

Asynchronous Plan Open Response - Lubbock ISD

Please check the grade level(s) for which these open response descriptions/attachments apply.

Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.

		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

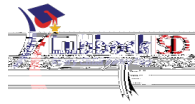
Introduction for all schedules

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.

[Example Daily Schedule PreK](#), [Example Daily Schedule Kindergarten](#), [Example Daily Schedule 1st-2nd Grade](#),

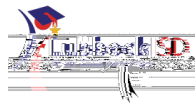
[Example Daily Schedule 3rd-5th Grade](#)

Component	Explanation
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<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>Students will receive a schedule in our Learning Management System (LMS) that outlines daily schedules, expected learning activities, and assignments for completion.</p> <p>For PK-2, students will learn primarily asynchronously in-line with TEA attendance funding, participating in 300+ total minutes of learning across modalities daily. Students will engage in 75-90 minutes of synchronous academic instruction daily, along with 15 minutes of synchronous calendar/morning meeting time. The remainder of the day, approximately 200+ minutes, will be spent in self-directed asynchronous instruction leveraging both district created resources and adopted materials.</p> <p>For 3-5, students will participate in more synchronous and asynchronous learning time than in PK-2. Students will complete approximately 300+ minutes of instruction daily: 100 synchronous academic, 15 synchronous morning meeting time, and 200+ asynchronous across all subjects.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Students will interact with teachers daily via multiple mechanisms:</p> <p>Calendar/morning meeting time:students in all grades will begin their day synchronously with their teacher All students will engage in synchronous table time for Math and ELA daily, recognizing these subjects necessitate live learning Students are expected to engage in live synchronous instruction in other core content subjects' such as science and social studies multiple times per week RTI will be offered daily for students based on proficiency and progress to support personalized instruction. St</p>



Clear communication regarding digital access must be given to parents and students within the first week of school.

Make sure you know the websites, usernames, and passwords, etc. for students to access resources. Make sure you have access to all necessary resources.

Collaborate and communicate with the case manager and teachers about student progress and needs.

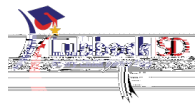
Practice both face-to-face and online learning in the first three days of school.

Follow general education procedures and protocols as set forth from curriculum & instruction

Specialized Program Teachers:

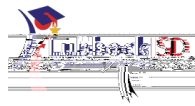
Instruction during virtual school will continue to maintain unit instruction and pacing as close to the Specialized Program Instructional Framework as possible.

Lessons should be designed for students to meet student IEP goals and objectives.



<p>RLA Instructional Materials</p>	<p>PK-5</p>	<p>Istation HMH TX Home Learning 3.0 District created resources (TEKS Resource System) District Developed Assessments</p>	<p>Yes</p>	<p>Access to Supplemental Aids Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services. Accommodations and Modifications to instructional Materials applied according to the student's IEP. For special circumstances, access to Odysseyware as a replacement to Edgenuity. Access to Kurzweil, an online software program that offers multi-sensory tools that assist with reading, synthesizing, comprehending, and applying knowledge, including features such as text to speech, color overlays for students with Dyslexia, etc. Parent Training regarding the use of accommodations and supplemental aids will also be provided as needed.</p>	<p>TX Home Learning 3.0 includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish. Scope & Sequence will include 20 minutes of Imagine Language and Literacy (ILL) daily along with Vista curriculum Bilingual Teachers at Dual Language Campuses will: Utilize Gomez instructional components throughout the lesson plan cycle in both face to face and virtual..</p>
<p>Science Instructional Materials</p>	<p>PK-5</p>	<p>STEMscopes Discovery Education TX Home Learning 3.0 District created resources (TEKS Resource System) District Developed Assessments</p>	<p>Yes</p>	<p>Access to Supplemental Aids Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services.</p>	

Class Support Services (CSSL) - 18700 (0) - 113 (A) - 04) - 07 69 (4) - 087 (a) - 68 (1) - 14



Literacy
Resources

Materials applied according to the student's IEP.

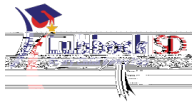
TX Home
Learning 3.0

For special circumstances, access to Odysseyware as a replacement to Edgenuity.

Access to Kurzweil, an online software

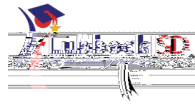
District created
resources (TEKS
Resource
System)

District
Developed
Assessments



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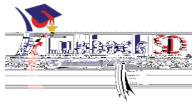
Bilingual and ESL-To support our English Language learners the Special Services Department for Bilingual and ESL students will host virtual office hours



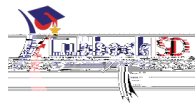
8. If a student does not complete their work they will remain marked as absent.

For students in 1st-5th grade who are absent due to COVID illness or quarantine (not a microclosure):

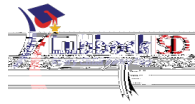
1. Teacher of record- mark students absent.
2. Once you are notified they are a COVID absence direct the student to asynchronous learning from Google Classroom. Texas Home Learning 3.0 can be used as support resources.
3. On the following day study the attendance report from your attendance clerk as a grade level team.
4. Evaluate if the student completed the enough work at home to indicate a Present - Asynchronous reporting.
5. If the student completed enough work at home (see the rubric) correct the student's absence in TEAMS to indicate Present - Asynchronous.
6. This action should be done by the homeroom teacher.
7. The correction must be made in TEAMS by 4:00 the following day.
8. If a student does not complete tho



No single grade shall count more than 15% of the reported grade for a grading period.
In order to provide students and parents with timely feedback, grades are entered into the online gradebook within seven calendar days of



Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	Educators will participate in virtual training outlined above. They will have the opportunity to learn the necessary digital and content specific instructional tools to effectively deliver classroom instruction. These courses will be held in a virtual setting. A sample of the digital tools educators will gain proficiency in to facilitate courses include the following: Google/G-Suite for Education, SMART Suite, Apple iOS(1.6 (l)7 ())T:0.005 Tc 0.006 T) Tc 0.006 T



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	<p>Istation, Dreambox, Edgenuity, Vizzle, Odysseyware</p> <p>Content focus sessions, New Teacher Academy, leadership team meetings, and aspiring administrators' meetings will all be held virtually.</p> <p>Ongoing support for instructors:</p> <p>For ongoing support, Central Office Curriculum and Instruction (CC&I), Special Services Department, and Digital Learning will provide virtual office hours and coaching support regularly by each content area</p>
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How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?

