

DE LEON ISD ASYNCHRONOUS PLAN

The goal of this plan is to provide ongoing rich and robust TEKS-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards. We realize that learning will be modified in a remote and digital environment. We will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model.

Attestations

Instructional Schedule

- ✓ **Teacher interaction** with students is predictable, sufficient to support schedules.
- ✓ **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 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:
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

How will teacher/student interactions be differentiated for students with additional learning needs?

The district has developed instructional expectations for Gifted and Talented, Resource and Inclusion, Dyslexia, and English as a Second Language (ESL). In addition, we have guidelines for Admission, Review, and Dismissal (ARD) and 504 meetings and will be developing contingency plans for any students receiving Special Education Services.

Materials Design

- ✓ District has adopted a **full, TEKS-aligned curriculum and 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.
- ✓ **What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?**
- ✓ **Students with Disabilities** - For students with disabilities, our special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs and 504 plans to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback. Coordination with the special education teacher, related services providers, and the special education coop will be set up to provide specialized services. Related services therapy for speech, physical therapy, occupational therapy,

counseling, VI services, DHH services, and O&M will be provided via zoom tele therapy, strategies packets, and via email/ phone conferences with parents. De Leon ISD will communicate with and involve parents in all educational decisions as is necessary.

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.
- ✓ **What is the expectation for daily student engagement?** Students are expected to complete assignments, show progress in the LMS, or interact with the teacher on a daily basis to receive attendance for the day.
- ✓ **What is the system for providing regular (at least weekly) feedback to all students on progress?** Interventions will be provided by the classroom teacher for students who do not make sufficient academic progress or mastery.
- ✓

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.

Key Requirement Instructional Schedule:

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.

| Component | Explanation |
|--|--|
| What are the expectations for daily student interaction with academic | Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that match or exceed the daily minimum instructional minutes across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed |

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| <p>content?</p> | <p>cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.</p> <p>In the event that circumstances change in our community, all De Leon ISD teachers will quickly pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons in our Learning Management System (LMS) for on-campus learners, remote learners, and intermittent learners. There is likely to be student movement across models, and we at De Leon ISD are prepared to make this as seamless as possible.</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>Student online schedules are designed to match their face-to-face learning schedule as closely as possible to permit students to move between learning models as necessary. Each grade level has scheduled support times for virtual learners to receive direct instruction and intervention as needed. The required hours are met through a combination of asynchronous instruction and direct scheduled teacher supports as noted in the schedules below.</p> <p>Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments.</p> |
| <p>What are the expectations for teacher/student interactions?</p> | <p>In addition to the interactions built into the LMS, students will have daily scheduled virtual support times available to interact with teachers for the purposes of direct instruction or asking questions. Student attendance during the scheduled virtual support times is not mandatory.</p> <p>Appointments can be made by a teacher and/or student/parent during teacher conference times to answer questions, remediate instruction, or to reteach difficult material.</p> |
| <p>How will teacher/student interactions be differentiated for students with additional learning needs?</p> | <p>For students with disabilities, De Leon ISD will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback. Virtual support times have been designated for students with additional learning needs in the campus schedule.</p> <p>The district has developed instructional expectations for Gifted and Talented, Resource and Inclusion, Dyslexia, English as a Second Language (ESL) among others. In addition, we have guidelines for Admission, Review, and Dismissal (ARD) and 504 meetings and will be developing contingency plans for any students receiving Special Education Services.</p> <p>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.</p> |

| Example Daily Schedule Grade Level(s): Pre K - 2 | | Instructional Minutes | Synchronous/ Asynchronous |
|---|---|------------------------------|--------------------------------------|
| Time | Task | # of minutes | Delivery of instruction |
| 7:30-7:50 | Designated Teacher/Student Support- (Counseling, Interventions, Enrichment, GT, Special Ed., etc.) | 20 | Synchronous |
| 7:50-8:00 | Google Classroom Morning Starter | 10 | Asynchronous |
| 8:00-9:30 | Reading/Phonics/Spelling/Guided Reading | 90 | Asynchronous |
| 9:30-10:50 | Math/Lone Star Learning | 80 | Asynchronous |
| 10:50-11:50 | Designated Teacher/Student Support- (Counseling, Interventions, Enrichment, GT, Special Ed., etc.) - (P.E./Music) | 60 | Synchronous |
| 11:50-12:20 | Lunch | 30 | Asynchronous |
| 12:25-1:15 | Designated Teacher/Student Support- (Counseling, Interventions, Enrichment, GT, Special Ed., etc.) - (Special Programs/Enrichment) | 40 | Asynchronous |
| 1:15-1:35 | Rest/Recess | 30 | Asynchronous |
| 1:35-2:05 | Science | 30 | Asynchronous |
| 2:05-2:30 | Social Studies | 35 | Asynchronous |
| 2:30-3:30 | Language Arts/Writing/Grammar/AR/Handwriting | 60 | Asynchronous |
| 3:30-4:00 | Designated Teacher/Student Support- (Counseling, Interventions, Enrichment, GT, Special Ed., etc.) | 30 | Synchronous |
| | | 180+ | |

Notes & Expectations:

Daily schedules will be provided to parents and students.

Students will receive 180+ minutes (full day) of both synchronous and/or asynchronous instruction each day.

Students will be offered live sessions for counselor guidance, and intervention or enrichment. These live lessons will allow relationship connections with teachers. Campus counselors will set up one-on-one or small group classes as needed to support social and emotional learning. A schedule for face-to-face teacher/student interactions will be provided on campus.

Attendance will be taken daily in Ascender/TxEIS, as determined through engagement.

Grading will be the same as on-campus learning as outlined in our De Leon ISD District Handbook and policy.

The Learning Management System (LMS) for this grade level is Google Classroom.

Content for elective subject areas will be provided through Google Classroom, and resources will be provided (including content for physical education and music).

Teacher Conference Period: All campus teachers will be available during the designated Teacher/Student support times. Individual teachers will have an additional 50 minute conference period daily, and schedules will be provided to parents.

| Example Daily Schedule Grade Level(s): 3-5 | | Instructional Minutes | Synchronous/ Asynchronous |
|---|---|------------------------------|--------------------------------------|
| Time | Task | # of minutes | Delivery of instruction |
| 7:30-7:50 | Designated Teacher/Student Support- (Interventions, Enrichment, GT, Special Ed., etc.) | 20 | Synchronous |
| 7:50-8:00 | Google Classroom Morning Starter | 10 | Asynchronous |
| 8:00-9:30 | Reading | 60 | Asynchronous |
| 9:30-10:30 | Designated Teacher/Student Support- (Counseling, Interventions, Enrichment, GT, Special Ed., etc.) - (Special Programs/Enrichment) | 60 | Synchronous |
| 10:30-11:30 | Math | 60 | Asynchronous |
| 11:30-12:00 | Social Studies | 30 | Asynchronous |
| 12:00-12:30 | Lunch | 30 | Asynchronous |
| 12:30-1:30 | Language Arts (Writing and Grammar) | 60 | Asynchronous |
| 1:30-2:00 | Physical Education | 30 | Asynchronous |
| 2:00-2:30 | Designated Teacher/Student Support- (Counseling, Interventions, Enrichment, GT, Special Ed., etc.) - (Special Programs/Enrichment) | 30 | Synchronous |
| 2:30-3:15 | Science | 45 | Asynchronous |
| 3:15-3:40 | Music | 25 | Asynchronous |
| 3:40-4:00 | Designated Teacher/Student Support- (Interventions, Enrichment, GT, Special Ed., etc.) | 20 | Synchronous |
| | | 180+ | |

Notes & Expectations:

Daily schedules will be provided to parents and students.

Students will receive 180+ minutes (full day) of both synchronous and/or asynchronous instruction each day.

Students will be offered live sessions for counselor guidance, and intervention or enrichment. These live lessons will allow relationship connections with teachers. Campus counselors will set up one-on-one or small group classes as needed to support social and emotional learning. A schedule for face-to-face teacher/student interactions will be provided on campus.

Attendance will be taken daily in Ascender/TxEIS, as determined through engagement.

Grading will be the same as on-campus learning as outlined in our De Leon ISD District Handbook and policy.

The Learning Management System (LMS) for this grade level is Google Classroom.

Content for elective subject areas will be provided through Google Classroom, and resources will be provided (including content for physical education and music).

Teacher Conference Period: All campus teachers will be available during the designated Teacher/Student support times. Individual teachers will have an additional 50 minute conference period daily, and schedules will be provided to parents.

| Example Daily Schedule Grade Level(s): 6-8 | | Instructional Minutes | Synchronous/ Asynchronous |
|---|---|------------------------------|--------------------------------------|
| Time | Task | # of minutes | Delivery of instruction |
| 7:30-7:55 | Designated Teacher/Student Support (Counseling, Interventions, Enrichment, GT, Special Ed., etc.) | 25 | Synchronous |
| 8:00-8:47 | Period 1 (Math, ELA, Science, Electives) | 47 | Asynchronous |
| 8:51-9:38 | Period 2 (Math, ELA, Science, SS, Electives) | 47 | Asynchronous |
| 9:42-10:10 | Designated Teacher/Student Support (Counseling, Interventions, Enrichment, GT, Special Ed., etc.) | 28 | Synchronous |
| 10:14-10:59 | Period 3 (Math, ELA, Science, SS, Electives) | 45 | Asynchronous |
| 11:03-11:48 | Period 4 (Math, Science, SS, Electives) | 45 | Asynchronous |
| 11:48 -12:18 | Lunch/Break | 30 | Asynchronous |
| 12:22 - 1:15 | Period 5 (Math, ELA, Science, SS, Electives) | 53 | Asynchronous |
| 1:19 - 2:06 | Period 6 (Math, Science, SS, Electives) | 47 | Asynchronous |
| 2:10 - 2:57 | Period 7 (Math, SS, Electives) | 47 | Asynchronous |
| 3:01 - 3:48 | Period 8 (Math, Science, SS, Electives) | 47 | Asynchronous |
| 3:48 - 4:00 | Designated Teacher/Student Support (Counseling, Interventions, Enrichment, GT, Special Ed., etc.) | 12 | Synchronous |
| | | 240+ | |

Notes & Expectations:

Daily schedules will be provided to parents and students.

Students will receive 240+ minutes of both synchronous and/or asynchronous instruction each day.

Attendance will be taken daily in (Ascender/TxEIS), as determined through engagement.

Grading will be the same as on-campus learning as outlined in our DE LEON ISD District Handbook and policy.

The Learning Management System (LMS) for this grade level is (Google Classroom)

Content for core subject areas will be provided through Google Classroom and supplemented by our adopted campus instructional resources and Texas Home Learning 3.0.

Content for elective subject areas will be provided through Google Classroom and resources will be provided (including content for non-academic electives such as physical education and music).

Teacher Conference Period: All campus teachers will be available during the designated Teacher/Student support times. Individual teachers will have an additional 47 minute conference period daily, and schedules will be provided to parents and students through the individual teacher syllabus.

| Example Daily Schedule Grade Level(s): 9-12 | | Instructional Minutes | Synchronous/ Asynchronous |
|--|---|------------------------------|--------------------------------------|
| Time | Task | # of minutes | Delivery of instruction |
| 7:30-7:55 | Designated Teacher/Student Support (Counseling, Interventions, Enrichment, GT, Special Ed., etc.) | 25 | Synchronous |
| 8:00-8:47 | Period 1 (Math, ELA, Science, SS, Electives) | 47 | Asynchronous |
| 8:51-9:38 | Period 2 (Math, ELA, Science, SS, Electives) | 47 | Asynchronous |
| 9:42-10:29 | Period 3 (Math, ELA, Science, SS, Electives) | 47 | Asynchronous |
| 10:33 - 11:20 | Period 4 (Math, ELA, Science, SS, Electives) | 47 | Asynchronous |
| 11:24-11:54 | Designated Teacher/Student Support (Counseling, Interventions, Enrichment, GT, Special Ed., etc.) | 30 | Synchronous |
| 11:58 - 12:45 | Period 5 (Math, Science, SS, Electives) | 47 | Asynchronous |
| 11:45 - 1:15 | Lunch/Break | 30 | |
| 1:19 - 2:06 | Period 6 (Math, SS, Electives) | 47 | Asynchronous |
| 2:10 - 2:57 | Period 7 (Math, Science, SS, Electives) | 47 | Asynchronous |
| 3:01 - 3:48 | Period 8 (Math, ELA, SS, Electives) | 47 | Asynchronous |
| 3:48 - 4:00 | Designated Teacher/Student Support (Counseling, Interventions, Enrichment, GT, Special Ed., etc.) | 12 | Synchronous |
| | | 240+ | |

Notes & Expectations:

Daily schedules will be provided to parents and students.

Students will receive 240+ minutes of both synchronous and/or asynchronous instruction each day.

Attendance will be taken daily in (Ascender/TxEIS), as determined through engagement.

Grading will be the same as on-campus learning as outlined in our DE LEON ISD District Handbook and policy.

The Learning Management System (LMS) for this grade level is (Google Classroom, Schoology)

Content for core subject areas will be provided through Google Classroom and Schoology and supplemented by our adopted campus instructional resources and Texas Home Learning 3.0.

Content for elective subject areas will be provided through Google Classroom and Schoology and resources will be provided (including content for non-academic electives such as physical education and music).

Teacher Conference Period: All campus teachers will be available during the designated Teacher/Student support times. Individual teachers will have an additional 47 minute conference period daily, and schedules will be provided to parents and students through the individual teacher syllabus.

Key Requirement Material Design:

Description: De Leon ISD staff will implement or continue to use TEKS Resource System, Texas Home Learning (THL) 3.0, and various other TEKS-based, state-adopted instructional materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Students' understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, De Leon ISD will leverage each resource in the following way:

| Resource | Primary Use in Material Design |
|--|---|
| TEKS Resource System | <p>De Leon ISD will use the Vertical Alignment and TEKS Clarification tools from TEKS Resource System (TRS) to support teacher content knowledge of the TEKS specificity of each course and grade-level.</p> <p>De Leon ISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the Learning Management System as needed and as appropriate for the order of the content. In addition, we will use the TRS Year at a Glance and Instructional Focus documents for content areas.</p> |
| Other TEKS-based, state- adopted instructional materials | <p>De Leon ISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas.</p> <p>In addition, De Leon ISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning and as personalized digital learning tools.</p> |
| Texas Home Learning 3.0 | <p>For adopted grade levels and content areas, THL 3.0 will serve as a supplemental instructional resource for both in-person and remote learning. We will leverage THL 3.0 materials to align with the TEKS Resource System.</p> |

MATH INSTRUCTIONAL MATERIALS

| Grade Level(s) | Instructional Materials/ Assessment | TEKS Aligned | What resources are included to support students with disabilities? | What resources are included to support ELs? | Print or Online Instructional or Data Tool |
|----------------|--|--------------|---|--|--|
| K-12 | TEKS Resource System | Yes | This tool helps teachers identify gaps and adjust based on student needs. | This tool helps teachers identify gaps and adjust based on student needs. | N/A (teacher planning tool only) |
| K | ESGI | Yes | This tool helps teachers identify gaps and adjust based on student needs. | This tool helps teachers identify gaps and adjust based on student needs. | Assessment/Data Tool |
| K-5 | Early STAR Literacy and Renaissance STAR | Yes | Progress monitoring for IEP attainment. Can be used as a universal screener for Dyslexia. | Vocabulary, Growth measure Both English and Spanish | Online, Data Tool |
| K-5 | NWEA MAP | Yes | Measures growth and proficiency; | Can test in Spanish | Online Assessment Data and Diagnostic Tool |
| K-5 | Education Galaxy | Yes | Individualized learning path for each student based on skill level. | This tool helps teachers identify gaps and adjust based on student needs | Diagnostics, Online Analytic Tool |
| 1-12 | Study Island | Yes | Skill plans for mastery of goals and standards. | Both English and Spanish. | Diagnostic, Analytics Online, Data Tool |
| PK-12 | Texas Home Learning 3.0 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish. | Print and Online, Instructional Tool |

READING/LANGUAGE ARTS INSTRUCTIONAL MATERIALS

| Grade Level(s) | Instructional Materials/ Assessment | TEKS Aligned | What resources are included to support students with disabilities? | What resources are included to support ELs? | Print or Online Instructional or Data Tool |
|----------------|--|--------------|---|--|---|
| K-12 | TEKS Resource System | Yes | This tool helps teachers identify gaps and adjust based on student needs. | This tool helps teachers identify gaps and adjust based on student needs. | N/A (teacher planning tool only) |
| K | ESGI | Yes | This tool helps teachers identify gaps and adjust based on student needs. | This tool helps teachers identify gaps and adjust based on student needs. | Assessment/Data Tool |
| K-5 | Early STAR Literacy and Renaissance STAR | Yes | Progress monitoring for IEP attainment. Can be used as a universal screener for Dyslexia. | Vocabulary, Growth measure Both English and Spanish | Online, Data Tool |
| 3-4 | Education Galaxy | Yes | Individualized learning path for each student based on skill level. | This tool helps teachers identify gaps and adjust based on student needs | Diagnostics, Online Analytic Tool |
| K-2 | iRead HMH | Yes | Individualized learning path for each student based on skill level. | This tool helps teachers identify gaps and adjust based on student needs | Diagnostics, Online Analytic Tool |
| 6-8 | IXL | Yes | Skill plans for mastery of goals and standards. | Both English and Spanish. | Diagnostic, Analytics Online, Data Tool |
| K-5 | NWEA Map Growth | Yes | Measures growth and proficiency; Program adapts and can be read to students. | Can test in Spanish. | Online Assessment, Data and Diagnostic Tool |
| PK-12 | Texas Home Learning 3.0 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish. | Print and Online, Instructional Tool |

SOCIAL STUDIES INSTRUCTIONAL MATERIALS

| Grade Level(s) | Instructional Materials/ Assessment | TEKS Aligned | What resources are included to support students with disabilities? | What resources are included to support ELs? | Print or Online Instructional or Data Tool |
|----------------|-------------------------------------|--------------|---|--|--|
| K-12 | TEKS Resource System | Yes | This tool helps teachers identify gaps and adjust based on student needs. | This tool helps teachers identify gaps and adjust based on student needs. | N/A (teacher planning tool only) |
| PK-8 | Studies Weekly | Yes | Vocabulary Learning strategies | Integrates into Google Classroom and SeeSaw | Online and print |
| PK-5 | Texas Home Learning 3.0 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish. | Print and Online, Instructional Tool |
| 6-8, 11 | USA Test Prep | Yes | This tool helps teachers identify gaps and adjust based on student needs. Text to speech feature for student use. | This tool helps teachers identify gaps and adjust based on student needs. Text to speech feature for student use. | Print and Online, Instructional Tool |

SCIENCE INSTRUCTIONAL MATERIALS

| Grade Level(s) | Instructional Materials/ Assessment | TEKS Aligned | What resources are included to support students with disabilities? | What resources are included to support ELs? | Print or Online Instructional or Data Tool |
|----------------|-------------------------------------|--------------|---|---|---|
| K-12 | TEKS Resource System | Yes | Adopted instructional materials include teacher guidance for differentiation. | Adopted instructional materials include teacher guidance for differentiated linguistic supports. | N/A (teacher planning tool only) |
| K-12 | IXL | Yes | Skill plans for mastery of goals and standards | Both English and Spanish | Diagnostic, Analytics Online, Data Tool |
| K-5 | NWEA Map Growth | Yes | Measures growth and proficiency; Program adapts and can be read to students. | Can test in Spanish. | Online Assessment, Data and Diagnostic Tool |
| PK-12 | Texas Home Learning 3.0 | Yes | The product includes built in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. For the elementary, the product is in both English and Spanish | Print and Online Instructional Tool |
| 5-12 | Study Island | Yes | Skill plans for mastery of goals and standards. | Both English and Spanish. | Diagnostic, Analytics Online, Data Tool |
| 4-5 | Education Galaxy | Yes | Individualized learning path for each student based on skill level. | This tool helps teachers identify gaps and adjust based on student needs | Diagnostics, Online Analytic Tool |
| 6-8 | StemScopes | Yes | Intervention and acceleration resources | Intervention and acceleration resources | Comprehensive digital resources; SE model |

| Component | Explanation |
|--|---|
| <p>How will materials be designed or adapted for asynchronous instruction, ensuring coherence and retention on knowledge?</p> | <p>COHERENCE OF INSTRUCTION</p> <p>Depending on the number of students currently participating in remote learning, De Leon ISD will allow the classroom teacher to use the classroom resources and capture lessons using an online platform such as Zoom, Google Meet, etc. Students will access content through the LMS and designated district-provided devices.</p> <p>Instructional materials and activities will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.</p> <p>LESSON PREPARATIONS</p> <p>While students are online, teachers will assist students in a sequence of lessons. This allows for increased personalized learning for students enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the LMS and audio/video enable students in remote settings to be successful while participating in online learning, completing activities independently, or engaging in classroom projects.</p> <p>Teachers will adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom (grades Pre K-12). To support our students who are served in their special programs, teachers will participate in weekly grade-level meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Pre-recorded instructional videos will be uploaded into the LMS. Live teacher assistance will take place through Google Meet/Zoom between the hours of 7:30am-4:00pm and depending on office hours of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance with the on-campus grading system and entered into Ascender/TxEIS.</p> <p>LESSON DESIGN</p> <p>De Leon ISD believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the State standards.</p> <p>De Leon ISD will create a modified scope and sequence-based on the intentional alignment of standards missed as a result of lost instructional time. High priority/essential state standards will be identified for each core subject area.</p> <p>The district will leverage our existing instructional materials as the basis for our curriculum for students. In addition, teachers will have access to Texas Home Learning (THL) 3.0 PK-12 as a supplemental resource. Asynchronous students will follow the same scope, sequence, minute requirements, and curriculum as face-to-face students. This allows 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.</p> <p>Students will leverage a number of instructional software resources including (Renaissance, NWEA MAP, Education Galaxy, Study Island, and Imagine Learning) for asynchronous learning, as well as for blended learning on-campus. These</p> |

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| | <p>programs are inherently tailored to support self-paced, adaptive, and personalized student learning. This will support progress monitoring for all students as well.</p> |
| <p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p> | <p>Students with Disabilities - For students with disabilities, our special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs and 504 plans to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback. Coordination with the Special Education teacher (SSA) will be set up to provide specialized services (possibly through Telehealth services) for speech, physical therapy, occupational therapy, and counseling as needed. De Leon ISD will communicate with and involve parents in all educational decisions as is necessary.</p> <p>ESL - Teachers will design instructional opportunities to support English Learners through virtual office hours. Additionally, ESL teachers will plan and collaborate with the general education teacher to schedule pullout services.</p> |

Key Requirement: Student Progress

Description: De Leon ISD is expecting skill deficiencies related to the pandemic crisis. Although remote learning was conducted in the spring of 2020, the depth of concepts learned and expectations may not have been met by all students. In order to meet the needs of all students during the 2020-21 school year, De Leon ISD will collect data, design lessons, interventions, enrichment activities, and provide support to fill the gaps in skill knowledge caused by the school closure.

| Component | Explanation |
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| What is the expectation for daily student engagement? | <p>ACTIVE ENGAGEMENT</p> <p>Tracking daily student engagement will be based upon the student meeting a minimum of one of the following:</p> <ol style="list-style-type: none">1. Progress in the Learning Management System that day2. Progress from teacher/student interactions made that day3. Completion and turn-in of assignment(s) planned for that day <p>Students will:</p> <ul style="list-style-type: none">• Engage daily with work through the completion of set assignments listed in the Learning Management System (LMS); students who do not demonstrate engagement on a given day are marked absent.• Submit their own original work• Monitor their own progress with the support and facilitation of teachers and proactively seek assistance from teachers or other staff when encountering difficulties.• Use and maintain technology equipment responsibly.• Follow the expectations in the De Leon ISD Student Code of Conduct in all activities, assignments, and interactions.• Communicate with their teacher any technology issues or concerns. <p>Student Access:</p> <ul style="list-style-type: none">• Students will access assignments, including assessments, projects, and communication through the Learning Management System. Google Classroom is the selected LMS for grades PK-12.• For synchronous teaching, the district will use Google Meet and ZOOM.• Students are expected to complete assignments on a daily basis to receive attendance for the day.• Students will NOT be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses. |
| What is the system for tracking daily student engagement? | <p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding. De Leon ISD intends to set a high bar for students as it relates to daily engagement.</p> <p>Teachers will:</p> |

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| | <ul style="list-style-type: none"> ● Assign asynchronous assignments daily, and completion time equates to the minutes assigned for specific grades. Students are also encouraged to actively participate in the synchronous sessions, such as calendar time, table time, and small group sessions. ● Grade assignments based on student mastery of state standards as defined by the district grading policy. ● Monitor and check for student engagement each day. ● Record attendance into Ascender/TxEIS, based on the student’s engagement. <p>De Leon ISD believes that students should demonstrate more than just logging in to the LMS or only partially completing assignments. Students should complete all daily login activities, and complete all assigned work by the due date for the individual assignment.</p> |
| <p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p> | <p>To promote alignment of student progress and continuity between asynchronous online learning and face-to-face learning the following approaches have been implemented:</p> <ul style="list-style-type: none"> ● Scope and sequence, assignments, and activities for asynchronous learning will mirror the on-campus instruction. ● The adopted curriculum will be made available for online student access through the LMS ● The expected minimum hours of student engagement for Asynchronous online learning was scaled to match the hours a student would spend in a face-to-face learning environment (excluding times for: lunch, passing periods, and some electives). ● Methods of student-teacher interaction and student supports were designed to mimic the ways these interactions would occur in a face-to-face setting (scheduled support times with virtual interaction and the use of email or phone calls). ● Common assessments will be used in both environments to monitor student progress towards grade-level mastery. |
| <p>What is the system for tracking student academic progress?</p> | <p>Academic progress will be tracked via the following methods:</p> <ol style="list-style-type: none"> 1. Student progress in the LMS as evidenced by tracking the time the students have engaged with the platform 2. Student grades for assignments and assessments submitted through the LMS 3. District wide common assessments <ul style="list-style-type: none"> ○ Elementary K-5: NWEA MAP, Grade-Level Benchmark Assessments, CLI & ESGO, mClass ○ Middle Grades 6-8: Beginning of Year Assessments, Grade-Level Benchmark Assessments ○ High School 9-12: Beginning of Year Assessments, Interim Assessments, Grade-Level Benchmark Assessments 4. Teachers will keep a log for all contact outside of the LMS (i.e. zoom meetings, email, phone contacts) to assist with engaging all students and promote academic progress. <p>Parents will continue to have access to student grades through Ascender Parent Portal, progress reports, report cards, and etc.. Furthermore, the parent portal and district email provide parents and teachers with a two-way communication channel.</p> <p>In addition, the district will continue to implement the following official grade reports:</p> <ol style="list-style-type: none"> 1. Report Cards - The purpose of the report card grades is to communicate the student’s level of mastery of the designated TEKS-based instructional objectives. Elementary school Pre K-5 will issue report cards on a 9 week schedule. Grades 6-12 will issue report cards on a 6 week schedule. 2. Progress Reports - Interim progress reports shall be issued for all students after the third and sixth week of each grading period. |

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| | <p>3. Progress Updates - Progress updates on goals and objectives for students receiving special education, 504, ESL, etc. will be distributed to parents every 3 weeks corresponding with the district's grading period.</p> |
| <p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p> | <p>Teachers are expected to provide regular weekly feedback through the Learning Management System (LMS).</p> <p>Daily feedback may be conducted through a variety of methods (ie LMS activities, activities, small group instruction, teacher tutorial time, etc.). The feedback system will provide students the opportunity to correct or redirect their learning processes as needed and teachers the opportunity to address potential misconceptions or reinforce learning as it occurs prior to a grade being assigned.</p> <p>Interventions will be provided by campus faculty/staff for students who do not make sufficient academic progress or mastery through face-to-face or virtual contact as appropriate.</p> |

Key Requirement: Implementation

| Component | Explanation |
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| <p data-bbox="86 245 348 467">How will both initial and ongoing, job-embedded educator development opportunities occur?</p> <p data-bbox="86 553 348 938">How will professional development experience develop educator content knowledge to support internalizing the asynchronous curriculum analyzing and responding to data?</p> | <p data-bbox="359 245 1986 305">Professional learning is vital to the success of De Leon ISD. Leaders, teachers, and instructional support staff across De Leon ISD must have ongoing, job embedded learning to support the fidelity of implementation of the asynchronous plan.</p> <p data-bbox="359 337 968 363">INITIAL PROFESSIONAL DEVELOPMENT FOR:</p> <p data-bbox="359 402 1052 428">TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS</p> <p data-bbox="359 431 1986 509">During the summer months, all staff participated in synchronous and asynchronous professional learning technology-related sessions. These sessions were designed following a staff survey of their needs and the needs to create a stronger remote learning environment.</p> <p data-bbox="359 542 1986 652">Through the initial digital onboarding process and ongoing discussions in the fall semester on how to effectively leverage the LMS, educators have been trained on how to deliver course content and respond to the data provided by the LMS feedback system. Educators will use LMS progress markers and reports to understand student engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual students with whom they work.</p> <p data-bbox="359 685 1986 792">Professional Development included: Google Classroom for Beginners, Google Classroom Intermediate, Google Classroom Advanced, Ditch That Textbook Training, FlipGrid, Pear Deck, Quia, Interactive TV/Whiteboard Implementation, Google Certification Training, Doceri, Trauma and Mental Health, and Schoology, Texas Home Learning 3.0, subject area trainings through our regional Educational Service Center.</p> <p data-bbox="359 824 1986 873">In addition, teachers will participate in ongoing professional learning that is specific to their content area and instructional materials. (example - weekly during PLC or grade-level team meetings.)</p> <p data-bbox="359 912 953 938">PRINCIPALS AND OTHER ADMINISTRATORS</p> <p data-bbox="359 941 1986 1081">Principals are the instructional leaders of their campus. Principals will work to provide planning, support, guidance, and leadership by ensuring the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Monitor instruction effectiveness by evaluating student, classroom, and campus performance data, Grades submitted in a timely manner, Communication with families - attendance, family engagement, and progress monitoring data.</p> <p data-bbox="359 1084 1986 1140">Administrators participated in the following professional learning sessions in order to develop a stronger understanding of remote learning:</p> <ul data-bbox="411 1143 1566 1205" style="list-style-type: none"> <li data-bbox="411 1143 1566 1169">● Excellence in Remote Instructional Delivery conducted by the Texas Education Agency. <li data-bbox="411 1172 1566 1205">● Designing a Remote School (Modules 1-3) conducted by the Texas Education Agency. <p data-bbox="359 1243 642 1269">ONGOING LEARNING</p> <p data-bbox="359 1273 1986 1299">Per our professional development plan, teachers will continue to refine their skill set in applying the strategies of remote instruction.</p> <p data-bbox="359 1338 1793 1364">Throughout the school year, educators will learn how to adopt the different asynchronous instructional methods below:</p> <ul data-bbox="411 1367 835 1490" style="list-style-type: none"> <li data-bbox="411 1367 835 1393">● Virtual engagement of students <li data-bbox="411 1396 835 1422">● Schoology <li data-bbox="411 1425 835 1451">● Google Classroom Advanced <li data-bbox="411 1455 835 1490">● Zoom/Google Meet |

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| | <ul style="list-style-type: none"> ● Ditch the Textbook ● Google Certification <p>The district will also engage in training provided by TEA for administrators and virtual instructors. In addition, we will work closely with our Educational Service Center - Region 14 and other partners to plan support for remote learning throughout the school year and provide feedback on practices consistently.</p> |
| <p>How will you communicate the expectations for asynchronous instruction to families?</p> | <p>All student learning expectations (Asynchronous online and face-to-face) were communicated via:</p> <ul style="list-style-type: none"> ● Beginning of year parent meetings ● Remind 101 School Messenger ● Posted on the website ● Parent emails ● Social media ● Local media outlets |
| <p>What are the expectations for family engagement/support of students?</p> | <p>Parents/Guardians will:</p> <ul style="list-style-type: none"> ● Set up a schedule, and designate an area in their home as needed, to ensure an optimum learning environment exists for the student in either face-to-face or asynchronous online instruction that is conducive to full engagement (minimizing distractions). ● Ensure their student engages daily in learning activities in the De Leon ISD Learning Management System, interacts with teachers, and completes work and assignments by the due date. ● Regularly monitor their student’s progress through the required course content. ● Communicate with campus staff to support student engagement and progress. ● Understand that De Leon ISD Board Policies, Student Code of Conduct, Student Handbook, and Acceptable Use Policy remain in effect in both face-to-face and asynchronous online learning environments. <p>Constant communication will flow between our staff and parents through Ascender/TxEIS, Google Classroom, Schoology, personal contact from teachers via email, virtual platforms (Google Meet/ZOOM) or voice calls. It is paramount that our students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods. Teachers will be required to keep a log of parent/student contact and communication.</p> |
| <p>What additional supports, training, and/or resources will be provided for families who may need additional</p> | <p>As stated above, information will be posted on the District website to keep parents informed and continue to build relationships that engage parents to be active partners at the campus level.</p> <p>List any additional resources to support families with school supplies, health services, student mentoring and support, and internet connectivity.</p> |

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| support? | <ul style="list-style-type: none">• Services for homeless students• Services for school lunch• School supplies for homeless• Technology support - hotspots, internet providers, devices, etc.• Virtual counseling support (Social & Emotional Learning)• Out-reach and support to Non-Engaged Students |
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Deployment of Student Devices

Individual family conferences have been conducted, and dedicated times for registration and issuing devices have been scheduled for families.

Back to School Parent Meeting

Individual family conferences were conducted in-person, virtually (Zoom), or by phone from August 19 - September 3.

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning process.
- Identify a space in your home where you can learn and study comfortably.
- Regularly check Learner Management System (LMS) for assignments.
- Complete assignments with integrity and academic honesty.
- Complete assignments on time.
- Communicate with the school when you need assistance. We are here to help.
- Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for attendance and credit for the day.
- Attend live instruction appropriately dressed in accordance with the district dress code.

Parent/Guardian Roles and Responsibilities

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning, and provide reliable internet access for remote learning.
- Monitor communication from teachers and school.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Attend district/campus training for implementation support.
- Use teacher office hours to help strengthen asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.

Contact Us Who to Contact for Help

For assistance regarding a course, assignment, or resource:

Contact with the appropriate teacher can be found by contacting the relevant campus:

Elementary: 254-893-8220 <http://www.deleon.esc14.net/page/disd.des>

Middle School: 254-893-8230 <http://www.deleon.esc14.net/page/disd.pms>

High School: 254-893-8240 <http://www.deleon.esc14.net/page/disd.dhs>

For assistance regarding a technology-related problem or issue:

The technology department: 254-893-8210 tech@deleonisd.net

For a personal, academic or social emotional concern:

Your school counselor:

Elementary: 254-893-8220 abates@deleonisd.net

Middle School: 254-893-8230 tjobe@deleonisd.net

High School: 254-893-8240 kquinn@deleonisd.net

For other issues related to distance learning:

The principal, assistant principal, or curriculum director:

Elementary: 254-893-8220 lwomack@deleonisd.net

Middle School: 254-893-8230 jdriskill@deleonisd.net, mmcilvain@deleonisd.net

High School: 254-893-8240 lnowlin@deleonisd.net, cmiller@deleonisd.net