

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

Points Category	0 Points	1 Point	2 Points
<p><b>1.1</b> Instructional schedule outlines expected time for students to interact with academic content.</p>	<ul style="list-style-type: none"> <li>● Expectation for daily interaction with academic content is not clear,</li> <li>● <b>Or</b> times for daily interactions are not defined</li> </ul>	<ul style="list-style-type: none"> <li>● Expectations for daily interaction with academic content is clear</li> <li>● <b>And</b> times are defined for student interaction with academic content</li> <li>● <b>But</b> it is not clear how all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday</li> </ul>	<ul style="list-style-type: none"> <li>● Expectation for daily interaction with academic content is clear</li> <li>● <b>And</b> times are defined for student interaction with academic content</li> <li>● <b>And</b> it is clear that all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday</li> </ul>
<p><b>Level of implementation:</b>  <u>  2  </u></p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● Expectation for daily interaction with academic content is clear: <i>Whether students are engaging in the district-wide remote school or engaging in at-home learning due to sickness or micr- closures, the district has created clear expectations for students to engage with academic content each day. The district has included two instructional schedules with their plan- PK-2, and 3-5. Both the PK-2 schedule and the 3-5 schedule include specific time increments for students to engage in a combination of asynchronous and synchronous learning activities. Time is set aside for ELA, Science, Math and Social Studies along with morning meeting time, mental health and wellness activities and small group tutorials. Additionally, the district describes how it has distributed iPads and Chromebook to students, in addition to “Park and Learn” sites at some schools to provide broadband access to students. This has made connectivity accessible to most students. As a result, they are confident students will be able to engage in online learning as planned.</i></li> <li>● <b>And</b> times are defined for student interaction with academic content: <i>The PK-2 schedule clearly defines that students have 180 minutes of asynchronous learning each day and approximately 110 minutes of synchronous learning. Time durations for each content area are clearly defined in the schedule. The 3-5 schedule defines that students have 105-115 synchronous academic minutes, 30 minutes of synchronous morning meeting time, and 180 asynchronous minutes across all subjects. The durations for each content area are clearly defined, including what asynchronous and synchronous activities are included for each content area.</i></li> <li>● <b>And</b> it is clear that all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday: <i>The description clearly defines that PK-2 students will participate in 285-295 total minutes of learning across both modalities daily. For grades 3-5, students will participate in b approximately 315-330 minutes of instruction daily. These allotments align with the opportunity for both student groups (PK-2 and 3-5) to engage in approximately a full day of academic content.</i></li> </ul>		

<p>1.2 Instructional schedule outlines expected time for students to interact with teacher(s) and receive instructional support</p>	<ul style="list-style-type: none"> <li>● Instructional schedule does not include expectations and pre-planned times for teacher/student interactions and support</li> </ul>	<ul style="list-style-type: none"> <li>● Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule</li> <li>● <b>But</b> expectations and pre-planned times for teacher/student interactions is inadequate (e.g. less than 30 minutes per day) or does not consider differentiation (e.g. is not differentiated for students with additional learning needs)</li> </ul>	<ul style="list-style-type: none"> <li>● Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule</li> <li>● <b>And</b> expectations and pre-planned times for teacher/student interactions are adequate for all students</li> <li>● <b>And</b> expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs</li> </ul>
<p>Level of implementation: <u>  2  </u></p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● Expectations and pre-planned times for teacher/student interactions are clear in the instructional schedule: <i>The district plan describes several methods for teacher/student interactions which include the following synchronous learning activities that each have pre-planned times in the daily schedule: Calendar/morning meeting time each morning, ELA and Math table time daily, Science/Social Studies/Wellness (3-5 only), Small group tutorial / table time. During the table times, small groups will meet with teachers and receive support aligned to individual student needs. In total, PK-2 students have approximately 90 minutes of pre-planned teacher/student interactions, and 3-5 students have approximately 120 minutes of teacher/student interactions.</i></li> <li>● <b>And</b> expectations and pre-planned times for teacher/student interactions are adequate for all students: <i>In addition to the times for synchronous teacher/student interaction, teachers provide small group table-time aligned to the learning needs of students, specifically in math and ELA. Additionally, each day ends with a pre-planned mall group and intervention time. It is expected that students will participate in small groups and intervention groups daily, as needed.</i></li> <li>● <b>And</b> expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs: <i>Students with disabilities and other learning needs will have access to all modifications in their IEPs. Additionally all general education and special education teachers will meet virtually with all students in either a whole group, small group, or individual setting on a daily basis. To maintain progress for students receiving special education services, all inclusion teachers will keep and maintain Instructional Support Logs for all students during any virtual learning. Furthermore, all instruction in the remote setting will continue to maintain unit instruction and pacing as close to the Specialized Program Instructional Framework as possible.</i></li> </ul>		

**Material Design:** Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials

Points Category	0 Points	1 Point	2 Points
<p><b>2.1</b> District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment.</p>	<ul style="list-style-type: none"> <li>● TEKS-aligned instructional materials and assessments are not named</li> <li>● Or it is unclear how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> </ul>	<ul style="list-style-type: none"> <li>● TEKS-aligned instructional materials and assessments are named</li> <li>● <b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li>● <b>But</b> there is not a clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments</li> </ul>	<ul style="list-style-type: none"> <li>● TEKS-aligned instructional materials and assessments are named</li> <li>● <b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li>● <b>And</b> there is clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments</li> </ul>
<p><b>Level of implementation:</b>  <u>  2  </u></p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● TEKS-aligned instructional materials and assessments are named: <i>The district has listed their instructional materials by name and all materials are TEKS aligned.</i></li> <li>● <b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction: <i>The district notes that they will be utilizing THL 3.0 to support students to engage in both synchronous and asynchronous learning; the same instructional materials will be used in virtual and in person learning environments. Students will be able to fluidly move between the learning environments as needed. The district notes several virtual platforms for specific content areas to support asynchronous learning in the virtual setting. They note that these platforms have been designed to be used in asynchronous and synchronous blended learning settings. The district is using THL 3.0 and the district approved resource TEKS Resource System for all learners. The instructional resources contained in THL 3.0 are viable and evidence based. Additionally, the district is providing ongoing professional development to support teachers to implement these instructional materials through evidence based virtual delivery practices such as Flipped instruction.</i></li> </ul>		

	<ul style="list-style-type: none"> <li>● <b>And</b> there is clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments: <i>The district has indicated that the same lesson content is delivered in the asynchronous classroom and the synchronous classroom; additionally, they have noted that students will have access to the same learning whether through virtual or in person instruction. Students could move between settings and models and still get the same access to the day's core content and the necessary on-going feedback and assessment from the teacher. The LMS supports teachers to frequently assess student understanding and address any gaps, additionally allowing for a fluid transition.</i></li> </ul>		
<p><b>2.2</b> Instructional materials include specifically designed resources to support students with disabilities and English Learners in an asynchronous environment</p>	<ul style="list-style-type: none"> <li>• It is unclear how instructional materials have been designed to support students with disabilities and ELs</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials include resources designed to support students with disabilities and ELs</li> <li>• <b>But</b> it is unclear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials include resources designed to support students with disabilities and ELs</li> <li>• <b>And</b> it is clear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials</li> </ul>

<p>Level of implementation: <u>2</u></p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• Instructional materials include resources designed to support students with disabilities and ELs: <i>The district has listed that students will have access to supplemental aids and additional tools (Odysseyware) as needed to ensure access to learning. They also indicate supplemental materials for EL students. Additionally, students will be leveraging asynchronous software that is inherently designed to be self paced and adaptive.</i></li><li>• <b>And</b> it is clear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials <i>The district indicates specialized training on specific procedures and strategic pd for all teachers, service providers, and paraprofessionals to meet students' needs in a virtual setting. The plan emphasizes communication between paraprofessionals and caseworkers to address student needs. It designates how often (3xweek) that paraprofessionals meet with students. It also notes that special education teachers will attend PLCs with grade level bands and specifies the tool they will use to track learning. It indicates IEPs will be followed for each student and rigorously tracked. For English Language Learners, the district is offering virtual office hours regularly. Bilingual teachers will use identified EL strategies in plans that are delivered virtually or in person, ensuring accommodations / adaptations for EL students. Additional considerations are provided for Social Emotional learning to ensure students' reduction of stress, distractions, etc. and that they have appropriate behavior interventions in place as needed.</i></li></ul>
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**Student Progress:** Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Points Category	0 Points	1 Point	2 Points
<p><b>3.1</b> Daily student engagement is defined, trackable, and includes expectations for daily student engagement that is consistent with progress that would occur in an on-campus environment</p>	<ul style="list-style-type: none"> <li>● Expectations for daily student engagement is not defined</li> <li>● <b>Or</b> there is not a clear system for tracking daily student engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Expectations for daily student engagement is defined</li> <li>● <b>And</b> there is a system for tracking daily student engagement</li> <li>● <b>But</b> expectations for daily student engagement are lower than what would occur in an on-campus environment (e.g. only requirement is for students to log in without anything else)</li> </ul>	<ul style="list-style-type: none"> <li>● Expectations for daily student engagement is defined</li> <li>● <b>And</b> there is a system for tracking daily student engagement</li> <li>● <b>And</b> expectations for daily student engagement are consistent with progress that would occur in an on-campus environment</li> </ul>
<p><b>Level of implementation:</b> <u>  2  </u></p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● Expectations for daily student engagement is defined: <i>The district has defined student expectations for engagement clearly, noting that evidence of student engagement will include submission of assignments that are provided on a daily basis. The plan also notes that completion of learning activities and assignments will be designed to approximate the time normally allotted for a given class/subject during on-campus instruction.</i></li> <li>● <b>And</b> there is a system for tracking daily student engagement: <i>The district indicates that it will use daily submission of assignments to track daily student engagement. In order to ensure that engagement is authentic and high quality, the district will develop a teacher rubric to assess the quality of engagement demonstrated through submitted assignments. The district also clearly describes the steps it will take to translate tracking of engagement into tracking of attendance.</i></li> <li>● <b>And</b> expectations for daily student engagement are consistent with progress that would occur in an on-campus environment: <i>The district indicates that students will engage with asynchronous learning similarly to on-campus instruction through use of the same platforms to engage with class resources, turn in assignments, and that lesson objectives, activities, and assignments will be similar whether on-campus or asynchronous.</i></li> </ul>		

<p><b>3.2</b> There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress</p>	<ul style="list-style-type: none"> <li>● There is not a clear system for tracking student academic progress</li> <li>● Or there is not a clear system for providing regular feedback to students on progress</li> </ul>	<ul style="list-style-type: none"> <li>● There is a clear system for tracking student academic progress</li> <li>● And there is a clear system for providing feedback to students on progress</li> <li>● But it is not clear that all students will receive regular (at least weekly) feedback on progress</li> </ul>	<ul style="list-style-type: none"> <li>● There is a clear system for tracking student academic progress</li> <li>● And there is a clear system for providing regular (at least weekly) feedback to all students on progress</li> </ul>
<p><b>Level of implementation:</b>  <u>  2  </u></p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● There is a clear system for tracking student academic progress: <i>Beside how the district will collect and track daily assignments, the district also indicates it will provide 9-week common interim assessments for the four core subjects, common formative assessments in the four core subjects every 2-3 weeks, and a monthly Istation assessment on progress. Gradebook, progress report, and report card protocols will remain the same and will demonstrate student progress related to TEKS-based instructional objectives.</i></li> <li>● And there is a clear system for providing regular (at least weekly) feedback to all students on progress: <i>In the plan, the district notes that teachers will be required to provide feedback on asynchronous assignments within 24 hours. Methods of feedback are varied, from feedback through the LMS to feedback conducted in tutorials.</i></li> </ul>		

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

Points Category	0 Points	1 Point	2 Points
<p><b>4.1</b> Professional development for educators is planned and specific to supporting asynchronous instruction</p>	<ul style="list-style-type: none"> <li>There is no pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>Or</b> the professional development calendar does not include both initial and ongoing, job-embedded development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>And</b> the professional development calendar includes both initial and ongoing, job-embedded development opportunities</li> <li><b>But</b> it is not clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>And</b> the professional development calendar includes both initial and ongoing, job-embedded development opportunities</li> <li><b>And</b> it is clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials</li> </ul>
<p><b>Level of implementation:</b> <u>  2  </u></p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction: <i>The district has included a pre-planned professional development calendar that is organized by specific roles within the district and includes dates and topics that will be included in each convening. Professional development will be provided virtually for district staff and will provide the opportunity for each content area to receive training on the necessary digital tools that they can use while also seeing it modeled. Digital tools that educators will be learning about include Smart Suite, Webex teams, and Google for education. Additionally, they will receive PD on assessment and assignments platforms such as Istation and Dreambox and Edgenuity.</i></li> <li><b>And</b> the professional development calendar includes both initial and ongoing, job-embedded development opportunities: <i>District PD calendar reflects training before the school year starts and includes ongoing support from Central Office Curriculum and Instruction (CC&amp;I) will during virtual office hours regularly by each content area throughout the school year. District notes that they will include job embedded site-based instructional coaching to support professional learning.</i></li> <li><b>And</b> it is clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials: <i>To further support the asynchronous curriculum and analyzing and responding to data the district will be providing trainings for teachers on strategies in blended</i></li> </ul>		

	<p><i>learning, flipped classroom, and will using breakout rooms to model small group facilitation in a virtual environment and opportunities for managing students checks for understanding.</i></p>		
<p><b>4.2</b> There is explicit communication and support for families in order to support asynchronous work at home</p>	<ul style="list-style-type: none"> <li>● There is not a plan for explicit communication of expectations and support for families specific to asynchronous instruction</li> <li>● <b>Or</b> the plan does not have reasonable expectations for families (e.g. expects families to be primary deliverer of instruction)</li> </ul>	<ul style="list-style-type: none"> <li>● There is a plan for explicit communication for families specific to expectations for asynchronous instruction</li> <li>● <b>And</b> the plan has reasonable expectations for family engagement/support of students</li> <li>● <b>But</b> the plan does not include additional supports, training, and/or resources for families who may need additional support</li> </ul>	<ul style="list-style-type: none"> <li>● There is a plan for explicit communication for families specific to expectations for asynchronous instruction</li> <li>● And the plan has reasonable expectations for family engagement/support of students</li> <li>● And the plan includes additional supports, training, and/or resources for families who may need additional support</li> </ul>
<p><b>Level of implementation:</b> <u>  2  </u></p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● There is a plan for explicit communication for families specific to expectations for asynchronous instruction: <i>The district disseminated a survey to capture data from families regarding asynchronous instruction and their preferences for the upcoming school year. Expectations and information will be shared on the district website.</i></li> <li>● And the plan has reasonable expectations for family engagement/support of students: <i>Families are expected to engage and support their students in district-specified events and practices. The district has included a list of expectations for families to adequately support students to engage in their asynchronous learning.</i></li> <li>● And the plan includes additional supports, training, and/or resources for families who may need additional support: <i>The district is providing technology services and help for parents through help desk support and videos on the district website. Additionally, the</i></li> </ul>		

	<p><i>district provides Park-n-Learn with free wi-fi and 24/7 access for Lubbock students. Additional supports are listed for families fo students with special services.</i></p>
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