

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.

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Learning requirements for the grades are listed below. To assist families in scheduling these learning expectations and to provide additional resources to keep healthy routines in place during social distancing, please see a suggested daily schedule included as well. Schedules may differ somewhat by teacher / school.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>PK Schedule</p> <p>K Schedule</p> <p>1st Grade Schedule</p> <p>2nd Grade Schedule</p> <p>3rd Grade Schedule</p> <p>4th Grade Schedule</p> </div> <div style="text-align: center;"> <p>5th Grade Schedule</p> <p>6th Grade Schedule</p> <p>7th Grade Schedule</p> <p>8th Grade Schedule</p> <p>9th – 12th Grade Schedule</p> </div> </div>

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	<p>Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that matches or exceeds the following daily minimum across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.</p> <p>CISD teachers are deployed based on their strengths to be instructors in either remote or on-campus pathways. In the event that circumstances change in our community, all CISD teachers will quickly pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons in our Schoology LMS for on-campus learners, and remote learners. There is likely to be student movement across models, and we at CISD are prepared to make this as seamless as possible.</p> <p>Students are expected to engage in both synchronous and asynchronous instruction at the scheduled times. Students are expected to spend the same amount of time engaging in academic content remotely as they would on campus. Teachers are working to ensure assignments and activities scheduled for each day meet these timing requirements. We will become a 1-to-1 district by distributing Chromebooks to all students. In addition, we will distribute up to 625 hotspots on an as-needed basis to provide broadband access to students. As a result, we anticipate all students will be able to engage in online learning as planned.</p> <p>Students will engage in math and ELA, both synchronously and asynchronously, daily. Other subjects will blend synchronous and asynchronous instruction; however, they may not have synchronous instruction daily. Additionally, primary students are expected to participate in calendar/morning meeting time. It is expected that all students will participate in small group tutorials / teacher table time daily.</p> <p>Additional synchronous opportunities of small group instruction and office hours are provided daily:</p> <ul style="list-style-type: none"> - Small group instruction time is determined on as-needed basis by teachers based on student progress in LMS <p>Office hours attendance is optional and based on student choice.</p> <p>General education and special education homebound services may be provided remotely or face-to-face during the 2020-2021 school year. Anytime the Calallen ISD is only providing virtual services, homebound students will be served remotely as well. When the Calallen ISD is offering both remote and face-to-face instruction, the decision of where to provide homebound services will primarily be made by the parent or adult student following the same procedures as all other students of Calallen ISD. The parent or adult student will be able to change their method of service delivery at the same intervals as other students in the district. If a student cannot be safely served in the homebound setting, a discussion will be held between the district and the parent or adult student to discuss how and where to safely and appropriately provide services.</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 will receive a schedule online and in our Schoology Learning Management System (LMS) that outlines daily schedules, expected learning activities, and assignments for completion.</p> <p>PK students will participate in primarily asynchronous learning, but learning will be supplemented with varied synchronous activities for the remainder of the ½ day (180 minutes) PK program.</p> <p>K-2 students will learn primarily asynchronously, participating in 430 total minutes of learning daily. Students will engage in an age-appropriate blend of both teaching modalities. The self-directed asynchronous instruction will utilize both district created resources, adopted materials/programs, and TCMPC resources and supplemented with Texas Home Learning (THL) 3.0 lessons /materials.</p> <p>Students in grade levels 3-12 will have a weekly plan that is linked to TEKS-based lessons through the use of district and TCMPC resources, supplemented with Texas Home Learning (THL) 3.0 lessons/materials. Core subjects and elective units will range from 1 – 8 weeks long and will include curated instructional resources and activities, formative tasks and assessments, and a culminating task (project, assessment, essay, etc.). The work of these units will be linked to a class time equivalent. During each instructional day, students will be required to make progress towards completion of units through a series of synchronous & asynchronous actions. Teachers will check in with their assigned students to ensure engagement and concept attainment during the instructional days.</p>

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<p>What are the expectations for teacher/student interactions?</p>	<p>Students will have interactions with a teacher and peers daily via meetings, check-ins and/or synchronous learning time. Students will have at least three ways to interact with teachers.</p> <ul style="list-style-type: none"> • First, they will have dedicated once-weekly meetings with their teachers, at a minimum. Students will likely have daily encounters with teachers, though these interactions may be more/less frequent depending on the student's progress. • Second, teachers will identify students needing intervention or enrichment options via progress tracking. Teachers will coordinate small group supports where relevant, or additional one-on-one meetings. • Third, teachers will establish time for daily open office hours where they can meet with students or answer student questions. Attending office hours is not mandatory; students may determine if they choose to attend. <p>Through these three mechanisms, every student in the system should get the time they need with their specific teacher(s) based on their learning progression.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>The district has developed instructional expectations for resource and inclusion, dyslexia, English Learners (ELs), and RtI, among others. In addition, we have guidelines for Admission, Review, and Dismissal (ARD) and §504 meetings and will develop contingency plans for all students receiving special education services. The district will have a plan for Individualized Educational Plan (IEP) progress monitoring for virtual learners. Responsibilities are differentiated by role to ensure students with additional learning needs are receiving support based on their schedule of services and individual needs. <i>This list is comprehensive, but not exhaustive of all plans and responsibilities.</i></p> <p>Speech therapy, occupational therapy, physical therapy, direct psychological services, vision services, and/or other related services will be provided virtually if remote instruction is selected. Services may be provided via consultation and not as a direct service. For students participating remotely, parents may request in-person therapy if the parent provides transportation (CISD will determine scheduled time, place, and provider), these requests will be considered on a case-by-case basis. Virtual students who are approved for in-person therapy will be required to follow the visitor screening procedures on the day(s) of the in-person therapy sessions.</p> <p>General special education guidelines:</p> <ul style="list-style-type: none"> • IEP Services including accommodations/modifications will be followed and implemented based on the student's contingency plan. . • Admission, Review, and Dismissal (ARD) and 504 committee meetings will be held within the timeline. • ARDs will be offered to be held via a virtual platform or via telephone. If a parent/guardian would like to attend the ARD in person, they will be permitted to come to the campus for the ARD as long as there are no restrictions from relevant authorities that prohibit a face-to-face meeting. The parent/guardian will be subject to any visitor guidelines in place at the time. Also, some of the members may be virtual due to <ul style="list-style-type: none"> • Size of ARD committee • Size of meeting space • Calallen ISD case manager roles and responsibilities have been modified for virtual school. These duties must be performed for before, during and after an ARD Committee meeting. <p>Inclusion Teachers:</p> <ul style="list-style-type: none"> • Co-teach teachers will meet virtually with all students. • Teachers will participate in a virtual PLC with general education instructional staff weekly for each content area they are responsible for instructing. • Support logs will be kept for all students receiving special education services during any virtual learning; logs are kept in a digital format and must be updated weekly. • Further considerations will be forthcoming. <p>Resource Teachers:</p> <ul style="list-style-type: none"> • Teachers will meet virtually with all students daily per schedule of services. • Teachers will participate in a virtual PLC with special education instructional staff weekly for each resource program they are responsible for instructing. • Support logs will be kept for all students receiving special education services during any virtual learning, Support logs will be kept for all students receiving special education services during any virtual learning; logs are kept in a digital format and must be updated weekly.

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	<p>Daily requirements for Resource / Inclusion Paraprofessionals:</p> <ul style="list-style-type: none"> ● Ensure you are invited as a teacher to all Google Classrooms in the classes you serve by the third day of school. ● Make sure you know the websites, usernames, and passwords, etc. for students to access resources. Make sure you have access to all necessary resources. ● Collaborate and communicate with the case manager and teachers about student progress and needs. ● Practice both face-to-face and online learning at the beginning of the school year. ● Follow general education procedures and protocols as set forth from curriculum and instruction. <p>Specialized Program Teachers:</p> <ul style="list-style-type: none"> ● Instruction during virtual school will maintain unit instruction and pacing as closely as possible to the instruction and pacing for students receiving in-person school. ● Lessons should be designed for students to meet student IEP goals and objectives. ● Teachers will meet virtually with all students daily in a whole group, small group, and/or individually. ● Support logs will be kept for all students receiving special education services during any virtual learning; logs are kept in a digital format and must be updated weekly. <p>Paraprofessionals:</p> <ul style="list-style-type: none"> ● Specific paraprofessionals will meet virtually with students at least once a week. ● Support logs will be kept for all students receiving special education services during any virtual learning; logs are kept in a digital format and must be updated weekly. ● Further considerations will be forthcoming
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Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
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<p>Math Instructional Materials</p>	<p>PK-12</p>	<p>TCMPC resources, materials</p> <p>TX Home Learning 3.0 (including assessments)</p> <p>Digital textbook(s)</p> <p>District created resources</p> <p>District developed assessments</p> <p>Instructional software</p>	<p>Formative and summative assessments; assignments, projects</p>	<p>Yes</p> <p>TEKS will only be adapted through goals and objectives for students requiring modified instruction and/or who are receiving instruction through an alternate curriculum.</p>	<p>Access to supplemental aids.</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Based on the student’s IEP, access to a certified special education teacher or paraprofessional for synchronous in- class support services.</p> <p>Accommodations and modifications to instructional materials applied according to the student’s IEP.</p> <p>For special circumstances, BrightThinker will replace Odysseyware.</p> <p>Parent training will be provided as needed.</p>	<p>TX Home Learning 3.0 includes built-in supports for ELs in each lesson.</p>
<p>ELA Instructional Materials</p>	<p>PK-12</p>	<p>TCMPC resources, materials</p> <p>TX Home Learning 3.0 (including assessments)</p> <p>Digital textbook(s)</p> <p>District created resources</p> <p>District developed assessments</p>	<p>Formative and summative assessments; assignments, projects</p>	<p>Yes</p> <p>TEKS will only be adapted through goals and objectives for students requiring modified instruction and/or who are receiving instruction through an alternate curriculum.</p>	<p>Access to supplemental aids.</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Based on the student’s IEP, access to a certified special education teacher or paraprofessional for synchronous in- class support services.</p> <p>Accommodations and modifications to instructional materials applied according to the student’s IEP.</p> <p>For special circumstances, BrightThinker will replace Odysseyware.</p> <p>Access to Kurzweil, an online software program that offers multi-sensory tools that</p>	<p>TX Home Learning 3.0 includes built-in supports for ELs in each lesson.</p> <p>EL teachers will utilize Rosetta Stone throughout the lesson plan cycle in both face-to-face and virtual.</p>

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		Instructional software			<p>assist with reading, synthesizing, comprehending, and applying knowledge, including features such as text to speech, color overlays for students with dyslexia, etc.</p> <p>Parent training regarding the use of accommodations and supplemental aids will also be provided as needed.</p>	
<p>Science Instructional Materials</p>	<p>PK-12</p>	<p>Discovery Education</p> <p>TCMPC resources, materials</p> <p>TX Home Learning 3.0 (including assessments)</p> <p>Digital textbook(s)</p> <p>District created resources</p> <p>District developed assessments</p> <p>Instructional software</p>	<p>Formative and summative assessments; assignments, projects</p>	<p>Yes</p> <p>TEKS will only be adapted through goals and objectives for students requiring modified instruction and/or who are receiving instruction through an alternate curriculum.</p>	<p>Access to supplemental aids.</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Based on the student's IEP, access to a certified special education teacher or paraprofessional for synchronous in-class support services. Accommodations and modifications to instructional materials applied according to the student's IEP.</p> <p>For special circumstances, BrightThinker will replace Odysseyware.</p> <p>Access to Kurzweil, an online software program that offers multi-sensory tools that assist with reading, synthesizing, comprehending, and applying knowledge, including features such as text to speech, color overlays for students with dyslexia, etc.</p> <p>Parent training regarding the use of accommodations and supplemental aids will also be provided as needed.</p>	<p>TX Home Learning 3.0 includes built-in supports for ELs in each lesson.</p>

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<p>Social Studies Instructional Materials</p>	<p>PK-12</p>	<p>TCMPC resources, materials</p> <p>TX Home Learning 3.0 (including assessments)</p> <p>District created resources</p> <p>Digital textbook(s)</p> <p>District developed assessments</p> <p>Instructional software</p>	<p>Formative and summative assessments; assignments, projects</p>	<p>Yes</p> <p>TEKS will only be adapted through goals and objectives for students requiring modified instruction and/or who are receiving instruction through an alternate curriculum.</p>	<p>Access to supplemental aids.</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Based on the student's IEP, access to a certified special education teacher or paraprofessional for synchronous in-class support services. Accommodations and modifications to instructional materials applied according to the student's IEP.</p> <p>For special circumstances, BrightThinker will replace Odysseyware.</p> <p>Access to Kurzweil, an online software program that offers multi-sensory tools that assist with reading, synthesizing, comprehending, and applying knowledge, including features such as text to speech, color overlays for students with dyslexia, etc.</p> <p>Parent training regarding the use of accommodations and supplemental aids will also be provided as needed.</p>	<p>TX Home Learning 3.0 includes built-in supports for ELs in each lesson.</p>
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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>The district will leverage our existing instructional materials as the basis for our curriculum for students. In addition, we will utilize Texas Home Learning (THL) 3.0 PK-12. Asynchronous students will follow the same scope, sequence, minute requirements, and curriculum as face-to-face students. This is to allow for students transitioning between learning modalities (e.g., remote and face-to-face) at the end of grading periods. All materials we use are Texas Essential Knowledge and Skills (TEKS) aligned as we are a TEKS Resource System district. All materials will be stored on our Schoology LMS and will be accessible to all students.</p> <p>Students will leverage, as need and appropriate, a number of instructional software resources including Unique Learning System for asynchronous learning, as well as for blended learning on-campus. These programs are inherently tailored to support self-paced, adaptive, and personalized student learning. This will support progress monitoring for all students as well. The use of videos/screencasts/broadcasts will be part of our distance learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content.</p> <p>Teachers will receive significant professional development on both content and remote instructional practices to support appropriate adaptation, instructional practices, and coherence.</p>

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<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p> <p>Professional Development - To comply with IDEA and our effort to provide quality services to students receiving special services, strategic professional development will be provided to general education teachers, special education teachers, ESL teachers and paraprofessionals providing instruction and services to students receiving special services. Professional development will be provided through new teacher training, content focus sessions and mandatory training specialized by area throughout the school year. Paraprofessionals will frequently collaborate and communicate with teachers about student progress and needs.</p> <p>Communication with Student and Provision of Services - As for student interaction, there will be multiple opportunities to connect with teachers. Special education co-teach teachers will virtually meet with students daily. Specialized program teachers will follow the district instruction framework including the use of Unique Learning System as a resource for tracking prescribed learning and progress. In addition, IEP accommodations/modifications will be followed and implemented based on the student's contingency plan and rigorously tracked through instructional/service logs which will be digitally updated weekly. Logs will be monitored by the Special Education Director.</p> <p>Related Services & Speech Language Services- Telehealth services for occupational therapy, physical therapy, music therapy, and counseling will be provided virtually through pre-scheduled Google Hangouts. These services will be documented. Equipment necessary to meet the student's goals and objectives will be provided. Contingency plans will reflect any changes to the provision of direct services. Speech and language pathologists will set up Google Classrooms before students return. Students will receive a virtual service description letter early in the school year with information regarding parent log in.</p> <p>Bilingual and ESL - To support our English learners, ESL teachers will host virtual office hours regularly. ESL teachers will utilize Rosetta Stone instruction components throughout the lesson plan cycle for both face-to-face and virtual instruction. Additionally, ESL teachers will plan and collaborate with the general education teacher to schedule pull-out services if needed.</p> <p>Social and Emotional Learning - Students will have access to positive reinforcement and positive reinforcement systems set up by the teacher and counselor using Google Classroom, videos, distribution of incentives via email, etc.). The teacher will also work with the parent(s) to create structures in the home that will help reduce distractions and give students an opportunity for breaks. For students requiring Behavior Intervention Plans, all teachers will work to implement strategies and make adjustments for the home environment.</p>
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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>Virtual students are expected to log on to Schoology and Google Classroom daily to reference activities and assignments for the day. Students are required to be engaged daily with work through the completion of set assignments. Students who do not demonstrate engagement on a given day are marked absent. Daily student engagement expectations and progress must be clearly defined, measurable, and documented in the Schoology LMS for students to self-monitor. Students are given asynchronous assignments daily by the teacher, and completion time equates to the minutes assigned for specific grades. Lower grade elementary students are also encouraged to actively participate in the synchronous sessions, such as calendar time, table time, and small group sessions.</p> <p>Asynchronous and synchronous students in grades 3-12 are expected to demonstrate attendance/engagement for their scheduled teacher at 10:00 a.m. every day; however, if assignments are turned in during after-hours of the same day, teachers can amend attendance the following day (within a 24-hour window). Teachers are also expected to meet virtually with all students daily.</p> <p>Students with a device and internet access with access to Google Classroom will use a daily calendar of assignments.</p>

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<p>What is the system for tracking daily student engagement?</p>	<p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding. Calallen ISD intends to set a high bar for students as it relates to daily engagement. We believe that students should demonstrate more than just logging in the Schoology LMS or only partially completing a pre-determined specified-minute assignment. In an effort to measure the high level of engagement required for asynchronous work, our district will develop a teacher rubric that will act as the standard of completion and quality that is considered acceptable, matching that level of engagement required in the face-to-face environment. Student engagement will be tracked via any one of the three outlined methods:</p> <ul style="list-style-type: none"> • Teacher interactions: Students may engage in synchronous learning with teachers and their class on a schedule defined by the teacher. Students will check-in with teachers weekly, at a minimum. Additionally, students will check-in with teachers in the system at times that work for them during their schedule through on-demand and as-requested office hours. • Daily progress in the Schoology LMS: Students will take a short survey multiple times per week outlining what they did in each academic block during the day and, when possible, taking short, formative quizzes to demonstrate progress and content understanding (based on where they are in their unit plans). • Assignment submissions: Unit assignments, projects, instructional tasks, answering questions, completing projects, or other submissions will be turned in daily to account for student engagement. <p>Teachers will be responsible for taking and logging “attendance” for their cohorts of students daily, based on the form of engagement in which the student participated. If the student engages in multiple forms of engagement, teacher discretion will determine the tracking mechanism that is cited. The campus attendance clerk will verify student attendance with teachers each week to ensure an accurate engagement count is being submitted.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>All digital platforms and tools (i.e. Schoology and Google Classroom) utilized on campus will also be used in a remote asynchronous setting to maintain platform consistency. In addition, the method of tracking engagement is consistent with an on campus learning environment because it mimics 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>The district plan assumes that most students who first chose remote asynchronous option will transition back to face-to-face on-campus within 3-4 months if the COVID-19 environment improves. In preparation for this transition, our daily engagement tracking and assessment data system is at the student unit level. That way, the data will remain intact with the students as they transition through different modalities. Currently, the district is planning for a 1:1 device roll-out of Chromebooks. Face-to-face students will access assignments through the Schoology LMS in order to limit contact with paper materials. Those assignments will be submitted via Schoology. For online virtual school, there are dedicated times for synchronous activities and check-ins, 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>What is the system for tracking student academic progress?</p>	<p>Student progress will be tracked daily in the Schoology LMS through daily assignments, activities, interaction with a teacher and other markers. The district is planning to implement a standardized structure in tracking instructional minutes and engagement.</p> <p>Students will have passing grades at the end of each grading period. Failure to have passing grades may result in non-enrollment in virtual learning and enrollment in face-to-face learning at the student’s assigned school for the following grading period.</p> <p>Parents have full access to student work, interactions with teachers, assignment submissions and feedback through the parent portal of Schoology. Parents can designate either weekly or daily progress reports. The parent portal will also establish a two-way communication channel between parents and teachers. These expectations for student engagement and progress monitoring will be shared with parents at the start of the school year via CISD Virtual School Parental Agreement, that clearly lists the expectation that parents should have and the level of support they will be required to provide students if they opt for a fully-remote school option for school year 2020-2021.</p> <p>Currently, the district is planning for a 1:1 device fall roll-out, as soon as Chromebooks become available. In the meantime, the district is developing a plan</p>

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	<p>to address the needs of students who may still face device and access gaps.</p> <p>In addition, district will continue to implement the following official grade reports:</p> <ul style="list-style-type: none"> ● Report Cards - The purpose of report card grades is to communicate the student’s level of mastery of the designated TEKS-based instructional objectives ● Progress Reports - Interim progress reports shall be issued for all students after the third and sixth week of each grading period ● Gradebook - All grades recorded in the gradebook will relate directly to one or more TEKS-based instructional objectives ● Progress Updates- Progress updates on goals and objectives for students receiving special education services will be distributed to parents every 9 weeks corresponding with the district’s grading period.
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers are expected to provide daily feedback for both synchronous and asynchronous work within a 24-hour turnaround time period. Daily feedback from teachers to students is conducted through a variety of methods, via Schoology, Google Classroom, Google Meet, activities, or small group instruction and teacher tutorial time. The daily feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis. Through teacher check-ins, students will review their learning and progress, and receive feedback on their performance. These check-ins may be used to assess and adapt personalized learning plans where needed.</p> <p>Other mechanisms for feedback can include:</p> <ul style="list-style-type: none"> ● Instructional software: The software provides real-time or nearly real-time instructional feedback on learning and assignments and supports the personalization of instruction to each individual student’s needs. <p>Projects / assignments: Students will turn in projects / assignments by the specified time/date. Teachers will provide feedback on these projects / assignments in a timely manner.</p>

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

Include a sample educator professional development schedule.

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Sample Calendar: We are creating a professional development calendar with topics that specifically support asynchronous instruction. The sample below illustrates professional development topics for grade PK-12 teachers. We will also use Texas Home Learning 3.0 PD to present content and technology focused professional development to support educators with implementation both in classroom and remote settings.

<i>Time of Year</i>	<i>Key Topics</i>	<i>Key Staff</i>
<p>8/03/2020</p> <p>DLC Training</p>	<p>This orientation will provide an overview of the tools to help facilitate the transition of online instruction and onboarding educators virtually. This orientation will be hosted through a Schoology course and focus on Schoology and Google applications.</p> <p>Schoology LMS platform Introduction</p> <ul style="list-style-type: none"> - Overview of Schoology - Introduction to Schoology groups for faculty communication - Online Course Design <p>Google Applications Introduction</p> <ul style="list-style-type: none"> - Using Google EDU as a tool for communication, workflow, and to facilitate and inspire student learning and creativity. <p>Schoology, Google Classroom and Meet and Texas Home Learning 3.0</p> <ul style="list-style-type: none"> - Using Google Classroom and Drive with Schoology 	<p>- Campus Digital Learning Coaches and Media Specialists</p>
<p>8/04/2020</p> <p>Campus Admin., Director Training</p>	<p>This digital tool orientation will provide an overview of the tools to help facilitate the transition of online instruction and onboarding educators virtually. This orientation will be hosted through a Schoology course and focus on Schoology and Google applications.</p> <p>Schoology LMS platform Introduction</p> <ul style="list-style-type: none"> - Overview of Schoology - Introduction to Schoology groups for faculty communication - Online Course Design <p>Google Applications Introduction</p> <ul style="list-style-type: none"> - Using Google EDU as a tool for communication, workflow, and to facilitate and inspire student learning and creativity. <p>Schoology, Google Classroom and Meet and Texas Home Learning 3.0</p> <ul style="list-style-type: none"> - Using Google Classroom and Drive with Schoology 	<p>- CO Admin. - Principals - APs - Counselors - Dept. Chairs</p>
<p>8/10/2020</p> <p>New Teacher Training</p>	<p>Educators will be provided with an overview and training on the tools needed to deliver online course material and to facilitate interactions with students. This orientation will focus on Schoology, Google applications, and Calallen programs. NTO topics include:</p> <ul style="list-style-type: none"> • Classlink introduction • TEKS Resource System; DMAC • Skyward 	<p>- Educators new to Calallen ISD</p>

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	<ul style="list-style-type: none"> • Eduphoria – Strive • EduHero • AESOP (Frontline) • Parentlink • Blackboard Teacher Website • Office 365 • Google EDU 	
	<p>Additional training for DLCs and leadership teams will be held virtually throughout the fall semester.</p>	
8/11/2020	<p>Preparing for Virtual Instruction</p> <ul style="list-style-type: none"> - Schoology overview - Google Classroom, Google Meet, Google Slides, additional Google applications - Video creation (Screencastify) - Blended learning / flipped classroom 	Faculty/staff
8/12/2020	<p>Preparing for Virtual Instruction</p> <ul style="list-style-type: none"> - Blended learning / flipped classroom - Flocabulary (Nearpod), Education Galaxy, Waterford training - District curriculum training (anytime, anywhere learning platform) - Differentiated professional development for each category of educators - Teacher PLCs for grade levels and/or content areas 	Faculty/staff
8/13/2020	<p>Principal Topics (mandated trainings)</p> <ul style="list-style-type: none"> - Child abuse awareness and reporting procedures - Conflict resolution - TSSC school safety training - Student Code of Conduct and discipline strategies - Cybersecurity awareness for educators - Instruction of students with disabilities 	Faculty/staff

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8/14/2020	<p>Teacher Workday</p> <ul style="list-style-type: none"> - Room safety verification, logistics, run-throughs, technology and room set-up - Final unit and lesson plan preparation for learning - PLCs working on asynchronous learning 	Faculty/staff
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Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>The PD calendar above outlines the primary methods of delivery for initial and ongoing professional development along with the skills and tools professionals are expected to become proficient in:</p> <ul style="list-style-type: none"> ● Schoology: Continuing educators will have most of their digital onboarding hosted through a Schoology course ● Google sites: We will initially have our training hosted through an accessible Google site and eventually transition to Schoology ● Trainer the trainer model: Educators proficient in the relevant asynchronous course delivery platforms can help train educators who need help with learning about the technology. <p>Timeline for other ongoing training and support (leadership teams will attend these meetings and are responsible for replicating this virtual training with their respective campuses during District Staff Development days) found on the table above.</p> <p>Instructional Technology Coordinator and Curriculum Specialists will provide the following ongoing educator development and support:</p> <ul style="list-style-type: none"> ● Provide on-going personalized professional development and instructional coaching through real-time feedback ● Model core content lessons with guidance on content specific instructional strategies and resources ● Develop content knowledge through the facilitation of collaborative planning and monitoring the alignment of instruction, assessment, and student outcomes to district and state requirements ● Assist teachers in disaggregating, analyzing, and disseminating progress monitoring data to drive decisions on instructional placement and responsive action to address students' academic needs ● Assist teachers in developing on-time responsive interventions for students with academic needs. <p>Digital Learning Specialists are assigned to clusters of campuses to serve as technology and virtual learning coaches. The Digital Learning Coaches are available on every campus and will support teachers in the development of purposeful integration of technology and the delivery of high-quality instruction in a virtual environment. In addition, they will provide the following ongoing educator development and support:</p> <ul style="list-style-type: none"> ● Guide teachers in the implementation of the district's curriculum ● Model high-quality literacy lessons aligned to the district instructional expectations and curriculum ● Develop content knowledge through the facilitation of collaborative planning and monitoring the alignment of instruction, assessment, and student outcomes ● Collaborate with the district instructional technology coordinator to provide targeted professional development to teachers. <p>Campus administrators will continue to coach educators throughout the school year and provide feedback on practices and on the job training, with consistent and frequent real-time feedback.</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>As described in the professional development calendar shown above, teachers will learn how to apply the strategies of a blended or flipped classroom in the context of specific content areas. The professional development experiences will be delivered virtually and address how certain virtual tools can be implemented in order to facilitate teaching a class in a specific subject. For example, an educator would attend a content specific session and be shown how to teach the class both face-to-face and asynchronously.</p> <p>Throughout the year, educators will learn how to adopt different asynchronous instruction methods and each method's expectations as listed below:</p> <ul style="list-style-type: none"> ● Blended Learning <ul style="list-style-type: none"> ○ Allows students to remotely participate with partners/small groups and still receive differentiated instruction from the teacher ○ Combination of online and face-to-face engagement ○ Flexibility to utilize small group instruction, station rotation, and differentiated tasks ○ Develop station rotation schedules such as a teacher-led station, online station, and offline station ● Flipped Instruction <ul style="list-style-type: none"> ○ Allows students to engage with essential content prior to class in order to ensure that face-to-face time is maximized with opportunities to process, apply, and demonstrate learning ○ Communicate what students need to know and do to be prepared for the next day's lesson <p>Contingency plans and considerations:</p> <ul style="list-style-type: none"> ● Teachers will be instructed to prepare an emergency virtual lesson folder that may be utilized in case of an immediate transition to online learning. ● All unit and lesson designs must address both the face-to-face and virtual instruction modalities.
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Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>A parent survey has been shared with an overview of face-to-face and virtual instruction to guide parents as they determine the best choice for their family.</p> <p>There will be several methods for disseminating expectations for asynchronous instruction to families including a parent agreement that parents will be required to sign before the school year begins.</p> <p>Parents will also receive weekly communication from teachers and/or school representatives.</p> <p>Announcements and other important updates will be posted on the Calallen ISD website. All-calls including text, email, and social media will be sent out to all parents.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>On August 5, a school-attendance commitment communication was sent to the parents/guardians of all CISD students. Parents/guardians were instructed to commit their student(s) to either virtual or face-to-face instruction for the first 6 weeks of school. However, due to the county judge's ruling, all CISD students will start out in a virtual learning platform from August 19 – September 4. Beginning on September 8, students will adhere to the commitment for virtual learning return to the district for face-to-face learning. Families choosing the virtual platform will be asked to ensure that the student has a place to work while at home.</p>

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	<p>Each week, teachers will communicate the following week schedule and expectations for the coming week. Parents will have access to this schedule which will include synchronous and asynchronous items. If students are unable to access certain aspects of the plan, parents/students will have the responsibility to communicate with their teacher(s) to ensure that the student has what they need to continue learning. Teachers or district representatives will continue to check-in with students and families to ensure they have the resources needed to support learning of the students.</p> <p>There will be daily engagement metrics for students to determine the level of learning and engagement for all students in the system. Students are required to make progress each day on academic work in an amount commensurate with what would keep students on progress for at least a year's growth. Teachers and district representatives will check in with students and families throughout each week to (1) communicate academic progress, (2) identify opportunities for growth, (3) check in on student social-emotional health, (4) identify student or family needs that the school & district can help to mitigate, and (5) connect families and students to resources needed. 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 in each class ● Support the use of technology tools to help access instruction ● Support students to complete their work in regular school hours ● If the student elects to take courses such as CTE in a face-to-face environment, the parent/guardian will provide transportation. <p>Social and emotional learning students will have access to positive reinforcement and positive reinforcement systems set up by the teacher using (Google Classroom, distribution of incentives via mail or delivery, etc.). The teacher will also work with the parent on creating structures in the home that helps to reduce distractions and gives students' opportunity for breaks. For students requiring Behavior Intervention Plans, all teachers will work to implement strategies and make adjustments for the home environment.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Families have several supports and resources available:</p> <p>For technology services and help, parents can access support in the following ways:</p> <ul style="list-style-type: none"> ● Technology help desk email, phone number to student, parent, and Chromebook troubleshooting support/Chromebook assistance. ● For Special services: take advantage of parent training offered by the ARD committee and attend annual ARD and/or 504 meetings. ● Families will receive a set of resources that teachers will share with families. Some of these resources could include: <ul style="list-style-type: none"> - Physical supplies: technology, hotspots, books, consumables, manipulatives, pens/pencils, notebooks, etc. - Individualized support: connect parents to technological and academic help resources, which includes making sure that parents know where to get help for any items that are making learning more difficult. - Parent / guardian online training for parents and guardians on how to best support their students. This will include technical training on topics such as our learning management system (Schoology), Google Classroom, and accessing instructional programs. It will also include training on how to support your student academically and personally (social-emotional health, wellness, etc.). ● Teachers and counselors will take the lead on family outreach and community engagement as well as understanding what is happening with families and in the community at large. They will develop communications for families/the community and be a resource to families. They will also work closely with the special populations department and campus administration to so that students and families with special needs are adequately supported.