

Asynchronous Plan Open Response - Lubbock ISD

Please check the grade level(s) for which these open response descriptions/attachments apply.		
<i>Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.</i>		
<input checked="" type="checkbox"/> PK3	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 8
<input checked="" type="checkbox"/> PK4	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 9
<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 10
<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 6	<input type="checkbox"/> 11
<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 7	<input type="checkbox"/> 12

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

Introduction for all schedules

Learning requirements for the grades are listed below. To assist families in scheduling these learning expectations and to provide additional resources to keep healthy routines in place during social distancing, please see a suggested daily schedule included as well. Schedules may differ somewhat by teacher / school.

[Example Daily Schedule PreK](#), [Example Daily Schedule Kindergarten](#), [Example Daily Schedule 1st-2nd Grade](#),

[Example Daily Schedule 3rd-5th Grade](#)

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>There are two types of students that may engage in remote asynchronous learning:</p> <ol style="list-style-type: none"> 1. Students who opt-in to the district-wide remote virtual school. Teachers will be dedicated to this remote instruction at the district level, though students will still be assigned to their remote school. Students can opt to change learning modality (remote or face-to-face) at the end of each grading period 2. Students who are sick or opt to switch to remote mid-term and in the event of micro closures due to COVID-19. These students remain with their on-campus teacher. <p>Both sets of students are expected to engage in both synchronous and asynchronous instruction at the scheduled times. Students are expected to spend the same amount of time engaging in academic content remotely as they would on-campus. The curriculum design team is working to ensure assignments and activities scheduled for each day meet these timing requirements. We will be distributing iPads to all our PK-Kinder students in the fall, and 1st-5th are already 1-to-1 with Chromebooks. In addition, we've distributed 1,000 hotspots as well as set up "Park and Learn" sites at some schools to provide broadband access to students. This has made connectivity accessible to most students. As a result, we anticipate all students will be able to engage in online learning as planned.</p> <p>Students will engage in math and ELA, both synchronously and asynchronously, daily. Other subjects will blend synchronous and asynchronous instruction, however they may not have synchronous instruction daily. Additionally, students are expected to participate in calendar/morning meeting time; it is expected that all students will participate in small group tutorials / teacher table time daily.</p>

<p>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?</p>	<p>Students will receive a schedule in our Learning Management System (LMS) that outlines daily schedules, expected learning activities, and assignments for completion.</p> <p>For PK-2, students will learn primarily asynchronously in-line with TEA attendance funding, participating in 300+ total minutes of learning across modalities daily. Students will engage in 75-90 minutes of synchronous academic instruction daily, along with 15 minutes of synchronous calendar/morning meeting time. The remainder of the day, approximately 200+ minutes, will be spent in self-directed asynchronous instruction leveraging both district created resources and adopted materials.</p> <p>For 3-5, students will participate in more synchronous and asynchronous learning time than in PK-2. Students will complete approximately 300+ minutes of instruction daily: 100 synchronous academic, 15 synchronous morning meeting time, and 200+ asynchronous across all subjects.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Students will interact with teachers daily via multiple mechanisms:</p> <ul style="list-style-type: none"> ● Calendar/morning meeting time:students in all grades will begin their day synchronously with their teacher ● All students will engage in synchronous table time for Math and ELA daily, recognizing these subjects necessitate live learning ● Students are expected to engage in live synchronous instruction in other core content subjects' such as science and social studies multiple times per week ● RTI will be offered daily for students based on proficiency and progress to support personalized instruction. Students will be served in groups of 5-7 at a time.
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>The district has developed instructional expectations for Resource and Inclusion, Dyslexia, Bilingual and Elementary English as a Second Language (ESL), Specialized Program, among others. In addition, we have guidelines for Admission, Review, and Dismissal (ARD) and 504 meetings and will be developing Contingency Plans for all students receiving Special Education Services. The district will have a plan for Individualized Educational Plan (IEP) Progress Monitoring for virtual learners. Responsibilities are differentiated by role to ensure students with additional learning needs are receiving support based on their schedule of services and individual needs. <i>This list is comprehensive, but not exhaustive of all plans and responsibilities.</i></p> <p>General special education guidelines:</p> <ul style="list-style-type: none"> ● IEP Services including accommodations/modifications will be followed and implemented based on the student's contingency plan. . ● Admission, Review, and Dismissal (ARD) and 504 committee meetings will be held within the timeline and as normal with certain exceptions based on participant need. <ul style="list-style-type: none"> ● Size of ARD ● Parent Preference ● Size of mtg. Space ● Lubbock ISD CaseManager Roles and Responsibilities have been modified for Virtual School. These duties must be performed for before, during and after an ARD Committee meeting. <p>Inclusion Teachers:</p> <ul style="list-style-type: none"> ● CoTeach teachers will meet virtually with all students. ● Teachers will participate in a virtual PLC with general education instructional staff weekly for each content area they are responsible for instructing. ● Through the use of MSB X-Logs, Instructional Support Logs will be kept for all students receiving special education services during any virtual learning, logs will be submitted every Friday. ● Further considerations will be forthcoming <p>Resource Teachers:</p> <ul style="list-style-type: none"> ● Teachers will meet virtually with all students daily per schedule of services. ● Teachers will participate in a virtual PLC with special education instructional staff weekly for each resource program they are responsible for instructing. ● Through the use of MSB X-Logs, Instructional Support Logs will be kept for all students receiving special education services during any virtual learning, logs will be submitted every Friday. <p>Daily requirements for Resource / Inclusion Paraprofessionals:</p> <ul style="list-style-type: none"> ● Ensure you are invited as a teacher to all Google Classrooms in the classes you serve by the third day of school. ● Students in PK-2 will take home iPads/chargers daily, students in 3rd-5th grade will take home Chromebooks/chargers daily.

	<ul style="list-style-type: none"> ● Clear communication regarding digital access must be given to parents and students within the first week of school. ● Make sure you know the websites, usernames, and passwords, etc. for students to access resources. Make sure you have access to all necessary resources. ● Collaborate and communicate with the case manager and teachers about student progress and needs. ● Practice both face-to-face and online learning in the first three days of school. ● Follow general education procedures and protocols as set forth from curriculum & instruction <p>Specialized Program Teachers:</p> <ul style="list-style-type: none"> ● Instruction during virtual school will continue to maintain unit instruction and pacing as close to the Specialized Program Instructional Framework as possible. ● Lessons should be designed for students to meet student IEP goals and objectives. ● For students receiving instruction through a specialized classroom like Structured Learning, ECSE, and Learning in a Functional Environment, the Lubbock ISD Specialized Instructional Framework and VizZle is required for use during Virtual School. ● Teachers will meet virtually with all students daily in a whole group, small group, and/or individually. ● Through the use of MSB XLogs, Instructional Support Logs will be kept for all students receiving special education services during any virtual learning, logs will be submitted every Friday. <p>Paraprofessionals:</p> <ul style="list-style-type: none"> ● Specific paraprofessionals will meet virtually with students 3 x week ● Paraprofessionals will participate in a virtual PLC with general education instructional staff weekly for each content area they are responsible for supporting. ● Through the use of MSB XLogs, Instructional Support Logs will be kept for all students receiving special education services during any virtual learning, logs will be submitted every Friday. ● Further considerations will be forthcoming
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Material Design: Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials

Chart of Adapted Instructional Materials

Instructional Materials/ Assessment	Grade Level(s)	Curriculum provider	Is it TEKS aligned, or how will it be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	PK-5	DreamBox HMH TX Home Learning 3.0 District created resources (TEKS Resource System) District Developed Assessments	Yes TEKS will only be adapted through goals and objectives for students requiring modified instruction and/or who are receiving instruction through an alternate curriculum.	Access to Supplemental Aids Based on the student’s IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services. Accommodations and Modifications to instructional Materials applied according to the student’s IEP. For special circumstances, access to Odysseyware as a replacement to Edgenuity. Parent Training will be provided as needed.	TX Home Learning 3.0 includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.

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RLA Instructional Materials	PK-5	Istation HMH TX Home Learning 3.0 District created resources (TEKS Resource System) District Developed Assessments	Yes	Access to Supplemental Aids Based on the student’s IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services. Accommodations and Modifications to instructional Materials applied according to the student’s IEP. For special circumstances, access to Odysseyware as a replacement to Edgenuity. Access to Kurzweil, an online software program that offers multi-sensory tools that assist with reading, synthesizing, comprehending, and applying knowledge, including features such as text to speech, color overlays for students with Dyslexia, etc. Parent Training regarding the use of accommodations and supplemental aids will also be provided as needed.	TX Home Learning 3.0 includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish. Scope & Sequence will include 20 minutes of Imagine Language and Literacy (ILL) daily along with Vista curriculum Bilingual Teachers at Dual Language Campuses will: Utilize Gomez instructional components throughout the lesson plan cycle in both face to face and virtual..
Science Instructional Materials	PK-5	STEMscopes Discovery Education TX Home Learning 3.0 District created resources (TEKS Resource System) District Developed Assessments	Yes	Access to Supplemental Aids Based on the student’s IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services. Accommodations and Modifications to instructional Materials applied according to the student’s IEP. For special circumstances, access to Odysseyware as a replacement to Edgenuity. Access to Kurzweil, an online software program that offers multi-sensory tools that assist with reading, synthesizing, comprehending, and applying knowledge, including features such as text to speech, color overlays for students with Dyslexia, etc. Parent Training regarding the use of accommodations and supplemental aids will also be provided as needed.	See above
Social Studies Instructional Materials	PK-5	Social Studies Weekly Teacher Created Materials	Yes	Access to Supplemental Aids Based on the student’s IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services. Accommodations and Modifications to instructional	See above

		<p>Literacy Resources</p> <p>TX Home Learning 3.0</p> <p>District created resources (TEKS Resource System)</p> <p>District Developed Assessments</p>		<p>Materials applied according to the student's IEP.</p> <p>For special circumstances, access to Odysseyware as a replacement to Edgenuity.</p> <p>Access to Kurzweil, an online software program that offers multi-sensory tools that assist with reading, synthesizing, comprehending, and applying knowledge, including features such as text to speech, color overlays for students with Dyslexia, etc.</p> <p>Parent Training regarding the use of accommodations and supplemental aids will also be provided as needed.</p>	
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How will materials be designed or adapted for asynchronous instruction, ensuring coherence and retention on knowledge:

The district will leverage our existing instructional materials as the basis for our curriculum for students. In addition, we will utilize Texas Home Learning (THL) 3.0 PK-5. Asynchronous students will follow the same scope, sequence, minute requirements, and curriculum as face-to-face students. This is to allow for students transitioning between learning modalities (e.g., remote and face-to-face) at the end of grading periods. All materials we use are Texas Essential Knowledge and Skills (TEKS) aligned as we are a TEKS Resource System district. All materials will be stored on our LMS and will be accessible to all students.

Students will leverage a number of instructional software resources including DreamBox and iStation for asynchronous learning, as well as for blended learning on-campus. These programs are inherently tailored to support self-paced, adaptive, and personalized student learning. This will support progress monitoring for all students as well.

Teachers will receive significant professional development on both content and remote instructional practices to support appropriate adaptation, instructional practices, and coherence (see Professional Development [PD] calendar below).

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

Professional Development-To comply with IDEA and our effort to provide quality services to students receiving special services, strategic professional development will be provided to General Education Teachers, Special Education Teachers, Bilingual/ ESL Teachers and Paraprofessionals providing instruction and services to students receiving Special Services. Professional Development will be provided through New Teacher Induction, New Teacher Academy, Content Focus Sessions and Mandatory training specialized by area throughout the school year. Paraprofessionals will frequently collaborate and communicate with case managers about student progress and needs. Teachers will participate in professional learning communities (PLCs) with teachers of the same grade band / subjects as well as with other special education teachers.

Communication with Student and Provision of Services- As for student interaction, there will be multiple opportunities to connect with teachers. Special Education Co-Teach teachers will meet with students virtually, daily. Other paraprofessionals will meet virtually with students 3x per week. Specialized Program teachers will follow the district instruction framework including the use of Vizzle as a resource for tracking prescribed learning and progress. In addition, IEP accommodations/modifications will be followed and implemented based on the student's contingency plan and rigorously tracked through MSB XLogs. Instructional/Service logs will be submitted each Friday. Logs will be monitored at the central office level and providers will be notified through an accountability system developed by the Special Services Department and MSB.

Related Services & Speech Language Services-Telehealth services for Occupational Therapy, Physical Therapy, Music Therapy, and Counseling will be provided virtually through pre scheduled Google Hangouts. 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. Speech and Language Pathologists will set up Google Classrooms and See Saw Account before students return. Students will receive a virtual service description letter early in the school year with information regarding parent log in. If the student and parent have a specific schedule reminder, REMIND accounts will be set up. A SMORE newsletter will also be regularly distributed to parents.

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Bilingual and ESL-To support our English Language learners the Special Services Department for Bilingual and ESL students will host virtual office hours regularly. Bilingual teachers will utilize Gomez instruction components throughout the lesson plan cycle for both face-to-face and virtual instruction. Additionally, ESL teachers will plan and collaborate with the general education teacher to schedule pull out services.

Social and Emotional Learning-students will have access to positive reinforcement and positive reinforcement systems set up by the teacher using (Google Classroom, using Class Dojo, distribution of incentives via mail or delivery, etc.)the teacher will also work with the parent on creating structures in the home that helps to reduce distractions. The teacher 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.

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>Students are expected to log on daily to Seesaw or Google Classroom to reference activities and assignments for the day. Students are required to be engaged daily with work through the completion of set assignments listed in the morning; students who do not demonstrate engagement on a given day are marked absent. Daily student engagement expectations and progress must be clearly defined, measurable, and documented in the learning management system for students to self monitor. Students are given asynchronous assignments daily by the teacher, and completion time equates to the minutes assigned for specific grades. They are also encouraged to actively participate in the synchronous sessions, such as calendar time, table time, and small group sessions.</p> <p>Students are expected to demonstrate engagement for the teacher to track at a predesignated time every day; however, if assignments are turned in during afterhours of the same day, teachers can amend attendance the following day (within a 24-hour window). Teachers are also expected to meet virtually with all students daily.</p> <p>Students with device and internet access with access to Google Classroom or Seesaw will use a daily calendar of assignments.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding. Lubbock ISD intends to set a high bar for students as it relates to daily engagement; we believe that students should demonstrate more than just logging in the LMS or only partially completing a pre-determined 60-minute assignment. In an effort to measure the high level of engagement required for asynchronous work, our district intends to develop a teacher rubric that will act as the standard of completion and quality that is considered acceptable, matching that level of engagement required in the face to face environment.</p> <p>The following steps illustrate tracking daily student engagement, broken out by grades:For students in PK-Kinder grade who are absent due to COVID illness or quarantine (not a microclosure):</p> <ol style="list-style-type: none"> 1. Teacher of record- mark students absent. 2. Once you are notified they are a COVID absence direct the student to asynchronous learning from Seesaw. Texas Home Learning 3.0 can be used as support resources. 3. On the following day study the attendance report from your attendance clerk. 4. Evaluate if the student completed the enough work at home to indicate a Present - Asynchronous reporting. 5. If the student completed enough work at home (see the rubric) correct the student’s absence in TEAMS to indicate Present - Asynchronous. 6. This action can be done by <ol style="list-style-type: none"> a. The teacher of record b. A librarian c. An interventionist 7. The correction must be made in TEAMS by 4:00 the following day.

	<p>8. If a student does not complete their work they will remain marked as absent.</p> <p>For students in 1st-5th grade who are absent due to COVID illness or quarantine (not a microclosure):</p> <ol style="list-style-type: none"> 1. Teacher of record- mark students absent. 2. Once you are notified they are a COVID absence direct the student to asynchronous learning from Google Classroom. Texas Home Learning 3.0 can be used as support resources. 3. On the following day study the attendance report from your attendance clerk as a grade level team. 4. Evaluate if the student completed the enough work at home to indicate a Present - Asynchronous reporting. 5. If the student completed enough work at home (see the rubric) correct the student’s absence in TEAMS to indicate Present - Asynchronous. 6. This action should be done by the homeroom teacher. 7. The correction must be made in TEAMS by 4:00 the following day. 8. If a student does not complete their work they will remain marked as absent. <p>Additionally, the district is currently partnering with Frontline to address more detailed adjustments and changes to attendance process and protocols.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?</p>	<p>All digital platforms and tools (i.e. Google Classroom, Seesaw, etc.) utilized on-campus will also be used in a remote asynchronous setting to maintain platform consistency. In addition, the method of tracking engagement is consistent with an on-campus learning environment because they mimic the ways in which students would interact with their teachers on-campus through daily minute expectations, progress tracking on learning objectives, and activities completed.</p> <p>The district plan assumes that most students who first chose remote asynchronous option will transition back to F2F on-campus within 3-4 months if the COVID-19 environment improves. In preparation for this transition, our daily engagement tracking and assessment data system is at the student unit level. That way, the data will remain intact with the students as they transition through different modalities. Currently, the district is planning for a 1:1 device roll-out of iPads (PK-K) and Chromebooks (1-5). For F2F students, they will access assignments through the LMS in order to limit contact with paper materials. Those assignments will be submitted via the LMS. For online virtual school, there are dedicated times for synchronous activities and check-ins, allowing more interactions with teachers to provide evidence of engagement and progress. Virtual students will use the same process for accessing materials and submitting assignments.</p>
<p>What is the system for tracking student academic progress?</p>	<p>Students of PK-5 will have several assessments to track academic progress throughout the school year:</p> <ul style="list-style-type: none"> ● Every 9 weeks, students will take district assessments on the 4 core subjects (Grades 2-12) <ul style="list-style-type: none"> ○ District Assessments are based on TEKS recently taught ○ District Assessments are formatively used to drive future instruction, loopback and interventions ○ Assessment scores will be reported to students’ parents on report cards every 9-weeks and used to track student progress ● Every 2-3 weeks, students will take a teacher developed Common Formative Assessment (CFA) on the 4 core subjects ● Every month, students will take an Istation Indicators of Progress (ISIP) assessment through Istation ● Additionally, students are required to complete a minimum of a certain number of lessons in Dreambox, differing based on grade levels ● CIRCLE Pre-K Assessment: Beginning of Year, Middle of Year, and End of Year assessments will be offered and remain consistent <p>In addition, district will continue to implement the following official grade reports:</p> <ul style="list-style-type: none"> ● Report Cards - The purpose of report card grades is to communicate the student’s level of mastery of the designated TEKS-based instructional objectives ● Progress Reports - Interim progress reports shall be issued for all students after the third and sixth week of each grading period ● Gradebook - All grades recorded in the gradebook will relate directly to one or more TEKS-based instructional objectives <ul style="list-style-type: none"> ○ Students will have a minimum of nine grades per content area each nine weeks and the grades should be evenly distributed throughout the grading period.

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	<ul style="list-style-type: none"> ○ No single grade shall count more than 15% of the reported grade for a grading period. ○ In order to provide students and parents with timely feedback, grades are entered into the online gradebook within seven calendar days of the assignment or assessment due date. Exceptions must be approved by the campus principal. ● Progress Updates- Progress updates on goals and objectives for students receiving special education services will be distributed to parents every 9 weeks corresponding with the district’s grading period.
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers are expected to provide daily feedback for asynchronous work with a 24-hour turnaround time period. Daily feedback from teachers to students is conducted through a variety of methods, via LMS, activities, or small group instruction and teacher tutorial time. The daily feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis.</p>

Implementation: Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

Professional Development Calendar: Note: CALS = Campus Academic Leaders, CTLS = Campus Technology Leaders

	Principals	Assistant Principals	CALS/CTLS	Instructional Coaches	Instructional Staff (Teachers and Paraprofessionals)
August	Summer Leadership Institute August 3,4		Summer Leadership Institute August 3,4		New Teacher Induction August 5-7 Content Focus Session August 12 8:00-4:00
September	Leadership Meeting September 1 8:00-4:00	AP Meeting September 3 8:30-11:30 OR 1:00-4:00	CTL (Secondary Only) September 16 CALS September 21-23*	Coaching Collaboration 8:30-11:30 September 4	New Teacher Academy September 8 Balanced Literacy September 9 T-TESS Late Hires September 10
October	Leadership (During CFS) October 5 8:00-4:00		CTL (Secondary Only) October 14	Coaching Collaboration 8:30-11:30 October 2	Content Focus Session October 5 District -8:00-4:00 New Teacher Academy October 6 Balanced Literacy October 14 T-TESS Late Hires October 15

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November	Leadership November 3 8:00-4:00	AP Meeting November 5 8:30-11:30 OR 1:00-4:00	CTLS (Secondary Only) November 18 CALs November 2,4,9*	Coaching Collaboration 8:30-11:30 November 6	New Teacher Academy November 10 Balanced Literacy November 11 TTESS Late Hires November 12 Flex Days November 25-26
December	Leadership December 1 8:00-1:00 (½ day lunch)	AP Meeting December 3 8:30-11:30 OR 1:00-4:00		Coaching Collaboration 8:30-11:30 December 4	Balanced Literacy December 9
January	Leadership January 4 1:00-4:00		CTLS (Secondary Only) January 13 CALs January 26-28*	Coaching Collaboration 8:30-11:30 January 8	Campus Workday/CFS January 4 8:00-11:30 Campus Workday CFS 1:00-4:00 January 5 Campus 8:00-4:00 New Teacher Academy January 12 Balanced Literacy January 13 TTESS Late Hires January 20
February	Leadership February 9 8:00-4:00	AP Meeting February 11 8:30-11:30 OR 1:00-4:00	CTLS (Secondary Only) February 17 CALs February 23-25*	Coaching Collaboration 8:30-11:30 February 5	New Teacher Academy February 2 Balanced Literacy February 10
March	Leadership March 1 8:00-11:30 Security and Confidentiality (Campus) 1:00-4:00		CTLS (Secondary Only) March 24	Coaching Collaboration 8:30-11:30 March 5	CFS March 1 CFS 8:00-11:45 Security and Confidentiality (Campus) 1:00-4:00 New Teacher Academy March 9
April	Leadership April 20 8:00-4:00 TOY Reception April 22 Para of the Year Reception April 26	AP Meeting April 22 8:30-11:30 OR 1:00-4:00 TOY Reception April 22 Para of the Year Reception April 26	CALs April 19-21* CTLS (Secondary Only) April 28	Coaching Collaboration 8:30-11:30 April 23	New Teacher Academy April 27
May	TOY Banquet May 13			Coaching Collaboration 8:30-11:30 May 14	
June	Leading Learner June 28-29				

Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	<p>Educators will participate in virtual training outlined above. They will have the opportunity to learn the necessary digital and content specific instructional tools to effectively deliver classroom instruction. These courses will be held in a virtual setting.</p> <p>A sample of the digital tools educators will gain proficiency in to facilitate courses include the following:</p> <ul style="list-style-type: none"> Google/G-Suite for Education, SMART Suite, Apple iOS, Seesaw <p>A sample of the digital tools educators will gain proficiency in to deliver assessments and assignments:</p>

	<ul style="list-style-type: none"> • Istation, Dreambox, Edgenuity, Vizzle, Odysseyware <p>Content focus sessions, New Teacher Academy, leadership team meetings, and aspiring administrators’ meetings will all be held virtually.</p> <p>Ongoing support for instructors:</p> <ul style="list-style-type: none"> • For ongoing support, Central Office Curriculum and Instruction (CC&I), Special Services Department, and Digital Learning will provide virtual office hours and coaching support regularly by each content area
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>As described in the professional development calendar attached above, teachers will learn how to apply the strategies of a blended or flipped classroom in the context of specific content areas. The professional development experiences will be delivered virtually and address how certain virtual tools can be implemented in order to facilitate teaching a class in a specific subject. For example, an educator would attend a content specific session and be shown how to teach the class both face-to-face and asynchronously.</p> <p>Throughout the year, educators will learn how to adopt different asynchronous instruction methods and each method’s expectations as listed below:</p> <ul style="list-style-type: none"> • Blended Learning <ul style="list-style-type: none"> ○ Allows students to remotely participate with partners/small groups and still receive differentiated instruction from the teacher ○ Combination of oline and face-to-face engagement ○ Flexibility to utilize small group instruction, station rotation, and differentiated task ○ Develop station rotation schedules such as a teacher-led station, online station, and offline station • Flipped Instruction <ul style="list-style-type: none"> ○ Allows students to engage with essential content prior to class in order to ensure that face-to-face time is maximized with opportunities to process, apply, and demonstrate learning ○ Communicate what students need to know and do to be prepared for the next day’s lesson <p>Contingency plans and considerations:</p> <ul style="list-style-type: none"> • Teachers will be instructed to prepare an emergency virtual lesson folder that may be utilized in need of immediate transition to online learning. • All unit and lesson design must address both the face-to-face and virtual instruction modalities.

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>A parent survey has been shared with an overview of FTF and virtual instruction to guide parents as they decide what is the best choice for their family. The district will also conduct town hall meetings to answer questions and clear up misconceptions as families select the best choice for their student.</p> <p>There will be several methods for disseminating expectations for asynchronous instruction to families including a parent agreement that parents will be required to sign before the school year begins. This agreement is still being developed by a district team.</p> <p>Parents will also receive weekly communication via our LMS from each teacher.</p> <p>Announcements and other important updates will be posted on the Lubbock ISD website.</p> <p>All calls including text and email will be sent out to all parents.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>Families will be expected to support their students by attending and engaging in the following events and practices:</p> <ul style="list-style-type: none"> • Daily instructional support to the student. • Open communication and checking on student progress regularly in each class • Support the use of technology tools to help access instruction • Support students to complete their work in regular school hours • If the student elects to take courses such as CTE in a F2F environment, the parent/guardian will provide transportation

	<ul style="list-style-type: none"> ● Social and Emotional Learning-students will have access to positive reinforcement and positive reinforcement systems set up by the teacher using (Google Classroom, using Class Dojo, distribution of incentives via mail or delivery, etc.). The teacher 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.
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>For technology services and help, parents can access support in the following ways:</p> <ul style="list-style-type: none"> ● Help desk email, phone number to student, parent, and Chromebook troubleshooting support ● Stolen devices / Chromebook assistance, contact with contact of Lubbock’s police department to file a report <p>To help parents support their students, Lubbock ISD has also made the following resources available:</p> <ul style="list-style-type: none"> ● Videos for families and staff on the Lubbock ISD website ● Park-n-Learn: <ul style="list-style-type: none"> ○ Free Wi-Fi for Lubbock students ○ 24/7 access for students with Lubbock ISD login ○ Locations listed on the Lubbock ISD website ● For Special Services: <ul style="list-style-type: none"> ○ Attend the Bi-Annual Special Services Virtual Parent Conference ○ Attend virtually Quarterly Special Services Parent Advisory Council ○ Take advantage of Parent Training offered by the ARD Committee or Special Services Teacher ○ Attend at least annual ARD and/or 504 meetings for their children.