

SLIDELL INDEPENDENT SCHOOL DISTRICT

"On track and leading the pack"



Remote Asynchronous Instruction Plan (PK-12)

Slidell I.S.D. will provide remote learning opportunities utilizing the asynchronous instructional method. Asynchronous instruction allows for self-paced courses with intermittent teacher instruction, pre-assigned work with formative assessments within a Learning Management System (LMS), and pre-recorded videos of instruction. This method will require continual and daily support from parents/guardians to ensure student success. Students will learn from home, but will be expected to continue learning at the pace of Slidell I.S.D. students learning on campus. This also includes following the same schedule of classes, assignment deadlines, and district adopted grading guidelines and policies. Students will begin instruction the same day as face-to-face instruction starts and will stay committed for a full grading cycle. All core courses will be available online for students; however, some elective courses will not be available for virtual learning due to the need for equipment or lab time. At this time, we are awaiting the outcome of a resolution which would prevent remote learners from participating in extracurricular activities. We understand the difficulties faced by our families in making educational decisions for their child during these uncertain times. Our goal is to ensure high expectations in all learning environments while working with parents to commit to supporting the school's remote learning expectations.

Slidell ISD has attested that we meet all requirements regarding:

- Instructional Schedule
- Materials Design
- Student Progress
- Implementation

Slidell ISD will measure attendance daily using the following engagement methods:

- Daily progress in the Learning Management System (LMS), as defined in the learning plan; or
- Daily progress via teacher- student interactions, as defined in the approved learning plan; or
- Completion/Turn-in of assignments from student to teacher (potentially via e-mail, on-line, or mail).

A student will be considered absent if the student does not have documented engagement with the LMS and/or daily contact with the teacher, and/or documentation of completion/turn-in of daily assignments. A teacher or campus representative will input the student's daily attendance into the Student Information System (SIS) for the asynchronous method, based on the student's daily engagement with the LMS or other instructional avenue and/or the daily contact with the teacher, by marking the student remote asynchronous present or absent on that day. Any progress made over the course of a 24-hour day (from 12:00 AM to 11:59 PM) will be counted as daily engagement.

*Truancy laws will apply to **ALL** students who fail to attend school. The minimum attendance for class credit rule of TEC, 25.092, will be in effect for the 2020-2021 school year. Students are required to attend at least 90% of their classes (with some exceptions) to receive credit and be promoted.



General Overview

Below is a summary of the instructional model and tools we are using for our asynchronous learners.

GR	Instructional Model / Staffing Support	Digital Tools	Learning Environment Description
PK-2	Instruction is provided by a classroom teacher in each grade level. Learning is hosted daily using Google Classroom.	<ul style="list-style-type: none"> ●Google Classroom ●Zoom ●Class Dojo ●Texas Home Learning ●Education Galaxy ●Epic Reading ●IXL ●Lexia CORE 5 	<ul style="list-style-type: none"> ●Students will access their Google Classroom daily. ●Students will be expected to spend a minimum of 3 hours daily in the learning activities ●Students will be expected to make progress in the learning daily and complete assignments ●Learning is recommended 8:30-3:30 but can be accessed at a time that is convenient for the family. ●Student will be expected to have daily Zoom calls/check-ins with their classroom teacher(s). ●Students will be expected to communicate daily. ●Students with IEPs will have special education consultations.
3-5	Instruction is provided by a classroom teacher in each grade level. Learning is hosted daily using Google Classroom.	<ul style="list-style-type: none"> ●Google Classroom ●Zoom ●Class Dojo ●Email ●Texas Home Learning ●Education Galaxy ●Epic Reading ●IXL ●Lexia CORE 5 	<ul style="list-style-type: none"> ●Students will access their Google Classroom daily. ●Students will be expected to spend a minimum of 3 hours daily in the learning activities ●Students will be expected to make progress in the learning daily and complete assignments ●Learning is recommended 8:30-3:30 but can be accessed at a time that is convenient for the family. ●Student will be expected to have daily Zoom calls/check-ins with their classroom teacher(s). ●Students will be expected to communicate daily. ●Students with IEPs will have special education consultations.

6-12	Instruction is provided through Canvas platform. Students are supported by remote learning liaison and classroom teachers.	<ul style="list-style-type: none">●Canvas●Apex●Zoom●Remind●Email●Google Classroom for some courses●Texas Home Learning●Lexia PowerUp●IXL	<ul style="list-style-type: none">●Students will be expected to communicate daily (check email, Remind, platform messages, etc.)●Honors courses will be offered remotely●Dual credit courses are offered remotely through Weatherford College●Students with IEPs will have special education consultations.●Platforms scaffold content based on individual student needs.
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Instructional Schedule

Our learning is asynchronous so that families have the flexibility to learn at their own pace on their own schedules. Sample schedules are shared below that outline what the learning could look like in a regular school day.

PK-2 Sample Instructional Schedule, may vary by teacher (360 total instructional minutes)

8:00-9:00 – Reading

9:00-9:15 – Brain Break

9:15 – 9:45 – Spelling

9:45 – 10:15 – PE

10:15 – 10:45 – Music/Art/Library/Computer Daily Rotations

10:45 – 11:15 – Writing

11:15 – 11:30 - Brain Break

11:30 - 12:00 – Math

12:00 - 12:30 – Lunch

12:30 – 12:45 – Math Homework

12:45 – 1:00 – Brain Break

1:00 – 1:30 – Science

1:30 – 2:00 – Social Studies

2:00 – 2:15 – Brain Break

2:15 – 3:35 – WIN time (Intervention) - Zoom if needed

3-5 Sample Instructional Schedule, may vary by teacher (360 total instructional minutes)

8:00-9:00 – Reading
 9:00-9:15 – Brain Break
 9:15 – 9:45 – Spelling
 9:45 – 10:15 – PE
 10:15 – 10:45 – Music/Art/Library/Computer Daily Rotations
 10:45 – 11:15 – Writing
 11:15 – 11:30 - Brain Break
 11:30 - 12:00 – Math
 12:00 - 12:30 – Lunch
 12:30 – 12:45 – Math Homework
 12:45 – 1:00 – Brain Break
 1:00 – 1:30 – Science
 1:30 – 2:00 – Social Studies
 2:00 – 2:15 – Brain Break
 2:15 – 3:35 – WIN time (Intervention) - Zoom if needed

6-12 Sample Instructional Schedule, may vary by student (360 total instructional minutes)

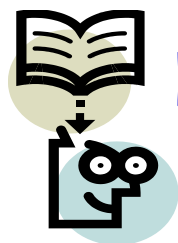
1st Period	2nd Period	Break	3rd Period	4th Period	5th Period		6th Period	7th Period	8th Period
8:00-8:45 (45min)	8:50-9:35 (45min)	9:35 - 9:50	9:55-10:40 HS (45min)	10:45-11:30 HS (45min)	11:35-12:20 (45min)	12:05-12:45 (40min) .(B Lunch 12:20-12:50)	12:55-1:40 HS (45min)	1:45-2:30 HS (45min)	2:35-3:35 HS (60 min)
Ag/Comp Sci/FCS Based on endorsement	Spanish	Break	Biology	Achievement- Zoom if needed	W. Geography	Lunch	English	Algebra	PE/Athletics

Summarize how your instructional schedules meet the criteria:

What are the expectations for daily student interaction with academic content?	<p>Students are expected to engage in the scheduled content asynchronously for the minimum number of minutes per day. During the day, students will have access to all activities and complete self-paced assignments independently and in the order in which they prefer. Teachers can track student login time and assignment completions via online LMS, and can tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support.</p> <p>Additional opportunities for small group instruction and office hours are provided daily: -Small group instruction time is determined on an as-needed basis by teachers based on student progress in LMS. -Office hours attendance is optional and based on student choice.</p> <p>The expectations below were outlined for our students before they committed to asynchronous learning:</p> <ul style="list-style-type: none">●Spend the required minutes in the learning platform daily (M-F)●Make daily progress in each course according to progress expectations●Advocating for yourself so we know how to support you●Participate in Zoom meetings with classroom teacher and remote liaison●Track progress in each course according to progress expectations●Check email daily●Become familiar with your Learning Management System (Google Classroom PK-5 and Canvas/Apex 6-12)
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>All students are required to spend a minimum of 4 hours (240 minutes) of daily instruction which is approximately a full day of academic content on campus. Instruction and activities will be completed primarily asynchronously, though students will receive direct instruction and support through interventions, small group instruction, and office hours. The same will hold true for our ESL, 504, and Special Education students who will receive support through individualized Zooms with our district special education teacher, email support, and resources will be provided to accommodate their learning. Our GT students will be offered extension activities and/or resources for support through their classroom teachers.</p>

What are the expectations for teacher/student interactions?	Teachers are expected to engage with students through daily feedback (more in Student Progress section). Students will interact with teachers daily during the interventions and / or small group instruction via Zoom or other check-in methods. Students should be accustomed to this online interaction with their teachers based on their experience during the spring, and teachers will notify which students are to attend intervention sessions, when, and for what subjects. Finally, teachers will establish time for daily open office hours where they can meet with students or answer student questions as needed. Every three weeks, progress reports will be provided to students and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided.
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How will teacher/student interactions be differentiated for students with additional learning needs?	<p>Students selected to certain small group intervention sessions are based on student need and progress markers in LMS. Teachers may also pull students aside for 1:1 check-in if they notice LMS progress is insufficient, or if a student is engaging but struggling to make progress. Intervention sessions are conducted synchronously over video conferencing.</p> <p>Students with disabilities, students of special populations or EL will also have access to additional accommodations in the instructional materials. Apex Learning scaffolds for ELs and students with learning gaps. For higher needs, students have more teacher touch points (longer and more frequent) and access to additional tools and accommodations within the LMS. Students and teachers have the opportunity for special education consultation with the special education teacher. Students have the opportunity for personalized support during designated office hours for our bilingual EL support teacher and our special education teacher.</p>
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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?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	PK -5	-CLI Engage (PK) -Go Math/Think Central (district adopted) -Texas Home Learning 3.0 (when applicable)	CLI Engage, Digital Based Campus Assessments, Unit Assessments, Google Classroom Assessments, Written Assignments , Class Dojo, Education Galaxy, IXL	Yes	Differentiated and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized plan. Digital enabled accommodations embedded in programs or extensions allowed providing supports. We also have a special education teacher scheduled during specific periods to work with our remote learners.	Go Math/Think Central includes an online hub that features English and Spanish materials including videos and resources. Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC committee. Our district EL teacher will check-in with ELs to ensure they are mastering content.
Math Instructional Materials	6-12	-Go Math/ McGraw Hill (district adopted) -Apex/Texas Tutorials -Canvas	Courses are built by classroom teachers in Canvas aligned with district adopted	Yes	Apex includes embedded tools like read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content. We are also able to customize the content for each individual learner to remove or	Apex provides multiple exposure to vocabulary, pre-teaching vocabulary before each lesson. Apex provides explicit instruction, activates background knowledge and makes instruction accessible through multiple means of expression,

		-Texas Home Learning 3.0 (when applicable) *Dual credit courses offered through Weatherford college	curriculum and state standards. Apex Quizzes, Assessments, Written Assignments Canvas Log / Lesson Mastery / Progress Report / Dashboard / Gradebook Online Assessments, IXL		reorder content, adjust writing prompts and projects, and customize assessment settings for test time completion and other accommodations. We also have a special education teacher scheduled during specific periods to work with our remote learners.	representation and engagement. Apex Learning scaffolds for ELs and students with learning gaps. Text can also be translated into multiple languages and provides read-aloud support, transcripts and captions.
ELA Instructional Materials	PK -5	-CLI Engage System -HMH Reading (district adopted) -Texas Home Learning 3.0 (when applicable)	CLI Engage, TPRI Progress Monitoring, Digital Based Campus Assessments, Quizzes, Assessments, Written Assignments, Class Dojo, Education Galaxy, EPIC, IXL	Yes	Differentiated and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized plan. Students identified with Dyslexia and receiving pull-out instruction will utilize online support with Lexia Learning. Students will have daily access to the dyslexia and classroom teacher. We also have a special education teacher scheduled during specific periods to work with our remote learners.	ELL support personnel is available to provide help to students and parents during the school day through email, phone calls and Zoom meetings.
ELA Instructional Materials	6-12	-Apex/Texas Tutorials -Canvas	Written reflections, Essays,	Yes	Differentiated and scaffolding supports are embedded within the curriculum. Accommodations	Apex Learning scaffolds for ELs and students with learning gaps. Teachers will offer multiple

		<ul style="list-style-type: none"> -Google Classroom -EMC Carnegie Learning (district adopted) -Texas Home Learning 3.0 (when applicable) -Dual Credit-WCWC curriculum 	<p>Assignments, Quizzes, Tests, Projects, IXL</p>		<p>and/or modifications will be provided to students based on their individualized plan. Embedded tools such as read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content. Teachers will also accommodate assignments to meet student needs. We also have a special education teacher scheduled during specific periods to work with our remote learners.</p>	<p>exposure to vocabulary, pre-teach vocabulary. Teachers will provide explicit instruction, activate background knowledge and make instruction accessible through multiple means of expression, representation and engagement. Text can also be translated into multiple languages and provides read-aloud support, transcripts and captions using Google resources.</p>
<p>Science Instructional Materials</p>	<p>PK -5</p>	<ul style="list-style-type: none"> -CLI Engage PK -Science Fusion/Think Central (district adopted) -Texas Home Learning 3.0 (when applicable) 	<p>CLI Engage Digital Based Campus Assessments , Written Assignments, Google Classroom, Class Dojo, Education Galaxy</p>	<p>Yes</p>	<p>Differentiated and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized plan. Embedded tools such as read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content. Teachers will also accommodate assignments to meet student needs. We also have a special education teacher scheduled during specific periods to work with our remote learners.</p>	<p>Science Fusion provides Spanish translations and vocabulary support, with each lesson. Science Fusion/Think Central includes an online hub that features English and Spanish materials including videos and resources. ELL support personnel is available to provide help to students and parents during the school day through email, phone calls, and zoom meetings.</p>
<p>Science Instructional Materials</p>	<p>6-12</p>	<ul style="list-style-type: none"> -Science Fusion/ McGraw Hill -Apex/Texas Tutorials -Texas Home 	<p>Apex Quizzes, Assessments, Written Assignments Canvas Session</p>	<p>Yes</p>	<p>Canvas/Apex includes embedded tools like read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content. We are also able to customize the content</p>	<p>Apex provides multiple exposure to vocabulary, pre-teaching vocabulary before each lesson. Apex provides explicit instruction, activates background knowledge and makes instruction accessible</p>

		Learning 3.0 (when applicable) *Dual credit courses offered through WCWC	Log / Lesson Mastery / Progress Report / Dashboard / Gradebook		for each individual learner to remove or reorder content, adjust writing prompts and projects, and customize assessment settings for test time completion and other accommodations. We also have a special education teacher scheduled during specific periods to work with our remote learners.	through multiple means of expression, representation and engagement. Apex Learning scaffolds for ELs and students with learning gaps. Text can also be translated into multiple languages and provides read-aloud support, transcripts and captions.
Social Studies Instructional Materials	PK -5	-CLI Engage PK -My World Pearson (district adopted) -Texas Home Learning 3.0 (when applicable)	CLI Engage Digital Based Google classroom Campus Assessments Assessments, Written Assignments , Class Dojo, Education Galaxy	Yes	Google classroom/includes embedded tools such as reduced answer choices and unlimited time for assessments. Digital enabled accommodations embedded in programs or extensions allowed providing supports. Adopted instructional materials include teacher guidance for differentiation. Accommodations and/or modifications will be provided to students based on their individual plan. We also have a special education teacher scheduled during specific periods to work with our remote learners.	Digital materials are available in both Spanish and English. Adopted instructional materials include teacher guidance for differentiated linguistic support. ELL support personnel is available to provide help to students and parents during the school day through email, phone calls, and Zoom meetings.

<p>Social Studies Instructional Materials</p>	<p>6-12</p>	<p>-My World Pearson (district adopted) -Apex/Texas Tutorials -Canvas -Texas Home Learning 3.0 (when applicable)</p>	<p>Apex Quizzes, Assessments, Written Assignments Canvas Session</p> <p>Log / Lesson Mastery / Progress Report / Dashboard / Gradebook</p>	<p>Yes</p>	<p>Apex includes embedded tools like read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content. We are also able to customize the content for each individual learner to remove or reorder content, adjust writing prompts and projects, and customize assessment settings for test time completion and other accommodations. We also have a special education teacher scheduled during specific periods to work with our remote learners.</p>	<p>Apex provides multiple exposure to vocabulary, pre-teaching vocabulary before each lesson. Apex provides explicit instruction, activates background knowledge and makes instruction accessible through multiple means of expression, representation and engagement. Apex Learning scaffolds for ELs and students with learning gaps.</p>
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Provide additional explanations of how your instructional materials meet the criteria if needed:

How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge?	SISD will use our scope and sequence in ELAR, math, science, and social studies in grades PK-12 to ensure alignment between the on-campus curriculum and the online curriculum. Each online course is fully customized according to the analysis by our content area teachers this summer so that we could provide seamless transitions for our learners if/when they shift between on-campus and remote learning. With real-world applications, on-screen teachers, and a variety of tools and resources, they are suited to ensure students retain knowledge.
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	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 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. Each campus has specific personnel to assist students with disabilities and ELs. These specialized teachers will monitor progress and check in with students weekly to ensure they are making progress in the asynchronous environment. They will work with general education teachers, students, and families to minimize barriers the students may experience in an online setting. Our Special Programs Director has reviewed guidance documents to support teachers in accommodating materials for our ELs and Special Education learners.



Student Progress

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

Component	Explanation
What is the expectation for daily student engagement?	Students are required to be engaged daily with work. Students who do not demonstrate engagement on a given day are marked absent. Daily student engagement expectations and progress must be clearly defined, measurable, and published online for parent and students. Engagement expectations are defined by grade level and/or subjects/courses. Students participate daily by completing instructional tasks, answering questions, submitting assignments, completing projects, or submitting pictures of assignments and tasks. Students are also encouraged to actively participate in teacher office hours for any additional support and answers to questions they may have.

What is the system for tracking daily student engagement?

Student engagement will be tracked via any one of the three outlined methods:

- Teacher Interaction
- Daily progress in the LMS
- Assignment Submission

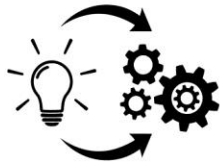
Summary of Tracking System for K-5 Student Engagement

- Teachers monitor and check for student “engagement” each day.
- Teachers will be tracking progress on their asynchronous work.
- The Classroom Teacher will be responsible for taking and logging “attendance” of students on a daily basis based on the form of engagement the student participated in that day.
- Students that are not actively “engaged” and do not have documentation of completing the minimum targeted activities will be marked absent.
- Additionally, students have a late night engagement option where they can complete work until 11:59 PM to be considered “engaged.”

Summary of Tracking System for 6-12 Student Engagement

- Teachers monitor and check for student “engagement” each day.
- Teachers will be tracking progress on their asynchronous work.
- Students will have daily check-ins with their Remote Learner Liaison and weekly check-ins with their content teachers.
- Teachers will also have daily tutorial “office hours” for all remote learners.
- Canvas/Apex provides a daily listing of every student’s time in the LMS and time on task for specific content and activity pieces. The attendance log will document actual time spent in the daily learning (including idle time) and also documents progress made.
- Canvas/Apex outlines whether each student is submitting assignments on time and the level of mastery on each assignment. Remote Learner Liaisons will be responsible for taking and logging “attendance” of students on a daily basis based on the form of engagement the student participated in that day. The campus Attendance Clerks will verify attendance with Remote Learning Liaison and classroom teachers to ensure accurate attendance is being taken.

<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>Students will access assignments, including assessments, projects, and communication through the LMS. For synchronous tutorials and virtual support sessions, the district will use Zoom. Students are required to be engaged daily with work. Students who do not demonstrate engagement on a given day are marked absent. Students will not be allowed to complete all of their assignments for the week in one day. Daily assignment submission and completion of modules are to be submitted for completion and credit for enrolled courses.</p> <p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding method 3 possible attendance markers:</p> <ol style="list-style-type: none"> 1. Daily Progress in the Management System 2. Daily Progress via student-teacher interaction 3. Completion / Turn-in of assignments <p>In addition, students who fall below a 90% attendance for the time that the course is offered will not receive credit for the course, regardless of level of “engagement,” consistent with on-campus expectations. These methods require engagement that is consistent to an on-campus learning environment because they mimic the ways in which students would interact with their teachers and classmates on-campus through duration, learning objectives achieved, activities completed, and coursework.</p>
<p>What is the system for tracking student academic progress?</p>	<p>Student progress will be tracked daily in the LMS through daily assignments, activities, interaction with a teacher and other markers. The LMS Log shows time spent engaged in the learning as well as idle time. Students will have passing grades at the end of each grading period. Parents have full access to student work, interactions with teachers, assignment submissions and feedback through parent portal of LMS. Parents can designate either weekly or daily progress reports. The parent portal will also establish a two-way communication channel between parents and teachers. These expectations for student engagement and progress monitoring were shared with parents at the start of the school year via our Commitment Form, that clearly lists the expectations that parents should have and the level of support they will be required to provide students if they opt for a fully-remote learning option for their child. All remote learners have been provided with a learning device if needed and hotspots will be distributed upon arrival.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Students will receive feedback via multiple mechanisms:</p> <ul style="list-style-type: none"> -Instructional software: The software provides real-time or nearly real-time instructional feedback on learning and assignments and supports the personalization of instruction to each individual student’s needs. -Teacher-Directed Feedback: The online programs (Google Classroom/Canvas/Apex) provide ample opportunities for the teachers to provide specific feedback to individual students on daily assignments -Remote Learner Liaison Check-Ins (6-12): Students will have daily check-ins in which they will review their learning and progress, and receive feedback on their performance. Liaisons will then work with content teachers to assess and adapt personalized learning plans, where needed.



Implementation

Describe specific supports for educators and families to implement effective remote asynchronous instruction.

SISD Professional Development Schedule for Asynchronous Instruction

Wednesday, August 12th

- Beverly Ross- Mental Health Impacts for Teachers
- Canvas Training
- ESC Required trainings (abuse, neglect, mental health, etc.)
- Curriculum Refinement/Intro to Asynchronous Curricular Resources
- Further knowledge in LMS (Google Classroom and Canvas)
- Refresh spring professional development on creating and posting teacher videos and utilizing HyperDocs.
- Review curriculum for each course and ensure scope and sequence aligns with remote and face to face learners
- Review Google Classroom and Canvas/Apex curriculum programs to ensure that all TEKS are covered

Thursday, August 13th

- Curriculum Refinement/Intro to Asynchronous Curricular Resources
- SISD Health/Safety Protocol Trainings/Remote Learning Expectations
- Special Programs and Gifted and Talented Updates- focus on addressing the needs of remote learners
- Built-in time to incorporate those tools into lesson plans
- Further knowledge in LMS (Google Classroom and Canvas)
- Refresh spring professional development on creating and posting teacher videos and utilizing HyperDocs.
- Review curriculum for each course and ensure scope and sequence aligns with remote and face to face learners
- Review Google Classroom and Canvas/Apex curriculum programs to ensure that all TEKS are covered

Friday, August 14th

- PK-5 Elementary Staff Meeting and SISD Remote Learning Overview
- 6-12 Secondary Staff Meeting and SISD Remote Learning Overview
- Curriculum Refinement/Intro to Asynchronous Curricular Resources

Built-in time to incorporate those tools into lesson plans
Further knowledge in LMS (Google Classroom and Canvas)
Refresh spring professional development on creating and posting teacher videos and utilizing HyperDocs.
Review curriculum for each course and ensure scope and sequence aligns with remote and face to face learners
Review Google Classroom and Canvas/Apex curriculum programs to ensure that all TEKS are covered

Monday, August 17th

Curriculum Refinement/Intro to Asynchronous Curricular Resources
Built-in time to incorporate those tools into lesson plans
Further knowledge in LMS (Google Classroom and Canvas)
Refresh spring professional development on creating and posting teacher videos and utilizing HyperDocs.
Review curriculum for each course and ensure scope and sequence aligns with remote and face to face learners
Review Google Classroom and Canvas/Apex curriculum programs to ensure that all TEKS are covered

Back to School Bash

Deployment of student devices and materials, Meet the Teacher/Admin, learning agreements and expectations reviewed

Tuesday, August 18th

Denise French-Mental Health First Aid Training

August 19 - current Progress Monitoring for Remote Learners and Staff

Further knowledge in LMS (Google Classroom and Canvas)
Built-in time to incorporate those tools into lesson plans
Professional Development related to progress monitoring and feedback tools weekly
Google Classroom for Beginners (if needed)
Canvas Campus Support and Implementation Training from Region 11
Targeted Canvas Support- Region 11
Apex Tutorial Videos

*Admin team met weekly with Canvas support team to troubleshoot from June through September.

**Most Friday afternoons from 2:30-3:30 teachers are given additional time to reflect and review supports needed individually to meet the needs of remote learners.

***Staff collaboration meetings take place every Wednesday from 3:45-4:30 regarding remote 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>In an effort to provide quality services to our students, teachers and paraprofessionals who provide instruction and services to our remote learners have received training in the following areas:</p> <ul style="list-style-type: none"> ● Best Practices & Pedagogical Approaches in Online Learning ● Provide on-going personalized professional development ● Technology Training (YouTube, screen casting (Vibe), Google Classroom, Zoom, Apex, Canvas, etc.) ● Curriculum Development Training <p>Job-embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies in the asynchronous environment.</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 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>Through the initial digital onboarding process and ongoing topical discussions throughout the fall semester on how to effectively leverage our online curriculum programs, educators will learn how to deliver course content and respond to the data provided by the LMS feedback system. Educators will use LMS progress markers and reports to understand student engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual students with whom they work.</p>

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>Communication with parents will be facilitated through platforms such as the Slidell ISD website, social media, LMS, School Info App, Remind and mailed home documents.</p> <ul style="list-style-type: none"> -Parents/guardians/custodians will have access to a Parent Portal, which will enable them to oversee their own student's progress on academic assignments, engagement with lessons, and their interactions with teachers. -The Canvas portal and Google Classroom platform also serve as a tool for communication between students and teachers. -The school website, social media, and School Info App will allow them access announcements for all students. -Remote Learner Liaisons contact remote learners weekly for check-ins.

<p>What are the expectations for family engagement /support of students?</p>	<p>We shared the expectations below with our families to ensure that they could support asynchronous learning at home:</p> <ul style="list-style-type: none"> ●Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year ●Ensure your child is on track with assignments and coursework ●Ensure your child is reaching out to their teacher or remote learning liaison for assistance ●Assist in supporting your child’s needs by establishing and managing the daily schedule ●Consider creating a designated learning space for your child at home to learn comfortably and with minimal distractions ●Maintain communication with your child’s teacher by phone, email messages, and/or online meetings to create a learning partnership in the district-approved communication channels ●Help your child own their learning. ●Provide support and encouragement, and expect your children to do their part. ●Become familiar with your student’s Learning Management System <p>SISD issued a Remote Learning Expectations document as well as a parent feedback survey regarding remote learning.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Families have several supports and resources available:</p> <ul style="list-style-type: none"> ● Parents were asked throughout the spring and summer what their needs were regarding technology and internet. Units have been deployed including tablets, internet hotspots and laptops. ● Individualized Support: We have been working with parents to support their technological and academic needs, including conducting home visits to offer personalized support as well as Wi-Fi zones for “Park and Learn” in our school parking lot. ● Parent / Guardian Training: We are curating a set of resources for parents and guardians on how to best support their students. This will include technical training on items such as our learning management system, Zoom, and accessing instructional programs. It will also include training on how to support your student academically and social-emotionally. ● Social media (to engage and inform community and parents): Facebook, Website , School Info App, Class Dojo ● Certified teachers as well as bilingual paraprofessional staff are available for conferencing and translating with families regarding remote learning support during the school day and specified times during the evening/weekends.

Expectations Portion of Remote Learning Agreement

Student Expectations:

- Follow the designated schedule communicated by their teacher to attend class during asynchronous assignments
- Students should take responsibility for advocating for themselves
- Turn in school work at the direction of the teacher daily
- Responsible for participation and engagement in the lessons daily to avoid being counted absent. State attendance laws will be strictly enforced.
- Communicate with the teacher when needing additional assistance, tutoring, etc.
- Time management will be crucial in success of remote learning
- Students will show their face on the screen when necessary
- PK-5 will be logged in/engaged 180 minutes daily; 6-12 will be logged in/engaged 240 minutes daily.

Parent Expectations:

- Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach
- Ensure your child is on track with assignments and coursework
- Provide your child with assistance on their day-to-day activities with the exception of designated independent work
- Monitor your child's completion of assignments daily. Attendance will be recorded and 90% is required for course credit, truancy laws apply.
- Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher
- Consider creating a designated learning space for your child at home
- Maintain communication with your child's teacher by phone, e-mail, and/or online meetings when necessary
- Time management will be crucial in success of virtual learning
- Ensure internet reliability and device connectivity for successful online learning