtual teacher. Similar to an on-campus environment, the virtual teachers determine which online assignments they will take for a grade and grades will be entered into the official Skyward gradebook.</p> <p>In-Person/Remote:</p> <p>Expectations for students who are in-person but learning remotely are consistent with the progress that would occur in an on-campus environment by completing assignments daily that are provided by the teacher. The teacher then records the grades for those assignments in the official Skyward gradebook.</p>

What is the system for tracking student academic progress?

Virtual Learning Pathway:

For students in the virtual learning pathway, academic progress is tracked through the learning management systems (SeeSaw, Edgenuity and/or Canvas). Students progress through assignments and activities aligned to learning standards and sequenced on a pacing guide. Teachers utilize data analytics available in the LMS to track student progress on coursework and assignments.. When students fail to make expected progress or do not regularly engage, teachers will contact parents and schedule additional support in the form of small group instruction, tutorials, and intervention strategies. Teachers will monitor progress student academic progress through a variety of data points including both formative and summative assessments. Student progress will be tracked by the student’s assigned teachers utilizing grades (submission of assignments), progress in the LMS (completion of asynchronous lessons) and monitoring student engagement during synchronous lessons.

In-Person/Remote Learning:

For students enrolled in in-person learning but participating remotely, teachers will assess student progress on daily assignments. Teachers will monitor progress student academic progress through a variety of data points including both formative and summative assessments. Student progress will be tracked by the student’s assigned teachers utilizing grades (submission of assignments), progress in the LMS (completion of asynchronous lessons) and monitoring student engagement during synchronous lessons.

All students regardless of learning pathway will receive grades according to the LISD Grading Policy and as appropriate by level those grades will count in GPA and class rank.

Both the schedules for virtual and in-person remote learning provide dedicated time for tutoring, intervention and small group instruction where teachers can meet with students according to their need based on assessing student’s progress.

Special Education:

Data collection on student’s IEP goals and curriculum based assessments in Math and Reading to track student’s progress over time. Many of the computer-based curriculum programs purchased for students in Special Education to assist with asynchronous learning have ongoing assessments to ensure precise progress monitoring. An ARD committee meeting will be held for students failing to make progress.

<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Virtual Learning: For students who are in the virtual learning pathway feedback is provided as students complete the online coursework. Students have access to interactive lessons that provide student feedback. For all virtual courses whether they are utilizing Edgenuity or Canvas teachers are expected to meet with students to provide feedback about student progress. Students can receive feedback from their teachers in a variety of ways, such as synchronous instructional times, written feedback, discussion forums, chat features, email correspondence, grades, and through individual meeting times.</p> <p>In-Person/Remote: For students who are in-person but participating remotely they are receiving feedback from teachers as they complete and submit assignments each week. Students can receive feedback from their teachers in a variety of ways, such as synchronous instructional times, written feedback, discussion forums, chat features, email correspondence, grades, and through individual meeting times.</p>
--	--

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

Include a sample educator professional development schedule.

2020-2021 Professional Learning At-A-Glance

Summer Professional Learning	
June 22 - August 4	July 14, 15, 16
LISD Required Content-Specific August Trade Credit	THRIVE Leadership Conference

<p>All staff required to complete 6 hours of learning specific to curriculum and virtual instruction</p> <ul style="list-style-type: none"> • LMS/Canvas • Effective virtual instruction strategies 	<p>Campus leaders participated in learning using the LMS/Canvas</p>
---	---

New Employee U Onboarding Professional Learning			
July 29	July 30	July 31	August 3
New Employees	First Year Teachers	New Employees	New Employees
<p>New professional staff participated in training to learn the necessary digital and content specific instructional tools to effectively deliver classroom instruction. The training was completed virtually during WebEx and Canvas. A sample of the digital tools new hires explored:</p> <ul style="list-style-type: none"> • WebEx. Canvas. Istation, Google Suite, iPad and Mac basics to support instruction and review of data 			

Back to School Professional Learning / Work Day Calendar				
	August 4	August 5	August 6	August 7
	<p>August Trade Day LISD Required Curriculum Learning</p>	<p>Campus PL Day*</p>	<p>District PL Day**</p>	<p>Work Day</p>
August 10	August 11	August 12	August 13	August 14

Campus PL Day*	Campus PL Day*	Campus PL Day*	District PL Day**	Work Day
August 17	August 18	August 19		
Campus PL Day*	Work Day	First Day of School		

Ongoing Professional Learning / Work Day Calendar						
Oct 16 & March 5	November 3	November 23	November 24	January 6	February 15	May 27
Student Early Release Days	Campus Professional Learning Day	November Trade Day 6 credits needed	November Trade Day 6 credits needed	Work Day	Campus Professional Learning Day	Work Day / Bad Weather Day
Professional learning for staff in PM						

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	<p>Educators participate in initial and ongoing job-embedded learning as noted in the professional learning calendar above. Beginning in the summer and ongoing throughout the school year, all staff in synchronous and asynchronous will learn the necessary digital and content specific instructional tools and strategies needed to effectively deliver classroom instruction.</p> <p>Prior to COVID-19, LISD was already implementing a strategic rollout of the Canvas Learning Management System. Secondary teachers have been utilizing Canvas since 2018-19. Elementary teachers received initial roll-out information about Canvas in May 2020 prior to participating in summer professional learning.</p>

Prior to or on August 4, during specific summer required learning, all educators will participate in content specific curriculum learning as well as learn on how to utilize the LMS/Canvas to apply virtual tools for effective instruction. The professional learning experiences will total 6 hours and will be delivered virtually.

LISD delayed the start of school from Aug 12 to Aug 19 in order to create 5 additional professional learning days for teachers for effective virtual learning tools and strategies. During those five days teachers:

- WebEx: Teachers will receive additional training on effective use of WebEx to connect and engage with learners.
- Additional training on effective instructional strategies to facilitate learning in the virtual/remote environment
- In-person remote learning teachers participated in learning to create schedule that students would follow and work in their PLC's to adapt their initial units of instruction for remote learning.
- Virtual teachers and in-person secondary core content teachers participated in training on Edgenuity and processes and procedures specific to the virtual learning pathway
 - Attendance accounting practices for virtual learning
 - Data features of the Edgenuity platform to monitor student progress
 - Edgenuity specific content management practices
- Special Education Teachers have access to Programming and Instruction Interventionists to provide individual or campus support and training.

Ongoing Support:

- All virtual teachers have been placed in a designated WebEx teams space in order to collaborate with one another, ask questions, and receive on-demand support.
- The SY20-21 calendar designates PD embedded days throughout the year as noted in the Professional Learning calendar above, including teacher PD in the afternoons of student early release days and two campus PD-embedded days. Teachers are also required to complete an additional 12 hours of additional PD that they select to support their area of growth.
- All teachers will engage in ongoing professional learning that is specific to their content area and/or grade level to support implementation of instructional materials and resources.

	<ul style="list-style-type: none"> ● Teachers will have the opportunity to interact and seek support from Instructional Facilitators and Technology Facilitators by content do improve their planning and pedagogy ● Teachers will have the opportunity to participate in self-paced Professional Learning courses via CANVAS. ● The LISD Professional Learning Department will offer monthly support opportunities specifically geared toward virtual learning. ● Special Education Teachers have the opportunity to collaborate and seek support from Program and Instruction Interventionists by instructional setting to improve their scheduling, planning, and delivery of Specially Designed Instruction. ● Special Education Teachers have access to educator development opportunities through monthly training opportunities based on each specific instructional setting.
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<ul style="list-style-type: none"> ● LISD has a rigorous Professional Learning foundation for all its educators. Some foundational learning that will directly impact asynchronous teachers and is required of all LISD staff include: <ul style="list-style-type: none"> ○ CANVAS- All teachers have been trained to use CANVAS as their classroom LMS ○ WEBEX- All teachers have been trained to use WebEX as their primary communication tool with classes and individual students ● Campus administrators conduct random online walkthroughs of teacher led synchronous learning times. <p>Through the experiences outlined above, teachers will be trained on the following:</p> <ul style="list-style-type: none"> ● Teacher PLCs: All teachers will participate in regular, dedicated PLC time to collaborate with other teachers to internalize content planning and resources, disaggregate data, and collaborate on the development of instructional plans. Instructional facilitators and the Professional Learning department will be available to answer questions and provide support. ● Asynchronous Learning for Teachers: High-quality asynchronous learning will be available to all educators to learn and grow on their own time. The asynchronous courses will include effective virtual instructional strategies, how to engage students in the virtual world, how to provide feedback to support student growth, and how to ensure equity in instruction.

	<ul style="list-style-type: none"> ● Receiving Feedback: All educators will be observed and will engage in 1-on-1 conferences with a campus administrator to discuss instructional goals and reflect on data and student progress. Campus administrators will also participate in regular PLC conversations and conduct TREND walks specific to instruction to provide feedback and coach educators.
--	---

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

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	<p>Timeline for parent/ guardian/ custodian engagement</p> <p>Date Range 7/15/20 through 7/24/20:</p> <ul style="list-style-type: none"> ● Parents asked to complete form indicating learning pathway for the 20-21 school year ● Parents continue to receive additional reminders via (email, social media, web pages, phone calls) <p>Date Range 7/25/20 through 8/5/20:</p> <ul style="list-style-type: none"> ● Parents can alter their selection ● Parents receive reminders regarding final due date via (email, social media, web pages, phone calls) <p>Date Range 8/5/20 through 8/19/20:</p> <ul style="list-style-type: none"> ● Technology deployed to parents indicating need ● Technology deployed to all 4th- 12th graders opting into the district 1:X program and to students who were in need of a device to be loaned to them for remote instruction ● Campuses schedule students into appropriate settings- “In Person” or “Virtual” ● Virtual parent orientation launched via Webex meeting and Google ● Parents of students selecting the Virtual Pathway receive log-in information to monitor their student progress ● At the conclusion of each nine-week grading period, parents will be allowed to change the Learning Pathway of their child.

LISD staff collaborated across multiple departments and divisions to create the Return to Learn website. To view this resource click the link below:

[RETURN TO SCHOOL - LISD](#)

To assist parents and staff opting for In-Person/Remote Learning, the following guidebooks were created to explain campus and district procedures. In addition to normal back to school activities, campuses have set up device deployment stations, and provided assistance on enrollment as needed. Parents are provided support through virtual parent orientation sessions, virtual open houses, videos, weekly communications, etc.

[Elementary Remote Learning Guidebook](#)

[Middle School Remote Learning Guidebook](#)

[High School Remote Learning Guidebook](#)

[Student and Family On-line Etiquette](#)

In anticipation of virtual learning being a new approach for many families and students PreK-12, many new resources were created to assist in the transition to asynchronous learning. LISD has created a Virtual Learning Website to serve as a resource of information for parents.

The site includes:

- [LISD Virtual Learning Website](#)
- Daily Schedules
- Video and screencast modules for troubleshoot technology issues
- Curricular Resources
- Information to obtain a device
- FAQ Document that is continually updated

Parents/guardians/families were provided the following resources to support their students pursuing the “Virtual” pathway:

	<ul style="list-style-type: none"> ● Parent on-boarding such as instructional videos and support through platforms outlined above ● Edgenuity’s parent portal and other tools to monitor student progress ● Parent learning website that has easy access to support systems ● Parent Orientations were hosted multiple times for each of the three levels that included information about the schedule, the curriculum, and what to expect from the Virtual Learning process. <p>A link to all parent resources can be found below:</p> <p>Elementary Parent Resources</p> <p>Middle School Parent Resources</p> <p>High School Parent Resources</p> <p>Special Education:</p> <ul style="list-style-type: none"> ● The student’s IEP will include any necessary Parent Training to support the student in virtual learning and computer-based curriculum. ● Special education teachers will regularly communicate with each family served via email, phone calls, and/or virtual meetings on their child’s progress. ● Special education teachers will use the following forms of electronic communication: <ul style="list-style-type: none"> ○ Email ○ WebEx Teams Meetings (Campus Staff Meetings, Teacher Collaboration Meetings, etc.) ● Special education teachers will be in contact with families weekly through newsletters or classroom systems.
<p>What are the expectations for family engagement/support of students?</p>	<p>LISD believes the partnership between home and school is essential.</p> <p>In-Person/Remote Learning</p> <p>Students working both synchronously and asynchronously, depending on their age, may need the additional assistance of a learning coach while working remotely. LISD teachers will meet synchronously with students as scheduled, but there will be intermittent time of asynchronous learning in which students may need assistance at home.</p> <p>LISD asks parent to do the following during remote learning:</p> <ul style="list-style-type: none"> ● Review teacher remote learning plans in Canvas weekly.

- Establish an area in the house where the student will always work complete with table or desk, chair, supplies, device and paper.
- Support district attendance guidelines.
- Establish a routine with your student(s) to ensure student participation and commitment to the learning process.
- Hold your child accountable for the learning.
- Ensure that students are turning in appropriate assignments daily/weekly based on classroom expectations.

Virtual Learning

Students and families opting for virtual learning will be challenged to learn a different system than many have used previously. Each student enrolled in the virtual pathway should have a designated learning coach. This can be a parent, or other responsible adult, that will work closely with the assigned virtual teacher. The Learning Coach will help to facilitate progress through the daily lessons. To ensure that families understood the commitment, a Memorandum of Understanding (MOU) was created to inform parents of the needs and responsibilities for students participating in the Virtual Learning Pathway. LISD asks that parents be a “learning coach” and provide a structured learning environment for their students.

The following is the text from the MOU agreement parents were asked to sign:

Lewisville ISD (LISD) is providing the opportunity for students to attend school virtually during the 2020-2021 school year. The Virtual Learning Pathway will offer the unique ability for students to complete their required coursework through daily work provided by an LISD teacher through a learning management system. Through its program design, students will be required to engage daily through a variety of means and are expected to experience a full day of instruction. Teachers in the Virtual Learning Pathway program will follow the LISD approved scope and sequence of the curriculum, however the exact

activities and lessons will be different from the in-person curriculum. Any student participating in the Virtual Learning Pathway will be allowed to change their selection and return to their home campus at the end of each grading period. Students participating will have access to all special programming based on student needs.

Students/Parents who have selected to be a part of this program, must agree to the following statements. (Please initial for each line.)

_____ LISD will provide a mobile computing device for students **if needed** based on parent completion of the Back-To-School Forms in Skyward Family Access.

_____ I understand that my child(ren) must have access to the internet throughout the school day to complete their Virtual Learning. LISD Internet capable hotspots will be limited in availability and may not be available for your family.

_____ I understand that all truancy rules and regulations apply to students electing for the Virtual Learning Pathway.

_____ I understand that students must engage in their virtual coursework daily. Specific schedules will be shared by the assigned LISD teacher.

_____ I understand that parent support and follow-through with coursework is critical to this program.

_____ I am making this commitment through at least the first grading period of the 2020-2021 school year, unless circumstances arise that are unavoidable.

_____ Students on a transfer would be allowed to return to their approved campus should they choose to exit the Virtual Learning Pathway.

_____ I understand that LISD grading guidelines will be followed.

_____ I understand that all coursework must be that of the student, including but not limited to on-line assessments.

_____ I understand that my student's teacher may change throughout the school year due to changes in the Virtual Learning Pathway or in-person class selections.

_____ If my child is participating in the Virtual Plus pathway, I am responsible for all transportation to and from the campus.

_____ I understand that it is my responsibility to follow the district process at least two weeks before the end of the grading period in order to switch my child from the Virtual Learning Pathway to in-person/on-campus.

What additional supports, training, and/or resources will be provided for families who may need additional support?

LISD has dedicated teaching staff for both in-person/remote learning and virtual learning pathways. Approximately 950 teachers have been moved from an in-person teaching assignment to a virtual teaching assignment in order to provide dedicated support for students and families. ESL Liaisons, Language Acquisition Specialists, G/T facilitators, Counselors, and Special Education teachers are also providing services to students and supporting families.

LISD has assigned 6 administrators (two at each level) to support parents with asynchronous learning needs. The administrators:

- Provide weekly communication parents
- Respond to parent questions and concerns
- Hosted Parent Orientations
- Have created videos to provide support for common issues
- Provide additional parent learning sessions throughout the school year

Social and Emotional Support:

- A student's home campus counselor will continue to support students and families in asynchronous learning through: virtual lessons- real time and recorded, counseling newsletters, and teacher referrals for individual meetings.
- School supplies and technology devices are available for students and families.
- Social workers are available to support all families in need via parent request or campus referral