



Klein Independent School District
TEA Asynchronous Plan
2020-2021

Open Responses

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Students are expected to engage with content daily for 190-370 minutes depending on the grade level. Campuses provided schedules to their students and families that reflected the appropriate minutes as outlined by TEA, but also took into consideration what was developmentally appropriate for each of the grade levels and the needs of their students and communities. All content will be accessible through our LMS, Schoology, except for PK, which will be using a Google Site. Teachers will be able to monitor progress and engagement in the following ways: direct interaction during synchronously scheduled time, time engaged analytics within Schoology, diagnostic digital resources embedded in Schoology and accessible on our student dashboard, and the completion of daily assignments. Students are able to interact with personalized learning pathways, designed by their teachers, based on pre-assessment and longitudinal data.</p> <p>Synchronous instruction includes small groups, intervention and enrichment, services provided to special student groups, and direct instruction of content.</p> <ul style="list-style-type: none"> ● Specific data will be used to determine small groups and intervention and enrichment time. Teacher teams will be utilized to determine how students will receive their intervention/enrichment time and the area of content to be addressed. ● Specific services and schedules for special student groups will be decided upon in ARDs, LPACs, and other teacher teams. <p>During asynchronous instruction, teachers are available via Zoom during the scheduled time to support students in their independent interaction and application with the content. Expectations and pre-planned times for teacher/student interactions occur daily for 30 minutes or more and are differentiated for students with additional learning needs.</p> <p>Daily minutes are outlined below: sample elementary schedule</p> <p>PK: 190 minutes (Asynchronous = 75 , Synchronous = 115) This reflects time engaged with core academics.</p> <p>K-2: 255 minutes (Asynchronous = 125, Synchronous = 130) This reflects time engaged with core academics.</p> <p>3-5: 300 minutes (Asynchronous = 135 , Synchronous = 165) This reflects time engaged with core academics</p> <p>6-12 - 370 minutes of daily engagement</p> <ul style="list-style-type: none"> ● Time engaged with with core academics - 265 minutes (Asynchronous = 92-152 , Synchronous = 113-173) ● Time engaged with ALL content - 370 (Asynchronous = 130-277 , Synchronous = 93-240) ● Secondary students are following a mirrored scheduled approach. Each day students engage with the content in Schoology according to their personal academic schedule, assigned by the campus, and the campus bell schedule. Teachers must provide 25-65% (15-30 minutes) of their content synchronously each day. A weekly schedule of synchronous engagement is provided to students and their families the Friday prior to implementation.

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?

The Teaching and Learning team provided campuses with a minimum number of minutes per content area at the elementary level to ensure accessibility and consistency throughout the district. This included synchronous and asynchronous minutes. Intervention periods will focus on math, as research from NWEA indicated a much larger slide this year due to COVID 19.

Daily Minutes of Instruction by Content and Grade Level

Grade Level	Math	ELA	Social Studies/Science	Intervention/Enrichment
Pre-K	60	90	10	30
K-2	65	125	30	35
3-5	95	110	40	55

Secondary students are following their assigned schedule and campus bell schedule for a total of 370 minutes. This time includes all courses in which the student is enrolled. Core Academics is 265 minutes based on the bell schedule time alone. Additional supports are provided to students who struggle with content through intervention time (53 minutes) or a scheduled course, such as Power Math and/or Power Reading (each an additional 53 minutes). A student who is struggling in Math and needs ELA intervention would receive 318 minutes of Core Academic instruction each day. These courses and intervention opportunities are available to our SPED and EL students with specific supports and access to resources included.

Equity and accessibility for students to engage in remote learning have been addressed through device and MiFi distribution as well as mobile hotspots on school buses that travel into the community. Secondary students receive devices each year through our 1:1 program. This year we will be distributing devices to our elementary students who do not have access. Families and caregivers were asked when validating enrollment or enrolling for the first time if they needed a device and/or had access to the internet. KISD has committed to purchasing mobile hotspots and MiFis to support all of our families in need. Additionally, we are working directly with childcare facilities to support our students with Klein Online while in their care.

What are the expectations for teacher/student interactions?

Teachers are expected to engage daily through synchronous learning or interactions with their students according to their assigned schedule. Additionally, teachers are available via Zoom during asynchronous learning time.

Teachers will analyze data and identify students who need additional support, whether it be intervention or enrichment, and schedule time with the student directly for small group or independent facilitation/remediation of content. This time is 30-53 minutes daily, depending on the grade level.

How will teacher/student interactions be differentiated for students with additional learning needs?

Students needing intervention will be scheduled into small groups based on diagnostic data. Small groups may be used during scheduled synchronous time for the content or through the intervention period. Diagnostic data may include MAP data, teacher assessment from daily assignments and/or student interactions, district benchmarks, and/or data collected from digital resources that have diagnostic indicators. This data will also be used to design specific pathways for students to complete asynchronously.

Students with disabilities and our EL students will have access to their accommodations/modifications and any additional resources that have been purchased to support their learning needs. For our GT and high performing students, teachers will provide opportunities to engage synchronously during enrichment time and will also design learning pathways specific to their strengths and areas of growth.

	<p>Teachers are also partnering with families by regularly communicating with families about services. They are utilizing Remind or Autocrat with a Google Form/Sheet to quickly generate emails. For example:</p> <ul style="list-style-type: none"> ○ Advanced Academics Gifted/Talented - Sample Tracking Document ○ Special Education Accommodations - Sample Tracking Document ○ Linguistic Accommodations will be available 3 times per year on ELlevation - Sample Tracking Document
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Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	PK-5	KISD Curriculum (PK-5) Pearson Owl (PK) First in Math (K-5) HMH Think Central (K-5)	Schoology Activities Dashboards with HMH Think Central & First in Math District Common Assessments Campus Common Assessments	Yes	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p style="text-align: center;">Klein Accommodations Guide</p> <p style="text-align: center;">Klein Online Providing Accommodations with Schoology</p> <p style="text-align: center;">Parent access to training videos and resources are provided on the website</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Linguistic accommodations are provided based on students' individual needs.</p> <p style="text-align: center;">Asynchronous Bilingual & ESL Supports</p> <p>Pearson Owl in Spanish (PK)</p> <p>HMH Think Central supports in Spanish (K-5)</p>


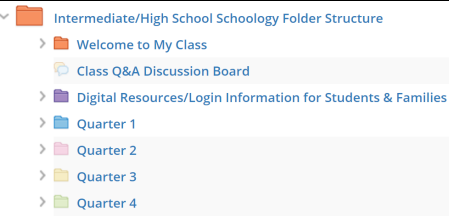
<p>Math Instructional Materials</p>	<p>6-12</p>	<p>KISD Curriculum (6-12)</p> <p>First in Math (6-8)</p> <p>Brainingcamp Virtual Manipulatives (6-8)</p> <p>IXL Learning (6 - 12)</p> <p>McGraw-Hill (6-8)</p> <p>SpringBoard Pre-AP Math (Alg 1&2, Geom, Precal)</p> <p>Savvas -Pearson (Alg 1&2)</p> <p>HMW (TX Geom)</p> <p>Cosenza (AR)</p> <p>Pearson MyLab (Stats, Precal)</p> <p>Cengage (AP Calc)</p> <p>BFW Sapling (AP Stats)</p>	<p>MAP (6-8)</p> <p>IXL Diagnostics</p> <p>FIM Dashboard</p> <p>Schoology Activities</p> <p>District QSE</p> <p>Campus Common Assessments</p> <p>Formative Checks (added in the curriculum)</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p>Klein Accommodations Guide</p> <p>Klein Online Providing Accommodations with Schoology</p> <p>Parent access to training videos and resources are provided on the website</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Linguistic accommodations are provided based on students' individual needs.</p> <p>Asynchronous Bilingual & ESL Supports</p>
<p>ELA Instructional Materials</p>	<p>PK-5</p>	<p>KISD Curriculum (PK-5)</p> <p>Handwriting without Tears (PK-3)</p>	<p>Lexia Core 5 Progress</p> <p>Schoology Activities</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Linguistic accommodations are provided based on students' individual needs.</p>

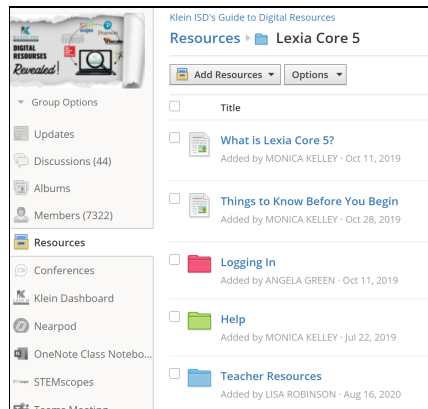
		Lexia Core 5 (PK-5) Units of Study Reading, Phonics, & Writing (K-5)	District Common Assessments Campus Common Assessments		Klein Accommodations Guide Klein Online Providing Accommodations with Schoology Parent access to training videos and resources are provided on the website	Asynchronous Bilingual & ESL Supports Benchmark Phonics in English with EL supports (K-2 Bilingual/Dual Language) Taller de fonetica (K-1 Bilingual/Dual Language and 2nd grade Dual Language) Imagine Learning Espanol (PK & K Bilingual/Dual Language) Imagine Learning Espanol (1st & 2nd Dual Language) Imagine Learning Language & Literacy (2-5 newcomer students) Biliteracy curriculum for Science and Social Studies. Language, literacy, and content are taught simultaneously. Building of metalinguistic approach with The Bridge strategy (K-2 Bilingual/Dual Language)
ELA Instructional Materials	6-12)KISD Curriculum (6-12) HMH (6-8) Savvas (9-12) Springboard (9th/10th PreAP) Savvas iLit45/20/EL	QSEs (Quarterly Semester Exams) MAP Savvas BOY Savvas iLit45 Formative Checks (added in the curriculum)	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Klein Accommodations Guide Klein Online Providing Accommodations with Schoology Parent access to training videos and resources are provided on the website	Differentiation and scaffolding supports are embedded within the curriculum. Linguistic accommodations are provided based on students' individual needs. Asynchronous Bilingual & ESL Supports

<p align="center">Science Instructional Materials</p>	<p align="center">K-5</p>	<p align="center">KISD Curriculum (K-5) Stemscopes (K-5) Gizmos (3-5)</p>	<p>Schoology Activities</p> <p>Extensive assessments and progress monitoring built into Stemscopes</p> <p>District Common Assessments</p> <p>Campus common Assessments</p>	<p align="center">Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p align="center">Klein Accommodations Guide</p> <p align="center">Klein Online Providing Accommodations with Schoology</p> <p align="center">Parent access to training videos and resources are provided on the website</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Linguistic accommodations are provided based on students' individual needs.</p> <p align="center">Asynchronous Bilingual & ESL Supports</p> <p>STEMSCOPES supports for EL and in Spanish (K-5)</p> <p>Biliteracy curriculum for Science and Social Studies. Language, literacy, and content are taught simultaneously. Building of metalinguistic approach with The Bridge strategy (K-2 Bilingual/Dual Language)</p>
<p align="center">Science Instructional Materials</p>	<p align="center">6-12</p>	<p align="center">KISD Curriculum (9-12)</p> <p align="center">Instructional Resources STEMscopes (Bio, Chem, Physics) MGH (IPC, Astronomy) Cengage (AP Chem, Organic Chem) HMH (Env Sys) Pearson (AP Bio, AP Physics) BFW Freedman (APES) Current (Aquatic)</p> <p align="center">Lab simulations /case studies Gizmos (9-12)</p>	<p>QSEs</p> <p>Campus Common Assessments</p> <p>STEMscopes BOY (Bio, Chem, Physics)</p> <p>Formative assessments</p>	<p align="center">Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p align="center">Klein Accommodations Guide</p> <p align="center">Klein Online Providing Accommodations with Schoology</p> <p align="center">Parent access to training videos and resources are provided on the website</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Linguistic accommodations are provided based on students' individual needs.</p> <p align="center">Asynchronous Bilingual & ESL Supports</p>

<p>Social Studies Instructional Materials</p>	<p>K-5</p>	<p>Pearson MyWorld (K-5) Capstone Digital (K-5)</p>	<p>Schoology Activities Built-in assessment/progress monitoring with Pearson MyWorld District Common Assessments Campus Common Assessments</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Klein Accommodations Guide Klein Online Providing Accommodations with Schoology Parent access to training videos and resources are provided on the website</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum. Linguistic accommodations are provided based on students' individual needs. Asynchronous Bilingual & ESL Supports Biliteracy curriculum for Science and Social Studies. Language, literacy, and content are taught simultaneously. Building of metalinguistic approach with The Bridge strategy (K-2 Bilingual/Dual Language)</p>
<p>Social Studies Instructional Materials</p>	<p>6-12</p>	<p>Active Classroom (6-12) HMH HRW (6-8) McGraw-Hill ConnectEd (Economics AP) BFW LaunchPad (World History AP, Psychology AP) Perfection Learning (US History AP) Pearson MyLab (Sociology, Human Geography AP, European History AP, Government AP)</p>	<p>Schoology Activities Built-in assessment/progress monitoring with Active Classroom District Common Assessments Campus Common Assessments</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Klein Accommodations Guide Klein Online Providing Accommodations with Schoology Parent access to training videos and resources are provided on the website</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum. Linguistic accommodations are provided based on students' individual needs. Asynchronous Bilingual & ESL Supports</p>

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

Component	Explanation
<p>How will materials be designed or be adapted for asynchronous instruction, ensuring coherence and retention on knowledge?</p>	<p>In our planning for curricular adjustments and needs, we included an Instructional Framework to support teachers in this new journey of educating students online and transitioning from At-Home Learning into Klein On-Campus and Klein Online. The instructional framework is a tool to support teachers in developing the whole child in an environment we know will challenge all of us in the upcoming year. It includes instructional best practices to support the design and delivery of Klein On-Campus and Klein Online and guidance on meeting the social and emotional needs of children and ensuring equity and access for EVERY student. Additionally, there is information on how to support students with specific and unique learning needs and course-specific support for content areas such as CTE, Fine Arts, and PE.</p> <p>Digital resources will be accessible through Schoology and our Klein ISD Student Dashboard. In addition to resources, such as IXL and Lexia, teachers will have access to digital instructional materials through our curriculum container housed in Schoology. Selected resources and materials can both be used in an online and on-campus environment to allow for accessibility to an interactive and robust curriculum and continuity across both student groups, Klein Online and Klein On-Campus. Both digital resources and instructional materials are TEKS aligned. Prior to engaging with resources and instructional materials, students will be pre-assessed to determine individual pathways. These student pathways will include specific digital resources and instructional materials.</p> <p>Students will also have access to daily instruction in real time, screencasts, and recordings while enrolled in Klein Online. All students will be instructed on how to navigate these resources and folder structures within Schoology to support their learning. The district distributed a course template to all Schoology courses so that students have a similar structure regardless of the class they are taking. The Digital Resources/Login information for Students & Families includes guides and videos on digital citizenship, navigating Schoology, working with the Klein ISD Dashboard and Google G-Suite, and troubleshooting technical issues. This allows both teachers and students to have access to this information within the LMS without having to leave the learning portal.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="464 841 968 1097"> <p>Elementary Folder Structure</p>  </div> <div data-bbox="982 841 1440 1097"> <p>Intermediate Folder Structure</p>  </div> </div> <p>We have also created an internal Klein ISD's Guide to Digital Resources group in Schoology. This group provides information for every digital resource in our district. Teachers can access this group for both technical and professional learning materials.</p> <p>Example of Lexia Core 5 -</p>



What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?

Professional Development

To comply with IDEA and our effort to provide quality services to students receiving special services, strategic professional learning will be provided to General Education Teachers, Special Education Teachers, and Paraprofessionals providing instruction and services to students receiving Special Services. Professional Development will be provided through New Teacher Onboarding, Content Focused Back-to-School Sessions, Reimagine Learning Summit, Behavior Academy, and mandatory training specialized by area throughout the school year.

Paraprofessionals will frequently collaborate and communicate with monitoring teachers about student progress and needs as defined in the [Paraprofessional Roles and Responsibilities](#) guiding document.

Teachers will participate in professional learning communities (PLCs) with teachers of the same grade band/subjects as well as with other special education teachers.

Communication with Student and Provision of Services

There will be multiple opportunities to connect with teachers. Special Education teachers and paraprofessionals will meet with students virtually per the student's Individual Education Plan. Specialized Program teachers will follow the district instruction framework including the use of Google Classroom (EC) and Schoology (K-18+) as a resource for tracking prescribed learning and progress. In addition, IEP accommodations/modifications will be followed and implemented based on the student's contingency plan and rigorously tracked through service logs. Special Education Service Logs will be kept for all students receiving special education services during virtual learning. Service Logs will be submitted in real-time. Academic Lead Teachers (ALTs) will provide monthly analysis after service and feedback to providers. District Parent Engagement Nights will be provided each semester. Additionally, there will be dedicated time within the teacher's daily office hours to support the needs of individual students and/or parents. There is ongoing communication through district communications, district website, social media, and individualized letters.

Related Services & Speech Language Services

Occupational Therapy, Physical Therapy, and Adapted Physical Education direct services will be provided through Teleheath and virtual pre-scheduled Zoom meetings. Caregivers and students will also be provided with videos of home activities that will support the student's IEP goals. These services will be documented using the student's service logs and data collection logs. Caregivers will be provided with a consent for Virtual and Telehealth services. Collaboration on student's IEP goals and equipment needs will be done either virtually, by phone, or email with caregivers and student's classroom teachers. Equipment necessary to meet the student's goals and objectives will be available for caregivers to pick up at the student's home campus prior to the start of virtual services. Contingency Plans will reflect any changes to the provision of direct services.

Speech and Language Pathologists will obtain consent for virtual services and set up Zoom invites with students during their instructional day to provide services as documented in their IEP. The Speech Language Pathologists might use a variety of platforms such as Google Classroom or Schoology to provide additional support and material as appropriate.

	<p>Specialized Program Teachers Specialized Program teachers will follow the district instruction framework including the use of alternative and supplementary curriculum and behavior supports in accordance with program guidelines.</p> <p>Homebound Klein ISD has developed options for students with disabilities to participate in remote learning through either Klein Online or homebound services. Klein Online will include synchronous or asynchronous portions. Homebound services will be provided in an asynchronous manner. To protect the health and safety of both students and staff, the homebound teacher will provide these asynchronous services virtually, until it is safe to resume face-to-face in-home instruction. During remote learning, Klein Online may provide more support for students through our remote learning program instead of remote homebound. If choosing Klein Online, the student will have more opportunities to access and participate in their full course schedule and curriculum. The ARD and 504 committees will follow the flowchart to assist in the decision-making process regarding students receiving homebound services.</p> <p>Like our general education students, our students with disabilities and ELs will receive appropriate personalized instruction and related services based on their individualized education plan and/or LPAC accommodations. Teachers and instructional paraprofessionals from Special Education and Multilingual will ensure students within these student groups receive the instructional supports and services as outlined in their educational documents. Additional information regarding the supports for these student groups can be found in the items linked below. Klein ISD Special Education Continuum of Services</p>
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Key Requirement Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
What is the system for tracking daily student engagement?	Attendance will be taken daily through synchronous activity or completion of daily assignments that mirrors the progress students would make in an on-campus environment in Schoology by midnight (timestamped). Teachers are responsible for taking attendance in a synchronous environment and reviewing completed or non-completed assignments each day. Students who are not engaged in the synchronous learning OR do not turn in an assignment each day will be marked "absent - remote asynchronous." By default, all Klein Online students are marked "present - remote asynchronous." Chronically absent students will be monitored by the teacher, campus administration, and counselors. Frequent and intentional communication with the student's family will be included in monitoring students' attendance and achievement.

<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>Students are expected to engage daily in their learning. Schedules for asynchronous instruction mirror a typical day in an on campus setting, providing both direct, teacher-led instruction and self-paced activities. Elementary lessons reflect a structure similar to face-to-face instruction with mini-lessons, guided practice, and independent practice built into the design. Lesson design and expectations for Klein Online at the secondary level are based on a 53 minute class period. Small groups and opportunities for intervention and remediation are also made available daily to students in all grade levels. As stated previously, the use of pre-assessments and personalized pathways ensures students' learning needs are being met and allows for one year's growth minimally during the 20-21 school year. Additionally, teachers will continue to collaborate in their PLCs and address the four PLC questions to support the design of learning pathways.</p> <p>Students who receive specific related services based on their learning needs are expected to engage in these activities when scheduled. Attendance and engagement will be documented by the district employee providing these services.</p> <p>Students who are in Klein Online and do not follow the 90% attendance rule will not receive credit for the course, regardless of the level of "engagement," consistent with on-campus expectations.</p>
<p>What is the system for tracking student academic progress?</p>	<p>Teachers will monitor the progress of EVERY student using informal and formal processes both during synchronous instruction and asynchronous instruction through Schoology. Grading guidelines and structures are the same for both Klein Online and Klein On-Campus and mirror the same expectations prior to COVID 19. Additionally, students, with support from their teachers, will set goals and map their progress using student data trackers. Progress will be communicated with families and caregivers.</p> <p>Data will also be reviewed at the district level to determine where additional and intentional supports or professional learning may be needed to support campuses in online instruction.</p> <p>Parents will have access to grades in Schoology and Skyward parent portals. Expectations for student engagement have been shared with families and caregivers, and we are developing videos and virtual learning experiences for families to ensure they are able to navigate both platforms and support their students.</p> <p>Academic Progress will be measured in the following ways:</p> <ul style="list-style-type: none"> ● Pre-Assessment and Post-Assessment progress ● MAP Testing (BOY, MOY, EOY) ● TPRI and DRA progress ● Quarterly learning assessments ● Mastery in Schoology (able to track progress) ● Formative assessments with timely and quality feedback <p>Teachers will also utilize district purchased resources to help track mastery. Please see the full list of Resources by Grade Level. Each resource links to our internal Klein Digital Resource group in Schoology that provides professional learning materials for all of our digital resources.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers are expected to provide feedback daily to their students. This can be accomplished through live exchanges during synchronous learning, assignments submitted through Schoology, or digital correspondence (email, chat features). Teachers will assign students to intervention or small groups when progress towards mastery is not being made. Students will also have the opportunity to track their progress through student data trackers. This allows students to track their progress from pre-assessment data to current levels of understanding. This includes BOY MAP data specific to math and ELA.</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>Throughout the course of the summer, teachers and administrators were able to attend professional learning opportunities provided by the district. These trainings included content curriculum, data analysis, Schoology, and sessions specific to a variety of student groups, including SPED, EL, and GT.</p> <p>In July 2020, we released our tiered Schoology Checklist for teachers and administrators. It is personalized for faculty and must be completed by October 31st. Additionally, we released our Klein Online website, which also provides support and professional learning to campus faculty. Following the change in our school calendar, adjusting the start date to September 8th, we provided more intensive training to our elementary campuses, as Schoology has not been a requirement in the past for these grade levels. By adding the additional 13 days of professional development, we were able to conduct simulations on August 24th (peer-to-peer), August 27th (teacher-to-student - online environment only), and September 2nd (teacher-to-student - online and on-campus simultaneously). Also, we were able to include a trainer of trainers course based on a turn-key design from Education Elements to support the development of classroom culture in a virtual environment.</p> <p>Simulation Checklist</p> <p>Every year in August, we host our Reimagine Learning Summit, to support the development of personalized learning. This platform allows teachers to choose topics that are specific to their needs. Topics include instructional strategies and content foundations. Linked below is the website outlining those topics. On the afternoons of RLS, we offer sessions specific to administrators. This year’s focus was on the Virtual Instruction Guide for Principals and Classroom Culture in a Virtual Environment to support the TOT model mentioned above.</p> <p>Job embedded opportunities will be designed by campuses, but will also include our district initiative of Diane Sweeney’s Student-Centered Coaching. Both specialists and principals have been trained. Multiple specialists serve campuses and meet bi-monthly in our specialist collaboratives. These collaboratives provide foundational training to specialists in the areas of content, pedagogy, and Student-Centered Coaching. The expectation has always been, and will continue to be, that they share and train their campus teachers with the information learned at each of the collaboratives. The Teaching and Learning team and principal supervisors work collaboratively to support campuses in implementation and follow through.</p> <p>Professional Learning Calendar</p> <p>Schoology Checklist KOL Website Virtual Instruction Guide for Principals</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>Campuses will design campus plans based on the needs of their students and their teachers. Teaching and Learning and principal supervisors will work alongside principals to support them in the design and execution of their plan. Campus principals, in collaboration with their leadership teams, will determine the progression of the plan and where they may or may not have to make adjustments during the school year. Principal supervisors, from our Teaching and Learning department, meet regularly with campus leadership teams and will support principals in the monitoring of these milestones.</p> <p>Teaching and Learning will work collaboratively with Human Resources' Professional Learning Team to develop a comprehensive professional learning plan that includes milestones. Data analysis, including academic progress, Student-Centered Coaching data, and feedback from specialists and administrators are key indicators we will use to determine the attainment of milestones. Instructional specialists, which also includes Language Instructional Specialists (EL), GT Program Coordinators, and SPED Interventionists, receive bi-monthly training in content, pedagogy, and student-centered coaching. Teams made up solely of Teaching and Learning personnel are expected to support campuses directly or indirectly throughout the school year.</p>
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Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Communication with families will be done through a variety of mediums, including Skyward, Remind, Social Media, weekly KISD Community Updates (email and social media), our support webpage, and the Schoology parent portal. Klein ISD has provided a feedback link for families on the support webpage and has provided multiple FAQ documents with the real-time release of information when new guidance is provided from TEA or state and local agencies.</p> <p>Campuses also use a variety of communication tools, such as Smore and Remind, to keep families informed.</p> <p>Remind: This two-way communication platform allows educators and families to share messages with each other through the app, text messages, phone calls, and email.</p> <p>Website and Social Media: Community Updates are posted on all district and campus webpages and social media platforms. Nearly daily stories are written and posted on social media and websites relating to important events, deadlines, and information. In addition, emergency alerts are enabled on the website.</p> <p>Schoology: Teachers and students engage in two-way communication with each other using discussion boards. Lessons and assignments are also posted in this learning management system that can be accessed at various times throughout the day. Additionally, families may view their students' classes through the Schoology Parent Portal and have access to tutorials for using Schoology as a parent.</p> <p>Skyward: Families will have access to students' schedules and grades through the Skyward platform.</p> <p>Klein ISD Community Updates: Weekly updates based on questions received from families or information the district deems important. This is distributed through email and text. Each update features a direct link to the district's feedback email.</p> <p>Feedback email: As families have questions, they are able to submit them to the district's feedback email. Every email receives a response within 24 hours with an answer. If needed, families are also connected with teachers, administrators, or departments for more specific information to answer their questions.</p> <p>Family Webpage: support.kleinisd.net</p> <p>Schoology Course with Family Resources Folder</p>

What are the expectations for family engagement/support of students?

The expectation for Family Engagement in Klein ISD is to continue building meaningful partnerships with families to support student achievement from Promise to Purpose. We will achieve this by building relationships with families and supporting family's efficacy through understanding the context when learning occurs, acknowledging family's funds of knowledge, and building the family's capacity to support learning by giving them actionable items to provide support.

In addition, we will provide targeted professional development to the staff to improve and grow their family engagement practice, including Summer Professional training, Onboarding Family Engagement training, and the Klein ISD Family Engagement google site.

Campuses are required to host a Family Engagement event, virtual or in face-to-face small groups, between August 28th and September 4th. Teaching and Learning, Family Engagement, and our Communications teams are providing videos for campuses to use to support their event. These videos will be curated for principals to use throughout the year, but will also be accessible to families on our support website. Topics include navigating Schoology and Klein Online, creating a learning environment within your home, and accessing grades and monitoring progress in Schoology.

Family Engagement Resources

[Klein ISD Family Engagement Google site for Staff](#)

[Question bank to assess needs and family sense of efficacy](#)

[Knowing my Students: Teacher Inventory for Equity and Access](#)

[Family Engagement Resource Wakelet](#)

[Google translation for written documents](#)

[Family Wellness Channel \(Youtube\)](#)

[Virtual Family Center](#)

Resources from Digital Learning and Communications

Families were asked to verify their enrollment by September 4, 2020. At this time, they could select Klein Online or Klein On-Campus. Additionally, they were asked if they needed a device or access to WiFi. Distribution of devices and hotspots was based on the data collected through the verification process. This information was communicated through Klein Community Updates. Families were contacted throughout this process who did not complete the verification submission by campus administrators. Communication with families is ongoing.

Campuses will provide a virtual or small group face-to-face sessions with families to provide support and information for the online experience. This takes place between August 28th and September 4th.

Student schedules will be released on August 21st through Skyward. At this time, students will have access to Schoology.

	<p>Families will be made aware of the opportunity to engage with simulations upon release of schedules. This is optional for our families, but an opportunity to engage in Klein Online prior to the first day of school on September 8th.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>District staff will continuously monitor Klein ISD Feedback emails to respond to parent questions in a timely manner. Announcements, updates, and resources for parents will be on the district website, campus websites, social media, and district communication emails to families.</p> <p>The Klein ISD Family Engagement Department will partner with campus and department leaders to provide the following support and resources to our families:</p> <ul style="list-style-type: none"> ● Access to technology training ● Virtual Family Centers that are easily accessible from multiple electronic devices. Centers will contain links to information, training, and support ● Videos with instructions for accessing Skyward family access portals and Klein Online instructions <p>Campus Examples of Parent Engagement Opportunities:</p> <ul style="list-style-type: none"> ● Eiland Elementary Helpdesk- The school has designated staff members (including the parent liaison) to support families. Once the parent calls Eiland’s main number, they are rerouted to these staff members who will support them with passwords, student names for logins, completion of forms for Technical assistance, etc. The parent liaison also has access to a spreadsheet with the teacher’s Zoom information to provide prompt assistance for families to login in virtually. ● Klenk Elementary Curbside Service- Families will park in designated spots marked in front of the school and will call the parent liaison’s number to receive assistance. The parent liaison will go out and take the parent request to then re-route to the appropriate resource in the school. ● Kaiser Elementary serving families in the school lobby- To maintain safety, and while keeping social distance, the parent liaison is in the school’s vestibule with her laptop to assist parents. Parents don’t have to enter the building, just the vestibule, one by one. They wear masks and maintain social distance. ● Strack Intermediate Curbside Assistance <p>Our Family Engagement department continues to work with campuses to support the needs of their communities and families.</p>