



## 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 the 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.



**Elementary Schedule for Grade Bands PK - 2<sup>nd</sup> Grade** - This schedule will be followed by Remote Asynchronous and Face-to-Face Learners to ensure consistency in instructional programming.

| <b>Daily Schedule for Pre-Kindergarten - 2<sup>nd</sup> Grade</b>   |   |  |   |
|---|---|--|---|
| <b>Pre-Kindergarten</b>   | <b>Kindergarten</b>   | <b>First</b>   | <b>Second</b>                                     |
| 7:45- 8:05<br><br>Pledge<br><br>8:05 - 8:20<br><br>Recess   | 7:45 - 8:30<br><br>Pledge &<br><br>Physical Education   | 7:45 - 8:05<br><br>Pledge<br><br>Mindfulness         | 7:45 - 8:05<br><br>Pledge<br><br>Mindfulness      |
| 8:30 - 9:10<br><br>Specials<br><br>Rotate one each day<br>(Music, Art, Theatre,<br>Library, Technology)                   | 8:35- 9:15<br><br>Eagle Time /<br>Interventions<br><br>(Synchronous<br>Opportunity with<br>teacher/interventionist)<br>40 Minutes | 8:05 - 9:05<br><br>Success for All - TEKS<br>Aligned | 8:05 - 9:05<br><br>Success for All - TEKS Aligned |
| 9:10 - 9:25<br>Read Aloud<br>9:25 - 9:55<br>Alphabet/Journals<br><br>9:55 - 10:10<br>Rhyme Time<br><br>10:10-10:25 Recess | 9:15 - 9:45<br>Math<br>9:45 - 10:00<br>Brain Break / Recess<br>10:05 - 10:25<br>Math (Continued)                                  | 9:10 - 10:00<br>Math                                 | 9:05-10:50<br>Math                                |
| 10:25- 11:30<br><br>Order based on Class<br>Schedule<br><br>Lunch (30 minutes)<br><br>Math (30 minutes)                   | 10:25- 10:40<br><br>Brain Break / Recess  | 10:00 - 10:45<br><br>Physical Education              | 10:50 - 11:35<br><br>Physical Education           |



| <b>Pre-Kindergarten</b>  | <b>Kindergarten</b>   | <b>First</b>   | <b>Second</b>   |
|--|---|--|---|
| 11:35 - 11:45<br>Recess / Brain Break                                      | 10:45 - 11:30<br>Success for All  | 10:50 - 11:15<br>Math (Continued)  | 11:40 - 12:20<br>Eagle Time (Interventions)   |
| 11:45 - 12:20<br>ELAR<br>Read Aloud  | 11:35 - 12:45<br>Order based on Class Schedule<br>Lunch (30 minutes)<br>Theme and Rhyme Time (30 Minutes) | 11:15 - 12:15<br>Recess (10 minutes)<br>Specials<br>Rotate one each day (Music, Art, Theatre, Library, Technology)                                   | 12:25 - 1:45<br>Recess/ Brain Break<br>Lunch  |
| 12:20 - 1:05<br>Physical Education   | 12:45 - 1:50<br>Write Away<br>STaR Story<br>Science / Social Studies                                      | 12:20 - 1:35<br>Order based on Class Schedule<br>Lunch (30 minutes)<br>ELA (40 minutes)  | 1:15 - 1:45<br>Specials<br>Rotate one each day (Music, Art, Theatre, Library, Technology) |
| 1:10 - 1:50<br>Brain Time<br>1:55 - 2:10<br>Recess / Snack                 | 1:55 - 2:35<br>Specials<br>Rotate one each day (Music, Art, Theatre, Library, Technology)                 | 1:35 - 2:35<br>Recess/Brain Break (15 minutes)<br>Eagle Time /Interventions<br><br>(Synchronous Opportunity with teacher/interventionist) 45 Minutes | 1:55 - 2:35<br>ELA  |
| 2:10 - 3:15<br>Frog Street Press, TEKS and Theme aligned Centers & Closing | 2:35 - 3:15<br>Recess / Brain Break / Math  | 2:35 - 3:15<br>Social Studies / Science and Class Council  | 2:35 - 3:15<br>Science / Social Studies / Class Council                                   |



| <b>Daily Schedule for 3rd - 5<sup>th</sup> Grade</b><br><b>Remote Asynchronous and Face to Face</b> |   |  |
|---|---|--|
| <b>Third</b>  | <b>Fourth</b>   | <b>Fifth</b>   |
| 7:45- 8:00<br>Pledge<br>Mindfulness   | 7:45- 8:00<br>Pledge<br>Mindfulness   | 7:45- 8:00<br>Pledge<br>Mindfulness  |
| 8:05 - 9:05<br>Success for All  | 8:05 - 9:05<br>Success for All  | 8:05 - 9:05<br>Success for All   |
| 9:15 - 9:55<br>ELA  | 9:10 - 10:10<br>ELA<br>Brain Break 10 minutes   | 9:15 - 10:20<br>ELA  |
| 10:00 - 10:40<br>Specials<br>Rotate one each day<br>(Music, Art, Theatre, Library,<br>Technology)   | 10:10 - 11:30<br>Math   | 10:25 - 10:55<br>Lunch   |
| 10:45 - 12:05<br>Math   | 11:35 - 12:20<br>Physical Education   | 11:00 - 12:20<br>Math  |
| 12:10 - 1:00<br>Lunch and Recess  | 12:25 - 1:05<br>Eagle Time (Interventions)<br>(Synchronous Opportunity with<br>teacher/interventionist)<br>40 minutes | 12:20 - 1:00<br>Specials<br>Rotate one each day<br>(Music, Art, Theatre, Library,<br>Technology) |



| <b>Third</b>   | <b>Fourth</b>   | <b>Fifth</b>                              |
|--|---|---|
| 1:00 - 1:40<br>Science /Social Studies   | 1:15 - 1:45<br>Lunch  | 1:05 - 1:45<br>Eagle Time (Interventions) |
| 1:45 - 2:30<br>Physical Education  | 1:55 - 2:35<br>Science / Social Studies   | 1:45 - 2:25<br>Science / Social Studies   |
| 2:35 - 3:15<br>Eagle Time (Interventions)<br>(Synchronous Opportunity with<br>teacher/interventionist)<br>40 minutes | 2:35 - 3:15<br>Specials<br>Rotate one each day<br>(Music, Art, Theatre, Library,<br>Technology) | 2:30 - 3:15<br>Physical Education         |

| <b>Daily Schedule</b><br><b>Junior-Senior High School</b><br><b>A/ B Block Schedule</b><br><b>Synchronous Opportunities are provided for at least the first 15 minutes of each class.</b> |                      |
|---|----------------------|
| <b>A1/ B5</b>   | <b>7:45 - 9:15</b>   |
| <b>A2/ B6</b>   | <b>9:20 - 10:50</b>  |
| <b>Lunch / Learning Lab with synchronous opportunities for interventions.</b>   | <b>10:50 - 12:05</b> |
| <b>A3 / B7</b>  | <b>12:10 - 1:40</b>  |
| <b>A4/B8</b>  | <b>1:45 - 3:15</b>   |



| Full-Day Pre- Kindergarten |  |                            |
|----------------------------|--|----------------------------|
| Time                       | Student Activity   | Synchronous / Asynchronous |
| 60 Minutes                 | English Language Arts <ul style="list-style-type: none"> <li>• Greeting Circle-15 minutes,</li> <li>• Alphabet/ Journal-25 minutes,</li> <li>• Rhyme Time-10 minutes,</li> </ul> Read Aloud-10 minutes | Asynchronous               |
| 60 Minutes                 | Mathematics <ul style="list-style-type: none"> <li>• Math-35 minutes,</li> <li>• Centers-20 minutes</li> </ul>   | Asynchronous               |
| 60 Minutes                 | Science and Social Studies <ul style="list-style-type: none"> <li>• Morning Meeting-20 minutes,</li> <li>• Centers-20 minutes</li> </ul>   | Asynchronous               |
| 45 Minutes                 | Physical Education   | Asynchronous               |
| 40 Minutes                 | Fine Arts /Specials (Music, Art, Theatre, Library & Technology )   | Asynchronous               |
| 30 Minutes                 | Interventions and/or small group and/or Story Time and/or Social-Emotional Strategies <ul style="list-style-type: none"> <li>• Read Aloud-10 minutes,</li> <li>• Centers-20 minutes</li> </ul>         | Synchronous opportunities  |
| 45 Minutes                 | Office Hours   | Synchronous                |



| Full-Day Kindergarten |  |                            |
|-----------------------|--|----------------------------|
| Time                  | Student Activity   | Synchronous / Asynchronous |
| 45 Minutes            | Reading<br><input type="checkbox"/> Success for All aligned to TEKS  | Asynchronous               |
| 60 Minutes            | English Language Arts<br><input type="checkbox"/> Theme<br><input type="checkbox"/> Write Away<br><input type="checkbox"/> STaR<br><input type="checkbox"/> Rhyme Time | Asynchronous               |
| 65 Minutes            | Mathematics  | Asynchronous               |
| 30 Minutes            | Science and Social Studies (alternating days)  | Asynchronous               |
| 45 Minutes            | Physical Education   | Asynchronous               |
| 40 Minutes            | Fine Arts /Specials (Music, Art, Theatre, Library & Technology)  | Asynchronous               |
| 40 Minutes            | Interventions and/or small group and/or Story Time and/or Social Emotional Strategies (Getting Along)  | Synchronous opportunities  |
| 45 Minutes            | Office Hours   | Synchronous                |





| <b>Full-Day First - Fifth Grade (240 - Minutes to include 180 minutes of Core with 30 Minutes of Physical Education and 45 minutes of Fine Arts and Extension for Interventions)</b> |  |                                   |
|--|--|-----------------------------------|
| <b>Time</b>  | <b>Student Activity</b>  | <b>Synchronous / Asynchronous</b> |
| 60 Minutes   | Reading<br><br><input type="checkbox"/> Success for All aligned to TEKS  | Asynchronous                      |
| 80 Minutes   | Mathematics  | Asynchronous                      |
| 40 Minutes   | English Language Arts<br><br><input type="checkbox"/> Handwriting without Tears<br><input type="checkbox"/> Zaner Bloser Spelling<br><input type="checkbox"/> Spelling City (Supplemental)<br><br>Writing by Kayla Shook and Gretchen Bernabei | Asynchronous                      |
| 40 Minutes   | Science and Social Studies (alternating days)  | Asynchronous                      |
| 45 Minutes   | Physical Education   | Asynchronous                      |
| 45 Minutes   | Fine Arts (Music, Art, Theatre, Library & Technology))   | Asynchronous                      |
| 40 Minutes   | Interventions and /or small group instruction  | Synchronous opportunities         |
| 45 Minutes   | Office Hours   | Synchronous                       |



| Sixth - Twelfth Grade *See Class Schedule to log in for Synchronous Opportunity Availability |                                  |  |
|--|----------------------------------|--|
| Time   | Student Activity                 | Synchronous / Asynchronous             |
| 90 Minutes   | Block Schedule Periods A1 and B5 | Asynchronous/Synchronous opportunities |
| 90 Minutes   | Block Schedule Periods A2 and B6 | Asynchronous/Synchronous opportunities |
| 90 Minutes   | Block Schedule Periods A3 and B7 | Asynchronous/Synchronous opportunities |
| 90 Minutes   | Block Schedule Periods A4 and B8 | Asynchronous/Synchronous opportunities |
| 35 Minutes   | Intervention Block               | Synchronous                            |



**Summarize how your instructional schedules meet the criteria:**

| Component  | Explanation   |
|--|---|
| <p><b>What are the expectations for daily student interaction with academic content?</b></p> | <p>During the day, students will have access to all activities via the learning management system (LMS), Canvas. Students will complete self-paced assignments independently. Although students may work in their order of preference, we recommend that they move through assignments with priority given to core subjects. Students might also consider working through the assignments following the schedule of their on-campus peers to support transitional needs if the student decides to participate in on-campus instruction.</p> <p>Teachers can track student login time and assignment completions via our online LMS, Canvas. Teachers will support pacing and appropriate access to content for students based on their needs. Student needs are determined based on their individual progress and their need for intervention and/or acceleration.</p> <p>Synchronous opportunities will be provided for student participation as follows:</p> <ul style="list-style-type: none"> <li>○ Small group instruction will be assigned with time determined by teachers based on progress indicators</li> <li>○ Synchronous opportunities will increase to each core content by the second semester.</li> </ul> <p>Office hours attendance is optional and based on student needs and choice.</p> <ul style="list-style-type: none"> <li>❑ Pre-Kindergarten - 180 Minutes plus intervention blocks               <ul style="list-style-type: none"> <li>○ 60 Minutes ELAR</li> <li>○ 55 Minutes Mathematics</li> <li>○ 40 Minutes Science and Social Studies</li> <li>○ 45 Minutes of Physical Education</li> <li>○ 40 Minutes Fine Arts</li> <li>○ 30 Minutes Intervention/Small Group/ Storytime</li> </ul> </li> <li>❑ Kindergarten - Fifth Grade - 240 Minutes plus intervention blocks               <ul style="list-style-type: none"> <li>60 Minutes - Reading</li> <li>○ 55 Minutes Mathematics (Kinder)</li> <li>○ 80 Minutes Mathematics (1<sup>st</sup>-5<sup>th</sup>)</li> <li>○ 60 Minutes English Language Arts (Kinder)</li> <li>○ 40 Minutes English Language Arts (1<sup>st</sup>-5<sup>th</sup>)</li> <li>○ 45 Minutes for Science /Social Studies</li> <li>○ 30 Minutes of Physical Education</li> <li>○ 45 Minutes Fine Arts</li> <li>○ 45 Minutes Intervention/ Small Group/ Storytime</li> </ul> </li> <li>❑ Sixth Grade - Twelfth Grade - A/B Block Schedule (360 minutes daily plus intervention block)               <ul style="list-style-type: none"> <li>○ 90 Minutes ELAR</li> <li>○ 90 Minutes Mathematics</li> <li>○ 90 Minutes Science</li> <li>○ 90 Minutes of Social Studies</li> <li>○ 90 Minutes Electives*</li> <li>○ 90 Minutes Fine Arts*</li> <li>○ 90 Minute Career and Technical Education (CTE)*</li> <li>○ * As Scheduled</li> </ul> </li> </ul> |



| Component  | Explanation   |
|--|---|
| <p><b>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?</b></p> | <p>Both the remote asynchronous and on-campus instructional parameters for the amount of time of engagement will be consistent. Instruction and activities will be completed primarily asynchronously. Students will receive direct synchronous instruction and support through interventions, small group instruction, and office hours. Synchronous opportunities will increase to include all core subject areas.</p>  |
| <p><b>What are the expectations for teacher/student interactions?</b></p>  | <p>Teachers are expected to engage with students through daily feedback. Feedback may be provided through engagement with progress checks as integrated into the Canvas, LMS assignments.</p> <p>Students will have an opportunity to interact daily with their core teacher of record and/or assigned intervention teacher. Returning students should be accustomed to online interaction based on previous experience this spring and summer (for those who attended summer learning opportunities).</p> <p>Teachers will document student intervention time in the LMS, Canvas. The documentation will identify the time period of the intervention, the subject, and the specific objective(s) for each intervention session.</p> <p>Teachers will establish time for daily open office hours to meet with students and provide needed social-emotional and/or instructional support. Participation in office hours is not mandatory; Students may determine if they choose to attend; however, teachers will prompt student participation in office hours and/or intervention opportunities when needed.</p> |
| <p><b>How will teacher/student interactions be differentiated for students with additional learning needs?</b></p>   | <p>Students selected to participate in small group intervention sessions is based on student need and their performance on progress markers in the LMS, Canvas.</p> <p>Teachers will also gage progress through 1:1 check-ins to have an opportunity to self-validate progress and identify differentiation needs that may exist.</p> <p>Students with disabilities, students of special populations, or English Learners will also have access to additional accommodations in the instructional materials. Students with higher needs will have more teacher touchpoints (longer and more frequent) and access to additional tools and accommodations within the LMS.</p> <p>Students have the opportunity for personalized support during designated office hours and as scheduled with teachers/interventionists throughout the school day to include the gifted and talented teacher.</p>  |



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

In addition to the curriculum materials and progress monitoring and assessment tools listed below, Lackland ISD utilizes the TEKS Resource System to support the development of curriculum guides aimed to align the learning of grade-appropriate objectives with emphasis placed on critical thinking, building a solid understanding of academic vocabulary, and utilizing common assessments and benchmarks to monitor student progress and inform instructional practice.

Lackland ISD’s technological support system provides one-to-one iPads for all students enrolled in grades PK - 12. Students have access to all instructional materials using this technology. Classlink serves as an interface to support seamless access to the LMS and instructional programs such as Think Central, iStation, Brainpop, and other resources. Digital textbooks are uploaded in our LMS, Canvas, along with other digital content. Asynchronous lessons will provide opportunities for students to see their teachers provide TEKS based instruction using the I do, We do, You do model in appropriate chunks. Students can access and engage with these lessons as often as needed. Students can also access library resources to include e-books through Bibliotech, MackinVia, and with the support of each campus librarian. Each librarian has a Canvas page and office hours to support students as needed.

Lackland ISD campus schedules provide opportunities for core content teachers to have a daily conference period and time for Professional Learning Communities (PLC). PLC times at the elementary campus are facilitated by campus administrators (principal and assistant principal) and instructional coaches with expertise in core content areas. At the secondary level, PLCs are facilitated by the campus principal and department heads. An Assessment and Instructional Coach is assigned to support assessment resources and the creation of assessments. Together these teams disaggregate data from beginning, middle, and end of year screeners, common assessments, and other progress indicators in which all students will be expected to participate either remotely or in a face to face setting.

Grading will be consistent with Lackland ISD grading policies for all forms of instruction.

| Subject/<br>Course | Grade<br>Level(s)                          | Instructional<br>Materials | Progress<br>Monitoring<br>and<br>Assessment | Is it TEKS<br>aligned?                    | What resources are<br>included to support<br>students with<br>disabilities?  | What resources are<br>included to support<br>ELs?  |
|--------------------|--|----------------------------|---|---|--|--|
|                    | <b>Mathematics Instructional Materials</b> |                            |   |   |  |  |
|                    | PK   | Frog Street<br>Press       | Circle                                      | Aligned<br>with<br>Texas PK<br>guidelines | Lessons<br>throughout each<br>theme (1-9) offer<br>suggestions for<br>Special Needs<br>Adaptations<br>Guidelines and<br>Strategies for | Resource Books<br>Provided:<br>Lessons throughout<br>each theme (1-9)<br>offer suggestions<br>for English<br>Language Learners |



| Subject/<br>Course  | Grade<br>Level(s) | Instructional<br>Materials                                       | Progress<br>Monitoring<br>and<br>Assessment  | Is it TEKS<br>aligned? | What resources are<br>included to support<br>students with<br>disabilities?  | What resources are<br>included to support<br>ELs?   |
|---|-------------------|--|--|------------------------|--|---|
|   |                   |  |  |                        | Children with<br>Special Needs   | Strategies for<br>English Language<br>Learners  |
|   | K                 | Lackland ISD<br>Curriculum<br>Guides<br>Go Math                  | Go Math<br>Weekly<br>Formative<br>Assessments<br>(Think<br>Central)  | Yes                    | Each lesson can be<br>modified and<br>accommodated.<br>Every lesson has a<br>built-in<br>intervention and<br>enrichment<br>component that<br>can be specifically<br>subscribed to a<br>student.  | Each lesson can be<br>modified and<br>accommodated.<br>Every lesson has a<br>built-in<br>intervention and<br>enrichment<br>component that<br>can be specifically<br>subscribed to a<br>student. |
| <b>Mathematics Instructional Materials</b><br>Click <a href="#">Here</a> for Sample Math Curriculum Documents |                   |  |  |                        |  |   |
|   | 1-5               | Lackland ISD<br>Curriculum<br>Guides<br>Go Math<br>IXL           | Weekly<br>Formative<br>Assessments<br>(Think<br>Central)<br>Campus-<br>Based<br>Assessments<br>and District<br>Common<br>Assessments | Yes                    | Each lesson can be<br>modified and<br>accommodated.<br>Every lesson has a<br>built-in<br>intervention and<br>enrichment<br>component that<br>can be specifically<br>subscribed to a<br>student.<br>Differentiation and<br>scaffolding<br>supports are<br>embedded within<br>the curriculum | Go Math includes<br>an online hub that<br>features English<br>and Spanish<br>materials (including<br>videos and<br>resources).  |
|   | 6-8               | Lackland ISD<br>Curriculum<br>Guides<br>Go Math<br>Think Central | ALEKS<br>Digital<br>Campus-<br>Based Pre-<br>Assessments<br>Digital<br>Campus-<br>Based<br>Assessments                               | Yes                    | Differentiation and<br>scaffolding<br>supports are<br>embedded within<br>each lesson based<br>on the needs of<br>each student.   | Go Math includes<br>an online hub that<br>features English<br>and Spanish<br>materials (including<br>videos and<br>resources).<br>Linguistic<br>accommodations                                  |



| Subject/<br>Course  | Grade<br>Level(s) | Instructional<br>Materials   | Progress<br>Monitoring<br>and<br>Assessment   | Is it TEKS<br>aligned?                              | What resources are<br>included to support<br>students with<br>disabilities?  | What resources are<br>included to support<br>ELs?  |
|---|-------------------|--|---|---|--|--|
|   |                   |  | Digital<br>District<br>Common<br>Assessments  |   |  | for instruction, and<br>designated<br>supports for<br>assessment, will be<br>determined by the<br>LPAC committee.  |
|   | 9-12              | Lackland ISD<br>Curriculum<br>Guides<br>Big Ideas<br>Math  | Digital<br>Campus-<br>Based Pre-<br>Assessments,<br>Unit<br>Assessments<br>and<br>Common<br>Assessments | Yes   | Differentiation and<br>scaffolding<br>supports are<br>embedded within<br>each lesson based<br>on the needs of<br>each student.   | Linguistic<br>accommodations<br>for instruction, and<br>designated<br>supports for<br>assessment, will be<br>determined by the<br>LPAC committee.                                  |
| <b>English Language Arts and Reading Instructional Materials</b><br>Click <a href="#">Here</a> for SFA TEKS ALIGNMENT Documents |                   |  |   |   |  |  |
|   | PK                | Frog Street<br>Press   | Informal<br>Screeners   | <u>Aligned<br/>with<br/>Texas PK<br/>guidelines</u> | Lessons<br>throughout each<br>theme (1-9) offer<br>suggestions for<br>Special Needs<br>Adaptations<br>Guidelines and<br>Strategies for<br>Children with<br>Special Needs | Strategies for<br>English Language<br>Learners are<br>embedded<br>throughout the<br>instructional guides   |
|   | K                 | Lackland ISD<br>ELAR<br>Curriculum<br>Guides<br>Success For<br>All<br>Writing by:<br>Kayla Shook<br>and Gretchen<br>Bernabei<br>Handwriting<br>without Tears | I-Station<br>Campus-<br>Based<br>Assessments<br>District<br>Common<br>Assessments                       | Yes   | Differentiation and<br>scaffolding<br>supports are<br>embedded within<br>the curriculum  | Kinder Roots and<br>Roots have an<br>interactive program<br>to utilize a<br>HomeLink<br>component that<br>provides additional<br>opportunities for<br>ELL families to<br>practice. |



| Subject/<br>Course   | Grade<br>Level(s) | Instructional<br>Materials   | Progress<br>Monitoring<br>and<br>Assessment   | Is it TEKS<br>aligned? | What resources are<br>included to support<br>students with<br>disabilities?   | What resources are<br>included to support<br>ELs?   |
|--|-------------------|--|---|------------------------|---|---|
|  | 1-5               | Lackland ISD Reading and ELA Curriculum Guides Success for All<br><br>Spelling Connections: Zaner-Bloser Writing by: Kayla Shook and Gretchen Bernabei Handwriting without Tears | I-Station<br><br>Campus-Based Assessments and District Common Assessments                             | Yes                    | Differentiation and scaffolding supports are embedded within the curriculum<br>Each unit provides differentiated lists for all levels of learners to practice mastery. They offer digital support MZBPortal- online activities and games              | Each unit provides differentiated lists for all levels of ELL learners to practice mastery: Beginning, Intermediate, Advanced, Advanced High. They offer digital support MZBPortal- online activities and games<br>Success For All: Provides Oral Language Supports |
| <b>English Language Arts and Reading Instructional Materials</b> |                   |  |   |                        |   |   |
|  | 6-8               | Pearson - myPerspectives   | APEX Learning Campus-Based Pre-Assessments<br>Campus-Based Assessments<br>District Common Assessments | Yes                    | Differentiation and scaffolding supports are embedded within the curriculum<br>Intervention Options: Tier 1, 2,3 and Enrichment Accommodations and/or modifications will be provided to students based on their 504 and individualized education plan | Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.  |
|  | 9-12              | McGraw-Hill TX Study Sync 9,10,11,12   | APEX Learning Campus-Based Pre-Assessments<br>Campus-Based Assessments                                | Yes                    | Differentiation and scaffolding supports are embedded within the curriculum   | Linguistic accommodations for instruction, and designated supports for assessment, will be  |





| Subject/<br>Course | Grade<br>Level(s) | Instructional<br>Materials | Progress<br>Monitoring<br>and<br>Assessment | Is it TEKS<br>aligned? | What resources are<br>included to support<br>students with<br>disabilities?   | What resources are<br>included to support<br>ELs? |
|--------------------|-------------------|----------------------------|---|------------------------|---|---|
|                    |                   |                            | District<br>Common<br>Assessments           |                        | Intervention<br>Options: Tier 1, 2,3<br>and Enrichment<br>Accommodations<br>and/or<br>modifications will<br>be provided to<br>students based on<br>their 504 and<br>individualized<br>education plan. | determined by the<br>LPAC committee.              |



| Subject/<br>Course  | Grade<br>Level(s) | Instructional<br>Materials   | Progress<br>Monitoring<br>and<br>Assessment  | Is it TEKS<br>aligned?                  | What resources are<br>included to support<br>students with<br>disabilities?  | What resources are<br>included to support<br>ELs?   |
|---|-------------------|--|--|---|--|---|
| Science Instructional Materials<br>Click <a href="#">HERE</a> for Sample Science Curriculum Documents |                   |  |  |   |  |   |
|   | PK                | Frog Street Press  | Circle   | <u>Aligned with Texas PK guidelines</u> | Lessons throughout each theme (1-9) offer suggestions for Special Needs Adaptations Guidelines and Strategies for Children with Special Needs  | Lessons throughout each theme (1-9) offer suggestions for English Language Learners to include online resources, vocabulary, stories, music, and parent connections           |
|   | K                 | Science Fusion<br>StemScopes<br>BrainPop                               |  | YES                                     | Each lesson can be modified and accommodated based on the IEP or 504 plan. Every lesson has a built-in intervention and enrichment component that can be specifically subscribed to a student. | Each lesson can be differentiated with language supports. Every lesson has a built-in intervention and enrichment component that can be specifically subscribed to a student. |
|   | 1-5               | Science Fusion<br>StemScopes<br>BrainPop                               | Weekly Formative Assessments (StemScopes)  | YES                                     | Each lesson can be modified and accommodated based on the IEP or 504 plan. Every lesson has a built-in intervention and enrichment component that can be specifically subscribed to a student. | Each lesson can be differentiated with language supports. Every lesson has a built-in intervention and enrichment component that can be specifically subscribed to a student. |
|   | 6-8               | Science Fusion<br>Discovery<br>Education<br>Explore<br>Learning-Gizmos | APEX Learning<br>Campus-Based Pre-Assessments<br>Campus-Based Assessments<br>District Common Assessments | Yes                                     | Each lesson can be modified and accommodated based on the IEP or 504 plan. Built-in intervention and enrichment components that can be specifically subscribed to a student.                   | Each lesson can be differentiated with language supports. Every lesson has a built-in intervention and enrichment component that can be specifically subscribed to a student. |



| Subject/<br>Course                              | Grade<br>Level(s) | Instructional<br>Materials   | Progress<br>Monitoring<br>and<br>Assessment   | Is it TEKS<br>aligned?                              | What resources are<br>included to support<br>students with<br>disabilities?  | What resources are<br>included to support<br>ELs?   |
|---|-------------------|--|---|---|--|---|
| <b>Science Instructional Materials</b>          |                   |  |   |   |  |   |
|   | 9-12              | Science Fusion<br>HMH- Biology<br>HMH- Physics<br>HMH -<br>Chemistry | APEX Learning<br>Campus-<br>Based Pre-<br>Assessments<br>Campus-<br>Based<br>Assessments<br>District<br>Common<br>Assessments | Yes   | Each lesson can be modified and accommodated based on the IEP or 504 plan. Lessons built-in intervention and enrichment components that can be specifically subscribed to a student.           | Each lesson can be differentiated with language supports. Every lesson has a built-in intervention and enrichment component that can be specifically subscribed to a student. |
| Social<br>Studies<br>Instructional<br>Materials | Grade<br>Level(s) | Instructional<br>Materials   | Progress<br>Monitoring<br>and<br>Assessment   | Is it TEKS<br>aligned?                              | What resources are<br>included to support<br>students with<br>disabilities?  | What resources are<br>included to support<br>ELs?   |
| <b>Social Studies Instructional Materials</b>   |                   |  |   |   |  |   |
|   | PK                | Frog Street<br>Press   | Circle  | <u>Aligned<br/>with Texas<br/>PK<br/>guidelines</u> | Lessons throughout each theme (1-9) offer suggestions for Special Needs Adaptations Guidelines and Strategies for Children with Special Needs  | Lessons throughout each theme (1-9) offer suggestions for English Language Learners to include online resources, vocabulary, stories, music, and parent connections           |
|   | K                 | My World<br>Social Studies   | Theme-based<br>projects   | Yes   | Each lesson can be modified and accommodated based on the IEP or 504 plan. Each lesson has a built-in intervention and enrichment components that can be specifically subscribed to a student. | Each lesson can be differentiated with language supports. Every lesson has a built-in intervention and enrichment component that can be specifically subscribed to a student. |



| Subject/<br>Course                            | Grade<br>Level(s) | Instructional<br>Materials   | Progress<br>Monitoring<br>and<br>Assessment                 | Is it TEKS<br>aligned? | What resources are<br>included to support<br>students with<br>disabilities?  | What resources are<br>included to support<br>ELs?   |
|---|-------------------|--|---|------------------------|--|---|
| <b>Social Studies Instructional Materials</b> |                   |  |   |                        |  |   |
|   | 1-5               | My World<br>Social Studies   | Projects and<br>Unit<br>Assessments                         | Yes                    | Each lesson can be modified and accommodated based on the IEP or 504 plan. Every lesson has a built-in intervention and enrichment component that can be specifically subscribed to a student. | Each lesson can be differentiated with language supports. Every lesson has a built-in intervention and enrichment component that can be specifically subscribed to a student. |
|   | 6-8               | Connect-ED<br>Social Studies   | Projects, Unit<br>Assessments,<br>and Common<br>Assessments | Yes                    | Each lesson can be modified and accommodated based on the IEP or 504 plan. Every lesson has a built-in intervention and enrichment component that can be specifically subscribed to a student. | Each lesson can be differentiated with language supports. Every lesson has a built-in intervention and enrichment component that can be specifically subscribed to a student. |
|   | 9-12              | Bedford,<br>Freeman, &<br>Worth<br>Connect-ED<br>Social Studies<br>Albert io | Projects, Unit<br>Assessments,<br>and Common<br>Assessments | Yes                    | Each lesson can be modified and accommodated based on the IEP or 504 plan. Every lesson has a built-in intervention and enrichment component that can be specifically subscribed to a student. | Each lesson can be differentiated with language supports. Every lesson has a built-in intervention and enrichment component that can be specifically subscribed to a student. |



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

| Component   | Explanation  |
|---|--|
| <p><b>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention of knowledge</b></p> | <p>Instructional materials will be available digitally through our LMS, Canvas. Activities will be designed to enhance engagement by using:</p> <ul style="list-style-type: none"> <li>- Interactive components to support the student’s ability to monitor their level of understanding along the way</li> <li>- Utilizing video recording that prompt students to pause, think, and occasionally respond about the content</li> <li>- Deliver content in manageable chunks that scaffold previously learned materials</li> <li>- Embed “think aloud” modeling by the teacher to support student processing and retention.</li> </ul> <p>Students will have the opportunity to revisit previously taught lessons as needed. Teachers may intentionally link previously taught lessons to new learning.<br/>Synchronous learning opportunities will be provided to support the delivery of new content.</p>  |
| <p><b>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</b></p>     | <p>Continuity is personalized support for students with special needs/services (special education, 504, English Learners, etc.) will be provided appropriately within the asynchronous learning environment as determined by each student’s 504 or Individual Education Plan; The following synchronous supports will be utilized to pre-teach and reinforce learning:</p> <ul style="list-style-type: none"> <li>- Synchronous small group dyslexia lessons will be provided at least 4 days a week for 30 minutes.</li> <li>- Special education teachers will pre-teach and support scaffolding content to enrich the learning experience of students with special needs.</li> <li>- Paraprofessional staff will be assigned check-in and support opportunities to guide students through content specific to their learning needs.</li> <li>- The Special Education Case managers will provide Synchronous and Asynchronous opportunities for re-teach and pre-teach opportunities based on students IEPs.</li> <li>- The Special Education Case Managers will collaborate with General Education teachers weekly to ensure all needed accommodations and modifications are provided based on each individual student’s IEP</li> <li>- Special Education Case Manager will also contact parents biweekly via phone call, email, Google Voice message to monitor student growth and provide support to families as needed.</li> </ul> <p>English Language Learners will receive supports based on their instructional arrangement through differentiated instruction from ESL certified and/or Sheltered Instruction Observation Protocol (SIOP) trained teachers.</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><b>What is the expectation for daily student engagement?</b></p>  | <p>Students are required to be engaged daily with lessons and activities embedded in Canvas; Students are also encouraged to participate in synchronous opportunities. Students who do not demonstrate engagement on a given day are marked absent. Daily student engagement expectations and progress will be clearly defined, measurable, and published online for parents and students. Engagement expectations are defined by grade level and/or subjects/courses. Students participate daily by completing instructional tasks, answering questions, participating in digital progress checks, submitting assignments, completing projects, or submitting pictures of assignments and tasks. Students are also encouraged to participate in teacher office hours for any additional support and answers to questions they may have.</p> <p>Lackland ISD is a 1:1 iPad district with the ability to provide an iPad to each student from PK - 12<sup>th</sup> grade with a signed Acceptable Use Policy and Device Loan Agreement. Parents who have expressed challenges obtaining suitable internet connectivity will also have an opportunity to check out mobile hot spot devices.</p> |
| <p><b>What is the system for tracking daily student engagement?</b></p>  | <p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding. We will pursue three possible attendance markers:</p> <ol style="list-style-type: none"> <li>1. Daily Progress in the LMS, Canvas.</li> <li>2. Daily Progress via student-teacher interaction</li> <li>3. Completion / Turn-in of assignments.</li> </ol> <p>Grades PK-12:</p> <ul style="list-style-type: none"> <li>- Daily attendance is taken at a predetermined time <b>(3:30 p.m.)</b></li> <li>- Teachers/ assigned interventionist/assigned staff monitor and check for student “engagement” each day.</li> <li>- Students that are not actively “engaged” and do not have documentation of completing the minimum targeted activities will be marked absent.</li> <li>- Additionally, students who are marked absent at 3:30 p.m. will have an additional engagement opportunity from 3:30 p.m. until 11:59 p.m. to demonstrate progress /engagement. The teacher will reconcile and submit attendance changes each Monday or the first day of the school week to change attendance to present-remote asynchronous.</li> </ul>  |
| <p><b>How are the expectations for daily student engagement consistent with the progress that would occur in an on-campus environment?</b></p> | <p>Digital progress markers will be built into the LMS, Canvas, lessons/activities that mimic those presented for on-campus instruction. Students who fall below the 90% attendance for the time the course is offered will only receive credit for the course if they fulfill the attendance credit requirement specified in the LISD District of Innovation Plan. These processes will be consistent for students participating in on-campus instruction and remote asynchronous instruction. As parents make instructional declarations for each grading period they will be prompted to read and provide a signature of agreement with the <a href="#">Lackland ISD @Home Learning Connection Agreement</a> when remote asynchronous instruction is selected. This plan outlines the expectations for daily engagement with lessons, activities, and synchronous opportunities.</p>   |



| Component  | Explanation  |
|--|--|
|  | <p>Throughout the course of each grading period and at specific intervals for progress reporting, teachers will hold conferences with parents and students to encourage increased engagement as needed. Interventions and increased synchronous opportunities will be scheduled. Further, students who are not engaging/progressing towards successful grade-level expectations will be encouraged to participate in face-to face instruction for more direct support.</p>   |
| <p><b>What is the system for tracking student academic progress?</b></p>                                       | <p>Student progress will be tracked daily in the LMS, Canvas through daily assignments, assignment progress checks, activities, interaction with a teacher, and other markers. Canvas provides an opportunity for teachers to print periodic activity reports as well as digitize interactions with embedded lessons.</p> <p>Student progress for grade reporting will occur at a minimum during the fourth week of the grading period. Students who are not passing will be assigned to additional synchronous intervention groups. If these interventions prove unsuccessful the student may forfeit the opportunity to continue participation in remote asynchronous instruction for the following grading period resulting in enrollment in on-campus instruction.</p> <p>Parents have full access to student work, interactions with teachers, assignment submissions, and feedback through the parent portal of our LMS, Canvas. The Canvas parent portal will establish a two-way communication channel between parents, students, and teachers. Expectations for student engagement and progress monitoring will be shared with parents at the start of the school year using our Remote Asynchronous Learning Commitment Form. This form lists the expectation that parents should have and the level of support they will be required to provide students if they opt for a fully-remote school option for SY 20-21. Parents will also have access to official grade reports using the Ascender parent portal.</p> |
| <p><b>What is the system for providing regular (at least weekly) feedback to all students on progress?</b></p> | <p>Teachers are expected to provide feedback at least twice weekly in at least one capacity within our LMS, Canvas. Specific feedback from teachers to students is conducted through a variety of methods, via Canvas lessons, activities, or small group instruction and teacher office hours. The feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis.</p> <p>Students will be assigned to interventionists and other campus staff to meet the required intervention/acceleration needs. Teacher feedback is not limited to synchronous opportunities. It can also be provided through discussion forums, chat features, email correspondence, and other channels following what the students may prefer or find most effective. The district will also conduct diagnostic assessments for math and reading at the appropriate interval to meet the beginning, middle, and end of year screening requirements.</p>  |



Professional Development (Sample of Offerings)

| Time of Year             | Key Topics   | Key Staff                         | Follow Up  |
|--------------------------|--|-----------------------------------|--|
| May 27- Aug. 7           | Secondary Curriculum Writing<br><input type="checkbox"/> Curriculum Gap Analysis using TEKS Resource System gap analysis with Lackland ISD Curriculum Guides   | Secondary Teachers                | Ongoing and specifically at the end of each grading period. Teachers will revise curriculum guides based on assessment data to ensure appropriate implementation of the current scope and sequence.  |
| June 2020- March 2021    | Lead4Ward Virtual Learning Modules<br>Teachers will engage in three- 45 to 60-minute modules to ensure the appropriate level of understanding for implementing the new ELAR TEKS.<br><input type="checkbox"/> Introduction to Planning ELAR instruction (K-8)<br><input type="checkbox"/> Wave Goodbye, Say Hello New ELAR TEKS (6-HS) | Elementary and Secondary Teachers | Teachers have access to these modules for on-demand training.  |
| June 2020 - March 2021   | Special education and teachers supporting students with special needs teachers will engage in three 30-60 minute modules that provide strategies for writing and implementing effective PLAAFPS, designing effective accommodations, and implementing interventions.   | Special Education Teachers        | Teachers will utilize learned strategies for more periodic monitoring of student progress based on their needs related to the instructional environment.   |
| June 8 - August 7        | CLI Engage Prekindergarten Guidelines<br>Teachers will engage in 30 hours of module training to understand the foundational skill development strategies embedded in the PK curriculum. Teachers will also brainstorm how these guidelines may be implemented in a virtual instructional setting.                                      | Pre-Kindergarten Teachers         | Follow up to occur during Professional Learning Community planning sessions and district professional development days.  |
| June 8 - August 7        | Trauma-Informed Resilient Schools<br>Counselors and Administrators will engage in this training to inform behavioral supports warranted by COVID-19, social-injustices, and other trauma-inducing incidents and strategize how to transfer supports to students in the remote setting.   | Counselors and Administrators     | Counselors will provide training to teachers and staff as they support the development of necessary intervention plans. Teachers will gain and utilize strategies to build relationships and provide appropriate social-emotional support. |
| June 15, June 30, July 8 | Sheltered Instruction 101,201, and 301   | Teachers of English Learners      | Identified teachers will have additional opportunities to register for this training as offered by the   |





| Time of Year       | Key Topics  | Key Staff  | Follow Up   |
|--------------------|---|--|---|
|                    | Teachers and staff who support English learners with participate in this training and learn additional strategies to utilize for effective accommodations. This training also identifies and demonstrates the use of digital tools that may be used effectively in remote instructional environments.   |  | region service centers. These strategies will be utilized to ensure appropriate accommodations are provided to English learners in any instructional setting but specifically those who are participating through remote platforms. |
| July 8-10          | AVID Digital Experience<br>Teachers will examine digital tools to best support the implementation of AVID strategies. AVID is used district-wide.   | Elementary and Secondary Teachers<br>Instructional Coaches | The implementation of AVID strategies is an integral part of professional learning community planning opportunities.  |
| July 13- June 2021 | Reading Academy Training<br>Teachers will engage in learning how to plan and implement developmental reading strategies for student success. Teachers and administrators utilizing the Canvas platform will gain additional insight regarding the integration of interactive tools, engagement measures, and assessment tools that they can also use with their students. | Kindergarten and Third Grade Teachers                      | Ongoing with monthly engagement requirements. Participants also have the first-hand experience of how Canvas can be utilized to engage learners and monitor progress.   |
| July 13-24         | NMSI Laying the Foundation Training<br>Teachers participated in this blended learning model that included curriculum design experiences geared to mitigate gaps post COVID and effective utilization of digital platforms to engage students in collaborative learning experiences.   | Middle School math and science teachers                    | Twenty-seven hours of course work throughout the school year.   |
| July 13-24         | NMSI - CRP Summer Institute<br><br>Teachers participated in this blended learning model that included curriculum design for the advanced placement student geared to mitigate gaps and provide for the continuation of rigorous course work to meet AP exam performance expectations.   | High School Advanced Placement Teachers                    | NMSI provides access to instructional coaches throughout the school year.   |
| July 13-31         | ISTE Summer Learning Academy  | Elementary and Secondary Teachers                          |   |



| Time of Year  | Key Topics   | Key Staff  | Follow Up   |
|---|--|--|---|
| July 15<br>July 29<br><b>August 5</b><br>Sept 16<br>Nov 4<br>January 13<br>March 24<br>May 19 | <p>New to Lackland Teacher Induction and Mentor Training</p> <p>Lackland ISD utilizes the Lead4Ward Teacher and Mentor Handbook, training modules, and district orientation materials to support new to Lackland ISD teachers in their transition and implementation of campus and district expectations.</p>  | Assigned Mentors<br>New to Lackland ISD Teachers | This year’s training will be embedded in Canvas to introduce teachers to the format. Teachers will also be introduced and reinforced on the platform's tools throughout the year. |
| August 5 <sup>th</sup>  | <p>Classlink for Teachers</p> <p>Streamlining access to digital curriculum resources and applications is pivotal to ensuring student success and stress-free parent support. The district has determined the need to transition from clever to classlink to support single sign-on abilities for students.</p>   | Elementary and Secondary Teachers                | August<br>On-demand training as needed  |
| August 6, 2020  | <p>Math Curriculum Alignment Teachers will be introduced to the Math Curriculum Scope and Sequence and Lackland ISD Math Curriculum Guides. Teachers will navigate processes to show the alignment between these documents and specific instructional tools and supports available in the TEKS Resource System and district adopted Go Math textbook. Teachers will take a deep dive into the instructional protocols for the first grading period specifically how to implement them for instructional continuity in the on-campus and remote asynchronous learning environment. The emphasis is to plan with the asynchronous student in mind. This will support all learners and provide a proactive approach to mitigating changes in the instructional environment.</p> | Lackland Elementary Teachers                     | Follow up training for curriculum delivery occurs in professional learning community planning opportunities and designated professional development days.                         |
| August 7, 2020  | <p>Science Vertical Curriculum Alignment: Filling the Gap</p>  | Lackland Elementary Teachers                     | Follow up training for curriculum delivery occurs in professional learning community planning   |



| Time of Year                                | Key Topics   | Key Staff                       | Follow Up   |
|---|--|---------------------------------|---|
|   | <p>Teachers will be introduced to the Science Curriculum Scope and Sequence and Lackland ISD Science Curriculum Guides. Teachers will navigate processes to show the alignment between these documents and specific instructional tools and support available in the TEKS Resource System, StemScopes, and BrainPop Jr. Teachers will take a deep dive into the instructional protocols for the first grading period specifically how to implement them for instructional continuity in the on-campus and remote asynchronous learning environment. The emphasis is to plan with the asynchronous student in mind. This will support all learners and provide a proactive approach to mitigating changes in the instructional environment.</p> |                                 | <p>opportunities and designated professional development days</p>   |
| <p>August 7, 2020</p>                       | <p>T-TESS for Teachers<br/>New to Lackland ISD teachers will participate in a half-day orientation training for T-TESS<br/>Returning teachers will participate in campus-based refresher training.</p> <p>Both groups will receive information regarding appropriate examples of evidence for T-TESS domains as they relate to on-campus and remote asynchronous instruction.</p>  | <p>New to Lackland Teachers</p> | <p>Teachers have ongoing exposure to examples of evidence for T-TESS domains as they relate to on-campus and remote asynchronous instruction throughout the school year in professional learning opportunities.<br/>Teachers will be trained on the use of the virtual T-TESS rubric to reinforce instructional strategies especially as they relate to student engagement using technological platforms.</p> |
| <p>August 10<br/>January 5<br/>March 15</p> | <p>Breathe4Change<br/>Lackland ISD believes that the positive mental and physical health of its staff members is pivotal to fostering positive mental and physical health and relationships with our students. In the wake of COVID-19 and Social Justice that our nation is currently living this need is even more evident. The <b>Breathe4Change</b> program will be utilized to empower staff members to transform the system from the</p>   | <p>All District Staff</p>       | <p>As scheduled a total of 6 hours with training in 2 hours increments with follow up implementation activities.</p> <p>These opportunities will provide strategies for teachers to strengthen their awareness of signs of student disengagement and methods for re-engaging the learner.</p>   |



| Time of Year    | Key Topics   | Key Staff   | Follow Up   |
|-----------------|--|---|---|
|                 | inside out, equipping us to employ mindful movement, mindfulness, and culturally-relevant teaching in on-campus and remote students to yield positive engagement with each other and the curriculum.   |   |   |
| August 10, 2020 | Convocation <ul style="list-style-type: none"> <li><input type="checkbox"/> Remote Teaching Agreement (Teachers discuss the expectations and requirements related to remote asynchronous and synchronous instruction.</li> <li><input type="checkbox"/> Program Continuity with COVID-19 Disruptions</li> <li><input type="checkbox"/> Breathe4Change</li> </ul> | All District Staff  |   |
| August 11, 2020 | <ul style="list-style-type: none"> <li><input type="checkbox"/> The Remote Asynchronous Instruction Plan - Teacher training and input.</li> <li><input type="checkbox"/> Parent / Student Engagement: The On-Campus and Remote Asynchronous Learner Dichotomy</li> </ul>   | District Teachers and Instructional Support Staff             |   |
| August 12, 2020 | <ul style="list-style-type: none"> <li><input type="checkbox"/> Partnership Training with Child and Youth Program (CYP) Services. CYP staff participate in online training to support children of military-essential personnel with troubleshooting access to Canvas and instructional technologies.</li> </ul>  | District Administration and Child and Youth Program Directors |   |
| August 12, 2020 | <ul style="list-style-type: none"> <li><input type="checkbox"/> Leading Interactive Science Lessons in the Online Learning Environment with Region 20</li> </ul>   | Secondary Science Teachers                                    | Participants developed interactive lessons that seamlessly integrate content, instruction, and assessment. The focus was on how current lessons can be reimaged in an online learning environment (synchronous and asynchronous). Learn how to facilitate student-teacher interaction in a fun, dynamic learning environment. |
| August 13, 2020 | <ul style="list-style-type: none"> <li><input type="checkbox"/> Implementing Virtual Science Investigations</li> </ul>   | Secondary Science Teachers                                    | How can we provide opportunities for students to engage in science  |



| Time of Year                                     | Key Topics   | Key Staff   | Follow Up   |
|--|--|---|---|
|  |  |   | practices in a remote environment or a socially-distanced classroom? Participate in a virtual science investigation, and explore different formats, tools, and resources that can be used to implement virtual science investigations with students   |
| September 8-11                                   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Asynchronous and Synchronous Instructional Supports</li> <li><input type="checkbox"/> Utilizing Owls video technologies</li> <li><input type="checkbox"/> Utilizing Microsoft Teams breakout room integration</li> </ul> | District Teachers and Instructional Support Staff | Teachers will have on-going and on-demand training regarding the use of OWLS video technologies to support asynchronous and synchronous learning opportunities that are recorded and uploaded to Canvas for asynchronous reinforcement. The goal is to increase synchronous learning opportunities to each core subject area, daily keeping the asynchronous student in mind. |
| September 9th                                    | Review and Revision of Remote Asynchronous Instruction Plan - What's Working and What's Not  | District Teachers and Instructional Support Staff | Ongoing progress monitoring of our asynchronous instruction plan will occur for continuous improvement, quarterly.  |
| Sept 22, 24, 29                                  | Culturally Relevant Teaching, Part I Assist educators in developing and integrating culturally relevant teaching practices that create supportive, safe, and respectfully academic environments for all students regardless of instructional setting.                                    | District Teachers and Staff                       |   |
| October 15                                       | Canvas Online Refresher Training   | District Teachers and Instructional Support Staff | Teachers will explore additional strategies to engage asynchronous learners.  |
| October 22 <sup>nd</sup> and 23 <sup>rd</sup> ER | Parent Engagement Conferences  | District Teachers and Instructional Support Staff | Synchronous opportunities with parents to discuss student progress and needed supports.   |
| November 29-December 1                           | ISTE20   | District Teachers and Instructional Support Staff | Teachers will explore additional strategies to engage asynchronous learners.  |
| December 18                                      | Data Disaggregation and Curriculum Alignment Updates   | District Teachers and Instructional Support Staff | Teachers will explore additional methods to support learning hard to teach and difficult to learn TEKS in the asynchronous environment.   |



| Time of Year      | Key Topics   | Key Staff   | Follow Up   |
|-------------------|--|---|---|
| January 5, 2020   | <input type="checkbox"/> Data Disaggregation and Curriculum Alignment Updates<br><input type="checkbox"/> Breathe4Change   | District Teachers and Instructional Support Staff | Teachers will explore additional methods to support learning hard to teach and difficult to learn TEKS in the asynchronous environment. |
| February 15, 2020 | <input type="checkbox"/> Elementary GT Refresher - learning tools for the asynchronous learner<br><input type="checkbox"/> Curriculum Rotations<br><input type="checkbox"/> Canvas & Curriculum Integration asynchronous and synchronous supports.     | District Teachers and Instructional Support Staff |   |
| March 5 ER        | <input type="checkbox"/> Common Assessment Review  | District Teachers and Instructional Support Staff |   |
| March 2, 4, 18    | Culturally Relevant Teaching, Part II Assist educators in developing and integrating culturally relevant teaching practices that create supportive, safe, and respectfully academic environments for all students regardless of instructional setting. | District Teachers and Instructional Support Staff |   |
| March 15, 2021    | <input type="checkbox"/> Data Disaggregation<br><input type="checkbox"/> Breathe4Change  | District Teachers and Instructional Support Staff | Teachers will explore additional methods to support learning hard to teach and difficult to learn TEKS in the asynchronous environment. |
| March 16, 2021    | <input type="checkbox"/> Parent /Student Engagement<br><input type="checkbox"/> Curriculum Study Rotations (Math, Writing, Math, Science, & Technology)  | District Teachers and Instructional Support Staff | Teachers will explore additional methods to support learning hard to teach and difficult to learn TEKS in the asynchronous environment. |

**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>The PD calendar above outlines the primary methods of delivery for initial and ongoing professional development along with the skills and tools professionals are expected to become proficient:</p> <ul style="list-style-type: none"> <li>PLC (Elementary): Weekly (in-person or synchronous training opportunities) with Instructional Coaches</li> <li><input type="checkbox"/> Canvas: Continuing educators will have most of their digital onboarding hosted through a Canvas course</li> <li><input type="checkbox"/> Teachers will examine student work products to refine instructional strategies for asynchronous and synchronous learners.</li> </ul> |



| Component | Explanation  |
|-----------|--|
|           | <p>Timeline for other ongoing training and support (leadership teams will attend these meetings and are responsible for replicating virtual training with their respective campus professional learning communities during designated times and through district staff development days.</p> <p>Instructional Coaches and Specialists are assigned as designated below:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lackland Elementary School               <ul style="list-style-type: none"> <li>o Math and Science Instructional Coach</li> <li>o Reading and Writing Instructional Coach</li> <li>o ESL Teacher</li> <li>o Title I Teacher/Instructional Coach</li> </ul> </li> <li><input type="checkbox"/> Stacey Jr./Sr. High School               <ul style="list-style-type: none"> <li>o Instruction and Assessment Coach</li> </ul> </li> </ul> <p>Instructional Technology Specialists are assigned to each campus to support the following:</p> <ul style="list-style-type: none"> <li>• Effectively using the LMS, Canvas</li> <li>• Delivery of Instructional Content both synchronously and asynchronously</li> <li>• Use of the OWLS, Microsoft TEAMS, and ActivePanel Technologies in the LMS platform.</li> <li>•</li> </ul> <p>This team is responsible for providing the following support:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individualized and small group instruction (as required).</li> <li><input type="checkbox"/> On-going personalized professional development and instructional coaching through real-time feedback.</li> <li><input type="checkbox"/> Model core content lessons with guidance on content-specific instructional strategies and resources.</li> <li><input type="checkbox"/> Develop content knowledge through the facilitation of collaborative planning and monitoring the alignment of instruction, assessment, and student outcomes to district and state requirements.</li> <li><input type="checkbox"/> Assist teachers in disaggregating, analyzing, and disseminating progress monitoring data to drive decisions on instructional placement and responsible action to address students' academic needs</li> <li><input type="checkbox"/> Assist teachers in developing on-time responsible interventions for students with academic needs.</li> <li><input type="checkbox"/> District Specialists and their assignments are as follows:               <ul style="list-style-type: none"> <li>o Social-Emotional Coordinator - provide proactive, crisis, and follow-up support for students with social-emotional and behavior related needs.</li> <li>o Reading Improvement and Dyslexia Specialist- provide intervention and curriculum supports for students with reading difficulties to include dyslexia and related disorders</li> <li>o Gifted and Talented Coordinator -support teachers with curriculum enrichment strategies to support high-performing and gifted and talented students.</li> </ul> </li> </ul> <p>Campus administrators will continue to coach educators throughout the school year and provide feedback on practices and on- the- job training, with consistent and frequent real-time feedback.</p> <p>Counselors will provide strategies and guidance lessons to support social-emotional needs that can impair academic progress.</p> |



| Component  | Explanation   |
|--|---|
| <b>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</b> | Lackland ISD is in its second year of implementation of Canvas as its LMS. Returning teachers will have follow up training and support to enrich previously developed lesson templates embedded in Canvas. Teachers who are new to Lackland and returning teachers requiring additional support will receive training based on their level of need. Training modules will be recorded so that teachers can refer back to them for on-demand learning opportunities. |

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

| Component  | Explanation  |
|--|--|
| <b>How will you communicate the expectations for asynchronous instruction to families?</b> | <p>Communication with parents will be facilitated through platforms such as the Lackland ISD website, the District’s e-newsletter, the LMS platform, Canvas, social media, and SchoolMessenger.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Website and e-newsletter: Lackland ISD will continue to use these platforms to provide quick and easily accessible announcements of all students in our learning organization.</li> <li><input type="checkbox"/> Canvas: Lackland ISD will use this platform for two-way parent, teacher, student communications, and announcements per enrolled subject.</li> <li><input type="checkbox"/> SchoolMessengerr: Parents/guardians will receive campus and grade-level specific announcement pushed out by campus and district administrators.</li> <li><input type="checkbox"/> Using the <a href="#">Lackland ISD @Home Learning Connection Agreement</a></li> </ul>  |
| <b>What are the expectations for family engagement/support of students?</b>                | <p>Timeline for parent/guardian engagement this summer:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> July 13<sup>th</sup> and 14<sup>th</sup> <ul style="list-style-type: none"> <li>o Parent and Community participation in Back To School Town Hall Meetings to discuss Safety, instructional arrangements, instructional continuity, and extra/co-curriculum programs.</li> </ul> </li> <li><input type="checkbox"/> July 15- August 10           <ul style="list-style-type: none"> <li>o New Student Online Registration and Virtual Appointments with Counselors</li> </ul> </li> <li><input type="checkbox"/> August 10<sup>th</sup> - August 21<sup>st</sup> <ul style="list-style-type: none"> <li>o Parents responsible for completing the student commitment form sent electronically via SchoolMessenger.</li> </ul> </li> <li><input type="checkbox"/> August 11<sup>th</sup> and 12<sup>th</sup> <ul style="list-style-type: none"> <li>o Parents scheduled to pick up high and low-tech supports to include (iPads, instruments, school supplies, and workbooks. Textbooks are digital, however, paper copies are available per request.)</li> </ul> </li> <li><input type="checkbox"/> August 13<sup>th</sup> and 14<sup>th</sup> <ul style="list-style-type: none"> <li>o Initial teacher personal phone call contact with parents.</li> <li>o Follow up with the first two-weeks remote schedule.</li> <li>o Virtual parent orientation training for use of devices and Canvas.</li> </ul> </li> </ul> <p>August 17-First Day of School (Virtual Meet the Teacher AM &amp; PM opportunity) Elementary<br/>           August 18-21 Grade Level Orientations &amp; Engagement Opportunities (Elementary)<br/>           August 21-iPad pickup opportunity</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> August 24- August 28<sup>th</sup> <ul style="list-style-type: none"> <li>o Campus personnel to follow up with commitment forms for remote-asynchronous instruction.</li> <li>o Campus personnel will make personal contact with all families and reconcile no shows.</li> </ul> </li> <li><input type="checkbox"/> Parent engagement opportunities are available daily by appointment with the teacher. Teachers will also share student progress within the Canvas platform weekly.</li> </ul> |





| Component   | Explanation  |
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|   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Throughout the course of each grading period and at specific intervals for progress reporting, teachers will hold conferences with parents and students to encourage increased engagement as needed. Interventions and increased synchronous opportunities will be scheduled. Further, students who are not engaging/progressing towards successful grade-level expectations will be encouraged to participate in face-to face instruction for more direct support.</li> </ul>   |
| <p><b>What additional supports, training, and/or resources will be provided for families who may need additional support?</b></p> | <p>The district will continuously post campus and district updates regarding campus happenings and information specific to remote-asynchronous learners. The following hyperlinked websites may be used to support parents as needed.</p> <ul style="list-style-type: none"> <li>• <a href="#">What is Canvas?</a></li> <li>• <a href="#">Monitoring Your Child’s Progress in Canvas</a></li> <li>• <a href="#">Technology Assistance</a></li> <li>• <a href="#">@Home Learning Connection</a></li> </ul> <p>In addition to these district supports parents have information and links to external supports to include tutor.com and Khan Academy.</p> <p>In addition to online opportunities, parents can schedule for synchronous training opportunities with campus instructional coaches.</p> <p>As parents make instructional declarations for each grading period they will be prompted to read and provide a signature indicating their agreement with the <a href="#">Lackland ISD @Home Learning Connection Agreement</a> when remote asynchronous instruction is selected. This plan outlines the expectations for daily engagement with lessons, activities, and synchronous opportunities.</p> <p>Parents will be encouraged to contact their assigned teacher/teachers as the first line of support for any concerns they face. Teachers are thought to be the quickest line of communication for questions specific to their courses and assignments. Teachers may also assist with minimizing delays with technology-related concerns when they can offer quick troubleshooting strategies.</p> <p>However, the Lackland ISD staff is available to support the following needs as well as others yet to be identified.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distributing additional resources and support to campuses, students, and staff</li> <li><input type="checkbox"/> Identify health and human services support for families in need</li> <li><input type="checkbox"/> Increasing school staff capacity to effectively connect, engage, and partner with families</li> <li><input type="checkbox"/> Creating opportunities for parent leaders to engage directly with the Superintendent to inform and validate district strategies.</li> <li><input type="checkbox"/> Developing more systems and opportunities for parents to be active partners at the campus level.</li> </ul> <p>Let’s Talk events will continue to be provided monthly to share strategies for virtual student engagement, use of AVID strategies, mental health awareness, suicide prevention, vision planning, and College and Career Readiness and other topics.</p> <p>Parents may also utilize teacher office hours to gain needed support.</p> |