Aledo Independent School District
Asynchronous Model

| Synchronous Learning Times |
| --- |
| ● Synchronous learning consists of the times when students are engaging with their teachers in real time through WebEx virtual meetings, including but not limited to small group lessons, office hours, interventions, extensions, and support services. <br> ● Synchronous learning times will be communicated by remote teachers once individual student schedules have been determined. |
| Asynchronous Learning Time |
| ● Students will be engaged in each course daily through their Learning Management System (Seesaw K-2 and Canvas 3-12) and progress at their own pace through the content.  Daily engagement includes but is not limited to: viewing and responding to teacher created videos, discussion boards, student products and tasks, checks for understanding through multiple venues, critical writing and reflection and module completion. |
| Daily Teacher Office Hours |
| Daily office hours will be available for one-on-one conferences for parent and/or student support through Webex, email, and phone conference. Webex links, teacher email, and campus phone contact information will be communicated with students and parents.  Additional synchronous opportunities include: <br><br> ● Pre-planned student/teacher interaction on an as-needed basis, based on student academic progress <br> ● Daily office hours (30-45 minutes) available to all students as an additional support |

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

# Aledo Independent School District
## Asynchronous Model

### Sample Elementary Schedule

| PK/K | First | Second | Third | Fourth | Fifth |
|---|---|---|---|---|---|
| Synchronous Morning Meeting/Social Emotional Development<br><br>10-30 mins. | Synchronous Morning Meeting/Social Emotional Development<br><br>10-30 mins. | Synchronous Morning Meeting/Social Emotional Development<br><br>10-30 mins. | Synchronous Morning Meeting/Social Emotional Development<br><br>10-30 mins. | Synchronous Morning Meeting/Social Emotional Development<br><br>10-30 mins. | Synchronous Morning Meeting/Social Emotional Development<br><br>10-30 mins. |
| ELAR - approx. 60 mins. | ELAR - approx. 60 mins. | ELAR - approx. 60 mins. | ELAR - approx. 60 - 90 mins. | ELAR - approx. 60 - 90 mins. | ELAR - approx. 60- 90 mins. |
| Brain Break - 10 - 20 min. | Brain Break - 10 - 20 min. | Brain Break - 10 - 20 min. | Brain Break - 10- 20 min. | Brain Break - 10- 20 min. | Brain Break - 10- 20 min. |
| Math - approx. 60 min. | Math - approx. 60 min. | Math - approx. 60 min. | Math - approx. 75 min. | Math - approx. 75 min. | Math - approx. 75 min. |
| Specials - 30 - 60 min.<br><br>(PE/Art/Music) | Specials - 30 - 60 min.<br><br>(PE/Art/Music) | Specials - 30 - 60 min.<br><br>(PE/Art/Music) | Specials - 30 - 60 min.<br><br>(PE/Art/Music) | Specials - 30 - 60 min.<br><br>(PE/Art/Music) | Specials - 30 - 60 min.<br><br>(PE/Art/Music) |
| Lunch - 30 min. | Lunch - 30 min. | Lunch - 30 min. | Lunch - 30 min. | Lunch - 30 min. | Lunch - 30 min. |
| Science - approx. 30 min. | Science - approx. 30 min. | Science - approx. 30 min. | Science - approx. 30 min. | Science - approx. 45 min. | Science - approx. 60 min. |
| Brain Break - 10 - 20 min. | Brain Break - 10 - 20 min. | Brain Break - 10 - 20 min. | Brain Break - 10 - 20 min. | Brain Break - 10 - 20 min. | Brain Break - 10 - 20 min. |

| Social Studies - approx. 30 min. | Social Studies - approx. 30 min. | Social Studies - approx. 30 min. | Social Studies - approx. 30 min. | Social Studies - approx. 30 min. | Social Studies - approx. 30 min. |
|---|---|---|---|---|---|
| Intervention & Extensions approx. 20 - 45 min.\n\n*Targeted small groups synchronous meetings occur throughout the school day. | Intervention & Extensions approx. 20 - 45\n\n*Targeted small group synchronous meetings occur throughout the school day. | Intervention & Extension approx. 20 - 45 min.\n\n*Targeted small group synchronous meetings occur throughout the school day. | Intervention & Extensions approx. 20 - 45 min.\n\n*Targeted small group synchronous meetings occur throughout the school day. | Intervention & Extensions approx. 20 - 45 min.\n\n*Targeted small group synchronous meetings occur throughout the school day. | Intervention & Extensions approx. 20 - 45 min.\n\n*Targeted small group synchronous meetings occur throughout the school day. |

Sample Secondary Schedule*

| 1 | Approx. 50 minutes | Academic Content - Asynchronous Instruction |
|---|---|---|
| 2 | Approx. 50 minutes | Academic Content - Asynchronous Instruction |
| Flex Time (Intervention, extension, & social emotional check-in) | Approx. 30 - 45 minutes | Targeted Small Group Synchronous Meetings |
| 3 | Approx. 50 minutes | Academic Content - Asynchronous Instruction |
| 4 | Approx. 50 minutes | Academic Content - Asynchronous Instruction |
| Lunch - 30 minutes | | |
| 5 | Approx. 50 minutes | Academic Content - Asynchronous Instruction |

| Brain Break 10 - 20 minutes | | |
|---|---|---|
| 6 | Approx. 50 minutes | Academic Content - Asynchronous Instruction |
| 7 | Approx. 50 minutes | Academic Content - Asynchronous Instruction |

**Include sample daily schedules for students by grade band (See above).**

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

| Component from Rubric | Explanation |
|---|---|
| | |

| | |
|---|---|
| **What are the expectations for daily student interaction with academic content?** | Remote instruction will be primarily asynchronous (self-paced) with opportunities for synchronous (real-time) learning. Each day, students will engage in every course and complete-assignments independently. Course work is organized in the LMS so students can track their progress in each course. Teachers can track student progress and module completion as well as differentiate pacing and content based on student needs via the LMS.<br><br>Synchronous opportunities for small group instruction and office hours are provided daily to support individual student needs:<br><br>&bull; Pre-planned student teacher interaction on an as-needed basis, based on student academic progress<br>&bull; Daily office hours (30-45 minutes) available to all students as an additional support<br><br>**Grades PK-5**: Students will engage with academic content 180+ minutes per day, which is loosely equivalent to a day on campus. Academic content includes core classes. Sample schedule (attached) outlines suggested time frames per content area by grade level.<br><br>**Grades 6-12**: Students will engage with academic content 300+ minutes per day, which is loosely equivalent to a day on campus. Academic content includes core classes and electives. Sample schedule (attached) outlines suggested time frames per content area by grade level. |
| **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?** | In remote learning, students will engage in daily learning activities that are primarily delivered through the district's LMS (Seesaw in PK-2 or Canvas in 3-12). A recommended daily schedule will be supplied to each family that loosely resembles the schedule of in-person learning.  Daily student engagement will be expected and daily attendance will be taken in each course. Remote learning will have a separate instructional design, but will cover the same content and skills as in-person learning. The district grading policy will apply.<br><br>To achieve instructional alignment, students in grades PK-5 will engage with academic content for 180+ minutes per day, and students in grades 6-12 will engage with academic content for 300+ minutes per day. Instruction and activities will be completed |

| | |
|---|---|
| | primarily asynchronously, though students will receive direct synchronous instruction and support through scheduled interventions, small group instruction, and office hours. |
| What are the expectations for teacher/student interactions? | Students will interact asynchronously and synchronously with teachers and peers through:<br><br>● Daily, synchronous morning meetings (check-ins/ social-emotional development time) in grades PK - 5<br>● Weekly, synchronous meetings in core classes in grades 6 - 12<br>● Daily feedback through the LMS<br>● Small-group meetings that provide targeted instruction, intervention, and extension opportunities<br>● Daily open office hours for individualized student support as needed and/or tutorials by appointment<br><br>Students will likely have daily encounters with their teacher(s), though these interactions may be more/less frequent based on student progress. |

| How will teacher/student interactions be differentiated for students with additional learning needs? | Students selected for targeted small group intervention sessions are based on student need and progress markers in the LMS, which will serve as a diagnostic tool for teachers to identify students who need more 1:1 support. Intervention sessions will be conducted synchronously through video conferencing. Students will also have the opportunity for personalized support during designated office hours.<br><br>For students who receive Special Education (SPED), English as a Second Language (ESL), or 504, or Gifted and Talented (GT)services, progress will be carefully monitored. ARD/IEP, LPAC, and 504 committees will convene to make appropriate recommendations to meet individual student needs to ensure continued growth in the general education curriculum and on individualized goals and objectives. Aledo ISD is committed to meeting the unique needs of all students by ensuring that these committees convene as needed to discuss needs, review progress, and make individualized recommendations for our students. |
|---|---|

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

| Subject/ Course | Grade Level(s) | Instructional Materials | Progress Monitoring and Assessment | Is it TEKS aligned? | What resources are included to support students with disabilities? | What resources are included to support ELs? |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| **Math Instructional Materials** | PreK | DLM Early Childhood Express and Teacher-Created Lessons | CIRCLE Progress Monitoring | **Aligned to PreK Guidelines** | Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. | DLM has embedded EL supports within the curriculum. Linguistic accommodations for instruction will be determined by the LPAC committee. |
| | K-5 | SAVVAS enVision Math and SAVVAS Realize and Teacher Created Lessons | District Common Assessments will be given at the end of every 9 weeks. Common Formative Assessments will be given every week, and interventions will be planned from results. | **Yes** | Intervention lessons are available in the Math Diagnosis and Intervention System 2.0 that is included with the curriculum. Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. | 100% ELPS Coverage with daily leveled instruction suggestions for students at Beginning, Intermediate, Advanced, and Advanced/High levels of English language proficiency. Linguistic accommodations for instruction will be determined by the LPAC committee. |

| | | | | | |
|---|---|---|---|---|---|
| 6-8 | McGraw Hill and Teacher -Created Lessons | | Yes | Differentiation and scaffolding supports are embedded within the curriculum.<br><br>Accommodations and/or modifications will be provided to students based on their individualized education plan. | McGraw Hill has embedded EL supports in each lesson.<br><br>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. |
| 9-12 | Houghton Mifflin Harcourt (HMH) and Teacher-Created Lessons | | Yes | Differentiation and scaffolding supports are embedded within the curriculum.<br><br>Accommodations and/or modifications will be provided to students based on their individualized education plan. | HMH has embedded EL supports in each lesson.<br><br>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. |
| 6-12 | Edgenuity | A screener and diagnostic tests are available to determine skills students are missing. Lessons are available to students to fill gaps. | Yes | Edgenuity instructional strategies, evidence-based practices, and learning tools and scaffolds are designed to support the unique needs of all learners, including students with special educational needs. | Edgenuity has embedded EL supports in each lesson.<br><br>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. |

| | K-11 | IXL | IXL's Real-Time Diagnostic analyzes students' grade level proficiency overall in key math strands. Students are screened at the beginning, middle, and end of the year allowing teachers to determine targeted intervention groups. IXL provides ongoing progress monitoring to evaluate students' needs and scaffolded instruction to support students. | Yes | Skills use both sight (words and images) and sound (audio support) to support **multisensory instruction**. Visual representations of mathematical concepts and various models support students with hearing impairments, among other disabilities.<br><br>IXL's diagnostic and analytics tools allow teachers to identify individual student needs and ensure students practice the concepts they are struggling with.<br><br>IXL's audio support for math (PK-8) | Adaptive questions give ELs critical scaffolding they need to build understanding at their own pace.<br><br>Engaging interactions, as well as visual and audio support for math (PK-8) make topics more accessible to students.<br><br>The IXL Real-Time Diagnostic provides insight on student knowledge in math. With information on their ELL students' strengths and weaknesses, and precise recommendations on what to do next, teachers can help each student make progress faster. |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| **ELAR Instructional Materials** | PreK | DLM Early Childhood Express and Teacher-Created Lessons | CIRCLE Progress Monitoring | **Aligned to PreK Guidelines** | Differentiation and scaffolding supports are embedded within the curriculum.<br><br>Accommodations and/or modifications will be provided to students based on their individualized education plan. | DLM has embedded EL supports within the curriculum.<br><br>Linguistic accommodations for instruction will be determined by the LPAC committee. |
| | K-2 | SAVVAS MyView Literacy, Fountas & Pinnell Classroom | Developmental Reading Assessment (DRA)<br><br>mCLASS Texas Progress Monitoring<br><br>Lexia Online Literacy Program | **Yes** | Personalized, responsive reading instruction and writing conferences occur weekly for all students, regardless of literacy skill level. | MyView Literacy and Fountas and Pinnell Classroom components offer leveled readers. MyView Literacy includes strategies for various literacy skill levels.<br><br>mCLASS Texas screens students for foundational literacy skills and offers data on markers for dyslexia.<br><br>Lexia includes a fully adaptive word study component, which supports language acquisition. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | MyView Literacy has embedded EL supports in each lesson.<br><br>Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee. |
| | 3-5 | SAVVAS *MyView Literacy* | Lexia Online Literacy Program<br><br>Students will take Quarterly District Common Assessments at the end of every grading cycle.<br><br>Weekly formative assessments will inform instructional decision-making. | Yes | Differentiation and scaffolding supports are embedded within the instructional resources and curriculum.<br><br>Lexia is adaptive to the individual student's skill level with each keystroke.<br><br>Lexia is adaptive to the individual student's skill level with each keystroke. | MyView Literacy includes strategies for various literacy skill levels and leveled readers to meet individual student literacy skills.<br><br>Lexia includes a fully adaptive word study component, which supports language acquisition.<br><br>MyView Literacy has embedded EL supports in each lesson.<br><br>Linguistic accommodations for instruction and designated |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | supports for assessment will be determined by the LPAC committee. |
| | 6-12 | Springboard and Zinc Online Learning Labs | Lexia Online Literacy Program (6-8, and 9-10 remedial)<br><br>Students will take Quarterly District Common Assessments at the end of every grading cycle.<br><br>Weekly formative assessments will | Yes | Springboard's resources offer audio versions of all texts, and its Language Arts Workshop offers scaffolded instruction aimed at support for all learners.<br><br>Zinc Online Learning Lab includes robust vocabulary practice units with leveled text options and audio for reading selections.<br><br>Lexia includes fully adaptive phonics and word study components, which support students at all skill levels. | Springboard's resources offer audio versions of all texts, and its Language Arts Workshop offers scaffolded instruction aimed at support for all learners.<br><br>Zinc Online Learning Lab includes robust vocabulary practice units with leveled text options and audio for reading selections.<br><br>Lexia includes a fully adaptive word study component, which supports language acquisition. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | inform instructional decision-making. | | | SpringBoard has embedded EL supports in each lesson. Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee. |
| | 6-12 | Edgenuity | A screener and diagnostic tests are available to determine skills students are missing. Lessons are available to students to fill gaps. | Yes | Edgenuity instructional strategies, evidence-based practices, and learning tools and scaffolds are designed to support the unique needs of all learners, including students with special educational needs. | Edgenuity has embedded EL supports in each lesson. Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Science Instructional Materials** | PreK | **Team-Created Unit Plans** | Team created assessments | **Aligned to PreK Guidelines** | Differentiation and scaffolding supports are embedded within the curriculum.<br><br>Accommodations and/or modifications will be provided to students based on their individualized education plan. | All unit plans are being designed in conjunction with the collaborative teams, which include special populations teams in Special Education, Gifted and Talented, and English Learner.<br><br>Linguistic accommodations for instruction will be determined by the LPAC committee. |
| | Kinder-Biology | **Accelerate Learning: STEMscopes** | Embedded within the curriculum | **Yes** | Differentiation and scaffolding supports are embedded within the curriculum.<br><br>Accommodations and/or modifications will be provided to students based on their individualized education plan. | The resource includes built-in supports for ELs in each lesson.<br><br>Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee. |

| K-12 | Team-Created Unit Plans | Team and District-created formative and summative assessments | Yes | Differentiation and scaffolding supports are embedded within the curriculum.<br><br>Accommodations and/or modifications will be provided to students based on their individualized education plan. | All unit plans are being designed in conjunction with the collaborative teams which include special populations teams in Special Education, Gifted and Talented, and English Learner.<br><br>Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee. |
|---|---|---|---|---|---|
| 3-12 | Explore Learning: Gizmos | Embedded within the curriculum | Yes | Differentiation and scaffolding supports are embedded within the curriculum.<br><br>Accommodations and/or modifications will be provided to students based on their individualized education plan. | The resource includes built-in supports for ELs in each lesson.<br><br>Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee. |

| | | | | | |
|---|---|---|---|---|---|
| Physics - IPC | McGraw Hill | Embedded within the curriculum | **Yes** | Differentiation and scaffolding supports are embedded within the curriculum.<br><br>Accommodations and/or modifications will be provided to students based on their individualized education plan. | The resource includes built-in supports for ELs in each lesson.<br><br>Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee. |
| Bio. - Chem. | HMH | Embedded within the curriculum | **Yes** | Differentiation and scaffolding supports are embedded within the curriculum.<br><br>Accommodations and/or modifications will be provided to students based on their individualized education plan. | The resource includes built-in supports for ELs in each lesson.<br><br>Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee. |
| 6-12 | Edgenuity | A screener and diagnostic tests are available to determine skills students are missing. Lessons are available to students to fill gaps. | **Yes** | Edgenuity instructional strategies, evidence-based practices, and learning tools and scaffolds are designed to support the unique needs of all learners, including students with special educational needs. | Edgenuity has embedded EL supports in each lesson.<br><br>Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee. |

| | | | | | | |
|---|---|---|---|---|---|---|
| Social Studies Instructional Materials | PreK | DLM Early Childhood Express and Teacher-Created Lessons | Team -Created Assessments | Aligned to PreK Guidelines | Differentiation and scaffolding supports are embedded within the curriculum.<br><br>Accommodations and/or modifications will be provided to students based on their individualized education plan. | DLM has embedded EL supports within the curriculum.<br><br>Linguistic accommodations for instruction will be determined by the LPAC committee. |
| | K-5 | SAVVAS MyWorld Social Studies | Embedded within the curriculum<br><br>Team-created performance tasks | Yes | Differentiation and scaffolding supports are embedded within the curriculum.<br><br>Accommodations and/or modifications will be provided to students based on their individualized education plan. | The resource includes built-in supports for ELs in each lesson.<br><br>Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee. |

| 2-5 | Studies Weekly | Embedded within the curriculum | Yes | Differentiation and scaffolding supports are embedded within the curriculum.<br><br>Accommodations and/or modifications will be provided to students based on their individualized education plan. | The resource includes built-in supports for ELs in each lesson.<br><br>Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee. |
|---|---|---|---|---|---|
| 6-12 | HMH | Embedded within the curriculum<br><br>Team and District-created common assessments | Yes | Differentiation and scaffolding supports are embedded within the curriculum.<br><br>Accommodations and/or modifications will be provided to students based on their individualized education plan. | The resource includes built-in supports for ELs in each lesson.<br><br>Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee. |
| Govt. | McGraw Hill | Embedded within the curriculum<br><br>Team and District-created common assessments | Yes | Differentiation and scaffolding supports are embedded within the curriculum.<br><br>Accommodations and/or modifications will be provided to students based on their individualized education plan. | The resource includes built-in supports for ELs in each lesson.<br><br>Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee. |

| | 6-12 | Edgenuity | A screener and diagnostic tests are available to determine skills students are missing. Lessons are available to students to fill gaps. | Yes | Edgenuity instructional strategies, evidence-based practices, and learning tools and scaffolds are designed to support the unique needs of all learners, including students with special educational needs. | Edgenuity has embedded EL supports in each lesson.

Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee. |

# Aledo Independent School District
## Asynchronous Model

**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 of knowledge? | Our district will leverage our existing instructional resources, both print and digital versions, as the foundation for our district curriculum for students. In addition, we will utilize Edgenuity in grades 6-12 to support asynchronous learning. Asynchronous remote students will follow the same scope, sequence, and curriculum as in-person students. This is to allow for a seamless transition between instructional models (e.g. remote and in-person) at the end of each grading cycle. All the instructional materials are aligned to the Texas Essential Knowledge and Skills (TEKS), are accessible to all students, and are vertically aligned across grade levels. <br><br>Instructional Materials will be available digitally through Seesaw (K-2) and Canvas (3-12) platforms. Teachers will redesign instructional materials, where appropriate, so that students have a more interactive experience. The use of videos/screencasts/broadcasts will be part of our remote learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content. <br><br>Students will leverage a number of instructional software resources including Lexia and IXL for asynchronous learning, as well as for blended learning on campus. These programs are inherently tailored to support self-paced, adaptive, personalized student learning. Lexia and IXL will support progress monitoring for all students in reading as math as well. <br><br>Teachers will receive significant professional development on both content and remote instructional practices to support appropriate adaptation, instructional practices, and coherence. |

| | |
|---|---|
| What additional support (in addition to resources listed above) will be provided for students with disabilities and ELs? | **On-going Professional Learning**-To comply with IDEA and our effort to provide quality services to students receiving special services, strategic professional development will be provided to General Education Teachers, Special Education Teachers, ESL Teachers and Paraprofessionals providing instruction and services to students receiving Special Services. Professional Development will be provided through New Teacher Academy, District Professional Learning Days, Just-in-Time Training Opportunities throughout the school year. Special education facilitators will frequently collaborate and communicate with teachers about student progress and needs. Co-teachers will participate in weekly collaborative team meetings for the content or grade level they serve in order to ensure that all students' instructional needs are met.<br><br>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. The AISD Special Education department has developed extensive guidance documents to support teachers in accommodating materials for our Special Education Learners.<br><br>**Communication with Student and Provision of Services-** As for student interaction, there will be multiple opportunities to connect with teachers. Special Education Co-Teach teachers will meet with students virtually three times per week. In addition to services, Special Education teachers will check in with each parent/student for 1-on-1 progress review every other week, student liaisons/case managers will check in at least once every three weeks to ensure support for families in accessing asynchronous learning. In addition, IEP accommodations/modifications will be followed and implemented based on the student's contingency plan and tracked through data collection logs. Instructional/Service logs will be submitted weekly. Logs will be monitored at the central office level and providers will be notified through an accountability system developed by the Special Services Department.<br><br>**Related Services & Speech Language Services**-Remote services for Occupational Therapy, Physical Therapy, Music Therapy, and Counseling will be provided virtually through pre--scheduled Webex meetings. These services will be documented using MSB XLogs. Parents will receive consultation from therapy providers during each scheduled therapy session. Equipment necessary to meet the student's goals and objectives will be delivered to the student's home. Contingency Plans will reflect any changes to the provision |

of direct services. For students who receive instruction remotely, parents will be offered the option of walk-in services for Occupational Therapy, Physical Therapy and Orientation and Mobility.

**ESL**-To support our English Learners, ESL teachers will plan and collaborate with the general education teachers to embed language supports within Tier 1 instruction.  ESL teachers will have additional, synchronous Webex lessons to develop English language proficiency and support academic progress.  Parents and students will receive additional support in learning how to navigate the learning management systems and instructional platforms.

Lessons are designed and differentiated to meet the needs of students who are English Learners:
- Students are provided with frequent feedback
- Students are provided the appropriate level of support by the ESL teacher
- Students continue to receive classroom and/or assessment accommodations as deemed necessary by the Language Proficiency Assessment Committee (LPAC) and if appropriate, in conjunction with the ARD/504 Committee

**Social and Emotional Learning**-Students will have access to positive reinforcement and positive reinforcement systems (social emotional check-ins, Capturing Kids Hearts). Counselors have developed social emotional asynchronous learning modules for students at all grade levels. Teachers will also work with the parent on creating structures in the home that helps to reduce distractions and gives students opportunity for breaks. For students requiring Behavior Intervention Plans all teachers will work to implement strategies and make adjustments for the home environment.

Click here for Behavior Resource Website

Click here for Behavior Support Parent Videos

Click here for Aledo ISD SEL Homepage

**Key Requirement Student Progress:** Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

| Component | Explanation |
|---|---|
| What is the expectation for daily student engagement? | Students are required to engage daily with work in each content area; students who do not demonstrate engagement on a given day are marked absent. Engagement expectations are defined by grade level and/or subjects/courses and published in the LMS. Students participate daily by logging into the LMS and completing instructional tasks, answering questions, submitting assignments, completing projects, or submitting pictures of assignments and tasks.<br><br>In addition to the daily instructional tasks in the LMS, students in grades PK-5 are encouraged to actively participate in daily, synchronous morning meetings and daily teacher-scheduled small group sessions for targeted instructional support. Students in grades 6-12 are encouraged to actively participate in weekly, synchronous meetings in core classes and teacher-scheduled small group sessions for any additional support they may need.  Students are also encouraged to actively participate in teacher office hours for any additional support that is needed.<br><br>Parents will have access to monitor student assignments and progress through LMS access. |

| | |
|---|---|
| **What is the system for tracking daily student engagement?** | Student engagement will be tracked daily in each course via any one of the three outlined methods:<br><br>• **Teacher interactions:** Students will interact asynchronously and synchronously with teachers and peers daily through check-ins, social-emotional development time, feedback through the LMS, and/or small group instruction. Teachers will establish time for daily open office hours where they can meet with students or answer student questions.<br><br>• **Daily progress in the LMS:** Students participate daily by logging into the LMS and completing instructional tasks, answering questions, submitting assignments, completing projects, or submitting pictures of assignments and tasks. Students are also encouraged to actively participate in teacher office hours and attend synchronous, teacher-scheduled small group sessions for any additional support they may need.<br><br>• **Submitting assignments through the LMS:** Each course will have a minimum of one daily task for student submission; including, but not limited to, quizzes, writing assignments, performance tasks, discussion boards, etc. Additionally, each course will have a minimum of one formative assessment per week that will yield data toward student academic progress.<br><br>Teachers will be responsible for taking and logging "attendance" for their students on a daily basis based on the form of engagement the student participated in that day. Teachers will reconcile attendance weekly to ensure an accurate engagement count is being submitted for any students that may have engaged after the daily attendance check, but prior to 11:59 pm on the attendance date. |
| **How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?** | The methods for tracking daily student engagement (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. Remote learners will participate in the same courses as their in-person counterparts within the LMS, and will have similar access to academic support.<br><br>While the instructional delivery method may vary between in-person and remote, the content, skills and instructional pacing will remain the same. District grading guidelines will be consistently applied in both learning environments. Instructional units will be assigned such that students will engage with instructional materials in times equivalent to what would occur in an on-campus environment. |

| | |
|---|---|
| | In addition, students who fall below a 90% attendance for the time that the course is offered will not receive credit for the course, regardless of level of "engagement", consistent with on-campus expectations. |
| **What is the system for tracking student academic progress?** | Student progress will be tracked regularly in the LMS through daily learning tasks, performance tasks, teacher-student interactions, common formative assessments, district-level assessments, and other markers. Parents will have access to monitor student assignments and progress through LMS access and the Parent Portal. The LMS will also provide a two-way communication channel between parents and teachers. Expectations for student engagement and progress monitoring will be shared with parents at the start of the school year, that clearly list the expectation that parents should have and the level of support they will be required to provide students if they opt for a fully-remote school option for 2020-2021 school year. |
| | Student academic progress in math and reading will be monitored and tracked three times throughout the school year through digital platforms including: IXL math diagnostic, mCLASS reading diagnostic, and RAPID reading diagnostic. Students are screened at the beginning, middle, and end of the year allowing teachers to determine targeted intervention groups. IXL and Lexia provide ongoing progress monitoring to evaluate students' needs and scaffolded instruction to support students. |

| What is the system for providing regular (at least weekly) feedback to all students on progress? | Teachers are expected to provide daily feedback to support student progress. Additionally, in accordance with Aledo ISD's grading guidelines, a minimum of one formative grade per week is required. Feedback will occur via multiple mechanisms within the LMS, through asynchronous and synchronous student-teacher interactions, or 1:1 meetings. Feedback is necessary for student growth and may be provided in the following ways: <br><br> • Discussion threads <br> • Video replies <br> • E-mail <br> • Graded assignments <br> • Comments in the LMS <br> • Small-group teacher-student interactions <br> • Other appropriate methods <br><br> Based on the continuous feedback loop, scheduled times for small groups, intervention, and/or extensions will occur as often as daily, though times will vary by content and student need. Each campus's master schedule includes embedded "flex" time for targeted intervention and extension, and remote learners will also have access to scheduled small-group sessions for this purpose. <br><br> The district will also conduct diagnostic assessments in math and reading throughout the year, which will inform ongoing instructional decisions. |
|---|---|

**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:**

| Component | Explanation |
|---|---|
| How will both initial and ongoing, job-embedded educator development opportunities occur? | The PD offerings below outline the primary methods of delivery for initial and ongoing professional development.<br><br>● During the summer of 2020, all AISD staff participated in a virtual professional learning academy, Empower 2020. The professional learning sessions were designed to equip teachers with tools for remote learning, blended learning, and flipped instructional methods and focused on building teacher capacity with the LMS. Teacher input was utilized to determine targeted professional learning needs. This link offers details on the courses offered.<br><br>● At the beginning of the 2020-2021 school year, all staff engaged in the AISD Professional Learning Academy with a primary focus on preparing teachers for the remote learning environment. The professional learning sessions included: remote learning expectations, instructional technology, district instructional focus, and district-wide universal screeners for measuring student progress.<br><br>● During the 2.5 week hybrid transition period, each Friday was a designated teacher professional learning day. The professional learning sessions included follow-up training on district reading and math universal screeners for grades K-12 and grades 6-12 Edgenuity implementation.<br><br>● During the month of November, selected staff members from all campuses will attend a two-day virtual PLC Institute. AISD sends teachers annually to the PLC Institute to continuously build teacher capacity within the PLC model. The work |

of the PLC process will be instrumental this school year to ensure that all students, regardless of instructional model, learn at high levels.

- The district will provide on-going professional learning and systems of support for staff through district professional learning days, Just-in-Time Trainings, C&I Weekly Strategy Share Outs, weekly collaborative team meetings, Leading and Learning Principal Meetings, Bearcat Leadership Team Meetings, Remote Teacher Meetings, and ongoing support from Instructional Specialists.

Instructional Specialists are assigned to every campus to provide the following ongoing educator development and support:

- Provide on-going personalized professional development and instructional coaching through real-time feedback;
- Model core content lessons with guidance on content specific instructional strategies and resources;
- Develop content knowledge through the facilitation of collaborative team meetings and monitoring the alignment of instruction, assessment, and student outcomes to district and state requirements;
- Assist teachers in disaggregating, analyzing, and disseminating progress monitoring data to drive decisions on instructional placement and responsive action to address students' academic needs; and
- Assist teachers in developing on-time responsive interventions for students with academic needs.

LMS Superusers are assigned to their respective campus to serve as technology and virtual learning coaches. The LMS Superusers collaborate with Instructional Specialists to support teachers in the development of purposeful integration of technology and the delivery of high-quality instruction in a virtual environment.

Campus Administrators will continue to coach educators throughout the school year and provide feedback on practices and on the job training, with consistent and frequent real-time feedback.

| How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data? | Through the initial digital onboarding process and ongoing topical discussions throughout the fall semester on how to effectively leverage SeeSaw and Canvas, educators will learn how to deliver course content and respond to the data provided by the LMS feedback system. Educators will use LMS progress markers and reports to understand student engagement with their course offerings and how to adapt materials, activities, and pacing to the needs of the individual students with whom they work.

The district professional learning days will equip teachers with strategies for remote instruction, blended learning, flipped instructional methods  and will focus on building teacher capacity with the LMS. Teachers will engage in job-embedded professional learning opportunities through weekly collaborative team meetings with Instructional Specialists and campus leadership.  Just in Time synchronous and asynchronous learning opportunities will also be provided throughout the school year to respond to teacher needs as they emerge. The Curriculum and Instruction Department will provide weekly strategy spotlights through the Curriculum and Instruction Newsletter as well as ongoing support as needed.

Teachers of remote learners will meet regularly with their grade-level or like-content collaborative teams to deepen their content knowledge, disaggregate assessment data, and plan for responsive instruction. |
|---|---|

## AISD Professional Learning 2020-2021

| Time of Year | Key Topic |
|---|---|
| Empower 2020 Summer Professional Learning Academy | ● Empower 2020 Courses By Strand:<br>  ○ Math |

| June 9- July 31 | <ul><li>ELAR</li><li>Science</li><li>Social Studies</li><li>Cross-Curricular</li><li>SPED</li><li>GT</li><li>Digital Tools</li></ul><br>● District Wide Book Studies<ul><li>Kids Deserve It</li><li>Blended Learning in Action</li></ul> |
|---|---|
| All Staff BOY Professional Learning<br>August 10-18 | ● Remote Learning Expectations<ul><li>AISD Asynchronous Learning Plan</li><li>Daily Student Engagement</li><li>Attendance Processes</li><li>Tracking Student Progress</li></ul><br>● Instructional Technology<ul><li>Seesaw PreK-2</li><li>Canvas 3-12</li><li>Blended Learning</li><li>Technology Integration</li></ul><br>● District Instructional Focus<ul><li>Instructional Best Practices<ul><li>Formative Assessment</li><li>Feedback</li><li>Critical Writing</li><li>Lesson Frame</li></ul></li></ul> |

| | |
|---|---|
| | • Reading/Math Universal Screeners<br>   ○ Lexia/RAPID Reading Assessment, Data Analysis, and Classroom Application (3-12)<br>   ○ IXL Math Assessment, Data Analysis, and Classroom Application (K-12)<br>   ○ mClass Reading Assessment, Data Analysis, and Classroom Application (K-2) |
| Friday PL Days During Hybrid Transition<br>August 21, August 28, September 4 | • IXL Math Follow-up (K-12)<br>• mClass Reading Follow-up (K-2)<br>• Edgenuity (6-12) |
| PLC Institute<br>November 2-6, November 9, November 12, November 16 | • Designated K-12 Staff Members Will Attend Solution Tree Virtual Institute |
| Follow-Up/On-going Support | |
| Professional Learning Support Systems | Key Topic |
| District Professional Learning<br>October 13, January 4, February 15, March 5 | Topics determined based on quarterly teacher/leadership surveys, assessment data, and staff needs. |
| AISD Just in Time Training<br>Ongoing | • Topics determined based on teacher needs as they arise during the year.<br>• Sample Topics Include: |

| | |
|---|---|
| | ○ Seesaw Next Steps<br>○ Canvas Next Steps<br>○ Social Studies Weekly<br>○ Motivating the Gifted Learner<br>○ Flipped Learning<br>○ Digital Student Writing Portfolios |
| C&I Newsletter<br>Weekly Strategy Share-out | ● Sample Topics Include:<br> ○ 5 Steps for Designing Blended Learning Lessons<br> ○ Seesaw and Canvas Tips<br> ○ How to Videos:  Organizing Student Tasks, Attendance<br> ○ Digital Thinking Maps<br> ○ Creating Sections for Accommodations<br> ○ LMS Best Practices<br> ○ Mentimeter<br> ○ Making Learning Visible<br> ○ Virtual Think-Pair-Share<br> ○ Self Care-Social/Emotional; Vision Boards, Student Goals<br> ○ Instructional Expectations<br> ○ Feedback Strategies |
| Weekly Collaborative Team Meetings | ● Four Critical Questions of the PLC<br> ○ What do we want students to know?<br> ○ How will we know if they are learning?<br> ○ How will we respond if they don't learn (intervention)?<br> ○ How will we respond if they already know it (extension)? |
| District/Campus/Early Literacy<br>Instructional Specialists | ● Co-planning<br>● Co-teaching |

| | |
|---|---|
| | ● Modeling Best Practices<br>● Designing Learning Opportunities for Students<br>● Supporting Guest Teachers While Teachers are on Leave/Quarantine<br>● Provide Direct Student Support |
| Leading and Learning Meetings<br>Monthly | Topics determined based on administrator needs. |
| Bearcat Leadership Team Meetings<br>Monthly | Topics determined based on district leadership needs. |
| Remote Teacher Meetings<br>As Needed | Topics determined based on remote teacher needs. |

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

| Component | Explanation |
| --- | --- |
| How will you communicate the expectations for asynchronous instruction to families? | Constant communication will flow between our staff and parents through our LMS, personal contact from teachers via email, virtual platforms, or voice calls. Custom websites have also been developed to help disseminate information to assist in the coordination and continued success for all students. It is paramount that AISD students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.<br><br>At the beginning of the school year, parents and guardians will be invited to attend a virtual parenting university that will communicate Seesaw and Canvas LMS expectations and tips and tools for monitoring student progress.  AISD will also host a virtual "Curriculum Night" to communicate campus and district expectations for in-person and remote learning. The AISD website also provides families with up to date information and addresses frequently asked questions. |
| What are the expectations for family engagement/support of students? | Parents/guardians will be expected to engage in meetings with teachers, reach out to teachers  if they believe their student needs additional support, and read updates from the school/district. Parents/guardians can monitor student progress in the LMS and Parent Portal.<br><br>Additionally, parents/guardians are expected to:<br>● Facilitate academic support and encouragement as a learning partner to motivate and guide children throughout the school year as a learning coach<br>● Ensure their children are on track with assignments and coursework daily<br>● Provide assistance on day-to-day activities with the exception of designated independent work |

- Support children's needs by establishing and managing the daily schedule communicated by the teacher
- Provide transportation for any courses that are not offered remotely including sports, fine arts, and CTE courses that are outlined in the Return to Learn Handbook
- Follow district procedures for changing instructional models at the end of each grading cycle

Students are expected to::

- Follow the designated schedule or outline communicated by their teacher to complete asynchronous activities assigned daily
- Participate daily in learning through virtual platforms
- Practice proper etiquette while engaging on virtual platforms
- Advocate for themselves
- Turn in school work at the direction of the assigned teacher
- Actively participate in the lesson

Families are provided with weekly campus and district communication via campus and district newsletters.

Families are encouraged to attend district and campus informational and outreach opportunities (Virtual Meet the Teacher, Virtual Curriculum Night,Parenting University,etc.).

| | |
|---|---|
| What additional supports, training, and/or resources will be provided for families who may need additional support? | Additional Support Resources:<br><br>**District Communication-**The district staff will continuously monitor "Ask Susan" (Superintendent question forum) and the district social media outlets to respond to parent questions in a timely manner. Announcements and resources for parents will be posted in the Bearcat Blast, district email communication, and campus weekly newsletter.  Relevant district-wide progress and news will be released through social media and the Aledo ISD website.  Any families that cannot be reached via email, will be contacted directly by phone.  District-wide communication is provided to families in their primary home language.<br><br>**Deployment of Technology –** All families were surveyed for technology needs including devices and internet connectivity.  AISD provided technology to all families who indicated a need for a device or hotspot.<br><br>**Distribution of Instructional Materials and Resources –** All families will be provided the opportunity to pick up instructional materials, hard copies of assignments, student consumables, and lab based equipment at their student's home campus by socially distanced pick up stations and drive through lines.  Student learning reports and other pertinent information will be mailed home as needed.<br><br>**Technology Support –** All students and families that experience technical difficulties can contact the AISD Technology Department directly at 817-207-3300 or lms@aledoisd.org.  The district's Return to Learn webpage includes a technology resources section for families that provides virtual courses for Seesaw and Canvas, outlines explicit directions for AISD's single sign-on with Launchpad, and a tutorial video for Remind teacher-parent communication. The Technology Resources page can be accessed by clicking [here](#).<br><br>**Language Support –** All families who indicated Spanish as their preferred language for communication were contacted during the registration process to offer assistance with student registration.  Continued support is provided to these families through a district-wide Spanish hotline, 817-207-3092, where families may leave a message and will be contacted within 24 hours by an AISD employee. |

**Counseling Support-** Aledo ISD counselors are ready and available to help support all Bearcat families at any time. This includes, but is not limited to: COVID-19 help, mental health support, connecting with community resources, suicide conversations and prevention efforts, and much more. AISD counselors can be contacted by email or phone, and contact information can be found by clicking here.

**#BearcatStrong Video Series-** AISD staff has created videos to offer SEL support for families in a variety of areas. The topics covered include motivation, dealing with anxiety (especially related to COVID-19), having mental health conversations with kids and more. A video option in Spanish is also available. All videos can be accessed by clicking here.

**Mind Above Matter-** Mind Above Matter's iMatter programs will launch in the Aledo ISD on August 19, providing families an intake and assessment program as well as therapy and intensive outpatient and partial hospitalization programs for students ages 11-18. This partnership will allow for the provision of mental health services in an Aledo ISD facility. District counselors will refer students to the iMatter program for needs outside of what school counselors provide. Referrals to the iMatter program will come through campus counselors or intervention counselors. If you are interested in more information or seeking these services for your child, please contact your child's school counselor by clicking here.

**AdvoCats-** The Aledo Children's AdvoCats is a local non-profit designed specifically to meet the needs of children and families in the Aledo ISD community. The AdvoCats can assist with school needs, groceries, medical or dental expenses, utilities, clothes, and many other things. To access services through the Aledo Children's AdvoCats, please contact your child's school counselor by phone, contact information for all AISD counselors can be found by clicking here.  Families can also request services directly through AdvoCats by clicking here.

**HOW TO GET HELP Webpage-** AISD has created a How to Get Help web page that answers many questions and provides additional resources related to counseling support, financial assistance, food assistance, health care and mental health care assistance, and more. This is a great place to go if you are looking for more information on where to get help. To access this page, click here. As a reminder, Aledo ISD is here to help and support all Bearcat children, staff, and families through this very challenging time in our community. Please do not hesitate to call on us so we can work through this together. You can also use the email address healthservices@aledoisd.org to contact us at any time about any need you may have.