



## Attestations

### Instructional Schedule

- Teacher interaction** with students is predictable, sufficient to support schedules.
- Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided **clear means to engage with academic material on a daily basis**.
- Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**.  
As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
  - Half day PreK – 90 instructional minutes
  - Full day PreK – 180 instructional minutes
  - K through 5th grade – 180 instructional minutes
  - 6th through 12th grade – 240 instructional minutes

### Materials Design

- District has adopted a **full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment**. This includes:
  - Assessments that ensure continued information on student progress remotely
  - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
  - Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.



# Asynchronous Plan

- There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

## Student Progress

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
  - Data from the Learning Management System (LMS) showing progress made that day
  - Curricular progress evidenced from teacher/student interactions made that day
  - Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
  - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

## Implementation

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
  - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
  - Cover all grade levels and content areas that are participating in asynchronous learning
  - Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
  - Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- Districts provide **explicit communication and support for families** in order to support asynchronous work at home.



# Asynchronous Plan

## 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.

[Pre-K Sample Schedule \(may vary by campus\)](#)

[Elementary Sample Schedule \(may vary by campus\)](#)

[Secondary Sample Schedule \(start and end times will vary between MS and HS level\)](#)

**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>In Little Elm ISD, students may engage in remote asynchronous learning in the following ways:</p> <ol style="list-style-type: none"> <li>1. Through At-Home Learning               <ol style="list-style-type: none"> <li>a. Option available to students whose parents committed to At-Home Learning during the registration period prior to August 10, 2020 and three weeks prior to the end of each grading period. Parents can opt to change their student’s learning modality (remote At-Home Learning or In-School Learning) at the 6th week of the 9 week grading period for the next 9-week grading period. The goal in LEISD is to assign dedicated teachers as remote At-Home Learning Educators, primarily at the campus level. There will be cases (such as bilingual dual language) where teachers will need to be assigned at the district level, with students remaining enrolled at their designated elementary.</li> </ol> </li> <li>2. Through In-School Learning: Sporadic, Short-term Learners               <ol style="list-style-type: none"> <li>a. Option available to students whose parents committed to In-School Learning during the registration period, but who are sick, must be quarantined, are absent for any reason, and in the event of micro closures due to COVID-19. These students will remain assigned to their on-campus teacher.</li> </ol> </li> </ol> <p>Both At-Home Learners and Sporadic, Short-term remote learners are expected to engage in synchronous and asynchronous instruction at the scheduled times, following the same expectations for time engaged in academic content as their counterparts. Curriculum and Learning Services works with Campus Administrators and teacher teams to ensure first teach lessons, assignments, and activities scheduled for each day meet the same levels of rigor regardless of the mode of instruction.</p>



	<p>To help ensure daily interaction with academic content, Little Elm ISD has taken the following steps.</p> <p>LEISD provides students in grades 4-8 with Chromebooks and students in grades 9-12 with MacBooks. Additionally, the District will be expanding our 1:1 program by distributing iPads to our PK-Kinder students and Chromebooks to K-3 students who commit to At-Home Learning. (The District has ordered touch screen Chromebooks and will issue these to Pre-K students upon arrival in the district - anticipated January 2021).</p> <p>Distribution of existing technology will occur at each campus beginning the week of August 17, 2020.</p> <p>To provide increased access and connectivity, LEISD has purchased and will distribute approximately 300 hotspots to students who designated during the registration process that they do not have internet access at home. This step has made connectivity possible for the great majority of our students. As a result, we anticipate all students will be able to engage in online learning as planned.</p> <p>LEISD has prepared an <a href="#">Instructional Resources Protocol</a> to ensure students are issued necessary instructional materials regardless of the instructional modality they choose.</p> <p>Students will engage in Math and ELA, both synchronously and asynchronously, daily. Other subjects will blend synchronous and asynchronous instruction, however they may not have synchronous instruction daily. Additionally, elementary students are expected to participate in their homeroom morning meeting and closure meeting daily; it is expected that all students will participate in small group instruction including guided reading, math workshop, and tutorials as scheduled.</p> <p><a href="#">Instructional Models Protocol</a></p> <p><a href="#">Attendance Protocol</a></p>
<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>Students will receive a schedule via their designated Learning Management System (LMS) that outlines daily schedules, expected learning activities, and assignments for completion. The District designated the following LMS per grade band:</p> <ul style="list-style-type: none"> <li>● PK-2: Seesaw</li> <li>● 3rd-5th: Google Classroom</li> <li>● 6th-12th: Canvas</li> </ul> <p><a href="#">Learning Management System Protocol</a></p> <p>Half Day PreKindergarten students will learn primarily asynchronously in-line with TEA attendance funding, participating in <b>120</b> minutes for <i>half-day PreKindergarten</i>. PK Half -day students will engage in <b>30</b> minutes of synchronous instruction daily and, approximately <b>90</b> minutes, will be spent in self-directed asynchronous instruction leveraging both district created resources and adopted materials. Throughout the day there will be synchronous learning opportunities during scheduled asynchronous learning times as needed.</p>



# Asynchronous Plan

	<p>Full Day PreKindergarten students will learn primarily asynchronously in-line with TEA attendance funding, participating in <b>210</b> minutes for <i>full-day</i> PreKindergarten. PK Full Day students will engage in <b>30</b> minutes of synchronous instruction daily and, approximately <b>190</b> minutes, will be spent in self-directed asynchronous instruction leveraging both district created resources and adopted materials. Throughout the day there will be synchronous learning opportunities during scheduled asynchronous learning times as needed.</p> <p>Elementary students (K - 5) will learn primarily asynchronously in-line with TEA attendance funding, participating in 300+ total minutes of learning across modalities daily. Students will engage in 80-130 minutes of synchronous academic instruction daily, along with 15 minutes of synchronous morning meeting time and 20 minutes of closure meeting time which will include social emotional learning for At-Home Learners. The remainder of the day, approximately 240+ minutes, will be spent in self-directed asynchronous instruction in core content and special areas (art, music, and pe) leveraging both district created resources and adopted materials.</p> <p>Secondary students will follow the campus' bell schedule for their assigned campus while participating in At-Home Learning. Approximately 25-30 minutes of instruction will occur synchronously each period with the remaining 20-25 minutes occurring asynchronously. Students will engage in 200-240 minutes of instruction synchronously along with 160-200 minutes of asynchronous instruction (if a student is 100% participating in At-Home Learning). Secondary students who wish to participate in specialized classes, including UIL courses, will be able to participate in these courses through In-School Learning. The District has published a list of <a href="#">Specialized Courses</a> requiring some or all participation in the In-School Setting.</p>
<p><b>What are the expectations for teacher/student interactions?</b></p>	<p>Teachers will interact with students daily via multiple modalities:</p> <ul style="list-style-type: none"><li>● Elementary:<ul style="list-style-type: none"><li>○ Daily morning meeting and daily closure meeting: students in PK-5th grade will begin and end their day synchronously with their homeroom teacher.</li><li>○ Students will engage in live synchronous “first teach” instruction daily for ELAR/SLAR and Math.</li><li>○ Students are expected to engage in live synchronous “first teach” instruction in other core content such as science and social studies multiple times per week.</li><li>○ RtI will be offered via live synchronous small group instruction based on proficiency and progress to support student needs. Students will be served in groups of 5-7 students at a time.</li></ul></li><li>● Secondary:<ul style="list-style-type: none"><li>○ Students will engage in live synchronous “first teach” instruction at the beginning of each scheduled period daily.</li><li>○ RtI will be offered via live synchronous small group instruction based on proficiency and progress to support student needs. Students receiving RtI will be served in groups of 5-7 students at a time during the scheduled asynchronous time for each period and during tutorials before and/or after school.</li></ul></li></ul>



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# Asynchronous Plan

	<a href="#">Instructional Models Protocol</a>
<b>How will teacher/student interactions be differentiated for students with additional learning needs?</b>	<p>Students with additional learning needs, as determined through the NWEA MAP screener, formative assessments, district developed common summative assessments, and progress checks in the district designated LMS, will have small group intervention sessions scheduled via Zoom.</p> <p>If insufficient progress is being made, teachers will schedule one-on-one Zoom conferencing. Interventions will be conducted synchronously based on individual student needs.</p> <p>Students with disabilities, students of special populations, or English Learners will also have access to additional accommodations in the instructional materials.</p> <p>The district has provided guidance for providers of special populations through the following documents: <a href="#">Special Populations Instructional Services Planning Protocols</a> <a href="#">2020-2021 At-Home Resources for English Learners</a> <a href="#">Supports for Students with Disabilities</a></p>



# Asynchronous Plan

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

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
<p><b>Math Instructional Materials Elementary</b></p>	<p>K - 5</p>	<p>TEKS RS LEISD Curriculum TEGuide Imagine Math Envision 1-1 Math Facts Brain Pop Texas Home Learning 3.0</p>	<p><b>Seesaw (PreK - 2)</b>  <b>Google Classroom (3 - 5)</b>  <b>SchoolCity</b>  <b>Zoom for Synchronous Time</b></p>	<p>Yes</p>	<p><a href="#">Supports for Students with Disabilities</a></p>	<p>Linguistic accommodation for instruction, and designated supports for assessment, will be determined by the LPAC committee. Additionally, the district has access to the following resources:</p> <ul style="list-style-type: none"> <li>• Access to 85 strategies specific to ELs through ELlevation Strategies. This platform contains videos and step-by-step instructions to implement an activity. The activities can be sorted by content, grade band, and language domain (Listening, Speaking, Reading, and Writing). Scaffolds for various levels of support are covered in each activity as well as online implementation ideas.</li> <li>• The LEISD Instructional Strategies Playbook includes a literacy connection that</li> </ul>



# Asynchronous Plan

						<p>categorizes activities by structured reading, structured writing, and structured conversations.</p> <ul style="list-style-type: none"><li>• Snap &amp; Read is a text-to-speech extension that reads online or web based texts to students. Texts can be translated or adapted to a lower reading level.</li><li>• <b>Additionally in ELA</b>, the HMH Reading Textbook Adoption in K-12 includes scaffolding for ELs according to proficiency levels (Beginner, Intermediate, Advanced, and Advanced High).</li><li>• <b>Bilingual Resources (Elementary Only)</b> All of our core content textbooks and most of our district paid supplemental resources are available both in English and Spanish - Science Fusion ThinkCentral, Go Math ThinkCentral, Social Studies Weekly, and HMH into Reading.</li></ul>
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# Asynchronous Plan

						<a href="#">2020-2021 At-Home Resources for English Learners</a>
<b>Math Instructional Materials Secondary</b>	6 - 12	TEKS RS LEISD Curriculum TExGuide Imagine Math HMH Textbooks (digital & consumable) Springboard 1-1 (digital & consumable) Imagine Math - Math Facts Desmos Edgenuity Delta Math My Math Lab (AP Calc AB/BC, AP Statistics and on-level Statistics) Texas Home Learning 3.0	<b>Canvas</b>  <b>SchoolCity</b>  <b>Zoom for Synchronous Time</b>	Yes	<a href="#">Supports for Students with Disabilities</a>	See above



# Asynchronous Plan

<p><b>Elementary ELA Instructional Materials</b></p>	<p>Kinder -2 ELAR/SLAR</p> <hr/> <p>3rd-5th ELAR/SLAR</p>	<p>TEKS RS LEISD Curriculum TExGuide HMH Textbook: Into Reading Texas Mybook (consumable and digital access) Lexia (digital) ELAR only iRead (digital) ELAR only <i>Free articles: Time for Kids</i></p> <hr/> <p>TEKS RS LEISD Curriculum TExGuide HMH Textbook: Into Reading Texas Mybook (consumable and digital access ELAR/SLAR) Lexia (digital) ELAR only Texas Home Learning 3.0</p>	<p><b>Seesaw (PreK - 2)</b></p> <p><b>Google Classroom (3 - 5)</b></p> <p><b>SchoolCity</b></p> <p><b>Zoom for Synchronous Time</b></p>	<p>Yes</p>	<p><a href="#">Supports for Students with Disabilities</a></p>	<p>See above</p>
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# Asynchronous Plan

<p><b>Secondary ELA Instructional Materials</b></p>	<p>6-12</p>	<p>TEKS RS            LEISD Curriculum            TExGuide            HMH Textbook            Destiny Discover            Edgenuity            Writable            Texas Home Learning 3.0            Campus 6-8 access to IXL</p>	<p><b>Canvas</b>   <b>SchoolCity</b>   <b>Zoom for Syn</b></p>	<p>Yes</p>	<p><a href="#">Supports for Students with Disabilities</a></p>	<p>See above</p>
	<p>AP English 3 &amp; 4</p>	<p>TEKS RS            LEISD Curriculum            TExGuide            HMH TextbookDestiny            DiscoverE            Edgenuity            Writeable            AP Classroom            Texas Home Learning 3.0</p>				



# Asynchronous Plan

<p><b>Science Instructional Materials Elementary</b></p>	<p>K-5</p>	<p>TEKS RS          LEISD Curriculum          TExGuide          STEMScopes          Science Fusion Think Central          Science Textbook          phET Colorado OnLabs          Discovery Education- videos and          activities          Brain Pop Jr. &amp; BrainPop - Video          &amp; Activities          Brain Pop - Video &amp; Activities          PebbleGo - Video &amp; Activities          Lab Supplies          Texas Home Learning 3.0</p>	<p><b>Seesaw (PreK - 2)</b>  <b>Google Classroom (3 - 5)</b>  <b>SchoolCity</b>  <b>Zoom for Synchronous          Time</b></p>	<p>Yes</p>	<p><a href="#">Supports for Students with          Disabilities</a></p>	<p>See above</p>
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# Asynchronous Plan

<p><b>Science Instructional Materials Secondary</b></p>	<p>6-8</p>	<p>TEKS RS          LEISD Curriculum          TExGuide          STEMScopes by Accelerate Learning          Science Fusion/ Think Central by Houghton Mifflin Harcourt- Science Textbook          phET Colorado - Online Labs          Discovery Education -Videos &amp; Activities          Brain Pop - Videos &amp; Activities          Texas High School Physics - Houghton Mifflin Harcourt - Textbook          Lab Supplies          Texas Home Learning 3.0</p>	<p><b>Canvas</b>   <b>SchoolCity</b>   <b>Zoom for Synchronous Time</b></p>	<p>Yes</p>	<p><a href="#">Supports for Students with Disabilities</a></p>	<p>See above</p>
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# Asynchronous Plan

<p><b>Science Instructional Materials Secondary</b></p>	<p>9-12</p>	<p>TEKS RS          LEISD Curriculum          TExGuide          Pearson          (A&amp;P Human Anatomy, Earth          and Space Science, Forensics)          Mastering Biology - Pearson          (AP Biology)          Brown, LeMay,- The Central          Science (AP Chemistry)          Wiley          (AP Environmental Science)          OpenSTAX          (AP Physics)          Modern Biology - Houghton          Mifflin Harcourt - Textbook          (Biology)          Modern Chemistry - Houghton          Mifflin Harcourt - Textbook          (Chemistry)          Environmental Science -          Houghton Mifflin Harcourt -          Textbook          (Environmental Science)</p>	<p><b>Canvas</b>   <b>SchoolCity</b>   <b>Zoom for Synchronous          Time</b></p>	<p>Yes</p>	<p><a href="#">Supports for Students with          Disabilities</a></p>	<p>See above</p>
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# Asynchronous Plan

<p><b>Science Instructional Materials Secondary Continued</b></p>	<p>9-12</p>	<p>Microbiology: An Introduction, 11th Edition - Tortora, Funke, Case - Pearson  (Medical Microbiology)  Physics - Houghton Mifflin Harcourt - Textbook  (Physics)  STEMScopes  (Physics)  Discovery Education  (High School Science)  Labs  (High School Science)  phET Colorado - Online Labs  (High School Science)  Texas Home Learning 3.0</p>				
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# Asynchronous Plan

<p><b>Social Studies Instructional Materials Elementary</b></p>	<p>PreK - 5</p>	<p>TEKS RS          LEISD Curriculum          TExGuide          Active Classroom (4 - 5)          Exploring Where and Why          Social Studies Weekly (Eng/Spanish)          Texas Home Learning 3.0</p>	<p>Seesaw (PreK - 2)          Google Classroom (3 - 5)          SchoolCity          Zoom for Synchronous Time</p>	<p>Yes</p>		<p>See above</p>
<p><b>Social Studies Instructional Materials Secondary</b></p>	<p>6 - 12</p>	<p>TEKS RS          LEISD Curriculum          TExGuide          Active Classroom (All Secondary Classes)          Pearson Online (6-8, Psychology, Sociology, AP Human Geography, AP World History, AP Government, AP European History)          BFW Publishers Textbooks (AP Economic, AP Psychology)          Edgenuity          Texas Home Learning 3.0</p>	<p>Canvas          SchoolCity          Zoom for Synchronous Time</p>	<p>Yes</p>		<p>See above</p>



# Asynchronous Plan

**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 on knowledge</b></p>	<p>The district will leverage our existing instructional materials as the bases for our curriculum for students. In addition, we will utilize Texas Home Learning 3.0 as appropriate to supplement the district’s instructional materials. At-Home learners will follow the same scope, sequence, minute requirements, and curriculum as In-School learners. This is to allow for students transitioning between the two instructional modalities of at-home and in-school at the end of grading periods. All materials utilized by LEISD are aligned to the TEKS. The District utilized TEKS Resource Systems as the foundation of our district curriculum. Instructional materials will be available through the designated grade band LMS platforms. Teachers will attach links and design activities so students have interactive learning experiences. The use of videos, online resources, and recorded zoom sessions will be used to ensure that students have detailed instructions on how to navigate the instructional materials and receive “First Teach” instruction on new content from the teacher.</p> <p>Students will leverage a number of instructional software resources including, but not limited to, Imagine Math and iRead/IXL. These programs are inherently tailored to support self-paced, adaptive, personalized student learning. This will support student progress as well.</p> <p>Teachers will receive significant professional learning on both content and remote learning instructional practices to support appropriate adaptation, instructional practices, and coherence (See professional learning calendar below)</p>
<p><b>What additional support (in addition to resources listed above) will be provided for students with disabilities and ELs?</b></p>	<p>Continuity in personalized support for students with specialized needs/services (i.e., special education, 504, English Learners, etc.) will be provided appropriately within the asynchronous learning environment as determined by each student's individual education plan; teachers and paraprofessionals will continue to tailor instructional content and activities to meet the specific needs of these students. Our ELL Support Team and Special Education Department have developed the following guidance documents to support teachers in accommodating materials for our English Language and Special Education Learners:</p> <p><a href="#">Digital Tools to Support English Learners</a></p> <p><a href="#">Supports for Students with Disabilities</a></p> <p><a href="#">Special Populations Instructional Services Planning Protocols</a></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 will be expected to interact synchronously and to complete learning activities asynchronously per the students schedule (See Sample Schedules above). Students are expected to login daily to the designated LMS (Seesaw, Google Classroom, or Canvas) to reference activities and assignments for the day. Students who do not demonstrate engagement on a given day are marked absent. Daily student engagement expectations and progress must be clearly defined, measurable, and published online for parents and students to self monitor. Students are given asynchronous assignments daily by the teacher and completion time equates to minutes assigned for specific grades. Engagement expectations are defined by grade level and/or subjects/courses.</p> <p>Students participate daily by completing instructional tasks, answering questions, submitting assignments, completing projects, or submitting pictures of assignments and tasks depending on the grade level or subject requirements. Students are also encouraged to actively participate in synchronous time and teacher office hours for any additional support and answers to questions they may have. Teachers are expected to denote/amenda attendance for an At-Home Learner by the end of the next day of school (Monday engagement attendance must be amended by end of the school day on Tuesday).</p> <p>Students are expected to demonstrate engagement for the teacher to track at a predesignated time every day (end of the campus bell schedule); however, if assignments are turned in during after hours and by 11:59 P.M. of the same day, teachers can amend attendance the following day. Teachers are also expected to meet with students virtually daily.</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 method 3 possible attendance markers:</p> <ol style="list-style-type: none"> <li>1. Daily Progress in the Grade Level LMS or</li> <li>2. Daily Progress via student-teacher interaction or</li> <li>3. Completion / Turn-in of assignments via the district designated LMS</li> </ol> <p>Grades PK-12:</p> <ul style="list-style-type: none"> <li>● By default, Students are marked "Present-Remote Asynchronous."</li> <li>● Daily attendance is taken at a predetermined time each day.</li> <li>● Teachers monitor and check for student "engagement" each day.</li> </ul>



# Asynchronous Plan

	<ul style="list-style-type: none"> <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 have an "after hours" completion option where students will have until 11:59 P.M. of each day to be considered "engaged". If a student has been marked as "absent" by a teacher for engagement during the school day but via the district designated LMS is reported as "engaged" during after hours (school end time to 11:59 P.M.), the teacher will submit an attendance change to "Present-Remote Asynchronous".</li> </ul> <p>However, Little Elm ISD intends to set a high bar for our students as it relates to daily engagement; we believe that students should demonstrate more than basic progress daily. While we recognize that the 2020/2021 school year will represent a significant departure from "normal" for our students and families, we cannot afford to miss a single opportunity for our students to learn and grow.</p> <p>See staff development plan with regards to ongoing Professional Learning</p> <p><a href="#">Attendance Protocol</a></p>
<p><b>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</b></p>	<p>All digital platforms and tools (i.e. Seesaw, Google Classroom, Canvas, etc.) utilized on-campus will also be used in a remote asynchronous setting to maintain platform consistency. In addition, the method of tracing engagement is consistent with an on-campus learning environment because they mimic the ways students would interact with their teachers on-campus through daily minute expectations, progress tracking on learning objectives, and activities completed.</p> <p>Apart from interventions and office hours, attendance will be tracked daily in the district designated LMS (Seesaw, Google Classroom, Canvas) through the same process and protocol as is used during on-campus instruction. Students in both In-School and At-Home learning will follow the scope, sequence, and curriculum expectations developed through the District's Learning Management Plan. Students in both In-School or At-Home learning will be held accountable to the same grading guidelines regardless of how the instruction is delivered. By ensuring the same Grading Guidelines are followed in both environments, we ensure that teachers are supporting the learning of students with consistency to the LEISD Curriculum Scope and Sequence of each content. Furthermore, these opportunities for engagement provide evidence that the student is making progress and engaging with their schoolwork daily.</p> <p><a href="#">LEISD Grading Protocol</a>  <a href="#">Learning Management System Protocol</a>  <a href="#">Instructional Models Protocol</a></p>



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<p><b>What is the system for tracking student academic progress?</b></p>	<p>Student progress will be tracked daily in the LMS through daily assignments, activities, and interaction with a teacher. The district is planning on implementing a standardized structure in tracking instructional minutes and engagement to assist with this task. LEISD will also utilize the Grading Guidelines (above) to remain consistent with regards to both In-School and At-Home learning. SchoolCity will be utilized for classroom formative assessments and district common summative assessments to import grades and build support for students through data desegregation of assessments given throughout the grading period.</p> <p>Parents have access to student progress through Focus, the district designated LMS, and interactions with teachers regarding assignment submissions, attendance, and engagement. Parents can communicate via the designated method of the campus/classroom to discuss learning that is occurring in the At-Home environment. Via the district's SIS, Focus, parents are able to designate daily, weekly, or monthly notifications of progress in terms of a student's grades. The expectations for student engagement will be shared with parents at the start of the school year.</p> <p>Additionally, students will be assessed to track academic progress throughout the year utilizing the following assessments:</p> <ul style="list-style-type: none"><li>● Circle PreK Assessment (Beginning, Middle, Early Spring, and End of Year)</li><li>● NWEA MAP Assessment (Kinder-12th at Beginning, Middle, and End of Year)</li><li>● DRA (K-5 at Beginning, Middle, and End of Year)</li></ul> <p>These expectations for student engagement and progress monitoring will be shared with parents at the start of the school year via the Student Code of Conduct. Currently, the district is planning for a 1:1 device roll-out and for hot spots to be issued to all students who need wifi access.</p> <p>Students in both In-School or At-Home learning will be held accountable to the same grading guidelines regardless of how the instruction is delivered. <a href="#">LEISD Grading Protocol</a></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 daily feedback in at least one capacity within the district designated LMS. Daily specific feedback from teachers to students is conducted through a variety of methods, via the LMS, activities, or small group instruction and teacher office hours. The daily feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis. With limited synchronous learning time, teachers will have additional time to provide interventions/enrichments and/or small group instruction during their office hours.</p> <p>It is important to emphasize to teachers that feedback is not limited to synchronous time, it can be done through discussion forums, chat features, email and other avenues in accordance with what will most impact their students growth and success.</p>



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

**Detailed Professional Learning Plan for the 2020-2021 School Year follows this section.**

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

Component	Explanation
<p><b>How will both initial and ongoing, job-embedded educator development opportunities occur?</b></p> <p><i>Job-embedded professional learning opportunities are built into the workday and have a direct connection to the goals set for the educators and students on the campus.</i></p>	<p><b>Initial Adult Learning &amp; Support</b></p> <ul style="list-style-type: none"> <li>All Teachers of Record and instructional staff were trained on district designated learning management systems by grade band prior to the start of the 2020-2021 school year. This learning was extended during New Hire Orientation and District Inservice with a Remote Learning Educator Certification provided to all educators. All required training included content on systems, pedagogy, instruction, relationships and SEL, digital tools, scheduling, health and safety, and logistics.</li> <li>During Inservice, all educators attended sessions where they had opportunities to collaborate with their own teacher teams and virtually with teams across the district, work directly with Curriculum Coordinators to design upcoming asynchronous lessons true to content specific instructional models, apply new learning and practice remote teaching skills in a safe environment before “going live” for their students, and prepare family communication for the first weeks of asynchronous instruction, modeling the importance of relationship building and strong community connections.</li> </ul> <p><b>Professional Learning Opportunities offered March 2020-August 2020</b></p> <p><a href="#">Digital Learning Webinars calendar from Spring 2020</a></p> <p><a href="#">Digital Learning LMS Webinars PD calendar from Summer 2020</a></p> <p><a href="#">Digital Learning Webinar Recordings list from Spring 2020</a></p> <p><a href="#">Summer Learning Summit in-district Conference   Course Catalog</a></p> <p>Lobo Welcome Week (New Teacher Professional Learning <a href="#">page one</a> &amp; <a href="#">page two</a>)</p> <p><a href="#">Fall Kick Off at-a-glance</a></p> <p><b>Ongoing Adult Learning &amp; Support</b></p> <p>Educator development will continue throughout the school year in a variety of contexts and modalities. The professional learning calendar will reflect monthly learning opportunities that support the deeper understandings of overarching themes central to successful asynchronous instruction. These opportunities will be offered for district instructional leaders, campus administrators, teacher mentors, and teachers.</p> <p><b>Fall &amp; Spring Professional Learning</b></p> <ul style="list-style-type: none"> <li>Weekly PLCs will continue to occur for all teachers. “At-Home Learning” teachers, those responsible for asynchronous instruction, will meet as a dedicated PLC on a weekly basis to review academic progress of students.</li> </ul>



# Asynchronous Plan

	<ul style="list-style-type: none"> <li>• “At-Home Learning” teachers, those responsible for asynchronous instruction, will participate in weekly 3 hour professional learning sessions focused on the following themes: communication &amp; relationship building; pedagogy &amp; instruction; designing remote lessons, social emotional learning, digital tools to enhance instruction, safety and security in a remote learning environment.</li> <li>• LEISD educators will meet with Content Coordinators weekly to collaborate on the curriculum scope and sequence and participate in virtual district-wide horizontal planning.</li> <li>• Needs based webinars will be offered through the Curriculum &amp; Learning Department to support teachers and respond to data regarding asynchronous instruction.</li> <li>• The Digital Learning &amp; Curriculum &amp; Learning teams will continue to provide 24/7 access to online materials and support documents related to the designated learning management systems, instructional materials, and other tools needed for asynchronous and synchronous instruction.</li> </ul>
<p><b>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</b></p>	<p>In order to continue to develop the skills of our educators, all professional learning opportunities offered will be developed using data based decisions directly related to asynchronous curriculum and instruction.</p> <p>Professional Learning Services will</p> <ul style="list-style-type: none"> <li>• ensure time is provided for job-embedded professional learning and educator growth directly related to asynchronous instruction.</li> <li>• co-design and facilitate webinars and sessions focused on deepening the content knowledge and skills asynchronous teachers need in order to provide quality instruction</li> <li>• partner with all district instructional leadership and campus administration to provide relevant and timely educator development</li> </ul> <p>Digital Learning Services will</p> <ul style="list-style-type: none"> <li>• provide regularly scheduled and on-demand webinars and coaching to support and respond to teachers’ needs in the asynchronous learning environment.</li> <li>• offer regular learning opportunities providing guidance on the choosing of appropriate digital platforms for the instructional task at hand</li> <li>• co-design and facilitate webinars and sessions on topics based on feedback from weekly PLCs and</li> </ul> <p>Campus Administrators will</p> <ul style="list-style-type: none"> <li>• consistently provide time for teachers to participate in virtual PLCs, horizontal planning, and content cadre meetings</li> <li>• attend Learning for Leaders (details in calendar) and turn learning around at the campus level</li> <li>• partner with Curriculum &amp; Learning to build content knowledge and help guide the design of quality asynchronous lesson cycles</li> </ul> <p><a href="#">LEISD Asynchronous Solution for High Quality Instruction</a></p>



# Asynchronous Plan

Ongoing Professional Learning Opportunities denoted below:

**Calendared Professional Learning Days:**

October 12 and January 5:

Curriculum Content Cadres: Asynchronous teachers will meet with curriculum content coordinators and digital learning facilitators to make adjustments to ensure fidelity to LEISD curriculum and have embedded learning opportunities on instructional strategies that will enhance the learner experience in the asynchronous environment

**QUARTERLY**

**Commitment to Excellence**

- District Leadership meets with each campus to review campus level goals in terms of both teacher fidelity and student data

**District Library Media Specialist Collaboration**

- District librarians collaborate to review the needs of the campus library programs, plan upcoming instructional opportunities, and engage in professional learning.

**MONTHLY**

**Learning for Leaders**

- Professional Learning designed for Campus Administration; provides content & resources to be turned around on campuses
- Strategic development of authentic literacy activities and strategies (Schmoker); supports administration in providing campus based professional learning with a goal of improved literacy in synchronous and asynchronous students

**Assistant Principal Meeting**

- Professional learning designed for Assistant Principals; provides content and resources to increase APs capacity as instructional leaders
- 2020-2021 focus: Quality Remote Instruction for Asynchronous Students

**Campus “Data Talks”**

- Curriculum Leadership and Campus Administration team meet to review data from Common Summative Assessments, NWEA MAP data, walkthroughs, and content curriculum implementation
- 2020-2021 focus: Data Based decisions related to Asynchronous Teachers & Students



# Asynchronous Plan

	<p><b>Instructional Technology Action Team (InTAcT)</b></p> <ul style="list-style-type: none"> <li>Teacher technology integration teams based at each campus collaborate monthly; lead learning on their home campus as Model Technology Teachers; share technology-related news</li> <li>2020-2021 focus: Support Asynchronous educators with campus based professional learning opportunities and webinars</li> </ul>	<p><b>Mentor Teacher Training &amp; Support</b></p> <ul style="list-style-type: none"> <li>Provided by the New Teacher Center; Focused on coaching language, pedagogy in all teaching environments, and supporting Beginning Teachers</li> <li>2020-2021 focus: Supporting Beginning Teachers in any instructional environment</li> </ul>	<p><b>New Teacher Support</b></p> <ul style="list-style-type: none"> <li>Support provided through Teacher Mentors; coaching and feedback embedded into the school day; 180 minutes per month</li> </ul>
	<b>BI-WEEKLY</b>		
	<p><b>Digital Learning Webinars</b></p> <ul style="list-style-type: none"> <li>Bi-weekly webinars hosted by Digital Learning Facilitators providing instruction to teachers on topics related to remote and blended learning, using tools appropriately for each instructional setting, and technology integration.</li> </ul>	<p><b>Professional Learning Sessions &amp; Webinars</b></p> <ul style="list-style-type: none"> <li>Professional Learning will provide sessions that will support teachers in asynchronous instruction including parent &amp; caregiver tips and tools for success.</li> </ul>	
	<b>WEEKLY</b>		
	<ul style="list-style-type: none"> <li>Weekly PLC for asynchronous teachers to support ongoing learning with regards to curriculum and pedagogy.</li> <li>Weekly content support through content PLC's</li> </ul>	<p><b>Curriculum and Learning Directors</b></p> <ul style="list-style-type: none"> <li>District level curriculum directors and assistant superintendent meeting to review, discuss, and prepare for ongoing implementation of curricular content</li> </ul>	<p><b>Curriculum Cadres</b></p> <ul style="list-style-type: none"> <li>Led by curriculum coordinators with campus content teacher leaders to support continuity and consistency of scope &amp; sequence of the LEISD curriculum between In-School and At-Home instruction</li> </ul>



# Asynchronous Plan

SELF-PACED		
<p><b>Reading Academies</b></p> <ul style="list-style-type: none"> <li>PK-3 teachers, elementary principals, elementary assistant principals, ELAR coordinator, C&amp;L district leadership enrolled in Reading Academies virtually through ESC 11 with completion date of June 15, 2021</li> </ul>	<p><b>Digital Learning Badges</b></p> <ul style="list-style-type: none"> <li>Any teacher or staff member wanting to learn more about technology integration can participate in the Digital Learning Badges program. Instruction is ongoing, provided asynchronously through the Canvas LMS.</li> </ul>	<p><b>On-demand Coaching and Support</b></p> <ul style="list-style-type: none"> <li>Curriculum Coordinators and Digital Learning Facilitators are available throughout the year for coaching individuals or small groups on related topics upon request.</li> </ul>
<p><b>Learning Management Systems</b></p> <ul style="list-style-type: none"> <li>All instructional staff completed an asynchronous course learning how to use the designated learning management systems for instruction</li> <li>Initial training was provided during the summer prior to the school year beginning.</li> <li>Training on Advanced features will be ongoing, available throughout the year in an asynchronous course.</li> </ul>		

**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>All expectations for students and families are available on our website in English and Spanish.</p> <p>Parents and families are notified of regular updates to the district website via email and our texts via the district's message system Blackboard.</p> <p>Parent and caregiver information forums and Q&amp;A are held by campus via zoom leading up to the start of school and after each grading period to address concerns related to expectations and collect additional questions and feedback.</p>



	<p>Campuses will host virtual “meet the teacher” events prior to the first day of school where teachers assigned to asynchronous learning will review their specific class expectations.</p>
<p><b>What are the expectations for family engagement/support of students?</b></p>	<p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>● Register for the preferred instructional modality chosen by the family at least two weeks prior to the start of the scheduled school year for the district</li> <li>● Ensure internet access at home if they are selecting the At-Home Learning choice (see additional supports below)</li> <li>● Provide daily instructional support to the student; no expectation for the parent or caregiver to become the Teacher of Record, provide first teach instruction, or provide students with feedback on academic progress</li> <li>● Support the use of technology tools to help access instruction</li> <li>● Support the students to complete their work in regular school hours</li> <li>● Engage with the Teacher of Record to ensure the child is on track and participating at expected levels</li> <li>● Partner with Teacher of Record and campus administration to reassess student need 3 weeks prior to the start of the next grading period.</li> <li>● Provide transportation if the student elects to participate in UIL events or CTE courses that requires in-person instruction</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>● Provide social emotional learning and support for parents</li> <li>● Provide support to parents in creating structures in the home that helps reduce distractions and gives students opportunities for breaks</li> </ul>
<p><b>What additional supports, training, and/or resources will be provided for families who may need additional support?</b></p>	<p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>● Webinars in offered in English and Spanish on content related to student engagement and at-home learning techniques             <ul style="list-style-type: none"> <li>○ Example: <a href="#">Parent &amp; Caregiver Toolkits for Student-Driven Learning</a></li> <li>○ Example: <a href="#">Coaching Parents &amp; Caregivers to Help Our Most Vulnerable Readers</a></li> </ul> </li> <li>● SEL Component in Curriculum provided to families via website</li> </ul> <p><b>Parent Liaison:</b></p> <ul style="list-style-type: none"> <li>● Monthly meetings will be held virtually specifically for parents of students learning asynchronously</li> <li>● Topics will be determined by a parent survey to address needs of parents</li> </ul> <p><b>Special Services:</b></p> <ul style="list-style-type: none"> <li>● Special Education Services provided in accordance with all Federal and local mandates and guidelines</li> </ul>



**Little Elm ISD**  
*Engage Equip Empower*

# Asynchronous Plan

**Technology:**

- Hot spots provided if needed
- 1:1 Technology provided to students
- Technology HelpDesk via email and phone to assist students and parents with support for Chromebooks, Macbooks, iPads, internet hotspots, and access to software and online platforms.
- Support documents and instructions to assist students and parents in accessing and utilizing the designated learning management systems and other priority software platforms.

Sent Via  
E-Mail

September 10, 2020

Little Elm Independent School District  
Daniel Gallagher, Superintendent  
Cyndy Mika, District Contact

Thank you for submitting your asynchronous plan for Little Elm ISD. We appreciate the time and effort that you and your staff have put into developing a comprehensive plan to provide asynchronous remote instruction to meet the needs of your students and community. Due to the disruption caused by the COVID-19 emergency and the consequent exercise of the waiver authority provided to the Commissioner of Education in Texas Education Code, §48.005(n), a local education agency (LEA) is required to submit an asynchronous learning plan for review and approval to the Texas Education Agency (TEA), in order to earn average daily attendance (ADA) funding.

**After review of your LEA's asynchronous plan, TEA has determined that the plan is approved.**

Thank you for your continued efforts to plan for the best educational outcomes for all students that your LEA serves.

Sincerely,



Mike Morath  
Commissioner of Education

MM/lr

cc: Clyde Steelman, Executive Director, Region 11, Education Service Center  
Kelvey Oeser, Deputy Commissioner, Educator & System Support, TEA  
Tim Regal, Associate Commissioner, Instructional Support, TEA  
Lizette Ridgeway, Director of School Improvement, TEA