

Attestations

Instructional Schedule

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

Materials Design

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

Student Progress

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus**.
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - Data from the Learning Management System (LMS) showing progress made that day

- Curricular progress evidenced from teacher/student interactions made that day
- Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

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

Open Responses

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

Description of structure of asynchronous schedules
<p>PK-12 grade students will follow a similar school day asynchronous schedule that was created from our revised board approved school academic calendar for the 2020-2021 academic school year. The daily schedules for all grade levels include the four core academic blocks (ELA, Math, Science and Social Studies), PE opportunities, social emotional learning opportunities and “check-in” times with assigned teachers, opportunities for small group remediation/enrichment and opportunities online, and time for parents to conference with teachers.</p> <p>The amount of instructional time and breaks will be varied as necessary and appropriate for each grade level. More specifically, PK-4 grades will receive a minimum of 180 instructional minutes daily and have additional breaks throughout their schedules, and academic time may be divided into smaller chunks of times. Grades 5-8 (middle school for our campus) and 9-12 grades will</p>

participate in a minimum of 240 minutes of instruction a day that is divided into four core academic blocks, social emotional learning opportunities and “check in” times online with assigned teachers as well as opportunities for individual or small group remediation/enrichment.

In addition to the master remote/distance instructional daily schedules for each grade level the teachers will create a weekly schedule of assignments that will be posted in Google Classroom for students and their parents/guardians to reference throughout the week and as they receive their new assignments and lessons on Monday of each week. These weekly assignment schedules for students will help students stay on track with their classwork and give specific information for additional resources for students to assist them during independent work times. Example daily master asynchronous schedules are shown below. Please see all schedules below.

**2020-2021 Elementary Remote / Distance Learning Daily Schedule
Pre-K, K-4**

Time	Instructional minutes	Academic Content	Asynchronous/Synchronous
8:00 – 9:00 am	60	Reading	A/S
9:00 – 9:30 am	30	Morn. Meet / Check In	S
9:30 – 10:30 am	60	Writing	A/S
10:30 – 11:30 am	60	Math	A/S
11:30 am – 12:00 pm	n/a	Lunch	n/a
12:00 – 12:30 pm	30	ELA Skills	A
12:30 – 1:00 pm	30	Afternoon Meeting/SEL	S
1:00 – 2:05 pm	55	Science or Social Studies	A/S
2:05 – 2:35 pm	30	P.E.	S
2:35 – 3:00 pm	25	Small Group Remediation/Enrichment	S

2020-2021 Middle School (5-8) Remote / Distance Learning Daily Schedule

Time	Inst. Min.	Academic Content	Middle School Schedule	Asynchronous/Synchronous
7:30 – 8:30	60	All subjects	Enrichment/Remediation	A
8:30 – 9:00	n/a	Parent connection /stud. Check in	Parent Connect/ Check in	S
9:00 – 10:00	60	ELA	1 st period	A/S
10:00 – 11:00	60	Math	2 nd period	A/S
11:00 – 11:30	30	Physical Fitness	P.E.	S
11:30 – 12:00	n/a	n/a	Lunch	n/a
12:00 – 1:00	60	Science	3 rd period	A/S
1:00 – 2:00	60	Social Studies	4 th period	A/S
2:00 – 3:00	60	All subjects	Independent Work/SEL	A/S

Remote/Distance Learning Schedule

2020-2021 HIGH SCHOOL SCHEDULE

	TIME	MWF- 9TH		MWF- 10TH		MWF - 11TH		MWF - 12TH	
A - Day 60 Minutes	7:50 - 8:50	Algebra I	A / S	World History	A /S	CTE	A / S	English IV	A /S
	8:50 - 9:50	Check in/Small Group	A / S	Geometry	A /S	Remediation/ Enrichment - Physics	S	CTE	S
	9:50 - 10:50	English I	A / S	CTE	A /S	Physics	A / S	CTE	S
	10:55 - 11:55	World Geography	A / S	CTE	A /S	Algebra II	A / S	Independent Study - English IV	A /S

ASYNCHRONOUS PLAN TEMPLATE

Instruction Core	11:55 - 12:30	Check in/Small Group	S	Check in/Small Group	S	Check in/Small Group	A / S	ELA Remediation	A / S
	12:30 - 1:00	Lunch		Lunch		Lunch		Lunch	
	1:05 - 1:45	PE/SEL	S	Check in/Small Group	S	Digital Media	S	Math Remediation	A / S
	1:50 - 2:45	Remediation/Enrichment - Algebra1/English 1	A / S	English II	A / S	Remediation/Enrichment - Algebra 1	A / S	Pre-Calculus/ Math Models	A / S
	2:50 - 3:00	Break/Clean Up		Break/Clean Up		Break/Clean Up		Break/Clean Up	
		TTH - 9TH		TTH - 10TH		TTH - 11TH		TTH - 12TH	
B - Day 90 Minutes Instruction Core	7:50 - 9:20	Biology	A / S	ASL II	A / S	US History	A / S	CTE	A / S
	9:25 - 10:55	ASL I	A / S	Chemistry	A / S	Remediation/Enrichment - U.S. History	S	Remediation/Enrichment - Anatomy and Physiology	A / S
	10:55 - 12:25	CTE	S	Art II	A / S	CTE	A / S	Anatomy and Physiology	A / S
	12:30 - 1:00	Lunch		Lunch		Lunch		Lunch	
	1:05 - 2:35	Art I	S	CTE	S	English III	A / S	Sem A - US Government Sem B - Economics	A / S
	2:35 - 3:00	P.E. / SEL	A / S	Remediation/Enrichment - Science/SEL	S	Math Remediation/SEL	S	Remediation/Enrichment-History/SEL	S

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p style="text-align: center;">ASYNCHRONOUS PLAN TEMPLATE</p> <p>It is the district’s expectation that the students will engage in both synchronous and asynchronous learning each week. At the beginning of each week all students and parents will receive a schedule of assignments that will be posted to Jean Massieu Academy’s learning management system (LMS)-Google Classroom. The assignment schedule will include guidance and instructions to assist students and parents through the completion of various assignments, activities, lessons and projects See example of Google schedule for elementary https://www.jeanmassieu.com/Content2/42</p> <p>Assignments and schedules will include but not limited to:</p> <ul style="list-style-type: none"> • instructional videos (by both teachers and the curriculum publishers) • paper-based and digital guided and independent practice • questions for engagement with peers and teacher • formative assessments • student created projects and project based learning activities <p>With these assigned weekly lessons and daily engagement, it is the district’s expectation that all students in grades pre-k -12 will interact in academic content areas daily with their assigned teachers. The daily interaction will be conducted and managed through the district LMS Google and the other digital learning programs the district uses for instruction to support the TEKS.</p> <p>The three separate examples of schedules provided above include specific times for each of the 4 core academic content for reading/ELA, math, science and social studies daily. The schedules sent to students and parents display asynchronous and synchronous learning activities that students will engage in for the 4 core content areas, electives/CTE and using our designated LMS (Google for Education) which has also been coordinated with current digital and campus instructional resources. Additionally, students will attend live, synchronous learning activities for social emotional learning and classroom culture building as well as receive small group remediation or enrichment synchronously online with their assigned teachers each day. All students pre-k-12th will engage with instructional lessons either by teacher created content videos or presented in live synchronously. Additionally, office hours will be provided before or after school for both students and parents needing assistance.</p> <p>Learning activities which include assignments and lessons are identified as either synchronous or asynchronous. Synchronous learning/instruction is defined as: specific times that are scheduled during the school day for class and all students and teacher to meet together live online to complete instruction, activities, assignments, work in pairs, work in small groups, and/or all together.</p> <p>Asynchronous learning/instruction is defined as: learning activities for students to complete on their own during the school day, progressing at their own pace with support from the teacher as needed. Students will be able to choose what they need to spend more time on in order to meet the teacher due dates.</p>

ASYNCHRONOUS PLAN TEMPLATE

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?

Each student at every grade level Pre-k- 12th grades will have a weekly Google schedule that is linked to TEKS-based lessons and curricular materials that will be used for all core subjects and electives/CTE courses at the assigned grade level. The district “year at a glance” curriculum maps for each grade level will be used by teachers to plan out appropriate TEKS based lessons and units for their assigned grade levels and content areas. With the daily assignments and weekly lesson plans, formative tasks and assessments will be assigned, project based performance assessments and summative assessments will be assigned to monitor student progress. Grades will be assigned to these assessments according to the current district grading policies to monitor student progress and student understanding of content being taught. The work and grades of the assessments and assignments will be linked to class time instruction which is being delivered asynchronously or synchronously.

Each instructional day, students will be required to make progress towards completion of assignments and units through assigned activities and assessments. Assigned teachers will be checking daily progress with their assigned students and ensuring engagement by reviewing reports generated by the online digital resources and LMS. Reports and progress will be reported to the district administration at the campus level daily. Additionally, assigned teachers will be contacting parents on a continuous basis through the LMS and Remind App to keep parents informed on their child’s daily progress, weekly progress and participation during instructional times and days. Additional district systems have been created and put into place by district administration to address non-engaged students. New systems that have been put into place are:

- Communication to parents by teachers and administration daily to report non-engagement
- A phone system with dedicated phone lines for parents to report daily absences or reasons for non-engagement
- Phone prompts for parents to report distance learning questions or request information
- Newly assigned bilingual distance learning liaison for student and parent challenges and to assist parents in communicating with teachers
- Additional progress report “check points” for students daily/weekly required and reports given to administrative staff

Purchasing DMAC data management program to assist teachers, staff and administration at managing student progress data and data disaggregation which will assist at data driven instruction.

ASYNCHRONOUS PLAN TEMPLATE

<p>What are the expectations for teacher/student interactions?</p>	<p>The district expectations for teacher/student interactions are for teachers to interact with their students daily.</p> <p>Assigned grade level teachers will have daily interactions with assigned students through:</p> <ul style="list-style-type: none"> • daily meetings via Google Meet (synchronously) • daily “check-ins” through chat/discussion, video chat, emails or Google Meet • social emotional synchronous learning time with assigned students <p>Additionally, student will be assigned material/assignment “pick up” and “drop off” times for students to return assigned materials to their assigned teachers if needed throughout a grading period. Other teacher /interaction expectations will be:</p> <ul style="list-style-type: none"> • Teacher scheduled weekly small group instruction with student for remediation or enrichment • One on one interaction with students for instruction if needed or assignment clarification • Student requested scheduled tutorials if needed
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Students with additional learning needs will interact with teachers and will receive differentiated instruction through:</p> <ul style="list-style-type: none"> • One on one instruction at a scheduled time • Accommodations will be provided to students on an individual basis to aid in their learning and content mastery • With grade level data disaggregation and progress monitoring, students will be identified that may need re-teaching or taught the content in a different way or assessed in a different way, which will be provided by the assigned teacher and communicated to the student <p>The instructional software and curricular materials the district currently utilizes supports student differentiation by assessing the students on their level and building in skills they need to fill gaps. Teachers will communicate with their assigned students the additional instruction they may need and assist at facilitating the instructional software programs with the students. Moreover, teachers have received recent training and professional development on differentiating instruction for all students and struggling students and how to assist with this in a remote learning situation.</p>

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

ASYNCHRONOUS PLAN TEMPLATE

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	Pre-K	Frog Street Press	Frog Street Press assessments Circle online assessment	Yes	<ul style="list-style-type: none"> • Extra accommodations and manipulatives provided to students online • small group instruction • extra accommodations and manipulatives • individualized education plans followed 	Frog Street Press ELL designed materials
	K-4 Elementary	Go Math (Houghton Mifflin)- digital and print texts Prodigy Education Galaxy	Go Math assessments District-TEKS aligned benchmarks Curricular materials assessments	Yes	<ul style="list-style-type: none"> • Extra accommodations and manipulatives provided to students online • small group instruction • extra accommodations and manipulatives • individualized education plans followed 	ELL accommodations that are included in curricular materials
	5-8 Middle School	Go Math-digital and print Prodigy Education Galaxy	Go Math assessments District-TEKS aligned benchmarks Curricular materials assessments	Yes	<ul style="list-style-type: none"> • Extra accommodations and manipulatives provided to students online • small group instruction • extra accommodations and manipulatives • individualized education plans followed 	ELL accommodations that are included in curricular materials

ASYNCHRONOUS PLAN TEMPLATE

	9-12	Edmentum Study Island	District – TEKS aligned benchmark Curricular materials assessments	Yes	<ul style="list-style-type: none"> • Extra accommodations and manipulatives provided to students online • small group instruction • extra accommodations and manipulatives • individualized education plans followed 	Ell accommodations that are included in curricular materials
ELA Instructional Materials	Pre-K	Frog Street Press	Frog Street Press assessment Circle Online Assessment	Yes	<ul style="list-style-type: none"> • Extra accommodations and manipulatives provided to students online • small group instruction • extra accommodations and manipulatives • individualized education plans followed 	Ell accommodations that are included in curricular materials
	K-4 Elementary	Houghton Mifflin Harcourt Saxon Phonics	District – TEKS aligned benchmark Curricular materials assessments	Yes	<ul style="list-style-type: none"> • Extra accommodations and manipulatives provided to students online • small group instruction • extra accommodations and manipulatives • individualized education plans followed 	Ell accommodations that are included in curricular materials
	5-8 Middle School	Houghton Mifflin Harcourt	District – TEKS aligned benchmark Curricular materials assessments	Yes	<ul style="list-style-type: none"> • Extra accommodations and manipulatives provided to students online • small group instruction • extra accommodations and manipulatives 	Ell accommodations that are included in curricular materials

ASYNCHRONOUS PLAN TEMPLATE

					<ul style="list-style-type: none"> individualized education plans followed 	
	9 - 12	TEKS aligned Edmentum	District – TEKS aligned benchmark Curricular materials assessments	Yes	<ul style="list-style-type: none"> Extra accommodations and manipulatives provided to students online small group instruction extra accommodations and manipulatives individualized education plans followed 	Ell accommodations that are included in curricular materials
Science Instructional Materials	Pre-k	Frog Street Press	Frog Street Press assessment Circle Online Assessment	Yes	<ul style="list-style-type: none"> Extra accommodations and manipulatives provided to students online small group instruction extra accommodations and manipulatives individualized education plans followed 	Ell accommodations that are included in curricular materials
	K – 4 Elementary	Harcourt Houghton Mifflin Harcourt	District – TEKS aligned benchmark Curricular materials assessments	Yes	<ul style="list-style-type: none"> Extra accommodations and manipulatives provided to students online Adapted materials for students with disabilities online or assistive tech. small group instruction extra accommodations and manipulatives individualized education plans followed 	Ell accommodations that are included in curricular materials

ASYNCHRONOUS PLAN TEMPLATE

	5 – 8 Middle School	Houghton Mifflin Harcourt	District – TEKS aligned benchmark Curricular materials assessments	Yes	<ul style="list-style-type: none"> • Extra accommodations and manipulatives provided to students online • Adapted materials for students with disabilities online or assistive tech. • small group instruction • extra accommodations and manipulatives • individualized education plans followed 	Ell accommodations that are included in curricular materials
	9 – 12	Pearson McGraw Hill TEKS Aligned Edmentum	District – TEKS aligned benchmark Curricular materials assessments	Yes	<ul style="list-style-type: none"> • Extra accommodations and manipulatives provided to students online. • small group instruction • extra accommodations and manipulatives • individualized education plans followed 	Ell accommodations that are included in curricular materials
Social Studies Instru ctional Materia ls	Pre-K	Frog Street Press	Frog Street Press assessment Circle Online Assessment	Yes	<ul style="list-style-type: none"> • Extra accommodations and manipulatives provided to students online • small group instruction • extra accommodations and manipulatives • individualized education plans followed 	Ell accommodations that are included in curricular materials
	K – 4 Elementary	Scott Foresman Houghton Mifflin Harcourt – Texas Edition	District – TEKS aligned benchmark Curricular materials assessments	Yes	<ul style="list-style-type: none"> • Extra accommodations and manipulatives provided to students online • small group instruction • extra accommodations and manipulatives • individualized education plans followed 	Ell accommodations that are included in curricular materials

ASYNCHRONOUS PLAN TEMPLATE

	5 – 8 Middle School	Houghton Mifflin Harcourt	District – TEKS aligned benchmark Curricular materials assessments	Yes	<ul style="list-style-type: none"> • Extra accommodations and manipulatives provided to students online • small group instruction • extra accommodations and manipulatives • individualized education plans followed 	ELL accommodations that are included in curricular materials
	9 - 12	TEKS Aligned Edmentum	District – TEKS aligned benchmark Curricular materials assessments	Yes	<ul style="list-style-type: none"> • Extra accommodations and manipulatives provided to students online • small group instruction • extra accommodations and manipulatives • individualized education plans followed 	ELL accommodations that are included in curricular materials

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

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	<p>The current TEKS aligned district curricular materials will be adapted for asynchronous instruction. The adapted instructional materials for asynchronous learning will include TEKS aligned curriculum mapping which specifically includes a “year at a glance” standards for each grade level that are created by the teacher and administration. See example of 4th https://www.jeanmassieu.com/Content2/40</p> <p>Teachers will be using the present locally adopted instructional materials which will ensure vertical alignment is maintained and teachers are adhering to the TEK standards. Teacher will also supplement with additional materials and content where needed, to best support asynchronous instruction. Additionally, existing district curriculum materials are TEKS aligned and provided to the teachers.</p> <p>Lessons at all grade levels will be structured to maintain student engagement with asynchronous learning by offering a variety of instructional practices to support student understanding and retention of content. For example, a science lesson about the water cycle for 2nd grade the teacher could assign a video about the water cycle, the students may read an online story, the students will then work in small groups for discussion online with Google meet, then students can create a video project with a song /rap describing the water cycle to present to students and teachers on Flip Grid app.</p>

ASYNCHRONOUS PLAN TEMPLATE

	<p>The students' understanding of the content presented asynchronously will be assessed using formative and summative assessments to check for understanding and mastery. Teachers will reinforce any concepts that are below proficiency standards and re-teach or plan interventions when necessary just as they would in the traditional instructional setting.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Support for Special Education and 504 students will be provided by our Special education team, who work with the general education teachers, students and families to minimize barriers that students may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs or 504 plans to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide feedback. We will continue doing the following supports for our students serviced by special programs.</p> <ul style="list-style-type: none"> • The Special education teacher will check in with each teacher, student/parent minimum of once a week • Speech language pathologists will provide services and eliminate any barriers for our deaf or hard-of-hearing students by wearing clear face masks/shields as needed • Access to mental health, well-being, and community resources provided by our Community Counselor. She will be able to guide students and families to the right resources and work with teachers so that students have the level of support needed • Whether a student is participating in on campus-supervised or remote/distance learning, special education and gen ed. teachers will review the progress of each student there are assigned to weekly. The assigned teachers will determine what, if any, additional supports may be needed for each student to continue to progress in the general education curriculum and on their IEP goals/objectives. This is true for ELL students as well • General ed. and sped teachers are required to complete differentiated lesson plans to meet the needs of <u>all</u> students whether instruction is virtual or face-to-face. This is the continued expectation of the district • Assigned teachers will provide 1-on-1 and small group instruction, consistent check-ins with students needing extra support whether ELL, Sped. 504 or at risk • Students with IEPs, ILP's or 504 plans will continue to receive supports and/or modifications as specified by each student's individual plan • Parent Handbook with information about resources for general education and special population support is poste on the website along with additional resources for parents https://www.jeanmassieu.com/featured/7 • Each student with special needs will receive an individualized schedule for check-ins and support to ensure that they receive the differentiation needed to be successful. • SPED teachers will meet regularly with gen. ed. assigned teachers to ensure the needs are being met of any sped. student or at risk student • ARD meetings will still be conducted in accordance with each student timeline whether the student is participating in on campus on remote/distance learning instruction

ASYNCHRONOUS PLAN TEMPLATE

	<ul style="list-style-type: none"> The RtI process is still in place for struggling students and the sped. referral process is still the same whether students are being educated on or off campus <p>Additional Support guidelines for ELL students :</p> <ul style="list-style-type: none"> All teachers will follow the general education guidance and complete differentiated lesson plans whether virtual or face-to-face for Ell students or at risk students Teachers will collaborate to ensure lessons are being designed to meet the needs of all students Supplemental materials and manipulatives will be available to use for Ells as needed Parents will receive communication and student progress throughout the grading period and at the end of every grading period
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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
<p>What is the expectation for daily student engagement?</p>	<p>The district expectation is that every student currently enrolled will be engaged daily with assigned lessons, videos, online instructional courseware, Google Meets and “check ins. Additionally, the students are expected to be engaged if not daily multiple times a week with their assigned teachers through the following available engagement avenues:</p> <ul style="list-style-type: none"> Google Class Meets Online discussion / “Check Ins” Video Chats Text Messages Email <p>Additionally, students will make progress on their weekly schedules and assignments/projects daily to complete assignments by the assigned due date by the teachers. Teachers will continue to follow the district grading policies as stated in the JMA board approved student handbook whether they are participating in “on campus” instruction or remote/distance learning for a period of 9 weeks. Students will still be issued a cumulative grade for work completed in a 9 week grading period.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Student engagement will be tracked via any one of the three outlined methods:</p> <ul style="list-style-type: none"> Teacher interactions - Students may engage in synchronous learning with teachers and their class on a schedule defined by the teacher. Students will check-in their assigned teachers as determined on their schedules. Additionally, students will be checking in and participating in small group instruction when assigned.

ASYNCHRONOUS PLAN TEMPLATE

	<ul style="list-style-type: none"> • Daily progress in the LMS: Students will be tracked by logging on to the Google Meet that the teacher assigns and answer brief questions regarding their progress. For younger students this may be conducted orally or an email sent by parent. Assessments will still be assigned for student progress monitoring as the student moves through the lessons and assignments assigned to them. • Assignment submissions: For each unit, assignments, projects, quizzes, assessments or other submissions will be turned in according to the teacher assigned due dates. <p>The administrative staff will review the LMS for all grade levels for daily student engagement. Administrative staff will track and report student engagement daily to the campus attendance clerk according to the above 3 criteria. These above tracking methods will account for student engagement meeting at least one criteria daily. Administrative staff will discuss with the assigned teacher if there is a question about student engagement on a given day.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>The methods described above are similar to the ways in which students would receive teacher support, peer interaction, and individual work time if they were learning “on campus” or remotely. Further, regardless of student instructional setting “on campus” or remote/distance, students will be participating in the same instructional methods, providing similar access to peer interactions, small group work, individual remediation, re-teaching and other supports for all students. All assignments, projects, etc. will have due dates the same as students receiving instruction online.</p>
<p>What is the system for tracking student academic progress?</p>	<p>There will be a comprehensive method to tracking student academic progress for remote/distance learning with asynchronous learning that is congruent to the academic progress methods that are already established in the “on campus” instructional setting for all students. This tracking for student academic progress will be performed by teacher leaders and administrators reviewing data with assigned teachers and planning student progress interventions with the campus SST (student support team). Student progress data will be reviewed and analyzed on a weekly, monthly and quarterly basis.</p> <p>Disaggregating data <u>weekly</u> such as:</p> <ul style="list-style-type: none"> ✓ check point content assessments ✓ daily work ✓ progress reports generated by online software programs and adopted TEKS aligned curricula materials ✓ other assignments ✓ check in participation / student engagement

ASYNCHRONOUS PLAN TEMPLATE

	<ul style="list-style-type: none"> ✓ teacher feedback ✓ parent feedback <p>Disaggregating and analyzing data monthly/quarterly such as:</p> <ul style="list-style-type: none"> ✓ District benchmarks taken online ✓ Unit assessments for content mastery ✓ Interim online assessments ✓ Cumulative grades ✓ Tango (TPRI) K-2 (3 x a year) ✓ Performance assessments ✓ Circle, pre-k data ✓ Content/ standards CRT's ✓ Data in DMAC data management program ✓ Teacher/parent feedback
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Progress monitoring will be ongoing for all students at Jean Massieu Academy. The above mentioned progress monitoring systematic procedures have been put into place and are already district expectations along with feedback to all students regarding progress.</p> <p>Students will receive feedback in the following ways:</p> <ul style="list-style-type: none"> Daily feedback from assigned teachers in some way through Google Meet, check ins and emails Weekly progress with grades Assignment feedback as assignments are graded or checked Conferences with parents/students

ASYNCHRONOUS PLAN TEMPLATE

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

Include a sample educator professional development schedule.

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

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Social distance training for returning to campus and instruction in the classroom, safety protocols, new procedures, health/safety guidance for staff lead by Administration Staff</p> <p>Google Classroom training for LMS- setup, support, new email accounts, G-Suite info. Online training info. and videos Administration lead and Google for Education</p>	<p>Online Instruct. Training</p> <ul style="list-style-type: none"> Asynchronous and synchronous instruction/learning Videos watched Instructional continuity information shared Texas Home Learning Info. Shared <p>Presentation by outside Technology Company Brevall covering:</p> <ul style="list-style-type: none"> Remote access Help/support info remotely Devices for students Wifi Google for Education Online program checklist and passwords 	<p>TeXis gradebook info from Region 11</p> <ul style="list-style-type: none"> How grades will be recorded remotely How attendance will be tracked remotely Expectations for remote instruction <p>Special Programs In-Service. Dr. Dolly Adams, Special Education / Programs Specialist presenting: How to accommodate for students with disabilities or struggling ELL students remotely</p> <p>Parent Engagement/Parent Contact</p> <p>Student Engagement</p> <p>Increased parent support Increased parent communication Student engagement topics</p>	<p>Team Meetings for elementary, middle and high school teachers. Topics covered:</p> <ul style="list-style-type: none"> Synchronous instruction with Google Meet Check in with students Parent contact and support Curriculum maps/year at a glance maps <p>PLC Meetings</p> <ul style="list-style-type: none"> Assessment Student progress monitoring Math ELA 	<p>Planbook information for online / remote lesson planning. Teachers creating lesson plans</p> <p>Education Galaxy training via Zoom by company rep. to entire teaching staff for online instructional program for core sub. K-8</p> <p>Lead4ward training</p> <p>Other Online Instructional resources training / PD</p>

Component	Explanation
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ASYNCHRONOUS PLAN TEMPLATE

How will both initial and ongoing, job-embedded educator development opportunities occur?

At Jean Massieu Academy we support our teachers, teacher leaders and administrators with professional development opportunities to build and strengthen our current system where educators are encouraged to use their greatest strengths to impact student achievement positively. In addition to the opportunities listed above, we have ongoing support for our educators through weekly departmental team meetings, PLC (professional learning community) meetings, and administrative lead staff meetings, instructional coaching, peer mentoring, and team building activities throughout the school year.

In our professional and job embedded educator development current system prior to COVID, teachers engaged in professional development opportunities throughout the school year with:

- On campus professional development throughout the school year with outside educational consultants, experienced staff members, other specialists and presenters
- Off-site professional development opportunities such as workshops at region service centers, attending professional conferences, attending professional meetings, taking additional coursework at institutions of higher learning.

Since COVID-19 with our addition to our remote/distance learning programs our ongoing professional development and support for our educators has changed in the following way:

- On campus professional development training with social distance protocols put into place with outside educational consultants, experienced staff members, other specialists providing information
- Virtual off-site professional development opportunities via computer / Zoom such as workshops at region service centers, attending professional conferences online, attending professional virtual meetings, taking additional coursework at institutions of higher learning online
- Professional development videos, books and hardcopies have been purchased for our educators as well to encourage self-guided learning

Whether instruction is being provided on campus or remotely/at a distance to students, educator support and student engagement is still a priority for Jean Massieu Academy at all grade levels therefore the district/campus is still conducting:

- Weekly team/departmental meetings via Zoom and face to face with social distancing/masks
- PLC meetings regarding assessment and data for elementary, middle school, high school
- Administrative staff meetings bi-weekly via Zoom and/or face to face with social distancing/masks
- Teacher / Parent meetings via Zoom or telephone conference calls and/or face to face with social distancing /masks
- Instructional coaching face to face in the classroom or via Zoom
- Peer mentoring – new teachers assigned to a master teacher who collaborate regularly and develop plans together
- Administrative conferences or coaching via, face to face, telephone conferences, Zoom

Additionally, to support our educators and continuing to implement our district asynchronous plan for Jean Massieu Academy added the following educator supports:

- Purchased a block of online professional development for educators and leaders with **Lead4Ward**

ASYNCHRONOUS PLAN TEMPLATE

	<ul style="list-style-type: none"> • Purchased access to online lesson planning tool for all teachers called Planbook that is aligned to the TEKS for assistance with digital lesson planning for all grade levels • Assigned all teachers a Gmail to participate in Google for Education to set up a Google classroom • Purchased additional online programs for student remediation and supplemental digital materials for teachers • Purchased additional digital equipment to support teacher instruction such as webcams, faster laptops, upgraded Internet, hot spots for teachers and students to access Wifi • Adding a bilingual distance learning liaison to add support to teachers with distance learning challenges for teachers, parents, staff and other community members • Added additional automated phone supports for teachers to assist at fielding parent phone calls • Upgraded some older tech. devices such as Interactive T.V.'s for some content classrooms which assists teachers with instruction • Made upgrades to our district website to create additional ways for teachers to get information out to parents/students with links to distance learning resources • Provide ongoing Information of resources available for teachers to view such as https://www.texasprojectrestore.org/
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Job-Embedded Professional Development (During School Year) will take place in the following ways: Weekly teachers will participate in team meetings and focus on data driven instruction and student achievement with their content areas and grade levels. These meetings are supported by administration at JMA but lead by teacher leaders. Feedback is given to teacher leaders and discussed with administration throughout the school year. These will continue to happen via face to face meetings or via Zoom.</p> <p>PLC meetings will continue to be conducted throughout the school year focusing on student achievement, assessments, ELA improvements, Math improvements. These meetings are data driven and focused on improving in targeted areas in student achievement across the district and campus wide.</p> <p>T-TESS evaluation system will still be in place whether on campus or off campus, teachers that need additional coaching will be paired with an instructional coach that will assist in defined areas of refinement for that teacher. These areas will be identified by administrative/ teacher leader walkthrough observations using the T-TESS evaluation system that has been adopted by the district. These can be done face to face as well as via zoom either by observing in physical classrooms or observing Google Meet lesson online. This is still a part of our support and asynchronous instruction.</p> <p>Asynchronous Training for Educators: Teachers will still receive ongoing training and support with Asynchronous training through on campus training, the district utilizing the ESC Region 11 & 10 that offer ongoing support and training to our teachers and paraprofessionals and any online virtual training that the district feels would benefit the instructional staff or support staff.</p>

ASYNCHRONOUS PLAN TEMPLATE

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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>Knowing family and parent communication is a very important piece to the success of our students and our various programs at Jean Massieu Academy, we have increased our parent communication district/campus wide since March. At the district level the administrative staff has been communicating with families as a whole through:</p> <ul style="list-style-type: none"> • Emails weekly or bi-weekly that will continue throughout the school year in English and Spanish • “All calls” to parents/guardians with our new “Send It” communication app – Engl. / Spanish • Weekly updates for families with new info. on our new upgrades district website, www.jeanmassieu.com • Added new phone system prompts to main district/campus number for families in English and Spanish to provide information and assistance • Administrative staff makes personal phone calls to families/parents with an interpreter to share information in parents’ native language (Spanish, Arabic) • Parent/teacher conferences will be conducted in the fall and spring with parent/teacher preference via: Zoom, telephone group conferencing, some in person with social distancing protocols in place on campus • Parents can email the District Superintendent/Principal. Assistant Principal or any other administrative staff directly with questions or concerns in their native language • Digital newsletters sent out to families from the Superintendent bi-weekly or minimum monthly with updates and information via Smore in English/Spanish • Parent surveys created and sent out to all parents of enrolled students in summer of 2020 regarding: <ul style="list-style-type: none"> ✓ Updates on emails ✓ Technology needs ✓ Food service needs ✓ Instructional concerns/needs ✓ Other questions or information for administration <p>Additionally, assigned teachers are required to communicate with parents/families a minimum of once a week if not more. Parent communication is reported to administrative staff weekly. Communication by instructional staff is rendered by:</p> <ul style="list-style-type: none"> • Individual emails • Group/class emails • Class newsletters • Phone calls • Remind App messages or notices from individual assigned teachers • Through Google classroom of individual teachers

ASYNCHRONOUS PLAN TEMPLATE

	<ul style="list-style-type: none"> Progress grade reports and activity generated by our online programs which are email and hard copies <p>A district plan was written and approved (English/Spanish) for offering remote/distance learning for all students Pre-k – 12th August 31st, grades and a re-opening/health guidance plan (English / Spanish) for the campus for online learning beginning Sept. 28th and shared with all the parents through email, links in digital newsletter, hard copies, through social media, links on District website and through Send it app.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>Jean Massieu Academy continues to have high expectations for student and family engagement since all students have access to an electronic learning device and access to remote Wifi through purchased hotspots. A document was drafted to incorporate into our asynchronous district plan to communicate district / campus expectations for students, family engagement and support information as we continue to provide on campus and remote/distance learning instruction for the 2020-2021 school year.</p> <p>The following expectations and guidelines have been established and communicated to parents:</p> <p>Both the remote and face-to-face experiences will:</p> <ul style="list-style-type: none"> Utilize the adopted school-wide LMS (Learning Management System) which is Google Classroom; Give students access to online and copies of curricular materials Provide similar expectations around coursework; and Follow the same district grading guidelines as listed in the current JMA student handbook (https://www.jeanmassieu.com/userfiles/2/my%20files/jma%20parent%20student%20handbook%202020-2021.pdf?id=176) Students will follow the JMA Attendance Policy (see current JMA handbook) All teachers are prepared for the possibility of teaching a combination of face-to-face and online learners during extended breaks or long term closures due to the fluid situation of the COVID pandemic <p>We emphasized and communicated to parents that it is important that parents and students understand that remote attendance is based on DAILY engagement, not solely on the completion of assignments. State law TEC 25.092 still require students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.</p> <p>We shared with parents that administration along with the classroom teachers, administration will be reporting daily attendance for remote/distance learning and for “on campus” face to face instruction and parents. Parent will still be required to report absences whether their student is participating in “on campus” instruction or remote/distance learning.</p> <p>We included in our instructional expectations for online learning that in accordance with TEA guidelines virtual students will be expected to participate in approximately a minimum of 4 hours of school per day or 20 hours per week with the additional expectations:</p>

ASYNCHRONOUS PLAN TEMPLATE

	<ul style="list-style-type: none"> • Remote learning times for students will follow a synchronous, asynchronous or blend of the two instructional delivery with a similar schedule as on campus instruction • Teacher-created video lessons and assignments will be delivered via Google Classroom. • The student will complete and turn in assignments through Google Classroom. Students will have designated time periods built into online schedules in which to turn in work or participate in “check ins” or small group instruction • In order to maintain academic integrity students will be expected to complete required exams / assessments online with limited person to person interaction as designated by teacher or school. The exams must be scheduled and completed within the time frame determined by the teacher. • The student will be required to complete assignments similar to what is asked of in-person students receiving “on campus” instruction • In accordance with requirements from TEA, grading policies will remain the same as stated in the board approved student handbook for instruction for assignments, tests, daily work, projects, etc. • Teachers and administrators will establish required synchronous instructional check-ins by subject/grade level to monitor student progress • Scheduled tutorials and interventions will be established through each teacher • Teachers will hold regular conference hours so parents can discuss their child/children’s progress • Daily attendance and student engagement will be taken in the TxEIS student data system. Being “present” is determined daily by one of three methods: <ul style="list-style-type: none"> ○ teacher interaction with a student; ○ progress documented in the LMS; and/or ○ an assignment completed and turned in to the teacher
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Family resources and supports</p> <p>Student and family supports, training, and/or resources will be provided to all Jean Masseiu Academy families. Resources available:</p> <p>Community Resources for Families: A list of community resources available on the JMA district website and for families and a copy provided to assigned teachers www.jeanmassieu.com/parentresources</p> <p>Learning supplies and tech. devices will be made available to all JMA families this includes:</p> <ul style="list-style-type: none"> • Student Chromebooks • Student Tablets • Wifi hotspots • Text Books • Consumables • Manipulatives • pens/pencils, notebooks, etc.

Digital resources for parents and students that JMA utilizes for remote/distance learning and on campus learning:

www.jeanmassieu.com

<https://texashomelearning.org/>

www.classroom.google.com

www.thinkcentral.com

www.my.hrw.com

www.raz-kids.com

www.readingeggs.com

www.studyisland.com

www.educationgalaxy.com

www.hmhco.com

<https://sso.prodigygame.com/game/>

<https://lead4ward.com/>

www.khanacademy.org

www.youtube.com

www.teachertube.com

www.screencastify.com

Apps:

Flip Grid app

Remind app

Youtube

Sendit app

Individualized Support:

- Assigned teachers will connect parents with the district distance learning liaison that can help trouble shoot digital challenges and device/software questions
- Teachers and administration staff will provide academic resources and guidance for additional Parent / Guardian Training
- BrevAll technology company will provide assistance to parents/teachers/students when needed
- Online training and resources will be made available to for parents and guardians on how to best support their students
- Technical training on items such as our learning management system Google for Education/ Google Classroom, Zoom, and accessing instructional programs will be made available to parents

ASYNCHRONOUS PLAN TEMPLATE

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| | <ul style="list-style-type: none">• Parent support and training offered by JMA administration to keep on line learners engaged at home since parents have expressed interest in this• Social emotional learning support from our licensed school counselor and social worker that will work with students online once a week• Parents will be made aware of additional videos, trainings online made available by ESC Region 11 and ESC Region 10 that we will assist at helping them register for• Parent newsletters with updates from administration |
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