

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.

- Appendix A: Sample Daily Elementary Schedules, PK-5
- Appendix B: Sample Daily Junior High Schedules, GR 6-8
- Appendix C: Sample Daily High School Schedule, GR 9-12

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Students in La Porte ISD are expected to engage in both asynchronous and synchronous learning each day.</p> <p>Elementary students are expected to engage in the scheduled content asynchronously for a minimum of 180 minutes per day. The elementary student schedule is determined by an estimated time duration per subject as opposed to designated time blocks of instruction. During the day, students will have access to all activities and complete self-paced assignments independently and in the order in which they prefer. Teachers will track student login time and assignment completions via Microsoft Teams, the district’s Learning Management System (LMS), and can tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support. The daily schedule includes the following time requirements:</p> <p><u>PK – 4th Grade</u></p> <ul style="list-style-type: none"> • 75 minutes of ELA • 75 minutes of Math • 60 minutes of Science (M/W/F) • 60 minutes of Social Studies (T/Th) • 50 minutes of Fine Arts/PE • 80 minutes of Differentiation (Special Education, Dyslexia, GT, EL, MTSS/Tutorials) • 115 Minutes of Office Hours • Small group instruction time is determined on as-needed basis by teachers based on student progress in LMS • Teachers are available during daily office hours for optional student/parent support and check-ins based on student need

5th Grade

- 70 minutes of ELA
- 70 minutes of Math
- 70 minutes of Science (M/W/F)
- 70 minutes of SS (T/Th)
- 50 minutes of Fine Arts/PE
- 80 minutes of Differentiation (Special Education, Dyslexia, GT, EL, MTSS/Tutorials)
- 115 minutes of Office Hours
- Small group instruction time is determined on as-needed basis by teachers based on student progress in LMS
- Teachers are available during daily office hours for optional student/parent support and check-ins based on student need

Secondary students are expected to log into every class that is labeled as synchronous and are expected to log in to asynchronous classes for a minimum of 240 minutes. All secondary students follow a daily schedule similar to a traditional, face-to-face schedule by period. In the synchronous period, students will receive direct, face-to-face instruction from their teacher with their entire class. Students will engage in traditional teaching activities such as notetaking, class discussions, group work, and various other assignments. During asynchronous periods, the teacher will provide activities as well as instruction, content acceleration, and interventions.

6th – 12th Grade

- 48 minutes of ELA
- 48 minutes of Math
- 48 minutes of Science
- 48 minutes of Social Studies
- 48 minutes of Fine Arts/PE
- 78 minutes of Office Hours
- Differentiated support services for ELs, Gifted and Talented, Dyslexia and Special Education are provided throughout the day, as appropriate
- Small group instruction time is determined on as-needed basis by teachers based on student progress in LMS
- Teachers are available during daily office hours for student/parent support and check-ins based on student need

Special education, Section 504, and homebound students are required to receive the academic content that their individual education plans (IEPs) have outlined. A contingency plan has been created with parent input for each student to be implemented when the student participates in virtual learning. Daily interaction for each student will be individualized with asynchronous and synchronous opportunities. All self-contained program special education students and homebound students will participate in face-to-face virtual interaction daily with their teachers and/or support staff. Interactions will range

	<p>from individual to whole class for socialization skills. Co-Teach and inclusion supports will take place within Teams breakout rooms to provide accommodations as recommended by ARD committees and Section 504 plans. Scheduled tutorial times will also be provided for additional student support.</p> <p>Homebound students will receive instruction in accordance with the Student Attendance Accounting Handbook requirements. The homebound teacher will meet with the students virtually for student support on assignments posted or delivered.</p>
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>The TEKS Resource System (TRS) will guide instruction as it is aligned with the TEKS. Each day, students will receive expected learning activities and assignments for completion in Microsoft Teams (LMS). During each instructional day, students are required to make progress towards the completion of assignments in both asynchronous and synchronous classes. In the elementary schedules as noted in Appendix A, elementary students will complete a minimum of 180 minutes of asynchronous learning. Instruction and activities will be completed primarily asynchronously, although students will receive direct synchronous instruction and support through whole group methods, interventions, small group instruction and office hours. Differentiation for Special Education, Dyslexia, Gifted and Talented, and English Learners is embedded in the daily instructional plan for elementary students.</p> <p>Secondary students participating in virtual instruction will receive a minimum of 240 minutes of instruction using both synchronous and asynchronous delivery methods. Students will be engaged in academic activities that must be completed daily. Progress will be monitored on a regular basis using multiple measures to include teacher-developed checkpoints, released state assessment materials, authentic products, etc. Classroom teachers will be responsible for ensuring progress of all assigned students.</p> <p>Students with disabilities will have multiple, flexible opportunities for engagement as well as synchronous interaction to enable the student to progress on their IEP. The schedule will be commensurate with their non-disabled peers. Students with disabilities and Section 504 students will be provided individualized accommodations and modifications. Students with higher needs will have support (longer and more frequent) from staff and access to additional resources to meet their needs and support their IEPs. Students have the opportunity for personalized support during agreed upon times throughout the day. During each instructional day, students would be required to make progress towards their IEP goals.</p> <p>Homebound students will receive the four hours of core content curriculum while meeting with the homebound teacher face-to-face virtually. This will take place on a scheduled basis at least twice weekly.</p> <p>English Language Learners will engage in both asynchronous and synchronous instructional methods. Teachers provide classroom accommodations and opportunities for differentiation in materials, instruction, and pacing. Paraprofessionals will support English Learners in general education classes through inclusion.</p>

	<p>Gifted and Talented trained teachers provide differentiated instruction in all core content areas for both elementary and secondary G/T students. At the elementary level, weekly, asynchronous and synchronous pull-out will occur in the area of critical and creative thinking. Elementary G/T students will also participate in the Texas Performance Standards Project (TPSP). In grades 6-12, G/T students will receive G/T services within their assigned classes. For example, G/T students scheduled in Pre-AP and AP classes are provided differentiated Instruction within these classes. G/T students will also continue to produce a TPSP project. Teachers providing G/T services have obtained at least the required 30 G/T PD hours in addition to the annual six-hour update.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Elementary students will have interactions with a teacher or support staff member (including Interventionists and instructional paraprofessionals) and peers daily through meetings, check-ins, and/or synchronous time in Microsoft Teams (LMS). Daily asynchronous, self-paced activities are provided to students each day. Teachers are expected to provide daily feedback.</p> <p>Office hours are provided to students and parents each school day. Teachers provide specified time for students and parents to ask questions and to seek clarification on instructional requirements. Attending office hours is not a requirement, but it is encouraged.</p> <p>Secondary teachers are expected to be logged into a Teams meeting every period whether they are synchronous or asynchronous so that they are available every period to meet with and interact with their students. Following the developed master schedule, teachers and support staff will be available to students in real time using multiple communication tools. These include but are not limited to the district LMS, telephone, email, Remind, etc.</p> <p>Self-contained program teachers of students with special needs are required to make a virtual face-to-face contact at least once per day with each of their students. These interactions will involve direct teach, guided practice and allow for support during independent work. Resource teachers, inclusion teachers, and co-teachers will regularly interact with students as set forth in each student's IEP.</p> <p>Homebound students will receive virtual instruction through coordination between the student's home campus, teacher of record and the homebound teacher.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>General education students needing support:</p> <ul style="list-style-type: none"> • Any student who requires additional support in general education will be monitored by the teacher of record as a student under the Multi-Tier System of Support (MTSS). • Through MTSS, the student will be provided specific interventions and supports based on their needs.

- If the student continues to struggle, then the interventions could be increased or the student could be referred for an evaluation.

For students in special education, the La Porte ISD plans to implement each student's IEP while progress monitoring for virtual learners.

General special education guidelines:

- Student IEPs including accommodations, modifications and services will be followed and implemented based on the student's contingency plan.
- Admission, Review and Dismissal (ARD) and Section 504 committee meetings will be held within timelines with all required members present virtually. The ARD will discuss a plan for virtual learning (contingency plan) and a face-to-face plan.
- Case managers are required to perform normal duties of preparing and ensuring distribution of needed paperwork to teachers for implementation of the student IEP

Self-contained special education program guidelines:

- All general guidelines are followed.
- Co-teach, Behavior Support Program (BSP), Social And Interpersonal Learning (SAIL), and Focus On Communication and Understanding of Skills (FOCUS), and inclusion special education paraprofessionals are added to every team and will have break out rooms available to administer any accommodations that a student may have.
- The special education paraprofessionals will also have separate teams that students are added to where they can come to that group and get help whenever they need it.

Homebound students (general education and special education):

- Homebound teacher will work collaboratively with classroom teachers to develop lessons and activities which are appropriate for each student.
- Homebound teacher and classroom teachers will work collaboratively to deliver virtual direct instruction and offline, independent activities to support learning objectives.
- Homebound teacher will review student's plan to determine what, if any, accommodations or modifications are appropriate for each student.
- For students receiving special education services, homebound teachers will communicate and collaborate with service providers to ensure the provision of instructional and related services as outlined in the IEP.
- As appropriate, students will be provided with task boxes containing hands-on materials and activities designed to reinforce learning objectives.

Gifted and Talented:

For elementary G/T students, teachers provide differentiated instruction in all core content areas. Weekly, asynchronous and synchronous pull-out will occur in the area of critical and creative thinking. Elementary G/T students will also participate in the TPSP. In grades 6-12, G/T students will receive G/T services within their assigned classes. For example, G/T students scheduled in Pre-AP and AP classes are provided differentiated instruction within these classes. Secondary G/T students will also continue to produce a TPSP project. All teachers providing G/T services have obtained at least the required 30 G/T PD hours in addition to the annual six-hour update.

English Learners:

English Learners have access to additional accommodations while accessing instructional materials. English learners are provided with support from instructional paraprofessionals. Scheduled time for each student will be based on his or her progress in the learning management system, Microsoft Teams. Students will have access to synchronous support during differentiation time. Asynchronous digital tool support will be provided to each English Learner. The digital resource system provides adaptive and self-paced lessons which adapt to student performance levels.

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?
<p>Math Instructional Materials</p>	<p>Pk-5</p>	<p>Envision (Savvas) Study Island Every Day Counts District Developed Curriculum Calendar TEKS Resource System</p>	<p>Curriculum Based Assessments (PK-5) District Developed Assessments (2-5) Every Day Counts Assessments (K-1) TEA Optional BOY Math Assessment (4-5) NWEA MAP Assessment (K-5)</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum Access to supplemental aids 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 student’s IEP UNIQUE Learning System and IXL for students in FOCUS programs (Life Skills) Development and distribution of task boxes containing hands on materials and asynchronous activities to reinforce instruction for students working on functional curriculum/prerequisite skills</p>	<p>Envision is available in both English and Spanish. Envision also includes an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction and designated supports for assessments will be determined by the LPAC committee. English Language Proficiency Standards are used to develop language goals for ELs.</p>

			<p>Circle Progress Monitoring (PK) Kindergarten Entry Assessment (K)</p> <p>STAAR Benchmark Assessments (3-5)</p>			
<p>Math Instructional Materials</p>	6-12	<p>Savvas (6-8, Alg. 1)</p> <p>HMH Go Math</p> <p>Khan Academy</p> <p>AP Classroom</p> <p>TEKS Resource System</p>	<p>Curriculum Based Assessments (Checkpoints) (6-12)</p> <p>District Based Assessments (Unit Assessments) (6-12)</p> <p>Eduphoria Aware</p> <p>MAP (6-7)</p> <p>Interim Assessments (6-12)</p>	Yes	<p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Access to supplemental aids</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 student’s IEP</p> <p>UNIQUE Learning System and IXL for students in FOCUS programs (Life Skills)</p> <p>Development and distribution of task boxes containing hands on materials and asynchronous activities to</p>	<p>Linguistic accommodations for instruction and designated supports for assessments will be determined by the LPAC committee.</p> <p>English Language Proficiency Standards are used to develop language goals for ELs.</p>

			TEA Optional BOY Math Assessment (6-9)		reinforce instruction for students working on functional curriculum/prerequisite skills	
ELA Instructional Materials	PK-5	<p>HMH</p> <p>Reading Eggs</p> <p>Study Island</p> <p>Accelerated Reading</p> <p>District Developed Assessments</p> <p>TEKS Resource System</p>	<p>Curriculum Based Assessments (PK-5)</p> <p>District Developed Assessments (2-5)</p> <p>TEA Optional BOY Reading Assessment (4-5)</p> <p>NWEA MAP Assessment (K-5)</p> <p>Circle Progress Monitoring (PK)</p> <p>Kindergarten Entry Assessment (K)</p>	Yes	<p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Access to supplemental aids</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 student’s IEP</p> <p>UNIQUE Learning System and IXL for students in FOCUS programs (Life Skills)</p> <p>Really Great Reading to support students with dyslexia</p> <p>Development and distribution of task boxes containing hands on materials and asynchronous activities to reinforce instruction for students</p>	<p>HMH is available in both English (Into Reading Texas), and Spanish (¡Arriba la Lectura!).</p> <p>HMH also includes an online hub that features English and Spanish materials (including videos and resources).</p> <p>Linguistic accommodations for instruction and designated supports for assessments will be determined by the LPAC committee.</p> <p>English Language Proficiency Standards are used to develop language goals for ELs.</p> <p>Summit Learning K-12</p>

			<p>TPRI Early Reading Assessment (1st – 2nd)</p> <p>Benchmark Assessment System (BAS) (PK-5)</p> <p>STAAR Benchmark Assessments (3-5)</p>		<p>working on functional curriculum/prerequisite skills</p>	
<p>ELA Instructional Materials</p>	<p>6-12</p>	<p>HMH (6-8)</p> <p>McGraw-Hill (9-12)</p> <p>AP Classroom</p> <p>Norton Anthologies (AP)</p> <p>Noodle (9-12) Tools</p> <p>Newsela (9-12)</p>	<p>Curriculum Based Assessments (Checkpoints) (6-12)</p> <p>District Based Assessments (Unit Assessments) (6-12)</p> <p>Eduphoria Aware</p> <p>MAP (6-7)</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Access to supplemental aids</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 student’s IEP</p> <p>UNIQUE Learning System and IXL for students in FOCUS programs (Life Skills)</p>	<p>Linguistic accommodations for instruction and designated supports for assessments will be determined by the LPAC committee.</p> <p>English Language Proficiency Standards are used to develop language goals for ELs.</p> <p>Summit Learning K-12</p>

		<p>Harris Co. Public Library Resources (9-12)</p> <p>IXL (7-8)</p> <p>TEKS Resource System</p>	<p>Interim Assessments (6-12)</p> <p>TEA Optional BOY Reading Assessment (6-10)</p>		<p>Really Great Reading to support students with dyslexia</p> <p>Development and distribution of task boxes containing hands on materials and asynchronous activities to reinforce instruction for students working on functional curriculum/prerequisite skills</p>	
<p>Science Instructional Materials</p>	<p>PK-5</p>	<p>STEMscopes</p> <p>Study Island</p> <p>District Developed Assessments</p> <p>TEKS Resource System</p>	<p>Curriculum Based Assessments (PK-5)</p> <p>District Developed Assessments (3-5)</p> <p>Circle Progress Monitoring (PK)</p> <p>Kindergarten Entry Assessment (K)</p> <p>STAAR Benchmark Assessments (5)</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Access to supplemental aids</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 student’s IEP</p> <p>UNIQUE Learning System and IXL for students in FOCUS programs (Life Skills)</p> <p>STEMscopes</p> <p>Development and distribution of task boxes containing hands on materials</p>	<p>STEMscopes is accessible online and features materials (including videos and resources) in both English and Spanish.</p> <p>Linguistic accommodations for instruction and designated supports for assessments will be determined by the LPAC committee.</p> <p>English Language Proficiency Standards are used to develop language goals for ELs.</p>

					and asynchronous activities to reinforce instruction for students working on functional curriculum/prerequisite skills	
Science Instructional Materials	6-12	<p>STEM Scopes (6-8);</p> <p>ConnectEd (9-12)</p> <p>Norton Field Guide (AP)</p> <p>Reading the World (AP Biology)</p> <p>Open Stacks (AP Biology)</p> <p>Edgenuity</p> <p>TEKS Resource System</p>	<p>Curriculum Based Assessments (Checkpoints) (6-12)</p> <p>District Based Assessments (Unit Assessments) (6-12)</p> <p>Eduphoria Aware</p> <p>Interim Assessments (8-12)</p> <p>TEA Optional BOY Reading Assessment (6)</p>	Yes	<p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Access to supplemental aids</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 student’s IEP</p> <p>UNIQUE Learning System and IXL for students in FOCUS programs (Life Skills)</p> <p>STEMscopes</p> <p>Development and distribution of task boxes containing hands on materials and asynchronous activities to reinforce instruction for students working on functional curriculum/prerequisite skills</p>	<p>Linguistic accommodations for instruction and designated supports for assessments will be determined by the LPAC committee.</p> <p>English Language Proficiency Standards are used to develop language goals for ELs.</p> <p>Summit Learning K-12</p>

<p>Social Studies Instructional Materials</p>	<p>PK-5</p>	<p>Studies Weekly District Developed Assessments TEKS Resource System</p>	<p>Curriculum Based Assessments (PK-5) District Developed Assessments (2-5) Circle Progress Monitoring (PK) Kindergarten Entry Assessment (K)</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Access to supplemental aids 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 student’s IEP</p> <p>UNIQUE Learning System and IXL for students in FOCUS programs (Life Skills)</p> <p>Development and distribution of task boxes containing hands on materials and asynchronous activities to reinforce instruction for students working on functional curriculum/prerequisite skills</p>	<p>Studies Weekly is available in both English and Spanish. Studies Weekly also includes an online hub that features English and Spanish materials.</p> <p>Linguistic accommodations for instruction and designated supports for assessments will be determined by the LPAC committee.</p> <p>English Language Proficiency Standards are used to develop language goals for ELs.</p>
<p>Social Studies Instructional Materials</p>	<p>6-12</p>	<p>Lead4ward (8) McGraw-Hill & Pearson (9-12) Pearson (6-8) Savvas (Gov’t)</p>	<p>Curriculum Based Assessments (Checkpoints) (6-12) District Based Assessments</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Access to supplemental aids</p> <p>Based on the student’s IEP, access to a certified special education teacher</p>	<p>Linguistic accommodations for instruction and designated supports for assessments will be determined by the LPAC committee.</p> <p>English Language Proficiency Standards are used to develop language goals for ELs.</p>

LA PORTE ISD ASYNCHRONOUS LEARNING PLAN

		<p>Wiley, Cengage, AMSCO, McGraw-Hill, Worth, AP Classroom (AP)</p>	<p>(Unit Assessments) (6-12)</p> <p>Eduphoria Aware; Interim Assessments (8-12)</p>		<p>or paraprofessional for synchronous in-class support services</p> <p>Accommodations and modifications to instructional materials applied according to student's IEP</p> <p>UNIQUE Learning System and IXL for students in FOCUS programs (Life Skills)</p> <p>Development and distribution of task boxes containing hands on materials and asynchronous activities to reinforce instruction for students working on functional curriculum/prerequisite skills</p>	<p>Summit Learning K-12</p>
--	--	---	---	--	--	-----------------------------

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>La Porte ISD will utilize the TEKS Resource System, the district’s aligned curriculum and our adopted instructional materials as the basis for our scope and sequence for students. Virtual students will follow the same scope and sequence and curriculum as face-to-face students. Following the same scope and sequence will allow for a smooth transition between face-to-face and virtual learning methods at the end of each grading period. All instructional materials are aligned to the (TEKS). Students have access to instructional materials within Microsoft Teams.</p> <p>Students have access to a number of instructional software resources for asynchronous learning. Digital software provides for self-paced, adaptive, and personalized student engagement.</p> <p>Based on results of formative assessments, instruction will be adjusted for needed interventions and/or extension of learning. We expect teachers to be readily available to students throughout the school day allowing for direct interaction between student and teacher when utilizing these materials. This interaction may occur in both large and small group settings.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Classroom teachers will provide one-to-one or small-group instruction as needed. English Learner (EL) teachers will collaborate with general education teachers to monitor and supplement instruction. Campus administration and Professional Learning Communities (PLCs) will monitor and evaluate student performance to determine additional supports and adjustments to the curriculum.</p> <p>Accommodations and modifications, as well as specially designed curriculum/instruction, will be provided to each student in accordance with the IEP. Individualized supports for students with specialized needs/services will be provided appropriately within the asynchronous learning environment as determined by each student's IEP.</p>

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>Elementary asynchronous students are expected to access reference materials and assignments for the day in Microsoft Teams. Teachers are required to provide clearly defined, measurable, and published assignments on Microsoft Teams each day for students to monitor their progress. Engagement expectations in Microsoft Teams vary by grade level as referenced in our sample schedules. Students are also encouraged to participate in synchronous sessions such as calendar time, small group instructions, and differentiation periods. Teachers will encourage students to participate in office hours for additional support and answers to questions they may have.</p>

	<p>Secondary students will be expected to participate in all scheduled synchronous instruction at the time specified. For periods scheduled as asynchronous, students will be expected to participate in live instruction; however, they will be required to engage in the curriculum prior to 11:59 PM. Engagement is defined as a legitimate attempt to access materials and complete assigned tasks.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Attendance is a critical data point for virtual learning and our ability to track student engagement. Students earn daily attendance through daily engagement measures. La Porte ISD engagement methods are listed below:</p> <ul style="list-style-type: none"> • Daily progress in Microsoft Teams (LMS) • Daily progress via teacher-student interactions • Completion and submission of assignments from student to teacher (potentially via email, online, or mail) <p>A student will be considered absent if the student does not have documented engagement with the LMS, daily contact with the teacher, and/or documentation of completion/turn-in of daily assignments. A teacher or campus representative will input the student’s daily attendance into the Student Information System (SIS) for the asynchronous method, based on the student’s daily engagement.</p> <p>At the elementary level, students will receive attendance credit for asynchronous work if they meet at least one of the La Porte ISD engagement methods listed above. Students must login to Microsoft Teams and submit daily assignments by 11:59 p.m. to be marked present for the day. Students who are not actively engaged and do not have documentation of completing the minimum targeted activities will be marked absent. Teachers will submit attendance for the previous day by 8:30 a.m.</p> <p>At the secondary level, for classes that are delivered synchronously, the student will actively engage in two-way/live instruction through Teams. If the student is not online during the scheduled session, he/she will be marked absent. For classes that are delivered asynchronously, students must login to Microsoft Teams and submit daily assignments by 11:59 p.m. to be marked present for the day.</p> <p>Teachers will be responsible for monitoring student attendance for synchronous and asynchronous delivery by personal interaction, communication, and student log data in the LMS. The district LMS monitors student engagement in the curriculum and participation in classes. Teachers also monitor students through direct communication via the LMS and other communication tools. Attendance clerks will verify student attendance/engagement weekly.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>As described above, teachers will monitor student engagement with the curriculum. Class schedules aligned with the regular daily bell schedule regardless of whether the student is participating face-to-face or virtually. Students are expected to log in to the LMS and make a legitimate effort to engage in the assigned task. Legitimate is determined by whether the student completed or made an effort to complete the assignment. Should the student not be able to complete the assignment, a good-faith effort to contact the teacher for assistance must take place.</p>

What is the system for tracking student academic progress?

Teachers will track and monitor student participation and engagement in the curriculum by utilizing the Microsoft Teams App (Insight). This app provides daily analytics regarding student engagement. Curriculum-based and other formative assessments will be used to monitor student mastery of the curriculum.

Elementary teachers will use a variety of additional means (both subjective and objective) to track and monitor student progress towards mastery of the curriculum including student conferences, projects/assignments, curriculum-based assessments, district checkpoints, and other formative assessment tools.

- Student Conferences: Each student will conference with their teacher on a routine basis in order track and monitor their progress and develop differentiation necessary to promote continued progress.
- Projects/Assignments: Teachers will grade and submit feedback on assignments/projects in a timely manner.
- Curriculum-Based Assessments: Used in accordance with each content area's scope and sequence to track and monitor student progress.
- Checkpoints: Scheduled periodically (3 weeks or 9 weeks) to track and monitor student progress within the grading period.
- BOY/MOY/EOY Assessments: Each grade level will be administered BOY/MOY/EOY assessments in accordance with district and state guidelines.
 - Circle Progress Monitoring: Prekindergarten
 - Kindergarten Entry Assessment (KEA): Kindergarten
 - TPRI: 1st
 - Benchmark Assessment System (BAS): K – 3rd
 - MAP Math: 1st – 5th
 - MAP Reading: 2nd – 5th
 - TEA BOY Assessment (Math and Reading): 4th – 5th
 - STAAR Benchmarks (Math 3rd – 5th, Reading 3rd – 5th, Science 5th)

Secondary teachers will use a variety of other means (both subjective and objective) to track and monitor student progress towards mastery of the curriculum including student conferences, projects/assignments, curriculum-based assessments, district checkpoints, and other formative assessment tools.

- Projects/Assignments: Teachers will grade and submit feedback on assignments/projects in a timely manner.
- Curriculum-Based Assessments: Used in accordance with each content area's scope and sequence to track and monitor student progress.
- Checkpoints: Scheduled periodically (3 weeks or 6 weeks) to track and monitor student progress within the grading period.
- BOY/MOY/EOY Assessments: Each grade level will be administered BOY/MOY/EOY assessments in accordance with district and state guidelines.
 - MAP Math: 6th & 7th

	<ul style="list-style-type: none"> ○ MAP Reading: 6th & 7th ○ TEA BOY Assessments (Math, Reading, Science, and English I): 6th - 9th ○ STAAR Interim Assessments <p>Results of all student progress monitoring tools will be utilized to inform instruction and develop specific interventions/enrichments based on individual student needs.</p> <p>Special education teachers track student progress through the student IEPs and progress reports. Progress on all IEPs is reviewed at each student’s annual Admission, Review and Dismissal meeting.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>The district will provide weekly participation reports to parents/guardians through the LMS. These reports are generated in the district LMS. Teachers are required to update and provide feedback weekly. Parents and students also have Home Access to the student gradebook. Teachers are required by policy and best practice to contact parents and guardians when students are struggling academically and/or behaviorally.</p> <p>Progress is communicated to parents of special education students through IEP progress reports concurrent with report cards each grading period.</p>

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

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>La Porte ISD began refining our Blended Learning Instructional Model in the spring of 2020. Over the summer, our Instructional Technology Specialists developed a variety of online professional development opportunities to support blended learning and Microsoft Teams, the district’s LMS. The intent behind the PD courses was to support teachers in the virtual, asynchronous learning environment. Summer PD courses included the following:</p> <ul style="list-style-type: none"> • OneNote Staff Notebook: Tools for staff collaboration • OneNote Class Notebook: A teacher’s all-in-one notebook for students • Getting started with OneNote • Creating a collaborative learning environment with Microsoft Teams • Supporting learning initiatives with Staff Teams • Supporting equity in a remote learning environment • Building strong student/teacher connections in a remote learning environment • Flipped instruction with PowerPoint Recorder • Microsoft Forms: creating authentic assessments • Fostering a dynamic remote learning environment with student-centered tools • Office 365 Teacher Academy • Getting started with Office 365 and Windows for Leadership (Admin) • Getting started with Office 365 and Windows (Teachers/Staff) • OneNote Teacher Academy • Getting started with Office 365 and Windows (Teachers/Staff) <p>In addition, all new teachers to the district participated in a week-long pre-service, receiving instructional technology PD including the following:</p> <ul style="list-style-type: none"> • Acceptable Use Guidelines and Copyright • Social Media Guidelines • How to Access Office 365 • Basic Overview of Office 365 Apps • Demo OneDrive • Accessing E-School

	<ul style="list-style-type: none"> • Use of OneNote Technology Manual • TEKS Resource System • Digital Resources – Textbooks, Clever • Intro to Microsoft Teams • Eduphoria • Aware • Forethought, Strive • Relay Classroom • Fundamental Five • SMART Goals • Social and Emotional Learning • Overview of special education and Section 504 <p>Prior to the first day of school, all teachers were supported and provided professional development opportunities to expand their knowledge and skills in virtual teaching and learning, specifically asynchronous learning. Two full days were dedicated to professional development in virtual teaching and learning based on a specific Needs Assessment for both elementary and secondary teachers. The district Instructional Technology Specialists provided live, virtual PD highlighting digital tools and resources to support our asynchronous learning model. Teachers were afforded time to develop asynchronous lessons and practice with their peers before school started on August 19. In addition, teacher PLC teams worked together to ensure that individual classroom technology was setup and working properly.</p> <p>Campus and district administrators as well as instructional coaches will continue to support and mentor teachers throughout the school year and provide feedback on practices, embedded training, frequent observations, and real-time feedback.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>As described above, La Porte ISD began providing professional development for teachers in spring 2020. Based upon the data gathered from instructional staff as well as student participation, the district determined the needs for professional development for professional and support staff.</p> <p>Prior to the first day of school, the initial professional development training was focused on the educators’ proficiencies with the Microsoft Teams platform and providing training in the delivery of instruction using the components of the LMS. Educators received professional development to support the delivery of their specific course content. Using the LMS, the educators received additional training on how to gather data from the LMS to inform future lesson planning.</p>

	<p>After the school year started, professional development for the elementary and secondary teachers is primarily embedded during their school day with the assistance from the Instructional Technology Specialists and instructional coaches. The campus teachers participate in professional learning communities comprised of general education teachers, special education teachers, interventionists, and administrators. This dedicated time affords the Instructional Technology Specialists and the instructional coaches to provide specific professional development for meet the needs of each campus and/or teacher.</p> <p>Specific professional development is continually provided for support staff to include interventionists, gifted and talented teachers, special education teachers and paraprofessionals based upon their instructional roles.</p> <p>Content specific professional development is ongoing, delivered through the professional learning communities and calendared professional development days, ensuring high-quality, robust instruction.</p>
--	--

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

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>The district has utilized multiple means of communication. We posted our asynchronous instructional plan on our district website outlining how we would implement instruction during virtual learning. The district reported to the School Board with subsequent news releases, callouts and postings on social media platforms to inform parents about virtual parent training opportunities, resources and training videos. Additionally, all campus principals conducted live, virtual meetings through Teams (LMS) or WebEx detailing what parents and students could expect with regard to their student’s asynchronous schedules, how students would receive and submit assignments, how students would meet with their teachers and classmates online, and how students could connect with their teachers outside of class time.</p> <p>The district and campus leaders also created a Virtual Student-Parent Handbook to support LPISD’s asynchronous learning model. The virtual handbook explains the district’s expectations for asynchronous and synchronous learning.</p> <p>For example, La Porte ISD expectations for asynchronous learning:</p> <ul style="list-style-type: none"> • Complete asynchronous activities assigned each day. • Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning (e.g. video, picture, or activities submitted as lessons and/or completing assignments). • Not all lessons have a graded assignment. There will be teacher discretion on the number of graded assignments, as they follow the La Porte ISD grading guidelines.

	<ul style="list-style-type: none"> • Students and parents will communicate with the teacher when needing additional assistance. <p>At the campus level, parents are encouraged to access daily lessons through Teams (LMS) and monitor student progress through the Home Access system. Campus principals will continue to offer ongoing virtual parent meetings throughout the semester.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>La Porte ISD families have access to a student and parent portal on our LPISD website for support. All campuses conducted parent meetings to discuss Microsoft Teams where their student’s assignments will reside. The campuses will continue to hold informational meetings with our parents and students.</p> <p>Parents and students will:</p> <ul style="list-style-type: none"> • Virtually attend campus and district meeting opportunities for support. • Log onto the LMS daily for assignments. • Check for announcements and feedback from your teachers, regularly monitor the Microsoft platforms: Teams, Outlook, Calendar, etc. • Establish daily routines for engaging in asynchronous and synchronous learning experiences as assigned. • Monitor official communication from the school regarding evidence that your child is on track with assignments and coursework. • Communicate with the school any technical issues with online learning. • Notify the school if there are any concerns about a student’s social and emotional well-being. <p>Ongoing communication between home and school is a priority for student success.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>La Porte ISD staff will continue to monitor family engagement and respond to families in a timely manner. Announcements and resources for students and families will be posted on our website and within Microsoft Teams. Communication on district-wide events and activities will be shared with the local media and released through social media platforms.</p> <p>District and campus administrators will collaborate to provide families with ongoing support opportunities. Families will have several supports and resources available to ensure successful student engagement.</p> <p>La Porte ISD will provide:</p> <ul style="list-style-type: none"> • community resources for academic and health and human services • opportunities for parents to engage with campus and district administrators • differentiation opportunities for students to engage with the curriculum

- | | |
|--|---|
| | <ul style="list-style-type: none">• family engagement opportunities to provide targeted support for general education, English Learners, and special education students and parents• time for students and parents to reach out to classroom teachers during scheduled office hours• access to the LPISD Technology Helpdesk where students and parents can address technology needs• On demand technology training videos for students and parents on the district's website• Drive-in Learning free access to the district's Wi-Fi on various campuses throughout the school district |
|--|---|

Appendix A: Sample Daily Elementary Schedules, PK-5

Prekindergarten

Time	Activity	Instructional Minutes
7:30 – 8:00	Office Hours <ul style="list-style-type: none"> • Student/Parent Support • Individual Check Ins 	
8:00 – 8:30	TEAMS Check In <ul style="list-style-type: none"> • Review Daily Exceptions 	
8:30 – 9:45	ELA Block <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	75 Minutes
9:45 – 11:00	Math Block <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	75 Minutes
11:00 – 12:00	Lunch/Recess	
12:00 – 12:55	PE/Fine Arts <ul style="list-style-type: none"> • Asynchronous Instruction Daily <ul style="list-style-type: none"> ○ 25 minutes PE ○ 25 minutes Fine Arts 	50 Minutes (T. Office Hours)
12:55 – 1:20	Differentiation <ul style="list-style-type: none"> • SpEd, Dyslexia, GT, EL, MTSS/Tutorials 	25 Minutes
1:20 – 2:20	Science (M/W/F)/SS (T/Th) Block <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	60 Minutes
2:20 – 3:15	Differentiation <ul style="list-style-type: none"> • SpEd, Dyslexia, GT, EL, MTSS/Tutorials 	55 Minutes
3:15 – 3:45	Office Hours <ul style="list-style-type: none"> • Student/Parent Support • Individual Check Ins 	

Kindergarten

Time	Activity	Instructional Minutes
7:30 – 8:00	Office Hours <ul style="list-style-type: none"> • Student/Parent Support • Individual Check Ins 	
8:00 – 8:30	TEAMS Check In	
8:30 – 9:45	ELA Block <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	75 Minutes
9:45 – 11:00	Math Block <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	75 Minutes
11:00 – 12:00	Lunch/Recess	
12:00 – 12:25	Differentiation <ul style="list-style-type: none"> • Special Education, Dyslexia, GT, EL, MTSS/Tutorials 	25 minutes
12:25 – 1:20	PE/Fine Arts <ul style="list-style-type: none"> • Asynchronous Instruction Daily <ul style="list-style-type: none"> ○ 25 minutes PE ○ 25 minutes Fine Arts • Synchronous Opportunities <ul style="list-style-type: none"> ○ PE – 1 Day per Week ○ Music – 1 Day per Week 	50 Minutes (T. Office Hours)
1:20 – 2:20	Science (M/W/F)/SS (T/Th) Block <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	60 minutes
2:20 – 3:15	Differentiation <ul style="list-style-type: none"> • Special Education, Dyslexia, GT, EL, MTSS/Tutorials 	55 minutes
3:15 – 3:45	Office Hours <ul style="list-style-type: none"> • Student/Parent Support • Individual Check Ins 	

1st Grade

Time	Activity	Instructional Minutes
7:30 – 8:00	Office Hours <ul style="list-style-type: none"> • Student/Parent Support • Individual Check Ins 	
8:00 – 8:30	TEAMS Check In <ul style="list-style-type: none"> • Review Daily Exceptions 	
8:30 – 9:45	ELA Block <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	75 Minutes
9:45 – 11:00	Math Block <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	75 Minutes
11:00 – 12:00	Lunch/Recess	
12:00 – 1:20	Differentiation <ul style="list-style-type: none"> • Special Education, Dyslexia, GT, EL, MTSS/Tutorials 	80 minutes
1:20 – 2:15	PE/Fine Arts <ul style="list-style-type: none"> • Asynchronous Instruction Daily <ul style="list-style-type: none"> ○ 25 minutes PE ○ 25 minutes Fine Arts • Synchronous Opportunities <ul style="list-style-type: none"> ○ PE – 1 Day per Week ○ Music – 1 Day per Week 	50 Minutes (T. Office Hours)
2:15 – 3:15	Science (M/W/F)/SS (T/Th) Block <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	60 minutes
3:15 – 3:45	Office Hours <ul style="list-style-type: none"> • Student/Parent Support • Individual Check Ins 	

2nd Grade

Time	Activity	Instructional Minutes
7:30 – 8:00	Office Hours <ul style="list-style-type: none"> • Student/Parent Support • Individual Check Ins 	
8:00 – 8:30	TEAMS Check In	
8:30 – 9:00	Differentiation <ul style="list-style-type: none"> • Special Education, Dyslexia, GT, EL, MTSS/Tutorials 	30 minutes
9:00 – 9:55	PE/Fine Arts <ul style="list-style-type: none"> • Asynchronous Instruction Daily <ul style="list-style-type: none"> ○ 25 minutes PE ○ 25 minutes Fine Arts • Synchronous Opportunities <ul style="list-style-type: none"> ○ PE – 1 Day per Week ○ Music – 1 Day per Week 	50 Minutes (T. Office Hours)
9:55 – 11:10	ELA Block <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	75 Minutes
11:10 – 12:10	Lunch/Recess	
12:10 – 1:25	Math Block <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	75 Minutes
1:25 – 2:25	Science (M/W/F)/SS (T/Th) Block <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	60 minutes
2:25 – 3:15	Differentiation <ul style="list-style-type: none"> • Special Education, Dyslexia, GT, EL, MTSS/Tutorials 	50 minutes
3:15 – 3:45	Office Hours <ul style="list-style-type: none"> • Student/Parent Support • Individual Check Ins 	

3rd Grade Team (Math and Science/ELA and Social Studies)

Time	Activity	Instructional Minutes
7:30 – 8:00	Office Hours <ul style="list-style-type: none"> • Student/Parent Support • Individual Check Ins 	
8:00 – 8:30	TEAMS Check In	
8:30 – 8:40	Differentiation <ul style="list-style-type: none"> • Special Education, Dyslexia, GT, EL, MTSS/Tutorials 	10 minutes
8:40 – 9:55	ELA Block (T1/Gr1)/Math Block (T2/Gr2) <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	75 Minutes
9:55 – 10:50	PE/Fine Arts <ul style="list-style-type: none"> • Asynchronous Instruction Daily <ul style="list-style-type: none"> ○ 25 minutes PE ○ 25 minutes Fine Arts • Synchronous Opportunities <ul style="list-style-type: none"> ○ PE – 1 Day per Week ○ Music – 1 Day per Week 	50 Minutes (T. Office Hours)
10:50 – 11:10	Differentiation <ul style="list-style-type: none"> • Special Education, Dyslexia, GT, EL, MTSS/Tutorials 	20 minutes
11:10 – 12:10	Lunch/Recess	
12:10 – 1:25	ELA Block (T1/Gr2)/Math Block (T2/Gr1) <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	75 Minutes
1:25 – 1:55	Science (T1/Gr1)/SS (T2/Gr2) <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	30 minutes
1:55 – 2:25	Science (T1/Gr2)/SS (T2/Gr1) <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	30 minutes
2:25 – 3:15	Differentiation <ul style="list-style-type: none"> • Special Education, Dyslexia, GT, EL, MTSS/Tutorials 	30 minutes
3:15 – 3:45	Office Hours <ul style="list-style-type: none"> • Student/Parent Support • Individual Check Ins 	

4th Grade Team (Math and Science/ELA and Social Studies)

Time	Activity	Instructional Minutes
7:30 – 8:00	Office Hours <ul style="list-style-type: none"> • Student/Parent Support • Individual Check Ins 	
8:00 – 8:30	TEAMS Check In	
8:30 – 9:45	ELA Block (T1/Gr1)/Math Block (T2/Gr2) <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	75 Minutes
9:45 – 11:00	ELA Block (T1/Gr2)/Math Block (T2/Gr1) <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	75 Minutes
11:00 – 11:30	Differentiation <ul style="list-style-type: none"> • Special Education, Dyslexia, GT, EL, MTSS/Tutorials 	30 minutes
11:30 – 12:30	Lunch/Recess	
12:30 – 1:00	Science (T1/Gr1)/SS (T2/Gr2) <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	30 minutes
1:00 – 1:30	Science (T1/Gr2)/SS (T2/Gr1) <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	30 minutes
1:30 – 2:20	Differentiation <ul style="list-style-type: none"> • Special Education, Dyslexia, GT, EL, MTSS/Tutorials 	50 minutes
2:20 – 3:15	PE/Fine Arts <ul style="list-style-type: none"> • Asynchronous Instruction Daily <ul style="list-style-type: none"> ○ 25 minutes PE ○ 25 minutes Fine Arts • Synchronous Opportunities <ul style="list-style-type: none"> ○ PE – 1 Day per Week ○ Music – 1 Day per Week 	50 Minutes (T. Office Hours)
3:15 – 3:45	Office Hours <ul style="list-style-type: none"> • Student/Parent Support • Individual Check Ins 	

5th Grade Team (Math, ELA/Social Studies and Science)

Time	Activity	Instructional Minutes
7:30 – 7:50	Office Hours <ul style="list-style-type: none"> • Student/Parent Support • Individual Check Ins 	
7:50 – 8:05	TEAMS Check In	
8:05 – 9:00	PE/Fine Arts <ul style="list-style-type: none"> • Asynchronous Instruction Daily <ul style="list-style-type: none"> ○ 25 minutes PE ○ 25 minutes Fine Arts • Synchronous Opportunities <ul style="list-style-type: none"> ○ PE – 1 Day per Week ○ Music – 1 Day per Week 	50 Minutes (T. Office Hours)
9:00 – 10:10	ELA (Cl. 1)/Math (Cl. 2)/Science (M, W, F)/SS (T, Th) (Cl. 3) <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	70 Minutes
10:10 – 11:20	ELA (Cl. 2)/Math (Cl. 3)/ Science (M, W, F)/SS (T, Th) (Cl. 1) <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	70 Minutes
11:20 – 12:20	Lunch/Recess	
12:20 – 12:50	Differentiation <ul style="list-style-type: none"> • Special Education, Dyslexia, GT, EL, MTSS/Tutorials 	30 minutes
12:50 – 2:00	ELA (Cl. 3)/Math (Cl. 1)/ Science (M, W, F)/SS (T, Th) (Cl. 2) <ul style="list-style-type: none"> • Asynchronous Direct Instruction • Asynchronous Independent Work • Asynchronous Tech App • Synchronous Whole Group • Synchronous Small Group 	70 Minutes
2:00 – 3:15	Differentiation <ul style="list-style-type: none"> • Special Education, Dyslexia, GT, EL, MTSS/Tutorials 	50 minutes
3:15 – 3:45	Office Hours <ul style="list-style-type: none"> • Student/Parent Support • Individual Check Ins 	

Appendix B: Sample Daily Junior High Schedules, GR 6-8

Virtual Learning Model

Asynchronous/Synchronous Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Math TX History Fine Arts Enrichment	Synchronous ELA Reading ELA Writing Science PE/Athletics Enrichment	Synchronous Math TX History Fine Arts Enrichment	Synchronous ELA Reading ELA Writing Science PE/Athletics Enrichment	Asynchronous All class periods meet. Enrichment: Character Ed lessons.
Asynchronous ELA Reading ELA Writing Science PE/Athletics	Asynchronous Math TX History Fine Arts	Asynchronous ELA Reading ELA Writing Science PE/Athletics	Asynchronous Math TX History Fine Arts	

Bell Schedule

Bell Schedule		
Period	Time	Duration
1 st Period	8:30 – 9:20	50 minutes
2 nd Period	9:24 – 10:12	48 minutes
3 rd Period	10:16 – 11:04	48 minutes
4 th Period	11:08 – 12:46	A 11:12 – 11:42
		B 11:44 – 12:14
		C 12:16 – 12:26
5 th Period	12:50 – 1:38	48 minutes
6 th Period	1:42 – 2:30	48 minutes
7 th Period	2:34 – 3:26	48 minutes
8 th Period Enrichment	3:30 – 4:00	30 minutes

Bell Schedule (Friday)		
Week 1 – 8/21		
Week 2 – 8/28		
Week 3 – 9/4		
Period	Time	Duration
1 st Period	8:30 – 9:00	30 minutes
2 nd Period	9:04 – 9:34	30 minutes
3 rd Period	9:38 – 10:08	30 minutes
4 th Period	10:12 – 10:42	30 minute
5 th Period	10:46 – 11:16	30 minutes
6 th Period	11:20 – 11:50	30 minutes
7 th Period	11:54 – 12:24	30 minutes
8 th Period Enrichment	12:28 – 12:58	30 minutes

Appendix C: Sample Daily High School Schedule, GR 9-12

	Monday	Tuesday	Wednesday	Thursday	Friday
1 st Period - 7:10-7:55	Synchronous	Asynchronous	Synchronous	Asynchronous	Asynchronous
2 nd Period - 8:02-8:47	Asynchronous	Synchronous	Synchronous	Synchronous	Asynchronous
3 rd Period - 8:54-9:39	Synchronous	Asynchronous	Synchronous	Asynchronous	Asynchronous
4 th Period - 9:45-10:31	Asynchronous	Synchronous	Asynchronous	Synchronous	Asynchronous
Bulldog - 10:38- 11:10	Synchronous	Asynchronous	Synchronous	Asynchronous	Asynchronous
5 th Period - 11:17- 12:51	Asynchronous	Synchronous	Asynchronous	Synchronous	Asynchronous
Lunch A - 11:14- 11:44	N/A	N/A	N/A	N/A	N/A
Lunch B - 11:47 -12:17	N/A	N/A	N/A	N/A	N/A
Lunch C - 12:20-12:50	N/A	N/A	N/A	N/A	N/A
6 th Period - 12:58 - 1:43	Synchronous	Asynchronous	Synchronous	Asynchronous	Asynchronous
7 th Period - 1:50-2:35	Asynchronous	Synchronous	Asynchronous	Synchronous	Asynchronous