

ASYNCHRONOUS PLAN TEMPLATE

Attestations

Instructional Schedule

- ☑ **Teacher interaction** with students is predictable, sufficient to support schedules.
- ☑ **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 that 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:

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- ☒ 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 support 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 students by grade band

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>Introduction</p> <p>With the start of the school year just around the corner, La Feria ISD has been making the necessary preparations planning what the return to school will look like for our students, staff and our families. Our La Feria ISD Task Force Committee has been reviewing possible structures for the reopening of schools. Ensuring the health and safety of our local school community</p>

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continues to be our priority as we plan for the 20-21 school year. As we continue to plan, we are committed to our guiding principles

Guiding Principles

- All students and families will have access to quality educational materials and to the supports needed to successfully access those materials.
- Given the reality of the digital divide, we will provide digital and non-digital access to content.
- Students and schools/teachers will maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, home considerations, etc.).
- Support the whole child—their mental health, nutritional needs, and safety needs.
- Communicate and provide support with our Parents and other caregivers
- Provide support to teachers to ensure their success and resilience.

Synchronous & Asynchronous Instruction (remote instruction)

Synchronous refers to live, scheduled, interactive classes with teachers and students in real-time, teacher-supported work time, and scheduled and timed online tests.

Asynchronous instruction refers to self-paced instruction with intermittent teacher interaction. There is pre-assigned work with remote formative assessments that ensure continued information on student progress. Students in grades PreK-2nd grade have access to instructional videos from their teachers and have access to programs such as Seesaw while grades 3-12 will use Google Classroom as the main learning management platform. Students will also watch pre-recorded videos of instruction with guided support. Teachers in all grade levels will interact with students with video communication platforms such as Google Meets and ZOOM.

Students will receive a blend of synchronous and asynchronous instruction.

Student Expectations for submitting work

For students from PK-2nd grade, student work will be submitted through Seesaw. **Seesaw** is a platform for student engagement that incorporates teacher, parent, and student feedback. For students in grades 3rd-12th grade, student work will be submitted through Google Classroom as their Learning Management System (LMS). **Google Classroom** is a web-based learning environment that allows students to view class announcements, access posted course content, view posted assignments, and turn in completed work. There will be a step by step document included with the student's device (upon pick-up) that has instructions on how to navigate these learning management systems. In addition, instructional videos will be posted on social media and the District webpage.

Special education students in a Pk-6th lifeskills setting will use the platform of SeeSaw, Zoom, Google Classroom and Unique

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	<p>Learning System (ULS) for students to submit their work.</p> <p>STUDENTS will prepare for remote instruction by:</p> <ul style="list-style-type: none"> • Ensuring that they know the usernames and passwords for instructional resources that are accessible via the district portal and/or website. • Viewing video tutorials for google use through screencasts or Youtube. • Communicate with teachers through Google Meets, ZOOM, Seesaw, Canvas or through Google Classroom. • Engaging in distance learning activities being offered by their teachers and/or the District. • Completing assigned lessons on Google Classroom, or other learning management system • Logging in daily and through various times of the day to engage with their assigned teachers and assignments
<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>There will be daily Synchronous teacher-student interactions which include direct instruction, group work and assessment. Some lessons will be recorded for students to access in the Asynchronous platform. Students are required to complete and turn in their assignments on a daily basis. Teachers have also allotted time for Response to intervention tutorials in the morning and afternoon for small group instruction. Campus administration will ensure that all teachers are communicating with students and providing direct instruction. Any parent concerns or issues with work will be addressed immediately. Campus administrators will schedule weekly meetings and check that all students are progressing in completing their at home learning work. They will also review the daily attendance and contact any parents who have a child that has a pattern of absenteeism.</p> <p>GRADES PK-2nd</p> <p>Students receive at least 180 minutes of both synchronous and asynchronous instruction each day. Daily schedules are provided to parents and students. Campus administrators had an AM and PM zoom session to review the safety and remote instruction plan before the first day of remote instruction. All schedules are in the District remote learning guidance document which has been displayed in the District website under the Back to School 20-21 webpage tab. In addition, the week before the first day of in-person learning, campus administration reviewed the transition plan to back to school learning.</p> <p>Students will attend live sessions to receive Literacy development and mathematics. In addition, the classroom teacher will post additional assignments and activities using the Seesaw platform. The Learning Management System (LMS) for this grade level is Seesaw. During the designated “intervention time” the focus will be on response to intervention through small group instruction. Intervention will take place both through in-person and through ZOOM. Students will utilize Istation, Prodigy, Education Galaxy, Renaissance as well as other online resources for intervention and enrichment. Office hours will be available</p>

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for tutoring and one to one instruction. Attendance will be taken daily in Skyward, as determined by the TEA definition of engagement.

Pre-kindergarten (PK3)

Time	Remote Learning	In-person	Form of Instruction
8:15-9:00 a.m.	Phonics	Phonics	Concurrent synchronous instruction
9:00-9:45 a.m.	P.E.	P.E.	Remote/Asynchronous
9:45-10:30 a.m.	Literacy Activities	Literacy Activities	Remote/Asynchronous
10:30-11:00 a.m.	Math	Math	Concurrent synchronous instruction
11:00-11:45 a.m.	Lunch	Lunch	
12:00-12:45 p.m.	Phonics	Phonics	Concurrent synchronous instruction
12:45-1:30 p.m.	Literacy Activities	Literacy Activities	Remote/Asynchronous
1:30-2:00 p.m.	Math	Math	Concurrent synchronous instruction
2:00-3:00 p.m.	Independent practice	Independent practice	Remote/Asynchronous
3:00-3:15 p.m.	Good-bye circle	Good-bye circle	Concurrent synchronous instruction
3:15-4:00 p.m.	Office hours/tutoring	Office hours/tutoring	

Pre-kindergarten (PK4)

Time	Remote Learning	In-person	Form of Instruction
8:15-9:00 a.m.	Phonics	Phonics	Concurrent synchronous instruction
9:00-9:45 a.m.	P.E	P.E.	Asynchronous instruction
9:45-10:30 a.m.	Reading	Reading	Concurrent synchronous instruction
10:30-11:00 a.m.	Reading Intervention	Reading	Asynchronous instruction

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11:00-11:45 a.m.	Lunch	Lunch	
11:45-12:15 p.m.	Interventions	Interventions	Asynchronous instruction
12:15-1:00 p.m.	Math	Math	Concurrent synchronous instruction
1:00-1:45 p.m.	Math Intervention	Math	Asynchronous instruction
1:45-2:30 p.m.	Science	Science	Asynchronous instruction
2:30-3:15 p.m.	Social Studies	Studies	Asynchronous instruction
3:15-3:35 p.m.	Good-Bye Activities	Good-Bye Activities	Concurrent synchronous instruction

Kindergarten

Time	Remote Learning	In-person	Form of Instruction
8:15-9:00 a.m.	Math	Math	Concurrent synchronous instruction
9:00-9:45 a.m.	P.E.	P.E.	Asynchronous instruction
9:45-10:30 a.m.	Math	Math	Concurrent synchronous instruction
10:30-11:15 a.m.	Phonics & ELAR	Phonics & ELAR	Concurrent synchronous instruction
11:15-12:00 p.m.	Lunch	Lunch	
12:00-12:45 p.m.	Science/Social Studies	Science/Social Studies	Asynchronous instruction
12:45-1:30 p.m.	Interventions	Interventions	Concurrent synchronous instruction
1:30-2:30 p.m.	ELAR	ELAR	Concurrent synchronous instruction
2:30-3:00 p.m.	ELAR	ELAR	Asynchronous instruction
3:00-3:35 p.m.	Interventions	Interventions	Concurrent synchronous instruction

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First grade			
Time	Remote Learning	In-person	Form of Instruction
8:15-9:45 a.m.	Math	Math	Concurrent synchronous instruction
9:45-10:30 a.m.	P.E.	P.E.	Asynchronous instruction
10:30-11:30 a.m.	Phonics & ELAR	Phonics & ELAR	Concurrent synchronous instruction
11:30-12:15 p.m.	Lunch	Lunch	
12:15-12:45 p.m.	ELAR	ELAR	Concurrent synchronous instruction
12:45-1:15 p.m.	ELAR	ELAR	Asynchronous instruction
1:15-2:00 p.m.	Interventions	Interventions	Concurrent synchronous instruction
2:00-2:45 p.m.	Interventions	Interventions	Concurrent synchronous instruction
2:45-3:35 p.m.	Science/Social Studies	Science/Social Studies	Asynchronous instruction
Second grade			
Time	Remote Learning	In-person	Form of Instruction
8:15-9:00 a.m.	Phonics	Phonics	Concurrent synchronous instruction
9:00-10:30 a.m.	ELAR	ELAR	Concurrent synchronous instruction
10:30-11:15 a.m.	P.E.	P.E.	Asynchronous instruction
11:15-11:45 a.m.	Interventions	Interventions	Asynchronous instruction

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11:45-12:30 p.m.	Lunch	Lunch	
12:30-2:00 p.m.	Math	Math	Concurrent synchronous instruction
2:00-2:50 p.m.	Science/Social Studies	Science/Social Studies	Asynchronous instruction
2:50-3:35 p.m.	Interventions	Interventions	Concurrent synchronous instruction

GRADES 3rd-5th

Students receive at least **180 + minutes** of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students. Campus administrators had an AM and PM zoom session for parents and students to review the safety and remote instruction plan before the first day of remote instruction. All schedules are in the District remote learning guidance document which has been displayed in the District website under the Back to School 20-21 webpage tab. In addition, the week before the first day of in-person learning, campus administration reviewed the transition plan to back to school learning.

Students will attend live sessions to receive Literacy development, phonics, mathematics, and intervention or enrichment. In addition, the classroom teacher will post additional assignments and activities using the Google Classroom platform. The Learning Management System (LMS) for this grade level is Google Classroom. During the designated “intervention time” the focus will be on response to intervention through small group instruction. Intervention will take place both through in-person and through ZOOM. Students will utilize Istation, Prodigy, Education Galaxy, Renaissance as well as other online resources for intervention and enrichment. In addition to these programs, fifth grade will also utilize Edusmart, Stemscopes and Epoch. Office hours will be available for tutoring and one to one instruction. Attendance will be taken daily in Skyward, as determined by the TEA definition of engagement. RTI groups in the afternoon are scheduled in such a way to provide additional individualized support to students.

3rd Grade			
Time	Remote Learning	In-person	Form of Instruction
8:15-9:45 a.m.	Math	Math	Concurrent synchronous instruction
9:45-10:15 a.m.	Interventions	Interventions	Asynchronous instruction
10:15-10:45 a.m.	Phonics	Phonics	Concurrent synchronous instruction
10:45-12:00 p.m.	Reading/ELA	Reading/ELA	Concurrent synchronous instruction
12:00-12:45 p.m.	Lunch	Lunch	

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12:45-1:15 p.m.	Writing	Writing	Concurrent synchronous instruction
1:15-2:00 p.m.	P.E.	P.E.	Asynchronous instruction
2:00-2:45 p.m.	Interventions	Interventions	Asynchronous instruction
2:25-3:35 p.m.	Science/Social Studies	Science/Social Studies	Asynchronous instruction

4th grade

Time	Remote Learning	In-person	Form of Instruction
8:15-9:45 a.m.	ELAR	ELAR	Concurrent synchronous instruction
9:45-10:30 a.m.	Writing	Writing	Concurrent synchronous instruction
10:30-11:15 a.m.	Interventions	Interventions	Asynchronous instruction
11:15-12:15 p.m.	Math	Math	Concurrent synchronous instruction
12:15-1:00 p.m.	Lunch	Lunch	Asynchronous instruction
1:00-1:30 p.m.	Math	Math	Concurrent synchronous instruction
1:30-2:00 p.m.	Interventions	Interventions	Asynchronous instruction
2:00-2:45 p.m.	P.E.	P.E.	Asynchronous instruction
2:45-3:35 p.m.	Science/Social Studies	Science/Social Studies	Asynchronous instruction

5th grade

Time	Remote Learning	In-person	Form of Instruction
8:00-9:50 a.m.	ELAR	ELAR	Concurrent synchronous instruction
9:50-10:29 a.m.	Social Studies	Social Studies	Concurrent synchronous instruction

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10:31-11:21 a.m.	Teacher Conference	Teacher Conference	
11:25-11:55 a.m.	Lunch	Lunch	
11:55-12:10 p.m.	Recess	Recess	Asynchronous instruction
12:10-2:00 p.m.	Math	Math	Concurrent synchronous instruction
2:00-3:50 p.m.	Science	Science	Concurrent synchronous instruction
3:50-4:30 p.m.	Teacher office hours/tutoring	Teacher office hours/tutoring	

6th grade	7th-8th grade	
7:55-8:45a.m. Period 1	8:00-8:55 a.m. Period 1	Students receive 240 + minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students. Campus administrators had an AM and PM zoom session for parents and students to review the safety and remote instruction plan before the first day of remote instruction. All schedules are in the District remote learning guidance document which has been displayed in the District website under the Back to School 20-21 webpage tab. In addition, the week before the first day of in-person learning, campus administration reviewed the transition plan to back to school learning.
8:47-9:37 a.m. Period 2	8:58-9:49 a.m. Period 2	
9:39-10:29 a.m. Period 3	9:52-10:46 a.m. Period 3	
10:31-11:21a.m. Period 4	10:46-11:37 a.m. Period 4	
	7th Grade	8th Grade
11:23-12:13 p.m. Period 5	11:40-12:31p.m. Period 5	11:37-12:17 p.m. Period 5 (Lunch)
12:13-1:13 p.m. Period 6 Lunch	12:31-1:11 p.m. Period 6 (Lunch)	12:20-1:11 p.m. Period 6

Students will attend live synchronous sessions for all core content subjects. For elective classes students will receive asynchronous instructional activities with some opportunities for synchronous instruction. In addition, the classroom teacher will post additional assignments and activities using Google Classroom platform. The Learning Management System (LMS) for this grade level is Google Classroom.

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1:16-2:06 p.m. Period 7	1:14-2:05 p.m. Period 7	Attendance will be taken daily in Skyward, as determined by the TEA definition of engagement.
2:08-2:58 p.m. Period 8	2:08-2:59 p.m. Period 8	
3:00-3:50 p.m. Period 9	3:02-3:53 p.m. Period 9	

9th-12th grade		
8:00-8:50 a.m. Period 1		Students receive 240 + minutes of both synchronous and/or asynchronous instruction each day.
8:54-9:49 a.m. Period 2		
9:53-10:43 a.m. Period 3		
Lunch A	Lunch B	Lunch C
10:43-11:18 a.m. Lunch 4A	10:47-11:37 a.m. Period 4	10:47-11:37 a.m. Period 4
11:22-12:12 p.m. Period 5	11:37-12:12 p.m. Lunch 5B	11:22-12:12 p.m. Period 5
12:16-1:06 p.m. Period 6	12:16-1:06 p.m. Period 6	12:31-1:06 p.m. Lunch 6C
1:10-2:00 p.m. Period 7		Students will attend live synchronous sessions for all core content subjects this will also include for Career and Technical education classes. For elective classes (fine arts/P.E.) students will receive asynchronous instructional activities with some opportunities for synchronous instruction. In addition, the classroom teacher will post additional assignments and activities using Google Classroom platform. The Learning Management System (LMS) for this grade level is Google Classroom.
2:04-2:54 p.m. Period 8		
2:58-3:58 p.m. Period 9		
		Attendance will be taken daily in Skyward, as determined

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	by the TEA definition of engagement.		
What are the expectations for teacher/student interactions?	<p>Students are expected to complete and turn in daily work to receive credit for the day. Students will regularly check Seesaw/Google Classroom for assignments and due dates. Assignments cannot be completed all in one day. Student progress will be tracked daily (assignments, activities, interaction with teacher, etc.). Students should communicate with their teacher(s) when they need assistance. Students in prek and Kinder have received IPADS for learning while students from 1st grade to 12th grade have received either a chromebook or laptop. Students will frequently use the Learning Management System assigned to them. Prek to 2nd grade will utilize Seesaw while 3rd grade to 12th grade will utilize Google Classroom. Teachers are expected to provide a full day of instruction either through synchronous or asynchronous activities. In addition, teachers will engage with and support students through classroom discussions, online lessons, and the completion of assignments. During the day, students will have access to all activities and will complete self-paced assignments independently. Teachers can track student login time and assignment completions and submissions via Seesaw and Google Classroom, and can tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support. Additional synchronous opportunities of interventions, small group instruction and office hours (where teachers can meet with students or answer student questions) are provided daily:</p> <ul style="list-style-type: none"> Interventions and small group instruction are conducted synchronously over video conferencing and are determined on as-needed basis by teachers based on student progress Office hours attendance is optional and based on student choice 		
How will teacher/student interactions be differentiated for students with additional learning needs?	<p>Interactions between teacher/students will be differentiated by promoting the continued use of the four language domains through the use of the English Language Proficiency Standards. Teachers may support and differentiate instruction through the use of small group/breakout rooms for concept refinement and attainment. Students will also be supported through a variety of designated supports that will ensure lessons delivered are accommodated and content is comprehensible.</p> <p>Students with disabilities will also have access to additional supports such as accommodations in the area of instructional materials.</p>		

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

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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-12	TEKS Resource System Sharon Wells Aleks Mentoring Minds Prodigy Khan Academy Cool Math Games ABC Mouse Pearlized Math	LMS-Google Classroom SeeSaw IStation District Assessments DMAC Kurzweil	Yes	Accommodations and/or modifications identified in the student's IEP or IAP per ARD, 504, or RTI committee Access to Supplement Aids For Specialized Support, access to Unique Learning Learning System. Supports for Student with Disabilities: https://bit.ly/3b00PTy Access to Kurzweil, an online software program that offers multi-sensory tools that assist with math. All resources provide flexibility for differentiation to meet individual students needs	Linguistic accommodations for identified English learners through the English Language Proficiency Standards as well as supports identified by the LPAC. All resources provide flexibility for differentiation to meet individual students needs
ELA Instructional Materials	K-12	TEKS Resource System Savvas - MyView Savvas - myPerspectives McGraw Hill - StudySync Education Galaxy Go Noodle Brainpop	LMS-Google Classroom SeeSaw IStation District Assessments DMAC Kurzweil Renaissance Learning	Yes	Accommodations and/or modifications identified in the student's IEP or IAP per ARD, 504, or RTI committee All resources provide flexibility for differentiation to meet individual students needs Supports for Student with Disabilities https://bit.ly/3b00PTy	Linguistic accommodations for identified English learners through the English Language Proficiency Standards as well as supports identified by the LPAC. All resources provide flexibility for differentiation to meet individual students needs

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		<p>National Geographic</p> <p>ABC Mouse</p> <p>Flocabulary</p>	<p>Istation</p>		<p>Access to Kurzweil, an online software program that offers multi-sensory tools that assist with ELA/Reading.</p> <p>Access to supplemental aids.</p>	
<p>Science Instructional Materials</p>	<p>K-12</p>	<p>Teks Resource System</p> <p>Stemscopes</p> <p>Savvas - Interactive Science</p> <p>McGraw Hill Biology - eStudent</p> <p>Physics - eStudent</p>	<p>LMS-Google Classroom</p> <p>SeeSaw</p> <p>District Assessments</p> <p>DMAC</p> <p>Kurzweil</p>	<p>Yes</p>	<p>Accommodations and/or modifications identified in the student's IEP or IAP per ARD, 504, or RTI committee</p> <p>All resources provide flexibility for differentiation to meet individual students needs</p> <p>Supports for Student with Disabilities https://bit.ly/3b00PTy</p> <p>Access to Kurzweil, an online software program that offers multi-sensory tools that assist with Science</p> <p>Access to supplemental aids</p>	<p>Linguistic accommodations for identified English learners through the English Language Proficiency Standards as well as supports identified by the LPAC.</p> <p>All resources provide flexibility for differentiation to meet individual students needs</p>
<p>Social Studies Instructional Materials</p>	<p>K - 12</p>	<p>Teks Resource System</p> <p>Savvas - MyWorld Social Studies</p>	<p>LMS-Google Classroom</p> <p>SeeSaw</p> <p>District Assessments</p>	<p>Yes</p>	<p>Accommodations and/or modifications identified in the student's IEP or IAP per ARD, 504, or RTI committee</p>	<p>Linguistic accommodations for identified English learners through the English Language Proficiency Standards as well as supports identified by the LPAC.</p>

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		McGraw Hill - Social Studies 7-12	DMAC Kurzweil		<p>All resources provide flexibility for differentiation to meet individual students needs</p> <p>Supports for Student with Disabilities</p> <p>https://bit.ly/3b00PTy</p> <p>Access to Kurzweil, an online software program that offers multi-sensory tools that assist with Social Studies.</p> <p>Access to supplemental aids</p>	All resources provide flexibility for differentiation to meet individual students needs
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Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	<p>All teachers had the opportunity to plan for ten consecutive days beginning the last week in May. The teachers were instructed to use their Year at a Glance, vertical alignment document, and Instructional focus documents from the TEKS Resource system to plan for instructional lessons for in-person and remote instruction (in the case we started the school year remotely.) Teachers also had access to professional development in the following areas to help them develop their asynchronous lessons: Pearson/Savvas Realize (K-5th grade ELA), McGraw-Hill StudySync (6th-12th grade ELA), G-Suite, Seesaw and Sharon Wells/Pearlized Math (K-5th grade math curriculum). In addition, all teachers from the grade level above and below met during this planning time to identify TEKS that were not fully covered in the Spring semester due to the pandemic. Teachers utilized this information in their planning to make sure to scaffold these TEKS in the first six weeks of the 20-21 school year. Teachers also utilized the Gap analysis tool available from the TEKS Resource Tool to also identify the specific TEKS covered each six weeks. In addition to the TEKS Resource System, teachers also used the following resources from Lead4ward: TEKS side by side document, Academic Vocabulary Document, Snapshot document and the Performance Level Descriptors from T.E.A. Teachers also had to create instructional videos and post them on the District Shared Google file along with their in-person and remote instruction lesson plans.</p> <p>As stated previously, students from PK-2nd grade will utilize Seesaw as their Learning Management System while students in 3rd-12th grade will use Google Classroom. Students will also have access to Istation, Stemsopes, Education Galaxy, Mindplay, and Renaissance Learning from grades PK-5th grade. These programs are inherently tailored to support self-paced, adaptive, and personalized student learning. This will support progress monitoring for all students as well. Students from K-5th grade will be able to utilize the Savvas Realize on-line features to access their ELA assignments while students in 6th-12th grade will be able to utilize the Mc-Graw Hill StudySync features to access their ELA assignments. Both of these on-line textbooks assignments can be linked to Seesaw and Google classroom for easy accessibility.</p>

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	<p>In addition, special education teachers in the life skills setting have access to Unique Learning System (ULS) and were provided with online professional development to support appropriate adaptation and instructional practices for asynchronous learning.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>In addition to the supports provided during instruction, English learners will be provided additional support for English language development and attainment through Summit K12. This software grants the students with additional opportunities to practice listening and speaking in an educational context. Students will have the capability to record and listen to their responses for added refinement language development skills. Rosetta Stone is also an additional support available to English learners who are in the early years of education in the U.S. Program reports will be utilized to monitor and support the development and progress of English learners. As part of the continued support for ELs, our campus administrators will be participating in TELPAS Academies. This will support campuses with an in-depth look at the various TELPAS domains and provide additional language and literacy development strategies.</p> <p>La Feria ISD continues to have instructional expectations for students with Individuals Education Plans (IEPs) and 504 Student Service Plans. Students requiring specialized support will continue to receive services and/or modifications specified by each student's individualized service plans. IEP amendments have been developed for students receiving Special Education services and support. Instructional support is differentiated to ensure our students with specialized support and learning needs are based on their individualized plans. Several resources, such as The Parent Handbook and local operating guidelines located on the district website, will provide special population support information.</p> <ul style="list-style-type: none"> • Students with an IEP or Service Plan will continue to receive support and access to accommodations and or/modifications specified by each student's service plan. • Special Education students will continue to have their IEPs monitored, and if there are any changes to the delivery as documented on the IEP, changes will be addressed via an ARD or an IEP Amendment. • Special Education Service providers will continue to document their services through their service logs. • Google Classroom, Google Voice, Classroom Dojo, Reminder, Zoom are several platforms to provide home learning instruction. • ARD meetings and 504 meetings will be held within the timeline through a virtual platform or teleconference. • Inclusion/Resource Services • Special Education teachers will continue to participate in PLC sessions. • Collaboration will occur between general education teacher and special education teachers • Inclusion support facilitation providers will provide instructional support through virtual classrooms during live sessions and will be available at scheduled times for intensive specialized support based on the student's IEP services. • Special education teachers will participate in PLC sessions with appropriate content areas. • Collaboration between general and special education teachers to ensure understanding of lesson expectations. <p>Specialized Low Incidence Disabilities Services</p>

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- Home learning instruction for a student with significant disabilities will continue as per the services documents on the student's IEP
- Instructional lessons will be designed for students to meet the IEP goals and objectives.
- Instruction will be provided virtually through access to different platforms, including Google Classroom, Google Voice, Class Dojo, Unique Learning Systems, Zoom, SeeSaw, etc.
- Special education teachers will connect with students virtually or via teleconferencing with students or parents to provide support.
- Prerecorded virtual lessons will be available for students.
- Virtual lessons will be available for the whole group or small group.

Specialized 18+ Plus Program (18+ Continuers)

- The LFISD 18+ will provide instruction using a virtual platform such as Zoom, Google Classroom, Google Voice
- Vocational lessons will be designed for students to meet IEP goals and objectives that include home hands-on activities
- No campus-based or community-based instruction will be provided until students can return to school
- Progress will be reported by IEP progress reports in place of grade reports, as commensurate with their peers

Related Services and Speech-Language Services

- Students that receive related or speech-language services scheduled telehealth services for Occupational Therapy, Physical Therapy, Counseling, and Speech and Language Services will be provided through the Zoom platform.
- Signed consent to receive telehealth will be obtained before the initiation of services.
- Specialized equipment will be available for students that have it documented on the IEP.

Homebound Services

- Students that qualify for Homebound services based on a medical recommendation by a licensed physician, with an IEP recommendation for Homebound services, special education teachers will make virtual contact through Zoom.
- For students who previously received homebound services but have an expired medical report, instructional services will be provided by the teachers and service providers. The student's instructional arrangement code may change through an IEP meeting since they may participate virtually in the general education classroom. Once face to face instruction begins, a medical report signed by a licensed physician will reinstate the student to receive the services from the Homebound teacher as per the student's IEP/ARD recommendations.
- For all special education student's eligibility for homebound services, services will be provided via distance learning through virtual platforms such as Google Classroom, Seesaw, and Zoom.
- Instructional material may be provided to supplement the virtual instruction.

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- For students that will receive remote homebound instruction due severe disabilities, the district, with the approval of a waiver request, will count the student in attendance for FSP funding purposes.
- Remote instruction will be provided by the special education teacher. The student's IEP plan will be followed and the instructional coding remains Homebound. Special education teachers will continue to use various platforms such as Seesaw, google classroom and Zoom to implement instruction. The Student Attendance Accounting Handbook (SAAH) to track attendance.

Special Education Instructional Assistants

- Instructional assistants will participate and provide support services to students through a virtual platform in the general education settings under the supervision of the teacher, according to the assigned student's schedule as determined by the student's IEP
- Instructional assistants will collaborate and communicate regularly with the student's case manager and teachers regarding student progress, needs, and/or any issues that may arise during the provision of services.
- Instructional assistants will implement the software of EasySped Tracker to document inclusion support services for the students that they will be working with

Progress Monitoring

- Special education teachers are required to complete differentiated lesson plans to meet the students' needs, whether it will be virtual or face-to-face instruction.
- Special education/dyslexia teachers should review each special education student's progress on their caseload weekly and determine if any additional supports may be needed for each student to continue to progress in the general education curriculum and/or on their IEP/student service plan goals and objectives.
- Teachers will provide more small group direct instruction, one to one instruction, and consistent check-ins.
- Special Education teachers will work in PLCs along with general education content teachers to develop adapted lesson plans that meet the accommodations and modifications outlined in each of the student's IEP.
- All students with an IEP will receive IEP progress reports at the end of the grading period commensurate with their peers.

Dyslexia Support

- Dyslexia teachers will meet virtually with dyslexia students for a minimum of 30 minutes daily.
- Dyslexia teachers will implement The Herman Method for all elementary students and Language! Live for all secondary students that receive dyslexia services through special education or 504.
- Documentation of contact logs will be kept to keep track and closely monitor all students with dyslexia for virtual learning.

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- Dyslexia teachers' training will be part of the regular training for teachers at the beginning of the year professional development and or throughout the year.

Social and Emotional Support

- Access to mental health, well being, and community building resources by the school counselors and the Licensed Specialized in School Psychology
- Licensed Specialized in School Psychologists will provide one to one check-in with family to ensure support for families

Social Worker

- Access to mental health, well-being, and community building resources provided by our School Counselors and or/LSSP
- School Social Worker will be providing 1-to-1 check-ins with families to ensure support in accessing asynchronous learning
- LSSP will work closely with School Counselors and teachers to identify the requisite supports for each student.

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?	Teachers must ensure that the daily interaction is connected to the assignments and content for that day's instruction. An interaction only counts for one day of instruction. Students will be expected to be in attendance daily and must follow their class/course

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schedule. The campus administration team will review all interactions daily. Students are expected to complete and turn in daily work to receive credit for the day. Students should regularly check Seesaw/Google Classroom for assignments and due dates. Assignments cannot be completed all in one day. Student progress will be tracked daily (assignments, activities, interaction with teacher, etc.). Students should communicate with their teacher(s) when they need assistance. Students not making progress, not completing academic packets or opting not to participate during closure, will be eligible for summer school. For promotion to the next grade level, students will need to have completed the requirements outlined in the La Feria ISD grading policy. Teachers will take and post attendance if students meet certain criteria. Attendance will be taken daily during virtual learning to ensure that students are actively engaged. Students earn daily attendance through daily engagement measure(s). To be considered present and not marked absent, students must meet one or more of the following:

- Daily progress in the Learning Management System (Seesaw, Google Classroom)
- Daily Progress via teacher-student interactions
- Completion/Turn-in of assignments from student to teacher (email, on-line, or mail)

Students who have not met at least one of these requirements for the day will be marked absent. However, if assignments are turned in during after hours of the same day (by 11:59 p.m. time stamped), teachers can amend attendance the following day (within a 24-hour window).

What is the system for tracking daily student engagement?

Student engagement will be tracked via one of the three outlined methods:

- Teacher interactions: As previously stated, students will have opportunities throughout the day to engage in synchronous and asynchronous learning activities with their teachers.
- Daily progress in the LMS: As stated previously, students from PK-2nd grade will utilize Seesaw as their Learning Management System while students in 3rd-12th grade will use Google Classroom. Students will access assignments, including assessments, projects, and communication through the LMS.
- Assignments submissions: students are expected to complete their assignments. Students will not be allowed to complete all of their assignments on one given day.

The District will allow the following formats to count as an “APPROPRIATE LEARNING INTERACTION” for the day.

Completed Google assignment	Any Completed G-suite application and extensions (PearDeck)	Any Completed Seesaw activity (pk-2)
Digital conference interaction (ZOOM/Google Meets/phone)	Emailed completed assignment	Submitted student video assignment, student work

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	Completed Canvas assignment	I-Station/AR Renaissance activity	Interaction through Class Dojo/Remind/Band App
	Completed assignments through Savvas Realize/Mc-Graw Hill StudySync	results from formative assessments (checkpoints, diagnostic assessments, district assessments, curriculum based assessments)	login data and progress information from District elearning platforms
How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?	<p>Assignment completion and submission are the same as on-campus learning and as outlined in the La Feria ISD District Handbook and policy. Both the remote learning option and the traditional in-person model will have the same grading and ranking policies. The schedules have been created to allow teachers to meet with students daily. Report cards will be distributed every six weeks. Campuses will use many data sources to determine individual student progress such as, district assessments, universal screenings, formative assessments, individual student goals, student learning objectives, etc. The La Feria ISD Grading Guidelines newest version will be accessible on the District website soon.</p>		
What is the system for tracking student academic progress?	<p>A system for tracking students' academic progress will be implemented and monitored. PK-2nd grade students will be administered assessments on a monthly basis in order to identify student needs, make instructional decisions and monitor student growth and progress. Students in grades 2nd - 8th grade will be administered a diagnostic assessment at the beginning, middle and end of the school year to determine students' academic achievement levels and provide targeted support in areas of need. This data will also be used to ensure instructional decisions and student progress checks are reviewed and revised as needed. Students in PK-12th grade will also be administered district created assessments every six weeks to monitor attainment and mastery of the Texas Essential Knowledge and Skills (TEKS). Data reports will be reviewed by district and campus administration and shared with teachers and parents. In addition to monitoring of students through diagnostic and district developed assessments, students' growth and progress will also be monitored by classroom teachers during instructional settings and classroom activities. Web-based programs used to assess student progress will be the following: IStation, Renaissance Star Reading, Virtual Reading Coach (MindPlay), Pearlized math unit assessments (K and 1st grade), Sharon Wells Math unit assessments (2nd-5th grade), Savvas Realize on-line assessment (elementary), Saxon Phonics (k-3rd grade) formative assessments, StudySync on-line assessment (6th-12th grade), District created assessments.</p>		
What is the system for providing regular (at least weekly) feedback to all students on progress?	<p>Students will receive immediate feedback during daily instruction; synchronous and asynchronous. Teachers will utilize a variety of platforms for immediate student feedback and parent/family communication such as Class DOJO, Remind, Band-Apps, Google Classroom, Canvas and/or Seesaw. Students will also access instructional software programs, which like the LMS, will provide real-time or nearly real-time instructional feedback on learning and assignments and supports the personalization of instruction to each individual student's needs. Students will also receive progress reports every three weeks and report cards every six.</p>		

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

Include a sample educator professional development schedule.

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

Component	Explanation			
How will both initial and ongoing, job-embedded educator development opportunities occur?	<p>Teachers had the opportunity to plan for ten days between the dates of May 25-June 5, 2020 to prepare for the 20-21 school year. Teachers were expected to 1) Participate in professional learning designed to improve classroom instruction and develop teacher leadership. Zoom sessions will be scheduled by the campus department head for that specific grade level. Zoom meeting information will be shared with the campus administrative team. 2) Participate in curriculum development, customization and revision as appropriate 3) Utilize the TEKS Resource system documents for aligning curriculum and development of lessons for the four content areas; English Language Arts, Math, Science and Social Studies where appropriate. 4) Use assessment results for future planning and curriculum development.</p> <p>In addition, teachers were expected to create the following products:</p> <ul style="list-style-type: none"> • 1st and 2nd six weeks lesson plans. YAG (year at a glance) for the entire year. Assessment calendar for the entire year. Documents will be “dropped” into the campus Google folder. • Remote lesson plans and instructional activities for the 1st and 2nd six weeks. Develop pre-recorded activities/lab, etc. Documents will be also “dropped” into the campus Google folder. • Acceleration plan for the 1st six weeks. (Plan on how to “catch” students up the first six weeks) • Campus participation in vertical planning. TEKS checklist not covered in 2019-2020 school year to share with grade/content level above (Please use planning document) <p>In addition to planning time for the new school year, teachers also participated in the following staff development webinars/instructional videos/ZOOM collaborations:</p>			
	MyView Refresher Training	Realize: Google Classroom (ELA on-line basal)	Google Classroom	Trauma Informed Care: School Counselors
	Google Meets	Mc-Graw Hill Study-Sync Zoom Training	Region One: New ELA TEKS for high school training	15 Tips and Tricks in Google Docs for beginners and Power Users
	Google Slides: The Complete Beginner’s	Google Slides: How to convert Powerpoint to	Google Forms: How to use Google Forms-Tutorials for	Mental Health ZOOM training: School Counselors

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Overview	Google Slides	Beginners	
Character Education ZOOM-School Counselors	Google Classroom	Google Docs	Loom/Screencastify
Pear Deck	How to link Google Classroom assignments to Savvas Realize	Google Extensions	TEKS Resource System Mastery (Backward Planning) in content areas in preparation for the 1st six weeks 2020021 school year

Teachers will also receive three days of staff development on August 18th-20th which is the week before remote instruction begins. The staff development will focus primarily on remote instruction and consist of the following topics:

What will Inclusion look like? (All paraprofessionals)	Pearlized/Sharon Wells Math Training	Easy Sped Tracker-Inclusion documentation	Google Classroom
Creating Teacher websites	Video Recording: Loom, Screencastomatic, FlipGrid, Pear Deck	Google Classroom Basic & Advanced	Using Pear Deck, Elmo, and Google forms for increased engagement in Remote Learning
Google Forms/Google spreadsheets/Google Forms	Saxon Phonics (K-3rd grade)	Seesaw (How to post announcements, assign activities, search for lessons in classroom library)	Remind 101/Doceri
How to create ZOOM links	Skyward Training/Gradebook and Attendance	ALL in Learning- Remote Learning, Data, etc. Quizlet Live!	Band App like a PRO

In addition, the District has staff development days embedded one day each six weeks in the academic calendar to provide teachers instructional support and training. Staff development surveys (Google forms) will be created and dispersed to teachers to identify what areas of instructional technology they are proficient in and what areas they need additional training.

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	On-going staff development will be provided during the school year. Upcoming trainings are as follows: Pearlized Math, Sharon Wells Math, Las Links training, Saxon Phonics, Seesaw, G-suite applications, Summit K-12, IStation,
How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	Teachers have had a variety of learning opportunities to plan for synchronous and asynchronous instruction. Beginning in May 2020, teachers attended the region one Planning for Mastery TEKS Resource system ZOOM sessions to prepare for the 1st six weeks of the 20-21 school year in the four content areas. The key areas addressed were the following: 1st six weeks backward planning, addressing critical learning standards, understanding rigor and content specificity, etc. In some areas, teachers were introduced to the COVID Gap implementation tool to identify which TEKS needed to be addressed in the first six weeks of the new school year. Elementary and Secondary ELA teachers also had the opportunity to participate in webinars to learn how to utilize the on-line features of their state adopted ELA textbook. K-5th grade will use the Savvas Realize on-line component while 6th-12th grade will use the Mc-Graw Hill StudySync component. In addition, teachers were able to practice linking assignments to their Learning Management Systems in preparation for remote instruction. Staff development in May and August introduced teachers to their learning management system and teachers were given opportunities to practice creating their digital classroom and practice in posting announcements, adding students, assigning classwork, etc. Pearlized and Sharon Wells Math curriculum lessons and assessments could now be accessed digitally and teachers were able to link and share these files with their students. Saxon phonics lessons are also accessible in a digital format. With both Seesaw and Google Classroom, student assignments could be easily accessed by teachers which enabled them to respond promptly and provide immediate feedback to students. Professional development in the area of Reading is also being provided to 2nd grade teachers across the district. Teachers will participate in the state reading academies and will be allowed to pace their training and learning for May 2021 completion.

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>Families will receive expectations and regular updates via campus and district websites, social media sites, and through auto-mass communication platform (School Messenger). Communication to families will be in both English and Spanish.</p> <p>Constant communication will flow between our staff and parents through Google Classroom, Seesaw, Class Dojo, Remind, Zoom, Google Meets, Band App, personal contact from teachers via email, or voice calls. It is paramount that LFISD students and families understand expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.</p>

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<p>What are the expectations for family engagement/support of students?</p>	<p>The LFISD remote instruction expectations for parent engagement and student support are:</p> <ul style="list-style-type: none"> ● Establish routines and expectations for your child/children which is aligned to their daily schedule. Consider lunch time, restroom breaks, and brain breaks. Plan regular opportunities to get up and move around, encourage exercise. ● Ensure that your children are eating a balanced diet each day, including fruits and vegetables. It is important that students get an appropriate amount of sleep each night. ● Choose a comfortable, quiet, and safe place for your child/children to learn. Eliminate as many distractions as possible. ● Communication is key. Maintain contact with teacher(s) regarding your child's progress and classwork via designated modes of communication. ● Support the use of technology tools to help access instruction. Regularly monitor your child's/children's online activity and learning progress. ● Have resources and materials available for successful completion of classwork (paper, pencils/pens, markers,etc.) ● Discuss assignment deadlines and daily work with your child/children. Review assignment details and expectations. Help students "own" their learning. Provide encouragement and support, but do not complete the child/children's work for them. ● Expect your child to read 20 minutes daily. ● Health, wellness, and social emotional needs must be a priority for all children during this time. Parents are encouraged to contact the school counselor if assistance is needed.
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>LFISD will provide families the following additional supports, training, and/or resources:</p> <ul style="list-style-type: none"> ● Technology devices to each student ● Hotspots for those needing internet ● Virtual Meet the Teacher and Safety/Remote Instructional Plan via Zoom (prior to the first day of school) ● Remote Instructional Plan for all online applications used by the district in English/Spanish ● Meals (breakfast and lunch) to all students to meet basic needs ● Counselors will provide and facilitate social-emotional sessions with students/families ● Teacher's daily conference hours to support the needs of individual parents ● Afterschool online tutoring sessions ● COVID-19 Family Help and Start Smart Playbook on district website ● Technical and Computer Helpdesk for parents and students ● Parent Helpline- available Monday-Sunday ● Parent and student guides/training videos (Google Classroom Basics, Zoom, Seesaw, setting up/ sending emails, Parent Portal Account, Report Card) in English and Spanish ● LFISD Instructional Cafe- forum that shares technology and instructional resources with community ● Newsletters (La Feria News, Lions Roar)- provides district updates, events, and services ● The Parent and Family Engagement Connection- electronic quarterly newsletter on FACE webpage, that provides information on a variety of topics, helpful tips and resources for parents. ● Lexi's Closet- community closet available to all students, that provides clothing and school supplies ● Parental trainings via zoom on Special Populations (MTSS/504/Dyslexia/Special Education)

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