

Consent Item 4

FINAL ASYNCHRONOUS
PLAN WITH INSTRUCTIONAL
SCHEDULE

ILTexas Asynchronous Plan:

- *Must address the required curriculum per TEC, §28.002
- *Eligible for all grades
- *School grading policies for remote student work must be consistent with those used before COVID-19 for on-campus assignments
- *Will generate full-day funding for each day student is engaged in learning
- *Deadline: end of 3rd six weeks reporting period



Asynchronous plans must address four key requirements

Instructional Schedule



- 1.1 Student interactions with academic content
- 1.2 Scheduled student-teacher interactions

Material Design



- 2.1 Full, TEKS-aligned, asynchronous curriculum
- 2.2 Instructional materials support special populations

Student Progress



- 3.1 Daily student engagement
- 3.2 Student achievement tracking & feedback

Implementation



- 4.1 PD for asynchronous instruction
- 4.2 Family communication & support



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Attestations

Instructional Schedule

- ☑ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ☑ **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ☑ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ☑ Students are provided **clear means to engage with academic material on a daily basis**.
- ☑ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- ☑ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes **N/A**
 - Full day PreK – 180 instructional minutes **N/A**
 - K through 5th grade – 180 instructional minutes
 - **Kinder & 1st grade** minimum minutes include 240 instructional minutes Mon/Tues,Thurs/Fri + minimum of 40 minutes on Wednesday Independent Study Day for a minimum daily average of 200 minutes.
 - **2nd grade** minimum minutes include 270 instructional minutes Mon/Tues,Thurs/Fri + minimum of 40 minutes on Wednesday Independent Study Day for a minimum daily average of 224 minutes.
 - **3rd-5th grade** minimum minutes include 285 instructional minutes Mon/Tues,Thurs/Fri + minimum of 40 minutes on Wednesday Independent Study Day for a minimum daily average of 236 minutes.
 - 6th through 12th grade – 240 instructional minutes
 - **6th-7th grade** minimum minutes include 360 instructional minutes Mon/Tues,Thurs/Fri + minimum of 40 minutes on Wednesday Independent Study Day for a minimum daily average of 296 minutes.
 - **9th-12th grade** minimum minutes include 400 instructional minutes Mon/Tues,Thurs/Fri + minimum of 40 minutes on Wednesday Independent Study Day for a minimum daily average of 328 minutes.

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Materials Design

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

Student Progress

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

Implementation

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

Open Responses

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

Linked [HERE](#), please find our schedule by grade bands: *K-2, *3-5, 6-8 and 9-12. *Note: By A/B schedule we are referring to our two-way dual language partner teacher model rotation. Students follow the same schedule on A/B days and A/B weeks, alternating languages. For example, if I am a first grader, on an *A day* I may receive my math lesson #1 in English, then on *B day* lesson #2 is in Spanish, then lesson #3 (A day) is in English.

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>ILTexas students are expected to interact <i>daily</i> with academic content. Students do so primarily by attending their synchronous classes (via zoom) during the posted class times (linked HERE), attending teacher office hours, tutoring sessions, and at <i>minimum</i>, logging in through ClassLink and accessing and completing/submitted their daily course learning modules and/or assignments daily.</p> <p>Special Education students are expected to follow the general education standards; however, Special Education students will continue to have direct contact with their service providers through general education Zooms, Breakout Rooms for in class support, SPED resource pull-out Zooms, and teacher office hours that directly reflect minutes outlined in the students' IEP. Additionally, students will have the opportunity to access pre-recorded direct instruction through ClassLink or Google Classroom.</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>100% of our curriculum (which also includes our trilingual program, fitness, electives) is available to students to access via our ILTexas Virtual School 3.0 (ILTexas Asynchronous Plan) model, with opportunities for our students to receive <i>daily</i> synchronous instruction as students are able. The posted schedule offers <i>daily</i> synchronous instruction. Our student schedules by grade band mirror the educational opportunities they would have if in person and our schedules exceed the minimum outlined by the State. Student synchronous learning opportunities are linked HERE. All students were given access to their virtual classrooms and schedules with set dates and times for each content area during Meet the Teacher nights and revisited at the beginning of each cycle (as we are having to adjust for parents changing their options). Further, schedules were emailed to families and posted on our website. Individual student schedules are posted on our Skyward student portal as well. Additionally, zoom classroom links are posted securely on individual Seesaw or Google Classroom accounts (these are not posted on our website). These may change by grading period, if a parent changes between virtual to in-person or in-person to virtual. As there are changes, skyward is updated and through our ClassLink, students are auto-rostered into their updated classroom management systems and corresponding applications.</p> <p>Students with no internet access are provided access points at their respective campus. Any student who is absent on any given day or to any class thus not able to log in to receive synchronous instruction will nonetheless have access to the full slate of curriculum and instruction as posted on the student's Seesaw or Google Classroom.</p> <p>Of our families wanting remote instruction, the grand majority of our parents have opted for our virtual school model or our in-person plan. However, for those students unable to participate in our virtual school, but still want remote instruction, we offer a back-up plan B, which leverages on our asynchronous platforms/tools and same schedule as the recommended schedule to follow independently (for those students not able to participate in the live/synchronous instruction). Thus, while we want 100% of our students in our Virtual School or In-person model, we recognize that a small percentage may need a modified plan, and we will work with families as needed to adjust.</p> <p>ILTexas has taken the added measure to adjust our curriculum guides and pacing tools (for our teachers) to adjust for our instructional model whereby 4 days of the week students receive synchronous first instruction, plus independent study day on Wednesdays (also giving</p>

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	<p>students a minimum of 40 minutes of synchronous instruction) with a portion of Wednesday dedicated to asynchronous instruction/independent study day and opportunities for small group synchronous instruction as needed (data driven).</p> <p>While ILTexas follows a very similar scope and sequence (YAG: Year at a Glance & daily pacing tools) as we would during a regular school year/in-person model, adjustments have had to be made via curriculum compacting per course, by department, and curriculum has been digitized. Further, adjustments and focus areas are data driven and based on Leadership Report Card/Lead4ward Priority Clusters (Priority TEKS Clusters) & MAP data (for relevant courses). Emphasis will continue to be placed on data highlighting the most critical COVID gaps and priority TEKS (not only highly weighted, but also those foundational for the next level courses). Activities are housed for our students in Seesaw (K-2) and Google Classroom/Seesaw (3-12) Classroom Management Systems. Teacher course specific support for asynchronous instruction and corresponding resources are available on the <i>internal</i> C&I Landing Page. Our Virtual School 3.0 also mirrors our gradual release model (I do, You do, We do) that our in-person instruction follows, with some adjustments made for the virtual classroom.</p> <p>Moreover, differentiated instruction is based on the students success with our Virtual School 3.0. Meaning, as students are taught the content and complete assignments, adjustments are made based on formative assessment results and accommodations are provided, depending on the student's access to and success with the academic content. ILTexas teachers meet daily for Professional Learning Communities (PLCs). The focus of each Monday's PLC is to capture any students who may be falling behind and to determine a success plan. Monday's PLC is titled 'Triage' because it is during this time that students needing additional support are identified and where the student success plans are monitored. This Monday PLC is co-chaired by the AP for that grade level and the Grade Level Administrator (GLA). Teachers are always present, as well as the campus counselor for that grade level. During Monday's Triage, students are identified needing small group instruction, tutoring or Eagle Academy. These opportunities for additional differentiated instruction/remediation (above and beyond what is already provided during the regular schedule, such as during our guided reading block) are provided during our <i>daily</i> ER block (E stands for Enrichment and R stands for Remediation), during Wednesday independent study day, during after school tutoring, and during days identified on our academic calendar as additional school days (intersessional) which will take place in November, December, and summer.</p> <p>Special Education student instruction is aligned with the general education scope and sequence, TEKS, and "Year at a Glance" in all content areas, across grade levels. Special Education students will access academic content, each day, via the services outlined in their respective IEPs.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Teachers and students are provided a schedule whereby they are expected to interact daily through synchronous virtual "face to face" instruction. Students who for any reason are not able to attend live, have the asynchronous access as their back up. Thus, Interaction will occur "live" during direct instruction (following the student/teacher schedules) and/or through the interactions predominately posted on Seesaw (K-2), Google Classroom (3-12) as well as other online platforms. Additional avenues for teacher/student interactions are traditional email and phone calls. Even though daily interaction takes place predominantly through zoom, Seesaw and/or Google</p>

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	<p>Classroom (depending on the grade level). This daily interaction is also monitored through our Skyward Student Portal through which attendance is captured and whereby student progress is communicated to students and parents (grades) as well as through our learning applications/courseware.</p> <p>Special Education teacher and student interactions follow the general education expectations for teacher/student interaction. Student IEPs will also drive teacher/student interaction on a daily or weekly basis. Additionally, Special Education students can access their general education teachers and SPED teacher/Case Manager through office hours or email for on-going support.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>In addition to the aforementioned Monday PLC triage, we also host a “Data Day” at the completion of each grading period. During our Data Day, we are able to analyze the cycle’s data through developing an action plan which will include how we will and when we will differentiate for students.</p> <p>Opportunities for additional differentiated instruction/remediation (above and beyond what is already provided during the regular schedule, such as during our built in guided reading time) are provided during our daily ER block, during Wednesday independent study day, during after school tutoring, and as needed on days identified on our academic calendar as additional school days (intersessional) which will take place in November, December, and summer. Further, differentiated instruction is provided for all students with an IEP. General education and Special Education teachers are expected to follow all student IEP accommodations/modifications, goals/objectives, schedule of services, state and district testing considerations, and any additional supplements as necessary (e.g. AU supplement, transition plan, BIP, etc.).</p> <p>Similarly, students with a Gifted Potential, EL students and other special populations receive differentiation through the learning platforms. Some is differentiated by the teacher (scaffolded assignments) and some is through the individualized learning plans (IStation, Imagine Math, Study Island are our three most common).</p>

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

Note: 100% of ILTexas students K-12 have been issued an ILTexas Chromebook. Students access instructional materials through (1) Their personal ClassLink (Single sign on) account. Through ClassLink, students access their zoom, their Google Classroom and/or Seesaw and all learning applications & (2) We have also distributed hard copy consumables to students for the courses where we have a student textbook or consumable that mirrors the digital.

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	K-12	K-5 - Savvas Envision Digital and Consumables 6-8 - HMH Go Math <i>Digital</i> and Consumables Alg I, II, Geom - Savvas Text Algebraic Reasoning - digital Cosenza Text College Prep Math - Texas College Bridge- digital	Math Formative Assessments (that form part of each lesson and that align to the lesson content/ language objectives) K-2 - Rapid Task Assessments per cycle End of Cycle Assessments - 3rd-12th K-Alg I - Imagine Math Benchmark	Yes	Special Education students have access to the Do The Math (k-8) and Math 180 (9-12) supplemental curriculum intervention supports offered during resource pull-out. Do The Math Assessment: Module Assessments Math 180 Assessment: Math Inventory All primary resources have differentiation plans included in each lesson.	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. All primary resources have EL strategies embedded; Students in grades K-5 are able to access their Math lessons in Savvas and in Imagine Math in both Spanish and English. 3 Reads Instructional Routine in all classes All math teachers at ILTexas are trained in Sheltered Instruction strategies and use the strategies consistently in instruction. Math teachers will use engagement strategies for asynchronous

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		<p>Pre-Cal - Investigations of Functions Open Diginatl Resource</p> <p>AP Calculus - “Calculus of a Single Variable, 10th Ed” Larson & Edwards, digitized</p> <p>AP Statistics - The Practice of Statistics; College Board Classroom; Stats Medic, Digital</p> <p>K-12 Imagine Math</p> <p>Supplemental: Texas Home Learning Resources</p>	<p>BOY, MOY, EOY</p> <p>MAP MathGrowth - 2nd-8th</p> <p>Alg I - Interim Assessments Op. 1</p> <p>BOY EOC Diagnostic - Algebra 1(Dec. retesters)</p> <p>Interim Assessments Op. 2 Math 3rd-8th, Alg. 1</p> <p>STAAR Math - 3rd-8th</p> <p>EOC Algebra 1</p> <p>AP Assessments for available courses</p>			<p>instruction as they plan lessons with ELs as target audience.</p> <p>Math teachers will adapt engagement strategies for asynchronous instruction.</p> <p>Math teachers include sentence stems and Math scaffolds in English and Spanish .</p> <p>Anchor charts are posted in both Spanish and English.</p> <p>EL coaches support the Math department by embedding differentiation for ELs in all lesson plans.</p> <p>Math teachers integrate virtual interactive Math notebooks using EL scaffolds.</p>
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<p>ELA Instructional Materials</p>	<p>K-12</p>	<p>K-2 Benchmark Reader’s and Writer’s Workshop and Mondo Phonics, Raz Kids, iStation</p> <p>3-5 Benchmark Reader’s and Writer’s Workshop (digital) + Phonics, Raz Kids, iStation</p> <p>6-8 EMC/Carnegie Mirrors and Window and iStation</p> <p>9-12 Perfection Learning Pathwaysl</p> <p>IXL (for HS ELs)</p> <p>Imagine Learning (Language and Literacy) for newcomer ELs (MS)</p>	<p>Reading/Langu age Arts Formative Assessments (that form part of each lesson and that align to the lesson content/ language objectives)</p> <p>K-8 Monthly ISIP through iStation</p> <p>End of Cycle Assessments - 2nd-12th</p> <p>MAP Reading Growth - 3rd-8th</p> <p>Interim Assessments Op. 2 Reading 3rd-8th, Eng. 1 & 2</p> <p>STAAR Reading 3rd-8th</p> <p>EOC English 1 & 2</p>	<p>All resources are TEKS aligned</p>	<p>In addition to all the gen ed materials:</p> <p>Special Education students have access to the Read 180 (4-8) and System 44 (4-8) reading comprehension/phonics intervention programs. These programs are offered during the enrichment period.</p> <p>Read 180 and System 44 Assessments: Reading Inventory and Phonics Inventory</p>	<p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p> <p>In addition to all the gen ed materials:</p> <p>Newcomer ELs in middle school have access to the MS Newcomer Kit and to Imagine Learning (Language and Literacy) online platforms. All ELs have access to leveled readers.</p> <p>Newcomer ELs in high school have access to the HS Newcomer Kit, leveled readers, and the IXL platform.</p> <p>iStation (English & Spanish) is being used for K-8.</p> <p>All ELA teachers at ILTexas are trained in Sheltered Instruction strategies (via Seidlitz Education) and use the strategies consistently in instruction.</p> <p>EL coaches support the English department by embedding differentiation for ELs in all lesson plans.</p>
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		Supplemental: Texas Home Learning Resources	BOY EOC Diagnostic - Eng. 1 & 2 (Dec. retesters) AP Assessments for available courses			
Science Instructional Materials	K-12	Stemscopes (digital) Supplemental: Texas Home Learning Resources	Science Formative Assessments (that form part of each lesson and that align to the lesson content/ language objectives) MAP Science Growth - 3rd-8th MAP Biology End of Cycle Assessments - 3rd-12th Interim Assessments Op. 2 Science	Stemscopes Is 100% TEKS aligned	Stemscopes has a teacher toolbox section with intervention, literacy, ELPs, and interactive resources. Student activities in Stemscopes also contain text and text-to-speech tools.	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. EL support information is included on our district provided lesson guides. Additionally, Stemscopes provides resources for language support. All Science teachers at ILTexas are trained in Sheltered Instruction strategies (via Seidlitz Education) and use the strategies consistently in instruction. EL coaches support the Science department by embedding differentiation for ELs in all lesson plans.

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			<p>5th & 8th, Biology</p> <p>STAAR Science 5 & 8</p> <p>EOC Biology</p> <p>BOY EOC Diagnostic - Biology (Dec. retesters)</p> <p>AP Assessments for available courses</p>			
<p>Social Studies Instructional Materials</p>	<p>K-12</p>	<p>K-5-Studies Weekly (digital and student consumables)</p> <p>6-HMH-Conte mporary Societies Texas Edition</p> <p>7-HMH-Texas History Texas Edition</p> <p>8-HMH-United States History Texas Edition</p> <p><u>HS-</u></p>	<p>Social Studies Formative Assessments (that form part of each lesson and that align to the lesson content/ language objectives)</p> <p>End of Cycle Assessments - 2nd-12th</p> <p>BOY EOC Diagnostic -</p>	<p>Yes</p>	<p>Studies Weekly offers suggestions for lesson differentiation, ELPS and hands on activities; weekly articles have read aloud features and videos. All resources are available in English/Spanish.</p> <p>HMH & HS texts offer lesson differentiation suggestions for literacy, ELPS and interactive activities.</p>	<p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p> <p>El Support strategies and training is provided for all teachers. Resources are available to teachers and are embedded into class instruction.</p> <p>All Social Studies teachers at ILTexas are trained in Sheltered Instruction strategies and use the strategies consistently in instruction.</p> <p>EL coaches support the Social Studies department by embedding</p>

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		<p>McGraw Hill-World Geography, World History, US History 1877 to Present</p> <p>Pearson-Magru der's Government; Think Sociology, American Government: Roots and Reform</p> <p>BFW- Krugman's Macroeconomi cs</p> <p>Fouberg, Murphy & Blijj- Human Geography</p> <p>Supplemental: Texas Home Learning Resources</p> <p>TexQuest Digital Resources</p>	<p>US History (Dec. retesters)</p> <p>Performance Assessments- K-1</p> <p>Interim Assessments Op. 2 Soc. St. 8th, US History</p> <p>STAAR Soc. St. 8th</p> <p>EOC US History</p> <p>AP Assessments for available courses</p>			<p>differentiation for ELs in all lesson plans.</p>
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Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>ILTexas is blessed to be a technology rich district, with digital resources and instructional materials already available (pre-COVID) prior to implementing our asynchronous plan. As part of the ILTexas textbook/instructional materials adoption, materials are vetted for their technology component and adaptability to the digital platform. Consequently, it was <i>relatively</i> easy to transition to digital and adjust for our asynchronous model. We have identified and addressed the few courses that did not yet have a digital component to them and have ensured 100% of our courses have what is needed to fully offer the asynchronous plan. This not only includes our four core, but also includes our fine arts, our language classes and all electives.</p> <p>In addition to the curriculum materials having an online component that is accessible to all students there are two additional methods of ensuring materials are suited for asynchronous instruction, we have also helped our teachers through (via our Course Leads and district-wide PLCs) deliberate and specific methods and tools to adapt any needed curricular or instructional resources to our ILTexas Virtual School plan and platforms. One of such methods, to provide an example, involves screen recording software that can be utilized by a teacher explaining a lesson that can then be later reviewed by anyone in the class. The second method involves using extensions to slide decks (such as our investment in tech tools such as Peardeck) that make presentations more comprehensible by embedding questions that checks for understanding. Doing this will allow the teacher to determine what components of the lesson the student either did or did not understand. ILTexas has also added a handful of key technology tools which we have provided teachers professional development on, and which we have included in our weekly lesson exemplars (per course) to help with the adaptation of our curriculum and instruction resources to our ILTexas Virtual School.</p> <p>The Special Education intervention programs (Read 180, System 44, Math 180, and Do The Math) have online software embedded into their programming that is accessible to all students enrolled into the aforementioned programs. Additional support has been provided to ensure student workbook materials are accessible in the virtual format.</p>

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<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Part of our lesson planning process includes how we are providing supports for our students who need them, which includes our daily formative assessments (provided through a quick check, EdPuzzle, measuring up data base, google form, etc) through accommodations that are needed on our summative assessments. Our testing calendar also provides all common summative assessments (such as our End of Cycle Assessments with accommodations available) and nationally normed assessments (also with some accommodations available) remotely, with special/specific training for our campus testing coordinators and teachers.</p> <p>If needed, and based on student needs and requests (in most cases also documented via our ARDC, LPAC, 504, SST), additional services and accommodations are provided, such as, to provide a few examples, targeted tutoring for high school English learners or small group test administration per SST (Student Success Team).</p> <p>Additionally, our EL department has trained all teachers on how to offer and ensure language accommodations and scaffolds are included in our daily lesson planning.</p> <p>Further, Special Education supports are based on the needs and schedule of services outlined in a student’s IEP. A student’s IEP will be followed, no exceptions. Special Education students have access to math and ELAR intervention programs (Read 180, System 44, Math 180, and Do The Math). Additionally, all campus SPED Teams receive support from a designated SPED Specialist (i.e. SPED Instructional Coach, Behavior Specialist). Further, our campus, area and district special education teams are taking the necessary steps to confirm that accessibility components students need are accessible. For example, for students with a vision and/or hearing impairments, accommodations are provided, such as the traditional braille through teacher provided accommodations, adaptive technology, and/ or modifications needed per IEP or 504. Most of our accessibility components are built into our online assessments, and if not available, then the teachers provide the accommodations directly to the student (and to the students home), if needed.</p>
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Key Requirement Student Progress: Describe (or attach a description of) how you’re tracking student engagement and progress in your asynchronous environment.

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>Student engagement is similar to the <i>daily</i> teacher/ student interaction expectations, and at ILTexas it is tracked a handful of ways. As previously noted, teachers and students are expected to interact and engage daily, either virtual “face to face” or if not possible on any given day (ie, student is absent for synchronous), via our applications and courseware. In either case, students are directed to access instruction through our ClassLink single sign on platform (daily ClassLink reports are run). Student engagement will occur either “live” during direct instruction for students who opt to follow the</p>

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	<p>daily student schedule and/or also through our classroom management systems: K-2 uses Seesaw and 3-12 uses Google Classroom plus Seesaw for language portfolios. Teachers keep a record of students in attendance (synchronous) as well as student engagement via our learning platforms (we centrally help teachers by running daily ClassLink and Google Classroom reports). Further, it is helpful that these classroom management platforms are auto rostered (skyward/ClassLink synch), and provide teachers with the ability to not only share assignments, but also provide and share the grade/ and student feedback. Student feedback is provided daily via these classroom management systems, and some of these are graded and also entered into the teacher gradebook (two grade per week minimum), others are for the purpose of engaging with the student, building relationships and relevance, and providing students with sometimes actionable feedback.</p> <p>Further,, while some of the feedback is for the purpose of engaging with the student and helping the student engage with the content, we also document and provide feedback through Skyward SIS, which primarily give a glimpse into progress towards mastery of TEKS. Both students and parents have access to their Skyward gradebook.</p> <p>Moreover, depending on the daily posted assignment, students may be tasked with completing one of their personalized learning plans on one of our core content specific learning platforms (ie, Imagine Math, Istation, Study Island, among others). These provide immediate feedback to the students and offer goal setting feathers to help students set and track/monitor their goals and growth.</p> <p>As an additional note, lessons are developed so that they could be followed live/through our synchronous schedule; but, also with the audience of a student who may be absent and thereby giving him/her access to the day’s lessons asynchronous. Our lessons include the I Do, We Do, and You do of the gradual release model. Thus, lessons do not only include direct teach, but also the student we do and you do/independent practice. Each lesson contains a formative assessment aligned to that lesson’s content/language objectives.</p> <p>Teachers use a variety of age appropriate tools to capture engagement and progress. These include the traditional exit tickets, PearDeck (we have purchased the full program) tasks, as well as task on tech tools such as Padlet, Kahoot and All In Learning.</p> <p>Planning time is provided in teacher PLC to address student engagement in lesson planning with specific time and expectation to include unpacking TEKS, Exit Tickets and Learning activities.</p> <p>Special Education student daily engagement, similar to student/teacher interaction, follows the general education expectations for teacher/student engagement. Student IEPs will also drive student engagement on a daily or weekly basis. Additionally, Special Education students can access their general education teachers and SPED teacher/Case Manager through office hours or email for on-going support.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>As mentioned in the section above, ILTexas’s system for tracking daily student engagement is multi-layered. In sum, there are three components to the ILTexas system of tracking daily student engagement as part of Virtual School 3.0: (1) The first component is the tracking of the daily live/synchronous student engagement on our Skyward Student Database;</p>

(2) The second component of tracking daily student engagement is the utilization of programs within Classlink. Classlink is a Single Sign On (SSO) platform that syncs information from the Student Information System with specific curriculum resources. When a student logs in to their device and then accesses a program, Classlink tracks the time the student logged into each program and the duration spent on that application. This information is accessible to the teacher through their dashboard. (3) Another method (used daily) of tracking daily student engagement includes platforms such as Seesaw or Google Classroom provide time stamps when work is turned in to ensure students are engaged every day and provide teachers an opportunity to give students feedback for the purpose of building relationships and engaging students in content/learning. The focus of the feedback here on the student engagement (assignments/tasks) is on the *quality* of the work, not quantity. Meaning, these are opportunities for teachers to provide live feedback, video recorded feedback, or written feedback that is qualitative not just quantitative. Our learning platforms, as an example, afford us the possibility of giving feedback on writing samples and a way a student may elaborate on their writing. At minimum, two of these data points are (4) added to the Skyward gradebook. If a student fails an assignment and or is missing an assignment, student contact is made. They are given an opportunity to make the assignment up on their own or invited to Eagle Academy (formerly known as Homework Academy), and (5) a significantly smaller percentage of student engagement is tracked through email communication and phone calls.

Special Education student engagement tracking will mirror that of the general education expectations listed above.

Additional tracking measures, in regards to student IEP schedule of services, include but are not limited to the following:

- In Class Support Logs
- Resource Pull-Out Logs
- Content Mastery Logs
- Counseling Attendance Logs
- Behavior Support Logs
- Social Skills Logs
- Related-Service Logs (e.g. OT, PT, Speech, etc.)

IEP support logs contain a “comments” section within the document for the service provider to annotate class observations regarding student engagement and participation.

Note: All Special Education Logs are expected to be maintained electronically

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<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>As previously noted, our curriculum and instruction plan and schedule mirrors the plan for in person instruction. Even though we have had to make adjustments and accommodations, the progress monitoring and tracking of student engagement and progress is similar to that of on-campus. Our grading policy is also the same for our asynchronous plan as it is for our in-person plan (with a two grades per week minimum documented in Skyward) expectation for both in-person and Virtual School 3.0.</p> <p>Additionally, ILTexas has made every effort to maintain consistency with student and teacher expectations and policies across our learning models. Just as daily student engagement and progress monitoring occurs in an on-campus environment, daily student engagement and progress monitoring occurs on our asynchronous model. As an example, ILTexas has three expectations (3B's): Be on time, Be Responsible, and Be Respectful. We have been able to transfer these same 3 B's and apply them to our asynchronous model. As students are on time and responsible with their daily engagement, we have been able to gauge engagement and progress in a similar manner. Further, as previously mentioned, if a student fails an assignment and or is missing an assignment, student contact is made. They are given an opportunity to make the assignment up on their own or invited to Eagle Academy (formerly known as Homework Academy), if they are in-person or if they are virtual. Eagle Academy is offered to both in-person as well as remote learners.</p> <p>Special Education student engagement is consistent with the general education student engagement expectations at ILTexas. Students are provided services per their IEP. Contingency plans will be developed for all students with an IEP to address any scheduling differences between the face-to-face, virtual synchronous, and virtual asynchronous settings. Additionally, the contingency plan will outline any adaptations made to the IEP in order for it to be implemented, with fidelity, in the virtual setting.</p> <p>Further, daily attendance dashboard/reports are share districtwide to principals, APs, and principal supervisors so that daily we are able to monitor trends. Weekly, our ILTexas dashboard also captures attendance averages per campus so that the necessary attention is placed on these percentages and provide actionable feedback on ways we are increasing attendance, student engagement, and academic progress.</p>
<p>What is the system for tracking student academic progress?</p>	<p>In addition to the aforementioned daily tracking of student academic progress via our classroom learning management systems and gradebook (minimum 2 grade per week)...</p> <p>Daily/Weekly - Formative Assessments developed at the campus level and tracked on Skyward. This is our avenue for communicating progress to parents as well.</p> <p>End of Cycle Assessments - Curriculum based assessments developed at the district level BOY - MOY - EOY assessments to assess progress (MAP Reading, Math, and Science), iStation (Reading), Imagine Math</p> <p>EOC BOY Diagnostic assessments - developed by TEA for students slated to retest in December</p>

Interim Assessments - developed by TEA - opportunities 1 & 2
STAAR & EOC Assessments - developed by TEA

In addition to curriculum assessments, students will have additional assessments to include:

- PSAT 8/9 - 9th graders
- TSIA - 10th graders
- PSAT NMSQT - 11th graders
- SAT - Fall 12th graders, Spring 11th graders
- AP Assessments for available non-core courses
- ASVAB - all 10th graders, optional for 11th and 12th graders
- ACTFL - Spanish & Chinese - Kinder thru 12th grades
- AAPPL - Spanish & Chinese - 3rd, 5th, and 12th grades
- LEP Progress Monitoring - Kinder thru 12th grades
- TELPAS - Kinder thru 12th grades
- ISIP Reading/Lectura K-8
- Imagine Math K-8

As previously mentioned, in addition to the aforementioned Monday grade level PLC triage, we also host a “Data Day” at the completion of each grading period. During our Data Day, we are able to analyze the cycle’s data through developing an action plan which will include how we will and when we will differentiate for students. ILTexas hosted our Cycle 1 Data Day this month. Our Data Day agenda template is linked [HERE](#) for your reference. The Data Day goals are (1) Deliver Campus Priority PD/Work Sessions (AM) (2) Analyze Data & identify gaps in learning while also developing the reteach plan to close gaps, (3) Develop the instructional planning calendar with high leverage TEKS that may need to be retaught reviewed based off of Cycle 1 ECAs.

As part of our academic calendar, we will follow this same pattern whereby we are not only providing assessments to track academic progress but also giving teachers (and leaders) the opportunity to analyse the data and use the data to make informed decisions.

Data days occur *every cycle*, but PLCs are held daily. In addition to their daily PLC teachers also have a conference time/planning time. Of our daily PLCs, at least once weekly, teachers are afforded an opportunity to look at data, make data driven decisions specific to their students (ie, student grouping in ER time), and to inform practice (data driven instruction). ILTexas already had this framework in place, but it has been adapted to Virtual School 3.0, as it is more important than ever to know our students.

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	<p>Special Education student progress will be tracked in accordance with the ILTexas assessment information listed above. Special education data (special populations data) is an integral part of our daily PLC and Data Day data analysis to action per cycle.</p> <p>Additionally, Special Education students with IEP goals/objectives are tracked on a weekly basis in Frontline or through the use of electronic goal/objective tracking templates. Progress Reports are updated “ concurrent with issuance of report cards” (i.e. at the end of each grading cycle) through Frontline Progress Reports.</p> <p>Special Education students enrolled into the Special Education intervention programs (Read 180, System 44, Math 180, and Do The Math) will be administered a BOY, MOY, and EOY of the following assessments:</p> <ul style="list-style-type: none"> - Reading Inventory (Read 180, System 44) - Phonics Inventory (Read 180, System 44) - Math Inventory (Math 180) - Module Assessments--Beginning, Middle, End (Do The Math)
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Students (and their parents) have access to the same system for receiving regular feedback from their teachers as when on campus instruction is provided. Teachers are expected to, by 8am on Monday, ensure their Skyward grade book is up to date. Parents receive notice of any failing assignments or opportunities to make up assignments via our Eagle Academy. This is in addition to the aforementioned feedback (less formal) provided on the work submitted through Seesaw (K-2) and Google Classroom (3-12), plus that provided by our learning applications and courseware.</p> <p>Progress provision on Special Education students will follow the ILTexas guidelines. Additionally, per the IEP, Progress Updates on IEP goals/objectives are completed “concurrent with issuance of report cards” and prior to any ARD meeting (e.g. a Revision ARD for a student class failure, parent requested ARD, etc.).</p>

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

We have included links in this section which we hope are helpful artifacts. Please find a few sample schedules which are for professional development offered or to be offered for our Virtual School 3.0 teachers. Please note that there are links embedded within each that are internal only: (1) [Summer PD Catalogue](#), highlighting some of the Virtual School 3.0 prep, [August 7 Instructional Tech PD Sessions](#), [ILTexas Districtwide Grade Level PLC Sample Schedules & Presenter Notes](#), [October ILTexas-wide PD Day](#), [Virtual Breakout Sessions](#). Additionally, please note that we host Content PLCs (via zoom) Tuesdays and Wednesdays with the purpose of reviewing what students are expected to learn and how we will know they’ve learned it, anchored in our compacted curriculum and digitized platforms and instructional materials highlighting how we have adapted our curriculum and instruction, specifically for our Virtual School 3.0 (and our ILTexas Asynchronous Plan).

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

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>ILTexas has continued and will continue to provide online professional development through both a synchronous (zoom sessions with department directors, coaches, instructional aides, etc) and asynchronous professional development through recorded trainings (screen castify, recorded zooms, peardeck and google PPT self-paced slides).</p> <p>Professional Development is coordinated to meet the needs of our stakeholders based on department, years of experience, and training/ on- going support needed in key initiatives, etc.</p> <p>As an example, ILTexas hosted our New to ILTexas Orientation, New Teacher Orientation, and 8 days of professional development prior to our first day of school, virtually. This included a day and a half ILTexas wide conference which included a keynote, and over 100 virtual breakout sessions to include an emphasis on our asynchronous plan and our 2020-2021 Theme: Relationships, Relevance, Rigor, and Results.</p> <p>Further, we host Wednesday PD during our 7th & 8th Period Blocks, districtwide (zoom meetings or webinars) to help our teachers leverage on our synchronous/asynchronous resources & build capacity around the areas addressed in this plan.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Professional Development sessions have targeted the instructional technology platform training that personnel from all departments have needed to quickly adapt to in order to better succeed at their role from a remote setting. All personnel have been trained on online communication platforms such as zoom, which continued emphasis on Google Classroom, SeeSaw and Peardeck offered to personnel who directly connect with students.</p> <p>Our highest leverage PD tool is our PLC framework. Because we have a uniform and unified master schedule, our teachers teaching the same courses (grade level and content) are off at the same time; thus, we host districtwide PLCs on Zoom. We have a course lead identified for each of the key course we teach that help facilitate these virtual PLCs whereby we are able to build capacity across the district to support internalizing our virtual school curriculum and lead data driven instruction.</p> <p>Special Education Teachers/Staff attend, as appropriate, their respective general education professional development training, in addition to Special Education targeted professional development regarding data collection and progress monitoring. If data trends are such that students appear to be regressing or lacking progress, Special Education teachers are mandated to return to ARD to review lack of progress and/or student failure.</p> <p>Further, The EL Department has scheduled for all campus staff to be trained on Sheltered Instruction in Texas - Second Language Acquisition Methods for Teachers of ELs. All our teachers are language teachers and all our students are language students.. There are a variety of models for delivering effective sheltered instruction in Texas schools. Some of the models used are: Sheltered Instruction in Texas: Second Language Acquisition Methods for Teachers of ELs (Seidltiz), SIOP,</p>

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QTEL, Project GLAD. ILTexas has been and will continue to use **Sheltered Instruction in Texas: Second Language Acquisition Methods for Teachers of ELs**. These strategies will be used on differentiating instruction for ELs in asynchronous instruction. The EL Department will provide ongoing training on differentiating instruction for ELs in an asynchronous learning environment.

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

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Initial communication for asynchronous instruction expectation will be sent via email to all families. The communication will be housed on our website so that parents can easily access the resource as needed. Linked here are our Parent Norms</p> <p>Additionally, ILTexas created a Parent University website to provide parents a repository of district resources, links to instructional videos in English and Spanish on how to navigate through Zoom, See-Saw and Google Classroom as well as a section on Social/ Emotional Wellness links to manage adjusting to online learning for both students and parents.</p> <p>The ILTexas Professional Development department coordinated with key departments in collaborating on key topics and links that would be helpful to our parent and community stakeholders. Key components included in the Parent University site also include Student Norms for online learning, animated videos created by the Parent University committee and PD Department explaining key online instructional platforms and student norms, and an overview on supplemental platforms for core departments, SPED and GT resources for online learning.</p> <p>Link to Parent University Website: https://www.iltexasfwhs.org/</p> <p>Further, our main website (ILTexas.org) has a link to our Virtual School 3.0 plan schedules and Parent University.</p> <p>All Special Education students with an IEP will have a contingency plan developed, through IEP amendment or Revision ARD, to address schedule of services in the virtual synchronous and virtual asynchronous settings, of which a parent will receive a copy.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>The Professional Development department has coordinated with our Behavior Specialist Coordinator to outline Parent Norms for our parents to support online learning while still allowing students to take ownership of their online learning experience.</p> <p>ILTexas has held numerous parent Zoom meetings and webinars regarding our program model, to include specific grade level parent information sessions. Further, we have a slate of ongoing parent webinars that we will be offering throughout the school year.</p>

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	<p>Teachers/Case Managers of Special Education students are expected to maintain open lines of communication with students and families on a weekly basis. Campuses ensure meaningful parent participation in ARD meetings, parent/teacher conferences, and/or staffings through Zoom or phone conferences.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>ILTexas will provide ongoing webinars to families.</p> <p>For example, additional parent sessions will be presented to families of English Learners, specifically</p> <p>September: Building Resilience - 2 sessions: English & Spanish October Reading with Your Child - 2 sessions: English & Spanish November How to Help Your Child with Math - 2 sessions: English & Spanish January: Preparing Your Child for TELPAS - 2 sessions: English & Spanish February. College and Career Readiness - 2 sessions: English & Spanish</p> <p>Parents/families of students receiving Special Education services are invited to attend ongoing SPED specific webinars designed to address any updates from the state. ILTexas provides parent and in-home training as ARD-committees deem appropriate. Services to be provided virtually.</p> <p>Virtual counseling is offered to parents, families, and students in need.</p>

Note: The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character. The ILTexas Asynchronous Plan is designed to fulfill the promises of our mission to our ILTexas students and families.