

Attestations

Instructional Schedule

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

Materials Design

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

Student Progress

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

Include sample daily schedules for elementary, middle and high schools

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Students are expected to engage in both synchronous and asynchronous instruction daily. For synchronous learning activities, teachers will schedule specific times for the class to come together and complete instruction and work in pairs, small groups, and/or whole group. During asynchronous learning, students will be able to progress at their own pace through the content and based on teacher timelines.</p>

	<p>All students will receive a device to ensure daily student interaction with academic content. Hot spots will also be provided to families based on internet connectivity needs.</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>The daily schedule for each campus provides a consistent, full day of academic content through both synchronous and asynchronous learning.</p> <p>Pre-K Class will provide 90 minutes of Synchronous instruction and 60 minutes of Asynchronous instruction.</p> <ul style="list-style-type: none"> ○ Synchronous two-way, real time, live, instruction between teachers and students, through computer or other electronic device. Instruction can include a mix of small group, whole group and one-to-one instruction. ○ Asynchronous instruction involves far more self-guided student instruction. Students engage in the learning material on their own time, interacting intermittently with the teacher via the computer or other electronic device. ○ The actual time of day engaging in this learning can vary and should be flexible for family needs. ○ Younger learners may need additional support from parents/guardians particularly during transition times and asynchronous learning. <ul style="list-style-type: none"> ● Students have the same schedule Monday – Friday. ● Students start their day with a 15 min Community/Circle time. All students should log in at the beginning of the day. <ul style="list-style-type: none"> ○ These live sessions will allow peer-to peer interaction, relationship connections with teachers and provide an opportunity for routine practices i.e. calendar, morning announcements, etc. ● Science, SS, and ESL must be provided in English with Spanish support. <p>Elementary campuses K-5 will provide 155 minutes of Synchronous instruction and 95 minutes of Asynchronous instruction daily.</p> <ul style="list-style-type: none"> ○ Synchronous instruction can include a mix of small group and whole group instruction. ○ Asynchronous instruction involves far more self-guided student instruction. Students engage in the learning material on their own time, interacting intermittently with the teacher via the computer or other electronic device. ○ The actual time of day engaging in this learning can vary and should be flexible for family needs. ○ Younger learners may need additional support from parents/guardians particularly during transition times and asynchronous learning. <ul style="list-style-type: none"> ● Students have the same schedule Monday – Friday.

	<ul style="list-style-type: none"> • Students start their day with a 30 min Community/Circle time. All students should log in at the beginning of the day. <ul style="list-style-type: none"> ○ These live sessions will allow peer-to peer interaction, relationship connections with teachers and provide an opportunity for routine practices i.e. calendar, morning announcements, etc. • Science, SS, and ESL must be provided in English with Spanish support. <p>Secondary campuses 6-12 will provide 180 minutes of Synchronous instruction and 150 minutes of Asynchronous instruction daily.</p> <ul style="list-style-type: none"> ○ Synchronous instruction can include a mix of small group and whole group instruction. ○ Asynchronous instruction involves far more self-guided student instruction. Students engage in the learning material on their own time, interacting intermittently with the teacher via the computer or other electronic device. ○ The degree of flexibility can be tailored to the grade band. ○ The actual time of day engaging in this learning can vary and should be flexible based on family needs. <ul style="list-style-type: none"> • Students have the same schedule Monday – Friday. • Students will have 30 min Community/Advisory time. All students will log in daily. <ul style="list-style-type: none"> ○ These live sessions will allow peer-to peer interaction, relationship connections with teachers and provide an opportunity for routine practices i.e. calendar, morning announcements, etc. • Elective courses will be provided synchronously on alternating days and asynchronously daily.
<p>What are the expectations for teacher/student interactions?</p>	<p>PK-12 Teachers are required to meet synchronously with students according to their campus schedule, while also providing student activities and assignments asynchronously. Office hours will also be provided for one-on-one support during the day and before/after school for student/parent assistance.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Continuity in personalized support for students with specialized needs/services (i.e., special education, 504, English Learners, etc.) will be provided appropriately within the synchronous/asynchronous learning environment as determined by each student's individual education plan; teachers and paraprofessionals will continue to tailor instructional content and activities to meet the specific needs of their students.</p>

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	All schools will provide targeted intervention support for students in RTI and assistance will be provided accordingly through small group and one-on-one support.
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Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	The TEKS Resource System has accounted for the COVID slide in the core classes through its pacing, grouping and instruction of TEKS. Such training will be provided during the Beginning of the Year (BOY) training.
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	<p>Inclusion (Teachers/Paras)</p> <ul style="list-style-type: none"> ○ Will meet with students virtually individually or in small groups per the frequency and duration outlined in their IEP documents or Contingency Plan. ○ Will provide assistance and accommodations/modifications through a variety of methods including virtual platform tools, mailed materials, email, drop box, phone conference etc. ○ Will meet regularly with Gen Ed. staff to plan for upcoming lessons <p>● Resource/Pull Out (Teachers/Paras)</p> <ul style="list-style-type: none"> ○ Will follow the inclusion guidelines. ○ Will plan and create relevant lessons/activities for instruction based on the student's IEP goals. <p>● Low Incidence Disabilities</p> <ul style="list-style-type: none"> ○ Individualized lessons, activities will be created and/or assigned through the online platform in use by the specific student. ○ Teachers/Paras will meet virtually with students either individually or in small groups daily. ○ Supplemental materials (aids, manipulatives, schedules, task process charts, checklists etc.) will be embedded into the platform and/or created and delivered to the home either via mail, delivery, or email.

- **Speech Services**
 - Will be provided virtually via two-way video conference (individual or small groups as appropriate).
- **Counseling Services**
 - Will take place via phone or video conferencing at the same frequency and duration as determined in their current IEP documents or Contingency Plans.
- **Related Services**
 - Related services will be provided virtually through video-conference or tele-conference (if possible).
 - Parents will receive consultation from therapy providers during each scheduled therapy session.
 - Any equipment necessary to meet the student's goals/objectives will be delivered to the student's home.

Bilingual and ESL

- Teachers use resources such as Savvas and guided reading books to teach the reading component of their lessons, which are all available online. Non-negotiables such as Listening, Speaking, Reading, and Writing will be used as stations during the ESL portion of lessons.
- Teachers use Schoology/Teams to deliver live instruction and break out rooms to deliver virtual stations/centers. Teachers use Schoology to upload lessons, assignments, and videos.
- Students new to our country will utilize the LEP labs to continue to develop the English language. Students new to the country in middle school and high school have been enrolled in an ESL summer camp in July utilizing zoom. The district will continue to offer tutorials after school.

Professional development for teachers, staff, and administrators to be held virtually or in-person according to CDC and or county guidelines.

- Teachers will continue to receive professional development for The Daily 5 for lower elementary and The Café for upper elementary.
- Teachers at the elementary campuses will receive professional development on using the Language Awareness Handbook during their ESL blocks to continue to develop language acquisition.
- Teachers at Southwest Schools will receive professional development on ELPS.
- Southwest Schools will partner with Region 4 for coaching services and professional development for bilingual and ESL teachers.

Professional development for parents to be held virtually or in-person according to CDC and or county guidelines.

- ESL classes will be offered in the Fall and Spring of 2020-2021 for parents.

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- Parents will be provided training to navigate Schoology/Teams for parents to participate in school meetings.

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

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	K-5 Bilingual K-4 6-12	Texas Go Math! HMH Vivan Las Matematicas McGraw Hill Education Imagine Learning Math Nearpod Gizmo	TEKS Resource System DMAC Schoology – Power Up Performance Matters MAP Skills/Growth District 9 week CBAs Spring Benchmark Imagine Learning	All K-12 instructional materials, resources, progress monitoring tools and assessments are TEKS aligned	All K-12 instructional materials can be differentiated to meet the needs of students with disabilities. The instructional software programs utilized scaffold the learning and have accommodation features imbedded within the programs to support students with disabilities.	Instructional materials and programs include areas that reinforce Listening, Speaking, Reading, and Writing for ELs and include accommodations that can be used to support learning. NWEA MAP Spanish Imagine Espanol TEKS Resource System LEP Lab Summit K-12 Nearpod

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<p>ELA Instructional Materials</p>	<p>K-12 Bilingual K-4 6-12</p>	<p>myView Literacy 2020 Texas Pearson Education MiVision Lectura 2020 Grado K Peg Writing Nearpod</p>	<p>TEKS Resource System DMAC Schoology- Power Up Performance Matters NWEA MAP Skills/Growth District 9 week CBAs Spring Benchmark Imagine Learning Literacy</p>	<p>All K-12 instructional materials, resources, progress monitoring tools and assessments are TEKS aligned</p>	<p>All K-12 instructional materials can be differentiated to meet the needs of students with disabilities. The instructional software programs utilized scaffold the learning and have accommodation features imbedded within the programs to support students with disabilities.</p>	<p>Instructional materials and programs include areas that reinforce Listening, Speaking, Reading, and Writing for ELs and include accommodations that can be used to support learning. NWEA MAP Spanish Imagine Learning Literacy TEKS Resource System LEP Lab Summit K12 Nearpod</p>
<p>Science Instructional Materials</p>	<p>K-5 6-12</p>	<p>Interactive Science Pearson Education McGraw Hill Stemscopes Nearpod Gizmo</p>	<p>TEKS Resource System DMAC Schoology-Power Up Performance Matters MAP Skills/Growth District 9 week CBAs Spring Benchmark Stemscopes</p>	<p>All K-12 instructional materials, resources, progress monitoring tools and assessments are TEKS aligned.</p>	<p>All K-12 instructional materials can be differentiated to meet the needs of students with disabilities. The instructional software programs utilized scaffold the learning and have accommodation features imbedded within the programs to support students with disabilities.</p>	<p>Instructional materials and programs include areas that reinforce Listening, Speaking, Reading, and Writing for ELs and include accommodations that can be used to support learning. TEKS Resource System LEP Lab Summit K12 Nearpod</p>

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Social Studies Instructional Materials	K-5	My World Social Studies Pearson Education	TEKS Resource System	All K-12 instructional materials, resources, progress monitoring tools and assessments are TEKS aligned.	All K-12 instructional materials can be differentiated to meet the needs of students with disabilities. The instructional software programs utilized scaffold the learning and have accommodation features imbedded within the programs to support students with disabilities.	Instructional materials and programs include areas that reinforce Listening, Speaking, Reading, and Writing for ELs and include accommodations that can be used to support learning.	
	K-2	Mi Mundo Estudios Social Pearson Education	DMAC Schoology-Power Up Performance MAtters				Imagine Learning Literacy TEKS Resource System LEP Lab Summit K12 Nearpod
	6-12	McGraw Hill Nearpod	District 9 week CBAs Spring Benchmark				

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

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	Synchronous instructional will be provided daily for students along with asynchronous instruction. Asynchronous instruction will be used for flipped classrooms and/or to reinforce the learning. Through asynchronous instruction students will also have an opportunity for independent practice which will allow for teachers to check for understanding and assess mastery of learning.
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	Targeted Intervention groups, tutoring, teacher office hours are designed to provide support and assistance that will be required for students with disabilities and ELs. Additional instructional aides and online facilitators have been added to all campuses to provide additional support where needed with special populations.

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

Component	Explanation
What is the expectation for daily student engagement?	Engagement is predictable - Consistent blocks of time from day to day to are established for student routines.

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	<p>Connections are created and maintained by teachers - Students have at least one consistent adult they connect with each day. Schedules include dedicated time for academic and social-emotional support.</p> <p>To participate in synchronous/asynchronous instruction- Scheduled time for face-to-face instruction with a teacher and independent, self-paced learning.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Student engagement will be assessed through a combination of any of the following daily:</p> <ul style="list-style-type: none"> • Participating in Schoology and completion of independent reading or work assignments. • Interaction with teacher/online instructional facilitator synchronously. • Completion and submission of assignments in Schoology. When unable to submit via Schoology, students are required to submit assignments via emails, photos, phone conferences, or other forms of documentation.
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>Teachers are responsible for providing engaging synchronous and asynchronous instruction. Teachers are expected to monitor the student learning and engagement through Schoology and other instructional programs and assignments. Student progress should be measured timely and frequently to determine targeted intervention and student supports.</p>
<p>What is the system for tracking student academic progress?</p>	<p>Student yearly progress will be assessed and monitored through NWEA (Map Growth) with the BOY, MOY and EOY assessments. Student progress will be monitored and tracked through instructional software programs and Schoology on assignments and assessments.</p>

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<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Regular student feedback will be provided consistently and timely through Schoology minimally once a week. The district’s grading policy prior to COVID will be implemented and two grades a week are required for each class.</p>
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Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Include professional development schedules (NTO, BOY, Southwest U and Learner Series)

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

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>A three –week robust professional development schedule was planned to support synchronous and asynchronous teaching and learning. Through district and campus professional development, teachers will receive support with the integration of the new LMS, Schoology, campus/district instructional software programs, online instructional tools/techniques and strategies and developing/utilizing online tools for measuring student performance throughout the year. Professional development will be continuously evaluated and implemented based on teacher needs.</p> <p>Professional development opportunities will also be provided during PLC.</p> <p>Professional development support will continue for all campuses by TX Lesson Studies through Region 4.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Teachers will learn a variety of ways to support learners asynchronously as they:</p> <ul style="list-style-type: none"> • Gather data to chart remote student attendance, engagement, progress, and support for students not making adequate progress. • Utilize digital tools to support positive student curriculum outcomes. • Utilize digital tools to effectively communicate with students and parents <p>In addition, teachers will receive instructional coaching and support remotely throughout the year from campus administrators and district instructional coaches.</p>

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

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Expectations for asynchronous instructions will be communicated with families in a variety of ways such as: Blackboard Connect, Schoology, social media, district/campus websites, phone calls and virtual meetings/back-to-school events. The communication will not only be one-way but also two-way, frequent and ongoing by the teacher and campus administrator. Communication by the district to families will be ongoing and frequent via Blackboard Connect, district website and social media.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>Families are expected to be partners in learning for their student. Family members will be provided the tools and training to participate in their child's learning via campus-wide and teacher meetings during the day and in the evenings. One on one support will also be provided as needed.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Supports will be offered and provided for through the district LSSP, Communities in Schools (CIS), 21st Century After-School program and community referral services. Such services will include but are not limited to social-emotional needs, mental health, safety and social services connections.</p>