

Friendswood ISD Attestations

Instructional Schedule

- Teacher interaction with students is predictable, sufficient to support the 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

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

- Friendswood ISD plans for and implements 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
- Friendswood ISD provides explicit communication and support for families in order to support asynchronous work at home.

Friendswood ISD: Asynchronous Plan

<p>Please check the grade level(s) for which these open response descriptions/attachments apply. <i>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.</i></p>		
<input checked="" type="checkbox"/> EE	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 8
<input checked="" type="checkbox"/> PK-4	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 9
<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 10
<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 11
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 12

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.

Instructional Schedules:

All remote learners PK-12 grade students will follow a similar school day schedule.

- Teacher interaction will follow the schedules provided by grade band.
- Teacher availability is scheduled during Synchronous instructional time and office hours/conference periods.
- Students, depending on grade level, would receive a schedule that shows different blocks of time, as well as synchronous & asynchronous components. Students and families can plan for the week and understand what is expected. Example schedules are shown below. The amount of instructional time and breaks will vary for each grade band.

Summarize how your instructional schedules meet the criteria:

Elementary (Grades PK-2nd grades) Daily Sample Schedules:

- Students will be required to participate in synchronous instruction and asynchronous instruction daily. In the sample below, the orange blocks are synchronous instruction times and the white blocks right below the orange blocks are times where the students would begin to apply their learning asynchronously on the activity designed in the LMS, while staying on Zoom with teacher support in breakout rooms as needed. The open times in afternoons are where students will work on asynchronous activities in the LMS with a total time of at least 180 minutes of engagement each day. Students will also be provided at least 2 opportunities for small group instruction weekly.
- Students are following the same scope and sequences as their in-person peers.
- Friday afternoons during Individualized/Intervention Time can be used for Tier 2-3 support and to intervene for students who may have struggled on assignments throughout the week. Students not pulled for intervention/extension will be completing asynchronous assignments.
- Learning Coach office hours are provided in the mornings and afternoons to allow them to ask questions of their teachers to best support their students while learning at home.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	Morning Meeting				
8:30 - 9:00	Parent/Learning Coach Support Office Hours				
9:00 - 9:20	Group 1 ELA Mini-Lesson		Group 1 ELA Mini-Lesson		Group 1 ELA Mini-Lesson
9:20 - 9:45	Independent Practice (Async)	Group 1 ELA (Writing Focus) Mini-Lesson	Independent Practice (Async)	Group 1 ELA (Writing Focus) Mini-Lesson	Independent Practice (Async)
		Independent Practice (Async)		Independent Practice (Async)	
9:50 - 10:10	Group 1 Word Work Mini-Lesson		Group 1 Word Work Mini-Lesson		Group 1 Word Work Mini-Lesson
10:10 - 10:20	Independent Practice (Async)		Independent Practice (Async)		Independent Practice (Async)
10:20 - 10:40		Group 1 Science/Social Studies Mini-Lesson		Group 1 Science/Social Studies Mini-Lesson	
10:45 - 11:05	Group 1 Math Mini-Lesson	Independent Practice (Async)	Group 1 Math Mini-Lesson	Independent Practice (Async)	Group 1 Math Mini-Lesson
11:05 - 11:35	Independent Practice (Async)		Independent Practice (Async)		Independent Practice (Async)
12:30 - 12:50					ELA Individualized Intervention/Extension Time
12:50 - 1:10					
1:10 - 1:30					
1:30 - 1:50					
1:50 - 2:10	Specials				
2:10 - 2:30	Group 1 Math Small Group A	Group 1 ELA Small Group A	Group 1 Math Small Group A	Group 1 ELA Small Group A	Math Individualized Intervention/Extension Time
2:30 - 2:50					
2:50 - 3:10					
3:10 - 3:30					
3:30 - 4:00	Parent/Learning Coach Support Office Hours				

Intermediate (Grades 3rd-5th grades) Daily Sample Schedules:

- Students will be required to participate in synchronous instruction and asynchronous instruction daily. In the sample below, the green, yellow, and pink blocks in the morning are synchronous instruction times. They are paired with asynchronous work times where the students would begin to apply their learning asynchronously on the activity designed in the LMS, while staying on Zoom with teacher support in breakout rooms as needed. The open times in afternoons are where students will work on asynchronous activities in the LMS with a total time of

at least 180 minutes of engagement each day. Students will also be provided at least 2 opportunities for small group instruction weekly.

- Students are following the same scope and sequences as their in-person peers.
- Friday afternoons during Individualized/Intervention Time can be used for Tier 2-3 support and to intervene for students who may have struggled on assignments throughout the week. Students not pulled for intervention/extension will be completing asynchronous assignments.
- Learning Coach office hours are provided in the mornings and afternoons to allow them to ask questions of their teachers to best support their students while learning at home.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:20	Class Connect/ Class Meeting				
8:20- 9:00	Parent/Learning Coach Support Office Hours				
9:00 - 9:45	ELA- MiniLesson and Supported Asynchronous Work Time				
9:45 - 9:50	Change Classes/Short Break				
9:50 - 10:35	Science/Social Studies- MiniLesson and Supported Asynchronous Work Time				
10:35 - 10:40	Change Classes/Short Break				
10:40 - 11:15	Math- MiniLesson and Supported Asynchronous Work Time				
11:15 - 12:00	Specials Time				
12:00 - 12:30	Lunch				
12:30 - 12:50	Small Group ELA Group 1		Small Group ELA Group 1		ELA Open Office Hours for Assignment Support
12:50 - 1:10					
1:10 - 1:30					
1:35 - 1:40					
1:40 - 2:00	Small Group Sci/SS Group 1		Small Group Sci/SS Group 1		Science/SS Open Office Hours for Assignment Support
2:00 - 2:20					
2:20 - 2:40					
2:40 - 2:45					
2:45 - 3:05	Small Group Math Group 1		Small Group Math Group 1		Math Open Office Hours for Assignment Support
3:05 - 3:25					
3:25 - 3:45					
3:45 - 4:00	Parent/Learning Coach Support Office Hours				

Secondary (Grade 6-12) Daily Sample Schedules:

- Students will be required to participate in synchronous instruction and asynchronous instruction daily.
- Students will have 5 synchronous and 5 asynchronous learning experiences in every two week cycle in every course.
- Students will follow the same schedule and complete the same learning expectations as their in person peers.
- Special education students may follow a slightly varied schedule depending on the individual needs laid out in the individualized learning plan (IEP). Their schedule may include additional or varied contact hours provided by the special education inclusion teacher to support their learning needs.

**TWO WEEK ROTATING INSTRUCTIONAL BLOCK
(7th-12th Grades)**

SUBJECT	WEEK 1	WEEK 2
MATH	SYNCHRONOUS MWF ASYNCHRONOUS TTH	SYNCHRONOUS TTH ASYNCHRONOUS MWF
ENGLISH	SYNCHRONOUS TTH ASYNCHRONOUS MWF	SYNCHRONOUS MWF ASYNCHRONOUS TTH
SOCIAL STUDIES	SYNCHRONOUS MWF ASYNCHRONOUS TTH	SYNCHRONOUS TTH ASYNCHRONOUS MWF
SCIENCE	SYNCHRONOUS TTH ASYNCHRONOUS MWF	SYNCHRONOUS MWF ASYNCHRONOUS TTH
WORLD LANGUAGE	SYNCHRONOUS MWF ASYNCHRONOUS TTH	SYNCHRONOUS TTH ASYNCHRONOUS MWF
CTE/ELECTIVES/ HEALTH	SYNCHRONOUS TTH ASYNCHRONOUS MWF	SYNCHRONOUS MWF ASYNCHRONOUS TTH
FINE ARTS	SYNCHRONOUS MWF ASYNCHRONOUS TTH	SYNCHRONOUS TTH ASYNCHRONOUS MWF
PE	ASYNCHRONOUS	ASYNCHRONOUS

FISD Schedule Translated into Virtual Learning Option Schedule

Two Week Rotating Block

Week 1

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period	Asynchronous	Elective-Synchronous	Asynchronous	Elective-Synchronous	Asynchronous
2nd Period	Fine Arts-Synchronous	Asynchronous	Fine Arts-Synchronous	Asynchronous	Fine Arts-Synchronous
3rd Period	Asynchronous	Science-Synchronous	Asynchronous	Science-Synchronous	Asynchronous
4th Period	Asynchronous	English-Synchronous	Asynchronous	English-Synchronous	Asynchronous
5th Period	Math - Synchronous	Asynchronous	Math - Synchronous	Asynchronous	Math - Synchronous
6th Period	Asynchronous	Health-Synchronous	Asynchronous	Health-Synchronous	Asynchronous
7th Period	SS-Synchronous	Asynchronous	SS-Synchronous	Asynchronous	SS-Synchronous

Week 2

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period	Elective-Synchronous	Asynchronous	Elective-Synchronous	Asynchronous	Elective-Synchronous
2nd Period	Asynchronous	Fine Arts-Synchronous	Asynchronous	Fine Arts-Synchronous	Asynchronous
3rd Period	Science-Synchronous	Asynchronous	Science-Synchronous	Asynchronous	Science-Synchronous
4th Period	English-Synchronous	Asynchronous	English-Synchronous	Asynchronous	English-Synchronous
5th Period	Asynchronous	Math - Synchronous	Asynchronous	Math - Synchronous	Asynchronous
6th Period	Health-Synchronous	Asynchronous	Health-Synchronous	Asynchronous	Health-Synchronous
7th Period	Asynchronous	SS-Synchronous	Asynchronous	SS-Synchronous	Asynchronous

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Elementary/ Intermediate (PK-5th grades):</p> <ul style="list-style-type: none"> Students will engage daily in both synchronous and asynchronous learning. Students will receive daily learning expectations through the learning management system (LMS). Students in grades PK-2nd will utilize the LMS, Seesaw and students in grades 3rd-5th will utilize the LMS Canvas. Information provided in the LMS will lay out academic activities and assignments each week that support TEKS and synchronous lessons, as well as include: instructional videos (by both teachers and the curriculum publishers), guided and independent practice, discussion questions for engagement, formative assessments, projects, and more. For students that may miss a daily synchronous lesson (mini-lessons), they will be recorded and loaded to the LMS for access by each student and their learning coach. <p>Lesson components will be either synchronous or asynchronous.</p> <ul style="list-style-type: none"> For synchronous lessons and learning activities, teachers will schedule specific times for the class to come together for instruction to work in pairs, small groups, and/or as a whole class. There are daily opportunities for morning meetings, core content mini- lessons, small groups, and interventions.

	<ul style="list-style-type: none"> ● During asynchronous learning, students will be able to progress at their own pace through the content. <p>Secondary (Grades 6-12):</p> <p>Students will engage daily in both synchronous and asynchronous learning opportunities. The daily learning expectations will be communicated through Canvas, the learning management system (LMS). The LMS will include expectations for all students, both in person and virtual.</p> <p>Instructional components for synchronous and asynchronous:</p> <ul style="list-style-type: none"> ● Synchronous days will require the student to ZOOM into direct instruction with the teacher and classmates. Instructional examples for this time would include, but are not limited to, direct instruction, mini lessons, structured discussion, station rotations, small group interaction, and partner work. ● Asynchronous days for a course will be independently driven. The expectations for each course will be communicated through Canvas and will need to be completed on the day that they are assigned. Instructional examples for this time would include, but are not limited to, flipped learning presentations through edpuzzle, guided practice opportunities, station rotations with set times for virtual learners to experience the teacher station, check for mastery opportunities, personalization/differentiation experiences, use of choice boards that can be done at home or in the classroom, use of tools including flipgrid, peardeck, desmos, and others, inquiry, discussions boards, and PBL opportunities.
<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>Elementary/ Intermediate (PK-5th grades):</p> <ul style="list-style-type: none"> ● To achieve instructional alignment, student engagement in synchronous and/or asynchronous instruction exceeds the minimum of 3 hours (180 minutes) of daily instruction, which follows a full day of academic content on-campus. ● Each student at every grade level will receive daily lessons aligned to the Texas Essential Knowledge and Skills (TEKS) and district scope and sequences. ● During each instructional day, students are required to make progress towards completion of units through a series of synchronous and asynchronous actions. ● Teachers check in with their assigned students daily and ensure engagement and attainment during the instructional days. <p>Secondary (Grades 6-12):</p> <p>Each student at every grade level, regardless of mode of instruction, will follow the same schedule and have equitable learning expectations. The instructional plan for all students is aligned to the Texas Essential Knowledge and Skills and the district/content scope and sequences. Specifically, virtual students will be engaged synchronously, with teachers and classmates, 150-200 minutes daily and asynchronously, independently, 150-200 minutes daily. This combination creates 300-400 minutes of academic engagement daily. This is intentionally aligned to a full day of academic engagement as experienced by in person students. Accountability for virtual learners will be documented through attendance at all synchronous learning sessions and daily completion of asynchronous work communicated in the LMS.</p>

What are the expectations for teacher/student interactions?

Elementary/ Intermediate (PK-5th grades):

- Teachers are expected to engage with students through daily feedback provided in small group instruction, as well as digital feedback provided on daily learning logs.
- Additionally, students can interact with teachers and peers daily during whole group mini- lessons, interventions, and/or small group instruction via Zoom.
- Students and parents will participate in virtual learning onboarding sessions provided by campuses within the first three days of school.
- Teachers will notify students and parents who are in need of additional support through an online setting; they will establish regular meeting times to provide student support.
- Each morning and afternoon, teachers hold office hours to further support students and parents with content knowledge and assignment questions.

Secondary (Grades 6-12):

- Teachers and students will have the opportunity to interact during every synchronous connection (5 required per every two week cycle).
- Teachers will provide additional opportunities for interaction during weekly assigned office hours.

**OFFICE HOURS
INTERVENTION/TUTORIALS**

SUBJECT	TEACHER OFFICE HOURS	DEPT OFFICE HOURS
MATH	WEDNESDAYS 8-8:30	MONDAYS 4-4:30
ENGLISH	FRIDAYS 8-8:30	TUESDAYS 4-4:30
SOCIAL STUDIES	WEDNESDAYS 8-8:30	MONDAYS 4-4:30
SCIENCE	FRIDAYS 8-8:30	TUESDAYS 4-4:30
WORLD LANGUAGE	WEDNESDAYS 8-8:30	MONDAYS 4-4:30
CTE/ELECTIVES HEALTH	FRIDAYS 8-8:30	
FINE ARTS	WEDNESDAYS 8-8:30	

- Teachers will provide opportunities with virtual students for feedback and personalization weekly. This can be done before or after school or during asynchronous instructional days when appropriate and can be done in small groups of virtual students as well. These opportunities could include written and/or verbal feedback - depending on the educational need and the instructional practice. Teachers will create these opportunities and invite virtual students weekly.

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

Elementary/ Intermediate/Secondary (PK-12th grades):

- Special Education and General Education teachers will provide students who receive special services with accommodated/modified materials to meet the needs of each student based on their Individualized Education Program (IEP). Special Education and General Education teachers will collaborate to ensure lessons are designed to meet the needs of all students. Special Education
- Inclusion teachers are assigned to all Seesaw/Canvas courses to assist with instructional planning and support. Special Education Case Managers (teachers) will “check in” with their assigned students weekly via phone, email or SEESAW (Pre-K-2nd grades)/(CANVAS 3rd-12th grades) to provide additional support and monitor student progress. Virtual teachers and campus service providers met to create service schedules that met the required schedule of services requirements from the most recent ARD meeting (PK-5).

	<ul style="list-style-type: none"> For students receiving ESL services, these students were all placed with an ESL certified virtual teacher and will be supported and monitored by their home campus ESL teacher through the accommodation of daily assignments that are loaded to the LMS, small group instruction through Zoom, and co-teaching of synchronous mini-lessons through Zoom. For students receiving Gifted and Talented Services, these students have been placed with a GT certified teacher and will be provided explicit, direct enrichment instruction through Zoom weekly by a campus GT teacher. Assignments loaded to the LMS will be differentiated to extend and enrich the rigor of assignments and activities. For students receiving dyslexia and Tier 2 and 3 reading interventions, these students will receive direct and explicit small group instruction 4 times a week through Zoom by a certified dyslexia teacher (PK-5). Assignments and activities loaded to the LMS will be supported through accommodations noted in the 504 or Rtl plans (PK-12).
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Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?
Math Instructional Materials	PK-5	-CIRCLE/CLI Engage (PK) -HMH Go Math and Think Central -Dreambox -Math in Practice Strategies -Number Talks -FISD Curriculum Resources -Region 4 Engaging Mathematics -Kim Sutton Guided Math Stations -Pear Deck -Manipulatives/Math Tools(Digital at didax.com) LMS: Seesaw/Canvas	-Seesaw/Canvas Activities -Campus-based/Common Assessments -District Common Assessments/-Benchmarks -CIRCLE Assessment (PK) -Project Based Assessments	Yes
	6-8	McGraw Hill BrainPop NewsELA Peardeck	Canvas Campus/District Common Assessments Alternative Project Based Assessments Desmos/Flipgrid/Edpuzzle	Yes
	9-12	McGraw Hill Stewart AP Calculus Desmos	Canvas Campus/District Common Assessments	Yes

		Peardeck	Alternative Project Based Assessments Desmos/Flipgrid/Edpuzzle	
ELA Instructional Materials	PK-5	-CIRCLE/CLI Engage (PK) - Guided Readers.com - Fountas and Pinnell Literacy Continuum, Shared Reading text sets, Interactive Read Aloud text sets, Guided Reading sets, Mentor Texts -Lucy Calkins Writer’s Workshop -Reading Horizons Phonics -Michael Heggerty Phonemic Awareness -RAZ Kids -Reading Plus -Amplify/mCLASS -Classroom libraries/Campus Libraries -Pear Deck -FISD Curriculum Resources LMS: Seesaw/Canvas	Seesaw/Canvas Activities -Campus-based/Common Assessments -District Common Assessments/-Benchmarks -BAS Assessment -mCLASS Assessment -CIRCLE Assessment (PK) -Project Based Assessments	Yes
	6-8	Classroom Libraries FiSD Curriculum Resources Reader/Writer Workshop NewsELA ReadWorks	Canvas Campus/District Common Assessments Alternative Project Based Assessments Student conferencing Flipgrid/Edpuzzle	Yes
	9-12	Savvas Digital Learning Platform--Textbooks--Novels Classroom Libraries FISD Curriculum Resources	Canvas Campus/District Common Assessments	Yes

			<p>Alternative Project Based Assessments</p> <p>Student conferencing</p> <p>Flipgrid/Edpuzzle</p> <p>Bulb Portfolios</p>	
Science Instructional Materials	PK-5	<p>-CIRCLE/CLI Engage (PK)</p> <p>-Accelerate Learning/Stemscopes</p> <p>-Science Penguin</p> <p>-FISD Curriculum Resources</p> <p>LMS: Seesaw/Canvas</p>	<p>Seesaw/Canvas Activities</p> <p>-Campus-based/Common Assessments</p> <p>-District Common Assessments/-Benchmarks</p> <p>-Project Based Assessments</p> <p>-Labs/Hands-On Experiences</p>	Yes
	6-8	<p>McGraw Hill</p> <p>Vocaroo</p> <p>BrainPop</p> <p>NewsELA</p>	<p>Canvas</p> <p>Campus/District Common Assessments</p> <p>Alternative Project Based Assessments</p> <p>Labs</p> <p>Edpuzzle/Flipgrid</p>	Yes
	9-12	<p>Pearson</p> <p>Houghton Mifflin Harcourt</p> <p>Ward & Ward</p> <p>Bedford, Freeman, & Worth</p> <p>Miller Spoolman</p>	<p>Canvas</p> <p>Campus/District Common Assessments</p> <p>Alternative Project Based Assessments</p> <p>Labs</p> <p>Edpuzzle/Flipgrid</p>	Yes
Social Studies Instructional Materials	PK-5	<p>-CIRCLE/CLI Engage (PK)</p> <p>-McGraw Hill textbook resources</p> <p>FISD Curriculum Resources</p> <p>-Brain Pop</p>	<p>Seesaw/Canvas Activities</p> <p>-Campus-based/Common Assessments</p> <p>-District Common Assessments/-Benchmarks</p>	

		-Social Studies Alive LMS: Seesaw/Canvas	-Project Based Assessments	
	6-8	World Cultures McGraw Hill	Canvas Campus/District Common Assessments Alternative Project Based Assessments Flipgrid/Edpuzzle	Yes
	9-12	McGraw Hill American History: David Brinkley Cultural Landscape: Rubenstein Ways of the World - Stryer Houghton Mifflin Harcourt Krugman: Macroeconomics	Canvas Campus/District Common Assessments Alternative Project Based Assessment Flipgrid/Edpuzzle	Yes

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>Elementary/ Intermediate (PK-5th grades):</p> <ul style="list-style-type: none"> ● Instructional materials will be available digitally through Canvas and Seesaw learning platforms. ● Teachers and content specialists will redesign TEKS aligned activities and assessments where appropriate so that students have a more interactive experience. ● All LMS courses will follow the district scope & sequences and time frames. ● The use of videos/screencasts/broadcasts will be part of our remote learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content. <p>Secondary (Grades 6-12) :</p> <ul style="list-style-type: none"> ● District/content scope and sequences defined by Texas Essential Knowledge and Skills will be followed. ● All instruction will be available digitally through the Canvas learning platform. ● Teachers will create equitable asynchronous learning using alternative strategies/platforms to provide learning, feedback, and measure mastery of identified essential standards.

	<ul style="list-style-type: none"> ● Pedagogical strategies and tools will be used to adapt learning for asynchronous communication via LMS. These strategies and tools could include, but are not limited to, flipped learning models, discussion boards, choice boards, flipgrid, peardeck, desmos, blended learning, and station rotations. ● Alternative, more individualized, assessment will be used to ensure mastery and retention of knowledge. Canvas written and verbal feedback options and Canvas assessment options using common district content activities/assessments will also be used for measuring mastery. ● Specifically, CTE courses will follow digital adaptations provided by Project Lead the Way. All other CTE courses will be adapted with a combination of skills based synchronous experiences and independent asynchronous experiences. Students will be provided with necessary software and materials necessary for participation and mastery of skills to be used from an at-home experience. There are some courses that may require students to report to campus at designated times to demonstrate hands-on proficiency of skills.
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Elementary/ Intermediate/Secondary (PK-12th grades):</p> <p>Support for Special Education & 504 students:</p> <ul style="list-style-type: none"> ● Accommodations and/or modifications will be provided to students based on their individualized education program (IEP) or Section 504 plan. ● Special Education teachers will check in with each parent/student for progress reviews weekly and case managers will check in at least one time per week. ● Full time instructional/related service staff will schedule weekly office hours to provide additional student and parent support. ● Related services providers will individualize student services and provide services through a variety of modalities (i.e. on campus/in person, in home, teletherapy). ● Speech Language Pathologists (SLP) and teachers of the deaf or hard-of-hearing will wear clear face masks/shields as needed. Clear barriers should be used for small group instruction and individual assessments as needed. ● Special education case managers will review the progress of each student on their caseload weekly (i.e. grade books, data collection, etc.) and determine what, if any, additional supports may be needed for each student to continue to make progress in the general education curriculum and on their IEP goals/objectives. ● Special Education teachers (Resource & Life Skills/PPCD) are required to complete differentiated lesson plans to meet the individual needs of students whether instruction is on campus or remote learning. Special Education Inclusion teachers will assist and collaborate with general education teachers in providing accommodations and supports for special education students in the general education remote learning setting. ● In-home or scheduled on-campus services will be considered, as appropriate, for individual student learning needs. ● Special Education and General Education teachers will request an ARD/IEP committee meeting to address any concerns with progress on IEP goals/objectives. ● Special Education Inclusion teachers should be assigned to all Seesaw/Canvas courses to assist with instructional planning/support and provision of services including accommodations/modifications. ● For students receiving Section 504 services, instructional accommodations will be shared with all instructional staff and provided to students. If the accommodation is not available in the remote learning environment, a Section 504 meeting will be scheduled to review the accommodation and make any necessary changes to the

plan.

- Direct dyslexia intervention time will be provided in accordance with the student's plan in the remote learning environment.

Support for Bilingual/ESL Students:

- ESL teachers will follow the district plan and provide differentiated lessons for on-campus and remote learners.
- ESL teachers will collaborate with grade levels to ensure lessons are designed to meet the needs of all students.
- ESL teachers will attend a series of professional development sessions focused on best practices for English Learners throughout the year.
- ESL Teacher and homeroom teacher collaboration will occur regularly to collaborate on curriculum resources to meet the needs of ESL learners.
- ESL teachers will contact families regularly to communicate progress, interventions, and answer questions about assignments.
- RazKids will be provided to bilingual students (Kinder-5th grade), granting access to online books in Spanish and English based on reading levels.
- BrainPopELL will be provided to Dual Language and ESL students (Kinder-5th grade), granting access to support resources including EL-specific graphic organizers, action images, learning strategies, lesson plans, and vocabulary activities.

Support for Gifted & Talented Students:

- GT Initial 30 hours and GT 6-hour annual updates of Professional Learning will be provided to GT teachers and include social and emotional needs of gifted students.
- Weekly communications supporting instructional differentiation will be provided to teachers of GT Remote Learners.
- Weekly direct instruction provided through an enrichment model to all students identified as gifted and talented in Kindergarten-5th grade classes.
- GT students will be clustered in Virtual Learning classes with a teacher who has met TEA GT professional learning requirements.
- Teachers of GT students will extend and adapt grade level curriculum for remote asynchronous and synchronous learning options such as:
 - Digital Choice Boards
 - Adjustments to core content for:
 - Pacing: Assessing for prior knowledge and adjusting curriculum for in-depth learning
 - Acceleration: Thinking beyond the TEKS to consider impact, multiple perspectives
 - Depth: Using various thinking patterns for greater understanding
 - Complexity: Extending core content to relative issues, topics, and themes

Key Requirement Student Progress: Describe how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>Elementary/ Intermediate (PK-5th grades):</p> <ul style="list-style-type: none"> ● Students will participate daily in required coursework and remote lessons through the completion of instructional tasks such as: participating class discussions, submitting assignments, completing projects, or engaging in synchronous instruction with teachers and peers. ● Students will participate in tutoring sessions and videoconferencing as required by teachers. ● Students not demonstrating engagement on a given day will be marked absent. ● Regular procedures for contacting students who are consistently not engaged or not making progress will be implemented for remote learners as well as on-campus learners. <p>Secondary (Grade 6-12):</p> <ul style="list-style-type: none"> ● Students will participate daily in both asynchronous and synchronous learning experiences. ● Students will attend synchronously 5 times per class in a two week cycle (2-3 times per week per class). This translates to 3-4 synchronous experiences per day. ● Students will complete asynchronous assignments 5 times per class in a two week cycle (2-3 times per week per class). This translates to 3-4 asynchronous experiences per day. ● Students will be expected to join teachers for assessments and other feedback conferences upon request. ● Students will be expected for some CTE courses to come to campus to measure proficiency in skill based tasks.
<p>What is the system for tracking daily student engagement?</p>	<p>Elementary/ Intermediate (PK-5th grades):</p> <p>Student engagement will be tracked via any one of the three defined methods:</p> <ul style="list-style-type: none"> ● Teacher interactions: Students engage in synchronous learning with teachers and their class on a daily schedule defined by each teacher. Additionally, students engage with teachers daily through the LMS. ● Daily progress in the LMS: Teachers will track student progress daily through LMS reports and assignments. Students will be assessed using a variety of methods including projects, formative, and summative assessments to demonstrate progress and content understanding. ● Assignment submissions: Students will complete assignments, projects, or other submissions based upon the teacher and course scope and sequence. On these days, this will account for student engagement. ● Virtual learners are marked "Present-Remote Asynchronous" or "Absent" <ul style="list-style-type: none"> ○ Daily attendance is tracked through one of the previously mentioned engagement methods. ○ Students that are not actively "engaged" and do not have documentation of completing the minimum targeted activities will be marked absent. ○ If a student was marked absent during school hours but was reported "engaged" in the LMS prior to 11:59pm of the same school day, the teacher will submit an attendance change to present.

	<p>Secondary (Grade 6-12):</p> <p>Student engagement will be tracked via any one of the three outlined methods:</p> <ul style="list-style-type: none"> ● Teacher interactions: Students engage in synchronous learning with teachers and their class on a schedule defined by the course/district schedule. Students may engage with teachers during office hours and/or at scheduled feedback opportunities when invited by the teacher. These opportunities may take place before or after school or during asynchronous instructional days when appropriate and can be done in small groups of virtual students as well. These opportunities could include written and/or verbal feedback - depending on the educational need and the instructional practice. ● Daily progress in the LMS: Students will engage in asynchronous learning outlined in the LMS on a schedule defined by the course/district schedule. Daily progress will be monitored through the LMS through assignments, edpuzzle for video completion, and a variety of formative and summative assessments. ● Assignment submissions: Students will complete assignments, projects, or other submissions based upon the teacher and the content scope and sequence. <p>Teachers will be responsible for taking and logging “attendance” for each class period on a daily basis based on the form of engagement the student participated in that day - synchronous attendance via ZOOM on synchronous days and LMS submission/completion by 11:59 pm on asynchronous days.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?</p>	<p>Elementary/ Intermediate (PK-5th grades):</p> <ul style="list-style-type: none"> ● Attendance will be tracked daily in the district student information system (SIS), Skyward. The same protocol will be followed for attendance as is used during on-campus instruction. ● All grading guidelines, attendance expectations and requirements, and district policies remain consistent for in person and face to face learners. ● The virtual learning engagement requirements are consistent to an on-campus learning environment because they mirror the ways in which students would interact with their teachers and classmates on-campus, learning objectives achieved, activities completed, and coursework. Furthermore, these opportunities for engagement provide evidence that the student is making progress and engaging with their daily school expectations. <p>Secondary (Grade 6-12):</p> <p>The blended instructional model was created to serve both our in person and our virtual students in an equitable manner. Both sets of learners follow the same Canvas course with the same expectations. Synchronous days are shared with both virtual and in person learners. The asynchronous days for virtual students - while independently driven - demonstrate progress in learning just as they would if they were in the classroom. These activities are built with individualization and student agency to inspire student growth and progress, regardless of mode of instruction.</p>

	<p>All grading guidelines, attendance expectations and requirements, and district policies remain consistent for in person and face to face learners.</p>
<p>What is the system for tracking student academic progress?</p>	<p>Elementary/ Intermediate (PK-5th grades):</p> <p>Student progress will be tracked daily in the LMS Canvas or Seesaw. Progress will be tracked through the following:</p> <ul style="list-style-type: none"> ● Daily assignments and activities ● 4-week progress reports ● Projects ● Class assessments ● Daily interaction with a teacher ● Common assessments ● Benchmarks ● Reading levels- Fountess and Pinnell Benchmark and Assessment System (BAS) ● Running records and anecdotal notes <p>Secondary (Grade 6-12):</p> <p>Student progress will be monitored with a variety of strategies and tools.</p> <ul style="list-style-type: none"> ● Assignments, projects, formative and summative assessments will be used to track academic progress. ● Teacher/student interactions including written/verbal feedback will assist in analysis of student progress. ● Semester Summative District Assessments will be used at the conclusion of each grading period. These assessments could be tests, projects, essays, or portfolios - at the discretion of the teacher/content. The summative project will serve as evidence of mastery of learning. ● Teachers will be responsible for tracking the progress and the individual growth and development of their student in student gradebook (Skyward) ● Student academic progress and mastery can be tracked by both students and parents via Canvas assignments and feedback and Skyward student information system.
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Elementary/ Intermediate (PK-5th grades):</p> <p>Teachers will provide daily feedback through ZOOM synchronous connections or LMS asynchronous connections. There will be layers of feedback provided from daily assignments, formative assessments, periodic summative assessments, digital notebook/learning log student-teacher interaction. Parents have access to student work, assignment submissions, and feedback through the parent portal of the LMS. Parents can designate either weekly or daily</p>

progress reports through Skyward. Parents are provided teacher/parent communication through office hours 2 times a day.

- Daily specific feedback from teachers to students is conducted through a variety of methods: grades, lesson and activity feedback, whole group or small group instruction, and teacher conference periods.
- The daily feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis.

Secondary (Grade 6-12):

Teachers will provide daily feedback through ZOOM synchronous connections or LMS asynchronous connections. There will be layers of feedback provided from daily assignment and formative assessments through periodic summative assessments, and ultimately, the culminating summative grading period assessment.

- Teachers will provide whole group/small group instruction and activity feedback during synchronous connections 5 times in a two week cycle (2-3 times per week).
- Teachers will provide feedback on asynchronous activities: discussion boards, station rotations, edpuzzle responses, and canvas recorded verbal and written feedback responses. Asynchronous connections occur 5 times in a two week cycle (2-3 times per week).
- Teachers will provide feedback on formative and summative assessments which will occur a minimum of 3-4 times per grading period.
- Teachers will provide opportunities with virtual students for feedback and personalization weekly. This can be done before or after school or during asynchronous instructional days when appropriate and can be done in small groups of virtual students as well. These opportunities could include written and/or verbal feedback - depending on the educational need and the instructional practice. Teachers will create these opportunities and invite virtual students weekly.

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

The following links provide detail and schedule of the multiple training sessions provided to our teachers.

[Professional Learning for Virtual Teachers](#)

[Elementary Professional Development Schedule](#)

[Elementary Virtual Learning Platforms/Tools and Plan](#)

[Secondary Professional Development Schedule](#)

[Blended Instructional Model Learning Starters - Secondary](#)

[Technology Professional Learning](#)

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>Elementary/Intermediate/Secondary (PK-12th grades):</p> <p>In preparation for the 2020-2021 school year, instructional programs provided high quality professional learning for teachers and staff members. The goal of the FISD Professional Learning is to ensure staff are prepared to provide learning opportunities for all students through both synchronous and asynchronous models. The top priorities for professional development this school year include:</p> <ul style="list-style-type: none"> ● TEKS knowledge and implementation ● Utilizing the district learning management systems (Seesaw and Canvas) ● Best practices for students and teachers in virtual learning environments <ul style="list-style-type: none"> ○ Use of 1:1 devices ○ Creation of asynchronous lessons through the LMS ○ Instructional video creation ● Personalized instruction <p>Professional learning top priorities will occur by the following methods:</p> <ul style="list-style-type: none"> ● Purposeful planning team meetings ● Instructional coaching by campus coaches, specialists, and icoaches (technology coaches) ● Professional learning communities ● Self-paced virtual courses (Learner Agency course) ● After/before school content specific trainings <p>New teachers received training in Seesaw for Schools and Canvas during New Teacher Orientation. Training was also provided in the use of Zoom to deliver instruction remotely. All teachers received Seesaw/Canvas training prior to the start of the school year. Resources, including documents and videos, are also available within Canvas for the Learning Management Systems for teachers to refer back to any time. In addition, icoaches (technology coaches) will provide office hours and one-on-one training as needed with campus-based training.</p> <p>Throughout the school year, instructional coaches and specialists will be available for coaching, modeling, co-teaching, and professional learning and support during teacher conference periods and after school.</p> <p>Campus administrators will continue to coach educators throughout the school year and provide feedback on practices and on the job training, with consistent and frequent real-time feedback.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Elementary/Intermediate/Secondary (PK-12th grades):</p> <p>Through the initial and on-going professional learning, educators will learn how to deliver course content and respond to the data provided through the Canvas and Seesaw systems. Teachers will use this data to understand student engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual students. Teachers will analyze common assessment and benchmark data from Eduphoria AWARE to determine student progress with asynchronous instruction. Instructional coaches and campus administrators will support growing teachers' understandings of how to use this data to drive instruction through routine data meetings.</p>

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

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>We began communicating expectations for asynchronous instruction in the summer of 2020 through Skyward emails, district and campus websites, and social media platforms. Once school began, we also utilized Canvas and See-Saw as our learning management systems for additional communication.</p> <ul style="list-style-type: none"> ● Weekly Emails updating parents updating parents of plans and decision points ● Reopening 2020 website with resource documents including an FAQ ● Facebook Live sessions were we answered questions in real time ● Recorded videos - virtual overview / elementary / secondary ● School Board Meetings and Workshops ● Smores newsletters - elementary / secondary ● Responding to parent emails and phone calls
<p>What are the expectations for family engagement/support of students?</p>	<p>In developing the Friendswood ISD Virtual Learning Option, district leaders articulated that each student would need a “learning coach” to support the student at home. This learning coach would need to become familiar with the LMS (Learning Management System), the schedule and the teleconferencing platform. The learning coach will need to have proficient technical skills to help guide their learner through the various applications.</p> <p>Besides navigating the technology, the learning coach also will serve the youngest learners as a support for student learning at home. The coach will participate in the direct instruction lessons in order to assist the student through the asynchronous learning activities.</p> <p>Families were also asked to support virtual learners by providing reliable internet, a quiet and safe space to learn with minimal distractions and a structured environment where schedules and routines assisted the student in staying on the task at hand.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Each teacher provided a parent orientation so familiarize parents and students with the various technology platforms that would be used this school year. In the orientation the teacher described how lessons and assignments would be accessed and submitted. The learning schedule and virtual office hours were also shared.</p> <p>If parents or students needed additional support, our technology help desk was available to troubleshoot tech issues and campus staff were available to problem solve real time with the parent or student while on the phone. If a parent or student needs instructional support, the virtual office hours or tutorial schedule is available to them to answer specific content needs.</p> <p>Students supported by an IEP or 504 plan also received individualized schedules and supports to help ensure the student knows when to sign on and how to access resources.</p>