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

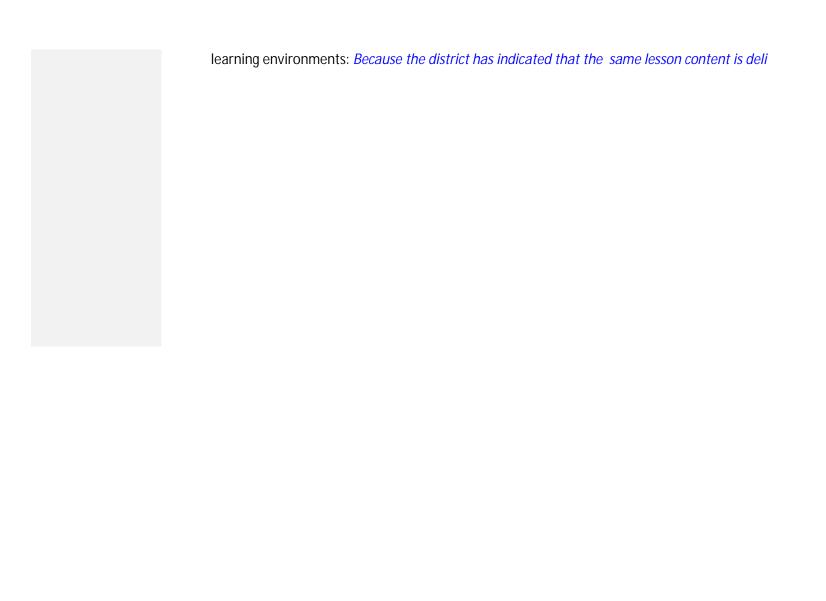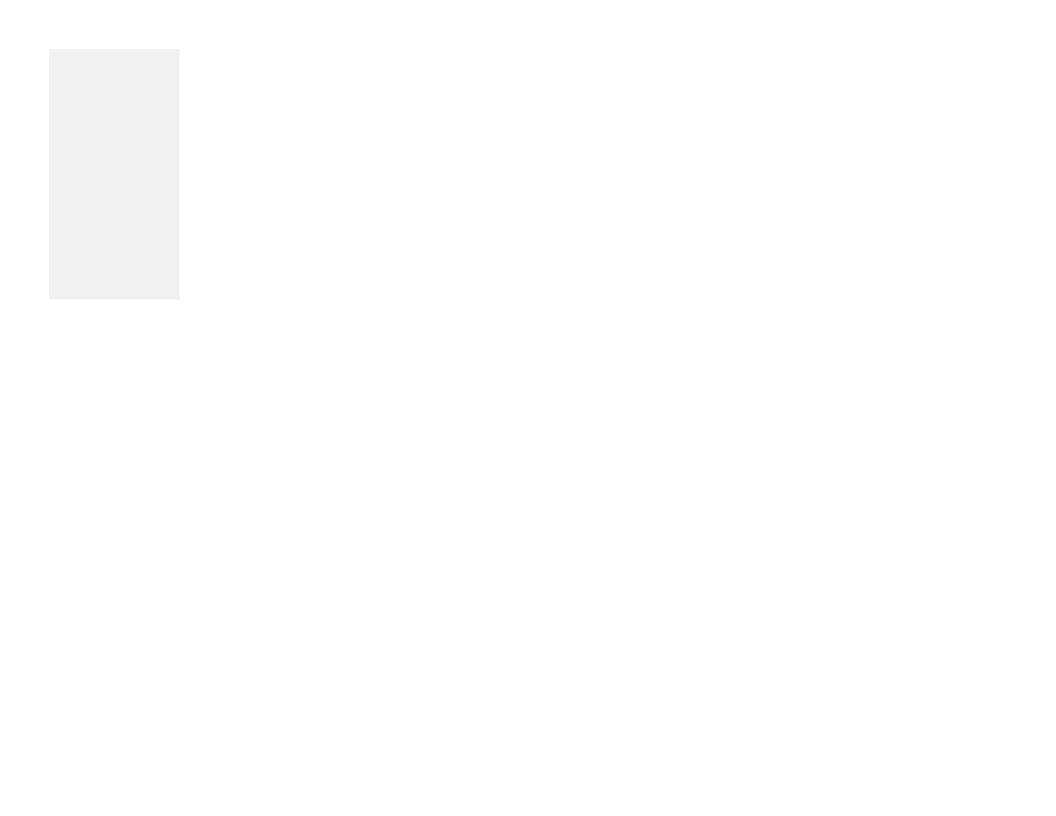| Points Category	0 Points	1 Point	2 Points
1.1 Instructional schedule outlines expected time for students to interact with academic content.	Expectation for daily interaction with academic content is not clear, **Or** times for daily interactions are not defined	Expectations for daily interaction with academic content is clear **And** times are defined for student interaction with academic content **But** it is not clear how all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday	Expectation for daily interaction with academic content is clear **And** times are defined for student interaction with academic content **And** it is clear that all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday

**Level of implementation:
___2__**

Rationale:

Expectation for daily interaction with academic content is clear: *Instructional schedule for grades 1-5 is posted with time increments for students to engage in asynchronous learning through several methods. The schedule has also listed synchronous time for office hours and differentiated support.*

And times are defined for student interaction with academic content: *The description clearly defines that 1) students have 300 minutes of asynchronous learning per day. Time durations for each content area are clearly defined. While times are defined, synchronous learning activities are self paced, giving students/families the flexibility to work at their own pace.*

And it is clear that all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday: *The description clearly defines that 1) students have 300 minutes of asynchronous learning per day. Student groups can also*

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

learning environments: *Because the district has indicated that the same lesson content is deli*

Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Points Category	0 Points	1 Point	2 Points
3.1 Daily student engagement is defined, trackable, and includes expectations for daily student engagement that is consistent with progress that would occur in an on-campus environment	Expectations for daily student engagement is not defined **Or** there is not a clear system for tracking daily student engagement	Expectations for daily student engagement is defined **And** there is a system for tracking daily student engagement **But** expectations for daily student engagement are lower than what would occur in an on-campus environment (e.g. only requirement is for students to log in without anything else)	Expectations for daily student engagement is defined **And** there is a system for tracking daily student engagement **And** expectations for daily student engagement are consistent with progress that would occur in an on- campus environment
Level of implementation: ___2___	Rationale: Expectations for daily student engagement is defined: *The district has defined student expectations for engagement clearly, noting that evidence of student engagement will include daily: time stamps in the LMS system, completion of assignments submitted through the LMS/ to the teacher, and teacher student interactions (whether through feedback, office hours, and/or 1-1/differentiated support time). The plan notes that each teacher will be responsible for communicating the specifics of the engagement for their classes, but that the district has communicated to parents the expectations for engagement in their asynchronous learning agreements contract.* **And** there is a system for tracking daily student engagement: *The first step to tracking progress is ensuring student engagement with both the system and the learning content. The district has proposed a 3 pronged approach to ensuring students engage daily: Tracking Daily Progress in the Management System Schoology, Daily Progress via student-teacher interaction (throughout the plan this is described as: various feedback structures on assignments, office hours, and differentiated support time), and through a student's Completion / Turn-in of assignments. In the LMS, teachers will look for time stamps that indicate that a student worked on a specific content area during the day.* **And** expectations for daily student engagement are consistent with progress that would occur in an on- campus environment: *The district clearly outlines how they will address cohesive measurement so that objectives and learning materials would allow the student to meet instructional goals in both on-campus and asynchronous learning environments. Tracking of student progress for asynchronous instruction matches that of on-campus instruction through the use of the district's LMS to capture activity completion and feedback, with a 90% expectation of completion/attendance for course credit in both on-campus and asynchronous settings.*		

3.2 There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress

There is not a clear system for tracking student academic progress
Or there is not a clear system for providing regular feedback to

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

Points Category	0 Points	1 Point	2 Points
4.1 Professional development for educators is planned and specific to supporting asynchronous instruction	There is no pre-planned calendar for educators with specific supports for implementing asynchronous instruction **Or** the professional development calendar does not include both initial and ongoing, job-embedded development opportunities	There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction **And** the professional development calendar includes both initial and ongoing, job-embedded development opportunities **But** it is not clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials	There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction **And** the professional development calendar includes both initial and ongoing, job-embedded development opportunities **And** it is clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials

Level of implementation: _2___

Rationale:

There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction: *District professional development plan includes district and campus instructional leaders as well as teachers. The plan includes specific training dates, objectives, and follow-up supports and covers use of technology, effective asynchronous lesson design and delivery,*