

## Attestations

### Instructional Schedule

- **Teacher interaction** with students is predictable, sufficient to support schedule.
- **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided **clear means to engage with academic material on a daily basis**.
- **Student IEPs or 504 plans** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
  - Half day PreK – 90 instructional minutes
  - Full day PreK – 180 instructional minutes
  - K through 5th grade – 180 instructional minutes
  - 6th through 12th grade – 240 instructional minutes

### Materials Design

- District has adopted a **full, TEKS-aligned curriculum 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 district adopted instructional materials are used during instruction and in the hands of students.

### Student Progress

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus**.
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
  - Data from the Learning Management System (LMS) showing progress made that day

- Curricular progress evidenced from teacher/student interactions made that day
- Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
  - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

**Implementation**

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
  - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
  - Cover all grade levels and content areas that are participating in asynchronous learning
  - Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
  - Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

**Open Responses**

**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.

**Include sample daily schedules for students by grade band**

**Instructional Minutes PK-5 Grade**

Subject	Suggested Daily Time Allocation
PK3	90 minutes
PK4	180 minutes
<ul style="list-style-type: none"> <li>• ELAR/ SLAR/ Social Studies                             <ul style="list-style-type: none"> <li>○ Interactive Read Aloud or Shared Reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 80 minutes</li> </ul>

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<ul style="list-style-type: none"> <li>○ Word Study (Phonological Awareness &amp; Alphabetic Knowledge)</li> <li>○ Small Group Instruction</li> <li>○ Interactive Writing</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="701 178 1360 272">Component</th> <th data-bbox="1369 178 1661 272">Synchronous (approx. min)</th> <th data-bbox="1669 178 1992 272">Asynchronous</th> </tr> </thead> <tbody> <tr> <td data-bbox="701 279 1360 334">IRA or SR</td> <td data-bbox="1369 279 1661 334">5-10 min</td> <td data-bbox="1669 279 1992 334">Yes</td> </tr> <tr> <td data-bbox="701 341 1360 396">Small Group / WS (Focus Lesson)</td> <td data-bbox="1369 341 1661 396">10-15 min</td> <td data-bbox="1669 341 1992 396">No</td> </tr> <tr> <td data-bbox="701 402 1360 457">IAW (Classroom Message)</td> <td data-bbox="1369 402 1661 457">5-10 min</td> <td data-bbox="1669 402 1992 457">No</td> </tr> <tr> <td data-bbox="701 464 1360 519">Social Studies</td> <td data-bbox="1369 464 1661 519">5 -10 min</td> <td data-bbox="1669 464 1992 519">Yes</td> </tr> </tbody> </table>	Component	Synchronous (approx. min)	Asynchronous	IRA or SR	5-10 min	Yes	Small Group / WS (Focus Lesson)	10-15 min	No	IAW (Classroom Message)	5-10 min	No	Social Studies	5 -10 min	Yes
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<ul style="list-style-type: none"> <li>● Math <ul style="list-style-type: none"> <li>○ Numeracy Talk (10 minutes synchronous)</li> <li>○ Model/Explore (15 minutes synchronous)</li> <li>○ Explore/Practice (15 asynchronous)</li> <li>○ Small Group/Stations (computer 15 minutes)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 60 minutes</li> </ul> <table border="1"> <thead> <tr> <th data-bbox="701 613 1222 708">Component</th> <th data-bbox="1230 613 1587 708">Synchronous (approx. min)</th> <th data-bbox="1596 613 1992 708">Asynchronous</th> </tr> </thead> <tbody> <tr> <td data-bbox="701 714 1222 769">Numeracy Talk</td> <td data-bbox="1230 714 1587 769">10 minutes</td> <td data-bbox="1596 714 1992 769">No</td> </tr> <tr> <td data-bbox="701 776 1222 831">Model/Lesson</td> <td data-bbox="1230 776 1587 831">15 minutes</td> <td data-bbox="1596 776 1992 831">No</td> </tr> <tr> <td data-bbox="701 837 1222 893">Explore/Practice</td> <td data-bbox="1230 837 1587 893">No</td> <td data-bbox="1596 837 1992 893">Yes</td> </tr> <tr> <td data-bbox="701 899 1222 954">Small Group/Stations</td> <td data-bbox="1230 899 1587 954">Yes</td> <td data-bbox="1596 899 1992 954">Yes</td> </tr> </tbody> </table>	Component	Synchronous (approx. min)	Asynchronous	Numeracy Talk	10 minutes	No	Model/Lesson	15 minutes	No	Explore/Practice	No	Yes	Small Group/Stations	Yes	Yes
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<ul style="list-style-type: none"> <li>● Science <ul style="list-style-type: none"> <li>○ Ramp Up (Engage)</li> <li>○ Round Up (Stations)</li> <li>○ Wrap It Up (Evaluation)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 30 minutes</li> </ul> <table border="1"> <thead> <tr> <th data-bbox="701 1042 1297 1136">Component</th> <th data-bbox="1306 1042 1558 1136">Synchronous (approx. min)</th> <th data-bbox="1566 1042 1992 1136">Asynchronous</th> </tr> </thead> <tbody> <tr> <td data-bbox="701 1143 1297 1198">Daily Engage and Ramp Up</td> <td data-bbox="1306 1143 1558 1198">5-10 minutes</td> <td data-bbox="1566 1143 1992 1198">No (but can be recorded)</td> </tr> <tr> <td data-bbox="701 1205 1297 1260">Round Up</td> <td data-bbox="1306 1205 1558 1260">5-10 minutes</td> <td data-bbox="1566 1205 1992 1260">Yes</td> </tr> <tr> <td data-bbox="701 1266 1297 1321">Evaluation/Wrap Up (not every day)</td> <td data-bbox="1306 1266 1558 1321">5-10 minutes</td> <td data-bbox="1566 1266 1992 1321">Yes</td> </tr> </tbody> </table>	Component	Synchronous (approx. min)	Asynchronous	Daily Engage and Ramp Up	5-10 minutes	No (but can be recorded)	Round Up	5-10 minutes	Yes	Evaluation/Wrap Up (not every day)	5-10 minutes	Yes			
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<ul style="list-style-type: none"> <li>● Social Emotional</li> </ul>	<ul style="list-style-type: none"> <li>● 10 minutes</li> </ul> <table border="1"> <thead> <tr> <th data-bbox="701 1412 1096 1507">Component</th> <th data-bbox="1104 1412 1524 1507">Synchronous (approx. min)</th> <th data-bbox="1533 1412 1992 1507">Asynchronous</th> </tr> </thead> <tbody> </tbody> </table>	Component	Synchronous (approx. min)	Asynchronous												
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	SEL Lessons	5-10 min	Yes												
<b>ELAR/ SLAR/ Social Studies K-2nd</b>	<b>90 minutes</b>														
<ul style="list-style-type: none"> <li>Word Study</li> </ul>	<ul style="list-style-type: none"> <li>20 minutes</li> </ul> <table border="1"> <thead> <tr> <th>Component</th> <th>Synchronous (approx. min)</th> <th>Asynchronous</th> </tr> </thead> <tbody> <tr> <td>WS</td> <td>10 min</td> <td>Yes - Smarty Ants (10-15 min daily)</td> </tr> </tbody> </table>			Component	Synchronous (approx. min)	Asynchronous	WS	10 min	Yes - Smarty Ants (10-15 min daily)						
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IR	5-10 min	Yes													
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Dual Language One-Way <ul style="list-style-type: none"> <li>Literacy Based ELD (English Language/Literacy Development)</li> <li>Bridging Science</li> </ul>	<ul style="list-style-type: none"> <li>10 minutes</li> </ul> <table border="1"> <thead> <tr> <th>Component</th> <th>Synchronous (approx. min)</th> <th>Asynchronous</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;"><u>Alternate ELD Lesson or Bridging Science</u></td> </tr> <tr> <td>ELD Lesson</td> <td>5-10</td> <td>Yes, if a lesson is recorded.</td> </tr> <tr> <td>Bridging Science</td> <td>5-10</td> <td>No</td> </tr> </tbody> </table>			Component	Synchronous (approx. min)	Asynchronous	<u>Alternate ELD Lesson or Bridging Science</u>			ELD Lesson	5-10	Yes, if a lesson is recorded.	Bridging Science	5-10	No
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<ul style="list-style-type: none"> <li>• Independent Writing</li> </ul>	<ul style="list-style-type: none"> <li>• 15 minutes</li> </ul> <table border="1"> <thead> <tr> <th data-bbox="701 1227 1423 1318">Component</th> <th data-bbox="1432 1227 1621 1318">Synchronous (approx. min)</th> <th data-bbox="1629 1227 1992 1318">Asynchronous</th> </tr> </thead> <tbody> <tr> <td data-bbox="701 1325 1423 1377">Independent Writing (Assigning the assignment)</td> <td data-bbox="1432 1325 1621 1377">5-10 min</td> <td data-bbox="1629 1325 1992 1377">Yes, if a lesson is recorded.</td> </tr> <tr> <td data-bbox="701 1383 1423 1435">Independent Writing (Student completing the assignment)</td> <td data-bbox="1432 1383 1621 1435">No</td> <td data-bbox="1629 1383 1992 1435">Yes</td> </tr> </tbody> </table>	Component	Synchronous (approx. min)	Asynchronous	Independent Writing (Assigning the assignment)	5-10 min	Yes, if a lesson is recorded.	Independent Writing (Student completing the assignment)	No	Yes			
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<b>ELAR/ SLAR/ Social Studies 3rd-5th</b>	<b>90 minutes</b>														
<ul style="list-style-type: none"> <li>• Word Study</li> </ul>	<ul style="list-style-type: none"> <li>• 15 minutes</li> </ul> <table border="1" data-bbox="699 367 1984 516"> <thead> <tr> <th data-bbox="699 367 1167 456">Component</th> <th data-bbox="1167 367 1562 456">Synchronous (approx. min)</th> <th data-bbox="1562 367 1984 456">Asynchronous</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 456 1167 516">WS model lesson</td> <td data-bbox="1167 456 1562 516">10-15</td> <td data-bbox="1562 456 1984 516">No</td> </tr> </tbody> </table>			Component	Synchronous (approx. min)	Asynchronous	WS model lesson	10-15	No						
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<ul style="list-style-type: none"> <li>• Interactive Read Aloud/ Shared Reading/ Reading Mini Lesson/ Achieve Literacy Teacher Directed Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 20 minutes</li> </ul> <table border="1" data-bbox="699 617 1984 987"> <thead> <tr> <th data-bbox="699 617 1304 706">Component</th> <th data-bbox="1304 617 1633 706">Synchronous (approx. min)</th> <th data-bbox="1633 617 1984 706">Asynchronous</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="699 706 1984 834" style="text-align: center;">                     Alternate or use a combination of components.                      (Teacher recorded lessons, and digital assignments can be options for asynchronous learning.)                 </td> </tr> <tr> <td data-bbox="699 834 1304 894">IRA/SR/ML</td> <td data-bbox="1304 834 1633 894">10-20</td> <td data-bbox="1633 834 1984 894">Yes</td> </tr> <tr> <td data-bbox="699 894 1304 987">Achieve Literacy Teacher Directed Instruction</td> <td data-bbox="1304 894 1633 987">10-20</td> <td data-bbox="1633 894 1984 987">No</td> </tr> </tbody> </table>			Component	Synchronous (approx. min)	Asynchronous	Alternate or use a combination of components. (Teacher recorded lessons, and digital assignments can be options for asynchronous learning.)			IRA/SR/ML	10-20	Yes	Achieve Literacy Teacher Directed Instruction	10-20	No
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<ul style="list-style-type: none"> <li>• Independent Writing               <ul style="list-style-type: none"> <li>○ Small Group</li> <li>○ Conferencing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 15 minutes</li> </ul> <table border="1"> <thead> <tr> <th data-bbox="703 621 1075 708">Component</th> <th data-bbox="1075 621 1467 708">Synchronous (approx. min)</th> <th data-bbox="1467 621 1992 708">Asynchronous</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="703 708 1992 862">(Teacher recorded lessons or directions, and digital assignments can be options for asynchronous learning, though it is not recommended to be the daily practice. Small groups and conferring with students will vary daily. If students are not meeting with the teacher in a small group or conference, they should be working independently through the writing process.)</td> </tr> <tr> <td data-bbox="703 862 1075 919">Independent Writing</td> <td data-bbox="1075 862 1467 919">15 min</td> <td data-bbox="1467 862 1992 919">Yes</td> </tr> <tr> <td data-bbox="703 919 1075 980">Small Group</td> <td data-bbox="1075 919 1467 980">Up to 15 min (varies)</td> <td data-bbox="1467 919 1992 980">No</td> </tr> <tr> <td data-bbox="703 980 1075 1042">Conferencing</td> <td data-bbox="1075 980 1467 1042">5 min</td> <td data-bbox="1467 980 1992 1042">Yes (through teacher feedback)</td> </tr> </tbody> </table>			Component	Synchronous (approx. min)	Asynchronous	(Teacher recorded lessons or directions, and digital assignments can be options for asynchronous learning, though it is not recommended to be the daily practice. Small groups and conferring with students will vary daily. If students are not meeting with the teacher in a small group or conference, they should be working independently through the writing process.)			Independent Writing	15 min	Yes	Small Group	Up to 15 min (varies)	No	Conferencing	5 min	Yes (through teacher feedback)
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Small Group	Up to 15 min (varies)	No																
Conferencing	5 min	Yes (through teacher feedback)																
<b>Math K-5th Grade</b>	<b>60 minutes</b>																	
<ul style="list-style-type: none"> <li>• Warm-up</li> </ul>	<ul style="list-style-type: none"> <li>• 10 minutes</li> </ul> <table border="1"> <thead> <tr> <th data-bbox="703 1166 873 1252">Component</th> <th data-bbox="873 1166 1068 1252">Synchronous (approx. min)</th> <th data-bbox="1068 1166 1992 1252">Asynchronous</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="703 1252 1992 1317">Warm-up: Numeracy and Problem Solving Slides in the curriculum.</td> </tr> <tr> <td data-bbox="703 1317 873 1403">Warm-up</td> <td data-bbox="873 1317 1068 1403">10 min</td> <td data-bbox="1068 1317 1992 1403">Yes, if the problem is given ahead of time and students solve before meeting.</td> </tr> </tbody> </table>			Component	Synchronous (approx. min)	Asynchronous	Warm-up: Numeracy and Problem Solving Slides in the curriculum.			Warm-up	10 min	Yes, if the problem is given ahead of time and students solve before meeting.						
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<ul style="list-style-type: none"> <li>• Lesson               <ul style="list-style-type: none"> <li>○ Model/Launch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 25-30 minutes</li> </ul>																	

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<ul style="list-style-type: none"> <li>○ Explore (C - P - R)</li> <li>○ Summarize</li> </ul>	<p>Alternate between synchronous and asynchronous for the components depending on where you are in the learning experience. (Teacher recorded lessons, and digital assignments can be options for asynchronous learning.)</p> <table border="1" data-bbox="699 315 1986 613"> <thead> <tr> <th>Component</th> <th>Synchronous (approx. min)</th> <th>Asynchronous</th> </tr> </thead> <tbody> <tr> <td>Model/Launch</td> <td>5-10 min</td> <td>Yes if video</td> </tr> <tr> <td>Explore</td> <td colspan="2">15 min Shared between synchronous and asynchronous depending on lesson.</td> </tr> <tr> <td>Summarize</td> <td>5-10 if needed for clarifying</td> <td>5-10 min</td> </tr> </tbody> </table>	Component	Synchronous (approx. min)	Asynchronous	Model/Launch	5-10 min	Yes if video	Explore	15 min Shared between synchronous and asynchronous depending on lesson.		Summarize	5-10 if needed for clarifying	5-10 min
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Summarize	5-10 if needed for clarifying	5-10 min											
<ul style="list-style-type: none"> <li>• Small Group/Work Station (one per day) <ul style="list-style-type: none"> <li>○ DreamBox</li> <li>○ Teacher Assigned Task</li> <li>○ Teacher Small Group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 20-25 minutes</li> </ul> <p>Small groups with students will vary daily. If students are not meeting with the teacher in a small group, they should be working independently on DreamBox and/or a teacher assignment.)</p> <table border="1" data-bbox="699 812 1986 1081"> <thead> <tr> <th>Component</th> <th>Synchronous (approx. min)</th> <th>Asynchronous</th> </tr> </thead> <tbody> <tr> <td>Small Group</td> <td>15-20 minutes</td> <td>No</td> </tr> <tr> <td>DreamBox</td> <td>No</td> <td>15 minutes daily</td> </tr> <tr> <td>Teacher Assignment</td> <td>No</td> <td>Yes</td> </tr> </tbody> </table>	Component	Synchronous (approx. min)	Asynchronous	Small Group	15-20 minutes	No	DreamBox	No	15 minutes daily	Teacher Assignment	No	Yes
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DreamBox	No	15 minutes daily											
Teacher Assignment	No	Yes											
<p><b>Science K-5th Grade</b></p>	<p><b>30 minutes</b></p>												
<ul style="list-style-type: none"> <li>• Warmup/Starter</li> <li>• 5E Lesson Component (varies daily) <ul style="list-style-type: none"> <li>○ Engage</li> <li>○ Explore</li> <li>○ Explain</li> <li>○ Elaborate</li> <li>○ Evaluate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Warmup/Starters and/or Closure embedded as part of daily instruction</li> <li>• 5E Lesson Components extend over multiple days and a combination of synchronous and asynchronous instruction can be used depending on the concept and the part of the 5E lesson for the day. Teacher recorded lessons and digital resources may be used for asynchronous instruction.</li> <li>• In grades 3-5, Achieve 3000 every other week.</li> </ul> <table border="1" data-bbox="699 1367 1986 1425"> <thead> <tr> <th>K-1 Component</th> <th>Synchronous</th> <th>Asynchronous</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	K-1 Component	Synchronous	Asynchronous									
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• Closure

	(approx. min)	
Usually only one step or portion of a 5E lesson (“E”) will be done each day. In K-1, think about planning approximately 5-10 minutes of synchronous instruction each day to direct students or follow-up on lesson activities. (Consider recording these components to support asynchronous when needed.) This can vary depending on the concept or unit progression.		
Daily Warmup OR New Unit or Lesson: Engage	5-10 Minutes	Yes, if introduced to concept or connecting to previous experience. New Unit or Lesson Engage may be a video.
Explore or Explain	5-10 minutes Shared between synchronous/asynchronous depending on concept and portion of 5E lesson for the day. Video/prerecordings may be used. Emphasize safety in all teacher demonstrations and tasks.	
Elaborate/Evaluate	5-10 minutes Shared between synchronous/asynchronous depending on concept and portion of 5E lesson. Video/prerecordings can also be used. Time may be extended for end of lesson or unit evaluation.	
Daily Closure/Exit	3-5 minutes as needed for clarifying or formative assessment.	Yes. Notebook entries are one option.
3-5 Component	Synchronous (approx. min)	Asynchronous
Usually only one step or portion of a 5E lesson (“E”) will be done each day. In 3-5, think about planning approximately 10-15 minutes of synchronous instruction each day to direct students or follow-up on lesson activities. This can vary depending on the concept or unit progression		
Daily Warmup OR New Unit or Lesson: Engage	5-10 Minutes	Yes, if introduced to concept or connecting to previous experience. New Unit or Lesson Engage may be a video.
Explore or Explain	10-15 minutes	

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		Shared between synchronous/asynchronous depending on concept and portion of 5E lesson for the day. Video/prerecordings may be used. Emphasize safety in all teacher demonstrations and tasks.	
	Elaborate/Evaluate	5-10 minutes Shared between synchronous/asynchronous depending on concept and portion of 5E lesson. Video/prerecordings can also be used.	
	Daily Closure/Exit	3-5 minutes as needed for clarifying or formative assessment.	Yes. Notebook entries are one option.
Related Services - Accommodations, modifications and/or services provided to students are based on their individual IEPs, 504 plans, and/or linguistic accommodations.			
PLC and Conference Periods for Teachers Office hours posted for each week.			

**Instructional Minutes 6-8<sup>th</sup> Grade**

Remote Learning Schedule will mirror campus schedule- Total Instructional minutes for a 1 week period.			
Content	Total Minutes (every 5 days)	Instructional Delivery Minutes (face-to-face instructional time) (every 5 days)	Progress Check and Independent Practice Minutes inclusive of homework time (every 5 days)
ELAR - Double Blocked	450 minutes	150 minutes	300 minutes
Math - Double Blocked	450 minutes	150 minutes	300 minutes
Math - Single Blocked	225 minutes	75 minutes	150 minutes
Science	225 minutes	75 minutes	150 minutes

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Social Studies	225 minutes	75 minutes	150 minutes
Electives	225 minutes	75 minutes	150 minutes
Related Services - Accommodations, modifications and/or services provided to students are based on their individual IEPs, 504 plans, and/or linguistic accommodations.			
PLC and Conference Periods for Teachers Office hours posted for each week.			

8 Period Day - All Middle School students participating in remote learning will have the same schedule regardless of home campus.			
Period	Class Time	Instructional Delivery Minutes (face-to-face instructional time)	Progress Check and Independent Practice Minutes inclusive of homework time
8:00 A.M.	Login to your Canvas by 8:00 to begin your day	N/A	N/A
1st Period	8:15 - 9:00	15 minutes	30 minutes
2nd Period	9:00 - 9:45	15 minutes	30 minutes
3rd Period	9:50 - 10:35	15 minutes	30 minutes
4th Period	10:35 - 11:20	15 minutes	30 minutes
Lunch	11:25 - 12:00		
5th Period	12:00 - 12:45	15 minutes	30 minutes
6th Period	12:45 - 1:30	15 minutes	30 minutes
7th Period	1:35 - 2:20	15 minutes	30 minutes
8th Period	2:20 - 3:05	15 minutes	30 minutes

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Related Services/Intervention (Office Hours for gen ed)	3:10 -3:45	35 minutes to be utilized based on student IEP, 504, LPAC or needs identified by teachers.
PLC and Conference Period for Remote Teachers will align with campus master schedule.		

**Instructional 9-12th Grade**

Remote Learning Schedule will mirror campus schedule- Total Instructional Minutes for a Two Week Period			
Content	Total Minutes (every 10 days)	Instructional Delivery Minutes (face-to-face instructional time) (every 10 days)	Progress Check and Independent Practice Minutes inclusive of homework time (every 10 days)
ELAR	450 minutes	150 minutes	300 minutes
Math	450 minutes	150 minutes	300 minutes
Science	450 minutes	150 minutes	300 minutes
Social Studies	450 minutes	150 minutes	300 minutes
Electives	450 minutes	150 minutes	300 minutes
Related Services - Accommodations, modifications and/or services provided to students are based on their individual IEPs,504 plans, and/or linguistic accommodations.			
PLC and Conference Periods for Teachers Office hours posted for each week.			

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Period	Class Time	Instructional Delivery Minutes (face-to-face instructional time)	Progress Check and Independent Practice Minutes inclusive of homework time
8:15 A.M.	Login to your Canvas by 8:15 to begin your day	N/A	N/A
1st Period	8:30 - 9:15	15 minutes	30 minutes
2nd Period	9:20 - 10:05	15 minutes	30 minutes
3rd Period	10:10 - 10:55	15 minutes	30 minutes
SWAG Related Services/Intervention (Possible Office Hours for gen ed)	11:00-11:25	25 minutes to be utilized based on student IEP, 504, LPAC or needs identified by teachers.	
4th Period	11:30 - 12:15	15 minutes	30 minutes
Lunch	12:15 - 12:45		
5th Period	12:50 - 1:35	15 minutes	30 minutes
6th Period	1:40 - 2:25	15 minutes	30 minutes
7th Period	2:30 - 3:15	15 minutes	30 minutes
8th Period	3:15 - 4:00	15 minutes	30 minutes
PLC and Conference Period for Remote Teachers will align with campus master schedule.			
*Ratterree students will contact their specific specialization teachers for remote learning schedules.			
<b>Graduation Lab students are expected to be logged in their courses by 8:00 AM for morning session and by 12:00 PM for afternoon session.</b>			

Summarize how your instructional schedules meet the criteria:

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Component	Explanation
<b>What are the expectations for daily student interaction with academic content?</b>	Students may engage in daily learning synchronously following the schedule provided with opportunities for direct instruction from the teacher via digital platforms (Zoom, Teams, etc.). Built into their day is opportunity for independent work, small group work, and whole group instruction. The independent work may occur during the scheduled class time or may be completed asynchronously. In addition, students may choose to complete the direct instruction asynchronously via recorded screen cast lessons. The daily schedule for provided synchronous instruction and the requirement for independent asynchronous instruction is equal to the daily instruction provided during face to face learning in school. Teachers will track student progress and completion of assignments via Canvas, our online LMS or SeeSaw for our youngest students.
<b>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?</b>	To facilitate instructional alignment between remote learners and in school learners, the provided minutes of instruction will be equal for all students, combining independent work, small group work, and whole class instruction.  Remote learners will complete instruction and activities primarily asynchronously, though students will have the opportunity to engage in synchronous instruction and will receive support through interventions, small group instruction, and individual teacher interactions via office hours.
<b>What are the expectations for teacher/student interactions?</b>	Teachers are expected to engage with students through daily instruction feedback (more about this in the Student Progress section). Additionally, students can interact with teachers and peers daily during the interventions and / or small group instruction via video conferencing. Students should be accustomed to this online interaction with their teachers based on their experience this spring, and teachers will notify which students are to attend intervention sessions, when, and for what subjects. Finally, teachers will establish time for posted office hours where they can meet with students or answer student questions. Attending office hours is not mandatory; students may determine if they choose to attend.
<b>How will teacher/student interactions be differentiated for students with additional learning needs?</b>	<ul style="list-style-type: none"> <li>• Students independent practice and homework will be differentiated based on the unique needs of the student. In addition, supports and scaffolds will be provided from the general education or special education teacher(s) to ensure that students have access to the gen ed curriculum content.</li> <li>• Small group lessons will be provided as needed through zoom sessions or pre-recorded sessions to address IEP goals or to provide modified or differentiated instruction on a specific goal or content objective.</li> </ul>

**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?	What resources are included to support students with disabilities?	What resources are included to support ELs?
	PK-5	DreamBox  Stemscopes Math			Access to supplemental aids	

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Math Instructional Materials		District Developed Curriculum District Developed Assessments	Digital reporting within the DreamBox program  Campus and district common assessments  Canvas activities	Yes  TEKS will only be adapted through goals and objectives for students requiring modified instruction and/or who are receiving instruction through an alternate curriculum.	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 to the student's IEP or 504 plan.  Parent training will be provided as needed.	DreamBox, STEMscopes Math, and District created resources includes built-in supports for ELs in each lesson. For elementary, the products are in both English and Spanish.
	6-8	DreamBox Gizmos Districted created curriculum District Created Assessments				
	6-12	District created curriculum District Created Assessments				
IELA Instructional Materials	PK-2	Smarty Ants (English and Spanish)  HMH Into Reading/ Arriba la Lectura  Heggerty Phonological Awareness Book (English and Spanish)  Supplemental sets of decodable books (English and Spanish)	Digital reporting within the Smarty Ants program  Campus and district common assessments  Canvas activities	Yes	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 to the student's IEP or 504 plan.	Students are able to toggle back and forth between English and Spanish.  Teachers are able to assign English and Spanish resources to support DLI and newcomers. EL support available.  District embedded language supports provided with resources for EL students.

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		District developed assessments			Parent training will be provided as needed.	Teachers are able to individualize language of texts and scaffolds for students and utilize first language supports
3-5	Achieve 3000 (English and Spanish) Actively Learn (5th GT) HMH Into Reading/ Arriba la lectura HMH Into Literature (5th GT) District Developed Curriculum District Developed Assessments	<b>Digital reporting within the Achieve 3000 program</b>  <b>Campus and district common assessments</b>  <b>Canvas activities</b>	<b>Yes</b>	Teachers are able to individualize language scaffolds for students and utilize first language supports.  Teachers are able to assign English and Spanish resources to support DLI and newcomers. EL supports are available.		
6-12	HMH Into Literature Achieve 3000 Actively Learn District Developed Curriculum District Developed Assessments District Library Resources	<b>Digital reporting within the Achieve 3000 program</b>  <b>Campus and district common assessments</b>  <b>Canvas activities</b>	<b>Yes</b>	Built in linguistic supports by EL level are provided for teachers along with language scaffolds for students.  District embedded language supports provided with resources for EL students.		
		District Developed Curriculum STEMscopes HMH ScienceFusion Early Explorer (PK) Discovery Education	<b>Digital reporting within the Achieve 3000 program</b>			STEMscopes Science, Achieve 3000, and District created resources includes built-in supports for ELs in each lesson. For elementary, the product is in both English and



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Science Instructional Materials	PK-5	Achieve 3000 (3rd - 5th)  District Developed Curriculum  Actively Learn (5th GT)  District Library Resources  District Developed Assessments	Campus and district common assessments  Canvas activities	Yes	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 or 504 plan.  Access to Supplemental Aids	Spanish.  Built in linguistic supports by EL level are provided for teacher along with language scaffolds for students.
	6-12	District Developed Curriculum  STEMscopes  Discovery Education  Gizmos  McGraw-Hill Grades 6, 7, and 8, IPC, Biology, and Chemistry  HMH Physics and Environmental Systems  Achieve 3000  Actively Learn  BrainPop  District Developed Assessments	Digital reporting within the Achieve 3000 program  Campus and district common assessments  Canvas activities	Yes		Teachers are able to individualize language scaffolds for students and utilize first language supports.  District embedded language supports provided with resources for EL students.
		Savvas Digital Textbook(K-5)  Reading A-Z				

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<p><b>Social Studies Instructional Materials</b></p>	<p>PK-5</p>	<p>PebbleGo (K-3)</p> <p>Brainpop / Brainpop Jr.</p> <p>Spotlight on Texas - Rosen Learning Center (4)</p> <p>Achieve 3000 (3-5)</p> <p>Library Digital Resources District Developed Curriculum</p> <p>District Developed Assessments</p>	<p><b>Campus and district common assessments</b></p> <p><b>Canvas activities Campus and district common assessments</b></p> <p><b>Canvas activities</b></p>	<p><b>Yes</b></p>	<p>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 or 504 plan.</p>	<p>Built in linguistic supports by EL level are provided for teacher along with language scaffolds for students.</p>
	<p>6-12</p>	<p>Savvas Digital Textbook (8, US)</p> <p>ConnectEd Digital Textbook (6,7,WG,WH, GOV,EC,PSY)</p> <p>HMH Digital Textbook (SOC)</p> <p>Culturegrams</p> <p>Achieve 3000</p> <p>Actively Learn (H,GT)</p> <p>Discovery Education</p> <p>Brainpop</p> <p>Library Digital Resources District Developed Curriculum</p> <p>District Developed Assessments</p>	<p><b>Campus and district common assessments</b></p> <p><b>Canvas activities Campus and district common assessments</b></p> <p><b>Canvas activities</b></p>	<p><b>Yes</b></p>	<p>Access to Supplemental Aids</p>	<p>Teachers are able to individualize language scaffolds for students and utilize first language supports.</p> <p>District embedded language supports provided with resources for EL students.</p>

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

Component	Explanation
<p><b>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</b></p>	<p>he district will leverage our existing instructional materials as the basis for our curriculum for students. Asynchronous students will follow the same scope, sequence, minute requirements, and curriculum as face-to-face students. This is to allow for students transitioning between learning modalities (e.g., remote and face-to-face) at the end of grading periods. All materials we use are Texas Essential Knowledge and Skills (TEKS) aligned. All materials will be stored on our LMS and will be accessible to all students.</p> <p>Students will leverage a number of instructional software resources including DreamBox, Smarty Ants, and Achieve 3000 for asynchronous learning, as well as for blended learning on-campus. These programs are inherently tailored to support self-paced, adaptive, and personalized student learning. This will support progress monitoring for all students as well.</p>
<p><b>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</b></p>	<p><b>SPED Professional Development:</b> To comply with IDEA and our efforts to provide high-quality specialized instruction to students receiving special education services, strategic professional development will be provided to general education teachers, special education teachers, BIL/ESL teachers and ALL paraprofessionals who provide instruction to students receiving special services. Professional training will also be provided during our new teacher induction and ongoing new teacher academy (ConnectED), and throughout the year for all professionals. All teachers will actively participate in authentic PLC’s with teachers in the same grade level, or subject area.</p> <p><b>SPED Related Services and Speech Language Services</b> – Speech and related services will be provided through virtual Zoom sessions and documented. The previous continuity plans and new contingency plans will reflect any modification to services that are in response to remote learning. Parents will be encouraged to engage in the development or revisions of these plans to ensure that we are meeting the unique needs of their child.</p> <p>Students receiving services through special education will have access to all tools that their general education peers have access to as well as tools that support specialized instruction. Specific tools include (but are not limited to): Reading Horizons, Vizzle, IXL, Equals Math, SeeSaw, TrueFlix, Brain Pop, PebbleGo, Reading A-Z, Rosen Learning Center, EPIC, Story Jumper.</p> <p>Specific supports for Transition Students are: Kudar, Onedar, TeachTown Transition to Adulthood</p> <p>Visually impaired students have support through: Typing Club, Google Maps, Zoom Text Fusion, Talking Typer</p> <p>Students with behavior goals have access to: TeachTown and WhyTry are social skills curriculums</p>

**Key Requirement Student Progress:** Describe (or attach a description of) how you are tracking student engagement and progress in your asynchronous environment.

Component	Explanation
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<p><b>What is the expectation for daily student engagement?</b></p>	<p>Students are required to be engaged daily with work; students who do not demonstrate engagement on a given day are marked absent if no engagement is measured by 11:59 pm. 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 synchronous instruction for any additional support and answers to questions they may have.</p>
<p><b>What is the system for tracking daily student engagement?</b></p>	<p>Daily attendance is measured by daily student engagement. Teachers of remote students will determine which students are present (teachers will use own documentation methods prior to recording in eSchool) based on one of the three approved engagement methods:</p> <ul style="list-style-type: none"> <li>· 1) Daily progress in the Learning Management System (LMS), as defined in the approved learning plan (for example: creating a short daily attendance assignment in Canvas for the purpose of taking attendance such as a quick write, an exit ticket, or bell-ringer); or</li> <li>· 2) Daily progress via teacher-student interactions, as defined in the approved learning plan (for example: communication or participation in lecture); or</li> <li>· 3) Completion/Turn-in of assignments from student to teacher - potentially via email, on-line, or mail (for example: participation or adherence to TEA's guidelines).</li> </ul>
<p><b>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</b></p>	<p>Apart from interventions and office hours, attendance will be tracked daily in the district's LMS, Canvas, through the built-in attendance assignment, using the same process and protocol as is used during on-campus instruction. 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 though duration, learning objectives achieved, activities completed, and coursework. Furthermore, these opportunities for engagement provide evidence that the student is making progress and engaging with their schoolwork daily.</p> <p>District attendance officers and campus personnel will collaborate to ensure all students remain actively engaged in learning and making progress with their learning.</p>
<p><b>What is the system for tracking student academic progress?</b></p>	<p>Student progress will be tracked daily in the LMS Canvas through daily assignments, activities, interaction with a teacher and other markers. The district has implemented a standardized structure for tracking instructional minutes and engagement in Canvas and through digital learning tools (Achieve 3000, DreamBox, Smarty Ants, etc.)</p> <p>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 will be shared with parents, including parent norms for supporting their learners.</p> <p>The district has implemented a 1:1 device rollout and has provided hotspots where needed to ensure connectivity for all students. All instruction will be accessed through Canvas or SeeSaw digitally.</p>

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	Teachers are expected to regularly assess student learning both through a choice of means: preassessments provided within curriculum, unit assessments provided within the curriculum, and/or campus developed unit assessments. Additionally, student testing schedule with NWEA MAP will provide BOY, MOY, and EOY data for core content areas in kindergarten through 9 <sup>th</sup> grade. Finally, district common assessments will be conducted 4 times throughout the school year.
<b>What is the system for providing regular (at least weekly) feedback to all students on progress?</b>	Teachers are expected to provide daily feedback in at least one capacity within Canvas. Daily specific feedback from teachers to students is conducted through a variety of methods, via Canvas lessons, activities, or small group instruction and teacher office hours. The daily feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis.

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

Irving ISD has created a professional development calendar with topics that are specific to supporting asynchronous instruction.

Event/Sessions	Time Frame	Information	Audience
Learn2Lead	July 28, 29, 30	Canvas Intro Training, Intro to various district resources such as Dreambox, Smarty Ants, Achieve 3000, and Stems copes Math	Principals, Assistant Principals, Administrative Liaisons
Learn2Inspire	Aug. 4-7	<p>Educators attended a variety of sessions to support asynchronous instruction. Sessions included:</p> <p>Canvas Learning Management System Training (Day 1 Ready), Seesaw Training, The Blended Learning Toolbelt (Nearpod and Flipgrid Training), Digital Breakouts for TEKS-based Instruction, YouTube for the Classroom, HMH Ed Classroom (Elementary), HMH Digital Platform Update (Secondary), Literacy Strategies in a Blended Science Classroom, PreK-3 and Pre-K 4 Digital Resources, STEMscopes Math, STEMscopes Science, Dreambox Math, Achieve 3000, Smarty Ants, and Actively Learn.</p>	Teachers, Interventionists, Academic Specialists, Digital Learning Coaches
Back to School PD Week	August 10-14	Canvas Follow-Up Training and Q&A, Achieve 3000 and Smarty Ants Follow-Up Training, campus specific trainings to support asynchronous instruction	Teachers, Interventionists, Academic Specialists, Digital Learning Coaches, Administrators
Canvas Basics Training Series	July-August	<p>Canvas for Counselors</p> <p>Canvas for SPED Teachers</p> <p>Canvas for Directors, District Coordinators, and District Specialists</p>	Counselors, SPED Teachers, Directors, District Coordinators, Specialists

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Canvas LMS Training Series for Teachers	9/1, 9/3, 9/9, 9/15, 9/21, 9/24, and ongoing	Canvas – Assignments, Grading, and Feedback Canvas – Accessibility Features Canvas- Efficiency and Collaboration Tools Canvas EdCamp Bitmojis in Canvas	Teachers, Interventionists, Academic Specialists, Digital Learning Coaches, Administrators
Canvas Studio Training for Teachers	9/17, 9/23, and an asynchronous course	Canvas Studio- a media tool that allows students and instructors to upload, create, edit, manage, share and discuss audio and video files. Existing files can be used, or new ones can be created with Studio's capture and editing tools.	Teachers, Interventionists, Academic Specialists, Digital Learning Coaches, Administrators
Seesaw Support for Pre-K Teachers	2 sessions on 8/27	Seesaw Tips and Q&A Session	Pre-K Teachers
Campus Administrator Sessions	9/17, and ongoing	Planned Topics to Support Asynchronous Instruction: Dreambox- Reports and Best Practices Achieve 3000 Smarty Ants Actively Learn	Principals
Saturday Sessions	9/26, 10/24, 11/14, 1/23, 4/17	A variety of sessions will be offered throughout the year to teachers wanting to learn more about how to support students. This includes sessions that will support asynchronous instruction.	Teachers, Interventionists, Academic Specialists, Digital Learning Coaches, Administrators
Academic Specialist Sessions	Ongoing	Academic Specialists meet regularly to discuss methods of supporting teachers. These sessions include supporting teachers with asynchronous instruction and learning more about our LMS (Canvas) and other digital resources.	Academic Specialists
Digital Learning Coach Sessions	Ongoing	Digital Learning Coaches meet regularly with the Digital learning Coordinators and Directors to discuss ways to support teachers. These sessions include supporting teachers with asynchronous instruction and learning more about our LMS (Canvas) and other digital resources.	Digital Learning Courses
SWAG Sessions (Six Weeks at a Glance)	Ongoing, once every 6 weeks	All educators are invited to content-based sessions to learn about the curriculum for the upcoming 6 weeks. These sessions include asynchronous curriculum items as well as best practices for asynchronous learning.	Teachers, Interventionists, Academic Specialists, Digital Learning Coaches, Administrators
Remote and In-Person Instructional Strategies Sessions by Content and Specialty	9/14-9/25	All educators are invited to specialty and content-based sessions to learn about best practices in supporting asynchronous and in-person students. 31 different types of sessions were offered.	Teachers, Interventionists, Academic Specialists, Digital Learning Coaches, Administrators

**Summarize how your professional development for educators will support asynchronous instruction:**

Component	Explanation
<p><b>How will both initial and ongoing, job-embedded educator development opportunities occur?</b></p>	<p>Educators will participate in the virtual training outlined above. They will have the opportunity to learn the necessary digital and content specific instructional tools to effectively deliver asynchronous classroom instruction. These courses will be held in a virtual setting.</p> <p>A sample of the digital tools educators will gain proficiency in to facilitate courses include the following:</p> <ul style="list-style-type: none"> <li>• Canvas LMS</li> <li>• Dreambox</li> <li>• Smarty Ants</li> <li>• Achieve 3000</li> <li>• Seesaw</li> <li>• Vizzle</li> <li>• Edgenuity</li> <li>• Actively Learn</li> <li>• STEMscopes Math and Science</li> </ul> <p><b>Special Education Contingency Plans</b></p> <ul style="list-style-type: none"> <li>• All campus administrators and teachers will be trained in the development of a contingency plan. Current contingency plans will be revised based on the needs of students and during annual ARD's a new contingency plan will be developed for each student.</li> </ul> <p><b>Academic Specialists</b> are assigned to every campus to provide the following ongoing educator development and support:</p> <ul style="list-style-type: none"> <li>• Provide on-going personalized professional development and instructional coaching through real-time feedback</li> <li>• Model core content lessons with guidance on content specific instructional strategies and resources</li> <li>• Develop content knowledge through the facilitation of collaborative planning and monitoring the alignment of instruction, assessment, and student outcomes to district and state requirements</li> <li>• Assist teachers in disaggregating, analyzing, and disseminating progress monitoring data to drive decisions on instructional placement and responsive action to address students' academic needs</li> <li>• Assist teachers in developing on-time responsive interventions for students with academic needs</li> </ul> <p><b>Digital Learning Coaches</b> are also assigned to campuses to serve as technology and virtual learning coaches. The Digital Learning Specialists partner with Academic Specialists to support teachers in the development of purposeful integration of technology and the delivery of high-quality instruction in a virtual environment.</p>

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<p><b>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</b></p>	<p>The district provides teachers with sessions called SWAGs, content-based sessions where teachers learn about the curriculum for the upcoming 6 weeks. These sessions include asynchronous curriculum items as well as best practices for asynchronous learning. New teachers were also introduced and trained on the district curriculum at the New Teacher Academy. District coordinators also provide specific campus assistance such as using new digital resources.</p> <p>Irving ISD provides professional development to teachers regarding how to use data to help drive instructional practice and focus. The data that teachers use helps provide additional support to students and will be discussed during in person or remote during collaboration time. The district is collecting data thorough DRA, NWEA MAP, and CLI engage, and DCAs during the school year.</p> <p>Campus Professional Learning Communities respond to data using the methods of Solution Tree PLC at Work and Solution Tree RTI at Work. This year, campus guiding coalitions are attending a series of trainings on building common assessments, analyzing data, and creating a plan for intervention and enrichment.</p>
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**Describe your communication and support plan for families engaging with asynchronous learning:**

Component	Explanation
<p><b>How will you communicate the expectations for asynchronous instruction to families?</b></p>	<ul style="list-style-type: none"> <li>• District web site</li> <li>• Parent webinars and campus meetings</li> <li>• Social media videos and announcements</li> <li>• Parent emails and text messages</li> </ul>
<p><b>What are the expectations for family engagement/support of students?</b></p>	<p><b>SEL</b></p> <p>Bi-monthly Parent &amp; Family Engagement newsletter (English and Spanish) featuring:</p> <ul style="list-style-type: none"> <li>• SEL strategies such as practicing self-care, gratitude, and strengthening family relationships</li> <li>• Links to register for upcoming SEL Parent Classes</li> </ul> <p>Parent and Family Engagement (PFE) Coordinators are providing Parent Liaisons with weekly “train the trainer” sessions on facilitating Parent SEL classes (10 week discussion series that helps caregivers become more familiar with social and emotional learning and encourages them to actively engage in their own growth while supporting their children to practice social and emotional skills.)</p> <ul style="list-style-type: none"> <li>• Many Parent Liaisons will begin offering Parent SEL classes in October</li> <li>• Parent &amp; Family Engagement Coordinators will begin offering Parent SEL classes in October</li> </ul> <p>PFE Coordinators will attend district “train the trainer” SEL sessions and present the year 2 curriculum to Parent Liaisons (We completed year one with the Parent Liaisons last school year.)</p>



	<p><b>Remote Instruction</b></p> <p>Bi-monthly Parent and Family Engagement newsletter (English and Spanish) featuring:</p> <ul style="list-style-type: none"> <li>• Links to register for District Canvas parent sessions</li> <li>• Links to District Canvas “how-to” videos</li> <li>• Links to District resources for remote instruction</li> <li>• Tips for Distant learning best practices</li> </ul> <p>Worked with Patricia Alvarado to promote and support parent Canvas sessions</p> <ul style="list-style-type: none"> <li>• How to help your child log in on the first week</li> <li>• How to create parent Canvas account</li> <li>• Parent Liaisons received Canvas training so that they could provide one-on-one parent support as needed</li> </ul> <p>Tech Tuesdays with Parent Liaisons</p> <ul style="list-style-type: none"> <li>• Ongoing training in the features of Zoom so that Parent Liaisons can help parents support their children in remote learning and so that the parents themselves can join parent classes via Zoom</li> </ul> <p><b>Returning to School</b></p> <p>Bi-monthly PFE newsletter (English and Spanish) featuring:</p> <ul style="list-style-type: none"> <li>• Links to District information regarding returning to school safely</li> <li>• Links to registration for SEL Parent Classes and encouragement for parents to participate so that they may utilize SEL strategies to help their children cope with the anxiety they may be feeling due to drastic changes in their lives due to the pandemic, including their educational setting</li> </ul>
<p><b>What additional supports, training, and/or resources will be provided for families who may need additional support?</b></p>	<ul style="list-style-type: none"> <li>• Parent/guardian webinars in the use of Canvas, and other digital tools</li> <li>• Pk4-3<sup>rd</sup> grade students were provided a learning kit containing manipulatives (dice, counters, magnetic letters, etc.) to support math and reading as well as literacy-based science materials.</li> </ul>