

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
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- ✓ District has adopted a **full, TEKS-aligned curriculum that 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, strategies, 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

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.

Links to Azle ISD Asynchronous Class Schedules:

[Elementary \(PK-4\)](#)

[Intermediate \(5-6\)](#)

[Secondary \(7-12\)](#)

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>Students will engage in both synchronous and asynchronous learning. Each day, students are provided resources, assignments, and virtual scheduled meetings through the learning management system (LMS). The checklists guide students through completion of activities and projects, while deepening students' understanding of concepts relevant to the assignment. Assignments each day can include: instructional videos (by both teachers and the curriculum publishers), guided and independent practice, discussion questions for engagement with peers, lesson recap videos, formative assessments, projects, and more.</p> <p>Tasks are identified as either synchronous or asynchronous.</p> <ul style="list-style-type: none">• For synchronous learning activities, teachers will schedule specific times for the class to come together and complete instruction and work in pairs, small groups, and/or all together.• During asynchronous learning, students will be able to progress at their own pace through the content. For example, they may choose to spend two academic blocks on math and science in the morning and ELA and social studies in the afternoon or evening at their own scheduling, or they may decide to dedicate one academic block sequentially to line up with a traditional class schedule. The degree of flexibility will be tailored to the grade band (e.g., PK-5 schedules may be more prescriptive than 9-12, which may allow for more student agency).

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?

Virtual and face-to-face instruction will align. Digital coursework will mirror or be copied from face-to-face instruction. During each instructional day, students would be required to make progress towards completion of units through a series of synchronous & asynchronous actions. Small group instruction will be utilized and intentional with a clear learning outcome. PreK-Grade 4 will be 15-20 minutes. Grades 5-6 will be 20-45 minutes. Grades 7-12 will be 45 minutes making them available 9 times a week. For teachers who are teaching face-to-face and virtual simultaneously, small group availability may be limited.

In the below schedules, students will complete 300 minutes of asynchronous learning. Instruction and activities will be completed primarily asynchronously, though students will receive direct synchronous instruction and support through interventions, small group instruction, and office hours.

Scheduled Minutes Asynchronously:

Elementary- 300 minutes scheduled daily

Intermediate-195 minutes scheduled daily

Secondary- 450 minutes scheduled daily

*240 minutes are independently scheduled as needed to meet expectations for coursework.

Scheduled Minutes Synchronously:

Elementary- minimum of 45 minutes daily

Intermediate- minimum of 120 minutes daily

Secondary- 180 minutes scheduled daily

*Student schedules are built on an individual basis. Students are provided a choice in how they will schedule their week in order to meet all of the minimum expectations for participating in synchronous activities. All teachers post their calendar weekly for small group Zoom instruction and intervention. Students then select which Zoom sessions they will attend based on their personal schedule.

<p>What are the expectations for teacher/student interactions?</p>	<p>PreK - grade 6 have morning or daily meetings with students as well as small groups instruction. In grades 7-12 core subjects, students are expected to engage in live Google Meets sessions each week with each subject. They can view any posted recording at their own discretion. In grades 7-12 non-core areas, students will be required to login and engage in each course every day. Students are expected to engage in live Google Meets sessions each week with each subject. They can view any posted recording at their own discretion.</p> <p>Small group instruction at all levels will be intentional with a clear learning outcome.</p> <p><u>Kindergarten-Grade 6:</u></p> <ul style="list-style-type: none"> ● Guided reading/strategy groups: Student groups should meet based on level. Above level should meet at least once a week. On level should meet at least twice a week. Below level should meet at least three times a week. Resources for the group can include HMH materials and Reading A-Z. ● Guided math/small group math: Above level should meet at least once a week. On level should meet at least twice a week. Below level should meet at least three times a week. Resources for the group can include Regan Tunstall’s materials such as the differentiation centers and manipulative kits. More information on resources to come. ● Saxon phonics (Kindergarten-Grade 2) - Lessons will be recorded. Skills can be reiterated during Guided Reading instruction. ● Phonics instruction (Grades 3-4) Lessons will be recorded using the HMH resource. Skills can be reiterated during small group instruction. ● Comprehension/Vocabulary/Phonics (Grade 5-6): Lessons will be provided as appropriate based on student needs. <p><u>Grades 7-12:</u></p> <ul style="list-style-type: none"> ● Including, but not limited to, peer-to-peer instruction, scaffolded small groups, intervention, extension. ● Students are allowed to attend any small group sessions that correspond to their course in a given day. ● At least one small group needs to be recorded and posted per subject per day.
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Teachers will utilize progress monitoring tools to create leveled small group instruction and intervention.</p> <p><u>K-5:</u> Teachers will utilize LMS progress markers, DRA, MClass, interim assessments, Curriculum Based Assessments and Education Galaxy to develop leveled small groups for Guided Math and Reading.</p> <p><u>6-12:</u> Teachers will utilize LMS progress markers, interim assessments, Curriculum Based Assessments and APEX to develop intentional small group lessons.</p> <p>Students with disabilities, students of special populations or EL will also have access to additional accommodations in the instructional materials. For higher needs, students have more teacher touch points (longer and more frequent) and access to additional tools and accommodations within the LMS. Students have the opportunity for personalized support during designated office hours. Students who receive targeted pull-out services per ARD will still receive those services virtually. Those pull-out times are identified in the class schedule.</p>

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

Grade Level	Subject/ Course	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?
PK	Math Instructional Materials	Big Day for PreK (HMH)	CIRCLE Assessment - CLI Engage	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Big Day for PreK (Spanish) Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
	ELA Instructional Materials	Big Day for PreK (HMH)	CIRCLE Assessment - CLI Engage	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Big Day for PreK (Spanish) Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
	Science Instructional Materials	Big Day for PreK (HMH)	CIRCLE Assessment - CLI Engage	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Big Day for PreK (Spanish) Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.

	Social Studies Instructional Materials	Big Day for PreK (HMH)	CIRCLE Assessment - CLI Engage	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Big Day for PreK (Spanish) Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
K-5	Math Instructional Materials	TEKS Resource System Go Math Guided Math	Education Galaxy Kindergarten Report Card Assessment District CBAs (Gr 1-5)	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
	ELA Instructional Materials	TEKS Resource System Into Reading (HMH) Guided Reading Saxon Phonics Comprehension Toolkit	mCLASS Amplify DRA Education Galaxy District CBAs (Gr 1-5)	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Arriba La Lectura (HMH) (bilingual classes) Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.

	Science Instructional Materials	TEKS Resource System Science Fusion (HMH)	Education Galaxy District CBAs (Gr 3-5)	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
	Social Studies Instructional Materials	TEKS Resource System My World (Pearson)	Education Galaxy District CBAs (Gr 4-5)	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
6-8	Math Instructional Materials	TEKS Resource System HMH Go Math	APEX District CBAs Campus Common Assessments Education Galaxy(6)	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Digital materials come in both English and Spanish Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
	ELA Instructional Materials	TEKS Resource System Springboard	APEX District CBAs	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to	Digital materials come in both English and Spanish Linguistic accommodations for instruction, and designated supports for assessment, will be

			<p>Campus Common Assessments</p> <p>Education Galaxy(6)</p>		<p>students based on their individualized education plan.</p>	<p>determined by the LPAC committee</p>
	<p>Science Instructional Materials</p>	<p>TEKS Resource System</p> <p>STEMscopes</p>	<p>APEX</p> <p>District CBAs</p> <p>Campus Common Assessments</p> <p>Education Galaxy(6)</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>Digital materials come in both English and Spanish</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee</p>
	<p>Social Studies Instructional Materials</p>	<p>TEKS Resource System</p> <p>McGraw Hill</p>	<p>APEX</p> <p>District CBAs</p> <p>Campus Common Assessments</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>Digital materials come in both English and Spanish</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee</p>
<p>9-12</p>	<p>Math Instructional Materials</p>	<p>TEKS Resource System</p> <p>McGraw Hill</p>	<p>APEX</p> <p>District CBAs</p> <p>Campus Common Assessments</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>Digital materials come in both English and Spanish</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee</p>

ELA Instructional Materials	TEKS Resource System Savvas - My Perspectives	APEX District CBAs Campus Common Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Digital materials come in both English and Spanish Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee
Science Instructional Materials	TEKS Resource System HMH	APEX District CBAs Campus Common Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Digital materials come in both English and Spanish Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee
Social Studies Instructional Materials	TEKS Resource System McGraw Hill	APEX District CBAs Campus Common Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Digital materials come in both English and Spanish Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
How will materials be designed or will be adapted for asynchronous	Instructional Materials will be available digitally through the LMS. Teachers will redesign them as SeeSaw or Canvas activities where appropriate so that students have a more interactive experience. The use of videos/screencasts will be

<p>instruction, ensuring coherence and retention on knowledge</p>	<p>part of our distance learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Continuity in personalized support for students with specialized needs/services (i.e., special education, 504, English Learners, etc.) will be provided appropriately within the asynchronous learning environment as determined by each student's individual education plan; teachers and paraprofessionals will continue to tailor instructional content and activities to meet the specific needs of these students.</p> <p>Students who receive in-class support within the general education setting receive a minimum of two 30-minute live sessions with the special education teacher per week for each subject in which the student receives in-class support as noted in the student's ARD paperwork on the schedule of services. In addition, the special education teacher must post times on Seesaw or Canvas noting when they are available for students who need additional assistance beyond the two scheduled 30-minute sessions.</p> <p>Students and/or the parents of students who receive specially designed instruction within the special education setting will receive a daily schedule from the special education teacher so the students have an opportunity to participate live during the class. Any learning tools or manipulatives needed to complete the lessons are provided to these students before the scheduled lessons. The special education teacher must also record lessons daily and post them on Seesaw or Canvas for those students who are unable to participate in the live classes. In addition, the special education teacher must schedule two 30-minute live sessions per week for each student.</p> <p>For those students with disabilities who must access the curriculum through prerequisite skills, the special education teacher must provide a daily schedule to the parents of those students allowing the students to participate live during the class. Any learning tools or manipulatives needed to complete the lessons are provided to these students before the scheduled lessons. The special education teacher must also record an interactive class lesson or activity such as calendar time, story time, or any other large group lesson and post on Seesaw or Canvas weekly. In addition, the special education teacher must schedule three 30-minute live sessions per week for each student. The teacher may work with the students in small groups or individually.</p> <p>Hands-on learning activities/tasks will be provided for students unable to participate in remote learning even with parental assistance. The special education teacher must arrange a virtual meeting with the parents to provide directions on how to implement the various learning activities at home. The special education teacher must schedule three 30-minute live meetings per week with the parent and student so that the teacher can observe the parent working with the student to complete the learning activities sent home.</p> <p>The Speech/Language Pathologist (SLP) will provide live sessions with the student as specified in the student's current schedule of services. For those students who are unable to participate in live therapy sessions, the SLP will provide activities to be implemented by the parent in the home setting. The SLP will consult with the parents of these students at</p>

	<p>least twice during a six weeks grading period to monitor the student's progress and adjust the home program as necessary.</p> <p>Related service counseling will be provided as specified in the student's current schedule of services during live sessions with the students. All other related services will be provided during live sessions when appropriate or by providing activities to be implemented within the home setting. The related service providers will consult with the parents of students not participating in live sessions a minimum of two times during a six weeks grading period to monitor the student's progress and adjust the home program as 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
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What is the expectation for daily student engagement?

All students are required to engage in all courses daily. Part of this engagement must include a submission of student work. This work may include an assignment or assessment submission within the LMS or participation in assigned components of APEX (6-12) or Education Galaxy (K-5). If a student does not engage before 11:59 P.M. then they will be marked absent. If a student does not participate by 4:00 P.M. daily then they will be tentatively marked absent and then the teacher will check for engagement of the student between the hours of 4:01-11:59 P.M. If the student was engaged during the teacher's off hours then the teacher will adjust the student's attendance for the prior day to reflect the *present asynchronously*.

Students are also required to participate in daily synchronous instruction that will support their asynchronous instruction.

What is the system for tracking daily student engagement?

Tracking engagement will, at a minimum, follow guidance from TEA ADA funding method 3 possible attendance markers:

1. Daily Progress in the Learning Management System: (PK-2) Seesaw, (3-12) Canvas
2. Daily Progress via student-teacher interaction
3. Completion / Turn-in of assignments

District Wide:

- By default, Students are marked "Absent-Remote Asynchronous."
- Daily attendance is taken at a predetermined time: (PK-8) 10:30 A.M. and (9-12) 10:00 A.M.
- Teachers monitor and check for student "engagement" each day. Once engagement is observed the student's attendance is shifted to "Present-Remote Asynchronous."
- Students that are not actively "engaged" and do not have documentation of completing the minimum targeted activities will continue to be marked absent.
- Additionally, students have a late night engagement option for Distance Learning Teachers, where students till have until 11:59 P.M. of each day to be considered "engaged"; if a student was reported engaged in LMS, APEX or Education Galaxy from 4:01 P.M.- 11:59 P.M. and had been marked absent by the teacher on the previous day, the teacher will submit an attendance change to present.

Azle ISD intends to set a high bar for our students as it relates to daily engagement. It is our belief that students must demonstrate more than basic daily engagement in order to master all grade level TEKS. While we recognize that the 20-21 school year will represent a significant departure from "normal" for our students and families, we cannot afford to miss a single opportunity for our students to learn and grow. Therefore, while we will adhere to the definition of "engagement" for the purposes of attendance marking we have articulated an Azle ISD definition of "student product" that will be the minimum standard for grading purposes.

Assignments completed for the purpose of attendance taking may require lower level thinking skills (memorization, recall). Those assignments will not be permitted to count as a grade for any Azle ISD student. A "student product" must be generated for a student to be eligible to receive a grade. Azle ISD has defined "student product" as an assignment that requires the student to produce independent thought. The task must require the student to work at Costa Level 2 or higher. While a teacher may assign a task below Costa level 2 for attendance or quick gauge of understanding, that work may not count as a formal grade or representation of mastery.

<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>Virtual and face-to-face instruction will align. Digital coursework will mirror or be copied from face-to-face instruction. During each instructional day, students would be required to make progress towards completion of units through a series of synchronous & asynchronous actions. Small group instruction will be utilized and intentional with a clear learning outcome. All students are required to engage in all courses daily. Part of this engagement must include a submission of student work. This work may include an assignment or assessment submission within the LMS.</p>
<p>What is the system for tracking student academic progress?</p>	<p>Students will be completing reading inventories, curriculum based assessments, state assessments, and progress monitoring at the same benchmarks of time as the students who are in the traditional school setting. As a district Azle ISD has set an expectation for graded assignments. For a teacher to take a grade on an assignment it must meet one of the following, Costa's level 2 or higher, Bloom's level 3 or higher, and DOK level 2 or higher. With a higher expectation for student product teachers should have a more aligned understanding with the academic student progress being made.</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 daily feedback in at least one capacity within their given LMS. Daily specific feedback from teachers to students is conducted through a variety of methods, via assigned LMS lessons, activities, or small group instruction and teacher office hours. The daily feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis.</p>

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

Sample Educator Professional Development Schedules:

*Links will direct to the google calendar for one campus within that grade band. Professional development dates were August 6-August 17, 2020.

[Pre-Kindergarten](#)

[Elementary \(K-4\)](#)

[Intermediate \(5-6\)](#)

[Secondary \(7-12\)](#)

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>The PD calendars linked above outline the primary methods of delivery for initial professional development along with the skills and tools professionals are expected to become proficient in:</p> <ul style="list-style-type: none"> ● Learning Management System: (PK-2) Seesaw, (3-12) Canvas <ul style="list-style-type: none"> ○ Teachers received PD directly from our Azle ISD Technology Instructional Specialist. Ongoing support and learning will be provided by this same staff. Teachers also have access to Education Service Center 11 for outside professional development in this area. ● TEKS Resource System: All Teachers (K-12 Core Subjects), Campus Administrators <ul style="list-style-type: none"> ○ Teachers received PD from Erica Weber, ESC 11 consultant, on how to implement TEKS Resource System. Teachers will receive ongoing support and learning from the Azle ISD Curriculum Department during scheduled Professional Learning Communities. ● Literacy Updates: ELAR (PK-12) <ul style="list-style-type: none"> ○ Teachers had PLC time with the Azle ISD Literacy Specialist to evaluate TEKS, resources, TEKS Resource System and CBAs. Teachers will receive ongoing support and learning from the Literacy Specialist within PLC.

- Math Updates: Math (PK-12)
 - Teachers had PLC time with the Azle ISD Mathematics Specialist to evaluate TEKS, resources, TEKS Resource System and CBAs. Teachers will receive ongoing support and learning from the Mathematics Specialist within PLC.
- Google Meets: All Staff (PK-12)
 - All staff received professional learning on how to operate Google Meets. Further, teachers learned how to utilize breakout sessions to formulate small groups. This will be the primary mode of synchronous instruction for virtual students. It will also be used to conduct small group guided lessons within the face-to-face setting in order to better promote social distancing. On-going support and learning will be provided by the Azle ISD Technology Instructional Specialists.
- Screencastify Pro: All Staff (PK-12)
 - All staff received professional learning on how to operate Screencastify Pro. Further they learned how they could utilize this tool to prepare asynchronous lessons. On-going support and learning will be offered by the Azle ISD Instructional Technology Specialists.
- APEX: All Core Teachers (6-12)
 - All secondary core staff received PD on this progress monitoring tool directly from the vendor. On-going support and learning will be provided directly from the vendor per our contract. This tool will be used both virtually and face-to-face.
- Small Group Instruction: All Teachers (PK-12)
 - All staff received PD on how to utilize small group instruction, virtually and face-to-face, in order to differentiate for varied learners.
- Instructional Focus Document: All Teachers (K-12)
 - All staff received PD on how to utilize the IFD within the TEKS Resource System. It was modeled how the components of this document can support lesson planning, instruction and assessment design.

<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>District professional development will be provided throughout the duration of the year in a virtual format. Some sessions will be formally established while others will be on-demand in small group settings as needed with individual teachers, PLCs or campuses. The focus will be on content and how to teach that content in a manner that is engaging within remote instruction through our LMS. Core content teachers will have access to on-demand professional learning from our core content curriculum specialists, technology instructional specialists, differentiation specialist, or ESL/Bilingual coordinator.</p>
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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>	<ul style="list-style-type: none"> ● Azle ISD provided an online document that was put on the district website and distributed through social media. The document outlined schedules, expectations for attendance, expectations for engagement and grading policy for online asynchronous classes. ● An email to parents was sent to welcome their students to an online class and invite them to a Google Meet orientation (virtual “Meet the Teacher”). A brief bio, class schedule, and conference period are included in the email. ● Communication is limited to the district-approved communication tools: phone calls, emails, parent conferences, Parent Link, and Remind 101. ● Parents may follow student progress within the gradebook on the student portal. If a student is struggling, teachers should use the note section. Teachers should follow protocols within the campus handbook regarding student failure. ● Teachers are to be available for teacher conferences with parents via Google Meet or phone throughout the year. Parents will be expecting communication from teachers during their scheduled conference period or during normal school hours.

	<ul style="list-style-type: none"> All Grade 3-12 teachers will post their calendar in Canvas. This will include small group sessions, teacher conference periods, and assignment due dates. Students and guardians will be able to access one calendar to see information for every class. Teachers must update calendars if there are any schedule changes.
<p>What are the expectations for family engagement/support of students?</p>	<ul style="list-style-type: none"> Participate in the virtual learning orientation hosted by campus. Serve as a learning support, but not the teacher. Communicate with the teacher when needing additional assistance during regular campus hours. Designate an at-home workspace for each learner and actively monitor your child's progress. Support student(s) throughout learning based on age and as developmentally appropriate.
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Student and Parent Support: For technology services and help, parents can access support in the following ways:</p> <ul style="list-style-type: none"> Help desk support through a online Technical Support Submission Form system Phone Support - including evening phone support until 9:00 PM <p>To help parents support their students, Azle ISD has also made the following resources available:</p> <ul style="list-style-type: none"> Tips for interacting with LMS on the Azle ISD Webpage- https://www.azleisd.net/domain/1970 Videos for parents over virtual learning tools- https://sites.google.com/g.azleisd.net/parentvirtualearningsite/home <p>Staff Support: To help support staff members:</p> <ul style="list-style-type: none"> Staff experiencing technical issues can submit an Eduphoria Help Desk ticket.. Technology staff was also available on campuses for additional support the week of August 31 - September 4. Instructional Technology Specialists are available to each campus to assist with specific questions related to the LMS and other applications. Curriculum Specialists are available by phone, email, or through pop-up virtual meetings to support instructional needs.